FHSU Academic Affairs Strategic Plan

2017-2025

# Academic Affairs Mission

The Academic Affairs division of Fort Hays State University delivers effective and rigorous educational programs taught by qualified, research-informed and service-oriented faculty, in intimate and caring learning environments.

# Academic Affairs Vision

The Academic Affairs division of Fort Hays State University will be nationally and internationally renowned for its innovative pedagogical practices and services that support student success, for its entrepreneurial mix of on-campus, online and international programs, and for the educational value-add (level of educational provided for the price) that it provides to its students.

1. Deliver Programs of Distinction that Add Value
   1. Create an evolving market and mission-appropriate array of academic programs and extracurricular learning experiences integrated with a liberal education core
      1. Annually assess the viability of all existing programs and flag for growth, maintenance, or elimination. Report the numbers of each category. \*
      2. Create at least one new academic for credit (certificate, Associates, Baccalaureate or Masters), one new non-credit program, and one workforce development program (customized set of courses not leading to a credential) annually
      3. Fund X new course developments annually within existing programs to ensure that they are staying current
      4. Examine the need for new academic departments or program coordinators to support growth of new programs.
      5. Design, implement by DATE, and thereafter maintain an effective and contemporary liberal education program (See Liberal Education Plan)
      6. By DATE Academic Affairs, in partnership with Student Affairs, will define extracurricular learning outcomes that complement the curriculum
   2. Provide educational value to our students
      1. By DATE, establish a baseline value-add index (E.g. % of graduates achieving the base programmatic learning outcome set standards / Percentile score for total price for in-state students living on campus among 4+ institutions nationally) and thereafter increase it by X% annually\*
      2. By DATE implement the Pass to Pay initiative
      3. Increase the average rating by program advisory boards of program learning outcomes (including minimum achievement standards for graduates) by x% annually\*
      4. Increase by X%, the rating score given by FHSU alumni X years after graduation, on the influence their education had on them
      5. Where not required by external agencies such as accrediting bodies, by DATE set the maximum credit hours required for graduation in a baccalaureate degree to 120, and in an associate’s degree to 60.
   3. Increase the design quality and academic rigor of our programs, irrespective of location or method of delivery
      1. Increase the achievement rates by graduates of program minimum achievement standards by X % annually\*
      2. By DATE create and implement an Educational Assessment Plan for the University
      3. By DATE all active online courses will meet minimum design certification standards based on the Quality Matters rubric.
      4. By DATE all face to face (F2F) courses will be reviewed against a FHSU developed or adopted design rubric and provided with constructive feedback
   4. Continue to improve the academic reputation of our institution
      1. By 2020, achieve a Carnegie Class mean score or better in the Pride dimension of the Great Colleges to Work For survey.
      2. By 2019, the percentage of on-campus undergraduates studying at FHSU who earned an ACT score of 26 or higher will be at least 3%
      3. Increase the annual number of students receiving national academic awards to X by DATE
      4. Increase the correlation between program learning outcome achievement rates and average GPA of graduates in the majors to ensure our GPAs reflect the degree of learning attained.
      5. By DATE, improve scores on the NSSE Enriching Education dimension from X to y, and in the NSSE Level of Academic Challenge dimension from X to Y
      6. Increase the acceptance rate of our students to post grad education by x% annually
      7. Increase percent of students achieving licensure through state or federal boards
      8. By 2020, achieve program specific accreditation, or equivalent membership in national professional organizations, for all programs offered by the University for which this is available
      9. Earn at least 92.5% of online degree programs for which FHSU ranks higher in USNWR as compared to KBOR peers.
      10. By 2025, achieve institutional listing status in the USNWR regional rankings / Times World Rankings / Shanghai Jiao Tong Ranking
      11. Hold at least one regional or state wide conference on campus annually in the disciplines or related to educational quality or student services
      12. Increase media exposure of our best faculty in their areas of expertise and in teaching
      13. Increase the percentage of students and faculty/staff who are members in national honors societies by x% annually
      14. Increase the number of faculty who volunteer as an officer of a regional or national professional organization, or serve on accreditation teams
      15. Measure, track and publish the average size of our classrooms and benchmark against other KBOR institutions
      16. Track our admission rates by program and publish our most selective program’s data.
2. Support Student Success through   
   Superior Services
   1. Empower post-traditional student success by providing course credit for prior learning
      1. By the end of spring 2016 establish Prior Learning Assessment (PLA) under the office of Academic Programs & Student Success that is at minimum financially self-supporting and ideally generates net revenue
   2. Improve the preparation of incoming students
      1. Teach our incoming students to be better students and about the Higher Ed system
      2. Replace remedial English and Math courses with SLA programs by DATE
      3. Improve average English language proficiency level at time of first for credit course enrollment of international students studying a Hays and at our partner institutions abroad from X to Y by DATE
   3. Improve access to our educational programs through offsite, online, and blended (reduced face time / extending the boundaries of the classroom) delivery mechanisms
      1. Reduce or eliminate the time needed for a student to attend the FHSU campus to complete a four year degree by creating agreements for local upper level course delivery with two new community or technical colleges annually.
      2. Increase the number of blended and online degree programs by two annually.
      3. Reduce drop rate of online courses from X to Y by DATE
      4. Increase the number of online courses delivered in five or eight week terms from X to Y by DATE
   4. Help students choose compatible career paths, place them in the appropriate degree program as soon as possible, and keep them on track
      1. Reduce the percent of undecided major students from x% to y% and the number of students who, between completion of the Gen Ed program (or X credits in a major) and graduation have changed majors at least once from x% to y%, by DATE

Implement choice architecture

* + 1. Increase % of undecided students enrolled in a meta-major from X to Y by DATE
    2. Create five varieties Gen Ed foundation courses, addressing content through the broad theme of each college (see Liberal Education Plan)
    3. By 2018, implement a predictive analytics system (e.g. EAB)
    4. By 2017 provide academic maps for all credentials
    5. Reduce the average number of credits earned at FHSU that do not apply to a student’s degree(s) at time of graduation to x% by DATE, and reduce time to degree by scheduling courses based on predicted demand.

Improve advising

* + 1. Increase student satisfaction ratings with advising by x% annually
    2. Increase the NSSE score on Quality of interactions from X to Y by DATE
    3. Keep students on-track for timely graduation by increasing the percent of students who completed at least 30 credits in the previous academic year to x% by DATE
    4. Decrease the number of UG advisees per FT faculty member from X to y, and the number of graduate advisees from X to Y by DATE
    5. Add faculty residences (House master/mistress model) to all student residence halls by DATE
  1. Provide students with rich information about their educational programs and courses
     1. By DATE all programs will publish a requirements checklist and descriptive curricular map for students to improve the information available to current and prospective students about our programs and courses.
     2. By DATE implement an online catalog and syllabus management system
     3. By DATE, make all course evaluation results accessible to enrolled students.
     4. As they are developed publish learning outcomes and their assessment results on program information web pages
  2. Stimulate learning through effective & innovative instructional practices

Overall quality

* + 1. By 2020 achieve a Carnegie Class mean score or better in the Teaching Environment dimension of the Great Colleges to Work for survey.
    2. Increase the annual University-wide average scores of overall instructional quality assessed by a rubric applied to faculty EPortfolios during annual meetings with the chair
    3. Increase average scores on chair’s rubric for annual evaluation of teaching quality by x% annually
    4. Increase average aggregate scores on student course evaluation questions pertaining to instructional quality by x% annually

Delivery

* + 1. Increase the proportion of lower division courses taught by tenured/tt faculty to Y% by DATE
    2. Increase NSSE active and collaborative learning score by 10% annually
    3. By DATE, Implement a competency based curriculum and approach to education within the University (see Liberal Education Plan)
    4. By DATE, all courses with more than five sections being offered in a term will have a course team leader assigned
    5. Improve average instructional delivery scores in assessed online courses by 10% annually.
    6. Implement a policy to preferentially assign online courses to instructors who have successfully completed a course in online teaching.
    7. By 2022, FHSU will be the leading university in the nation in achieving student success through an educational paradigm that focuses on learning preparation

Evaluation- Formative

* + 1. Increase the percent of instructors using in-class formative assessment of student learning (muddiest point etc.) by 5% annually

Evaluation - summative

* + 1. Generate an annual report on grade distribution broken down by University, college, department and program which is shared with the Academic Council, deans and chairs.
    2. Promote and support more frequent testing, both high and low stakes, as a mechanism to support long-term learning.
    3. Increase the percentage of faculty using rubrics to score assignments within courses by x% annually
    4. Improve the quality of tests and exams
    5. Increase the percent of courses adopting an Outcomes to Grades approach by x% annually
    6. Increase the NSSE scores on the “Experiences with Faculty” dimension by x% annually
    7. Increase student satisfaction in TEVALS of their sense that faculty create a classroom environment conducive to intellectual growth by setting the tone for civility, tolerance, inclusivity and mutual respect where students are encouraged and safe in expressing diverse views
    8. Reduce the incidence of disrespectful and disruptive behavior of students within learning environments
    9. Make the work of great teachers more prominent and propagate it across the University
  1. Provide rich formative feedback to faculty and chairs about student learning experiences
     1. Increase the usefulness of end of course surveys such that they provide rich actionable feedback to faculty and students
     2. Increase the number of course focus groups conducted per year from X to Y by DATE
     3. Replicate peer or chair classroom observations online by having the college Online Learning Coordinators (OLCs) conduct peer reviews of active online courses and provide feedback to the instructor and department chair
     4. Implement University wide early course assessment by DATE.
     5. Implement an online early warning, dynamic suggestion submission, and kudo system for all courses.
     6. Increase the number of programs that have graduating student surveys from x% to y% by DATE.
  2. Provide appropriate learning support resources
     1. Increase the NSSE score on the “supportive campus environment” from X to Y by DATE
     2. Provide relevant and expert library services across modalities of course delivery. (see Library Plan)
     3. Reduce the average student cost per course for course materials, including textbooks, by x% by DATE, and increase timely access to course support materials.
     4. Reduce DUWI grades in courses, particularly in first-year gatekeeper courses, from X to Y by DATE
     5. Implement a tutorial referral system for faculty to issue recommendations to struggling students and the Kelly Center
     6. Use learning incomes course prep test results to provide targeted tutoring services during intersessions in support of prep-test retakes
     7. Implement adaptive learning software in the library or Kelly Center to enable student to self-diagnose and remediate learning gaps.
     8. Require formalized visits by Gen Ed Foundations (UNIV101) students to the Kelly Center.
     9. Implement an Honors Service Program in which students provide tutoring in Gen Ed courses such as intro math and English (See Honors College Plan).
  3. Retain students until they meet their educational goals
     1. FHSU will Increase by X% the percentage of first year students who return for their second year annually; and boost the number of students who graduate within six years by Y% annually.
     2. Increase completion rates after 150% program duration for all students by 2% annually (graduation or transfer out)
     3. Increase number of incoming freshmen participating in student learning communities by x% annually.
     4. Implement multi-semester course scheduling and registration
     5. Decrease the % of students working more than 20 hours a week
     6. Have each faculty member adopt two new strategies annually from the article “63 Steps Faculty Can Take to Improve Student Retention”
  4. Provide transition services to the workforce or further education, and mechanisms for students to showcase and promote their successes
     1. Increase the number of graduating students who have created a showcase ePortfolio to X%
     2. Increase to x% annually the number of faculty or authorized staff who have issued a digital badge to a student as part of a course or related to an extracurricular learning outcome
     3. Help students understand that their career search begins in their first year.
     4. Create more student internship opportunities
     5. Centralize a registry of internships across disciplines with efforts to discover new internships perhaps previously unknown to our faculty and students.
  5. Motivate and celebrate student achievements
     1. Enrich the commencement event and make it more meaningful for our graduates while keeping the cost for the students to a reasonable amount
     2. Increase opportunities for students to showcase their work to external groups such as research publications, shows of creative works, research poster days etc.
     3. Better utilize social media, campus media, and media outlets to highlight student success both internally and externally.
     4. Promote student academic events such as art exhibits, concerts, as student success. The event is also student achievement.
  6. Ensure policies are appropriate
     1. *Conduct a Grad School policy audit biannually to ensure we are fostering student success*

1. Foster First-Class Facilities   
   & Infrastructure
   1. Improve the quality, quantity, diversity and utility of learning spaces.
      1. By DATE, increase faculty satisfaction with learning spaces from X to Y and student satisfaction from X to y, as measured in a bi-annual survey
      2. Make the University Farm a state showcase for modern farming and farming instruction by DATE
      3. Secure funding and build a new Library and Academic Commons facility (extension to current library) by DATE, creating a technology enhanced learning environment and service center for students
   2. Enhance on-campus housing
      1. Construct an Honors and an International Student Residence on campus
      2. Build community, reduce costs and ease the transition to Hays to enhance our ability to recruit and retain faculty of excellence by constructing a faculty village on campus by DATE
   3. Improve University communications and information sharing infrastructure
      1. Improve the faculty and staff rating of the corporate communication culture from X to Y in the faculty biannual survey by DATE
   4. Simplify and streamline administrative processes.
      1. Simplify and automate grade submissions by 2017
      2. Implement an Accountability Management System (AMS) by 2016 to assist with reporting learning outcomes and strategic objective assessment
2. Populate our Institution with Diverse People of Excellence   
   who Cultivate a Collaborative, Transparent, Forward-Thinking,   
   and Globally Engaged Culture
   1. Hire and retain excellent people
      1. Improve the quality of hired candidates by x% annually as reflected by average overall scores on hiring rubric AND By DATE Increase the proportion of female faculty from X to Y and minority faculty from X to y AND Increase proportion of faculty with terminal degrees from X to Y by DATE
      2. Improve the quality of administrative faculty appointees & director or higher staff hires
      3. Improve the onboarding process
      4. Be a Great College to Work For
      5. By 2020 achieve a Carnegie Class mean score or better, in the Job Satisfaction/Support dimension of the Great Colleges to Work For survey.
      6. By 2020 achieve a Carnegie Class mean score or better in the Communication dimension of the Great Colleges to Work For survey.
   2. Clarify expectations, conduct regular performance evaluations and reward excellence
      1. Develop clear job descriptions for all positions by end of fall 2016
      2. Develop a clear set of performance guidelines for faculty by end of fall 2016.
      3. Implement a process for assigning annual performance expectations based on tactical plans for all faculty and staff
      4. Provide new faculty with the information and basic resources they need to be effective in their jobs as quickly as possible.
      5. Improved average scores by chairs on rubric for faculty annual evaluations by x% annually.
      6. Implement a multi-faceted faculty evaluation / feedback process consisting of the following.
      7. Improve the promotion and tenure review process
      8. Improve the post tenure review process
      9. By 2020, achieve a Carnegie Class mean score or better in the Supervisors/Department Chairs dimension of the Great Colleges to Work For survey.
      10. Reward excellence – promote and raise the salaries of productive community members, and replace chronic poor performers
   3. Provide opportunities to grow knowledge and skills
      1. By 2020, achieve a Carnegie Class mean score or better in the Professional Development dimension of the Great Colleges to Work For survey.
      2. Increase the number of annual nominations for faculty teaching awards.
      3. Increase the percent of faculty who have completed the University Teaching Certificate by 5% annually.
      4. Increase the percent of faculty who have completed online teacher training by 5% annually.
      5. Increase the number of faculty/staff development badges awarded by 10% annually OR Increase number of PDPs awarded to faculty/staff by 10% annually
      6. Implement a management & leadership development program
      7. Share knowledge of process and procedures among support staff
      8. ***Implement a required (concurrent or prereq) instructional development program for those GTAs assigned direct teaching responsibility***
   4. Increase scholarly and creative activity
      1. Increase % of faculty who are moderately or highly research active
      2. Increase number of faculty peer-reviewed publications by X% annually
      3. Increase the number and quality of grant applications submitted to support faculty research from X to Y annually (see 5.6.1)
      4. Increase % of faculty presenting a paper or poster at a peer reviewed conference from X to Y by DATE
      5. Increase % of faculty publishing a peer reviewed paper from X to Y by DATE
      6. Implement the FHSU Scholar’s Repository SelectedWorks profiles to make faculty research and research interests more visible to internal and external scholars, fostering potential research collaborations and use of faculty work.
      7. Establish a fund to pay article processing fees for publication in high-quality peer-reviewed open access journals.
      8. Implement a program similar to the George Mason Students as Scholars Initiative. Provide support for developing courses that foster student scholarship/faculty mentors.
      9. Increase undergraduate research
      10. Increase the % of FT faculty who have participated as a visiting scholar at an international partner and Number of unique visiting scholars who have come to FHSU from international partners
   5. Increase understanding of international perspectives and cultural backgrounds
      1. Increase NSSE score on Discussions with Diverse Others from X to Y by DATE
      2. Increase the percent of on-campus undergraduate students who have engaged in at least one of the following by x% annually:
      3. Increase by 10 annually the number of courses with a “Globally or interculturally rich” designation in the University catalog
      4. Increase by 5% annually the FT faculty who have participated in an exchange program with a foreign institution
      5. Increase the number of faculty by x% and students by y% who have participated in the Fulbright program – inbound and outbound
3. Advance our Development as a   
   Highly Entrepreneurial, Operationally Efficient,  
    & Financially Secure Institution
   1. Conduct honest self-criticism and continuous quality improvement
      1. By AY 2017 create and staff an Office of Institutional Effectiveness and Quality Improvement responsible for gathering, digesting and publishing critical information about the University
      2. Conduct regular reviews on goal achievement in all academic and operational areas
      3. Increase the quality score on departmental self-study rubrics by 5% annually.
      4. Annually review college and operational area self-studies to determine resource allocations through the year end funding process
      5. Make resource allocations based on strategic priorities and rigorous assessment of current investments
   2. Improve College and operational area entrepreneurship
      1. Distribute portions of grant overhead to colleges and department to incentivize grant seeking
      2. Incentivize enrollment growth for department chairs by factoring number of faculty supervised into the formula for chair stipends and for departmental OOE allocations
      3. Change the funding and staff support model for FHSU Online
      4. Increase search hits for our online operations by renaming the Virtual College
      5. Generate new international partnerships
   3. Improve College and operational area effectiveness and efficiency
      1. Centralize management of all university-wide academic programs under the Assistant Provost for Academic Programs & Student Success
      2. Achieve 95% as the average university-wide % of course cap reached by DATE
      3. Track percent of assigned teaching load reached to ensure equity and help determine resource needs
      4. Improve the efficiency of application process and decrease turn-around time for admission decisions
      5. Reduce bureaucracy for expense approvals
   4. Set appropriate tuition and fees
      1. Implement differential tuition to fund high demand high cost programs
      2. Establish a roster of approved course fees for all programs that need them.
      3. Establish a fee for the library to help offset some of the costs of growth and to add new services for students.
   5. Grow enrollment
      1. Produce at least X student credit hours through distance education
      2. Create 3 new cross-border programs in unique countries
      3. Diversify partnerships to increase international on-campus student populations by Y%
      4. Improve the turnaround time for **graduate** school applications and degree audits form X to Y
      5. Increase the number of GTAs provide to the colleges and academic support units in proportion to UG enrollment
      6. Increase graduate student enrollment in doctoral / post-master’s programs from X to Y by DATE
      7. Increase master’s degree enrollment from X to Y by DATE
      8. Increase the diversity of graduate students
   6. Decrease reliance on direct state funding without compromising services to Kansans
      1. Increase overhead generation from sponsored research funding by X% (or to $Y)