

KSU University College 2012-2017 Strategic Plan

History

Background:

University Colleges are an integral part of institutions of higher learning across the country. While their structures and individual components may differ, University Colleges share a focus on undergraduate excellence and student success. Kennesaw State University, an institution nationally recognized for its first-year curricular and co-curricular initiatives and one which has long demonstrated its emphasis on undergraduate students, developed its University College in Fall 2004. The intent of this College was to ensure a more seamless and centralized experience for all KSU undergraduate students by building on the collaboration between the Division of Academic Affairs and the Division of Student Success and Enrollment Services (SSES). University College emerged as a natural response to KSU's commitment to student success and its understanding of the unique needs of students in transition. Additionally, the College was envisioned as an entity to provide integrated and select academic interdisciplinary programs and coursework.

Development:

In 2003, KSU was named one of 12 institutions that served as benchmarks for the Foundations of Excellence in the First-Year of College self-study. Additionally, the University had been recognized in the *U.S. News & World Report's 2003 "America's Best Colleges"* edition for excellence in its first-year programs. The institution's long history of placing a premium on undergraduate education was enhanced in 2004 with specific goals to improve student retention, academic achievement, and the overall living-learning environment. From these strong foundations in serving undergraduate students and emphasizing student success emerged the concept of a University College at KSU.

Consequently, the College's primary functions were identified as the coordination of and leadership for Learning Communities, Learning Support, ESL, the Honors and Dual Enrollment Honors Programs, and innovative programs for students in transition, such as the nationally lauded first-year seminars and the Senior-Year Experience course. It also houses a Math Lab for walk-in assistance as well as the ESL Study and Tutorial Center, which offers tutoring and support for international students whose primary language is not English. Advising and student consultation in these programs takes place year-round on a walk-in basis. The Supplemental Instruction program is also housed here.

To facilitate the creation of University College, the Division of Academic Affairs invited 24 faculty members and academic administrators from each of the six discipline-based colleges at KSU, as well as the Department of University Studies, to join the University College Advisory Council (UCAC) in August 2004. This advisory body provided recommendations to the Dean of Undergraduate Studies, who was named the founding Dean of University College, and was asked to serve as a "think tank" to ensure the best ideas on developing, implementing, and maintaining a University College were provided to Academic Affairs.

The primary focus of University College – and the UCAC – during their first year of existence was to develop a mission and vision statement, construct a communications plan to inform the campus and greater community of the new college, draft joint-appointment guidelines

for faculty who would be affiliated with University College and one of the existing six colleges, and design a curriculum requirement for first-year students that included KSU 1101 and learning communities.

The curriculum requirement was stated as follows: All first-time, full-time students entering KSU with fewer than 15 semester credit hours are required to take either KSU 1101 or a learning community, which a UCAC subcommittee proposed to label KSU 1102. The proposal was approved at all levels of the curriculum review process, receiving a 12-1 vote of approval from the Undergraduate Policies and Curriculum Committee and becoming a requirement beginning Fall 2005. This allowed the learning communities initiative to grow to more than 50 communities serving more than 1,400 students. The first-year seminar program also grew to more than 70 sections, serving both learning community students and those who enrolled in independent sections of KSU 1101.

In 2004, the College was provided 11 faculty lines to support the first-year curricular initiatives. Then President Betty Siegel asked that these positions be used in a creative way with the purpose of advancing student success at KSU. Dr. Nancy S. King, then Vice President for Student Success and Enrollment Services (SSES), and Dr. Becky S. Casey, Chair of the Department of University Studies, determined that as a means of strengthening the partnership between the divisions of Academic Affairs and Student Success one of the faculty positions would become a jointly appointed position serving as the Director of the Center for Student Leadership (CSL) as well as a tenure-track faculty member in University College. CSL became a part of the University College structure with a focus on developing programs and services that provide students with leadership development opportunities to connect in-class and out-of-class experiences.

The second year of University College's existence was a time of transition. A search for a new Dean was conducted, and an unexpected medical absence required that an Interim Department Chair take the reins of the Department of University Studies for several months. The UCAC was disbanded at the end of the 2005-06 academic year, since University College was clearly functioning as a viable unit within Academic Affairs.

In 2007, after the appointment of Dr. Ralph J. Rascati as Dean of University College the previous year, the Department of University Studies was split into two academic departments. The Department of First-Year Programs was created to house the institution's nationally recognized first-year seminar as well as its learning communities, common reader program, and First-Year Convocation. The Department of University Studies continued to house essential academic success programs such as Learning Support Programs and Supplemental Instruction while also focusing on interdisciplinary initiatives such as the Honors and Dual Enrollment Honors Program, and the Interdisciplinary Studies degree program. In that same year, an Associate Dean position was added, a Director of First-Year Retention Initiatives position was created, and a review of the overall structure of the college was undertaken. A strategic plan for the academic years 2007-2012 was also developed, and the College moved forward in completing the goals set forth in the plan.

During the five years encompassed by the College's first strategic plan, both departments and the Center for Student Leadership grew in size and stature. The Department of First-Year Programs expanded first-year seminars beyond KSU 1101. There are currently four first-year seminars. The Department of University Studies developed a certificate program in Leadership Studies and enhanced its Bachelor of Science degree program, now called Integrative Studies. In collaboration with both academic departments, CSL launched innovative co-curricular initiatives with curricular components: the Presidential Emerging Global Scholars (PEGS) program for

high-achieving students and the Thrive program for HOPE scholars. It also completed the planning process for a new leadership-development program for KSU's scholar-athletes, a collaboration with Athletics and First-Year Programs, that will launch during the first year of this new strategic plan. The Dean's Office also grew between 2007 and 2012. The College added an Assessment Coordinator, and, in spring 2012, a second Associate Dean position was added.

Accomplishments

In the years addressed by the first strategic plan (2007-2012), University College realized many of its goals and can boast of numerous accomplishments, even while facing fiscal challenges felt by all units at the university. Specifically, the College furthered each of its six goals, although budgetary and personnel restraints – along with some strategic decisions that moved the College in new directions – kept University College from completing all of the action steps under each goal.

Goal One

Goal One of the plan noted the College's commitment to "strengthen, develop, and expand credit-bearing courses and degree programs" that furthered its mission. Specifically, hybrid and online sections were added throughout the College; new courses and a certificate program were added to the curricular offerings; global learning opportunities were expanded; undergraduate research opportunities were stressed; and academic rigor was consistently increased.

Specific Accomplishments Related to Goal One

The Department of First-Year Programs grew exponentially in terms of the number of students served from 2007-2012, and during that time the course offerings were expanded as well to include new versions of the first-year seminar, IT 2101, and an increased number of hybrid and online classes. As of 2012, FYP offered four first-year seminars (KSU 1101, KSU 1111, KSU 1121, and KSU 1200) as well as IT 2101, the university's digital literacy course. The Master's in First-Year Studies degree program was developed, approved at all levels on the KSU campus, and was ready to be sent to the BOR for its review. To increase emphasis on and opportunities for student/faculty research projects, an honors version of the first-year seminar course with an undergraduate research theme was developed during the Spring 2012 semester. This course will be piloted Fall 2012 with the possibility of developing it into a fifth version of the seminar. In Fall 2012, the department will offer 127 sections of first-year seminars, 32 learning communities, and 14 sections of IT 2101.

University Studies has continued to grow as well in the last five years. The home of the College's only degree program, which changed its name to Integrative Studies (INTS) in July 2011, University Studies works with undergraduates at all stages of their academic careers. The first Leadership Studies (LDRS) course (LDRS 3000-Foundations of Leadership) was offered in Fall 2008. As of Fall 2012, the department will offer eight LDRS courses, available to students as free electives or as part of the Leadership Studies Certificate Program or the Leadership Studies Concentration in the INTS degree program. The Leadership Studies Concentration became an option in Fall 2010. The LDRS Certificate officially started in Fall 2011. It became available as a wholly online option as well in Fall 2012.

Goal Two

Goal Two of the plan focused on the College's efforts to increase the university's retention, progression, and graduation rates while maintaining academic quality. Many of the action steps designed to further this goals were successfully completed. The Director of First-Year Retention Initiatives launched an early alert/early intervention program for first-year students enrolled in first-year seminars; the College developed pilot programs of advising teams and graduation coaches; an Assessment Coordinator was hired; an innovative Early Start Bridge Academy (ESBA) was developed and implemented; and the College continued to sponsor and

support out-of-class engagement opportunities for students. The SI program was also implemented in an attempt to improve retention, progression and graduation rates.

Specific Accomplishments Related to Goal Two

University College's collaborative spirit both within and across the campus assisted in the launch of some of the new initiatives not specifically mentioned in the action steps under Goal Two that, nonetheless, furthered the goal of providing "academically rigorous course work and innovative support systems that promote student retention, progression and graduation." Thrive, which was initially developed as a two-year pilot program for 200 HOPE Scholars, was created by the Center for Student Leadership and First-Year Programs. PEGS was a collaboration between the Center and the Honors Program, with First-Year Programs providing the honors section of KSU 1111. The American Democracy Project, a campus initiative, was co-chaired by the Dean of University College and a faculty member in First-Year Programs but included out-of-class activities led by faculty and staff across the university.

In addition to new initiatives, the College's existing programs focused efforts on increasing retention, progression, and graduation. The Honors Programs, encompassing both the dual enrollment program and the undergraduate program, are increasing in number of students and quality of the programs, preparing for eventual development of an Honors College. Both programs have utilized College faculty for instruction of Honors course sections.

The ESL Study and Tutorial Center operates as the hub for international students, offering advising, tutoring, and support in a variety of areas. The Conversation Partners Program (CPP) is an extension of this work, providing an opportunity for participants to engage in mutual exchanges of knowledge about languages and cultures. The CPP is one of the largest programs of its kind in the region. The Director is also involved in various international campus initiatives such as work on the university's Global Engagement Committee.

Supplemental Instruction continues to demonstrate growth and success in targeting high DFW courses as it continues to offer an additional avenue for student success to both faculty and students. The number of students positively impacted by this program continues to grow from semester to semester.

Math Lab operations are robust and continue to support not only students in LSP courses but also those in credit-bearing courses. For much of the five-year period between 2007 and 2012, chemistry tutoring was also provided on a limited basis when tutors were available. This will be phased out in the next five-year period as the Chemistry Department experiments with various forms of peer mentoring and instruction. Although the Regents Testing exemption was approved for KSU in 2011, University Studies was – and continues to be – heavily involved in the English tutorials offered in the exemption application. These tutorials are designed in partnership with the English Department and are monitored and coordinated in-department but communicated with the course instructors in compliance with the approved plan.

Goal Three

Goal Three of the plan stressed University College's integration into the fabric of the university. As the newest academic college, the College understood the need "to further define and strengthen the position and role of University College within the infrastructure of KSU." The action steps under this goal were more challenging to meet, since many required greater resources at a time of fiscal cutbacks. University College continued to strengthen collaborations with the Division of Student Success, build collaborations with other academic departments and

colleges, and begin work on a communications plan that would promote the College to both internal and external audiences.

Specific Accomplishments Related to Goal Three

The visibility of University College was raised across the campus when the Department of First-Year Programs received the Board of Regents' Excellence in Teaching – Program Award in 2010. Dr. Katherine Kinnick, professor of communication and Director of Pre-College Programs, was honored with the university's highest award that same year. She received the Distinguished Professor Award. The Department of First-Year Programs successfully completed its Comprehensive Program Review in 2009, with great praise from both the internal and external reviewers as well as the university's review committee. The Integrative Studies degree program also completed its Comprehensive Program Review in 2012 with strong reviews. First-Year Programs' Learning Communities Program hosted the National Learning Communities Conference in 2009 and continues to bring national recognition to KSU as one of the six institutions in the consortium that plans the annual conference. Finally, the initial success of the Supplemental Instruction program caught the attention of the Mathematics & Statistics Department, which allocated a half-time release for one of its faculty members to help coordinate SI for general education math courses.

In Spring 2012, the newest Associate Dean began the development of the communications plan for the College, which will be implemented in the five-year cycle covered by the new strategic plan (2012-2017). The plan calls for a comprehensive overhaul of all College websites, the introduction of a monthly newsletter to promote greater internal communication, marketing materials to help promote the mission and accomplishments of the College, and greater collaboration with University Relations to promote the College to external constituencies.

Goal Four

Goal Four of the plan exemplified the College's commitment to the university's emphasis on global learning as part of its Quality Enhancement Plan (QEP). The College was particularly successful in meeting many of the action steps developed "to prepare students to become global leaders through University College initiatives and collaborations with other entities." The College increased civic engagement opportunities both at the curricular and co-curricular levels, developed a globally focused first-year seminar and a globally focused set of Leadership Studies courses, created education abroad opportunities for first-year students and LDRS students, enhanced its culture of appreciation for diversity in all of its forms, and expanded successful programs like Conversation Partners.

Specific Accomplishments Related to Goal Four

In 2008, the Department of First-Year Programs developed KSU 1111 based on the 7 Revolutions framework of the Center for Strategic & International Studies, and the course has been immensely popular with students. An honors section of the course forms the curricular foundation for the Center for Student Leadership's PEGS program. There are global and multicultural components to every first-year seminar, however, and the first-year common readers were primarily globally focused books during the 2007-2012 period. The department even emphasized global learning in its selection of First-Year Convocation speakers, hosting Aaron Graham from *Sojourner's* magazine in 2008 and Luma Mufleh of the Fugees Family in 2011. The department also developed KSU 1121, the community engagement-focused first-year seminar, which provides students with the opportunity to investigate a social problem on global, national, regional, or local levels while offering solutions via semester-long projects.

University Studies also developed a study abroad component to an LDRS course during the Spring 2012 that will be piloted in Fall 2012 to promote global community engagement in leadership. The Center for Student Leadership enhanced its focus on education abroad for its signature LINK (Leaders IN Kennesaw) program and developed collaborative partnerships with universities in Brazil, Ghana, and India.

Goal Five

Goal Five of the plan complemented the university's goal of developing greater efficiency and effectiveness within its units. The College's goal of "continuously improv[ing] the infrastructure of University College to optimize service and strengthen accountability" was largely met by drafting and approving governing documents, establishing committees such as the Strategic Planning Committee and College Faculty Council, and developing a communications plan to increase communication across the College. The Dean also instituted twice monthly leadership team meetings to enhance communication.

Each department and the Center also developed and implemented plans related to optimizing services and strengthening accountability to each other and to their constituencies – especially students. Those specific accomplishments are appropriately documented in the individual strategic plans for the Center for Student Leadership, First-Year Programs, and University Studies.

Goal Six

The final goal of the plan spoke to the reality of reduced funding at a time of growth within the College. This goal mandated the College focus on "secur[ing] the resources necessary to support and sustain current and envisioned programs within University College." This was a particularly challenging goal to meet given the reduction in state funding for higher education, the lack of success in securing substantive grant funding for initiatives such as Supplemental Instruction, and the College's lack of funding that led to the inability to hire its own Development Director to secure private funding. Still, the College was successful in working with the KSU Foundation to add University College as an option for contributions during the annual campaign. The College also worked closely with Sponsored Programs to seek grant opportunities for many of its programs, establishing relationships that may pay dividends in the years to come.

The College was quite successful in securing space resources, gaining additional classrooms in University College and in Willingham Hall. University College, in collaboration with the Office of the Chief Information Officer, also secured information technology upgrades that were integral to enhanced teaching and learning, especially as the university expanded its online and hybrid course offerings. The College grew in total number of personnel, even given the budgetary constraints, and there were some initial successes with grant funding including a small award from the Consortium for Student Retention Data Exchange for Supplemental Instruction. The Center for Student Leadership received funding from a private donor, and the College established several relationships with peer institutions that can be leveraged in the coming years for collaborative grant funding.

University College's SWOT Analysis

When asked to respond to questions about the current strengths, weaknesses, and future goals of University College, the college's faculty and staff identified a number of successes as well as issues. An initial review of faculty and staff responses was completed in early 2011, allowing the College to mitigate some of the weaknesses and threats before implementing its 2012-2017 strategic plan. In early 2012, the University College Strategic Planning Committee reviewed the SWOT analysis and updated the opportunities and threats to reflect the current environment.

Strengths

The most commonly cited strength of University College is its "committed and talented faculty and staff" dedicated to a student-centered approach to teaching, tutoring, advising, and mentoring. Respondents also often commented that UC's diverse programs and faculty from multiple disciplines are great strengths. The "exceptional expertise within our faculty ranks" has resulted in an "excellent reputation among our peers."

Another commonly identified strength is the College's strong leadership team headed by an effective dean. Related to this is the "open, transparent communication at both the departmental and college levels" and the "ability to manage tremendous growth without additional resources."

The program most often cited as a strength of University College is the First-Year Program and its related courses. KSU is perennially recognized as a "national leader in first-year programming." Another program that was often cited is the Supplemental Instruction (SI) Program in the Department of University Studies. In addition to being a valuable program for students, SI helps promote "partnerships with other colleges." Finally, the variety of support given to developmental, Honors, and INTS students through programs in University Studies was often mentioned as a strength of the college.

The work of our faculty and staff in academic advising and orientations is an obvious strength but also an area some respondents believed we could become even stronger in, perhaps being recognized in time for our "ownership in advising and orientation."

Weaknesses

By far the most commonly identified weakness of University College is the lack of awareness or understanding by faculty and staff outside of University College about what it offers. As described by one respondent, University College has "no clear identity in terms of delivering courses." Related to this is the commonly held belief among UC faculty and staff that marketing efforts need to be greatly improved across campus, efforts which could include updating the UC website and creating and distributing a regular UC newsletter.

In addition to a lack of adequate marketing efforts, the lack of funding was very often noted as a serious weakness (which can also be seen as a threat) of the College. One respondent commented, "Morale is getting lower as people are continually asked to do more with less." Related to lack of funding are comments that identified "insufficient faculty" and "heavy reliance on part-time faculty members to teach first-year seminars" as areas of weakness.

Another weakness of University College, according to some respondents, is the relationship between UC's units. A respondent stated, "Relationships between departments could be

improved. There seems to be a competitiveness that hinders progress and prevents initiatives from achieving their highest potential.”

Finally, the lack of a comprehensive assessment plan for programs in University College was cited more than once as a weakness. One respondent asserted that we need a plan “that truly looks at what we are doing programmatically and its effectiveness. In doing so, we need to ask if our programs/services best serve our students”

Opportunities

As University College looks toward the future, there are many opportunities worth examining not only for their potential in strengthening and advancing the work of the College but also in supporting the mission of KSU. Existing programs that are successful can be expanded, such as the graduation coaching initiative, and new avenues can be pursued in learning communities. There are also new campus initiatives that offer opportunities such as the following:

Complete College Georgia: A new initiative of the Governor of Georgia, Complete College Georgia (CCG) requires institutions in the University System of Georgia (USG) and the Technical College System of Georgia (TCSG) to increase the number of citizens in the state who possess college credentials. Specifically, a goal of Complete College Georgia is that “by 2020, 60 percent of young adults [in the State of Georgia] will hold a college certificate or degree.” The plan states that in order to achieve this goal, institutions should place a greater focus on specific populations of students, including adult learners, AP and dual enrollment students, military learners, and student populations with historically low completion rates. In addition, Complete College Georgia suggests various means by which this increase might be achieved, including “transforming mediation, shortening the time to degree, and restructuring instructional delivery methods (i.e., stretch courses, online degrees, and self-paced courses). Because the specific student populations targeted by this initiative align so closely with those served by University College and because the proposed strategies closely parallel the nature of the work in the College, CCG affords many opportunities for enhancing the kind of work that is the forté of University College and that is featured prominently in the 2012-2017 strategic plan. Opportunities may include but are not limited to development and/or expansion of stretch courses, online courses, advising and mentoring programs, dual enrollment offerings, programs for adult learners, learning support classes, supplemental instruction offerings, learning community options, and others. The Thrive program, which targets HOPE Scholars, is also an opportunity to assist KSU in reaching its graduation goals, given the preliminary data on its effectiveness in not only retaining students but supporting their retention of the HOPE Scholarship into their sophomore year.

Engage KSU & Global Engagement: The continued emphasis on global engagement at the university and the new institutional initiative, “Engage KSU,” provide opportunities for expanding programs and curriculum in University College, such as increasing education abroad options, adding community engagement components to existing courses, expanding the number of offerings of the community engagement focused first-year seminar (KSU 1121), and broadening the Domestic Leadership Exchange program offered through the Center for Student Leadership. In addition, the fresh focus on engaged teaching, scholarship, and service may extend new avenues of support to faculty and staff for their engaged work that has long been a hallmark of the College.

Diversification of KSU Student Body: As the University expands its athletic programs and places more emphasis on the recruitment of diverse students, there will be an increased need

to provide support systems for these students. Consequently, University College will be exploring opportunities for developing and enhancing existing programs that target these different groups of students.

Threats

Continuing Budget Issues: Given the tenuous state of the nation's and Georgia's economies, University College must be ever mindful of threats to its programs and its place within the university. Alternative resources, including those from external sources and those afforded by collaboration with other departments within the university, should be explored.

Honors College: The formation of an honors college at KSU could divert resources and remove two substantial programs from University College.

Increased Accountability with Complete College Georgia: Given the role University College and its many programs play in the university's retention, progression, and graduation efforts, expectations may be unrealistically high with regard to the contributions University College is expected to make in advancing Complete College Georgia.

Non-Competitive Salaries: University College faculty salaries are low in comparison to other colleges on campus. This became painfully apparent when the Department of First-Year Programs hired IT 2101 faculty members at the Lecturer level who are paid as much as (or, in a few cases, more than) some tenured Associate Professors in the College and who were hired in at these salaries based on the argument that their salaries must be competitive within the computing sciences disciplines. This justification has not been sufficient to increase the salaries of those already teaching in the department; therefore, the disparity among salaries within FYP, especially when compared by rank, has considerably widened. Also, several new hires negotiated for salaries higher than faculty members of a higher rank who had been in the department for many years. While this may have been necessary to attract quality faculty to KSU, these hiring practices have negatively affected faculty morale.

Core Values

We, the members of the University College at Kennesaw State University, place the following values at the center of our teaching, service, and scholarship:

A Student-Centered Approach

Students are the primary consideration in the decisions we make in our teaching, service, and scholarship. We are committed to and intentional about student success. We strive to do everything in our power to ensure that students feel welcome in our College and our classes, that they have ready access to college resources and personnel, and that they know we are student advocates across the KSU campus and in the larger community

Collaborative Teaching and Learning

Teaching and learning are enhanced by working in partnership with students, other faculty, staff, and the larger community. We do not just *accept* opportunities to team our efforts; we *invite* such collaboration. We value a collaborative learning environment inside and outside the classroom, one in which students learn from diverse others in both peer learning and peer teaching activities and one in which we (faculty and staff) actively support each other in our mutual goal of ensuring student success.

Interconnectedness of Learning

We see the university experience not as a collection of discrete courses and majors but as an integrated multidisciplinary preparation for life in a complex world, and we seek to convey this vision to our students. We create connections among academic disciplines and KSU entities that contribute to student success, and we play a unique role in bringing together academic resources to provide seamless support to students from the first year through the senior year.

Internationalization and Global Learning

We emphasize teaching and learning about diverse groups of people and different parts of the world so that our students will be able to participate fully and responsibly in our increasingly diverse and global society. We approach what we do with a global perspective, looking for ways to internationalize our curriculum, programs, and services. We strive to create an inviting atmosphere for students from diverse cultural backgrounds.

Diversity and Multiculturalism

We embrace diversity and value the unique cultures, lifestyles, qualities, backgrounds, and experiences of all people. We seek opportunities to support and promote this value and strive to create a climate of inclusiveness that honors and celebrates the unique contributions of all individuals.

Scholarship and Lifelong Learning

We value research, scholarship, creative activity, and lifelong learning. We encourage and support these pursuits among members of our college along with our students. Through these endeavors, we seek not only to enrich our learning and that of our students but also to contribute to our fields of study and, ultimately, to the betterment of society.

Community Engagement

University College intentionally and systematically incorporates service learning, volunteerism, and community-based learning in its curriculum and programs. We promote civic engagement, political participation, and social responsibility that lead to an active citizenry who have a positive impact on their communities at the local, national, and global levels.

Leadership

Because we place a strong emphasis on leadership, members of University College value leadership that is ethical, innovative, diverse, and student-oriented. We consistently model what it means to make good, moral leadership decisions that are in the best interests of our students, faculty, and staff. We support each other in leadership endeavors designed to help us learn as well as grow and are concerned about helping others develop their leadership potential. We hold firm to the conviction that leadership occurs at all levels, not just in a “top-down” fashion, within our departments, college, university, and the larger community. We strive to be innovative leaders in developing international models to enhance student success.

A Culture of Optimism

We see potential and possibility in our students, departments, institution, profession, and world, in addition to each other. We believe in the continuous improvement of our classes, our college, and the university as a whole.

Vision

University College will be internationally recognized as a benchmark for providing exemplary programs and services in collaboration between academic and student affairs and for producing academically, personally, and professionally successful students who are positively engaged in their local, national, and global communities

Mission

The mission of University College is to foster student learning and success at every academic level and to nurture students' educational and personal growth through innovative and collaborative curricular and co-curricular programs, services, and resources. To achieve our mission, University College's highly qualified faculty and staff create opportunities for students to be locally and globally engaged, to examine and understand diverse perspectives, to think critically, and to become ethical and effective leaders in their communities.

Goal 1

Create and enhance innovative programs, coursework, and support systems that promote the university's retention, progression, and graduation initiatives to stimulate student success while maintaining high academic quality.

Objective 1: Create, enhance, and/or expand curricular activities and programs.

1. Develop curricular options for transfer students.
2. Expand offerings of stretch courses.
3. Implement a graduate degree in First-Year Studies, once approved by the Board of Regents.
4. Develop an undergraduate degree program in Leadership Studies.
5. Develop one or more additional undergraduate degree proposals.
6. Increase opportunities for undergraduate research.
7. Develop new strategies for delivering remedial coursework in alignment with the Complete College Georgia initiative.

Objective 2: Create, enhance, and/or expand services and co-curricular programs.

1. Develop co-curricular options for transfer students
2. Expand academic success programs (e.g., Math Lab) while maintaining quality service.
3. Expand peer mentoring and graduation coaching programs.

Objective 3: Integrate distance learning more fully into curriculum and programs.

1. Maintain training for online course development and enhanced use of instructional technology.
2. Expand course offerings in the online environment as appropriate.

Objective 4: Continue to develop and implement a comprehensive assessment plan and use it to inform programmatic decisions.

1. Continue to collect and analyze quantitative and qualitative data on the college's programs and curriculum to inform efforts to support the Complete College Georgia initiative.
2. Develop a long-term schedule of assessment and reporting for each unit.

Objective 5: Develop additional opportunities for collaboration on programs and curricula between units in the college.

1. Design training opportunities on best practices in student retention and program/curricula assessment.
2. Identify and promote integrative program development in the college where applicable.

Goal 2

Cultivate a culture of respect, understanding, and support of diverse people and perspectives by providing further opportunities for students, faculty, and staff to become locally, nationally, and globally engaged in their communities.

Objective 1: Increase global engagement opportunities in academic courses and in co-curricular programming.

1. Expand offering of integrated curricular domestic and international education abroad experiences and courses.
2. Increase opportunities in co-curricular programming for global engagement (e.g., alternative spring break abroad).

Objective 2: Support Engage KSU efforts by enhancing community-engaged pedagogy, scholarship, and service.

1. Increase level of engaged teaching, scholarship, and service.
2. Create and offer awards for community-engaged achievements of faculty, staff, and students.

Objective 3: Promote comprehensive diversity and intercultural awareness and understanding among the faculty, staff, and students.

1. Enhance collaboration with the Office of Diversity & Inclusion and the Institute for Global Initiatives.
2. Form University College global engagement committee.
3. Increase number of UC faculty and staff to go through Safe Space training.
4. Increase the number of University College faculty and staff who are designated Global Learning Specialists and Contributors.
5. Develop strategies for recruiting diverse populations for faculty, staff, and administrator positions.
6. Create opportunities for purposeful interaction between UC staff and faculty that address diversity issues.

Objective 4: Increase students' potential to become effective and ethical leaders locally, nationally, and globally.

1. Expand enrollment/participation in coursework that educates students in the fundamental concepts of leadership.
2. Develop additional practical experiences to nurture students' leadership potential.

Goal 3

Expand communication efforts that promote and publicize the work of the college to foster a greater understanding of its integral role within the university.

Objective 1: Develop and enhance avenues for communicating accomplishments of the college and its departments, faculty, staff, and students to internal and external constituencies

1. Produce marketing collateral that is updated annually to promote UC's mission, achievements, and future plans to internal and external constituencies.
2. Maintain production of internal monthly newsletter.
3. Highlight collaborations between University College and internal/external communities in UC media and publications.
4. Collaborate with University Relations to highlight UC accomplishments in official publications and marketing of the University.
5. Expand marketing and publicity efforts by significantly expanding the use of social media.
6. Consistently update college webpages including "Meet the Faculty/Staff" sections on departmental sites.

Objective 2: Develop infrastructure for maintaining and enhancing University College communication.

1. Develop and disseminate a protocol to all UC personnel for updating UC webpages.
2. Prioritize the hiring of staff to coordinate communication strategies within the College (i.e. Communication Director, Social Media Coordinator)

Goal 4

Secure the resources necessary to more effectively assess, support, and sustain current and future programs within the college.

Objective 1: Explore opportunities to secure more grant funding for programs and initiatives.

1. Increase the number of federal grant proposals submitted over the five-year period.
2. Seek grant opportunities from private entities.
3. Expand collaboration with the Office of Sponsored Programs to identify and pursue grant opportunities.
4. Increase collaboration with other academic colleges to pursue grant opportunities.

Objective 2: Develop funding opportunities with business partners and donors.

1. Work collaboratively with the Office of Advancement to develop gifting opportunities that support UC initiatives.
2. Seek external funding to support domestic and international educational opportunities for a greater number of students and faculty.
3. Prioritize the hiring of a Development Director to seek out potential donors.

Objective 3: Increase resources that support strategic institutional initiatives and University College priorities

1. Increase support for assessment activities in University College.
2. Seek additional funding and resources that support services and programs for advancing Complete College Georgia goals (i.e. Math Lab, Supplemental Instruction, and ESL Program).
3. Aid departments in providing an increased level of support for staff professional development.