

MASTER ACADEMIC PLAN 2014-2018

Priority 4: Evaluate campus-wide processes for student recruitment, advising, and retention; recommend a plan for continuous improvement.

This priority is built upon three sub-priorities: 1) improve student retention rates, 2) improve academic advising, and 3) grow institutional enrollment. Various academic departments and other units and groups on campus have developed and continue to develop strategies and projects to advance these sub-priorities. For example, the “Susan Hatfield approach” to retention has been adopted by a task force that examines retention data, designs methods to measure results, and facilitates reporting and strategies for continuous improvement. Others are collaborating to implement strategies for the retention and success of students, particularly freshman and sophomore students.

Priority 5: Study, create, and implement a strategic vision for the Graduate Studies Program (GSP).

The primary purpose of the Graduate Studies Program (GSP) at CSC is to provide opportunities for elementary and secondary teachers, administrators, counselors, business persons, and others to further their education so that they might be better qualified to fulfill their personal, occupational, and professional goals. In fall 2014, faculty and staff examined GSP processes and procedures in order to streamline them to improve student persistence and completion rates; these rates are being improved through revisions to the level-loading of graduate committees, transfer credit processes, and advisor assignment processes. In addition to these strategies, all of the faculty and staff involved in the GSP are determined to improve their programs through assessments that are data-driven and self-reflective. The MBA program is also determined to grow its enrollment through international student recruitment and outreach.

Priority 6: Evaluate campus-wide processes for faculty and staff recruitment and retention; recommend a plan for continuous improvement.

This priority has two primary aims that are articulated as sub-priorities. The first is to develop and refine strategies for recruiting faculty and staff. This sub-priority encompasses the development of new advertising strategies and identifying positive CSC, Chadron and Western Nebraska attributes to better market CSC to faculty and staff and potential employees. The second aim is to explore and implement new ways to make CSC more appealing to staff and faculty and their families while also identifying issues behind retention failures so that remediation measures can be implemented.

For more information about the MAP and getting involved with the MAP, visit:
<http://csc.edu/library/mapsupport>.

For more information about Chadron State 2020, visit:
<http://www.csc.edu/president/2020>.



Introduction

The Master Academic Plan (MAP) serves as the centerpiece for *Chadron State 2020*, the College's strategic plan. *Chadron State 2020* is comprised of three complementary plans: 1) the MAP, 2) the Campus Facilities Plan, and 3) the Comprehensive Campaign Plan.

The MAP reaffirms the Essential Studies Program (ESP) philosophy and the Graduate Studies Program (GSP) purpose. It also advances selected 2011-2014 Intentional Initiatives under the aegis of four important Signature Themes; these themes include: 1) Connections, 2) Learner Centered Environments, 3) Strategic Growth and Retention, and 4) Evidence-Based Improvement. The Signature Themes are critical to the mission of Chadron State College (CSC), which promises to "enrich the quality of life in the region by providing educational opportunities, research, service, and programs that contribute significantly to the vitality and diversity of the region."

Purpose & Priorities

The purpose of the MAP is to:

- a. Mold and sustain a high quality and cost-effective learning experience that differentiates CSC
- b. Lead the campus effort in developing the comprehensive *Chadron State 2020*
- c. Articulate specific projects that focus and guide Academic Affairs to reduce the possibility of drifting from one initiative to another
- d. Improve communication through a shared understanding of the academic priorities, including key sub-priorities
- e. Secure support from all units across campus and align resources to enhance student learning
- f. Prepare an aspirational yet practical and flexible plan that responds to emerging opportunities and challenges.

The MAP's academic priorities are intended to:

1. Continue to implement and improve the Essential Studies Program (ESP)
2. Define, develop, and promote co-curricular experiences that foster undergraduate and graduate student engagement
3. Create and implement strategic vision(s) for teaching and learning technologies, the Library Learning Commons (LLC), and the Teaching & Learning Center (TLC)
4. Evaluate campus-wide processes for student recruitment, advising, and retention; recommend a plan for continuous improvement
5. Study, create, and implement a strategic vision for the Graduate Studies Program (GSP)
6. Evaluate campus-wide processes for faculty and staff recruitment and retention; recommend a plan for continuous improvement.

Within each priority, sub-priorities have been developed to focus project planning across campus and to assure that the work of CSC units and individuals is priority-aligned and on a trajectory of achievement. While the MAP represents CSC's commitment to its academic priorities, it is nevertheless flexible and designed to be responsive so it can pivot as needed. It is also designed to provide the CSC community with an opportunity to learn about itself and to facilitate improvements across a variety of units.

The Six Priorities

Priority 1: Continue to implement and improve the Essential Studies Program (ESP).

The Essential Studies Program (ESP) at CSC provides an integrated, coherent learning experience to prepare students for a life of responsible inquiry. In 2010, a Faculty Learning Community (FLC) was formed to review the existing General Studies Program, to study the scholarly literature on best practices in general education, and to recommend potential changes. The work of the FLC was eventually presented to the Academic Review Committee (ARC) of the Faculty Senate, which voted to adopt the new ESP and to make it effective in the academic year 2012-2013.

The sub-priorities contained within this priority address limitations of the original ESP plan, such as scarcity of ESP course offerings in First-Year Inquiry (FYI) and Capstone (CAP) courses, desire for greater faculty oversight of the ESP, support for ESP faculty development, clearer online ESP pathways, and heightened emphasis on study abroad opportunities that enhance student and faculty engagement.

Priority 2: Define, develop, and promote co-curricular experiences that foster undergraduate and graduate student engagement.

Acting upon recent research suggesting that college students' co-curricular experiences have significant impact upon their overall formative growth, this priority defines and influences co-curricular experiences more intentionally through shared understanding and development of a collaborative vision across campus entities.

Priority 3: Create and implement a strategic vision(s) for teaching and learning technologies, the Library Learning Commons (LLC), and the Teaching & Learning Center (TLC).

In 2013, CSC began the work of refining its vision for two academic support units in ways that remained faithful to their missions but expanded and improved upon their services and infrastructures in order to increase the relevance and utilization of the units. Each of the units is organized – both operationally and philosophically – around six sub-priorities.

The LLC is focused on 1) increasing its utilization, 2) revitalizing its holdings, and 3) facilitating synergies between the library and units across campus. The TLC is dedicated to 1) improving faculty and student experience with existing instructional technologies (across campus and online) as well as providing research on an advocacy for emerging instructional technologies. The TLC is also keen to improve upon 2) its faculty development offerings and progress analytics, and 3) to advance its instructional design offerings, so that CSC's courses are of the highest caliber and meet key criteria for instructional quality and basic compliance standards.