Strategies and Goals	Responsible Individuals	Objectives
Strategy 1: Strengthen partnerships with P-12		
Goal 1.1: Provide programming that solicits more interest in Dual Enrollment (DE) opportunities and supports currently enrolled DE students to ensure retention through matriculation of DE students as new, first year students.	• Director, Undergraduate Recruitment	1. Increase new applications for students in the dual enrollment program by 10%. 2. Increase the matriculation of dual enrolled students as first year students by 5%.
Goal 1.2: Require academic support for Early College students.	• Director, Academic Center for Excellence • Coordinator, CSU Early College Program	• 80% of EC students will participate in tutoring one hour each week.
Goal 1.3: Implement African American Male Initiative in October 2013.	• Coordinator, AAMI Grant, Johniqua Williams and • Professor in Educational Leadership, Dr. Eddie Obleton	1. Provide college preparedness workshops and programs to four Muscogee County High Schools with an emphasis on junior and senior African American Males through the Board of Regents AAMI grant by May of 2014. 2. Promote engagement and support service opportunities through a marketing/PR campaign.
Strategy 2: Increase college and career readiness		
Goal 2.1: Increase the number of highly-qualified secondary education teachers in math and science, through programs such as UTeach Columbus, to meet the demand for teachers in the STEM disciplines.	• UTeach Project Co-Directors (Kim Shaw and Debbie Gober)	• Graduate at least 7 students from undergraduate STEM education programs and at least 19 students from MAT programs in STEM areas in FY 2014.
Goal 2.2: Increase the college readiness of non-traditional students through successful completion of the Square One program.	• Coordinator, Square One: Adult Re-Entry	1. Offer one off-campus section of Square One. 2. 50% of students who complete Square One during FY 2014 will enroll at CSU.
Goal 2.3: Implement a new Financial Success program which will provide workshops and online financial tools to educate college students about different areas of personal finances.	• Director, Center for Career Development • Coordinator, Financial Success Program	1. Increase student participation in programs and workshops by 10% in 2013-2014. 2. By May 2014, students will use the tools that they learn about in the workshops. 95% should indicate improvement through a pre and post-test of financial literacy.
Strategy 3: Decrease Time to Degree		
Goal 3.1: Provide academic advisors with training in prior learning assessment opportunities available at CSU (e.g. CLEP, DANTES, etc.) to all adult students.	• Coordinator, Square One: Adult Re-Entry	1. Recruit and train 2 CSU faculty members as PLA assessors. 2. Train 100% of staff advisors in prior learning assessment opportunities.

Goal	Responsible Party	Action Steps
Goal 3.2: Develop and publish a review schedule for existing articulation agreements.	• Associate Provost, Undergraduate Education	1. Develop a tentative review schedule by December 2013. 2. Confirm scheduled with partnering institutions by January 2014. 3. Publish final schedule by February 2014.
Goal 3.3: Pre-register new freshmen prior to orientation so that schedules meet the students' educational and career Goals.	• Pre-registration Task Force	1. Implement a new process for pre-registering new freshmen for Orientation by May 1, 2014. 2. Pre-register 70% of new freshmen by August 1, 2014.
Goal 3.4: Implement the Degree in 3 program in the field of Communication using 7 week course sessions.	• Chair, Degree in 3 Program	1. 50% of students who began the program in October 2013 will complete the certificate by the end of the fifth session (August 2014) 2. Add additional majors as appropriate.
Strategy 4: Restructure Instructional Delivery		
Goal 4.1: Identify courses with high percentages of non-productive grades in remedial education and in the core curriculum and provide supplemental instruction/tutoring for those courses.	• Director, Academic Center for Excellence; • Director, Writing Center; and • Director, Math & Science Learning Center • Director, Institutional Research and Effectiveness	1. Provide tutorial services for core and remedial courses that have high non-productive grade rates (40% or more D, F, and WF) and have 50 or more students enrolled each year. 2. Compile baseline data of the utilization of tutorial services by students enrolled in core and remedial courses with high non-productive grade rates (as defined above) and establish an appropriate goal for the upcoming year.
Goal 4.2: Survey students to identify courses or policies/procedures that they perceive as barriers to degree completion.	• Associate Provost, Undergraduate Education; • Director, Institutional Research and Effectiveness • Dean of each college	1. Survey a random sample of CSU undergraduate students in Spring 2014 to gather data regarding transition points or courses that negatively impact student progress (i.e. too much student demand/not enough availability of courses). 2. Collaborate with the Deans and the Provost to analyze the data to determine where resources are most needed to address the need for additional faculty, physical space, and/or course materials.
Goal 4.3: Utilize academic coaches in select online courses to support students and to increase course capacity.	• Department chairs as appropriate (Margie Yates & Ramesh Rao)	Assess the pass rates (as appropriate) for online courses with more than 60 students utilizing academic coaches.
Strategy 5: Transform Remediation		
Goal 5.1: Train at least 70% of faculty and staff to use the online Early Alert and MAP-Works systems to identify and refer students in need of academic support**.**	• Director, Academic Center for Excellence	Train 150 faculty advisors in early alert.
Goal 5.2: Provide specific training for all tutors to prepare them to meet the needs of learners who may have needs, learning styles, or abilities which differ from their own.	• Coordinator, Tutorial Services	Provide 4 training sessions per term for tutors. ACE tutors must attend 2 per term.

Goal 5.3: Design a plan (using co-requisite courses or other measures) to integrate remediation within core curriculum courses that will allow students to satisfy Area A requirements in English and math in one academic year.	• Chair, Department of Basic Studies • Chair, Department of English • Chair, Department of Mathematics and Philosophy	Completion of the plan by the end of Spring 2014.
Strategy 6: Identify and utilize appropriate analytics, metrics, and data		
Goal 6.1: Increase dashboard usage by licensed holders.	• Director, Institutional Research and Effectiveness	75% of license holders will utilize dashboard data to complete their annual reports.
Goal 6.2: Utilize data from the student withdrawal survey to encourage students to return to CSU.	• Director, Academic Center for Excellence	Communicate with 100% of the students who provide contact information/contact permission on the withdrawal survey to encourage them to return.