

ACADEMIC AND STUDENT AFFAIRS 2012 STRATEGIC PLAN

VISION

The Academic and Student Affairs Division is will continue to be a model program for the University System of Georgia that fully and inextricably integrates academic and student affairs. Successful integration leads to student achievement of all of the integrated educational outcome goals for Georgia Gwinnett College students as they develop intellectually, emotionally, socially, physically, spiritually, and occupationally throughout their collegiate experience and subsequently in their roles as productive global citizens and leaders for their respective communities. The Division also will continue to serve as a wellspring for innovative, effective and efficient program development leading to improvements in student retention, progression and graduation as well as documented accountability for achievement of established student outcomes.

MISSION

The Academic and Student Affairs Division develops, provides and assesses a full spectrum of educational programs and services which inspire students to appreciate and seek knowledge and promote the development of the whole person. Additionally, the division promotes continuous innovation to improve delivery of the undergraduate integrated educational experience (curricular and co-curricular) leading to effective and efficient student learning; faculty and staff development; and appropriate organizational structures.

OPERATING PRINCIPLES

Fully in accordance with institutional operating principles, the Academic and Student Affairs Division conducts its operations guided by the following principles that foster student success for all:

1. On-going assessment, change and experimentation that contribute to data-driven decision making and resource allocation.
2. Ever-increasing integration and collaboration across traditional boundaries.
3. Recruitment, retention and continuous professional development of a diverse faculty and staff.
4. Optimized use of available technologies and resources to support student learning within and beyond the confines of the traditional classroom.
5. Provisions for a supportive collegiate environment for students, faculty and staff characterized by open and frequent communication; mutual trust; and selfless pursuit of institutional goals.
6. A focus on student engagement throughout the integrated educational experience.

7. Distributed leadership in which there is deep and widespread faculty participation in decisions affecting all functions of the College.
8. A commitment to scholarship, creativity and innovation.

Academic and Student Affairs	
Strategic Priorities	
1	<i>Acquire and transparently allocate resources to continuously improve and fully implement GGC ASA’s vision and mission.</i>
4	<i>Improve, design and implement a robust set of programs and services to fully support all students with emphasis on those at-risk and enable them to succeed.</i> <ul style="list-style-type: none"> • <i>Develop and maintain an in-depth understanding of our student population to guide ASA decisions to support student success.</i>
5	<i>Align and improve culture, infrastructure, organizational structure, processes and policies and remove unnecessary barriers to support student success from recruitment through job placement, graduate school and as alumni.</i> <ul style="list-style-type: none"> • <i>Student barriers</i> • <i>Faculty and staff barriers</i> • <i>Assessment would be here</i>
6	<i>Provide a fully integrated educational experience for all students, in and beyond the classroom, seamlessly integrating academics, student affairs and athletics.</i> <ul style="list-style-type: none"> • <i>Vibrant campus and student-centric culture</i> • <i>Wellness model</i>
7	<i>Ensure academic offerings address student and community needs.</i> <ul style="list-style-type: none"> • <i>Appropriate curricula offerings, new program offerings, and configurations.</i> • <i>Innovations in pedagogy to include appropriate educational technology use</i> • <i>Navigate all accreditation and certification requirements including QEP.</i>
8	<i>Fully embrace teaching and student engagement as core to the mission.</i> <ul style="list-style-type: none"> • <i>Expand and support opportunities for faculty and staff scholarship, innovation and professional development.</i>

Additionally, following is a **crosswalk** of the draft ASA strategic priorities linked to action areas of the cross-functional planning completed for each of the College’s strategic priorities. Since the division’s strategic priorities support the College’s strategic priorities, mission and vision, and the cross-functional planning groups (which had ASA representation) identified important actions for each of the College’s strategic priorities, the output of the cross-functional planning sessions is important for developing the ASA plans. The cross-functional action areas listed below are supported by a good deal of detailed action steps. Division and department/school plans should refer to the details in the cross-functional plans (beginning on page 16 of the Strategic Plan – Institutional Level).

CROSSWALK: Academic and Student Affairs Departmental Plan and College cross-functional plans		
	Strategic Priority Draft	Cross-functional plan action areas that correlate
1	<p>Acquire and transparently allocate resources to continuously improve and fully implement GGC ASA's vision and mission.</p> <p>Note</p> <ul style="list-style-type: none"> Build systems/structures to develop shared understanding of shifting needs and decisions 	<p>(3: Resources)</p> <ul style="list-style-type: none"> Reach agreement on optimal annual enrollment goals based on obligations, student, and stair-step costs. Develop agreement on resource needs, in priority order Nail CCG Revise the comprehensive enrollment management plan in light of financial model Ensure there is 100% campus-wide commitment to engagement in fund-raising. This is a re-prioritization Develop a comprehensive plan to aggressively capture substantial public grant funding Develop a comprehensive development plan to raise substantial philanthropic funds Enroll a substantial international student population attending GGC and living on campus (full pay) Other revenue generation areas <p>(1: Student Success)</p> <ul style="list-style-type: none"> Provide adequate systems and resources. <p>(4: Culture, Infrastructure, Communications)</p> <p>Identify and address highest priority infrastructure and staffing needs.</p>
4	<p>Improve, design and implement a robust set of programs and services to fully engage all students especially those at-risk and enable them to succeed.</p> <p>Note;</p> <ul style="list-style-type: none"> All students includes at risk, not at risk, honor student, invisible, etc. students 	<p>(1: Student Success)</p> <ul style="list-style-type: none"> Have a solid understanding of our students – data, accessible, communicate, data driven model Fully understand (our students) risk factors that are obstacles to student success and first year persistence, <u>prior</u> to entering GGC and while attending GGC. Ensure all students, at risk and all others, start off their GGC experience on the right foot. Re-engineer mentoring program/advising programs. <ul style="list-style-type: none"> <i>Discussion about the degree to which mentoring needs to be improved, and whether “re-engineering” is the right word.</i>

CROSSWALK: Academic and Student Affairs Departmental Plan and College cross-functional plans		
	Strategic Priority Draft	Cross-functional plan action areas that correlate
		<ul style="list-style-type: none"> • Develop and implement appropriate, intensive and timely initial and on-going interventions, <i>opportunities and outreach activities for all student segments/types.</i> <ul style="list-style-type: none"> ○ <i>Incorporate housing learning environment</i> ○ <i>Not just at risk or at risk academically</i> ○ <i>Honor students/programs</i> • Ensure strong and consistent faculty involvement in student success. • <i>Develop appropriate programming for well prepared</i> • Establish comprehensive student success program for 2nd, 3rd, 4th, 5th and 6th years.
5	<p>Align and improve culture, organizational structure, processes and policies and remove unnecessary barriers to support student success from recruitment through job placement, graduate school and as alumni.</p> <p>Note:</p> <ul style="list-style-type: none"> • Student barriers • Faculty and staff barriers • Assessment would be here • Maintain emphasis on hiring the very best 	<p>(1: Student Success)</p> <ul style="list-style-type: none"> • Align EM policies (Admissions, FA, and Registrar) and processes to allow students to have a smooth transition to GGC and to support GGC’s access mission. • Establish the appropriate administrative structure for Student Success. <p>(2: Enhancements to IEE)</p> <ul style="list-style-type: none"> • Enhance the assessment process to document <i>and communicate</i> the extent to which learning outcomes are met and to develop continuous plans. <p>(4: Culture, Infrastructure, Communications)</p> <ul style="list-style-type: none"> • Examine and address organization barriers which hamper effectiveness, productivity, and communications. • Enhance the assessment process. • Develop, implement and maintain strategic plans • Develop and implement a plan and devote resources to re-establishing (or establishing) GGC’s desired culture. • Develop a more effective communications structure. • Select and develop very strong leaders and managers throughout the organization.

CROSSWALK: Academic and Student Affairs Departmental Plan and College cross-functional plans		
	<u>Strategic Priority Draft</u>	<u>Cross-functional plan action areas that correlate</u>
6	<p>Provide a fully integrated educational experience for all students, in and beyond the classroom, seamlessly integrating academics, student affairs and athletics.</p> <p>Note:</p> <ul style="list-style-type: none"> • Vibrant campus and student-centric culture • Wellness model • Soft skills • Well-articulated statements of what the GGC graduate will be/look like and assessment across boundaries • Increase % of students involved in something other than academics <ul style="list-style-type: none"> ○ Benchmark ○ Determine programming and resource needs, particularly for hard to reach or who have full lives outside of campus ○ Broaden horizons ○ Hidden students • Utilize faculty expertise in the co-curricular 	<p>(1: Student Success)</p> <ul style="list-style-type: none"> • Create a positive and student-centric student culture and student sense of community. <p>(2: Enhancements to IEE)</p> <ul style="list-style-type: none"> • Fully establish a holistic and integrated framework for student development.
7	<p>Fully embrace teaching and student engagement as core to the mission.</p> <p>Note:</p> <p>Expand and support opportunities for faculty and staff scholarship, innovation and professional development.</p> <ul style="list-style-type: none"> • Fully functioning research and grants office • Clarify expectations about balance across these dimensions. • Encourage faculty and staff scholarship and innovation 	<p>(2: Enhancements to IEE)</p> <ul style="list-style-type: none"> • Support the existing value in teaching and engagement throughout GGC so that faculty teaching and engagement effectiveness is a core competency of GGC. • Provide systematic and integrated faculty and staff development to support student learning

CROSSWALK: Academic and Student Affairs Departmental Plan and College cross-functional plans		
	Strategic Priority Draft	Cross-functional plan action areas that correlate
	<ul style="list-style-type: none"> • Full time and part time 	
8	<p>Ensure academic offerings address student and community needs.</p> <ul style="list-style-type: none"> • Appropriate curricula offerings, new program offerings, and configurations. • Innovations in pedagogy to include appropriate educational technology use • Navigate all accreditation and certification requirements including QEP. • Engage community talent in the classroom 	<p>(2: Enhancements to IEE)</p> <ul style="list-style-type: none"> • Establish education technology to be a core competency as it relates to the academic enterprise. <i>(See #7)</i> • Provide the optimal set of curricular offerings and configurations to meet the needs of GGC's student population <i>and the community.</i>