

Theme 2: Undergraduate Educational Experience – Strategic Action Plan

Thematic Goal: Build a connected, diverse, empowered, engaged, participatory culture of learning and excellence that promotes undergraduate student success and prepares students for their professional, community, social, and personal lives.

Assumptions: ■ *Student population* refers to traditional and non-traditional students; including residential, traditional age students, international, distance, first generation, military - veteran, adult degree completion, transfer, ethnic/cultural minorities, in-state/out-of-state. ■ Changing and diverse needs of our students require discipline-specific preparation, general education, and attention to the whole student. ■ Student success is impacted by the integration (or lack thereof) of community, teaching, advising/mentoring, and research. ■ Supporting student success requires faculty and staff to have a balanced workload that allows time for teaching, advising, research, and mentoring and for engaging in continuous life-long learning to meet the changing and diverse needs of our students. ■

	Activities	Outcomes -- Impact		
		Short Term	Intermediate	Long Term
I N P U T S & R E S O U R C E S	What we plan to do...	What we expect to happen in 1-5 years...	What we expect to happen in 6-10 years...	What we expect to happen in 11-15 years...
	<ol style="list-style-type: none"> 1. Engage in a concentrated, purposeful effort to build a less-siloed, university community at all levels to encourage student success, faculty mentorship, cross-campus and interdisciplinary collaboration, and social interaction. Consider actions such as: <ol style="list-style-type: none"> a) addressing the need for comprehensive, coordinated, and integrated student services for all students to support tutoring, networking, and community connections; b) exploring the building of living and learning communities where students become engaged with peers, scholars, and researchers; c) improving academic venues and creating structures for “unstructured” participation that encourage and integrate learning, social interaction, and community; and d) creating an online community hub for professional life. 2. Dramatically improve advising services for students and develop flexible and effective academic advising models appropriate to the diverse needs of our entire <i>student population</i>. 3. Develop, support, and resource effective transition programs to address all new students, including implementing an integrated, effective First Year Experience (FYE) with strong, long-term leadership and exploring expansion of the FYE beyond freshmen to include anyone in their first year, such as transfer students. 4. Expand opportunities for UG students to participate in high-impact experiential learning and research by: <ol style="list-style-type: none"> a) building pathways for students to learn how to integrate knowledge into world issues and work towards solutions, b) encouraging and supporting interdisciplinary project-based learning by activities such as capstone projects and interdisciplinary “design days”, and c) promoting and increasing opportunities for UG research, and d) allocating resources and assigning responsibility to coordinate and lead applied learning efforts; including a formal program for UG research, service and community-based learning, and internships. 5. Continue to emphasize student participation in a broad range of learning and student activities, including increased opportunities to develop multicultural and global competencies as well as leadership skills. 6. Develop, promote, reward, and support excellent teaching and 	<ul style="list-style-type: none"> • Excellent, customized academic advising and services available to all students to support their success and degree completion • Engaged students benefitting from high impact educational practices used by excellent faculty and staff across the university • Increased participation by undergraduates in expanded opportunities for meaningful research • Successful integration of undergraduate education and meaningful research is standard practice • Effective evaluation practices that recognize and reward teaching, advising, and life-long learning/professional development • Effective system in place that supports and promotes teaching excellence • Successful recruitment and retention strategies that address our <u>entire</u> student population • Improved six-year graduation rates and retention ratios 	<ul style="list-style-type: none"> • Integrated learning communities experienced by students, faculty, and staff that promote student success within a culture of excellence • Excellent reputation for high quality teaching and advising that prepares students for their professional, community, social, and personal lives • Superior and diverse faculty recognized for teaching excellence • All UG students engaged in a diversity of experiences that expand their viewpoint • Increased undergraduate contributions in the creation of scholarship through research • Ongoing improvement of six-year graduation rates and retention ratios 	<ul style="list-style-type: none"> • An undergraduate educational experience recognized as one of the best among the nation’s Top 50 Public Research Universities • Faculty teaching and advising awards comparable to our benchmark institutions • Freshman to Sophomore retention ratios comparable to benchmark institutions • Six-Year graduation rates comparable to benchmark institutions

	Activities	Outcomes -- Impact		
		Short Term	Intermediate	Long Term
	<p>teacher development by:</p> <ul style="list-style-type: none"> a) recruiting and retaining superior and diverse faculty with demonstrated excellence in teaching, advising, and mentoring; b) revising evaluation practices, including promotion and tenure (P&T), for faculty and staff engaged in teaching to recognize and reward teaching, advising, and life-long learning/professional development; c) promoting good teaching skills, both online and in the classroom; d) implementing comprehensive, effective professional development programs targeted to improving the quality of teaching; e) developing standards and requiring mandatory training for teaching online; f) providing training for faculty to know how to build learning communities; and g) addressing the need to effectively integrate teaching pedagogy with technology, including evaluating internal programs for advancing such pedagogy, such as those offered by the Center for the Advancement of Teaching and Learning, and exploring alternatives to better integrate and engage faculty in such learning. <p>7. Expand our capacity to recruit a talented, diverse undergraduate student body by:</p> <ul style="list-style-type: none"> a) revamping and updating our recruiting philosophy and organization of recruiting services to address the changing demographics of our student population, recognizing that one size does not fit all; b) increasing financial aid, including scholarships, for undergraduate students; and c) expanding targeted recruitment for high achieving students. <p>8. Implement innovative strategies for sharing research and scholarship and communicating progress on the undergraduate educational experience efforts.</p> <p>9. Develop mechanisms to ensure honest, transparent, and on-going community-wide discussion and evaluation of the state of the undergraduate educational experience; including implementing effective, meaningful assessments that engage faculty and staff and focus on student learning.</p> <p>10. Resource what works best, improve institutional systems and processes, provide incentives for the actions needed to reach our vision, and capitalize on the strengths we have across the university by using cross-campus teams to implement priority concepts in integrated approaches.</p>			