Fort Valley State University College Completion Plan

August 22, 2012

2012 COMPLETE COLLEGE FORT VALLEY STATE UNIVERSITY PLAN
PART I: GOALS AND DATA ANALYSIS
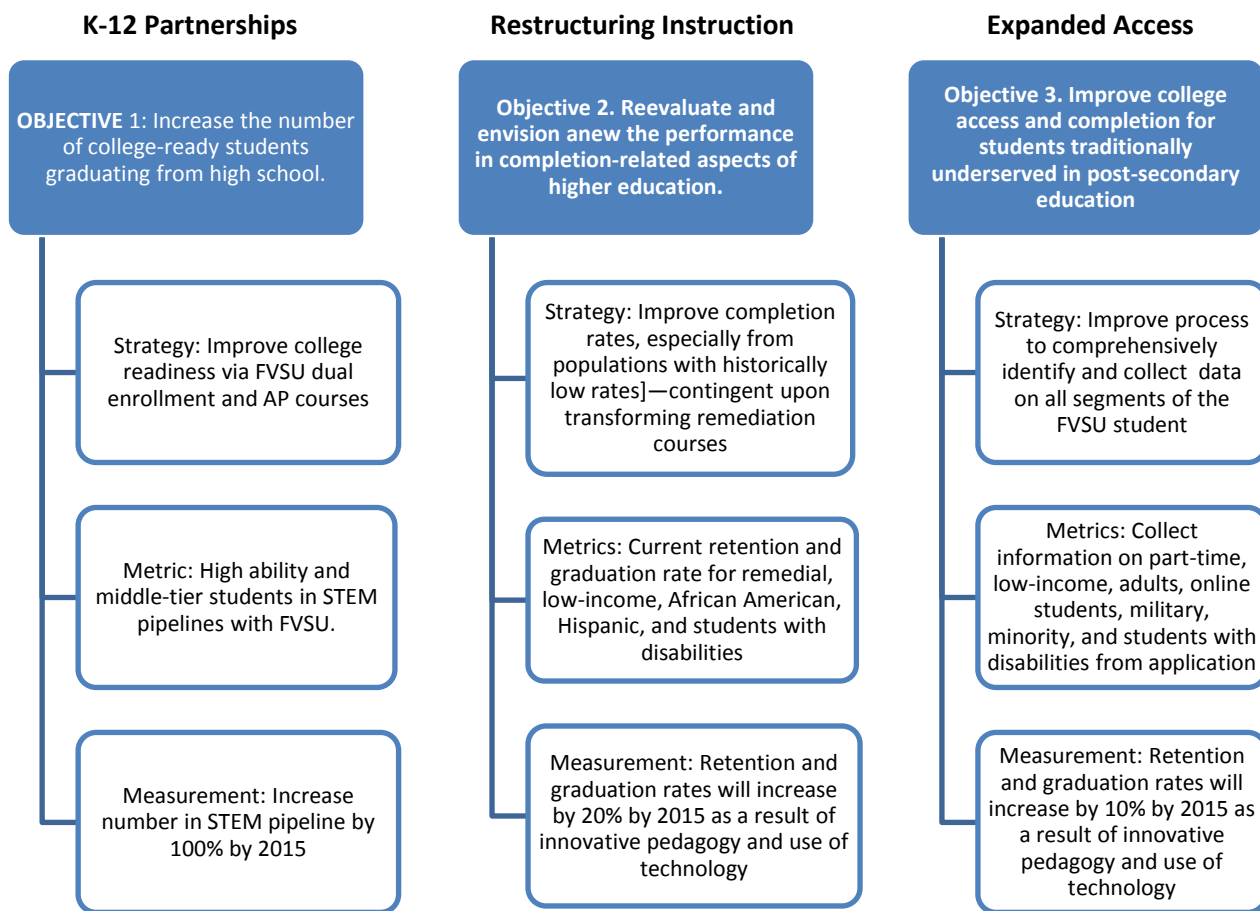**(1) How data informed your strategy development?**

In Fall 2011, the Retention Committee responded to President Larry E. Rivers' challenge to develop a comprehensive, strategic plan to increase retention, persistence, and graduation rates at Fort Valley State University. This prospectus represents a culmination of efforts to identify reasons FVSU students do not return to the College and to motivate the implementation of initiatives, best practices and policies to help students overcome these barriers to academic success, persistence, and graduation. In this vein, the committee reviewed data compiled from surveys of four cohorts of non-returning/stop-out students in order to identify factors that contribute to attrition. Non-returning/stop-out students cited personal reasons (i.e., financial hardship, lack of academic preparation, and lack of family support) and institutional barriers (i.e., outdated pedagogical approaches, disjointed learning support curricula, and unclear progress indicators) that hindered acculturation, retention, progress, and completion. These data were used by the FVSU USG Completion Task Force to develop a comprehensive completion strategy with clear metrics to gauge expanded access and demonstrate progress toward the USG complete college goals with respect to increased efficiencies.

STATEMENT OF OVERARCHING GOAL AND OBJECTIVES

Overarching Goal: To create an organizational climate and educational environment conducive to student achievement and the cultivation and promotion of connective relationships, which facilitate access, retention, persistence, and graduation for all of our students (i.e., early engagers, full-time, part-time, online, adult, and military learners) and facilitates the realization of the USG Complete College Georgia goals.

EXPECTED OUTCOMES:

1. First-year undergraduate retention rates are improved by three percentage points each year through 2012-2016.
2. Implementation of a comprehensive, longitudinal student coding and tracking system to demonstrate expanded access, credit hour completion, and increased efficiencies
3. The four-year graduation rate for full-time students will increase by five percent by 2012-2016.
4. The five-year graduation rate for full-time students will increase by ten percent by 2012-2016.
5. Student persistence rates will increase by ten percent by 2012-2016.
6. Faculty and staff demonstrate increased understanding that Georgia College Completion is a campus-wide effort as indicated through periodic surveys.
7. The administrative cabinet demonstrates increased commitment to retention as reflected through assessment tools and fund allocation.
8. The campus engages in annual discussions regarding retention on a regular basis.
9. The University has a system of accountability and rewards that support retention.
10. A standing committee is responsible for oversight of Georgia College Completion planning and implementation.
11. An enhanced student-centered climate characterized by high quality academic and student life programming and effective use of technology

K-12 Partnerships	Restructuring Instruction	Expanded Access
OBJECTIVE 1: Increase the number of college-ready students graduating from high school.	**Objective 2. Reevaluate and envision anew the performance in completion-related aspects of higher education.**	**Objective 3. Improve college access and completion for students traditionally underserved in post-secondary education**
Strategy: Improve college readiness via FVSU dual enrollment and AP courses	Strategy: Improve completion rates, especially from populations with historically low rates]—contingent upon transforming remediation courses	Strategy: Improve process to comprehensively identify and collect data on all segments of the FVSU student
Metric: High ability and middle-tier students in STEM pipelines with FVSU.	Metrics: Current retention and graduation rate for remedial, low-income, African American, Hispanic, and students with disabilities	Metrics: Collect information on part-time, low-income, adults, online students, military, minority, and students with disabilities from application
Measurement: Increase number in STEM pipeline by 100% by 2015	Measurement: Retention and graduation rates will increase by 20% by 2015 as a result of innovative pedagogy and use of technology	Measurement: Retention and graduation rates will increase by 10% by 2015 as a result of innovative pedagogy and use of technology

PART II: STRATEGIES AND OBJECTIVES

Regardless of refinement of the big goal and the setting of targets and baselines, the increase in access and graduation for the purpose of creating quality-educated individuals will be unprecedented. Campuses should focus their effort on envisioning and planning the overall model that could deliver on such lofty targets while at the same time making connections to the metrics and the ultimate outcome. Although the work of RPG on first-time, full-time Freshman is important, the discussion should be broader to include groups and underserved populations referenced at the Summit, as well as in the metrics of Complete College America and the USG Metrics Working Group. (USG campus Completion Plan, April 2012)

IIA. Institutional Context

Founded in 1895, Fort Valley State University embraces a history that weaves together African-American culture, a commitment to personal and intellectual growth and a deep sense of community. What students of every era have found here is unequaled leadership across a wide scope of programs. Our status as an 1895 state land-grant university has led to remarkable innovations in agriculture and related fields. FVSU's acclaimed biology and chemistry departments send more students of African descent to medical and dental programs than any other Georgia state school. And our comprehensive liberal arts curriculum continues to set new standards of excellence. Keeping up with technological advances, we offer top-notch online programs and the opportunity to keep abreast of FVSU's goings-on through Facebook and Twitter. We have an

excellent relationship with the city of Fort Valley and surrounding areas. Our communiversity efforts bridge the gap between town and gown. The university regularly brings the local community onto campus for special events that showcase our students' achievements.

Fort Valley State University is located within a 50-mile geographical radius that includes six counties with high unemployment rates (12% - 14.1%), low education attainment rates, extremely high rates of poverty, and the lowest health outcomes in the state of Georgia. The typical FVSU undergraduate is a first-generation college student with one or more academic deficiencies, little or no financial support and tremendous personal, external pulls to meet family and financial obligations. While these students are oftentimes highly motivated and more than willing to make whatever sacrifices necessary to achieve a college education, they are often not aware of what is necessary to take full advantage of educational opportunities and support. Lack of this knowledge of how to navigate the educational process to their advantage causes frustration that sometimes results in stopping out and/or dropping out. To pinpoint areas of vulnerability, we have successfully implemented a risks assessment, early Identification tool for first-year students. By employing Map-Works, a comprehensive profile is generated for each student. The profile provides both student and academic advisor with information about strengths and weaknesses in four areas: academics, financial security, social well-being, and acclimation. Results are used to inform and tailor interventions for each student to help them integrate more fully into the university community. FVSU will employ similar assessments tool to develop a profile for each constituent in our student population to highlight institutional, instructional and personal factors that contribute to matriculation (access), retention, progress and completion. To shed light on these factors, we will pursue a three-pronged approach.

First, FVSU will set and align campus-level goals based on participation from target populations and informed by Georgia's workforce requirements. FVSU will amend its mission statement to include emphasis on online programs, military access and degree completion by adult learners.

Second, FVSU will develop measures of success and allocation of goals to suit the mission and capabilities at FVSU and *vis á vis* the USG and technical college systems. We will implement strategies to provide a more comprehensive understanding of how various segments of our student population experience FVSU. Resulting data will inform instructional delivery, course scheduling, budgetary decisions regarding faculty and staff hires, development and funding of support programs, curricular changes, and future expansion of online course presence. The greatest needs include the development of robust tools to effectively track the behaviors of our constituents. During the first-year of the implementation of this plan, efforts will be placed on properly coding students in our database to more easily monitor retention, progression, increased efficiencies, and graduation rates.

Third, we will submit a college completion plan aligned with the framework in Complete College Georgia and built upon USG Progression and Graduation reporting strategies and structures to be part of President's annual budget request.

Fort Valley State University aims to meet the goals of the Complete College Georgia Plan by expanding the current scope of its completion metrics which focuses exclusively on the matriculation patterns of full-time, first-time first-year students to better represent the types of students who matriculate at Fort Valley State University. Specifically, FVSU will seek to better understand the factors that affect access, enrollment, retention, progression, and completion among the following student populations.

Additionally, the newly implemented tracking system will permit us to address data gaps which occur after students stop-out and/or transfer. The Office of Institutional Research will be tasked with mining the National Student Clearinghouse to determine transfer rates and completion rates after transfer.

Table 1. Expanded Performance Metrics for Student Population Types

Student Type	Current Metrics	Expanded Metrics	Rationale
First-time, full-time freshman	Ŧ	¥ €	Comprehensive measure of persistence and time to completion and efficiencies (credit hours attempted vs. completed)
First-Generation College		Ŧ ¥ €	Provide additional support via bridge program and first-year experience
Active Military, reserve, guard, military family, veterans		Ŧ ¥ €	Determine risks to RPG; inform online course offerings
Learning Support		Ŧ ¥ €	Monitor remediation progress and progress post-remediation in English, Math, and Critical Thinking
Students, 3.0 in first year		Ŧ ¥ €	Identification of gateway courses that create stumbling blocks
Students, 2.0 in first year		Ŧ ¥ €	Identification of gateway courses that create stumbling blocks to inform intervention strategies
Part-time students		Ŧ ¥ €	Define strategies to increase student engagement to impact completion
Pell-eligible		Ŧ ¥ €	Provide additional support via TRiO Student Support Services
Transfer		Ŧ ¥ €	Define strategies to increase student engagement to impact completion
Student with Disabilities		Ŧ ¥ €	

Ŧ:Retention, Progression, and Graduation, ¥: Credit hours attempted vs. completed, €: Assess level of student engagement via NSSE and MAP-Works

IIB. COMPLETE COLLEGE FVSU: GOALS AND STRATEGIES RELATIVE TO MATRICULATION (ACCESS), RETENTION, PROGRESS AND COMPLETION

Goal 1: Increase the number of college-ready students graduating from high school.
Rationale: Provide incentives to high school students, ensuring that they enroll in college

Strategy 1: Improvement in college readiness in high school population [college courses and credit during high school, such as FVSU University Today Scholars dual enrollment program and assistance with AP courses or tests]

> **Metrics**: Annually, FVSU serves 12 University Today Scholars Program (UTSP) and other dual-enrolled high school students. UTSP began on FVSU's campus in 2002. High school upperclassmen earn FVSU college credits while satisfying their campus' graduation requirements. The program — which has graduated 75 students, so far —

typically serves Houston, Peach, Macon, Walton, Dooly, Taylor, Crawford and Talbot counties. Credit hours are transferrable to any college or university in the University System of Georgia.

Presently, **10** students participate in **UTSP**. Last semester, participants accumulated **56** college credit hours, averaging a 3.5 GPA. **Five** of the **ten** students have chosen to matriculate at FVSU's campus in Fall 2012.

Measurements: Increase the number of early-engaged high school students by **200%** by 2016.

Strategy 2: Continuation of STEM programs such as NSF high school program, LSAMPS and CDEP middle and high school programs

Metrics: One hundred fifty high ability and middle-tier students currently take part in STEM pipelines with FVSU.

Measurements: Increase number in STEM pipeline by 100% by 2016

Strategies/objectives for partnerships with P-12 to improve college readiness

1. Identify more prospective early-engagers in University Today Scholars, SRAP, CDEP, and other pipeline programs (College of Ag, College of Arts & Sciences).
2. Use current students to assist with TRIO programs and connect with pre-college students (External Affairs).
3. Offer online classes and classes in Warner Robins for prospective early-engagers in University Today Scholars, SRAP, CDEP, and other pipeline programs (Extension Services).
4. Provide clear courses of study in degree programs connected to career paths for early-engagers, remedial students, middle tier, and part-time students (Department Heads, External Affairs, Career Services, and IT).
5. Tailor online or online learning support courses for early-engagers, remedial students, and middle tier, and part-time students (**Extension Services;UTS**).
6. Encourage enrollment in eCore courses for earlier engagers or time-limited students (Extension Services; UTS).
7. Use a research-based train-the-trainer approach to assist programs, faculty and course developers with updating pedagogy and use of the learning management system **(College of Education).**

Responsible for Implementations

Departments Heads/Chairs	Academic Success Center	Registrar	Admissions	Office of Enrollment Management	OIRPE	University Today Scholars
•	•	•	•	•	•	•

Registrar	Student Affairs	Career Center	Marketing	IT	Pre-College Programs	Academic Affairs
•	•	•	•	•	•	•

Goal 2: Create new forms of collaboration and accountability among organizations responsible for or reliant on higher education.

According to the U.S. Bureau of Statistics, over the next five years, STEM jobs are projected to grow twice as quickly as jobs in other fields. While all jobs are expected to grow by 10.4%, STEM jobs are expected to increase by 21.4%. Similarly, 80% of jobs in the next decade will require technical skills.

The US Bureau of Labor Statistics projected that out of the 20 fastest growing occupations, 15 of them require significant mathematics or science preparation. The U.S. will have over 1.2 million job openings in STEM-related fields by 2018; yet, according to the U.S. Bureau of Statistics, only 16% of U.S. bachelor's degrees will specialize in STEM. As a nation, we are not graduating nearly enough STEM majors to supply the demand. To put these numbers into perspective, of the 3.8 million 9th graders in the US, only 233,000 end up choosing a STEM degree in college (*i.e.*, 6 out of 100; National Center for Education Statistics).

Rationale: career path, supplying graduates for needed jobs
Strategy: Collaborative college access efforts [work with business and other groups to outline career paths and increased networking of students with those in their intended professions through community and business engagement in creating a college-going culture].

Metrics: High demand exists for bachelor's degrees in STEM, social services, business, communication, criminal justice.

Measurements: FVSU will partner with at least 15 new businesses and organizations for mentoring relationships, internships and field experiences and definition of career paths for graduates.

Strategies/objectives for career paths

1. Departments delineate career paths and connect with potential employers for mentors and internships (Department Heads, Career Services, and External Affairs)
2. Recruiters communicate career paths to parents and students (Career Services)
3. Career Planning manages students' career planning beginning in first year and continuing through to graduation.
4. External Affairs seeks businesses and organizations who are willing to partner to create career paths
5. Departments such as Chemistry, Business, Social Work and Mass Communication attain accreditation

Responsible for Implementation

Departments Heads/Chairs	Academic Success Center	Center for Excellence in Teaching	External Affairs	Career Center	Enrollment Management	University Today Scholars
•	•	•	•	•	•	•

Goal 3: Reevaluate and envision anew the performance [improve performance] in completion-related aspects of higher education. Seek new graduates.

Presently, we know a great deal about the reasons for attrition among traditional students. According to non-returning students personal reasons (e.g., financial hardship, lack of academic preparation, and lack of family support) and institutional barriers (e.g., nonresponsive financial advisors, outdated pedagogical approaches, and nonresponsive faculty) that hindered acculturation, acclimation and *esprit de corps* were most often the reasons for them choosing to leave. On the other hand, we know very little about the reasons for attrition among adult learners, armed service personnel, veterans, and part-time students.

Rationale: Implement online technology, innovative scheduling, prior learning assessment, enhanced and integrated student support, and career paths for new students and those continuing from prior college, military service or technical colleges

Strategy 1: Improvement in college completion rates, especially from populations with historically low rates [including remedial, low-income, African American, Hispanic, and students with disabilities]—contingent upon transforming remediation and core courses using (1) customized pedagogical approaches; (2) redesigning course delivery with mix of blended in-person and online experiences; (3) offering non-traditional and block methods; (4) building support programs into structured course delivery models; (5) long-term student groupings or cohorts where possible; (6) Increased compressed sessions (6-8 week) and multiple start-stop dates for online programs; (7) Increased use of eCore and development of majors and career paths to complement eCore; and increased use of Prior Learning Assessment.

> Metrics: Current retention and graduation rate for remedial, low-income, African American, Hispanic, and students with disabilities, Adult Learners, Part-time, and Military/Veterans

> Measurement: Retention and graduation rates will increase by 20% by 2016 as a result of innovative pedagogy and use of technology.

Departments Heads/Chairs	Academic Success Center	Center for Excellence in Teaching	Academic Affairs/ OIRPE	Career Center	Enrollment Management	University Today Scholars
•	•	•	•	•	•	•
Differently Abled Office	Distance Education Adult Learning	Registrar	Learning Communities	Student Support Services	Learning Support	Military Resource Office
•	•	•	•	•	•	•

Strategy 2: Enrolling and supporting **part-time students** at all age levels

> Establish Baseline Metrics: Number of part-time students enrolled at the bachelor's level. Retention and graduation rates. **(OIRPE, Registrar)**

Strategy 3: Enrolling and supporting **adult learners** [especially those with existing higher education credit and via Prior Learning Assessment policies and practices]

> Establish Baseline Metrics: Number of adult learners enrolled at the bachelor's level. Retention and graduation rates **(OIRPE, Registrar)**

Strategy 4: Enrolling and supporting **military learners** [especially those with existing higher education credit and via Prior Learning Assessment policies and practices as well as broad acceptance of military credits from training and duty assignments]. Keep in mind that service members are returning and jobs are not available.

> Establish Baseline Metrics: Number of military students enrolled at the bachelor's level. Retention and graduation rates (**OIRPE, Registrar)**

Strategy 5: Greater articulation with technical colleges [certificates and associate degrees that can merge with FVSU bachelor's degree programs].

Metric: Currently, articulation agreements exist with two technical colleges, covering four programs **(Department Heads, Academic Affairs).**

Measurement: Agreements will be articulated with six technical colleges covering 18 programs delineating career paths starting at the technical colleges, resulting in bachelor's degrees and preparation for specific jobs in Georgia.

Strategies/objectives for improving college access and completion for students traditionally underserved in post-secondary education

1. Improve our processes to identify prospective, admitted and enrolled adult and military students, including those currently attending technical colleges and active military. We will provide clear courses of study based on what prior learning and college credits the adult and military students bring with them and assist them in preparing for career paths.
2. Offer online or hybrid learning support classes for adult students using recognized innovative techniques. We also will tailor online or online learning support courses, remedial students, middle tier, and part-time students.
3. Encourage enrollment in eCore courses for place or time-limited students.
4. Use a research-based, train-the-trainer approach to assist programs, faculty and course developers with updating pedagogy and use of the learning management system.
5. Increase promotion and use of the Prior Learning Assessment policies previously approved by the FVSU faculty and administration.
6. Offer central, staffed locations in Warner Robins, in Fort Valley and online where adult and military students can get answers, get past required hurdles, and find support.
7. Ensure that adult and military students receive timely and correct assistance with all their educational needs and readily identify adults and military, provide a one-stop shop for registration, cashier, financial aid, advisement—this may be partly virtual. By adopting use of a CRM and BlackBoard Instant Messaging in admissions, registrar's office, financial aid, housing and cashier's office, we will provide more efficient interaction with all students.
8. Provide counseling and advisement tailored to adults and military to be pre-emptive and educate regarding anger management, suicide, family problems, etc. for all students, we will include connections to counseling support in the context of classes for all students. This may be done by creating an instance of every class in the learning management system, Desire2learn, and providing a direct link to counseling virtual helpdesks using BlackBoardIM.
9. Organize an Adult Student Organization to go along with the Student Veterans Organization that currently exists, and increase membership in both. We will continue to utilize learning communities for selected undergraduates to increase retention.
10. Encourage participation in student organizations by adult learners and military—including virtual participation where possible.
11. Continue to use MAP-works to survey all freshman and sophomore students to identify those who are at risk for failing or leaving the university, and we will intervene accordingly.

Departments Heads/Chairs	Academic Success Center	Center for Excellence in Teaching	Academic Affairs/ OIRPE	Career Center	Enrollment Management	University Today Scholars
•	•	•	•	•	•	•

Differently Abled Office	Distance Education Adult Learning	Registrar	Learning Communities	Student Support Services	Learning Support	Military Resource Office
•	•	•	•	•	•	•

Goal 4. Modify Instructional delivery to meet the needs of our diverse student population and shorten-time to degree.

Strategy 1. Transformation of Pedagogical Approaches to Enhance Math and Writing Proficiency

While our students face a number of hurdles throughout their academic career, weaknesses in mathematics and critical thinking are, in large part, responsible for the hemorrhage seen among our STEM majors. This hurdle is expected to sharply rise as the knowledge-based economy of the 21st century increasingly demands proficiency in the application of quantitative and computational concepts. Therefore, we have focused on enhancing mathematical skills through tutoring and extended contact hours between math instructors and students. Surprisingly, we have also observed that students, despite good performance in the required mathematics courses and beyond, still have deficiencies in mathematical problem solving. It appears that "mathematics" and the "other natural sciences" are viewed as separate domains and the expected transfer of mathematical concepts and applications to other disciplines is remarkably limited. **Consequently, FVSU faculty members have embraced a tectonic-shift in pedagogical approaches to demonstrate the applicability of mathematics and the importance of critical thinking.**

To date, English and Mathematics faculty members have participated in sponsored professional development workshops to be made aware of the most effective pedagogical approaches to teaching introductory writing and mathematics in the 21st century. Pursuant to these workshops, faculty members revised introductory courses in these areas to incorporate inquiry-based modules to enhance conceptualization of the fundamentals of college algebra, pre-calculus, analytical writing, comprehension and critical thinking. In Fall 2011, inquiry-based modules were incorporated into complementary, one-hour laboratories for introductory mathematics.

The FVSU CCG plan will catalyze a cultural-shift in the way faculty employ pedagogical approaches across the curricula. Faculty will be expected to participate in professional development workshops focused on instruction, technology, and critical thinking. These professional development workshops will be coordinated and offered by the QEP/Enhancing Critical Thinking and the Faculty Center for Improving Instruction and Learning.

Strategy 2. Early Identification of Academic Strengths and Weaknesses

Placement testing prior to fall semester orientation for entering freshman students allows for analysis of test results and diagnosis and prescription of support strategies to ensure that students who enter the university with a lack of academic preparation receive adequate academic support.

Strategy 3. Implement Academic Enhancement Institute

To address the challenges inherent in teaching first-generation college students, a three-day summer Academic Enhancement Institute will be held at FVSU in the University's Academic Success Center. The purpose of the Institute is to enhance the participating faculty members' teaching by providing faculty with best practices for working with first generation students and knowledge of the personal, social, emotional, and academic challenges of first generation college students. It is understood that faculty members have multiple areas of expertise and experiences that can be shared with students both inside and outside of the classroom. The institute will include three workshops which foster faculty/student interactions: 1) how to match

student needs with faculty interests; 2) how to utilize service learning approaches to bridge the classroom activities with community based projects; and 3) the Do's and Don'ts of faculty/student interactions.

Strategy 4. Decrease Time to Acclimation

Acclimation is integral to retention and academic success. In an effort to facilitate retention, FVSU has encouraged students to join one of three learning community including the African-American Male Learning Community, the Women's Learning Community, and the Honors Learning Community. Additionally, a first-year honors society has been established to reward first-year students who achieve a 3.0 during their first year of matriculation. The first-year honors society effectively fosters a learning community of high ability students.

Academic Living/Learning Communities

To engender a sense of a shared learning community among FVSU's entering students, the university is strengthening and expanding its learning communities (LC). Faculty members who have participated in the Academic Enhancement Institute will advise students of and teach the intro classes in their discipline, such as English composition, Intro to Biology, and American Government, in one of the seven learning communities. To ensure ease of management and monitoring, these LCs are limited to only 25 students and are major-oriented, such as Honors, Pre Law, and two are gender specific, with one having rural students exclusively. To be accepted, first-year students must meet certain requirements set by the particular LC Coordinating team. The uniqueness of these LC's is that the cohort takes all of their first-year classes together while also living in the same residence hall. Because the LCs are small in number, some are discipline- or gender- specific and coordinated by Academic Affairs, this will encourage strong contacts between faculty and students. Two faculty members will be assigned to each of the seven LC's and perform daily advising and mentoring duties with each student in the LC. Via the activities/services of the Academic Success Center, this effort will provide centralized and consistent advisement services, tutorial services, and counseling services, as well as professional testing services.

Enhanced Financial Aid Counseling and Follow-Up

Financial aid counselors will become more aggressive and deliberate in their efforts to get students to complete FAFSA documents on a timely basis. This strategy includes identification of students who have not completed their FAFSA applications and requiring counselors to set up financial aid substations in the living/learning centers to ensure that students complete application in time to explore other funding opportunities in the event grants are not available. This will decrease the need for loans to be secured to cover the cost of attendance for students for whom sources of aid can be identified. Financial aid information sessions for parents will also be conducted to ensure that parents are aware of requirements for tax and other documentation to support FAFSA applications for students.

Student Focus/Networking with Faculty

In an effort to instill camaraderie among student and faculty populations, which is expected to increase student retention and graduation, the university will select one student organization and the Academic Living/Learning Communities to participate in a two-day ropes adventure course. The freshmen will be divided into groups and will spend two days learning team building and trust through the exercise. Faculty members will be assigned to each group. The goal of this activity is to get freshmen accustomed to working with faculty and to learn to trust themselves and their peers and faculty. This experience will also allow some early bonding between freshmen students and faculty members. Each year, the students from different organizations will participate in this activity before classes begin.

Strategy 5. Aggressively strategize to minimize number of credit hours for degree completion.
FVSU will make greater use of transfer credits, training of registrar and all advisors in the ACE guide, military transcripts, and methods of accepting certificate and technical college credits without negatively impacting quality as a way of shortening transfer students' time to degree. FVSU will adopt Degree Works in 2013 which will provide a comprehensive measure of progress toward degree completion. We will aim to calibrate course offerings better to the programs of study and the various students (transfers, those who have dropped out and back in, those who have to retake classes, and regular students making normal progress) who will need the classes.

In addition to efforts to decease programmatic credit hours, FVSU will explore the modularization of Learning Support to ensure that limited effort will be expended in the completion of credit hours that do not count toward the measure.

III. GOALS, METRICS, POINTS OF ACCOUNTABILITY AND TIMELINE

Goal 1: Increase the number of college-ready students graduating from high school.					
Implementation strategy	**Metrics**	**2012-13**	**2013-14**	**2014-15**	**2015-16**
Strategy 1: Improvement in college readiness in high school population [college courses and credit during high school, such as FVSU University Today Scholars dual enrollment program and assistance with AP courses or tests]	Baseline: Ten early engagers, dual enrolled high school students		**15 early engagers**	**15 early engagers**	**20 early engagers**
Strategy 2: Continuation of STEM programs such as NSF high school program, LSAMPS and CDEP middle and high school programs	Baseline: One hundred fifty high ability and middle-tier students currently take part in STEM pipelines with FVSU.		**150 students**	**200 students**	**300 students**

FOR IMPLEMENTATION

Goal 2: Create new forms of collaboration and accountability among organizations responsible for or reliant on higher education.					
Implementation strategy	**Metrics**	**2012-13**	**2013-14**	**2014-15**	**2015-16**
Collaborative college access efforts [work with business and other groups to outline career paths and increased networking of students with those in their intended professions through community and business	High demand exists for bachelor's degrees in STEM, social services, business, communication, criminal justice.		**STEM programs will map career trajectory**	**All Departments delineate career trajectory**	**Apps and QR codes developed to delineate career paths dynamically**

Implementation strategy	Metrics	2012-13	2013-14	2014-15	2015-16
Improvement in college completion rates, especially from populations with historically low rates [including remedial, low-income, African American, Hispanic, and students with disabilities]—contingent upon transforming remediation and core courses **(1) Using customized pedagogical approaches;** **(2) redesigning course delivery with mix of blended in-person and online experiences;** **(3) building support programs into structured course delivery models;** **(4) Increased compressed sessions (6-8 week) and multiple start-stop dates for online programs;** **(5) Increased use of eCore and development of majors and career paths to complement eCore; and increased use of Prior Learning Assessment.**	Establish Baseline: Current retention and graduation rate for remedial, low-income, African American, Hispanic, and students with disabilities, Adult Learners, Part-time, and Military/Veterans Number of faculty participating in QEP/ECT, Online, and FCIIL faculty develop workshops Number of courses with at least minimal online presence defined as syllabi with learning outcomes, introduction, and use of gradebook) Redesign of Learning Support delivery tailored to particular academic weaknesses Number of mini-mester courses Number of certified eCORE instructors; number of PLA credit awarded		Establish Baseline Metrics for non-traditional students 25% of faculty trained 10% of courses redesigned 20% increase in mini-mesters 10% of faculty trained; 10% more PLA-credit hours awarded	Increase retention and graduation rates by 3% 50% of faculty trained 20% of courses redesigned 30% increase in mini-mesters 20% of faculty trained; 20% more PLA-credit hours awarded	Increase retention and graduation rates by 3% 100% of faculty trained 25% of courses redesigned 50% increase in mini-mesters 30% of faculty trained; 30% more PLA-credit hours awarded
Enrolling and supporting part-time students at all age levels, adult learners, military learners	Establish Baseline: : Number of part-time, adult and military learners enrolled at the bachelor's		10% increase	20% increase	30% increase

			level. Retention and graduation rates			

Goal 4. Modify Instructional delivery to meet the needs of our diverse student population and shorten-time to degree.

Implementation strategy	Metrics	2012-13	2013-14	2014-15	2015-16
Transformation of Pedagogical Approaches to Enhance Math and Writing Proficiency	Number of revised courses		10% of courses modified	10% of courses modified	10% of courses modified
Early Identification of Academic Strengths and Weaknesses	Number of EI's warnings, MAP-Works		50% of warnings result in comprehensive intervention	70% of warnings result in comprehensive intervention	100% of warnings result in comprehensive intervention
Implement Academic Enhancement Institute	Number of participating faculty and deliverables		25% of faculty participate	50% of faculty participate	100% of faculty participate
Decrease Time to Acclimation	Establish learning communities; cohort scheduling		200% increase in learning communities	400% increase in learning communities	600% increase in learning communities
Aggressively strategize to minimize number of credit hours for degree completion.			Identify programs with more than 120 credit hours for degree completion	Bring all into compliance with degree reduction policy	100% compliance

IV. RESOURCES REQUIRED INCLUDE

1. A full-time Military Resource Center director who has significant military experience is required. Additionally, one full-time office staff member could work 8-12 in the Fort Valley location and 3-7 in the Warner Robins location, although it would be better to have a full-time office staff member in each place. These staff members will go out to engage active military, guard, reserves, dependents and veterans, along with other adults, bringing them to programs at our university that will serve their needs.

2. Additional personnel dedicated to website improvement and search optimization, instructional design support for Learning Support courses, and use of the MAP-works retention intervention program.

3. New faculty members with cutting-edge experience in course redesign to model best practices and lead other faculty in innovative uses of pedagogy and technology.

4. Physical space in Warner Robins and Fort Valley and optimized websites for both adult and military students. (Currently, we have offices in Warner Robins but no lounge or social facility. We have several rooms for Military Resource Center offices in Fort Valley, and we can expand to serve adult and military students better if we can utilize room 309 Hubbard.

5. Staffing for an access point/one-stop shop for adult learners

6. Furniture, supplies, operating expenses, and a dedicated marketing/communication budget for adult learners, military, part-time, articulations with technical colleges, and early-engagers.

7. An electronic helpdesk and use of a dedicated or campus-wide CRM (Constituent Relationship Management platform) to improve efficiency in communication with prospective and existing students. Renewal of the MAP-works license each year.

PART IV: ONGOING FEEDBACK /EVALUATION

Over the next three academic years, FVSU will monitor progress toward our goals by answering the following questions.

1. What are the percent constituents of the FVSU student population with respect to

First-time, full-time first-year students	Transfer students
Learning support students	University College Students
Adult learners (students who are 25+)	Fully online or 75% online students
Active military, reserve, guard, military family members, veterans	Students who earn 2.0 in first year
Students who earn 3.0+ in first year	Part-time first year students
Part-time second year students	Part-time third year students

2. What are the 4- and 6-year completion rates for each respective student category?
3. Are first-generation and Pell-eligible students completing at a faster rate when offered gap funding via the TRiO Student Support Services program?
4. Has the use of modular remediation in conjunction with for-credit mathematics and English courses decreased time to exit Learning Support and time to completion?
5. Does an expansion of online adult and military support programs increase retention?
6. Does early engagement via STEM pipeline programs increase the likelihood of on-time completion of STEM majors?
7. Do Learning Communities enhance learner engagement and increase academic performance?
8. What factors increase the enrollment and retention rates of transfer students?