



## 2018-2023 Strategic Planning Subgroup Submission

Submitted by: Student Success Subgroup

Date: 6/5/17

**Goal 1: Assist students in becoming more independent, self-confident, and effective learners who disseminate knowledge, innovate, and solve problems creatively.**

Strategy 1: Increase the number of students engaged with research, scholarship, and creative activities (URSCA) within and beyond the classroom at RU by (1) embedding and scaffolding URSCA in the curriculum, (2) increasing co-curricular opportunities such that all students have the opportunity to participate in at least one URSCA experience and (3) instituting a research scholar graduation distinction such that undergraduates who have been significantly active in research outside the classroom are recognized for their accomplishment.

Key Performance Indicator

- Baseline: 15 SURF awards annually
- Target
  - Annual (if applicable): Year one: design the criteria for the research scholar graduation distinction for each college
  - Comprehensive (2023): Increase the % of classes with embedded URSCA, increase the number of SURF awards, increase the % of students engaged in creative activities or research with a faculty member outside of the classroom, 5% of graduating seniors from participating colleges gain the research scholar distinction.

Responsible Party: Assistant Provost for Academic Programs, College Deans

Timeline: Year One: Research scholar distinction is designed; more SURF awards are granted.

Year Two-Five: Research scholar program is implemented.

Budget: Increase funding for SURF awards, HIP experiences, and SCI awards as well as funding for faculty development, reassigned time and increase administrative support by means of more administrative assistants.

Other: The research scholar distinction can be used for internal tracking of research engagement and can be used to look at career and graduate school outcomes for students with this distinction verses those without. It will also make those students Highlander ready (ready for the job).



## 2018-2023 Strategic Planning Subgroup Submission

Submitted by: Student Success Subgroup      Date: 6/5/17

**Goal 1: Assist students in becoming more independent, self-confident, and effective learners who disseminate knowledge, innovate, and solve problems creatively.**

Strategy 2: Recognizing the interdependence and importance of academic and emotional support services in student success, Radford University will provide adequate funding for student academic and emotional support.

Key Performance Indicator

1. Baseline:
  - Target- decreased wait times, student survey (morale) or academic
    - a. Annual (if applicable):
    - b. Comprehensive (2023): Decreased wait times, increased usage/availability, and reported satisfaction in satisfaction surveys of 85%

Responsible Party: Vice President for Student Affairs and Provost and Vice President for Academic Affairs\*

Timeline: Year One: A needs analysis for the current and projected needs of the Learning Assistance and Resource Center, Student Health Services, Student Counseling Services, and The Center for Accessibility Services will be completed.

Year Two-Five: Findings will be implemented.

Budget: Unknown until need assessment complete

Other: \*Note: The responsible parties listed for each strategy is a recommendation of the division or person who will oversee their execution. It is expected that the overseer of each strategy will execute it with direct assistance and advice of faculty, staff, and other interested parties.



## 2018-2023 Strategic Planning Subgroup Submission

Submitted by: Student Success Subgroup      Date: 6/5/17

**Goal 1: Assist students in becoming more independent, self-confident, and effective learners who disseminate knowledge, innovate, and solve problems creatively.**

Strategy 2.2: In order to achieve success in college, students must have access to appropriate academic support. Thus, Radford University will examine the courses with high DFW rates determine the best strategy for improving those course outcomes.

Key Performance Indicator

1. Baseline: There is no baseline at RU for this program.
  - Target
    - a. Annual (if applicable): Analysis of courses with high DFW rates. Tailored strategies for each course are devised. New protocols are implemented for those courses.
    - b. Comprehensive (2023): A decrease in the DFW rate in the targeted classes by 2% in those classes.

Responsible Party: Provost and Vice President for Academic Affairs and Vice President for Student Affairs

Timeline: Year One: Analysis is conducted on each class with highest DFW rates. Individual strategies are devised tailored to each class. Year Two: New protocols are implemented for each of the targeted classes. Year Three-Five: Review and analysis of implemented protocols.

Budget: No new monies known until analysis complete.



## 2018-2023 Strategic Planning Subgroup Submission

Submitted by: Student Success Subgroup

Date: 6/5/17

**Goal 1: Assist students in becoming more independent, self-confident, and effective learners who disseminate knowledge, innovate, and solve problems creatively.**

Strategy 4.1: Recognizing that student success comes in part from strong teaching, Radford University will contract with a nationally recognized experts in diversity, access and equity literacy to help us create our diversity policy and a training center for faculty development.

Key Performance Indicator

1. Baseline: No baseline.
  - Target
    - Annual (if applicable):
    - Comprehensive (2023): Diversity policy instituted, faculty training in diversity, access and equity literacy enacted.

Responsible Party: Provost and Vice President for Academic Affairs

Timeline: Year One: Contract with nationally recognized diversity, access and equity literacy experts, such as Shaun Harper with USC's Race and Equity Center.  
Year Two-Five: Implement plan devised by expert.

Budget: Consultant Fee (TBD)



## 2018-2023 Strategic Planning Subgroup Submission

Submitted by: Student Success Subgroup

Date: 6/8/17

**Goal 1: Assist students in becoming more independent, self-confident, and effective learners who disseminate knowledge, innovate, and solve problems creatively.**

Strategy 4.2: Recognizing that student success comes in part from strong teaching, Radford University will institute an expectation of continuing pedagogy education for all teaching faculty.

Key Performance Indicator

1. Baseline: No baseline.

- Target

- Annual (if applicable):

- a. Comprehensive (2023): Increase in student evaluation scores

Responsible Party: Provost and Vice President for Academic Affairs

Timeline: Each year, nationally recognized pedagogy experts will be brought to campus to offer workshops and training for faculty, all faculty must attend one workshop annually. Each year, the university will bring in one speaker for the university as a whole. Each college will also bring one speaker in a year. Interested faculty can also participate in an optional peer teaching evaluation program, where faculty sit in on each other's classes and offer impressions and helpful pedagogy suggestions.

Budget: 7 pedagogy speakers to campus (one for the university at large, and one for each college) annually. \$28,000 a year.



## 2018-2023 Strategic Planning Subgroup Submission

Submitted by: Student Success Subgroup      Date: 6/8/17

**Goal 2: Increase student engagement in both the social and academic arenas to enrich the Radford experience and increase student retention.**

Strategy 2: With the understanding that we are living in an increasingly multicultural world Radford University pledges to promote cultural programming (including arts, international, diversity, etc.) that encourages students, faculty and staff to actively engage with and understand different cultural viewpoints.

Key Performance Indicator

Baseline: No data available

- Target
  - Annual (if applicable): Year One: Define cultural programming and establish benchmarks. Increase % of students engaged in cultural experiences on campus by 2% each year.
  - Comprehensive (2023): Student engagement in cultural experiences is 10% higher than the baseline.

Responsible Party: Vice President for Student Affairs, Provost and Vice President for Academic Affairs, Dean of the College of Visual and Performing Arts, and Director of International Education Center

Timeline:

Budget: No new monies

Other: \*Note: The responsible parties listed for each strategy is a recommendation of the division or person who will oversee their execution. It is expected that the overseer of each strategy will execute it with direct assistance and advice of faculty, staff, and other interested parties.



## 2018-2023 Strategic Planning Subgroup Submission

Submitted by: Student Success Subgroup      Date: 6/5/17

**Goal 3: Intentionally lead students from their transition into Radford University through graduation toward their unique path in life.**

Strategy 2: Create a consistent university-wide academic advising protocol and assessment plan for faculty and professional advisors with oversight from an assistant provost in collaboration with AALT.

Key Performance Indicator

- Baseline: Evaluate current advising processes and develop university-wide academic advising protocol and assessment plan
- Target
  - Annual (if applicable): Allocate funding to the advising entities based on need as identified by the protocol, deploy new advising protocol and assessment plan
  - Comprehensive (2023): 90% of students report that they are satisfied or extremely satisfied with academic advising in academic advising surveys

Responsible Party: Academic Advising Committee

Timeline:

- Fall 2018
  - Official assigned oversight from an Associate or Assistant Provost
- Fall 2018–Spring 2019:
  - Creation of a consistent university-wide academic advising protocol and assessment plan for faculty and professional advisors.
- Fall 2019:
  - College departments create specific advising plans to be reflecting the university-wide academic advising protocol to include optimum advising loads based on recommended number and amount of contact time with advisees per term based on College needs.
  - Advising Centers create consistent optimum advising loads based on determined number and amount of contact time with advisees per term
- Spring 2020:
  - Initial advisor training and then ongoing
  - Initial assessment, and then each semester
  - Hiring of two professional advisors to replace graduate student advisors based on determined optimum advising center loads.

- Monies for faculty release time – three classes@\$3,000 per class for adjunct
- CUPA review and salary adjustments to professional advisors as needed
- 2020-2021
  - Monies for faculty release time – three classes@\$3,000 per class for adjunct
  - Hiring of two additional professional advisors based on determined optimum advising center loads.
- 2021-2022:
  - Monies for faculty release time – three classes@\$3,000 per class for adjunct
  - Re-evaluation of need - hiring of one professional advisor based on need and enrollment.
- 2022-2023
  - Monies for faculty release time – three classes@\$3,000 per class for adjunct
  - Re-evaluation of need - hiring of one professional advisor based on need and enrollment.

#### Budget:

- Spring 2020
  - \$120,278: 2 professional advisors (+benefits) to replace graduate student advisors and 3 courses taught by adjuncts \$33,618
  - CUPA Professional advisor salary adjustments (+benefits)
- 2020-2021
  - \$120,278: 2 professional advisors (+benefits), and 3 courses taught by adjuncts (*Re-evaluate need next 2 years*)
- 2021-2022
  - \$64,639: 1 professional advisor (+benefits), and 3 courses taught by adjuncts
- 2022-2023
  - \$64,639: 1 professional advisor (+benefits), and 3 courses taught by adjuncts

College plans may include faculty reassign times (3 courses each year- 2018-2024). Hiring of additional professional advisors in the advising centers based on the optimal advising loads and to replace graduate student advisors with professional advisors in the centers.





## 2018-2023 Strategic Planning Subgroup Submission

Submitted by: Student Success Subgroup

Date: 6/5/17

**Goal 3: Intentionally lead students from their transition into Radford University through graduation toward their unique path in life.**

**Strategy 3.1:** Create the Center for Career and Talent Development, an innovative physical space, that will help create our brand identity, and outreach plan that inspires collaboration among career coaches, faculty, employers, and alumni to empower student career and talent development and life skills.

Substrategy- Develop the “Discover, Experience and Thrive” customized career development plan

### Key Performance Indicator

- **Baseline:** 75% of students have a job, post-graduate education, military service or volunteer service within 6 months of graduation, 69% of employed graduates are in position related to their career goal, 74% of RU graduates participated in experiential learning
- **Target**
  - **Annual (if applicable):** Increase the % of students participating in internships by 5% a year
  - **Comprehensive (2023):** Increase the % of student that have jobs within 6 months of graduation by 5%, Increase the % of students engaging with career development by 5%

Responsible Party: Executive Director for Career Services

Timeline: Customized career development plan is begun Fall 2019

Budget: \$180,000 (personnel, career development/experiential learning programs, career development technology platforms)



## 2018-2023 Strategic Planning Subgroup Submission

Submitted by: Student Success Subgroup      Date: 6/5/17

**Goal 3: Intentionally lead students from their transition into Radford University through graduation toward their unique path in life**

Strategy 3.2: Create the Center for Career and Talent Development, an innovative physical space, that will help create our brand identity, and outreach plan that inspires collaboration among career coaches, faculty, employers, and alumni to empower student career and talent development and life skills.

Substrategy- Actively cultivate employer relationships across multiple industries.

Key Performance Indicator

- Baseline:
- Target
  - Annual (if applicable): \_\_\_\_\_
  - Comprehensive (2023): Increase the % of employers recruiting RU students by 20%

Responsible Party: Executive Director for Career Services

Timeline: Begin Fall 2019

Budget: \$50,000 (office personnel), handshake software (\$9,500)= \$59,500.



## 2018-2023 Strategic Planning Subgroup Submission

Submitted by: Student Success Subgroup      Date: 6/5/17

**Goal 3: Intentionally lead students from their transition into Radford University through graduation toward their unique path in life**

Strategy 3.3: Create the Center for Career and Talent Development, an innovative physical space, that will help create our brand identity, and outreach plan that inspires collaboration among career coaches, faculty, employers, and alumni to empower student career and talent development and life skills.

Substrategy- Expand current workshops offered by the Center for Career and Talent Development to include Financial Literacy

Key Performance Indicator

- Baseline: No baseline
- Target
  - Annual (if applicable): Post-workshop surveys show an increase in financial competence of respondents
  - Comprehensive (2023): \_\_\_\_\_

Responsible Party: Executive Director for Career Services

Timeline: Pilot workshops Fall 2019

Budget: No additional budget needed