Academic Affairs
Annual Assessment Report
2015-16

Academic Affairs is one of four administrative divisions at UNC Charlotte. The Division is assisted in its endeavors by its division units: Academic Budget & Personnel, Academic Services, Assessment and Accreditation; Enrollment Management; the Graduate School; the Library; Information & Technology Services; Institutional Research; International Programs; Metropolitan Studies and Extended Academic Programs; Research and Economic Development; University College; and the seven discipline-based colleges: the Colleges of Arts + Architecture, Business, Computing and Informatics, Education, Engineering, Health and Human Services, and Liberal Arts & Sciences. The Division demonstrates a commitment to a culture of evidence and continuous improvement through intentional assessment planning, the measurement of learning outcomes, and the publication of insightful key findings to stakeholders. The Annual Assessment Report includes:

- Overview of Institutional and Divisional Goals
- Assessment Scorecards
- Key Accomplishments and Highlights
- Program Review Results
- New Discipline Accreditation Approvals

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2011-2016
Institutional Strategic Goals & Scorecard
INSTITUTIONAL GOAL 1
Deliver high quality, affordable, and effective educational programs that produce educated and responsible citizens and a competitive workforce.

INSTITUTIONAL GOAL 2
Stimulate increased research, creative activities, and community engagement with a focus on programs and partnerships that address the major needs of the Charlotte region.

INSTITUTIONAL GOAL 3
Improve the readiness of human resources and our academic, administrative, physical, and technological infrastructure to efficiently and responsibly operate an urban research institutional serving 35,000 students.

INSTITUTIONAL GOAL 4
Improve significantly the base of supplemental non-state revenues for academic programs and administrative support, physical facilities, and student development, particularly need-based student financial aid.

INSTITUTIONAL GOAL 5
Enhance opportunities for learning and working together in a socially and culturally diverse world.

INSTITUTIONAL GOAL 6
Enhance the quality of campus life and the collegiate experience for students and other members of the campus community, both on-campus and in adjacent institutional city neighborhoods.

INSTITUTIONAL GOAL 7
Build local, state, and national awareness of and respect for the work of the University and its people.
<table>
<thead>
<tr>
<th>Goals</th>
<th>Objectives</th>
<th>Internal Owner(s)</th>
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<th>Status if not Complete</th>
<th>Reason Code (Other than Funding Constraint)</th>
<th>Funding Constraint (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Quality and Affordable Education that Produces Competitive Workforce</td>
<td>1. Adopt academic plans and establish concise list of new program priorities for BOG</td>
<td>AA</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Examine use of technology to deliver academic programs and courses to reduce use of space and decrease costs of instruction.</td>
<td>AA, ITS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Implement the developed and improved institutional effectiveness plans for all divisions and colleges for successful reaccreditation by SACS.</td>
<td>AA</td>
<td></td>
<td></td>
<td></td>
<td>Continuing assessment of our support programs have led to initiation of several new programs such as Starfish for early alert, EAB for success markers, expansion of prospect for success and student convocation</td>
<td></td>
</tr>
<tr>
<td>4. Implement the developed institutional effectiveness plans</td>
<td>AA, BA, ADV, ATH, SA</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Implement and evaluate the approved QEP</td>
<td>AA</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2: Research, Activities, &amp; Engagement to Address Needs of the Charlotte Region</td>
<td>1. Implement the 2013 &quot;Strategic Plan for Research Growth at UNC Charlotte&quot; to expand research to $50M per year by 2020</td>
<td>AA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Fully implement Early College High School with CMS</td>
<td>AA</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3. Market PORTAL spaces to expand University-industry research and technology transfer partnerships.</td>
<td>AA</td>
<td></td>
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</table>
### Institutional Strategic Plan Scorecard: 2011-2016

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<tr>
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</thead>
<tbody>
<tr>
<td>2: Research, Activities, &amp; Engagement to Address Needs of the Charlotte Region</td>
<td>4. Support regional economic sustainability via Ventureprise</td>
<td>AA</td>
<td>☑</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Identify several programs to enhance the civic and cultural life of the Charlotte region (e.g. Personally Speaking series, Violins of Hope).</td>
<td>AA</td>
<td>☑</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3: Human Resources, Academic, Administrative, and Physical &amp; Technological Infrastructure to serve 35,000 Students</td>
<td>1. Implement the enrollment management plans through Fall 2020</td>
<td>AA</td>
<td>☑</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>2. Adopt plans for Business Affairs and ITS</td>
<td>BA, ITS</td>
<td>☑</td>
<td></td>
<td>BA SP Adopted and Assessed annually</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Implement and invest in strengthening the capacity and reliability of the IT infrastructure.</td>
<td>ITS</td>
<td>☑</td>
<td></td>
<td>Needs sustainable funding and development of strategic plan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Implement AURA</td>
<td>AA, BA, ITS</td>
<td>☑</td>
<td></td>
<td>BA has completed its divisional support for AURA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Review 3 processes/operations to reduce costs and/or improve effectiveness</td>
<td>AA, BA, ITS</td>
<td>☑</td>
<td></td>
<td>BA has completed Kronos, eProcurement, Pcard, and Spend Compass as examples</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.a. Organization of IT services to improve service quality &amp; reduce risk</td>
<td>ITS</td>
<td>☑</td>
<td></td>
<td>Needs sustainable funding and development of strategic plan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.b. Evaluation and implementation of technology for institutional planning and assessment</td>
<td>AA, IEOC</td>
<td>☑</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.c. Automated employee time- and leave-keeping records</td>
<td>BA</td>
<td>☑</td>
<td></td>
<td>BA has implemented Kronos</td>
<td></td>
</tr>
<tr>
<td>Goals</td>
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<tr>
<td>3: Human Resources, Academic, Administrative, and Physical &amp; Technological Infrastructure to serve 35,000 Students</td>
<td>6. Through the &quot;One University&quot; initiative, identify and implement at least one study per year of an administrative process that could be made more effective and efficient.</td>
<td>BA, AA</td>
<td></td>
<td>▲</td>
<td>BA has been involved in the redesign of THD Appeals process</td>
<td></td>
</tr>
<tr>
<td>3: Human Resources, Academic, Administrative, and Physical &amp; Technological Infrastructure to serve 35,000 Students</td>
<td>7. Develop a 5-year plan for capital construction and renovation, including the development of a new Health and Wellness Center, a new Counseling Center, and an Admissions &amp; Visitor Center.</td>
<td>BA, SA</td>
<td></td>
<td>▲</td>
<td>BA and SA have developed the Plan and included in the 2016-21 SP's</td>
<td></td>
</tr>
<tr>
<td>3: Human Resources, Academic, Administrative, and Physical &amp; Technological Infrastructure to serve 35,000 Students</td>
<td>8. Implement the 2010 Campus Master Plan</td>
<td>BA, AA</td>
<td></td>
<td>▲</td>
<td>BA has 12 projects under design and construction that will practically complete all Phase 1 projects</td>
<td></td>
</tr>
<tr>
<td>3: Human Resources, Academic, Administrative, and Physical &amp; Technological Infrastructure to serve 35,000 Students</td>
<td>9. Improve employee orientation and training as recommended by UTIP.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>3: Human Resources, Academic, Administrative, and Physical &amp; Technological Infrastructure to serve 35,000 Students</td>
<td>10. Expand commitment to Historically Underutilized Businesses in both purchasing and construction.</td>
<td>BA</td>
<td>✔️</td>
<td>▲</td>
<td>BA currently has a high utilization of HUB vendors</td>
<td></td>
</tr>
<tr>
<td>3: Human Resources, Academic, Administrative, and Physical &amp; Technological Infrastructure to serve 35,000 Students</td>
<td>11. Implement Campus Sustainability Plan</td>
<td>BA, AA</td>
<td>✔️</td>
<td>▲</td>
<td>BA has completed implementation of the Plan</td>
<td></td>
</tr>
<tr>
<td>3: Human Resources, Academic, Administrative, and Physical &amp; Technological Infrastructure to serve 35,000 Students</td>
<td>12. Implement a compliance and enterprise risk management plan</td>
<td>BA, OLA</td>
<td></td>
<td>▲</td>
<td>BA is no longer involved and has eliminated it from its SP objectives</td>
<td></td>
</tr>
<tr>
<td>3: Human Resources, Academic, Administrative, and Physical &amp; Technological Infrastructure to serve 35,000 Students</td>
<td>13. Collaborate to complete the northeast light rail corridor and address related campus safety and traffic concerns.</td>
<td>BA, SA</td>
<td></td>
<td>▲</td>
<td>BA and SA are currently working on these as they are ongoing in nature</td>
<td></td>
</tr>
</tbody>
</table>
# Institutional Strategic Plan Scorecard: 2011-2016

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<tbody>
<tr>
<td>4: Increase the Amount of Non-State Revenues Received</td>
<td>1. Implement the Five-Year Strategic Plan for the Foundation</td>
<td>Adv</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Expand initiatives of the UNC Charlotte Alumni Association</td>
<td>Adv</td>
<td>✓</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>3. Implement plan for the third major fundraising campaign to begin in 2016</td>
<td>Adv</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>4. Complete evaluation of the appropriate administrative costs to be paid by auxiliaries and develop implementation schedule</td>
<td>BA</td>
<td>✓</td>
<td></td>
<td>BA has completed this objective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Assess criteria for internal recharge units and appropriate F&amp;A rate</td>
<td>BA, AA</td>
<td>✓</td>
<td></td>
<td>BA has completed this objective</td>
<td></td>
</tr>
<tr>
<td>5: Working &amp; Learning Together in Diverse Environment</td>
<td>1. Implement the Campus Diversity Plan and monitor climate</td>
<td>AA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Continue Council on University Community</td>
<td>AA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Develop programs to assist faculty in educating diverse student population</td>
<td>AA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Develop programs to improve working relationships for diverse faculty and staff</td>
<td>AA, BA</td>
<td></td>
<td></td>
<td>BA currently offers training and professional development on a variety of diversity based issues - this is an ongoing issue in nature</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Expand international programs for students and faculty</td>
<td>AA</td>
<td></td>
<td></td>
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</tbody>
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### Institutional Strategic Plan Scorecard: 2011-2016

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<tr>
<td><strong>6: Enhance the Quality of Campus Life &amp; the Collegiate Experience</strong></td>
<td></td>
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</tr>
<tr>
<td>1. Implement strategic plans for Student Affairs and Athletics with a focus on football &amp; women's sports</td>
<td>Athletics, SA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Establish special interest housing to accommodate the needs of unique student populations such as graduate students, international students, and out-of-state students.</td>
<td>AA, BA</td>
<td></td>
<td>▲</td>
<td>BA contributes this through funding, construction, and renovation upon the request of AA and HRL</td>
<td></td>
</tr>
<tr>
<td>3. Assess safety and security by Campus Safety and Security Committee and its subcommittees on Substance Abuse and Suicide Prevention and Clery Act Compliance.</td>
<td>SA, AA, BA</td>
<td></td>
<td>▲</td>
<td>BA completes annual reviews and reports - this is ongoing in nature</td>
<td></td>
</tr>
<tr>
<td>4. Implement and resource recommendations from the Accessibility Advisory Committee</td>
<td>BA</td>
<td>✓</td>
<td></td>
<td>BA implements these recommendations as they are approved</td>
<td></td>
</tr>
<tr>
<td>5. Implement ongoing outreach by Title IX Office and provide guidance and education to constituents on topics of sexual assault, stalking, and relationship violence.</td>
<td>SA</td>
<td></td>
<td>▲</td>
<td>Unit moving to Legal Affairs in 2016</td>
<td></td>
</tr>
<tr>
<td>6. Implement long-range plans for construction and development of new residence halls, counseling center, and health and wellness center.</td>
<td>SA, BA</td>
<td></td>
<td>▲</td>
<td>BA has included this in the 2016-21 BA SP</td>
<td></td>
</tr>
<tr>
<td>7. Evaluate opportunities for public-private partnership with respect to hotel-conference center near N Tryon Street and JW Clay Blvd.</td>
<td>Adv, Chan</td>
<td></td>
<td>▲</td>
<td></td>
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</tr>
</tbody>
</table>
## Institutional Strategic Plan Scorecard: 2011-2016

### Objective to continue into next Strategic Plan 2016-2021
- Objective should be complete by end of fiscal year 2016

### Objective should be discontinued or modified
- Objective completed

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<tr>
<td>7: Local, State, &amp; National Recognition of the University</td>
<td>1. Implement an integrated internal and external communications strategy to build awareness of the University.</td>
<td>ADV</td>
<td>❌</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>2. Develop a new university, unified website design that communicates a clear and consistent image</td>
<td>ADV</td>
<td>✔</td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>3. Develop and implement a coherent political relations strategy to secure additional resources and address critical needs.</td>
<td>ADV, ITS</td>
<td>✔</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>4. Strengthen university responsiveness to industry need via Community Engagement Council and organizational charge</td>
<td>AA, ADV</td>
<td>✔</td>
<td>Org decision made, industry liaison position needed</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Community Affairs to develop process to recognize employees at local, state, regional, national levels</td>
<td>ADV</td>
<td>✔</td>
<td></td>
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</tr>
</tbody>
</table>

### REASON CODES:
- Cabinet Approval (CA)
- Low ITS Priority (ITS)
- OSP Approval (OSP)
- Low Unit Priority (UnitP)
- Additional Personnel (PN)
- Other (OTH)
- Low Institutional Priority (InstP)
- Low Divisonal Priority (DivP)
2011-2015
Academic Affairs Division
Strategic Goals & Scorecard
## Academic Affairs Goals 2011-2015

**Academic Affairs supports the mission of UNC Charlotte as North Carolina’s urban research university through commitment to the Division’s goals:**

<table>
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<tr>
<th>Goal 1: Educational Offerings</th>
<th>Offer a portfolio of educational programs to fit the needs of the region</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 2: Advance Research &amp; Scholarship</td>
<td>Advance programs of research and scholarship that expand the frontiers of knowledge</td>
</tr>
<tr>
<td>Goal 3: Prepared Graduate Students</td>
<td>Graduate students that are prepared for personal success</td>
</tr>
<tr>
<td>Goal 4: Quality Teaching/Mentoring</td>
<td>Integrate quality teaching and mentoring at the graduate level</td>
</tr>
<tr>
<td>Goal 5: Response to Diverse Community</td>
<td>Respond to the educational needs of a diverse community</td>
</tr>
<tr>
<td>Goal 6: High Quality Advising</td>
<td>Promote student achievement through high quality advising</td>
</tr>
<tr>
<td>Goal 7: Engaged Partnerships</td>
<td>Engage in focused efforts through partnerships with public, private, and non-profit orgs</td>
</tr>
<tr>
<td>Goal 8: Faculty/Staff Development</td>
<td>Support the success of faculty &amp; staff career development</td>
</tr>
<tr>
<td>Goal 9: Promote Diversity</td>
<td>Promote diversity</td>
</tr>
<tr>
<td>Goal 10: Culture of Assessment</td>
<td>Create flexible, responsive culture that uses assessment for improvement</td>
</tr>
</tbody>
</table>
# Academic Affairs
## Strategic Plan Scorecard: 2011-2015

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</thead>
<tbody>
<tr>
<td>1. Offer a portfolio of educational programs to fit the needs of the region</td>
<td>1. Liberal Education</td>
<td>CLAS</td>
<td>✔️</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Science and Technology</td>
<td>COE.CCI</td>
<td>✔️</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Business and Finance</td>
<td>COB</td>
<td>✔️</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Children, Families, and Schools</td>
<td>COEd</td>
<td>✔️</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Healthcare and Health Policy</td>
<td>CHHS</td>
<td>✔️</td>
<td>✔️</td>
<td></td>
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<tr>
<td></td>
<td>6. Arts and the Creative Economy</td>
<td>CAA</td>
<td>✔️</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. Urban and Regional Development</td>
<td>All AA Div</td>
<td>✔️</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. Interdisciplinary Programs</td>
<td>All Colleges</td>
<td>✔️</td>
<td>✔️</td>
<td></td>
</tr>
</tbody>
</table>
| 2. Advance programs of research and scholarship that expand the frontiers of knowledge | 1. Within the 8 thematic areas of academic programs, build critical mass | All Colleges | ✔️ | ✔️ | PN
| | 2. Tenure track faculty will achieve distinguished records of research | All Colleges | ✔️ | ✔️ | |
| | 3. Task force to study increasing research | R&ED | ▲ | ✔️ | |
| | 4. Complete AURA | R&ED | ▲ | ✔️ | PN
| | 5. CRI will support research, foster entrepreneurship, target investment | CRI | ✔️ | ✔️ | |
| | 6. Atkins Library will expand and refine its services | Library | ✔️ | ✔️ | |
| | 7. Work with BA-FM to ensure adequate research facilities | SRASSO.C | ✔️ | ✔️ | |
| 3. Graduate students that are prepared for personal success | 1. Ensure goals of General Education Program are met | UCOL | ✔️ | ✔️ | |
| | 2. Fully implement Communication Across Curriculum program | UCOL | ▲ | ✔️ | Grant account setup and grants billing in progress
<p>| | 3. Enhance General Education Program | UCOL | ✔️ | ✔️ | |
| 4. Integrate quality teaching and mentoring at the graduate level | 1. Provide effective support to promote retention | AA | ✔️ | ✔️ | |
| | 2. Provide access to mentoring for faculty and periodic program review | AA,GRAD | ✔️ | ✔️ | |
| | 3. Expand Graduate Professional Development Program | CGL | ✔️ | ✔️ | |
| | 4. Office of Int'l Programs enhance support of graduate level students | OIP | ✔️ | ✔️ | |
| | 5. Key units will review international student admission process | EM,OIP | ✔️ | ✔️ | |</p>
<table>
<thead>
<tr>
<th>Goals</th>
<th>Objectives</th>
<th>Owner(s)</th>
<th>Complete Status</th>
<th>Reason Code (Other than funding constraint)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5: Respond to the educational needs of a diverse community</td>
<td>1. Increase access to, and completion of, degree programs</td>
<td>AA, Colleges</td>
<td>Distance ed. Review</td>
<td></td>
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<tr>
<td></td>
<td>2. Continuing Education will assist the colleges to respond to distance ed needs</td>
<td>Ext A Prog</td>
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<td></td>
<td>3. Assist faculty in maximizing the use of on-campus facilities</td>
<td>CTL</td>
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<td></td>
<td>4. Improve access to campus programs for individuals with disabilities</td>
<td>ACSVS, FM</td>
<td></td>
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<td></td>
<td>5. Office of Continuing Education will provide assistance to unemployed</td>
<td>Ext A Prog</td>
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<td></td>
<td>6. Colleges will expand access to faculty by the community</td>
<td>Colleges</td>
<td></td>
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<tr>
<td>6: Promote student achievement through high quality advising</td>
<td>1. Ensure the provision of high-quality advising; expand availability</td>
<td>AA, Colleges</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>2. Review and expand effective academic support services</td>
<td>AA</td>
<td></td>
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<td></td>
<td>3. Promote timely degree completion</td>
<td>AA, Colleges</td>
<td></td>
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<td></td>
<td>4. Expand and improve opportunities for curricular engagement</td>
<td>Colleges</td>
<td></td>
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<td></td>
<td>5. Expand student/faculty participation in international experiences</td>
<td>OIP, Colleges</td>
<td></td>
<td></td>
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<td></td>
<td>6. Support retention through efficient administrative processes</td>
<td>EM, Colleges</td>
<td></td>
<td></td>
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<tr>
<td>7: Engage in focused efforts through partnerships with public, private, and non-profit orgs</td>
<td>1. Via Metropolitan Studies</td>
<td>Met Stud</td>
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<td></td>
<td>2. Via CRI</td>
<td>CRI</td>
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<td></td>
<td>3. Directly through the Colleges</td>
<td>Colleges</td>
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<tr>
<td>8: Support the success of faculty &amp; staff career development</td>
<td>1. Colleges will review guidelines for personnel actions and development</td>
<td>Colleges</td>
<td>DivP</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Division will establish Faculty Affairs Office and increase management expertise</td>
<td>AA</td>
<td>PN</td>
<td></td>
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<tr>
<td></td>
<td>3. ITS will deliver a wide array of infrastructure and systems enhancements</td>
<td>ITS</td>
<td>PN</td>
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<td></td>
<td>4. Additional ITS improvements</td>
<td>ITS</td>
<td>PN</td>
<td></td>
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<tr>
<td>9: Promote diversity</td>
<td>1. Achieve goals through plans in all units, recruiting, etc.</td>
<td>AA</td>
<td>New strategic plan</td>
<td></td>
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<tr>
<td></td>
<td>2. Administer campus climate survey and disseminate results to Colleges</td>
<td>IR</td>
<td></td>
<td></td>
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<tr>
<td>10: Create flexible, responsive culture that uses assessment for improvement</td>
<td>1. Commit staff to support a successful accreditation process</td>
<td>AA</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>2. Externally validate professional programs</td>
<td>AA</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Colleges and support unit will complete effectiveness plans and assessments</td>
<td>All</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Office of Institutional Research will lead assessment, SACs and QEP processes</td>
<td>IR</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Reason Codes:**
- Cabinet Approval: CA
- Low Div Priority: DivP
- OSP Approval: OSP
- Low ITS Priority: ITS
- Additional Personnel: PN
- Low Unit Priority: UnitP
- InstP
- Other: OTH
2011-2016
Academic Affairs’
Key Accomplishments
This is an opportunity for incoming students to come together for their first official university event. The New Student Convocation is a ceremony attended by faculty, first-year course instructors and students to officially welcome and induct new undergraduate students into the UNC Charlotte community of learners. During the convocation ceremony, students will learn about UNC Charlotte’s history, mission, values, and academic expectations. Just as graduation marks the completion of a course of study, Convocation marks the beginning of the new students’ academic journey at UNC Charlotte.

The goals of the New Student Convocation are to:

1. Communicate the institution’s values, expectations and commitment to student success.
2. Build community by establishing a ritual which:
   a. Promotes student identification with UNC Charlotte, e.g. becoming a 49er.
   b. Creates a meaningful rite of passage that fosters students’ sense of belonging and incorporation into the UNC Charlotte community
3. Welcome the new students and nurture inclusion: ‘make them feel that they belong’ (Schlossberg, 1989). In addition, New Student Convocation can provide an important “validation” experience for first-generation students and for adult students who are in need of assurance that they made the right decision by coming to college (Rendon, 1994). of assurance that they made the right decision by coming to college (Rendon, 1994).
4. Crystallize the legacy of the University. In the event, students will have a chance to learn about the history of UNC Charlotte and receive the challenge to continue its mission.
5. Increase graduation rates.

In Fall 2013, Prospect for Success was initiated in response to the SACSCOC requirement of implementing a five-year Quality Enhancement Plan that impacted student learning. The goal of PFS is to increase the depth and the extent of students’ engagement with their education. Its purposes are to engage freshman as active partners in developing and evaluating their own learning; setting personal and professional goals; and understanding their role in local and global communities. The PFS curriculum focuses on the core outcomes of learning and inquiry, intercultural knowledge, commitment to success, communication, and reflection. Overall, Prospect for Success is associated positive performance on student success measures in the first year: higher GPA and return rate in the fall semester and lower withdraw, academic probation and suspension rates.

PORTAL
Partnership, Outreach and Research to Accelerate Learning (PORTAL) building serves as a collaborative hub for engagement of members from industry, government, and academia. It fosters partnerships with private industry where entrepreneurs can collaborate with peers, faculty members and students. The facility was designed to stimulate business growth and job creation along with promoting research and innovation. PORTAL is the new home of Ventureprise, a venture development organization. Ventureprise offers an incubator and accelerator program to entrepreneurs and early-stage enterprises that is affordable and that features ready-for-business.
office space, business model development, business growth assistance, coaching and mentoring, relevant education programs and connections to businesses and University resources.

The Data Science Initiative (DSI) at UNC Charlotte is an industry-university-state partnership, led by the College of Computing and Informatics and the Belk College of Business, with strategic input from the College of Health and Human Services and other academic departments. The term “Big Data” has been coined to describe this informational tsunami that impacts every aspect of business operations in virtually every economic sector.

The three pillars of DSI include:

- Interdisciplinary academic programs to develop a new generation of data scientists, business analysts, and managers who will have both technical and business skills to transform data into smart, innovative business solutions. These programs include a Professional Science Masters (PSM) in Data Science and Business Analytics, the PSM in Health Informatics, and associated graduate certificates.
- Professional development programs for industry professionals and executives that will provide state-of-the-art training in the strategic use of data for innovative decision making.
- An industry-university consortium that integrates academic research with business innovation and is driven by real-world Big Data challenges.

The Innovation Lab, located in the Portal Building, is a key component of DSI’s strategy for collaboration, visualization, and presentation capabilities of our students/interns, researchers, industry partners, government partners, and participants from the Charlotte entrepreneurial community. Its key elements will be computational and design process environments that enable, support, and encourage creative thinking, innovative solutions, and novel applications.

Energy Production and Infrastructure Center (EPIC) – Was formed in response to the need from industry to supply highly trained engineers qualified to meet the demands of the energy industry – through traditional and continuing education, and provide sustainable support to the Carolina energy industry by increasing capacity and support for applied research. It serves as a state-of-the-art research center that provides education and applied research opportunities to students with energy related interests. EPIC brings together industry, students, faculty and research experts in disciplines of electrical and computer, civil and environmental, and mechanical engineering to collaborate on interdisciplinary research and learning.

Select departments within the William States Lee College of Engineering collaborated with EPIC to develop energy concentrations. At the graduate level, Power and Energy Systems concentrations exist within the College of Engineering as well as the Belk College of Business. Also, a Graduate Certificate Program on Energy Analytics is available.
2015-2016 Academic Affairs’ Highlights by Goal
Goal 1: Educate a diverse student body through an integrated academic experience that positions graduates for personal success and civic responsibility in the global environment of the 21st century.

Academic Services

Process Changes

Staff Development

Professional Development for Academic Advisors: In Spring 2015, 48 academic and career advisors attended a professional development half-day seminar and were surveyed to learn of their interest and need for more professional development. A total of 18 responded, with 100% indicating that we should offer a professional development seminar again in the future. Given these results, a half-day seminar was offered in the Spring of 2016 for academic, career, and financial (aid) advisors. A total of 72 advisors attended. Evaluations were positive (average 4.0/5.0).

Belk College of Business

Curriculum Changes

Course Revisions

BS in Accounting - After reviewing assessment data, Accounting faculty placed additional emphasis on basic Excel skills, particularly in ACCT 3340, Accounting Information Systems, as Accounting faculty did not feel students were getting enough Excel training. An effectiveness measure directly related to Excel was added to their AoL plan and an Excel project was implemented.

BSBA/INFO 2130 - An INFO 2130 Committee was formed to improve the course. The Committee decided the course should focus on Microsoft Excel, rather than web design and Microsoft Access, allowing the students to focus on using Excel for problem solving and analysis. It is hoped this will help improve student’s ability to use Excel throughout the BSBA curriculum. The Committee also decided to go back to teaching the course in a face-to-face lecture style for the majority of the sections. Students who have a background in Excel may elect to register for a hybrid section, provided they pass a prerequisite Excel test.
College of Computing and Informatics

Curriculum Changes

Pedagogy Changes
Observations of high DFW rates in introductory CS courses led faculty to develop new pedagogical approaches to these courses. For example, several sections of the first CS introductory course use active learning strategies (such as ‘flipping’ the classroom), team-based projects, and hands-on learning activities in the classroom, as opposed to the traditional approach of lecture style classes.

Curricular Change
Analysis of student enrollment characteristics revealed that about half of the College’s new UG enrollment are transfers from another institution. Thus, the College created a new PFS course (ITSC 2600) tailored to the specific needs of the transfer student population.

Process Changes

New Service
Analysis confirmed low enrollment of female students (16%) in the College’s undergraduate programs. These data indicated a need for interventions designed to attract new female students to the programs as well as retain those female students currently enrolled. The college launched a mentoring program where industry partners mentor female computing students.

College of Education

Curriculum Changes

Course Revision
REEL - The Department of Reading and Elementary Education examined the edTPA data from the 2014-2015 academic year for two pre-service teacher preparation programs, the Graduate Teaching Certificate program and the Undergraduate program. They looked at mean scores of each of the four components to be assessed from the beginning of the year and the end of the year: edTPA Task 1: Planning for Planning for Instruction and Assessment, edTPA Task 2: Instructing and Engaging Students in Learning, edTPA Task 3: Assessing Student Learning, edTPA Task 4: Elementary Mathematics.

Faculty found that students did not seem to get much better at these tasks/components of teaching and learning as predicted. Noting that the performance of the undergraduate candidates on edTPA Task 4 was significantly lower than those enrolled in the Graduate
Certificate program, the practice task was moved from MAED 3224 to MAED 3222 to incorporate the practice work into a more natural examination of children’s understanding of number sense concepts and to more comprehensively address assessment and differentiation across the program. This modification was done concurrently with changes to ELED 3111, which most candidates complete during the same semester as MAED 3222. ELED 3111 was modified to include a more intensive learning segment (unit) planning, formative assessment, and differentiation strategies focused on the mathematical concepts introduced in MAED 3222. Further, the faculty collaborated to modify the edTPA student teaching workshops to emphasize and specifically target the areas and aspects of the various tasks where our candidates needed additional support.

**Process Changes**

**New Service**
The departments of Middle Secondary K12 Education (MDSK) and Reading and Elementary Education (REEL), implemented official “Assessment Days,” in which all faculty members gather by program area, analyze data from the previous semester, and discuss changes to be made to improve programs and learner outcomes. One area both departments tackled this year was an analysis of the role of our new student assessment tool, edTPA, had on student learning.

**New Development/Training**
**MDSK**: The edTPA tool was also a source for program change. The Department secured a grant to recruit and train 15 K-12 teachers who committed to serving as Cooperating Teachers (CTs) to interns in 2015-16, and members examined the impact these trained CTs had on their teacher candidates’ performance on edTPA. MDSK teacher candidates whose CTs (15) participated in the summer training obtained significantly higher mean scores on all five rubrics that assess lesson planning skills than did their peers whose CTs (30) did not receive the training.

**College of Health and Human Services**

**Curriculum Changes**

**New Degree Offering**
**CHHS Census and tracking pre-majors**: CHHS routinely examines student composition within the college. With the large numbers of pre-majors and the diminished capacity for those pre-majors to be admitted into upper division majors, the college is working to offer a BS in Health Systems Management, which would be free of academic barriers (other than good academic standing) and accreditation restrictions.
Process Changes

New Service

CHHS Advising Center: The Intrusive Advising Campaign targeted CHHS pre-majors with GPAs $\leq 2.5$ and who had not met with an advisor during the spring semester. 195 students were sent an individualized email with specific details about their program of study, being on course, missing key courses for the major or about graduation. Of the 195, 71% responded to the email.

College of Liberal Arts and Sciences

Curriculum Changes

Course Revision

Aerospace: PT score sheet were reviewed for each cadet. PT scores were not at a level that made cadets competitive for recognition and selection for Field Training.

During the Fall 2015 semester, the average PT score for the Detachment was 90.5 (out of 100). That is an acceptable number, but not outstanding or competitive. In order to raise that average, we tailored PT sessions (every Monday, Wednesday, and Thursday, 6:00-7:00 a.m.) in an effort to raise the Detachment average above 93.2 (the national average). More emphasis was put on pushups, sit-ups, and running (the 3 components of our physical fitness assessment). As a result, our average increased to 92.7.

Curricular Change/New Service

American Studies: Review of enrollment data for summer courses. During the past two years, there appeared to be shifts in the number of students registering for certain courses. As a result, some courses had to be cancelled due to low enrollment. In planning for Summer 2015, we made changes to the summer schedule, revamped course titles and descriptions, and undertook a vigorous marketing campaign to promote summer courses to undergraduate students. As a result, our summer enrollment increased modestly by about 4%. Also, fewer courses had to be cancelled.

Process Changes

Revised Process

College Office—Scheduling: Anticipating the likelihood of classroom scheduling problems, the Senior Associate Dean and the Associate Dean for Academic Affairs met with the Senior Associate Provost to discuss the need to do a scheduling simulation to predict possible problems. The Senior Associate Dean surveyed units in the college to acquire data about their likely Spring 2017 schedules. Data about the number and size of additional sections were obtained. These data were submitted to the Office of the Registrar who conducted the simulation. The Senior Associate Dean, Associate Dean for Academic Affairs, and Associate Dean for Student Services are meeting with the
University Registrar and the scheduling coordinator to identify assumptions and outcomes of the simulation. Based upon that meeting, the Senior Associate Dean will formulate instructions to the units in the college about preparing their Spring 2017 schedule.

**Revised Process**

**Advising Center**: Students were surveyed in Fall 2015 to assess their use of our advising technology tools. The purpose of the survey was to determine how the Center advisors could better serve the students’ needs. For fall 2015, the advising center survey was changed from “student satisfaction” to asking students about their use and comfort level with advising technologies. Advising Center staff had already decided to hold workshops introducing students to the advising technologies, but needed to determine which areas would be appropriate.

33% of Advisees responded to the survey during the fall 2015 advising season. Of those surveyed, only 66.7% (305) know how to access their Advising Transcripts in Banner. Only 58.2% (266) had prepared a list of potential courses they could take the following semester before their advising appointment. Forty-three or 9% of students reported receiving flags in Starfish and completely ignoring them. About the same number of students admitted that they received flags in Starfish and did follow-up with their professors or the UCAE for assistance. The information above and the ever-changing advising technologies used on this campus further confirm that we should push forward with offering the advising technologies workshops to freshmen.

**New Process**

**Department of Biological Sciences**: In Fall 2015, we designed and implemented the Biology Placement Exam, to assess if incoming freshman and Community College transfer students are prepared to take our introductory biology sequence (BIOL 2120 and BIOL 2130) or if they first need to take BIOL 1110. Previously, we had used the MATH SAT score to determine placement in a beginning BIOL course, but found this approach was inaccurate. We developed a Biology Placement Exam to create a more relevant measure of student preparation. The data for the 2015-2016 academic year reveals that the Placement Exam is a better predictor of student preparation and ability to progress than was the MATH SAT.

**Enrollment Management**

**Process Changes**

**Grant Funding**

Assessed data to determine if the university qualified to submit a proposal for a completion grant program that will assist needy senior students who are at risk of stopping out. This assessment lead to a successful application and receipt of a grant.
from the Association of Public and Land-grant Universities (APLU) which will allow UNC Charlotte to establish a program that will improve completion rates.

**New Process**
The USO has identified that a number of individual scholarship administrators do not understand the process used to determine the available balance to award for endowed scholarship funds. This is a direct reason scholarship funds have gone un-awarded in prior years. The USO will take two corrective actions. First, the USO will work with external contractor and ITS to incorporate a financial component to the NinerScholars Administrator Portal which allows colleges/departments to view scholarship balances available as they make their award decisions. Second, the USO will communicate directly with each scholarship administrator to raise awareness of the new University Scholarship Report maintained by the Treasury Services Department, and provide training on use of the report with guidance from Treasury Services. These actions will greatly reduce the amount of scholarship funds that are not awarded for an academic year. This new resource will define the total level of scholarship funding available for a given academic year, taking into account renewable awards, scholarships declined, recipients who did not return to UNC Charlotte, or other factors. This information is not currently available, which makes it impossible to determine the percentage of funding available and percentage awarded on an annual basis.

**Information and Technology Services**

**Process Changes**

**Staff Development**
The CTL department used survey data of adjunct faculty instructors to develop a suite of new services specifically targeting the needs of these faculty:

- Faculty learning community
- Reading group
- Online orientation
- Website of resources tailored to adjunct faculty needs

**J. Murrey Atkins Library**

**Process Changes**

**New Processes**

**Roaming Initiative**: Atkins library implemented a new roaming initiative as a part of our Ask Atkins service. Ask Atkins offers email, text, phone, and onsite information and research services to our in-building patrons. Roaming services are comprised of student workers who “roam” or walk around the Library to offer “just in time” help. The roamers carry tablets, so they can help students with a variety of questions or refer them to the appropriate personnel. The roamers track their questions as they help students and
using this data, we were able to refine our hours from 8 - 5 Monday through Friday to noon - 8:00 PM Monday through Thursday and 10 - 6 on Friday. These changes were made to best accommodate our patrons' library needs. In addition, the Library hosted four focus groups to determine how our patrons view the roaming service and ask about what they would like to see in the future. Many of the focus group participants were not aware of the service and suggested we promote the service. Based on their feedback, we created a marketing campaign that includes posters, t-shirts, social media posts, and website information.

**Live Chat Kiosks:** The Library analyzed circulation and desk question data to gain insight into how our service points should be staffed. The data showed that only 5% of patron questions were asked at the North Entrance desk. Laptop circulation was 84% of circulation checkouts and with the move of the laptops to the main desk the use of the North Desk was minimized as other circulation services are only offered at the main desk. Through our data analysis, we could see that 51% of questions asked at the North Desk were directional or printing and we determined that a kiosk could satisfy patron needs at this location. Through this initiative, our Technology and Digital Strategies unit is in the final stages of designing a kiosk that includes a live chat feature for students who need more assistance that will be deployed several places in the building as well as in Atkins Spaces across campus. In addition, we were able to move staffing funds to add a new layer of roaming services to Ask Atkins and provide our patrons with service at their point of need.

**Metropolitan Studies and Extended Academic Programs (MSEAP)**

**Process Changes**

**New Process**

**Distance Education (DE):** Through data collection and analysis from the Banner system, Distance Education (DE) has identified a large number of online and blended courses not managed by DE. These data are being used to identify programs that may not be approved to be offered in their current format. DE will work with each of these academic departments to bring them into compliance with General Administration and SACSCOC criteria.

**University College**

**Process Changes**

**New Processes**

**Advising Systems:** Using data to provide targeted advising: The University Advising Center completed three campaigns during 2015-16 using data from EAB's Student Success Collaborative. Targeted populations and goals included
• Fall 2014 UCOL freshmen cohort of 44 with a cumulative GPA from 0-1.99 who were enrolled for the fall of 2015 to identify and eliminate high-risk courses on the students' fall 2015 schedules. Results were mixed, with 14 students returning to good standing, and 9 remaining on probation after fall 2015.

• 80 UCOL students with a cumulative GPA between 3.7 and 4.0 who were enrolled for the fall of 2015 to recognize academic accomplishment and urge declaration of a major. Sixteen percent declared the major.

Course availability: The course availability reports led to the development of a crude metric to assess course availability – a % of seats filled ratio, with the presumption being that anything over 95% filled was an indication of insufficient seats and that 90-95% filled was an indication of possible concern. Strategic resource allocations were made to address the shortfalls identified using this data and targets were set to guide Fall 2016 scheduled building. Continued reports of problems during Spring 2016 registration, particularly in some critical upper division courses, led to the development of an expanded list of critical courses – the Top 40 and Progression course report which can be used in the future. In addition a more comprehensive management plan was established to track enrollment over the summer SOAR season.

Goal 2: To expand the frontiers of knowledge and leverage discovery for the public benefit through innovative programs that span the disciplines in research, creative activities, and graduate education.

Belk College of Business

Curriculum Changes

Course Revision
MS in Economics: MS in Economics faculty placed greater focus on writing econometrics models in ECON 6112, Graduate Economics, after assessment data showed this is an area of weakness among student learning. Moving forward, this area will be tested later to allow students more opportunities to practice writing models and testing hypotheses before being tested on these concepts.
College of Health and Human Services

Process Changes

New Process
Investing in the Research Enterprise: The previous dean had instituted a research incentive program which returned faculty buy-out (buy-out from teaching on external grants) back to individual faculty. Analysis of expenditures over a 3 year period revealed capricious and end-of-year spending on items that were frequently directly unrelated to faculty research projects or related outcomes. Instituted a new process designed to support start-up and pilot projects as well as respond to the unexpected needs of our successful grant PIs. We have completed our first year of a program called the Research Enhancement Fund (REF), distributing almost $80,000 back to faculty researchers for specific, pre-approved, research-related expenditures or purchases, as well as providing needed support to the research office as our grant enterprise grows (graduate student help, infrastructure, etc.).

College of Liberal Arts and Sciences

Curriculum Changes

Curricular Change
Sociology: The chair of the Department of Sociology noticed on the schedule that two faculty are teaching very similar courses to different graduate students. She then examined course offerings across departments and found that this is a problem that spans departments. Multiple departments offer similar graduate-level quantitative methods courses. Chairs and graduate program directors in Sociology, Geography, and Public Policy met to discuss the possibility of combining courses in 2014. In 2015, they reviewed course offerings and assessed which courses could be offered across departments.

The Graduate School

Curriculum Changes

New Course Offering
Satisfaction surveys found that graduate students felt a need for greater help in developing communication skills particularly in public speaking. As such, staff from the Center for Graduate Life partnered with the Department of Communication Studies and the Speaking Resource Center director, to sponsor a consultant to work with graduate students to improve these skills. The program is open to both undergraduate and
graduate students. Consistent with our evidence for the need, the Speaking Resource Center has been booked almost exclusively with graduate students since it opened in March.

Goal 3: To engage community partners in mutually beneficial programs that enhance the economic, civic, and cultural vitality of the region.

Academic Services

Process Changes

Other-Staff Reorganization
Continued University Career Center Improvements - In response to the June 2014 UCC Internal Review Report recommendations, and following the hiring of a new Director, several improvements were made during the 2015-2016 year. Significant improvements include: a full staff reorganization; creation of a formal employer relations team and hiring of the first position solely devoted to the development of new employer relationships; expansion of temporary space to accommodate campus interviews (from 3 to 9 interview rooms), employer information sessions, seminar room, and space for staff members; initial planning for complete renovation; re-envisioning of an institution-wide process for data collection around career success (First Destination Survey); CLAS career advisors having reshaped programming to provide sector-based panels designed to educate students on career opportunities.

Metropolitan Studies and Extended Academic Programs (MSEAP)

Process Changes

Revised Process
Continuing Education (CE) - During the budget process for FY16, Continuing Education (CE) performed a return on investment (ROI) assessment of every program based on data collected during the enrollment process on marketing sources which generated positive net results for income and enrollments. Continued changes to the 2015-2016 marketing plans focused our efforts on the positive ROI sources and aligned plans with national benchmarking data for appropriate marketing spend percentages in our industry. As a result, CE eliminated marketing methods that did not yield significant results and redeployed the savings in new programs.
2015-2016
College of Liberal Arts & Sciences (CLAS) Student Learning Outcome Assessment Results
Overall in the College of Liberal Arts and Sciences, students are meeting the written and oral communication expectations of their degree programs.
College of Liberal Arts & Sciences
Program Assessment Results

At the end of each academic year, programs submit annual assessment plans and reports that detail which outcomes were assessed, how, when, and where they were assessed. The reports also detail what types of artifacts will be collected and how it will be evaluated. An artifact is the product or work that a student produces. Each program establishes an acceptable target for student achievement such as “70% of student will earn a score of 80 or higher on the assessment.” The results of the assessment act as one source of evidence about student learning. Depending on the results, program faculty are encouraged to use the results to inform decisions about the improvement of teaching and learning.
College of Liberal Arts & Sciences
Program Assessment Results

German
% of students meeting or exceeding performance target

- Language, Culture, and Historical Context of the German Speaking World: 100%
- Oral Proficiency: 83%
- Written Proficiency: 82%

International Studies
% of students meeting or exceeding performance target

- Interdisciplinary and Global Interdependence Knowledge: 96%
- In-depth Knowledge of a Particular World Region, Country or Issue: 99%
- Oral Communication: 100%
- Written Communication: 100%

Mathematics BS

- Understand the Nature of Proof and How to Construct Valid Mathematical Arguments: 70%
- Proficiency in Mathematical Skills and Field Knowledge: 82%
- Communicate Mathematical Concepts Orally with Clarity and Precision: 90%
- Communicate Mathematical Concepts in Writing with Clarity and Precision: 92%

Philosophy
% of students meeting or exceeding performance target

- Ability to Construct an Argument: 71%
- Ability to Analyze an Argument: 86%
- Comprehension of Philosophical Texts and Issues: 71%
- Written Communication: 100%
College of Liberal Arts & Sciences
Program Assessment Results

Details about specific outcomes and program improvements can be found at
2015-2016
Academic Support Services
Program Review Results
Program Review Process

Periodically, the academic support unit's conduct program reviews to ensure the quality of programs and services. The review process takes a critical view at what departments are doing and how well it is meeting its objectives. Program review is the foundation upon which all departments assess, maintain, and enhance program quality and vitality. As such, program review gives us the opportunity to reflect on the performance of a department/program, document what is being done well, identify areas for improvement, and plan for the future.

2015-2016 Highlights of Academic Support Units by Academic Affairs Goal

**Goal 1: To educate a diverse student body through an integrated academic experience that positions graduates for personal success and civic responsibility in the global environment of the 21st century.**

**Office of Financial Aid**

The office conducted several sessions for campus clubs and organizations. Representatives from the office led two different sessions for the College Board, one on student loan debt and the other on the ‘Early FAFSA’ initiative. In the spring, Assistant Directors (ADs) began an outreach program in the Student Center in an effort to put a ‘friendly face’ on the aid office. The ADs set up a table with a small sign and informed students know about their availability to talk to them about financial aid. The office also purchased a laptop to carry with them in order to find a student’s award on in real time without having to send them to the Reese Building.

The ADs have spoken with about 60 students in these tabletop sessions. This is a small but important beginning to improve student relations across campus. The office hopes to expand on this idea and set up tabletop sessions in other parts of campus.

**Office of Adult Students and Evening Services (OASES)**

The 49er Finish Program has a 10-year graduation rate of 695 (53 for 2015-2016). The program was honored as a “Model of Excellence” in the University Business Magazine. The program generates approximately $400,000 annually in tuition and fees. OASES is piloting an outreach effort with the College of Arts and Architecture to target 49er Finish students within that college to make the readmission and advising process more efficient.

Since the Adult Student Admissions Program’s (ASAP) inception in 1995, 518 degrees (40 for 2015-2016) have been awarded, and OASES implemented an early intervention advising process using data available in Starfish.

**Office of Education Abroad**

To advance campus-based internationalization efforts, the Office of International Program's International Education Initiatives (IEI) unit successfully hosted more than 30 programs that engaged over 23,000 students, faculty, staff, and community members throughout the 2015-16 academic year. This year’s highlights included a significant increase in the number of program participants in the following programs: International Career Panel (25% increase; n = 61), Great Decisions Lecture Series (40% increase; n = 72), and International Women's Day (42% increase; n = 57). The IEI team also implemented a successful process to obtain a more reliable indicator of the student attendance count at the 2015 UNC Charlotte International Festival. OIP
is pleased to report that students comprise 11% (n = 2,061) of the attendees at a traditional International Festival (n = 19,497), including the contribution of 400 student volunteers.

**Office of International Programs**
UNC Charlotte continues to strengthen its diverse community by further strengthening international student enrollments. The Fall 2015 census marked a record enrollment of 1,688 F-1 visa holders, representing approximately 6% of the total UNC Charlotte student body, with further breakdown by diploma level indicating that internationals comprise 23% of the graduate student body (n = 1,213) and 1.9% of the undergraduate student enrollment (n = 432). In the Institute of International Education’s 2015 “Open Doors” survey report on International Educational Exchange, UNC Charlotte is ranked as 107 in the nation among 245 institutions hosting 1,000 or more international students. Within the UNC system, only one institution ranks higher than UNC Charlotte.

**Atkins Library**
This was the inaugural year of the Student Library Advisory board: a dedicated group of Student Government Association representatives and volunteers who serve as a voice for students to communicate to the Library what they would like to see in their library experience. In just one academic year, suggestions from the Board led to improvements in library spaces and services (expanded weekend hours, more charging stations, changes to our group study booking system, new ideas about engaging with students around their academic needs), and is a new and valuable way of engaging with students at UNC Charlotte.

**Goal 2: To expand the frontiers of knowledge and leverage discovery for the public benefit through innovative programs that span the disciplines in research, creative activities, and graduate education.**

**OASES**
The Office of Adult Students and Evening Services (OASES) completed an Academic Support Unit Review process looking at course availability and services for adult students resulting in 14 university recommendations to improve offerings for these students. The review was presented for the Dean’s Council, Department Chairs, and the Student Success Working Group. So far, these presentations have elicited opportunities to collaborate with the Center for Teaching and Learning and the Atkins Library during the 2016-2017 academic year and will hopefully continue to open other avenues for advocacy.

**Office of Education Abroad**
**Brazilian Scientific Mobility Program:** In 2015-2016 the OIP’s Office of Intercultural and Educational Experiences (OIEE) applied for and received award to host participants in the Brazilian Scientific Mobility Program (BSMP). OIEE assisted and welcomed 15 BSMP students to campus for enrollment in various STEM-designated academic programs: Architecture, Urban Planning, Civil Engineering, Environmental Engineering, and Computer Engineering. BSMP students received scholarship funding from the Brazilian government. During their year as 49ers, the BSMP students shared their cultural perspectives and introduced different modes for approaching academic challenges.
Goal 3: To engage community partners in mutually beneficial programs that enhance the economic, civic, and cultural vitality of the region.

OASES

OASES partnered with the Atkins Library to develop a Family Friendly Room in the library for adult students with children. The room allows students to study on campus in the Atkins Library with their young children. The funding provided child-related books, educational computer, toys, furniture, etc.) and the library agreed to provide the computers and adult furniture for the space.

OASES awarded $123,300 in scholarship funds to 76 students; this represents the highest award amount and number in the 21-year OASES history.

Office of Financial Aid

The office hired an SQL expert last year who help write up to date reports. His expertise in report writing, as well as his ability to help think through how data should be pulled from Banner, has proved to be invaluable. The data provided is as accurate as it can be. The office now has a dashboard that can provide many useful data points about the University's students with a simple click of a button.

Another highlight of the 2015-16 academic year, was moving most of the paper documents into an electronic format. The Financial Aid Management Team spent several months in planning for the move to Perceptive Content, or ImageNow as it was formerly known, working closely with ITS. Perceptive Content makes the Financial Aid Office almost paperless. This is more than a simple imaging system. It takes the documents and routes them through a pre-established work-flow, directly to the office team member who is responsible for working on them.

Office of International Programs

On October 17, 2015, the Office of International Programs, with support from numerous campus and community partners, hosted the UNC Charlotte International Festival, the institution’s largest and longest-standing cultural event celebrating the campus and city international communities. The special celebration program featured the student organizations representing the two countries with the largest international student enrollment at UNC Charlotte: India (n =853; 51% of the enrolled international student body) and China (n = 213; 13%). With sunset, the crowd of approximately 1,500 enjoyed a fireworks display while listening to international instrumental music.

Library

Special Collections finished its three-year, grant-funded digitization project, Living Charlotte: the Postwar Development of a New South City. Collaborating with the Charlotte-Mecklenburg Library and Johnson C. Smith University, it digitized and made openly available online around 50,000 pages of publications and original manuscripts, hundreds of aerial photographs, and 130 oral history interviews that document Charlotte in the decades following World War II.

The Bryant McMurray motor sports photography project has received attention from motor sports industry media (TV productions and print publications). The library hired students to work on the project and images were publicly available on Goldmine.
Accreditation Approvals
Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

The following substantive changes have been submitted by UNC Charlotte and approved by SACSCOC:

2017

College of Business
Doctor of Business Administration (DBA)

College of Computing and Informatics
Master of Science in Cyber Security

2016

College of Computing and Informatics
• Graduate Certificate in Network Security
• Graduate Certificate in Secure Software Development

College of Education
• Graduate Certificate in Early Childhood Mental Health
• Master of Education in Middle and Secondary Education via distance learning and in Rowan-Salisbury School System District Office

Professional/Programmatic Accreditation Approvals

2016

College of Health & Human Services
• Master of Health Administration Commission on Accreditation of Healthcare Management Education (CAHME)
• Bachelor and Master in Social Work Council on Social Work Education (CSWE)

2015

College of Arts+Architecture
Bachelor of Arts in Dance— National Association of Schools of Dance (NASD)

College of Health & Human Services
Doctor of Nursing Practice—Commission on Collegiate Nursing Education (CCNE)

College of Liberal Arts & Sciences
Master of Public Administration—National Association of Schools of Public Affairs & Administration (NASPAA) 2015
Institutional Goals and Objectives 2016-2021
GOAL 1: Deliver high quality, affordable, and effective educational programs that produce educated and responsible citizens and a competitive workforce.

Goal 1 Objectives

OBJ: U01.1: Implement the 2016-2021 Academic Plan applicable to the Division of Academic Affairs, the academic colleges, and academic support units.

OBJ: U1.2: Implement the undergraduate and graduate enrollment management plans, which integrate the degree attainment goals of the UNC system with respect to the capacity of UNC Charlotte to accommodate and house additional freshmen, transfers, international students, returning undergraduates, and graduate students, such implementation to take place through Fall 2020.

OBJ: U1.3: Adopt campus and college academic plans after evaluating proposals for new program development in light of demonstrable need and financial feasibility. Move forward to implement the approved Doctor of Business Administration (DBA) degree as well as pursue approval by the Board of Governors for a new doctoral degree in Research, Measurement, and Evaluation; master’s degrees in Cyber Security and Respiratory Care, and a bachelor’s program in Health Systems Management.

OBJ: U1.4: Continue to implement and strengthen the Data Science Initiative, including its related academic degree programs, continuing professional education, and applied research, in partnership with industry partners in economic sectors critical for the greater Charlotte region: financial services, healthcare, retail, and energy.

OBJ: U1.5: Continue to implement new strategies to improve the retention and graduation rates of freshmen and transfer students, particularly emphasizing initiatives to accelerate the full integration of transfer students within the life of the University.

OBJ: U1.6: Continue innovative approaches to recruit, retain, and ensure academic success for non-traditional adult student populations, including veterans and “part way home” students seeking to complete their degrees.

OBJ: U1.7: Consider the recommendations of the Distance Education Task Force to expand and more effectively deliver academic coursework and programs via technology to improve student learning in courses appropriately delivered in this way, reduce demand for existing classroom and laboratory spaces, facilitate access to courses for timely degree completion, and/or reduce the costs of instruction.

OBJ: U1.8: Provide leadership for the work of the Medical Education Task Force, comprised of representatives of the UNC School of Medicine, the Carolinas HealthCare System, the Charlotte Medical Education Expansion Committee, and UNC Charlotte, to examine the long-term prospect of developing a four year medical school in Charlotte.

OBJ: U1.9: Prepare for a successful fifth-year SACS report submission and evaluation in 2019 by auditing the university’s compliance with the required standards, evaluating the university’s Quality Enhancement Plan (QEP), and preparing a QEP Impact Report.
GOAL 2: Stimulate increased research, creative activities, and community engagement with a focus on programs and partnerships that address the major needs of the Charlotte region.

Goal 2 Objectives:

OBJ: U2.1: Continue to develop new outreach and engagement programs and partnerships that enhance the civic and cultural life of the region, including partnerships with major institutions such as the Levine Museum of the New South.

OBJ: U2.2: Pursue initiatives that leverage the convening power and resources of the University as a trusted neutral party to help the larger community address issues of contemporary concern or promote regional economic development.

OBJ: U2.3: Continue the work of the Community Engagement Task Force to strengthen key community partnerships, develop appropriate models for integrating community engagement into the curriculum, and strengthen data collection and the development of appropriate metrics so that community engagement by faculty and students will have maximum effectiveness. As called for by the national Campus Compact network, develop a “Civic Action Plan” by March of 2017.

OBJ: U2.4: In consultation with academic and support-unit leaders, continue implementation of the comprehensive plan developed for the expansion of the University’s extramurally funded research programs to an elevated sustainable level of $55 million annually by 2021

OBJ: U2.5: In collaboration with Charlotte-Mecklenburg Schools, fully implement the engineering early college high school program developed on campus for students in grades 9 through 13. Consider the potential for a similar initiative dedicated to preparing students who may want to enter the teaching profession.

OBJ: U2.6: Continue the implementation of the strategic plan of Ventureprise (the former Ben Craig Center) to stimulate innovation and expand the entrepreneurial capacity of the region, with particular attention to educational efforts related to entrepreneurship and technology transfer.

GOAL 3: Improve the readiness of human resources and our academic, administrative, physical, and technological infrastructure to efficiently and responsibly operate an urban research university serving 35,000 students.

Goal 3 Objectives

OBJ: U3.1: Implement the 2016-2021 division plans for Business Affairs and Information Technology Services.

OBJ: U3.2: Continually assess the need for additional strategic salary initiatives for faculty and staff to ensure market competitiveness, improve retention, and address equity considerations that may arise as a result of salary compression.

OBJ: U3.4: Develop and implement a five-year plan for capital construction and renovation, including extensive renovation of academic facilities in the historic campus core, the development of a new Health and Wellness Center, a new Counseling Center, and an Admissions & Visitor Center.

OBJ: U3.5: Assess potential sites and funding sources for the creation of a permanent structure to house the early college programs referenced in Section 2.5 of this Plan.

OBJ: U3.6: Continue to implement and invest in the identified priorities for strengthening the capacity and reliability of the institution’s information technology infrastructure through the work of the IT Master Plan Steering Committee.

OBJ: U3.7: Implement a centralized administrative organization to oversee functions related to the maintenance of institutional integrity, including legal affairs, ethics and compliance, audit, enterprise risk management and Title IX.

OBJ: U3.8: Continue to implement the Advancing University Research Administration ("AURA") initiative to ensure that pre- and post-award grant and contract administration processes are customer-focused, efficient, sustainable, and scalable. Particular attention will be given to ensuring that research-related compliance and safety matters meet national standards of accreditation and best practices.

OBJ: U3.9: Complete implementation of recommendations made as a result of recent major reviews of campus-based operations and administrative processes that can produce significant reductions in annual costs or improve operating effectiveness. These include expanded implementation of an electronic time and leave reporting system, reform of the process governing student withdrawals from enrollment, and creation of a system to improve the administration and coordination of on-campus summer youth programs and athletic camps.

OBJ: U3.10: Through the "One University" initiative, identify and implement at least one study per year of an administrative process that could be made less burdensome or more effective and develop recommendations for improvement.

OBJ: U3.11: Continue to expand the University’s commitment to historically-underutilized businesses (HUB) owned by women and minorities, and cultivate expansion of HUB success in both construction and purchasing.

OBJ: U3.12: Continue developing and implementing the Campus Sustainability Plan to position UNC Charlotte as a regional role model and resource for issues of environmental sustainability.

OBJ: U3.13: Continue to work cooperatively with local officials to complete construction of the northeast light rail corridor by mid-2017, and to address new campus safety and traffic concerns associated with light rail.

OBJ: U3.14: Continue to assess opportunities for a public-private partnership to develop a hotel-conference center near the light rail stop planned for North Tryon Street at J.W. Clay Blvd.
GOAL 4: Improve significantly the base of supplemental non-state revenues for academic programs, administrative support, physical facilities, and student development, particularly need-based student financial aid.

Goal 4 Objectives:

OBJ: U4.1: Implement the fundraising goals and objectives of the 2016-2021 plan of the Division of University Advancement.

OBJ: U4.2: On the occasion of the University’s 70th anniversary since its founding in 1946, announce and then complete a comprehensive private fundraising campaign by the end of calendar year 2019, with a major focus on generating funds for need-based student financial aid.

OBJ: U4.3: Revise and implement the five-year strategic plan for the University Foundation initially approved by the Foundation Board and the Trustees in 2011.

OBJ: U4.4: Develop initiatives of the UNC Charlotte Alumni Association to engage alumni in the life of the University, particularly alumni residing in Mecklenburg County.

OBJ: U4.5: Implement a multi-year phase-in of the appropriate share of University administrative costs that a campus analysis determined should be paid by non-state auxiliary operations.

OBJ: U4.6: Assess criteria to establish and operate internal recharge units, including the appropriateness of recovering a portion of costs incurred by campus-wide administrative functions.

OBJ: U4.7: Expand initiatives in Research & Economic Development and the Division of University Advancement to increase the number of graduate fellowships through corporate, foundation, and government funding mechanisms.

GOAL 5: Enhance opportunities for learning and working together in a socially and culturally diverse world.

Goal 5 Objectives:

OBJ: U5.1: Implement the revised Campus Plan for Diversity, Access, and Inclusion approved by the Board of Trustees in April 2016, and regularly assess the campus climate to monitor the Plan’s impact.

OBJ: U5.2: Continue the work of the Council on University Community created by the Chancellor in 2006 with a more engaged and sustained approach to solicit input on its work from organized groups and offices with missions related to the goals of the Campus Plan for Diversity, Access, and Inclusion, including those relating to the presence of racial and ethnic minorities, LGBTQ individuals, and international students, staff, and faculty.

OBJ: U5.3: Develop additional programs to assist faculty in expanding cultural awareness of and delivering more effective instruction to a student body that is socio-economically and ethnically diverse, has varying levels of academic preparation, and has different learning styles.
OBJ: U5.4: Develop and deliver programs for faculty and staff to improve working relationships and strengthen cultural competence in an increasingly intercultural workplace.

OBJ: U5.5: Expand education abroad opportunities, bilateral international exchange programs for both students and faculty, on-campus internationalization opportunities, mastery of foreign languages, and international student recruitment opportunities.

**GOAL 6: Enhance the quality of campus life and the collegiate experience for students and other members of the campus community, both on-campus and in adjacent University City neighborhoods.**

Goal 6 Objectives:

OBJ: U6.1: Implement the 2016-2021 division plans for Student Affairs and Athletics.

OBJ: U6.2: Complete design and construction of the new Health and Wellness Center adjacent to the Student Union.

OBJ: U6.3: Complete design and construction of a new Counseling Center as an annex to the Student Health Center, and remodel the space in Atkins vacated by the Counseling Center to expand the University Career Center.

OBJ: U6.4: Implement the revised long-range plan for resident student housing, including completion of Levine Hall and the renovation of the high rise towers.

OBJ: U6.5: Implement the strategic plans for the Division of Student Affairs, other than as set forth herein, and the Division of Athletics, including initiating additional women’s sports programs to maintain compliance with Title IX including women’s golf (2017) and, potentially, women’s swimming, and sand volleyball.

OBJ: U6.6: Continue assessment of campus safety and security by the Campus Safety and Security Committee and the subcommittees on Substance Abuse and Suicide Prevention and Clery Act Compliance, and allocate appropriate resources for the most critical needs.

OBJ: U6.7: Renew the campus commitment to functional emergency preparedness for preventing and responding to emergencies that could adversely affect the safety of the campus community, interrupt campus operations, or cause damage to University facilities and grounds.

OBJ: U6.8: Implement the recommendations of the Campus Accessibility Advisory Committee (accepted by the Chancellor in 2011) and allocate appropriate resources for the most critical needs.

OBJ: U6.9: Continue outreach efforts by the Title IX Office in compliance with federal regulations and guidance concerning Title IX and the Violence Against Women’s Act, including the education of students, faculty, and staff related to the topics of sexual assault, stalking, and domestic and interpersonal violence, such efforts to include implementation of a regularly scheduled climate survey.
**GOAL 7: Build local, state, and national awareness of and respect for the work of the University and its people.**

Goal 7 Objectives:

- **OBJ: U7.1:** Implement the communication goals and objectives of the 2016-2021 Plan for the Division of University Advancement.

- **OBJ: U7.2:** Continue to implement an integrated internal and external communications strategy to build awareness of how the University and its constituents contribute to addressing community needs, with a particular focus upon work with community partners in mutually beneficial programs that enhance the economic, civic, and cultural vitality of the region. Continually assess the effectiveness of university-wide communications and the collaborative alignments between the central and distributed staffs.

- **OBJ: U7.3:** Develop and launch a redesign of the unified, main University website that communicates a clear, consistent, and polished image of the institution. The redesign will address www.uncc.edu and its main landing pages. New design options for colleges, departments, and administrative units will be developed as part of the initiative.

- **OBJ: U7.4:** Develop and implement a coherent political relations strategy to improve the ability of the University to secure additional resources and support to address critical needs.

- **OBJ: U7.5:** Continue to seek external recognition for the accomplishments of the University’s faculty, staff, and students by preparing and submitting nominations as appropriate for international, national, statewide, and regional award opportunities.

- **OBJ: U7.6:** Assess alternative models for the University’s preeminent award and recognition ceremonies to maximize attendance by members of the University and regional communities, as appropriate.
Academic Affairs’
Goals and Objectives
2015-2020
GOAL: AA01: Educate a diverse student body through an integrated academic experience that positions graduates for personal success and civic responsibility in the global environment of the 21st century.

Goal 1 Objectives:

OBJ: AA01.1: Complete the implementation of the Graduation Initiative. As part of this initiative, we will:

- Increase the retention of first time freshmen in all colleges by 5%;
- Achieve a six-year graduation rate over 60% for students entering as first-time full-time freshmen;
- Ensure seamless transfer for those holding Associates degrees to increase four-year graduation rates to over 80% by integrating students into their programs of study by the second semester of enrollment;
- Expand the Passport Program and add a residential component to facilitate successful transfer from North Carolina Community Colleges; and
- Implement The Graduate School’s Compact for Completion for new and returning graduate students.

To reach these targets, we will:

- Revamp advising programs to address the needs of transfer students, including internal transfer students and early college high school students;
- Link academic advising to financial aid and career advising;
- Examine the potential for a “one-stop shop” to streamline transactional processes around registration, financial aid, and other administrative functions;
- Work with University Advancement to increase scholarship aid;
- Fully deploy advising tools to enable more proactive advising;
- Examine degree programs and course offerings to remove unnecessary barriers to progression;
- Reduce DFW rates in key progression courses through course specific support or revision;
- Install a new degree audit system to increase the ability of students to track progress; and
- Identify and assist 10-20 graduate students annually to return to complete degrees.

OBJ: AA01.2: Support Curricular Integration by:

- Enacting the General Education revisions proposed by the Task Force on General Education as approved by the faculty;
- Increasing departmental participation in Communication Across the Curriculum;
- Expanding the use of portfolios as a tool to integrate General Education and major requirements;
- Revising assessment practices to emphasize instructional improvement in core competencies for General Education; and
• Developing interdisciplinary curricula that may include linked courses, team teaching, and undergraduate to graduate bridge programs.

**OBJ: AA01.3: Increase Opportunities for Students to Engage in High Impact Practices by:**

• Increasing funding for research experiences for undergraduates;

• Expanding internship opportunities;

• Expanding opportunities for international experiences;

• Increasing the availability of courses incorporating service learning;

• Increasing the availability of early entry and fast track graduate programs; and

• Engaging students in all fields in honors opportunities.

To support these initiatives, we will

• Create an Office of Undergraduate Student Research;

• Build and renovate classroom, laboratory, and library space to create student-centered learning environments;

• Renovate and expand the Career Center to facilitate implementation of the Career Curriculum;

• Adopt innovative models for honors programming that will permit the participation of larger numbers of students;

• Seek a Phi Beta Kappa chapter to recognize outstanding students in the arts and sciences;

• Complete the installation of the Honors College and Levine Scholars Program in Levine Hall;

• Expand professional development programming in the Center for Graduate Life; and

• Reorganize support for the use of instructional technology to promote innovation for both residential and online education.

**OBJ: AA01.4: Expand the Portfolio of Programs Offered to Meet Student Need and Demand by:**

• Launching the Doctor of Business Administration (DBA);

• Pursuing approval for degrees in
  o Education Research, Measurement, and Evaluation (PhD)
  o Cyber Security (MS)
  o Health Systems Management (BS)
  o Respiratory Care (MS)
  o Architecture (MS)
  o Management (MS)
  o Civil Engineering (PhD)
  o Athletic Training (MS);

• Conducting feasibility studies for programs in
  o Bioengineering (MS, PhD)
  o Master of Fine Arts (MFA)
  o Systems Engineering (MS, PhD)
  o Rhetoric and Writing (certificates and minor)
  o Women and Gender Studies (BA)
  o Global Studies (PhD);

• Exploring partnership opportunities with international institutions for collaborative degree programs, particularly in the humanities;

• Expanding the impact of the Data Science Initiative through new concentrations in existing programs;

• Developing international conduits through the Office of International Programs to support the recruitment and exchange of undergraduate and graduate students;
• Deploying resources to support distance and summer programs as recommended by the Distance Education and Summer School Task Force report; and
• Increasing faculty lines to support the growth of curricular offerings. In support of this objective, we will,
  o Continue analysis of faculty workload to identify areas of need;
  o Ensure effective onboarding of new faculty, including adjunct faculty;
  o Support the Multicultural Postdoctoral Fellowship Program to increase faculty diversity, particularly in STEM; and
  o Expand mentoring and training opportunities for graduate faculty to ensure guidance for new faculty and excellence in mentoring and advising for all graduate students.

OBJ: AA01.5: Develop Library programs, collections, and services for a diverse student body that integrate with and support the curriculum at all levels by:
• Aligning collections and equipment budgets with identified campus needs;
• Creating a robust and strategic presence online and in distance education programs;
• Implementing library technologies that strengthen the integration of library instruction into the curriculum;
• Increasing access to e-books and open educational resources;
• Creating functional, innovative, and specialized library spaces to meet faculty and student needs;
• Assisting faculty and students in integrating Special Collections and other primary source materials into course activities; and
• Integrating assessment practices across the Library.

GOAL: AA02: To expand the frontiers of knowledge and leverage discovery for the public benefit though innovative programs that span the disciplines in research, creative activities, and graduate education.

Goal 2 Objectives:
OBJ: AA02.1: Continue the Expansion of Graduate Education by:
• Developing and executing enrollment plans for all master’s and doctoral programs;
• Implementing an automated degree audit system to track progression and graduation;
• Seeking additional sources of funding for competitive stipends and tuition grants through research grants, fellowships, training grants, and philanthropic gifts;
• Balancing growth in domestic and international student populations to ensure diversity;
• Offering accelerated and early entry master’s programs in all colleges;
• Identifying new opportunities for professional science master’s programs;
• Setting expectations for external research support and training of graduate students; and
• Establishing a strategic number of new programs that meet state and national need and demand.
OBJ: AA02.2: Grow the Extramurally Funded Portfolio of Research and Scholarship by:

- Continuing to support and invest in successful, funded areas that can achieve national prominence including advanced manufacturing, bioinformatics, cancer immunology, cyber security, energy, special education, and sociology;
- Expanding investment in emerging areas through focused hiring of new faculty in areas including applied GIS, bioengineering, data science, and community health;
- Building collaborative, interdisciplinary structures in targeted areas including environmental health science, nanoscale science, digital humanities, and science education;
- Enabling submission of large-scale collaborative proposals through effective pre-proposal support and post-award project management;
- Recognizing and publicizing faculty and student achievements; and
- Setting targets for proposal submission.

OBJ: AA02.3: Support the Conduct of Faculty Research, Scholarship, & Creative Activities by:

- Ensuring that all research administration personnel are positioned to deliver accurate, timely, and customer focused pre- and post-award support;
- Providing support and professional development for postdoctoral scholars;
- Streamlining research administration processes through adoption of improved systems for pre- and post-award functions, grants and contracts reporting, and integration of regulatory functions such as conflict of interest;
- Supporting faculty applications and nominations for prestigious fellowships, such as the Guggenheim;
- Ensuring that compliance programs are accredited (e.g., AAALAC) as appropriate and meet national standards of best practices;
- Effectively deploying, and when possible expanding, the Faculty Research Grant Program, Charlotte Research Institute funding programs, and opportunities for reassignment of duties;
- Providing maintenance support for shared equipment;
- Consolidating animal use in Woodward Hall;
- Assessing the status of depreciating equipment and developing a plan for funding replacement;
- Continuing support of Project Mosaic’s efforts to expand interdisciplinary research programs in the social, behavioral, and economic sciences; and
- Supporting research methods and statistical consulting services in Project Mosaic.

OBJ: AA02.4: Increase collaboration with local industry to support research and enhance the student experience by:

- Establishing startups, existing businesses, and business-related non-profits in the PORTAL building and other Millennial campus facilities;
- Expanding Ventureprise engagement campus-wide to promote exposure to and education in entrepreneurship and technology transfer for students and faculty;
- Promoting faculty research expertise to engage industry and other potential partners in collaborative research and scholarly activities, including centers and institutes; and
- Systematically connecting students through the Career Center and college programs to a broad range of professional development, internship and employment opportunities.
OBJ: AA02.5: Develop Library programs, collections, and spaces that support research, discovery, and knowledge creation by:

- Conducting a comprehensive space study to establish the basis for development of facilities and spaces that meet the needs of undergraduate and graduate students as well as faculty;
- Expanding the Library's presence in academic buildings to provide access to Library services;
- Implementing and maintaining an institutional repository to provide open access to the scholarly output of the University; and
- Developing and implementing plans for the life cycle of digital resources and physical collections, for collection development, and for digital preservation.
- Systematically connecting students through the Career Center and college programs to a broad range of professional development, internship and employment opportunities.

GOAL: AA03: To engage community partners in mutually beneficial programs that enhance the economic, civic, and cultural vitality of the region.

Goal 3 Objectives:

OBJ: AA03.1: Build a comprehensive understanding of the role of the University in the community by:

- Establishing practical data collection strategies to identify the range of community engagement activities conducted throughout the region;
- Analyzing data to categorize and assess the impact of engagement in broad categories;
- With the collaboration of University Advancement staff, publicizing, both internally and externally, engaged scholarship, partnerships, and impact; and
- Reconfiguring the Distinguished Service Award to highlight the engagement of faculty and external partners in the life of the community.

OBJ: AA03.2: Translate basic research into applied knowledge for dissemination to the public by:

- Increasing offerings in Continuing Education and Executive Education;
- Offering a robust program of public talks, symposia and public speaking engagements for faculty in the community through college programs and centers; and
- Providing technical assistance to community partners and agencies.

OBJ: AA03.3: Serve as the trusted source for information and research for regional issues by:

- Creating a Charlotte Community Partnership Portal through the Urban Institute to partner colleges and community-oriented research centers for reciprocal engagement of campus and community organizations;
- Expanding the use of the Institute for Social Capital community database for evaluation of county-wide programs;
- Increasing formal relationships between units in Metropolitan Studies and academic departments and programs to support and disseminate research on regional issues; and
- Developing outreach through the Military Affairs Committee and partnerships with local support groups to meet the educational needs of veterans.

OBJ: AA03.4: Identify mechanisms for sustained presence in the community in select fields by:
• Exploring the potential for co-location of research and outreach teams in community agencies;
• Taking advantage of the light rail connection to expand the use of the Center City Building to offer degree programs and a variety of informal educational experiences to non-traditional students;
• With active participation of community partners, create library services and programs that acquire, create, preserve, and provide access to resources documenting the history of the Charlotte region; and
• Using the Mobile Arts Experience model to bring programs and performances to communities in the region.

OBJ: AA03.5: Build on successful models of student engagement such as:

The minor in Urban Youth and Communities, the Charlotte Community Scholars, and the Charlotte Action Research Project to expand the opportunities for service learning, informal education, and action research by

• Creating a funding program to seed research directed at urban issues; and
• Working across colleges and support units to build a structure for reciprocal learning relationships with community stakeholders to identify the critical needs of the community to address through research, degrees, and certificate opportunities.
Mapping
2016-2021 Institutional Goals & Objectives
to Academic Affairs’ Goals
## Academic Affairs Goals

<table>
<thead>
<tr>
<th>Institutional Goals and Objectives</th>
<th>Goal 1</th>
<th>Goal 2</th>
<th>Goal 3</th>
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<tr>
<td>Educate a diverse student body through an integrated academic experience that positions graduates for personal success and civic responsibility in the global environment of the 21st century.</td>
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<td><strong>1.</strong> Deliver a high-quality, accessible, affordable, and integrated academic experience that produces responsible global citizens and a competitive workforce.</td>
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<td><strong>2.</strong> Stimulate increased research, creative activities, and community engagement with a focus on programs and partnerships that address the major needs of the Charlotte region.</td>
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<td><strong>3.</strong> Improve the readiness of human resources and our academic, administrative, physical, and technological infrastructure to efficiently and responsibly operate an urban research university serving 35,000 students.</td>
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<td><strong>4.</strong> Enhance opportunities for learning and working together in a socially and culturally diverse world.</td>
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