

2016-2020 Commitment to Student Success

A comprehensive, strategic plan designed to add power to vision





Commitment to Student Success

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Making the Vision Reality

2016-2020

Student Success is at the heart of everything we do here at Western Carolina University, beginning with our admissions decisions and continuing through graduation and beyond. Our unifying goal in the offices of Student Success is to provide the support necessary for each student to reach his or her academic potential.

Western Carolina University is a public regional institution with deep connections to the surrounding community and with deep commitment to our responsibility as a regionally engaged university. The university strategic plan, “2020 Vision: Focusing on Our Future,” defines our core values and guiding principles, which in turn have provided the vision and guidance for this divisional strategic plan.

Student Success is comprised of eight departments, each with a significant contribution to help ensure our students not only succeed, but thrive. We support students as they make the transition to college, throughout their career at WCU, and as they graduate from the University and embark on the next chapter in their lives. Our unit leads the celebration of students’ success from their first day, with New Student Convocation, to their last day, with Commencement. In between these two milestones, we celebrate academic excellence with the Chancellor’s List Awards, recognizing students with a 3.8 GPA and above, and with other events designed to recognize the achievements of outstanding students across the institution.

We are committed to ensuring that students have access to a quality college education, and we take seriously our responsibility to provide students with the resources and support they need to be successful. Advancing the institution’s commitment to access and success, we collaborate across campus to implement documented high-impact educational practices as well as innovative approaches that address the specific needs of WCU students. Additionally, we recognize the significant contributions that advisors make to students’ overall educational experience, and we seek to support the work of faculty and professional advisors across campus.

Our offices are committed to fiscal responsibility, to the delivery of effective and efficient operations, and to the advancement of institutional priorities such as enrollment growth in summer programs. Leadership ensures quality service to the institution by supporting professional development opportunities for division staff and by engaging in continuous cycles of assessment and improvement.

Nothing is more rewarding than to bear witness to authentic student success-- to their moment of realization of the power they have as a change agent to make better the works they will inherit.

On behalf of Western Carolina University and the Office of the Provost,



Lowell K. Davis, PhD
Assistant Vice Chancellor for the Division of Student Success

<p>GOAL 1 Enhance opportunities for student access with coordinated efforts to support student success.</p>	<p>GOAL 2 Increase the efficiency and effectiveness of services for students.</p>	<p>GOAL 3 Enhance faculty and professional advising across the institution.</p>	<p>GOAL 4 Expand the reach and impact of summer sessions.</p>
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Our Mission

The goal of all Student Success offices is to provide the support needed to ensure each student reaches his or her academic potential, including identifying the right field of study and completing a degree that will lead to opportunities beyond WCU. The offices of Student Success, individually and collectively, is here to serve students – to empower their vision and to help them acquire the skills and aptitudes that build success. We are here to support the faculty who inspire excellence in and out of the classroom. We are here to support the mission of Western Carolina University. We are citizens of the university and our community. This is our foundation and this is who we are.

OUR MISSION

TUTORING CENTERS

The mission of the **Writing and Learning Commons** (WaLC) and **Mathematics Tutoring Center** (MTC) is to provide students with the support, skills, and confidence they need to achieve academic excellence and become independent learners. Our peer-facilitated tutoring sessions focus on collaborative, active, and engaged learning strategies. Additionally, the WaLC and MTC partner with faculty to identify qualified student tutors and provide training to develop tutors' leadership skills and enhance their learning.

ACCESSIBILITY RESOURCES

It is the mission of the Office of Accessibility Resources (OAR) to remove barriers and ensure equal access for all qualified students with disabilities. In support of this mission, the goals of the Office of Accessibility Resources are to:

- Serve as advocate for students with disabilities while promoting independence, self-determination, and responsibility;
- Coordinate and provide accommodations and related support services for students with disabilities;
- Assist the University in compliance with the provisions of the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973;
- Provide training and support for faculty, staff, and administration regarding the needs of students with disabilities;
- Provide consultation, information, and outreach to parents and prospective students regarding the needs of students with disabilities;
- Foster awareness and understanding University-wide of the impact of disabilities on individuals.

ADVISING CENTER

The mission of the Advising Center is to promote growth and development of students as they develop educational plans and choose career and life goals. The Advising Center strives to empower all students to take ownership of their education by providing personalized, comprehensive academic advising in a supportive environment. Our holistic approach to advising students involves developing one-on-one relationships with students, supporting and encouraging their decision making processes, assisting with academic persistence and success, and serving as a professional resource to the university community.

MENTORING AND PERSISTENCE TO SUCCESS

Mentoring and Persistence to Success (MAPS) will provide comprehensive programs and holistic services designed to connect first generation, low income, and independent students with resources, empower them to achieve academic and personal goals, and guide them to graduation from Western Carolina University.

ONESTOP STUDENT SERVICE CENTER

The OneStop Student Service Center provides a central location to promote academic success, increase retention, decrease time toward graduation, and improve the overall educational experience of its students. The purpose of the OneStop is to combine and make accessible, in one location, multiple student service delivery areas (Admissions, Advising Center, Career Services, Counseling and Health Services, Dining and Auxiliary Services, Financial Aid, Registrar's Office, Residential Living, etc.) and to work in coordination with these offices to offer prompt and courteous resolution for students seeking assistance with personal and/or academic concerns.

REGISTRAR'S OFFICE

The Registrar's Office supports the mission of Western Carolina University and its academic programs by promoting student success and providing leadership and service in the area of student records and registration. Our vision is to set an industry standard by becoming a model of service through exemplary customer service and integration of technology into our business practices and the student information systems. Our personal commitment is to use all of the resources entrusted to the Office of the Registrar to:

- manage and maintain a stable and efficient student information system;
- enforce the academic policies of the institution;
- enable and extend the varied business practices of the institution that depend on student records and registration in alignment with the University's 20/20 Plan.

STUDENT TRANSITIONS

The Office of Student Transitions aims to foster opportunities that will empower students to thrive in transition, as they become co-creators of their college experience. The primary goal of the Office of Student Transitions is to support a successful journey as we work together with students, faculty, staff, and community members to

- Foster inclusive learning environments that will empower successful learning outcomes;
- Facilitate collaborative partnerships with faculty and staff that embrace diverse perspectives;
- Focus students towards intentionality through SMART goals, purposeful action, and critical reflection.
- Facilitate opportunities to help students synthesize new understandings and experiences.

SUMMER SESSION

Summer Session offers an opportunity for our students to catch up or get ahead in degree progress, and also creates opportunities for experiential learning. Students can enjoy smaller class sizes, lighter academic loads, and opportunities for deeper focus during the summer—while also enjoying the beautiful mountains of western North Carolina. Summer Learning Communities create immersive experiences for students in various disciplines, and the Academic Success Program provides a transitional pathway for conditionally admitted students. It is our goal to provide a rich and varied selection of courses and experiences to choose from during the summer term, and to encourage participation in this beneficial opportunity.

Commitment to Student Success Strategic Plan



Commitment to Student Success Strategic Plan

GOAL 1:

Enhance opportunities for student access with coordinated efforts to support student success.

Western Carolina University is committed to ensuring that students have access to a quality college education. Once admitted, the University has a responsibility to provide students with the resources and support they need to be successful. The Division of Student Success advances the institution's commitment to access and success by addressing the needs of individual students and by collaborating across campus to implement documented high-impact educational practices as well as innovative approaches that address the specific needs of WCU students.

The Division of Student Success will:

- Promote High Impact Practices (HIPs), including first-year seminars and experiences, common intellectual experiences, learning communities, writing-intensive courses, collaborative assignments and projects, undergraduate research, diversity/global learning, service learning, internships, and capstone courses and projects.
- Enhance peer leadership and mentoring models.
- Provide support for special populations and at-risk groups.
- Develop campus partnerships that emphasize students' personal growth, provide leadership opportunities, and enhance the total student experience.

Strategy 1: Promote High Impact Practices (HIPs), including first-year seminars and experiences, common intellectual experiences, learning communities, writing-intensive courses, collaborative assignments and projects, undergraduate research, diversity/global learning, service learning, internships, and capstone courses and projects.

- Initiative 1.1.1.** Develop a HIPs roadmap and rubric that can be utilized across academic programs to document points of practice and measure outcomes longitudinally.
- Initiative 1.1.2.** Enhance sophomore student satisfaction, persistence, grit, and commitment to degree completion with a dedicated focus on HIPs.
- Initiative 1.1.3.** Implement and ensure sufficient resources to support and sustain robust learning community programs during the summer, fall and spring semesters.
- Initiative 1.1.4.** Provide logistical and monetary support to faculty who implement meaningful out-of-class experiences for students.
- Initiative 1.1.5.** Encourage students' participation in HIPs and create opportunities for students to reflect on and document these experiences.

Strategy 2: Enhance peer leadership and mentoring models.

- Initiative 1.2.1.** Implement a peer coaching program to help first-generation students strengthen academic readiness for college classes, develop growth mindsets, and participate fully in the intellectual and social life of WCU.
- Initiative 1.2.2.** Promote the Writing and Learning Commons (WaLC) and Mathematics Tutoring Center (MTC) as resources for transition-course instructors, encouraging instructors to utilize course modules and to invite WaLC/MTC associates to their classes to engage students in conversation about utilizing academic support.

Initiative 1.2.3. Collaborate with the Math Department to introduce all freshmen to the Math Tutoring Center's (MTC) peer tutoring services via class visits, a syllabus statement, and course assignments that involve the MTC.

Initiative 1.2.4. Provide the highest quality of peer academic support by offering competitive pay for WaLC and MTC tutors who successfully complete all 3 levels of tutor training certified by the College Reading and Learning Association.

Initiative 1.2.5. Increase opportunities for formal mentoring models for specific populations.

Strategy 3: Provide support for special populations and targeted groups.

Initiative 1.3.1. Provide the Office of Mentoring and Persistence to Success with the resources necessary to support—from matriculation to graduation—all students who identify as first generation, low income, homeless, orphans, emancipated youth, or aged out of foster care.

Initiative 1.3.2. Collaborate with community colleges and with on-campus offices to develop resources and transition pathways for non-traditional student groups such as military, international, transfer, Cherokee, and Early College students.

Initiative 1.3.3. Conduct a comprehensive study of the first-year experience and design an action plan to improve first-year student success and retention.

Initiative 1.3.4. Partner with faculty to identify, implement, and assess pilot programs to support classes with high DFWI rates.

Strategy 4: Develop campus partnerships that emphasize students' personal and professional growth.

Initiative 1.4.1. Encourage student employment and recognize the contributions of student employees within the Division of Student Success.

Initiative 1.4.2. Partner with Student and Academic Affairs units to promote activities that enhance the total student experience.



Commitment to Student Success Strategic Plan

GOAL 2:

Increase the efficiency and effectiveness of services for students.

The Division of Student Success is committed to fiscal responsibility and to the delivery of effective and efficient operations. The division ensures quality service to the institution by supporting professional development opportunities for division staff and by engaging in continuous cycles of assessment and improvement. The division will regularly review and revise its business practices to ensure that services are student-centered, free of unnecessary duplications, and communicated effectively to all campus stakeholders.

The Division of Student Success will:

- Correct structural deficits in operating budgets, utilize data to identify areas of need, and allocate resources to ensure sustainability and alignment with institutional priorities related to student success, retention, and graduation.
- Improve essential business practices and increase the transparency of information across campus.
- Regularly review policies and procedures.
- Promote professional development opportunities and celebrate the achievements of division staff.

Strategy 1: Correct structural deficits in Student Success operating budgets, utilize data to identify areas of need, and allocate resources to ensure sustainability and alignment with institutional priorities related to student success, retention, and graduation.

- Initiative 2.1.1.** Allocate adequate student wages for units that rely on student employees to deliver core services such as tutoring and One Stop support.
- Initiative 2.1.2.** Utilize data from existing student surveys to identify areas of need and to develop programs that connect students with campus resources and departments.
- Initiative 2.1.3.** Implement a division-level assessment process to ensure the appropriate allocation of resources among Student Success units.

Strategy 2: Improve essential business practices and increase the transparency of information across campus.

- Initiative 2.2.1.** Support the implementation of GradesFirst 2.0 and the new myWCU student portal to improve academic advising and student success campus-wide.
- Initiative 2.2.2.** Utilize technology to improve the efficiency and effectiveness of transcript evaluation, course selection, and registration.
- Initiative 2.2.3.** Coordinate campus efforts to improve the efficacy and usability of the online catalog.
- Initiative 2.2.4.** Establish records-handling protocols to improve the security and management of student data.
- Initiative 2.2.5.** Enhance communication to students and faculty about Student Success services and initiatives.
- Initiative 2.2.6.** Support institutional initiatives to improve operational efficiencies using electronic workflows and digital alternatives to printed documentation.

Strategy 3: Regularly review policies & procedures.

- Initiative 2.3.1.** Engage with academic departments annually to review course prerequisites and program requirements.
- Initiative 2.3.2.** Coordinate with the Academic Policy and Review Council (APRC), Faculty Senate, and other academic leadership to regularly review and amend institutional policies published in the University catalog and Faculty Handbook.

- Initiative 2.3.3.** Work with the Faculty Senate and the University Athletics Committee to review policies for student athletes and to ensure compliance with NCAA regulations.

Strategy 4: Promote professional development opportunities and celebrate the achievements of division staff.

- Initiative 2.4.1.** Budget and provide opportunities for growth and development for all members of division.
- Initiative 2.4.2.** Create opportunities to recognize and celebrate the achievements of individual division members as well as the collective achievements of the division.
- Initiative 2.4.3.** Encourage inter-departmental collaborations on conference proposals and presentations.



Commitment to Student Success Strategic Plan

GOAL 3:

Enhance faculty and professional advising across the institution.

Faculty and professional advisors play a key role in shaping students' educational experiences at Western Carolina University. From helping students identify a major that is well suited to their unique skills and abilities to making sure that students stay on track to an on-time graduation, quality advising is at the heart of student success. WCU is committed to supporting the significant contributions that advisors make to students' overall educational experience.

To further advance the University's commitment to advising, the Division of Student Success will:

- Provide faculty and staff the tools they need to accurately and appropriately advise students.
- Increase student awareness of programs of study and of available supports.
- Implement targeted and proactive advising structures.
- Utilize regular assessments to improve the effectiveness of student advising.

Strategy 1: Provide faculty and staff the resources they need to accurately and appropriately advise students.

- Initiative 3.1.1.** Develop annual training protocols to ensure that faculty and staff have access to critical information needed for advising activities.
- Initiative 3.1.2.** Work with the Educational Advisory Board to implement GradesFirst 2.0, an advising platform that includes robust analytics and tracking tools that will allow advisors and relevant staff to monitor students' progress towards degree completion.
- Initiative 3.1.3.** Assist advisors in raising academic expectations by providing annual institutional data to illustrate trends in students' academic progress, including full-time enrollment, withdrawal, and course completion rates.
- Initiative 3.1.4.** Collaborate with academic departments to implement efficient and flexible advising resources.

Strategy 2: Increase student awareness of programs of study and of available supports.

- Initiative 3.2.1.** Implement qualitative and quantitative tools to gauge students' awareness of existing supports and to modify the mechanisms used to make students aware of these supports.
- Initiative 3.2.2.** Establish a network of regional advisory committees to enhance communication and collaboration among B-12, community college, and WCU faculty and administrators in the areas of curriculum goals and transferability, the benefits of higher education, strategies for marketing and recruiting, and transition planning.
- Initiative 3.2.3.** Coordinate with campus departments to create opportunities for prospective students to talk with faculty, staff, and current students about academic success and the support services available.
- Initiative 3.2.4.** Work with academic departments to support accelerated degree programs to students.
- Initiative 3.2.5.** Work with academic departments and professional schools to enable a seamless transition for students who wish to pursue pre-professional programs.

Strategy 3: Implement targeted and proactive advising structures.

- Initiative 3.3.1.** Utilize early alerts, progress reports, success markers, and predictive analytics to identify and reach out to students in need of advising support.

- Initiative 3.3.2.** Create mechanisms that allow advisors to follow up with students who are encouraged and/or required to seek assistance from other campus units (e.g. Honors, tutoring services, career development).

Strategy 4: Utilize regular assessments to improve the effectiveness of student advising.

- Initiative 3.4.1.** Work with the Advising Committee to develop an annual assessment process for advising practices across campus.
- Initiative 3.4.2.** Implement annual qualitative and quantitative assessment tools to gain insight on faculty knowledge and perceptions of advising at WCU.



Commitment to Student Success Strategic Plan

GOAL 4:

Expand the reach and impact of summer sessions.

WCU's summer sessions provide opportunities for incoming students to get an early start on their collegiate careers, for returning students to strengthen their academic transcripts, and for members of the WCU community to advance their personal and professional goals through special summer course offerings. Summer enrollment plays a significant role in supporting faculty and staff salaries, and the Division of Student Success is committed to helping the University reach its goal of increasing summer school enrollment by 25 percent. To accomplish this goal, the division will provide a diversity of summer opportunities to attract incoming and returning students, as well as other special populations.

The Division of Student Success will:

- Provide vibrant summer living-learning communities for incoming, first-year students.
- Collaborate across campus to enhance summer opportunities for other populations.
- Employ an array of marketing strategies to attract potential summer students and to increase enrollment.

Strategy 1: Provide vibrant summer living-learning communities for incoming, first-year students.

- Initiative 4.1.1.** Recruit dedicated faculty who are invested in creating cross-disciplinary partnerships around specific academic themes.
- Initiative 4.1.2.** Work with academic departments to create “pathway toward degree” opportunities for students in specific disciplines such as nursing, education, and STEM.
- Initiative 4.1.3.** Coordinate a case-management model of support for all summer learning community students to ensure a seamless transition to the University.
- Initiative 4.1.4.** Offer enhanced academic support for students in the Writing and Learning Commons and Mathematics Tutoring Center.
- Initiative 4.1.5.** Collaborate with academic and student affairs units to provide opportunities for students to explore local arts and culture, develop leadership skills, engage in social activities, and participate in service learning.

Strategy 2: Collaborate across campus to enhance summer opportunities for other populations.

- Initiative 4.2.1.** Partner with the Division of Educational Outreach to create specialized summer opportunities for adult learners.
- Initiative 4.2.2.** Explore opportunities to implement summer programs for targeted student populations, such as students with disabilities.
- Initiative 4.2.3.** Provide opportunities for students who are on academic suspension or dismissal to return to good academic standing through successful completion of summer classes.

Strategy 3: Employ an array of marketing strategies to attract potential summer students and to increase enrollment.

- Initiative 4.3.1.** Work with the Office of University Marketing to brand summer session and market to targeted audiences.
- Initiative 4.3.2.** Conduct on-site visits at local community colleges and high schools to increase awareness about summer offerings.
- Initiative 4.3.3.** Partner with the Office of Admissions to promote summer offerings during University Open House events.

Commitment to Student Success Implementation Chart

Commitment to Student Success Implementation Chart for 2016 - 2020

GOAL 1: Enhance opportunities for student access with coordinated efforts to support student success.

Strategy 1: Promote High Impact Practices (HIPs), including first-year seminars and experiences, common intellectual experiences, learning communities, writing-intensive courses, collaborative assignments and projects, undergraduate research, diversity/global learning, service learning, internships, and capstone courses and projects.

Initiative	Action	Responsible Office	Completion Date
Initiative 1.1.1. Develop a HIPs roadmap and rubric that can be utilized across academic programs to document points of practice and measure outcomes longitudinally.	Action Item A. Develop & send a survey to assess current practice in Student Affairs units.	Student Transitions	August 2016
	Action Item B. Develop & send a survey to assess current practice in Academic Affairs support units.	Student Transitions	September 2016
Initiative 1.1.2. Enhance sophomore student satisfaction, persistence, grit, and commitment to degree completion with a dedicated focus on HIPs.	Action Item A. Using departmental data from the FAD and survey data from 1.1.1, define WCU HIPs in action and practice (as compared to AAC&U definitions).	Student Transitions	June 2017
	Action Item B. Develop and share a visual HIP roadmap to help students understand options and opportunities using survey data and feedback from HIP points of delivery.	Student Transitions	August 2017
	Action Item C. Showcase student involvement with HIPs in and out of the classroom.	Student Transitions	May 2018
Initiative 1.1.3. Ensure sufficient resources to support and sustain robust learning community programs during the summer, fall, and spring semesters.	Action Item A. Provide \$250 in professional development funding to Learning Community Instructors.	AVCSS & MAPS	Annually
Initiative 1.1.4. Provide logistical and monetary support to faculty who implement meaningful out-of-class experiences for students.	Action Item A. Provide \$250 in funding per Learning Community per year for out-of-class student experiences, contingent upon an accepted proposal.	AVCSS	Fall and Spring Semesters
Initiative 1.1.5. Encourage students' participation in HIPs and create opportunities for students to reflect on and document these experiences.	Action Item A. Create a student learning/leadership portfolio.	SS Division Directors	Each Semester
	Action Item B. Via First-year transition courses, all new students are required to read the common reading selection and participate in course work and programs.	Student Transitions	Annually

Strategy 2: Enhance peer leadership and mentoring models.

Initiative	Action	Responsible Office	Completion Date
Initiative 1.2.1. Implement a peer coaching program to help first-generation students strengthen academic readiness for college classes, develop growth mindsets, and participate fully in the intellectual and social life of WCU.		Advising, WaLC, & MAPS	Fall 2016
Initiative 1.2.2. Promote the Writing and Learning Commons (WaLC) and Mathematics Tutoring Center (MTC) as resources for transition-course instructors, encouraging instructors to utilize course modules and to invite WaLC/MTC associates to their classes to engage students in conversation about utilizing academic support.		MTC & WaLC Staff, Office of Transitions	Each Semester
Initiative 1.2.3. Collaborate with the Math Department to introduce all freshmen to the Math Tutoring Center's (MTC) peer tutoring services via class visits, a syllabus statement, and course assignments that involve the MTC.		MTC Director	Each Semester
Initiative 1.2.4. Provide the highest quality of peer academic support by offering competitive pay for WaLC and MTC tutors who successfully complete all 3 levels of tutor training certified by the College Reading and Learning Association.	Action Item A. Ensure that all new WaLC/MTC tutors successfully complete Level 1 tutor training within their first year of employment.	MTC & WaLC Staff	Each Semester
	Action Item B. Secure funding necessary to raise the base rate of pay for certified tutors to \$10 per hour.	AVCSS	June 2017
Initiative 1.2.5. Increase opportunities for formal mentoring models for specific populations.	Action Item A. Create a peer mentorship program for students with disabilities.	Office of Accessibility Resources	Mentor program begun Fall 2017; Assessed annually
	Action Item B. Provide opportunities for faculty and staff to mentor students based on background or disciplinary interests.	MAPS	Each Semester

Strategy 3: Provide support for special populations and targeted groups.

Initiative	Action	Responsible Office	Completion Date
Initiative 1.3.1. Position Mentoring & Persistence to Success (MAPS) with the resources necessary to support—from matriculation to graduation—all students who identify as first generation, low income, homeless, orphans, emancipated youth, or aged out of foster care.	Action Item A. Develop an exit pathway and resources for MAPS students as they prepare to graduate.	MAPS	May 2017

	Action Item B. Implement a progress reporting system for students who identify as homeless, orphaned, emancipated or aged-out of the foster care system.	MAPS & Registrar	Spring 2017
	Action Item C. Collaborate with Student Success entities and other campus partners to establish and oversee processes that will provide support to all incoming First Generation students at WCU.	MAPS	August 2017
Initiative 1.3.2. Collaborate with community colleges and with on-campus offices to develop resources and transition pathways for non-traditional student groups such as military, international, transfer, Cherokee, and Early College students.	Action Item A. Schedule a series of fact-finding meetings with relevant groups to establish common understandings, expectations, and goals. Document Findings in a shared report.	Advising, MAPS, & Student Transitions	June 2017
	Action Item B. Develop and pilot a transition course/ experience for Military students.	Student Transitions	Spring 2017
	Action Item C. Develop and pilot a transition course/ experience for Early College students.	Student Transitions	Fall 2017
	Action Item D. Develop Blackboard Modules to address all Core Elements and specific to each population needs, as determined by fact-finding.	Student Transitions	May 2018
Initiative 1.3.3. Conduct a comprehensive study of the first-year experience and design an action plan to improve first-year student success and retention.	Action Item A. Work with IPE to develop a framework for the study and the assessment measures needed, data collection points, and timeline/process.	Student Transitions	June 2017
	Action Item B. Implement the study referenced in Action Item A as a one-year evaluative review.	Student Transitions	June 2018
	Action Item C. Develop and implement an action plan to address implications and recommendations from the review referenced in Action Item B as an ongoing process.	Student Transitions	Annually
Initiative 1.3.4. Partner with faculty to identify, implement, and assess pilot programs to support classes with high DFWI rates.	Action Item A. Measure the effectiveness of using ALEKS to improve DFW rates in Math 130 courses. ALEKS software is designed to support students by addressing math deficiencies and offer remediation for concepts needed to be successful in the course.	MTC Director	Ongoing
	Action Item B. Implement creative solutions such as “math readiness workshops” to ensure students are ready for college-level coursework.	SS Division Directors	Ongoing
	Action Item C. Pilot Supplemental Instruction in large-enrollment courses with high DFWI rates.	MTC & WaLC Staff	Ongoing

Strategy 4: Develop campus partnerships that emphasize students' personal and professional growth.			
Initiative	Action	Responsible Office	Completion Date
Initiative 1.4.1. Encourage student employment and recognize the contributions of student employees within the Division of Student Success.	Action Item A. Provide resources to support the continuation of an annual employee training retreat that focuses on teambuilding and shared commitment to student success for WaLC/MTC employees.	MTC & WaLC Staff	Annually
	Action Item B. Instill pride in the University and emphasize academic excellence via an annual Tutor Awards/ Certification reception.	MTC & WaLC Staff	Annually
	Action Item C. Collaborate with the Center for Career and Professional Development to document the impact of on-campus employment on students' overall experience.	Any Division Directors who supervise student employees.	Annually
Initiative 1.4.2. Partner with Student and Academic Affairs units to promote activities that enhance the total student experience.	Action Item A. Collaborate with Residential Living to provide programming support in the residence halls.	SS Division Directors	December 2017
	Action Item B. Utilize professional advisors and first-year transition instructors to encourage students' participation in study abroad experiences, service learning, student governance, and campus clubs and organizations.	Advising & Student Transitions	Annually
	Action Item C. Convene a regular meeting of Student Success and Student Affairs directors to coordinate communication and marketing for upcoming initiatives.	AVCSS	Ongoing



GOAL 2: Increase the efficiency and effectiveness of services for students.			
Strategy 1: Correct structural deficits in Student Success operating budgets, utilize data to identify areas of need, and allocate resources to ensure sustainability and alignment with institutional priorities related to student success, retention, and graduation.			
Initiative	Action	Responsible Office	Completion Date
Initiative 2.1.1. Allocate adequate student wages for units that rely on student employees to deliver core services such as tutoring and One Stop support.	Action Item A. Advocate for additional resources at Provost Council.	AVCSS	Ongoing
Initiative 2.1.2. Utilize data from existing student surveys to identify areas of need and to develop programs that connect students with campus resources and departments.	Action Item A. Gather feedback from first-time freshmen and new transfer students in order to develop coordinated programs and strategies to address their specific needs.	Advising, MAPS, Student Transtions	May 2017
	Action Item B. Use the Sophomore Survey to develop coordinated programs that address the needs of first year and sophomore students.	Student Transtions	Annually
	Action Item C. Use the Senior Survey to develop coordinated programs that address the needs of juniors and seniors.	Advising & OneStop	Each Semester
Initiative 2.1.3. Implement a division-level assessment process to ensure the appropriate allocation of resources among Student Success units.	Action Item A. Provide opportunities for division directors to routinely report on their progress in implementing program review recommendations.	AVCSS	Ongoing
	Action Item B. Conduct an annual review of assessment data in order to identify overlaps and/or gaps in services.	AVCSS with Division input	Annually
	Action Item C. Utilize existing data to ensure strategic hiring of key positions within the division.	SS Division Directors	Annually
	Action Item D. Utilize assessment data to generate grant funding for program initiatives.	SS Division Directors	Annually
	Action Item E. Utilize assessment, program review, and usage data to create a long-term space utilization plan for the Division. Ensure continued representation on the University's Campus Master Planning Committee and the Space Management Committee	SS Division Directors	Annually
Strategy 2: Improve essential business practices and increase the transparency of information across campus.			
Initiative	Action	Responsible Office	Completion Date
Initiative 2.2.1. Support the implementation of GradesFirst 2.0 and the new myWCU student portal to improve academic advising and student success campus-wide.	Action Item A. Test and validate information in both systems to ensure consistency across platforms.	Advising & Registrar	Ongoing

	Action Item B. Work with GradesFirst 2.0 to provide faculty access to tutoring records, searchable by individual student and by class section.	Advising, MTC & WaLC	Complete
	Action Item C. Work with GradesFirst 2.0 to train faculty advisors to assess risk indicators and understand success markers for degree progress.	Advising	December 2016
Initiative 2.2.2. Utilize technology to improve the efficiency and effectiveness of transcript evaluation, course selection, and registration.	Action Item A. Complete transcript template project for remaining 30 feeder schools.	Advising & Registrar	May 2017
	Action Item B. Support the transition to Banner XE and prioritize the implementation of the Student Degree Planner in the Banner XE environment.	Registrar & Advising	Ongoing
	Action Item C. Automate the waiver/substitution process utilizing Banner Workflow.	Registrar	Fall 2018
	Action Item D. Create a registration environment in Banner that supports the accelerated Bachelor's/Master's framework.	Registrar & Advising	Spring 2017
Initiative 2.2.3. Coordinate campus efforts to improve the efficacy and usability of the online catalog.	Action Item A. Coordinate campus efforts to publish the annual undergraduate catalog in PDF format by June 1 of each year.	Registrar	May 2017
Initiative 2.2.4. Establish records-handling protocols to improve the security and management of student data.	Action Item A. Support initiatives by Honor's College to streamline the Honors Contract process.	Registrar	Fall 2017
	Action Item B. Initiate an IT Project to acquire and implement the record retention module for OnBase, a document imaging system.	Registrar	Purchase Fall 2017; Implement 2018-2019
Initiative 2.2.5. Enhance communication to students and faculty about Student Success services and initiatives.	Action Item A. Publish a calendar of graduation events and deadlines to better manage faculty and student expectations regarding the graduation check-out process.	Registrar	May 2017
	Action Item B. Enhance the entire Graduation experience that includes creating a non-person email account to improve the communication flow for graduation and the clearance and check out process.	Registrar	Fall 2016
	Action Item C. Publish and disseminate an annual report of division initiatives and assessment activities.	MTC Director	Annually
Initiative 2.2.6. Support institutional initiatives to improve operational efficiencies using electronic workflows and digital alternatives to printed documentation.	Action Item A. Automate capture of course equivalents to support transfer articulation with Banner Workflow.	Registrar	December 2016
	Action Item B. Eliminate the paper-based transcript ordering form in favor of an online ordering option for alumni.	Registrar	July 2016
	Action Item C. Produce official transcripts as PDF documents in addition to standard printed format.	Registrar	July 2016

Strategy 3: Regularly review policies & procedures.			
Initiative	Action	Responsible Office	Completion Date
Initiative 2.3.1. Engage with academic departments annually to review course prerequisites and program requirements.		Advising & Registrar	Ongoing
Initiative 2.3.2. Coordinate with the Academic Policy and Review Council (APRC), Faculty Senate, and other academic leadership to regularly review and amend institutional policies published in the University catalog and faculty handbook.	Action Item A. Schedule meeting with Faculty Senate and APRC Chair annually.	AVCSS & Registrar	Ongoing
Initiative 2.3.3. Work with the Faculty Senate and the University Athletics Committee to review policies for student athletes and to ensure compliance with NCAA regulations.	Action Item A. Schedule meeting with Faculty Athletics Representative each semester.	AVCSS & Registrar	Ongoing
Strategy 4: Promote professional development opportunities and celebrate the achievements of division staff.			
Initiative	Action	Responsible Office	Completion Date
Initiative 2.4.1. Budget and provide opportunities for growth and development for all members of division.	Action Item A. Provide funding for conferences where staff have had proposals accepted.	AVCSS & SS Directors	Ongoing
Initiative 2.4.2. Create opportunities to recognize and celebrate the achievements of individual division members as well as the collective achievements of the division.	Action Item A. Host a Year-End Award Ceremony and Celebration annually to recognize the achievements of division staff and encourage a sense of team spirit.	AVCSS	Annually, during Summer
Initiative 2.4.3. Encourage inter-departmental collaborations on conference proposals and presentations.	Action Item A. Provide at least one training opportunity each semester on appreciative advising and coaching strategies aimed at fostering student success.	Advising & MAPS	Ongoing
	Action Item B. Explore opportunities to partner with faculty on conference opportunities focused on best practices for delivery and assessment of tutoring and SI.	MTC & WaLC Staff	Ongoing

GOAL 3: Enhance faculty and professional advising across the institution.			
Strategy 1: Provide faculty and staff the resources they need to accurately and appropriately advise students.			
Initiative 3.1.1. Develop annual training protocols to ensure that faculty and staff have access to critical information needed for advising activities.	Action Item A. Regularly update the Faculty Advising Handbook to include information about transition resources and support services available to students.	Advising	Annually
	Action Item B. Provide and make annual updates to the “Advising Roadmap”-- a guide for making appropriate referrals when specific issues arise.	Advising	Annually
	Action Item C. Facilitate bi-annual meetings between professional advisors and their assigned academic departments to ensure efficient information sharing.	Advising	Bi-Annually
	Action Item D. Support new faculty through orientation and outreach.	Advising	Annually
	Action Item E. Publish and disseminate to campus a calendar of training topics relevant to student success.	OneStop	Each Semester
Initiative 3.1.2. Work with the Educational Advisory Board to implement GradesFirst 2.0, an advising platform that includes robust analytics and tracking tools that will allow advisors and relevant staff to monitor students’ progress towards degree completion.	Action Item A. Integrate GradesFirst 2.0 into the everyday business processes of the Registrar’s Office to ensure the reliability of Banner data displayed in GradesFirst 2.0.	Registrar	Fall 2017
	Action Item B. Annually evaluate success markers for degree programs to ensure adequate degree progress indicators.	Advising	Annually
Initiative 3.1.3. Assist advisors in raising academic expectations by providing annual institutional data to illustrate trends in students’ academic progress, including full-time enrollment, withdrawal, and course completion rates.	Action Item A. Publish information on each of the areas in Catalytics	Advising & Registrar	Annually
Initiative 3.1.4. Collaborate with academic departments to implement efficient and flexible advising resources.	Action Item B. Work with academic programs to regularly update 8-semester plans.	Advising	Annually
	Action Item C. Investigate degree-planning tools that allow students and advisors to identify potential paths to degree completion.	Advising	Annually
Strategy 2: Increase student awareness of programs of study and of available supports.			
Initiative 3.2.1. Implement qualitative and quantitative tools to gauge students’ awareness of existing supports and to modify the mechanisms used to make students aware of these supports.		Advising	Annually

Initiative 3.2.2. Establish a network of regional advisory committees to enhance communication and collaboration among B-12, community college, and WCU faculty and administrators in the areas of curriculum goals and transferability, the benefits of higher education, strategies for marketing and recruiting, and transition planning.		Advising	Ongoing
Initiative 3.2.3. Coordinate with campus departments to create opportunities for prospective students to talk with faculty, staff, and current students about academic success and the support services available.		SS Division Directors	Ongoing
Initiative 3.2.4. Work with academic departments to support accelerated degree programs to students.	Action Item A. Monitor Curriculog and meet with Department Heads to advocate accelerated pathways.	AVCSS/Graduate School/ Registrar	Ongoing
Initiative 3.2.5. Work with academic departments and professional schools to enable a seamless transition for students who wish to pursue pre-professional programs.	Action Item A. Partner with pre-professional advisors and faculty to provide graduate and professional exam preparation resources for students.	Advising, MTC & WaLC	Ongoing
Strategy 3: Implement targeted and intrusive advising structures.			
Initiative 3.3.1. Utilize early alerts, progress reports, success markers, and predictive analytics to identify and reach out to students in need of advising support.		Advising	Ongoing
Initiative 3.3.2. Create mechanisms that allow advisors to follow up with students who are encouraged and/or required to seek assistance from other campus units (e.g. Honors, tutoring services, career development).		Advising	Ongoing
Strategy 4: Utilize regular assessments to improve the effectiveness of student advising.			
Initiative 3.4.1. Work with the Advising Committee to develop an annual assessment process for advising practices across campus.		Advising	Annually
Initiative 3.4.2. Implement annual qualitative and quantitative assessment tools to gain insight on faculty knowledge and perceptions of advising at WCU.	Action Item A. Use assessment results to build and modify advising training for faculty.	Advising	Annually

Goal 4: Expand the reach and impact of summer sessions.			
Strategy 1: Provide vibrant summer living-learning communities for incoming, first-year students.			
Initiative 4.1.1. Recruit dedicated faculty who are invested in creating cross-disciplinary partnerships around specific academic themes.	Action Item A. Provide training and support to help faculty integrate high impact educational practices into their summer courses.	MAPS	Ongoing
Initiative 4.1.2. Work with academic departments to create “pathway toward degree” opportunities for students in specific disciplines such as nursing, education, and STEM.		MAPS	May 2018
Initiative 4.1.3. Coordinate a case-management model of support for all summer learning community students to ensure a seamless transition to the University.		MAPS	Ongoing
Initiative 4.1.4. Offer enhanced academic support for students in the Writing and Learning Commons and Mathematics Tutoring Center.	Action Item A. Work with summer faculty to identify, hire, and train peer academic leaders to support their summer classes.	MTC & WaLC Staff	Ongoing
	Action Item B. Work with the student employment office and the graduate school to identify students eligible for summer work opportunities.	MTC & WaLC Staff	Ongoing
Initiative 4.1.5. Collaborate with academic and student affairs units to provide opportunities for students to explore local arts and culture, develop leadership skills, engage in social activities, and participate in service learning.		MAPS	Ongoing
Strategy 2: Collaborate across campus to enhance summer opportunities for other populations.			
Initiative 4.2.1. Partner with the Division of Educational Outreach to create specialized summer opportunities for adult learners.		MAPS	May 2018
Initiative 4.2.2. Explore opportunities to implement summer programs for targeted student populations, such as students with disabilities.		Advising & MAPS	Ongoing
Initiative 4.2.3. Provide opportunities for students who are on academic suspension or dismissal to return to good academic standing through successful completion of summer classes.		Advising & MAPS	Ongoing

Strategy 3: Employ an array of marketing strategies to attract potential summer students and to increase enrollment.			
Initiative 4.3.1. Work with the Office of University Marketing to brand summer session and market to targeted audiences.	Action Item A. Utilize social media as a marketing tool to attract newly-admitted and current students to summer.	MAPS	January 2016
	Action Item B. Host a "Summer Bash" event on advising day to encourage current students' enrollment in summer sessions.	Advising, OneStop & SSS	Each Spring Semester
Initiative 4.3.2. Conduct on-site visits at local community colleges and high schools to increase awareness about summer offerings.		MAPS	January 2017
Initiative 4.3.3. Partner with the Office of Admissions to promote summer offerings during University Open House events.	Action Item A. Expand Catamount Gap enrollment to 200 students.	MAPS	July 2018

NOTES



