

**Academic Success Goals Detailed Metrics/Outcomes - September 2, 2021**

Priority	Goal	Action Step	Primary Lead	Support	Timeline	ASG Detail Metric/Outcome					
Teaching and Learning	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, OIR (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)  The number 200 eligible for graduate school. 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	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	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	Restructuring 2020 -2021, Launch In 2021-2022, Assess and Adjust in 2022-2023	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  4-year graduation rate; Baseline: 2015 cohort 6-Year graduation rate; Baseline: 2013 Cohort				
							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	Increase in faculty contact with advisees as measured by advising notes and advising appointments documented in Navigate; Baseline: AY19-20 notes/appointments  Increase in student satisfaction with academic advising as measured by NSSE; Baseline: Spring 2020 NSSE survey  Use of NSSE data to examine if/how first-year responses change as we transition to professional advising; Baseline: Spring 2020 NSSE survey

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	1.3: Support post-graduation success	A: Build a high-quality, effective, and accessible system of career advising that empowers and enables academic advisors, career advisors, and advisees at all student levels (Can be done in coordination with Goal 1.2 Action Step B)	Retention and Progression Leadership Committee	Student Services Collaborative, Faculty Senate, SGA, GSS, Deans, Career Center, Advising Group, CHIP, SFS, Student Employment	Exploratory activities in Fall 2020; strategy/planning conference summer 2021	Increase in satisfaction with preparation for post-graduation success as measured by the annual post-graduation survey; Baseline: Graduating Class of 2019 % employed or enrolled in graduate school within 6 months of graduation as measured by the annual post-graduation survey; Baseline: Graduating Class of 2019
Teaching and Learning (continued)	1.3: Support post-graduation success (continued)	A: Build a high-quality, effective, and accessible system of career advising that empowers and enables academic advisors, career advisors, and advisees at all student levels (Can be done in coordination with Goal 1.2 Action Step B)	Retention and Progression Leadership Committee	Student Services Collaborative, Faculty Senate, SGA, GSS, Deans, Career Center, Advising Group, CHIP, SFS, Student Employment	Exploratory activities in Fall 2020; strategy/planning conference summer 2021	Percent seniors who very often or often talked about career plans with a faculty member; Baseline: Spring 2020 NSSE survey Increase in positive response to NSSE survey question regarding how often students have talked about career plans with a faculty member; Baseline: Spring 2020 NSSE survey Increase the number of students making career-interest connections with UVM alumni via VT Connect; FY20 Baseline: XX Increase our knowledge rate of graduating seniors (via multiple sources); Baseline: Graduating Class of 2019 Development of a system to identify pre-professional students by May 2021 Increase in the number of students participating in pre-professional advising as determined by the Vice Provost for Academic Affairs in consultation with the Career Center Director and OIR
		B: Increase undergraduate/graduate/medical student recognition via major awards and/or graduate assistantships/fellowships	Dean, Honors College/Dean of Graduate College	FOUR, OIE (e.g., Fulbright), OIR, Deans	Audit of undergraduate and graduate fellowships activities and initial thoughts on strategy to increase them by November 1, 2020.	Increase in applications and major awards as measured by the FOUR office
		C: Decrease student indebtedness (e.g., revise financial aid principles to support student populations of focus including first generation, VT Pell-eligible, and underrepresented minority students)	Vice Provost for Enrollment Management	Student Financial Services, UVM Foundations, FAB	Ongoing (Check progress in three years)	Decrease the average indebtedness at graduate; Baseline: 201920 graduates Decrease the percentage of students with debt; Baseline: 201920 graduates
		D: Build a culture of lifelong learning among recent graduates and alumni that translates to post-graduate enrollment for continuing education and professional development needs	Dean of CDE/Dean of Graduate College	Deans, UVM Foundations, Office of Engagement	Fall 2020, determine how to identify alumni participating in programs and determine baseline Spring 21 and FY 21-22 develop strategy for growth, implement and track.	Increase the number of UVM alumni participating in AMPs, professional grad, micro graduate certificates and Non-Credit programs.
	1.4: Increase faculty professional development and mentoring	A: Establish a comprehensive mentoring program for all faculty	Vice Provost for Faculty Affairs	Deans, CTL, Professional & Development & Training, APLU Ichange, OIR (Assessment purposes), Faculty Senate	AY2021. Appoint Faculty Mentoring Task Force to recommend mentoring framework; Roll-out of NCFDD. AY2122, implement new framework; grow faculty participation in NCFDD	Increase in the number of faculty participating as mentors and mentees as reported by academic units Increase in the number of faculty accessing NCFDD services as reported by institution metrics
		B: Collaborate with the Office of Diversity and Inclusion to identify key content areas for faculty development in diversity and inclusive excellence	Vice Provost for Faculty Affairs	Deans, CTL, Professional & Development & Training, Center for Cultural Pluralism, CELO, APLU Ichange, Faculty Senate, HHMI IE	AY1920, 2021,2122, CPP/PDT coordinating meetings with Fac Dev units; CPP/PDT presentations in Fac Dev programming; Spring 21, regular meeting with FoC group; Fall 21 submit HHMI IE if invited	Increase faculty participation in joint activities. Obtain HHMI funding
		C: Increase faculty participation and engagement in professional development activities	Vice Provost for Faculty Affairs	Deans, CTL, Professional & Development & Training	AY19-20. Centralization of faculty development units; AY20-21, 21-22, collaboration and coordination of efforts among faculty development units; align programming with AOI and ASG	Increase participation as measured by attendance records. Increase programmatic impact and adoption of best practices as measured by post-event surveys

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	1.5: Increase the diversity of perspectives, experiences, and thought	A: Implement strategies outlined in units' Inclusive Excellence Action Plans	Provost	Deans, Student Accessibility Services, Veterans Services, SGA, GSS, Faculty Senate, Prism Center, Mosaic Center, Women's Center, Interfaith Center, VP of Diversity, Equity & Inclusion	Ongoing with annual reviews in May; One year goals should be completed by the end of FY21; Three-year goals should be completed by FY23.	NSSE Discussion with Diverse Other Engagement Indicator Score - Max Score = 60 (Baseline NSSE 2020)
		B: Establish a strategy for recruiting and retaining diverse faculty including faculty exchanges with Historically Black Colleges and Universities (HBCU) and/or international partners	Vice Provost for Faculty Affairs/Division of Diversity, Equity, and Inclusion/Department Chairs	Deans, HR, VP of Research	AY1920, establish partnership with FEF/McKnight; AY2021, continued development of in-principle agreement with JSU. AY2122 formalize and execute agreement	Funding identified for partnership. Faculty recruitments currently on-hold
Teaching and Learning (continued)	1.5: Increase the diversity of perspectives, experiences, and thought (continued)	C: Create a pathway for graduate student enrollment from an HBCU	Vice Provost for Faculty Affairs	Deans, Mosaic Center, GSS	AY1920, Summer 20: Initial cohort of JSU undergrads participate in UVM courses; AY2021, 2122 as above	Funding indetified for partneship. Number of students participating in partnership
		D: Develop a cohort pathway program to diversify the undergraduate student population	Provost	HHMI Driving Change, Deans, Admissions	AY1920, assemble working group, submit pre-proposal; AY2021 conduct self-study	Get selected for HHMI Driving Change grant
		E: Establish an enrollment strategy, enriched experiences, and inclusive programs for increasing international undergraduate and graduate students	Vice Provost for Enrollment Management	OIE, Admissions	TBD after the hire of the Vice Provost for Enrollment Management	TBD after the hire of the Vice Provost for Enrollment Management
Knowledge Creation	2.1: Enhance the Univeristy's research, scholarship, and creative arts profile	A: Increase the external recognition and impact of faculty	Vice Provost for Faculty Affairs	OIR, Deans, Department Chairs, Communications	AY 1920: Roll out of AA Faculty Recognition tool to deans and chairs; Faculty recognition presentation at Campus Wide Faculty Conference AY 2021 & continuing, training of chairs	Peer Assessment Scores in the US News and World Report Graduate School Rankings increases Citations per Tenured/Tenure Track Faculty (Baseline AAD2018) Increase faculty recognition/major awards; Baseline: Academic Analytics FY20
		B: Identify existing doctoral programs with growth potential	Dean, Graduate College	Vice Provost for Academic Affairs and Student Success, Deans, Faculty Senate, VP for Research	Identify in 2020-21	Increase in number of Ph.D.s graduated in NSNE; Baseline: Graduating Class of 2019 Increase in enrollment in select doctoral programs; Baseline: TBD after program identification
		C: Establish opportunities for new non-STEM doctoral programs addressing contemporary research challenges	Dean, Graduate College	Vice Provost for Academic Affairs and Student Success, Deans, Faculty Senate, VP for Research	2-3 year window for engagement	Increase in number of non-STEM doctoral enrollments
		D: Increase doctoral graduates, postdoctoral fellowships and funding mechanisms to support them (e.g., training grants, fellowships)	Dean, Graduate College	Vice Provost for Academic Affairs and Student Success, Vice Provost for Faculty Affairs, Deans, UVM Foundation, VP for Research	2-3 year window for engagement (link to 1.3 item B)	Increase in number of Ph.D.s graduated in SE and NSNE; Baseline: Graduating Class of 2019 Increase in number of post-doctoral fellows in SE and NSNE; Baseline: FY20 appointments Increase in doctoral training grant proposals submitted; Baseline: FY20 proposal submissions Increase in doctoral training grant proposals awarded; Baseline: FY20 awards Increase in number of postdoctoral fellows as measured by HRS data; Baseline: FY20 appointments
		E: Cultivate staff talent and resources in support of the research mission	VP for Research	Vice Provost for Faculty Affairs, HR	FY21 - FY23	Implement a hub-spoke proposal development, pre-award and post-award model that places at least one SPA-supervised person in each of these categories embedded in every unit: SPA/ResDev hub-spoke model implemented in 3 colleges in FY21; 5 colleges in FY22; 8 colleges in FY23.

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		F: Grow research and scholarship strengths in support of people living fuller, healthier lives in healthy, sustainable environments	VP for Research	Deans, Vice Provost for Faculty Affairs, Office of Sustainability	Timeline to meet 2020-21 Carnegie review and 2023 Carengie Review	STARS Ranking Increases
	2.2: Increase interdisciplinary research in areas of distinctive strengths	A: Provide funding for interdisciplinary research collaborations including institutes and centers	VP for Research	Vice Provost for Faculty Affairs, Deans	Timeline to meet 2020-21 Carnegie review and 2023 Carengie Review	Increase in number of proposals/grants involving investigators from more than one department Increase in number of proposals/grants involving investigators from more than one college/school Increase in number of department non-UVM links across all areas of scholarship
		B: Develop a cluster faculty hiring strategy	Vice Provost for Faculty Affairs	VP for Research, Deans, HRDMA, DEI	Ongoing and develop basic strategy in AY20-21	Increase in number of proposed faculty cluster hires as measured by annual Faculty Staffing Proposals; Baseline: FY22 Faculty Staffing Proposals (FY21 recruitments for FY22 hires) Increase in actual faculty cluster hires as measured by annual Faculty Staffing Proposal outcomes; Baseline: FY22 Faculty Staffing Proposal Hires (FY21 recruitments for FY22 hires)
		C: Support mid-career faculty to realign their research	VP for Research	Vice Provost for Faculty Affairs, Deans	2021-22	Increase in faculty activity networks in university focus areas Increase incentive programs across the university supporting mid-career faculty
Knowledge Creation (continued)		2.2: Increase interdisciplinary research in areas of distinctive strengths (continued)	D: Create junior faculty research groups	VP for Research	Vice Provost for Faculty Affairs, Deans	NSF Career Club Spring 2021, then annually; NIH Early Investigator Program in Spring 2022 and annually.
	2.3: Enhance success in external funding	A: Develop a centralized external-funding infrastructure that draws on faculty effort for academic proposal content and professional staff effort for administrative proposal content	VP for Research	Deans, OIR, Controller's Office	FY21 - FY23	Increase in total external funding awarded in SE and NSNE; Baseline: FY20 dollars awarded
						Increase total research expenditures in SE and NSNE; Baseline: FY20 expenditures
						Increase in number of proposals submitted in SE and NSNE; Baseline: FY20 proposals
						Increase in number of faculty submitting proposals SE and NSNE disciplines; in SE and NSNE; Baseline: FY20 faculty submitters
						Number of proposals awarded SE and NSNE disciplines; in SE and NSNE; Baseline: FY20 proposals awarded
						Improve system for teaching and reporting research expenditures
						Increased use of core and shared research instruments and facilities on campus as measured by facility/instrument usage records; Baseline: FY20 data/totals
						Increase in the number of professional staff available to support proposal development across campus as measured by Research Line job classification count in proportion to our growth in external awards. Baseline FY20.
	Increase in the number of professional staff with particular funding agency expertise to support proposal development across campus as measured by number of ResDev-linked research development staff embedded in research units. Baseline FY20 (0).					

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						Creation of SPA professional staff support teams with expertise by funding agency as measured by number of pre-award and post-award specialists embedded in research units. Baseline FY20 (0)
		B: Develop a strategy and support for corporate and foundation funding proposals	VP for Research	Deans, UVM Foundation	2020-21	Increase in the number of professional staff with corporate and foundation expertise available to support proposal development across campus as measured by number of SPA-linked Office of Engagement project managers. Baseline FY20 (0)
						Increase in corporate and foundation funding proposals submitted; Baseline: FY20 proposals
						Increase in corporate and foundation funding proposals awarded; Baseline: FY20 awards
Engagement	3.1: Use an evidenced-based engagement approach to addressing contemporary challenges	A: Increase faculty awareness of the science of engagement (implementation science) and community-engaged scholarship approaches and related training, development, and support	Office of Engagement/Vice Provost for Faculty Affairs	Vice Provost for Faculty Affairs, CELO, CTL, Deans, Extension, VPR	Convene working group around curation of more community engagement and applied research projects-- to be completed by fall 2021.	Increase in number of faculty projects that are externally funded that are directly tied to a state or community need as measured by SPA Community Engagement (CE) designation on research grants.
					Align databases that collection information about partnerships in expanded Sale Force module by the end of the second quarter of 2021.	Number of programs as reflected in the Extension Community Activity Database (ALBERT); Baseline: FY2019
Engagement (continued)	3.1: Use an evidenced-based engagement approach to addressing contemporary challenges (continued)				Identify barriers to expansion of SL and CL designated courses and resource incentive and support solutions. To be completed by fall 2021	SL and CL Course Sections with enrolled students(Baseline: 201920)
		B: Develop research/scholarly/creative arts questions/opportunities around community, business, not-for-profit, and public sector needs.	Office of Engagement	CELO, University Relations, Deans, VP for Research, UVM Foundations, Extension, Fleming Museum	Convene working group around curation of more community engagement and applied research projects-- to be completed by fall 2021.	Develop research/scholarly/creative arts questions/opportunities around community needs
		C: Establish participatory action projects with the community and measure the outcomes	Office of Engagement	CELO, Deans (CALs & CDE), Extension, OSCR (DOSa)	Convene working group around curation of more community engagement and applied research projects-- to be completed by fall 2021.	Number of programs as reflected in the Extension Community Activity Database (ALBERT); Baseline: FY2019
						SL and CL Course Sections with enrolled students(Baseline: 201920)
		D: Encourage and incent collaborations among faculty on community-engaged research/scholarly/creative arts projects	Office of Engagement	CELO, University Relations, Deans, VP for Research, UVM Foundations, Extension, Fleming Museum, OSCR (DOSa), Faculty Senate, Vice Provost for Faculty Affairs	convene working group around curation of more community engagement and applied research projects-- to be completed by fall 2021.	Increase in collaborations as measured by Sales Force, Academic Analytics and CELO Database.
		E: Develop a strategy to expand the volume and quality of the scholarship of engagement; create a clearing house to vet community needs and engaged scholarship opportunities.	Office of Engagement	Deans, Faculty Senate, VP for Research, UVM Foundations, Communications, Vice Provost for Faculty Affairs, CELO	Convene working group around curation of more community engagement and applied research projects-- to be completed by fall 2021.	Increase collaborations as measured by Sales Force, Academic Analytics, and CELO database.

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	3.2: Educate citizens to contribute to positive community impact	A: Use technology to facilitate professional development and engagement with the community, business, not-for-profit, and public sector.	Office of Engagement	CDE, ETS, Extension, CELO	SalesForce upgrade January 2021	Increase in collaborations as measured by SalesForce expansion
		B: Align academic programs with local needs	Vice Provost for Academic Affairs and Student Success/Office of Engagement	Deans, University Relations, OIR, CDE, Graduate College	AY 20-21: Continue dialogue with CCV and other in-state partners; promote pathways programs; AY 21-22: Work with office of engagement and CDE on workforce development needs and how	Implement Catamount Pathway Programs Increase in enrollment, persistence, and graduation of students entering UVM through one of the Catamount Pathway Programs; Baseline:
		C: Increase non-credit offerings	Dean, CDE	CDE, Deans, Extension, SFS, Registrar's Office, Office of Engagement	2020-21	Increase in enrollments in non-credit offerings as measured by Elevate and Aventri
		D: Increase for-credit distance and hybrid offerings	Vice Provost for Academic Affairs and Student Success	CDE, Deans, CTL, ETS	AY 20-21 Gather "lessons learned" summaries from remote/mixed teaching across units; identify opportunities to expand distance and hybrid learning based on faculty experiences and program goals; evaluate LMS contract and long term goals; Identify resources needed for expansion of online/hybrid courses for continued financial support. AY 21-22 With CDE and CTL, develop assistance program for units that want to expand online and hybrid offerings and develop new programs. Do market analysis to identify opportunities	Increase in offerings as measured by Banner INSM or Attribute code; Baseline AY19-20
Engagement (continued)	3.2: Educate citizens to contribute to positive community impact	E: Increase number of graduates who stay in Vermont for employment opportunities	Office of Engagement	Career Center, DOSA, Colleges/Schools, Center for Research on Vermont, University Relations, Provost Office	Work with Career Services and Institutional Research to provide historical trends and set benchmarks. Benchmark set will be folded into OOE's job's attractions goals by May 2021.	Number of students who report Vermont employment in the 6-month First Destination Survey of those with FT Employment (Baseline: Graduating Class 2019)
	3.3: Prepare students to be engaged citizens	A: Pursue renewal of our Carnegie Classification for Community Engagement	Office of Engagement/APFA	CELO, OIR, VP for Research, Associate Provost for Faculty Affairs	Self Assessment is to be completed by 2023. OOE and APFA will co-lead self assessment effort.	Successful classification as a Carnegie Community Engaged institution; Baseline: FY20 (currently hold classification, next application FY25)
		B: Increase community-engaged learning courses that address community priorities and challenges	Vice Provost for Academic Affairs and Student Success	CELO, Extension, Deans, Vice Provost for Faculty Affairs, Office of Engagement	AY 20-21 Work with CELO to highlight UVM community engaged courses during the pandemic AY 21-22 Promote CL courses as part of the Global Citizenship Gen Ed requirement	SL and LL Course Sections with enrolled students(Baseline: 201920)
		C: Expand domestic and global learning opportunities	Vice Provost for Academic Affairs and Student Success	CELO, UVM Foundations, Deans, Extension, OIE (Study Abroad), Student Life (DOSA), Office of Engagement	On hold until after pandemic	Increase in high-quality travel study experiences tied to the Catamount Core
					On hold until after pandemic	Develop four UVM anchor sites by FY23
On hold until after pandemic	% of students engaged in travel study and study abroad experiences, especially those sponsored by UVM					
On hold until after pandemic	Increase in the number of students engaged in study abroad experiences as measured by the OIE Annual Report; Baseline FY20 data					

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		D: Develop learning opportunities that promote civil discourse and civic engagement	Vice Provost for Academic Affairs and Student Success/Office of Engagement	CELO, Student Life (DOSA), Faculty Senate, SGA, GSS, Vice Provost for Faculty Affairs	Explore a Civic Engagement Fellows program model to stimulate student involvement in community. If desired and feasible, implement for Fall 2021.	Increase in the number and percentage of students who vote (NLSVE report)
					AY 20-21 Work with Civic advisor, Student Life, CELO, Faculty Senate and SGA to promote opportunities for civic engagement. Encourage voter registration among our students.	Increase the number of students voting in SGA and GSS elections