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|   **C:\Users\resmith\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\70233F52.tmp**   | **The Center for Academic Success (example)****Unit Plan**   |
| **Last Updated**   |  |
| **Academic Year**   | 2024-2025 |

The Unit Plan for each support unit should be crafted with Hampden-Sydney College’s mission and strategic goals in mind. The mission and strategic goals of the College are provided below. Additionally, if H-SC leadership set goals for your department, you should use this unit plan to record your progress toward achieving those goals. (SACSCOC Principles of Accreditation 7.3, *administrative effectiveness*, and 8.2.c, *student outcomes: academic and student services*)

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| **Unit Plan Assessment Process** |
| 1. **At the end of the summer**, supervisors determine 3-4 goals for their department.
	1. Goals should be crafted with Hampden-Sydney College’s mission and strategic goals in mind.
	2. Additionally, if H-SC leadership set goals for your department, you should use the unit plan to record your progress toward achieving those goals.
2. **Throughout the Fall and Spring**, departments work toward achieving goals and collect data related to the department’s goals.
3. **At the end of the Spring semester**, supervisors record the results and analyze the effectiveness of the steps taken in the Unit Plan Assessment Reports.
4. **The first Monday in August**, supervisors submit the completed reports along with next year’s goals to the Office of Institutional Effectiveness (OIE).
5. OIE reviews the completed reports and the new goals and sends departments feedback on both by the **end of August**.
6. Departments make changes by the **end of the second week in September** and notify OIE once the report is corrected.
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| **Hampden-Sydney College Mission Statement**   |
| Hampden-Sydney College seeks to form good men and good citizens in an atmosphere of sound learning. |

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| **Strategic Goals by 2025-2026 (from College Planning Map):**  |
| 1. the College will improve its **educational program metrics** to: 90% freshman retention, 80% six-year graduation, and 10:1 student-to-faculty ratio.
2. the College will improve its **reputation metrics** to: U.S. News peer score to 3.5.
3. the College will improve our **admissions metrics** to: first-year, first-time fall freshman to 330 annually, 50% out-of-state admissions, 30% students of color, and a U.S. News selectivity rank =<70.
4. the College will improve its **advancement metrics** to: $30 million total funds raised and $5 million in annual giving.
5. the College will improve its **financial resource metrics** to: an endowment of $500 million, a U.S. News financial resources score of =< 50, a U.S. News faculty resources score of =<50, and CFI of 8.5/10.
6. the College will improve its **physical plant** by: addressing critical projects in Johns Auditorium and Morton Hall, and complete the following projects: Pauley Science Center, Residence Hall renovations, Kirby Field House renovations, and Gilmer Hall renovations.
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| **Department Mission Statement** |
| Provide the department’s mission statement (if applicable).  |

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| **Plan for Assessing Departmental Goals****What are the department’s goals, and how will they be achieved?**  |
| In the following table, complete one section for each of your department’s goals. Review the goals for alignment with the College’s strategic goals, as applicable. 1. **Goal**: Record at least three goals for your department. These goals can be identical to the goals College leadership has set for your department.
2. **Measuring Achievement**: For each goal, record at least one method in which you will determine (i.e., measure) whether the department achieved its goal. For example, a department focused on reaching prospective students may want to have (5) public events per semester and reach (50) prospective students at each event. Measurements can be qualitative. For example, you may describe steps you will take to achieving a goal, and the date(s) by which those steps will be achieved.
3. **Results**: Record the outcome of the goal. Did the department achieve the thresholds specified in the Measuring Achievement column?
4. **Goal 1 Analysis**: Answer the questions in the table to evaluate whether the goal was achieved, describe successes and areas for improvement, and list changes you will make for the next academic year, if applicable.
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**Goal 1**

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| **Goal 1** | **Measure Achievement** | **Results** |
| **Identify 3-4 goals for each administrative or academic support unit.** **Goals should be broad statements about what a department wants to accomplish outside of the everyday tasks of that department. Goals should align with the College’s Mission and Strategic Plan if applicable.** **Below is an example of a broad goal that has 3 specific methods (example in the box to the right) that relate to the overall goal.****Example: The Center for Academic Success will provide academic support to improve graduation and retention rates.** | **Identify methods that will ensure accomplishment of the goal and ways to measure whether or not the goal was achieved.** **These can be listed as tasks or steps that will be completed to achieve the goal along with the outcomes of those steps.****Example: The Center for Academic Success will complete the following steps and track student attendance to show progress toward the goal of improving graduation and retention rates:**1. **CAS will offer an Academic Skills Workshop to all freshmen on 3 separate dates during the fall semester, and 1 early in the spring semester.**
2. **CAS will offer weekly peer tutoring for each major/minor**
3. **CAS will offer academic counseling to all students who have mid-term deficiencies.**
 | **Report the results of the steps listed under the “Measure Achievement” section.****Example: CAS implemented all steps listed under Measure achievement:**1. **78% of freshmen students attended one of the academic skills workshops. As a result, only 22% of freshmen had mid-term deficiencies, a drop from 34% last academic year.**
2. **54% of juniors and seniors attended at least one** **peer tutoring session. 31% attended more than one session. An increase of 12% and 7% respectively over last year.**
3. **CAS reached out to 100% of students who had mid-term deficiencies via email and text. 62% of those students came in for at least one academic counseling session. 55% improved their grades and passed all classes.**
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| **Goal 1 Analysis: Considerations for the Next Academic Year** |
| Were the methods for measuring achievement implemented? *State yes or no. If no, explain why.*  | **Simply state whether you implemented the steps used to measure the achievement of the goal OR explain why they were not implemented this year. If they were not implemented, state what adjustments will be made next year in the final box below.****Yes.** |
| If the methods for measuring achievement were implemented, describe whether the department successfully achieved its goal.  | **Analyze the success of the steps used to measure achievement. Explain how these individual outcomes relate to achieving the overall goal and the progress implementing those steps has made toward the goal.****Providing students with the necessary assistance and skills to be successful will increase their chances of passing classes and decrease the chance of being placed on academic probation or suspension and ultimately dropping out. While we do not have the graduation rates and retention data for this Academic Year at this time, we will compare those rates with previous years' rates to look for trends.** |
| Based on your analysis of the goal, what changes will you make for next year? *If you do not think changes are necessary, explain why.*  | **State adjustments and improvements that will be made for next year. What can be done to the methods listed under “Measure Achievement” to yield better results? Why do you think the changes will lead to improvements?****CAS will offer the same number of opportunities next year. We will also have advisors contact students with deficiencies directly in addition to the texts and emails sent by our office to reach a higher percentage of students with deficiencies.** |

**Repeat the steps above for goals 2 and 3.**