

Two-Year Strategic Plan

2024-2025

Updated Sept. 2024



Radford
UNIVERSITY

Distinction: *Revise Brand*

| Tactic | Metrics | Baseline | Target | Reporting | Unit Responsible |
|---|---------------------------|--|---|-------------------------------------|--|
| 1. Revise Radford University's brand to increase brand equity | Brand recognition surveys | Current brand recognition among potential students, K-12 employees and regional businesses | Statistically significant increases of perception study indicators of brand awareness | Quarterly | Enrollment Management and Strategic Communications |
| 2. Release updated website | Website analytics | Current website use analytics and accessibility limitations | Increase general traffic to site from campaign sources (EAB, AP, VisionPoint, SEO, etc.) by 10% | Annually at late spring BOV meeting | Enrollment Management and Strategic Communications |

Distinction: *Improve Academic Programming*

| Tactic | Metrics | Baseline | Target | Reporting | Unit Responsible |
|--|---|---|--|---|------------------|
| 1. Define an intentional catalog of programs that are distinctive to Radford | Types of programs offered at Radford University compared to peers and documented in course catalog; Distinctive program portfolio at all instructional sites | 2022-23 intentional framework and mission defining the distinctive catalog of academic programs needed | Mission and academic framework developed in Fall 2023. By Spring 2025, at least 80% of re-aligned academic programs will articulate alignment with mission | Quarterly | Academic Affairs |
| 2. Revise REAL structure and implementation to support major exploration and transfer student success | Understanding of REAL, increased student course enrollment breadth, reduced total credits | 62% of students understand REAL (moderately, very, extremely), other baseline data available by Dec. 2023 | 90% of 2024-25 FTIC and transfer students understand REAL, others to be added | Information not available for quarterly updates | Academic Affairs |
| 3. Increase number of graduating students that have completed at least one high-impact experiential learning activity | Institutional data from career services surveys and other experiential learning coordinating offices | 72% of seniors participated in either research with faculty or internships | 80% for 2026 graduates | Annually; Sept. | Academic Affairs |
| 4. Students who participate in high-impact experiential learning activities will demonstrate top career readiness competencies | Creation of institutional instrument to measure faculty evaluation and student self-perception of NACE competencies. Pilot instrument with test groups by May 2024, refine and finalize by May 2025 | Pilot data reported in May 2024 with Research Rookies | 80% of students in Pilot will demonstrate proficiency or mastery of the career readiness skills | Annually; Sept. | Academic Affairs |
| 5. Implement Civil Discourse and Freedom of Expression Task Force recommendations to enhance constructive dialogue | National Survey of Student Engagement, institutional data | 63% of FTIC self-identify as having ability to "participate in a constructive dialogue with someone who disagrees with you" | 75% for 2024-25 FTIC, 80% for 2025-26 FTIC | Annually; Sept. | Academic Affairs |

Distinction: *Broaden and individualize student services around multidimensional well-being*

| Tactic | Metrics | Baseline | Target | Reporting | Unit Responsible |
|--|--|---|---|------------------|-------------------------|
| 1. Expansion of outdoor programs | Participant registrations for wellness walks, guided walks, Roanoke 5K, Highlander Float, etc. | 40 outdoor programs engaging 519 participants | Increase participation by 15% per year across all outdoor programs | Annually; Dec. | Student Affairs |
| 2. Utilize Selu as a space for well-being engagement | Attendance, focus group interviews | Well-being focused: one event; well-being inclusive: ten events | 5% increase per year after baseline; Focus groups report increased feeling of well-being after events | Annually; June | Student Affairs |
| 3. Provide space and programs for students to de-stress, reset and re-center | Wellness program participation, unique visitors to wellness web pages, use of wellness spaces | 1524 unique users visited Health and Wellness website; three spaces created | 10% increase in participation and website access per year after baseline; Create at least two calming spaces per year; Increase usage of distressing spaces by 10% each year over baseline fall | Annually; June | Student Affairs |

Distinction: *Highlight alumni success stories that demonstrate areas of distinction*

| Tactic | Metrics | Baseline | Target | Reporting | Unit Responsible |
|---|--|---|---|------------------|-------------------------|
| 1. Create a range of multi-media content to showcase the professional and personal journeys of alumni | Traffic to the Alumni website, Advancement websites, online magazine, E-newsletters and social media | FY23 total social media followers: 30,973 | 10% increase in web traffic and social media engagement | Annually; Sept. | University Advancement |

Economic Development: *Grow non-traditional enrollment and associated revenue*

| Tactic | Metrics | Baseline | Target | Reporting | Unit Responsible |
|---|--|---|---|-----------|--|
| 1. Market programs, expand partnerships and program portfolio | For CBE/CE programs, measure enrollment, revenue, completion rate, number of active partnerships and number of CBE/CE program launches | Enrollment: 414 Revenue: \$533.3K Completion rate: 66% Partnerships: 5 Program Launches: K-12 Cybersecurity | Enrollment: 472 Revenue: \$1.3M Completion rate: 70% Partnerships: 12(new), each with minimum of 5 enrollees Program Launches: 2, each with a minimum of 10 enrollees | Quarterly | Economic Development and Corporate Education |
| 2. Develop strong grant pipeline and external funding sources to support revenue generation | CBE/CE grant/contract submissions and awards | Grant pipeline: \$14M submissions, \$1M awards | Grant pipeline: \$5M+, \$2M awards | Quarterly | Economic Development and Corporate Education |

Economic Development: *Become essential conduit for regional economic development*

| Tactic | Metrics | Baseline | Target | Reporting | Unit Responsible |
|---|--|---|--|---|--|
| 1. Develop business model for The HUB at Radford. Conduct needs assessment to inform programming and partnerships. Develop Community Impact Report. | Approved business model; Approved plan for programming; Approved priority for partnerships; Community impact report | Capacity does not exist | Approved plans/reports in place by June 2025 | Quarterly | Economic Development and Corporate Education |
| 2. Develop strong grant pipeline and external funding sources to support initiatives | Economic development grant submissions and awards | Baseline: \$0 | Grant pipeline: \$250K; \$100K awards (totals for all partners, not just Radford University) | Quarterly | Economic Development and Corporate Education |
| <i>Recommendation</i> | | | | | |
| 3. Establish work-based learning opportunities (WBLO) with a focus on paid internships | Number of work-based learning opportunities (WBLO) with a focus on paid internships | Number of work-based learning opportunities generated, including paid internships Partnership agreements (1) | Baseline was established with a survey that is being transitioned this year. Current year metrics are unreliable due to different measuring tools, processes and transition. Metrics and processes are being modified. | Recommend modifying metrics to better align with objectives/goals | Academic Affairs Economic Development and Corporate Education |

Stabilize Enrollment: *Increase retention and progression rates*

| Tactic | Metrics | Baseline | Target | Reporting | Unit Responsible |
|---|--|---|---|--|--|
| 1. Improve pathways for externally-earned credits to transfer to Radford through the VCCS, including putting web-based, self-service course articulation in place | Number of pathways developed; Number of students signing up for Tartan Transfer; annual number of transfer students from universities with agreements in place | 100% of majors have a transfer pathway by June 2025; 1000 transfer students with 50% associate's degree graduates in 2025-26; by fall 2025, have web-based, self-service course articulation in place | 75 Transfer Virginia degree pathways posted on portal: 1000 transfer students (50% with associate degree) in 2025-2026; By fall 2025, have web-based, self-service course articulation tool available | Bi-annually; Feb. and June | Academic Affairs Enrollment Management and Strategic Communications |
| 2. Implementation of RISE (Realizing Inclusive Student Excellence) QEP to improve grades and reduce performance gaps | Student grades in 100/200 level courses | 100 level = 73% pass rate; 200 level = 79% pass rate | Prior to fall 2026, 100 level: 80% pass; 200 level: 86% pass; 5% reduction in performance gaps | Bi-annually; Feb. and June | Academic Affairs |
| 3. Implement coordinated retention and completion programs through Highlander Success Center and academic units | Retention and graduation rates for FTIC, transfer and graduate students | FTIC (2016 entering) 6-year graduation: 54%; FTIC retention (fall 2021-22): 68.3%; Transfer graduation: waiting on data; Master's 3-year graduation rate (2013 entering class): 82% | FTIC (2023 entering) 6-year graduation: 60%; FTIC retention (fall 24-25): 76%; Transfer graduation: TBD; Master's graduation rate (2025 entering class): 90% | Quarterly; by appropriate metric (majority in Sept. for previous year) | Academic Affairs |
| 4. Evaluate instructional needs by program and efficiently offer course sections based on need (Establish criteria and assess under/over-enrolled courses sections, adjust mode/frequency/curricular alignment) | Number of under-enrolled or over-enrolled course sections | In fall 2023, 59% of courses met target enrollment, 36% were under-enrolled, and 5% were over-enrolled | By spring 2025, 80% of courses will meet target enrollment | Bi-annually; Feb. and June | Academic Affairs |
| 5. Complete process maps from the student end-user perspective | Number of process maps completed; Satisfaction rate surveys of users | 9 process maps developed | By July 2025, a minimum of 20 process maps will be developed, each with a satisfaction rate of 80% by users | Annually; Sept. | Student Affairs |
| 6. Document engagement in programs and events | Documented engagement in programs and services including newly offered programs | 76% FTIC and 31% transfer, engaged at week four (4) of fall semester | 100% of new entering students (FTIC, transfer) engage in minimum 4 touch points per semester | Bi-annually; Dec. and June | Student Affairs |

Stabilize Enrollment: *Maintain or increase FTIC numbers*

| Tactic | Metrics | Baseline | Target | Reporting | Unit Responsible |
|---|---|---|--|------------------------|--|
| 1. Increase campus visitation program, which implements busing program to bring area students to campus | Number of K-12 visitors to campus, including guidance counselors and teachers. Increase number of Community College visitors to campus. | Aug. 2022- Aug. 2023 K-12 visitors were 1,400; Community college visitors not known (baseline = 0). | Increase number of K-12 visitors to 2500 and prospective transfer students to 500 | Annually; Sept. | Enrollment Management and Strategic Communications |
| 2. Implement a Direct Admissions program for any student with a 3.3 GPA and Algebra II | Number of direct admitted students | Currently no direct admission | 30% of FTIC yield will come from direct admitted students | Annually; Sept. Census | Enrollment Management and Strategic Communications |
| 3. Promote affordability through Radford Tuition Promise | Proportion and number of applicants who apply and file FAFSA, enrollment from Radford Tuition Promise qualifiers; Financial performance Radford Tuition Promise | Fall 2023 FAFSA filers; Fall 2023 enrollment GPA; Financial plan for RTP over 4 years | Increase yield of FTIC by 3% using same aid dollars and additional institutional commitment to Promise, increase yield of high-achieving (3.0 and above) applicants by 20%; Finances of RTP at or better than predicted, with continuing sustainable for an additional 4 years | Annually; Dec. | Enrollment Management and Strategic Communications Finance and Administration |

Stabilize Enrollment: *Engage student employees to increase their retention*

| Tactic | Metrics | Baseline | Target | Reporting | Unit Responsible |
|--|---|--|---|------------------------------|------------------|
| 1. Pre- and post-tests measuring NACE competency development | Analysis of the pre- and post-test and the amount of change documented | Pre to post scored decreased by 0.1 on average; technology – lowest; professionalism – highest | Student employees will demonstrate NACE competency increases from pre- to post-assessment | Bi-annually; March and Sept. | Student Affairs |
| 2. Increase grade profiles, retention and progression of student employees | Semester and cumulative GPA report for all student employees; Retention and graduation reports of student employees | Semester GPA - .18 greater than avg.; Cumulative GPA - .195 greater than avg.; Retention - 5.5% higher than avg. | Undergraduate student employees will have a higher cumulative GPA of 0.2 than the overall undergraduate GPA and be retained/progress at a rate of 5% higher | Bi-annually; March and Sept. | Student Affairs |

Stabilize Enrollment: *Enhance retention through staff professional development that embraces our culture of care*

| Tactic | Metrics | Baseline | Target | Reporting | Unit Responsible |
|--|---|--|---|----------------|------------------|
| 1. Improve quality of service provided to students | Satisfaction rates of each student service area | Establishing baseline in 2023-24, by June 30, 2024 | Between 2024-25, increase in satisfaction 5% in each service area | Annually; June | Student Affairs |

Reposition Resources to Maintain Affordability:

Develop comprehensive budget and support processes

| Tactic | Metrics | Baseline | Target | Reporting | Unit Responsible |
|---|--|--|--|----------------------------|----------------------------|
| 1. Create autonomy through training, accountability and incentives down to local levels | End of year budgets vs. actuals at the unit level; Distribution of metric based incentives | FY25 is established baseline budget; no formal incentives currently distributed; FY26 carryforward TBD | Unit budgets +/-5%, with umbrella budgets +/- 1% at all levels. 5% of carry forward E&G distributed as vision aligned incentives for FY26. | Bi-annually; Dec. and June | Finance and Administration |
| 2. Create a culture of innovation and customer service in Finance and Administrative Services | Customer satisfaction surveys; Productivity metrics (to be developed) | Satisfaction surveys have not been used in recent years; new and reinstated surveys will be deployed and tracked in FY25 | Annually, achieve year-over-year improvement on customer satisfaction surveys | Bi-annually; Dec. and June | Finance and Administration |
| 3. Restructure then fill administrative roles in Academic Affairs | Productivity metrics specific to each work-flow | No baseline existed on a project basis previously; new projects will include tracking | Save 20% or more effort with any introduced technology | Bi-annually; Dec. and June | Finance and Administration |

Reposition Resources to Maintain Affordability:

Reposition academic programs and administration to increase efficiency and effectiveness

| Tactic | Metrics | Baseline | Target | Reporting | Unit Responsible |
|---|--|--|--|----------------|------------------|
| 1. Identify then implement ways to enhance distinctive programs, merge/re-design related concentrations or programs and reduce under-enrolled programs, minors and concentrations | Radford University catalog; Identified list of distinctive programs; Enrollment in programs, minors and concentrations | 131 undergraduate bachelor's programs (including unique concentrations), 129 undergraduate minors, (57% exceeding benchmarks), 22 master's degree programs, 5 doctoral degrees. Percent of undergraduate and graduate degree programs exceeding benchmarks to be added June 2024 | By June 2025, program updates completed; 75% undergraduate and graduate unique programs exceeding benchmarks. 90% undergraduate minors exceeding benchmarks | Annually; Dec. | Academic Affairs |
| 2. Maximize faculty expertise based on instructional needs by program | Percentage of tenure-line faculty; Funds spent on adjuncts and overload; Faculty workloads; Faculty to major and credit ratios per college and program | 71.4% tenure-line faculty (2022); \$4.7M (AY 2022-23) spent on adjuncts, intersession and overload; Establishing criteria for faculty to major/credits ratios and faculty workload per college, baseline to be finalized by May 2024 | 80% tenure-line faculty (2026); reduce adjunct and overload by \$1M (FY26); Stable or increased faculty to student/credit ratios per college. Faculty workload policies developed per college. | Annually; June | Academic Affairs |
| 3. Restructure then fill administrative roles in academic affairs | Organizational chart, number of administrative vacancies | 4 interim deans, 1 interim associate provost, 2 assistant/associate provost vacancies | Re-aligned and fully staffed provost team by June 2025 | Annually; June | Academic Affairs |

Reposition Resources to Maintain Affordability:

Cultivate long-term and meaningful relationships with alumni to increase engagement, volunteering and philanthropic giving for the long-term stability of the university

| Tactic | Metrics | Baseline | Target | Reporting | Unit Responsible |
|---|---|--|---|-----------------|------------------------|
| 1. Recruit and retain alumni volunteers to support university initiatives | Number of unique alumni volunteers; Total number of unique volunteer roles; Satisfaction survey of alumni volunteers; Rate of alumni volunteers annual giving | 1,372 alumni volunteers in FY23; Baseline analysis 2023-24 for other metrics, by June 30, 2024 | Increase number of unique volunteers by 5% annually; Increase alumni satisfaction with engagement opportunities by 10% | Annually; Sept. | University Advancement |
| 2. Increase donor satisfaction | Donor retention rates | 33% donor retention in FY23 | Increase donor retention to 40% by Dec. 2025 | Annually; Sept. | University Advancement |
| 3. Increase alumni giving rates and giving amount | Increase alumni giving rates and giving amount | 1,699 alumni donors in FY23, total alumni annual giving in FY23, \$1,251,110 | Increase number of alumni donors to 1,870 (10%) and annual dollars giving by 10% by Dec. 2025; Improve alumni satisfaction with services by 10% | Annually; Sept. | University Advancement |

Reposition Resources to Maintain Affordability:

To establish a data-driven annual fundraising goal that aligns with the financial needs, strategic priorities and long term stability of the university

| Tactic | Metrics | Baseline | Target | Reporting | Unit Responsible |
|--|---|---|--|---------------------------------|------------------------|
| 1. Complete TOGETHER – The Campaign for Radford University | Meet the \$100,000,000 by June 30, 2024 | \$91,800,000 currently raised | Celebration in fall 2024 - Recognize donors and volunteers | Dec. 2024 | University Advancement |
| 2. Relaunch the Society of 1910 and improve donor engagement with planned giving | Number of members in the Society of 1910; Proportion of donors using planned giving; Satisfaction survey of donors using planned giving | 130 households are members; 28% planned giving in FY23; Satisfaction baseline 33% | Increase to 143 households as members (10%); Increase planned giving percentage to 30% annually, increase donor satisfaction measures by 10% | Annually; Sept. | University Advancement |
| 3. Feasibility study for future athletic capital campaign | Completion of feasibility study including targets and timeline | Baseline analysis in 2023-24, by June 30, 2024 | Determine a data informed campaign goal; Develop a case statement and collateral materials; Determine the campaign budget and funding sources; Recruit campaign steering committee | Quarterly; Beginning Sept. 2024 | University Advancement |

Reposition Resources to Maintain Affordability:

Create a comprehensive program plan for physical space and facilities

| Tactic | Metrics | Baseline | Target | Reporting | Unit Responsible |
|--|--|--|---|----------------------------|----------------------------|
| 1. Promote proper stewardship and effective usage of university assets | Capacity and usage rates; Footprint of externally leased space | FY23 footprint of externally leased space; FY23 room usage rates | Decrease externally leased space by 50% (main campus); Bifurcate capacity into unused space (for other uses) and increased use (10% above baseline) | Bi-annually; Dec. and June | Finance and Administration |
| 2. Translate university vision into a program plan that articulates specific space/ square footage needs, including opportunities for optimization | Plan milestones are met and completed on schedule | Plans do not currently exist | Program plans are completed for Roanoke by 2023 and main campus by Dec. 2025 | Bi-annually; Dec. and June | Finance and Administration |

Reposition Resources to Maintain Affordability:

Implement an integrated workforce development model

| Tactic | Metrics | Baseline | Target | Reporting | Unit Responsible |
|--|--|--|---|----------------------------|--|
| 1. Build effective recruitment, hiring, onboarding and retention processes (comp study/career laddering/ succession planning) | Turnover rates; Exit interviews; Satisfaction surveys | Voluntary turnover rate in FY24 – 11.7%; compensation structure was completed in FY24; career ladders were created for two units in FY24 | Reduce Voluntary Turnover rate by 2% over 2 years; Increase employee satisfaction with an orientation to 90% overall; Implementation of compensation structure with career laddering for at least 2 job functions or families | Bi-annually; Dec. and June | Finance and Administration |
| 2. Offer training programs to enable staff members to enhance their skills and continuously improve performance | Enrollment and completion of training; % of employees utilizing programs | 80 employees participated in FY24 | Enrollment, completion and utilization increases by 5% annually over baseline | Bi-annually; Dec. and June | Finance and Administration |
| 3. Create leadership development opportunities focused on building morale, engagement, skills and empowerment throughout the workforce | Enrollment and completion of leadership programs; % of employees utilizing leadership programs | 74 employees participated in FY24 | Enrollment, completion and utilization increases by 5% over baseline | Bi-annually; Dec. and June | Academic Affairs Finance and Administration |

