

Strategic Direction 3.1

In our instructional programs, we will help all students to reach their full potential by providing supportive learning environments in which we strive for both disciplinary competence and education of the whole person.

Academic Agenda: Teaching and Learning: A Land-Grant Learning Community

Strategy	Performance Indicator(s)	Baseline	1999/2000 Target
3.1a: Develop, implement, and assess academic support initiatives designed to improve student success for all undergraduate students.	<ul style="list-style-type: none"> • Academic eligibility, persistence, and graduation rates • Student advising improvements measured by Alumni Survey 	<ul style="list-style-type: none"> • 1998 Persistence Rate 85.5% Six Year (1992 cohort) 72.0% Graduation Rate • 1996 Alumni Survey – 39% very little or not satisfied. 	<ul style="list-style-type: none"> • Increase fall persistence rate to 86%; graduation rate for 1993 cohort will be 71.1% • Development of advising programs to enhance quality advising – individual initiatives measured.
3.1b: Develop and implement student recruitment and retention strategies designed to increase diversity and maintain enrollment levels consistent with available resources of faculty, support services, space, and infrastructure.	<ul style="list-style-type: none"> • Profile of entering freshmen • Minority students in undergraduate student body 	<ul style="list-style-type: none"> • 1998-99 – Means: SAT – 1114, Rank 21%, GPA 3.39 • 1998-99 – Fall 2,913 Spring 2,444 	<ul style="list-style-type: none"> • Entry characteristics maintained at same level. • Fall enrollment – 2,928 (.05% increase) Spring enrollment – 2,456 (.05% increase)

Appendix 8D

Updated 6/30/99

Strategy	Performance Indicator(s)	Baseline	1999/2000 Target
<p>3.1c: Develop teaching and learning initiatives, methodologies, and curricula to ensure that they help prepare students to become effective professionals, life long learners, and productive citizens of their society and the world.</p>	<ul style="list-style-type: none"> • Enrollment and student services developed and delivered technologically • Core curriculum review including recommendations • Alumni satisfaction 	<ul style="list-style-type: none"> • Students must pay for distance and distributed learning courses and services by cash, checks, drafts. • 1998-99: 2 of 7 core area reviews completed • Alumni survey to be revised in 1999/2000 to establish a baseline 	<ul style="list-style-type: none"> • Students have the ability to register and pay for IDDL courses electronically through the use of credit cards, debit cards or a cybercash system. • 1999-2000: 5 of 7 core area reviews will be completed • Targets will be established once baseline data is available.
<p>3.1d: Create communities of learners that integrate formal study with experiential learning, develop collaborations among faculty and students, include academic support programs, and involve students as active learners.</p>	<ul style="list-style-type: none"> • Key measures of student attachment to the university • Fall-to-fall persistence rates for first-year students • Annual assessment of leadership skills developed using the Student Leadership Outcomes Instrument • Number of new collaborations between Student Affairs and Academic Affairs 	<ul style="list-style-type: none"> • Baseline data to be collected in 1999-2000 • 1998 Persistence Rate 85.5% • Baseline data for Residential Learning Communities pending • Several collaborations currently exist and target is not dependent on an exact count 	<ul style="list-style-type: none"> • Targets will be established once baseline data are available. • Increase fall persistence rate to 86% • Targets will be established once baseline data are available • Establish three new collaborations in the period of 1999-2002

Appendix 8D

Updated 6/30/99

Strategy	Performance Indicator(s)	Baseline		1999/2000 Target			
3.1e: Increase diversity throughout the university community through program development, through increased accountability, through faculty recruitment and retention, and through enhancing multicultural competencies of all faculty members.	<ul style="list-style-type: none"> • New faculty appointments who are female or minority • Completion of diversity assessment process • Completion of a university diversity strategic plan 	Tenure/Tenure-Track Faculty		Tenure/Tenure-Track Faculty			
			<u>Minority</u>	<u>Women</u>	<u>Minority</u>	<u>Women</u>	
		Fall 1998	9.3% (126)	18.5% (248)	Fall 2002	12.0% (161)	25.0% (336)
			All Faculty		All Faculty		
	Fall 1998	9.8% (258)	29.7% (781)	Fall 2002	15.0% (374)	35.0% (899)	
3.1f: Ensure that the university library supports teaching, learning, research, and outreach by providing access to information resources and services regardless of location or format of materials.	<ul style="list-style-type: none"> • User satisfaction regarding library use in extended hours • User satisfaction regarding external delivery of Blacksburg campus library resources 	<ul style="list-style-type: none"> • User survey to be administered in 99-00 to establish a baseline 	<ul style="list-style-type: none"> • Targets will be established once baseline data are available 				
		<ul style="list-style-type: none"> • User survey to be administered in 99-00 to establish a baseline 	<ul style="list-style-type: none"> • Targets will be established once baseline data are available 				
3.1g: Produce skilled graduates for a workforce that can meet the current and future needs of the commonwealth and the nation.	<ul style="list-style-type: none"> • Technology competency rates • Graduates in technology-based disciplines 	<ul style="list-style-type: none"> • No baseline data are available preceding the current computer-requirement policy 	<ul style="list-style-type: none"> • Targets will be established based on the basic computer-skills assessment administered in Spring 1999 				
		1997-1998 Bachelor's Graduates by Discipline		2003-2004 Bachelor's Graduates by Discipline			
		EE & CpE	218	EE & CpE	636		
		Comp Sci	96	Comp Sci	288		
		MSCI & AIS	171	MSCI & AIS	270		