

Academic Success Goals Fall 2023 Refresh

Patricia A. Prelock, Provost and Senior Vice President



The University of Vermont


Academic Success Goals

MENU

OFFICE OF THE **PROVOST**

Academic Success Goals

The Academic Success Goals (ASG) are intended to support President Garimella's strategic areas of impact, and reflect priorities in Teaching and Learning, Knowledge Creation, and Engagement. They were developed during the spring 2020 semester, and are the result of ideas, suggestions, and feedback from the members of the Academic Leadership Council and the faculty and staff in their respective units. Progress against these goals will be measured by the Office of Institutional Research. The Academic Success Goals should guide the work of all members of our community – faculty, staff, and students – who participate in, support, and contribute to our academic mission.

- Academic Success Goals – May 2020 (PDF) 
- Academic Success Goals Dashboard, Metrics, Outcomes – September 2, 2021
 - Dashboard (PDF)
 - Metrics/Outcomes (PDF)
 - External Counts (PDF)
 - Additional Research Data (PDF)
 - Glossary (PDF)



Fall 2023 Refresh Process: July - November

Engage in
consultations

Gather
feedback

Circulate
revised drafts



Consultations

JULY	Academic Leadership Council
AUG	Provost's Executive Team
SEPT	Academic Planning Committee Provost's Executive Team Academic Leadership Council (ALC) ALC-led College/School/Division Discussions
OCT	Faculty Senate Executive Council Faculty Senate Student Government Association Leadership Graduate Student Senate Leadership
NOV	Staff Council Academic and Student Success Leaders Academic Leadership Council




Metrics/Outcomes

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- [Academic Success Goals – May 2020 \(PDF\)](#)
- [Academic Success Goals Dashboard, Metrics, Outcomes – September 2, 2021](#)
 - [Dashboard \(PDF\)](#)
 - [Metrics/Outcomes \(PDF\)](#) 
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Fall 2023 Refresh Process: October - December

Identify potential
metrics/outcomes

Gather feedback:
OIRA, OVPR, VPFA,
VPAASS, Graduate
College

Finalize after ASG
refresh is complete



Metrics/Outcomes

Goal/Action Step/Primary Lead/Support/Timeline/Metrics/Baseline

Academic Success Goals Detailed Metrics/Outcomes - January 9, 2022							
Goal	Action Step	Primary Lead	Support	Timeline	Progress to Date	ASG Detail Metric/Outcome	
1.1: Develop a unified and impactful educational framework	A: Implement a revised, comprehensive system of General Education (Catamount Core) for undergraduates	Vice Provost for Academic Affairs and Student Success	Faculty Senate, General Education Committee, DIR (Assessment Purposes), SGA	AY 19-20: Develop Catamount Core Curriculum and pass it up to BOT AY 20-21: Senate approval of specific language for requirements; establish ad hoc version of Catamount Core Curriculum Committee; begin approving courses to fulfill requirements AY 21-22: Continue course approvals; units make catalogue changes Fall 22 OR Fall 23 - Incoming class must follow the new curriculum		Student satisfaction with the Catamount Core as measured by NSSE survey questions most closely related to the Catamount Core content and learning outcomes (10 questions); Baseline: Spring 2020 NSSE survey General Education assessment processes demonstrating the realization of the Catamount Core vision: breadth of the liberal arts, integration and application of diverse knowledge, and post-graduation success 4-year graduation rates of first and second-year inter-college and external transfers equal to those of the general undergraduate population; Baseline: 2017 entering cohort The perceived gains on the 10 NSSE Outcomes (Baseline NSSE: 2020) Time to degree for external transfers; Baseline: 2020 entering cohort	
	B: Ensure graduate students have access to a high quality graduate-level curriculum	Dean, Graduate College	Deans, Vice Provost for Academic Affairs and Student Success, Faculty Senate, GSS	Initial Planning by October 1		The number of 300-level course sections offered. Baseline (201920 AY)	
	C: Ensure that all students participate in multiple high-impact practices that enhance curricular priorities and support career exploration and skill building (e.g., research opportunities, integrated curriculum, study abroad, international travel, service learning, internships)	Vice Provost for Academic Affairs and Student Success	OIE, FOUR, CELO, Career Center, Faculty Senate, Residential Life, Student Life, Student Services Collaborative, Student Accessibility Services, Office of Engagement	AY 20-21 Develop outreach to deferred and LOA students on finding internships, choosing a major (undeclared); investigate promoting alternative paths to study abroad/international travel e.g. summer; senior semester abroad; provide virtual career services; develop plan to promote skill development, internships, service learning/CL courses more broadly across programs; analyze participation in		The number 200 eligible for graduate school. Baseline: 201920 AY Increase in high-impact practice participation rates (e.g., study abroad, travel study, service-learning courses, internships, undergraduate research, RLCs) as measured by enrollment in high-impact courses/academic transcripts; Baseline: AY19-20 enrollments Increase in high-impact practice participation rates as measured by NSSE survey data; Baseline: Spring 2020 NSSE survey	
	D: Ensure that all students have access to quality support services and an inclusive learning environment developed and implemented by faculty and staff	Vice Provost for Academic Affairs and Student Success	Student Services Collaborative, Student Accessibility Services, Veterans Services, SGA, GSS, Prism Center, Mosaic Center, Women's Center, Interfaith Center	AY 20-21: Organize with support partners to identify key areas for improvement in coordination or nature of support; identify "gaps" where student experience falls short; implement Navigate progress reports and referrals on a limited basis. AY 21-22: Target support gaps and implement "low hanging fruit" solutions Restructuring 2020-2021, Launch In 2021-2022, Assess and Adjust in 2022-2023		Increase in rates of adoption of inclusive classroom techniques (Universal Design for Learning/Culturally Responsive Teaching) as measured by faculty enrollment in HRDMA, CTL training sessions; Baseline: AY19-20 enrollments Increase in positive responses to effective teaching practices as measured by the NSSE survey (5 questions); Baseline: Spring 2020 NSSE survey	
1.2: Improve retention, progression and graduation rates	A: Implement strategies to support early learning success and community building (e.g., Residential Learning Communities, tutoring support, advising, mandatory study hall for first-years)	Retention and Progression Leadership Committee	Residential Life, Learning Communities Committee, Advising Group, CHIP, Student Services Collaborative			Increase in first and second-year retention/progression rates; Baseline for first-year: 2018 entering cohort; Baseline for second-year: 2019 entering cohort Increase in students' sense of belonging at UVM and awareness of academic, health, and well-being resources on campus as measured by the annual six-week survey; Baseline: Fall 2019 Survey	
	B: Build a high-quality, effective, and accessible system of academic advising that empowers and enables both advisors and advisees at all student levels (Can be done in coordination with Goal 1.3 Action Step A)	Retention and Progression Leadership Committee	Student Services Collaborative, Faculty Senate, SGA, GSS, Deans, Career Center, Advising Group, CHIP, SFS	Exploratory Committee in Spring 2021; full effort in AY21-22		4-year graduation rate; Baseline: 2015 cohort 6-Year graduation rate; Baseline: 2013 Cohort Increase in faculty contact with advisees as measured by advising notes and advising appointments documented in Navigate; Baseline: AY19-20 notes/appointments	

<https://www.uvm.edu/sites/default/files/Office-of-the-Provost/Academic Success Goals Metrics Outcomes 20230109.pdf>



Metrics/Outcomes - Examples

DRAFT

GOAL: Academic Success Goal 1.1: Develop a unified and impactful framework for undergraduate education

ACTION STEP: 1.1.A Continue implementation and launch assessment of Catamount Core

PRIMARY LEAD: Vice Provost for Academic Affairs and Student Success

SUPPORT: Office of Institutional Research and Assessment; Deans; CCC Committee

TIMELINE: FY24 – FY26 for increasing offerings/seats; FY24 for assessment plan development/pilot

METRICS: Catamount Core Course Offerings/available seats added; development of an assessment plan

BASELINE: Fall 2023

ACTION STEP: 1.1.C Implement the Catamount Experience, including Catamount Global and Catamount Venture

PRIMARY LEAD: Vice Provost for Academic Affairs and Student Success

SUPPORT: Director of International Partnerships & Programs; OVPR/UVM Innovations

TIMELINE: FY24 – FY26

METRICS: UVM GO, study abroad, travel study, anchor site participation; # of Anchor Sites; # of travel study course offerings; maker space use; ARC, pitch competition, UVM Connect participation

BASELINE: Fall 2023



Discussion



ACADEMIC SUCCESS GOALS for the University of Vermont Office of the Provost ~ May 6, 2020

The Academic Success Goals are intended to support President Garimella's strategic areas of impact, and reflect priorities in Teaching and Learning, Knowledge Creation, and Engagement. They were developed during the spring 2020 semester, and are the result of ideas, suggestions, and feedback from the members of the Academic Leadership Council and the faculty and staff in their respective units. Progress against these goals will be measured by the Office of Institutional Research and Assessment. The Academic Success Goals should guide the work of all members of our community – faculty, staff, and students – who participate in, support, and contribute to our academic mission.

Priority 1: TEACHING & LEARNING

Academic Success Goal 1.1: Develop a unified and impactful framework for undergraduate education

- Implement a revised, comprehensive system of General Education
- Ensure graduate students have access to a high quality education
- Ensure that all students participate in multiple high-impact practices and support career exploration and skill building
- Ensure that all students have access to quality support services, including integrated curriculum, study abroad, international travel, and experiential learning opportunities

Academic Success Goal 1.2: Improve retention, progression, and success for all students

- Implement strategies to support early learning success (e.g., Residential Learning Communities, tutoring support, and peer support)
- Build a high-quality, effective, and accessible system of advising that enables both advisors and advisees at all student levels

Academic Success Goal 1.3: Support post-graduation success for all students

- Build a high-quality, effective, and accessible system of advising that enables academic advisors, career advisors, and graduate advisors to support students in their post-graduation plans
- Increase undergraduate/graduate/medical student research and experiential learning opportunities, including graduate assistantships/fellowships



ACADEMIC SUCCESS GOALS for the University of Vermont

Office of the Provost ~ Established May 6, 2020; Updated **DATE**, 2023

The Academic Success Goals are intended to support President Garimella's strategic areas of impact,¹ and reflect priorities in Teaching and Learning, Knowledge Creation, and Engagement. They were developed during the spring 2020 semester and were updated in fall 2023. They are the result of ideas, suggestions, and feedback from the members of the Academic Leadership Council, the faculty and staff in their respective units, the Faculty Senate, the Academic Planning Committee, and academic and student success leaders across campus. Progress against these goals will be measured by the Office of Institutional Research and Assessment. The Academic Success Goals should guide the work of all members of our community – faculty, staff, and students – who participate in, support, and contribute to our academic mission.

Priority 1: TEACHING & LEARNING

Changes:

- *Shifted Catamount Core focus from development to assessment*
- *Increased emphases on assessment, coordination, academic engagement, and integrative learning*
- *Revised outdated language/terms; revised language/provided examples to increase clarity*
- *Broadened many goals to apply to "students at all educational levels" rather than just undergraduates*
- *Added a separate goal for graduate education*
- *Added implementation of the Catamount Experience/Catamount Global/Catamount Venture in response to the Art and Science Group recommendations*

Academic Success Goal 1.1: Develop a unified and impactful framework for undergraduate education

- Continue implementation and launch assessment of Catamount Core
- Encourage and assess student participation in high impact practices that enhance curricular priorities, support integrative learning, and encourage career exploration and skill building (i.e., research opportunities, writing intensive courses, experiential learning, learning communities, problem-based learning)
- Implement the [Catamount Experience](#), including [Catamount Global](#) and [Catamount Venture](#)
- Promote a culture of academic engagement and integrative [learning](#)

Academic Success Goal 1.2: Develop graduate programs with rigorous curricula, excellent experiential opportunities, and that enhance research and scholarship and prepare students for diverse careers

- Continue the development of contemporary, competitive graduate-level [curricula](#)

