

Promoting Excellence in Teaching and Learning
College of Family and Consumer Sciences
Unit Goals, Key Performance Indicators, and Annual Targets

The College acknowledges we will review the annual targets and strategies to achieve the targets post-COVID-19 and adjust based on budget reductions and changes in personnel in FY21.

Key:

- University Level Strategic Directions, Goals and KPIs are in *Italics*
- College Goals and KPIs are numbered with additional label and numeral, e.g. FACS KPI 1.3.1
- FY is Fiscal year (July-June), CY is Calendar Year (January-December)

Introduction: The College of Family and Consumer Sciences (FACS) has established FACS Goals that align with four university-level Strategic Goals (1.1, 1.2, 1.3, 1.4). Each FACS goal promotes excellence in teaching and learning through experiential learning initiatives, investing in the professional development of faculty and graduate students, enhancing instructional space and technology, and expansion of programs and resources that foster the holistic development of all students. The college is accredited by the American Association of Family and Consumer Sciences (AAFCS) and additional discipline specific accreditations. In response to our 2020 self-study and on-site review, the college is committed to revise curriculum in core courses (FACS 2000/2000E, FHCE 2100/2100E, and HDFS 2100/2100E) and major courses to assist our students in learning about the FACS Body of Knowledge across the curriculum.

FACS Goal 1.1: Expand experiential learning opportunities for all students is a FACS goal along with increasing the number of research opportunities we offer the college to our students, as well as increasing the number of faculty involved in offering research opportunities. In addition, the college wants to expand affordable experiential learning opportunities for our students. This includes service-learning courses, leadership courses, research internships, and creativity courses that are all part of a course and not an additional expense for students such as study away/global or internships off campus may incur. Students are required to complete one experiential learning activity in their academic time at the University of Georgia.

FACS Goal 1.2: Enhance training, support, and recognition for all who provide instruction. Opportunities for faculty (full time, part-time, tenure-track and non-tenure track) and graduate students to enhance their teaching is important for student learning and faculty and graduate student professional development. FACS is committed to assisting faculty to gain training, have continuous support from the college, and receive recognition for their achievements in teaching and learning. The Center for Teaching and Learning recognizes active learning as an important teaching strategy to engage students in their learning whether in small (under 30 students) or large courses (over 50).

FACS Goal 1.3: Enhance Infrastructure and Support for Evidence-Based Teaching Methods across the Curriculum Strategic goal 1.3 is of utmost importance to support our faculty in

teaching and our students in learning. Utilizing faculty from the different disciplines in the college to provide cross-disciplinary courses is one method of combining the strengths in teaching and research expertise across the curriculum. Technology-based and accessible classrooms with adequate seating for students, excellent visual and audio technology, and cutting-edge technology to enhance teaching and learning is valued in FACS. In addition, we will determine the culminating/capstone experience required of each academic program in the College.

FACS Goal 1.4: Promote academic access and success for all students, with consideration for underrepresented, rural, first-generation and other underserved students. The College of Family and Consumer Sciences’ commitment to diversity and inclusion in teaching and learning will be strengthened by activities and trainings. These activities will also be accomplished through partnerships with campus units emphasizing the recruitment and retention of faculty, staff, and students, increasing the training for faculty and staff to enhance student wellness and through enhanced communication of wellness information generated by Counseling and Psychiatric Services (CAPS) and other supportive resources on campus.

UNIVERSITY AND FACS STRATEGIC GOALS, KPI and ANNUAL TARGETS

Strategic Goal 1.1: Expand experiential learning opportunities for all students.

FACS Goal 1.1: Increase opportunities for FACS students to participate in the Center for Undergraduate Research Opportunities (CURO) and other mentored Undergraduate Research Opportunities (UROs) and provide financial support for faculty mentoring FACS Undergraduate students in research.

FACS KPI 1.1.1: Number of undergraduate students and number of faculty engaged in CURO and in FACS Undergraduate Research Opportunities

Data Source: Office of Experiential Learning (number and percent change from previous fiscal year) and FACS Annual Report (calendar year)

Annual Targets:

CY 2020	Establish the baseline of how many faculty and undergraduate students were engaged in research in 2021 + 5%.
CY 2021	CY 2020 + 10%
CY 2022	CY 2021 + 10%
CY 2023	CY 2022 + 10%
CY 2024	CY 2023 + 10%

FACS Goal 1.1.2: Increase the number of affordable experiential learning opportunities (i.e., service-learning courses, study away courses, leadership courses, applied and research internships and creativity courses) approved by the Office of Experiential Learning.

KPI 1.1: Transcript-eligible EL opportunities available of each type.

Data Source: Office of Experiential Learning (number and percent change from previous fiscal year)

Annual Targets:

FY 2021	Establish the baseline number of affordable EL opportunities we have in FACS and in which types (leadership, global, internship, service, research, and creative) + 5%
FY 2022	FY 2021 + 5%
FY 2023	FY 2022 + 10%
FY 2024	FY 2023 + 15%
FY 2025	FY 2024 + 20%

FACS Goal 1.1.3: Create opportunities for students to make the connection between experiential learning, content-specific courses, and core courses (FACS 2000, 2000E, FHCE 2100, 2100E, HDFS 2100, 2100E, 2200) and the FACS Body of Knowledge. Example: at the conclusion of the Student Success and Advising Center internship (non credit EL or FACS 5910), student interns should be able to connect their experience with the Body of Knowledge. In addition, we will ensure that student learning is comparable between face-to-face FACS 2000 and the online course, FACS 2000E [AAFCS 2.4(3)].

FACS KPI 1.1.3: Development and implementation of curriculum, activities, and assessment of students understanding the connection between experiential learning, content-specific courses, core courses and the FACS Body of Knowledge.

Data Source: FACS Annual Report (calendar year)

Annual Targets:

CY 2020	Establish the number of opportunities FACS has to help students make the connection between experiential learning, course content, and the Body of Knowledge.
CY 2021	FY 2021 + 1 opportunity
CY 2022	FY 2022 + 1 opportunity
CY 2023	FY 2023 + 1 opportunity
CY 2024	FY 2024 + 1 opportunity

FACS KPI 1.1.4: Create the student learning outcomes for each undergraduate major/program in the college that specifically addresses understanding of FACS BoK.

Annual Targets:

CY 2020	Establish the number of undergraduate majors/programs in FACS include a student learning outcome that specially addresses the understanding of FACS BoK.
CY 2021	Review IHDD certificate
CY 2022	Review HDFS majors

CY 2023	Review FHCE majors
CY 2024	Review NUTR & TXMI majors

Strategies over the next 5 years for reaching the annual targets:

- Establish parameters to increase undergraduate student awareness of benefits (i.e. research funding, resume-building, career opportunities, etc.) of participating in research.
- Establish a *Teaching and Learning Committee* to create, communicate, and implement URO student benefit awareness plan.
- Work with Director of Development in building a fund for faculty support to cover the cost of consumables, for example, when adding undergraduate researchers to a lab.
- Communicate and implement faculty support for undergraduate research.
- Assess effectiveness of URO benefit awareness plan and make necessary changes (2023).
- Assess effectiveness of incentive plan to increase the number of FACS faculty involved in mentoring FACS undergraduate students in research. (2023)
- Once we establish the number of affordable experiential learning opportunities we have in the college, the college curriculum committee will establish guidelines for creating affordable EL opportunities for students. (2021)
- Communicate and implement the affordable EL guidelines to faculty, each curriculum committee member will work with their department in creating affordable EL offerings to submit to Office of Experiential Learning for approval. (2021)
- Establish activities and projects related to FACS Body of Knowledge in experiential learning, content-specific, and core courses in FACS.
- Revise FACS Annual Report to better collect and integrate quantitative and qualitative data gathered in UGA Elements, student learning outcomes, program review and assessment, and the Standards and Criteria of the AAFCS accreditation.

Strategic Goal 1.2: Enhance training, support, and recognition for all who provide instruction.

FACS Goal 1.2: Increase the number of faculty and graduate students trained in using active learning and online learning strategies.

KPI 1.8: *Graduate Student teaching development opportunities*

Data Source: Center for Teaching and Learning and the Graduate School (FY)

Annual Targets:

FY 2021	Establish the baseline of number of graduate students who have participated by training opportunities in active learning, online teaching and other teaching development opportunities. Total +2%
FY 2022	FY 2021 + 2%
FY 2023	FY 2022 + 4%
FY 2024	FY 2023 + 6%
FY 2025	FY 2024 + 8%

KPI 1.9: Instructor development opportunities in active learning.

Data Source: Center for Teaching and Learning (FY)

Annual Targets:

FY 2021	Baseline of faculty with active learning training +4%
FY 2022	FY 2021 +4%
FY 2023	FY 2022 + 6%
FY 2024	FY 2023 + 8%
FY 2025	FY 2024 + 10%

Strategies over the next 5 years for reaching the annual targets:

- Charge *Teaching and Learning Committee* to provide guidance. (2021)
- Promote opportunities for faculty (full-time and part-time) and graduate students to gain training in active learning and other teaching strategies to enhance student learning face-to-face as well as online. (2022)
- Create an incentive plan to encourage faculty and graduate students to participate in teaching workshops. The incentives would include recognition and credit in annual reviews, toward promotion and tenure, and faculty and graduate student awards for teaching. (2021)
- Actively publicize CTL workshops in FACS to all faculty and graduate students through digital signage, and Dean’s Update newsletter. (2022)
- Provide workshops in FACS developed and taught by FACS Active Learning Fellows and other faculty with training in new teaching strategies. (2022-2025)

Strategic Goal 1.3: Enhance infrastructure and support for evidence-based teaching methods across the curriculum

FACS Goal 1.3: Create a 3-prong teaching evaluation process

FACS KPI 1.3.1: Development and implementation of 3-prong teaching evaluation process: student evaluation, peer-review of teaching, and self-reflection with 25% faculty participation by year five.

Data Source: FACS Annual Report (calendar year)

Annual Targets:

FY 2021	Implement the 3-prong teaching evaluation process in the college and train at least 8 faculty as peer reviewers in CY21
FY 2022	Conduct the 3-prong teaching evaluation process and train at least 4 more faculty as peer reviewers CY21+4.
FY 2023	Conduct the 3-prong teaching evaluation process and train at least 4 more faculty as peer reviewers CY22 +4
FY 2024	Conduct the 3-prong teaching evaluation process and train at least 4 more faculty as peer reviewers CY23 +4

FY 2025	Conduct the 3-prong teaching evaluation process and train at least 4 more faculty as peer reviewers CY24 +4
---------	---

FACS Goal 1.3.2: Ensure that FACS faculty design or revise FACS core courses (FACS 2000/2000E, FHCE 2100/2100E, and HDFS 2100/2100E) and some major courses to assist our students in understanding the FACS Body of Knowledge throughout the curriculum.

FACS KPI 1.3.2: Number of FACS core and major courses that include content to assist students in understanding the FACS Body of Knowledge.

Data Source: FACS Annual Report (calendar year)

Annual Targets:

FY 2021	Charge the FACS Curriculum Committee to establish guidelines/rubrics and review the Body of Knowledge content in current core courses and major courses. Establish the baseline number of courses that include the AAFCS Body of Knowledge content CY 2020 + 2
FY 2022	CY 2021 + 4
FY 2023	CY 2022 + 8
FY 2024	CY 2023 + 12
FY 2025	CY 2024 + 16

Strategies over the next 5 years for reaching the annual targets:

- Develop 3-prong teaching evaluation process (1. Student evaluations, 2. Peer mentoring, and 3. Self-reflection) using guidelines provided by UGA.
- Provide training to faculty with the help of CTL in peer-review of teaching.
- Peer review teaching of all Assistant Professors and Instructors/Lecturers.
- Peer review teaching of all Associate Professors, and any one at Assistant Professor and Instructor/Lecturer rank not reviewed in 2022 and 2023.
- Peer review teaching of all Professors, and any faculty not reviewed in previous years.
- Establish that the Curriculum Committee creates the guidelines for cross-disciplinary courses in FACS (across majors in a department, across majors in two or more departments in FACS, across one or more FACS majors and courses outside of FACS).

- Reduce barriers and provide means for faculty recognition in annual reviews to develop and teach cross-disciplinary courses.
- Review opportunities for FACS faculty to network and collaborate through FACS social/networking events, teaching workshops, brainstorming sessions, and other mechanisms.
- Create activities or projects that will assist students in making connections between the FACS Body of Knowledge and the content of core courses (FACS 2000/2000E (Introduction to Family and Consumer Sciences), FHCE 2100/2100E (Family Economic Issues through the Life Course), and HDFS 2100/2100E (Development within the Family) and some major required courses in each major. Ensure student learning in FACS 2000E is comparable to the face-to-face course, FACS 2000 [AAFCS Criteria 2.1(1); 2.1(2); 2.1(3); 2.4(2)].
- Create an assessment tool to evaluate if students are making the connection between the content of core courses (FACS 2000/2000E (*Introduction to Family and Consumer Sciences*), FHCE 2100/2100E (*Family Economic Issues through the Life Course*), and HDFS 2100/2100E (*Development Within the Family*) and major courses and the FACS Body of Knowledge throughout the curriculum [AAFCS Criteria 2.1 (1); 2.2(2); 2.1(3)].

FACS Goal 1.3.3: Facilitate innovative teaching and learning through assessment, planning, and upgrades to classrooms.

KPI 1.11: *Number of active learning classrooms*

Data Source: Center for Teaching and Learning (fiscal year)

Annual Targets:

FY 2021	Establish baseline number of current active learning classrooms in Dawson Hall, Barrow Hall, and other instructional spaces assigned to FACS, FY20 +1
FY 2022	FY 2021 + 1
FY 2023	FY 2022 + 1
FY 2024	FY 2023 + 1
FY 2025	FY 2024 + 1

KPI 1.12: *Courses scheduled in active learning classrooms*

Data Source: Office of Institutional Research (reporting period TBD, fiscal year)

Annual Targets:

FY 2021	Establish the baseline number of courses scheduled in active learning classrooms FY20 + 1
FY 2022	FY21 + 2
FY 2023	FY22 + 2
FY 2024	FY23 + 2
FY 2025	FY24 + 3

FACS KPI 1.3.1: Number of Dawson and Barrow instructional spaces that meet the CTL common rubric and are ADA compliant.

Data Source: FACS Annual Report (calendar year)

Annual Targets:

FY 2021	Establish baseline number of the instructional spaces in Dawson, Barrow and other spaces that meet the CTL common rubric and are ADA complaint CY20
FY 2022	CY21 + 2
FY 2023	CY22 + 2
FY 2024	CY23 + 2
FY 2025	CY24 + 2

FACS KPI 1.3.2: Number of instructional upgrades (i.e., classroom, teaching equipment, technology) requested and funded through Classroom Enhancement Funds.

Data source: FACS Annual Report (calendar year)

Annual Targets:

FY 2021	Establish baseline number of the instructional upgrades requested and funded CY20
FY 2022	CY 2021 + 2
FY 2023	CY 2022 + 2
FY 2024	CY 2023 + 2
FY 2025	CY 2024 + 2

FACS KPI 1.3.3: Culminating/capstone experience in each major. AAFCS accreditation criteria defines culminating experience as including internships, field experiences, practica, and/or service learning projects, that approximate the professional and/or personal world in which students will live and work. Students are expected to apply knowledge and skills from across the entire curriculum and demonstrate synthesis and integration of specialized knowledge learned.

Data source: FACS Annual Report (calendar year)

Annual Targets:

FY 2021	FACS Curriculum Committee will review the curriculum for each major and build a report on the culminating/capstone in each major.
FY 2022	For majors where culminating experience/capstone is not required, document percentage of students completing the culminating experience/capstone.
FY 2023	Percentage of students in each major completing a culminating experience/capstone +2%.
FY 2024	Percentage of students in each major completing a culminating experience/capstone +2%.
FY 2025	Percentage of students in each major completing a culminating experience/capstone +2%.

FACS KPI 1.3.4: Student learning outcome per academic program that addresses an understanding of the FACS Body of Knowledge (AAFCS Standards Criteria 2.1).

Data source: FACS Annual Report (calendar year)

Annual Targets:

FY 2021	FACS Curriculum Committee and FACS 2000 <i>Introduction to Family and Consumer Sciences</i> committee develop student learning outcomes and assessment for AAFCS Body of Knowledge. Work with departments to add the SLO and assessment to each major's SLO report by Oct. 1, 2021
FY 2022	Assess student learning outcomes and write report to be added to each major's SLO report by Oct. 1, 2022
FY 2023	Assess student learning and write report to be added to each major's SLO report by Oct. 1, 2023
FY 2024	Assess student learning and write report to be added to each major's SLO report by Oct. 1, 2024
FY 2025	Assess student learning and write report to be added to each major's SLO report by Oct. 1, 2025

Strategies over the next 5 years for reaching the annual targets:

- Review instructional spaces using CTL common rubric with particular attention to ADA compliance and apply for instructional upgrades through MRR as needed each year
- Develop and implement an assessment plan to make all instructional spaces ADA compliant.
- Review each program's policies on culminating experiences to ensure students have a capstone experience [AAFCS Standards Criteria 2.3(1)].
- Build on the current assessment of student learning outcomes to include at least one student learning outcomes per academic program that specifically addresses and understanding of the [AAFCS Standards Criteria 2.2(1)].

Strategic Goal 1.4: Promote academic access and success for all students, with consideration for underrepresented, rural, first-generation and other underserved students.

FACS Goal 1.4.1: Review current structures, policies, and guidelines to create/update opportunities that promote academic access and success for all students, with particular consideration for underrepresented, rural, first-generation and other underserved students.

FACS KPI 1.4.1: Number of scholarships for underrepresented, rural, first-generation and other underserved students.

Data Source: FACS Scholarships

Annual Targets:

FY 2021	Review existing scholarships and set baseline.
FY 2022	Work with Director of Development to set goals in this area.
FY 2023	CY 2022 scholarships + 1.
FY 2024	CY 2023 scholarships + 1
FY 2025	CY 2024 scholarships + 1

FACS Goal 1.4.2: Enhance communication in the College of Family and Consumer Sciences of wellness information generated by Counseling and Psychiatric Services (CAPS) and other supportive resources on campus.

FACS KPI 1.4.2: Disseminate wellness and mental health information from campus units to FACS faculty, staff, and students

Data Source: FACS Annual Report (calendar year)

Annual Targets:

FY 2021	Ensure all CAPS, Archnews, Wellbeing@UGA.edu emails, OVPI GO newsletters, Message to Students, and UGA resources including mental health and/or wellness resources are shared with FACS faculty, staff, and/or students.
FY 2022	Include wellness or mental health resources in College-wide communications to all FACS faculty, staff and students at least once per month in the fall and spring .
FY 2023	Include wellness or mental health resources in College-wide communications to all FACS faculty, staff, and students at least twice per month in the fall and spring .
FY 2024	Post wellness and /mental health resource communications to College on FACS website with searchable tags and track views.
FY 2025	Continue emails, website updates, and tracking views.

FACS Goal 1.4.3: Increase the number of classrooms, labs, and other learning spaces that are physically and learning accessible.

FACS KPI 1.4.3: Number of Classrooms, labs, and other learning spaces that are physically and learning accessible.

Data Source: FACS Annual Report (calendar year)

Annual Targets:

FY 2021	Establish baseline CY20 + 3
FY 2022	CY 2021 + 5
FY 2023	CY 2022 + 10
FY 2024	CY 2023 + 15
FY 2025	CY 2024 + 20

KPI: 1.18: Number of faculty, staff and students participating in recruitment, engagement, and success programs for underrepresented, rural, first-generation, and other underserved students.

Data Source: Office of Institutional Diversity (academic year August – July)

Annual Targets:

FY 2021	Establish baseline number of faculty, staff, and students FY2020 +2%
FY 2022	FY 2021 + 2%
FY 2023	FY 2022 + 2%
FY 2024	FY 2023 + 2%
FY 2025	FY 2024 + 2%

FACS KPI 1.4.4: Review existing college diversity and inclusion supports and programs, and establish a plan to help underrepresented, rural, first-generation, and other underserved students be included and succeed.

Data Source: DEI Committee meeting documentation D

Annual Targets:

FY 2021	Establish and convene FACS Diversity and Inclusive Excellence Working Group.
FY 2022	Develop DEI plan
FY 2023	Implement plan
FY 2024	Assess, evaluate, and update
FY 2025	Assess, evaluate, and update

Strategies over the next 5 years for reaching the annual targets:

- Establish a committee to assess current diversity and inclusion strategies and partnerships to include undergraduate coordinators, graduate coordinators, SSAC, and others who have an interest in diversity and inclusion.
- Implement committee recommendations and monitor progress.
- Establish partnership with CAPS and Health Promotion to offer trainings to FACS faculty/staff.
- Explore other potential campus partnerships available for complementary trainings.
- Implement training plan and quantify number of emails distributed for each session and faculty/staff attendance at each session.
- Evaluate the training plan and its baseline effectiveness and develop a plan for improvements as needed (2023).
- Implement improvement plan to further increase the number of trainings, and more importantly, the number of faculty/staff in attendance at each session.
- Conduct final analysis of effectiveness of the strategy and form conclusions about its place in the next strategic plan.

September 8, 2020

Revised January 5, 2022