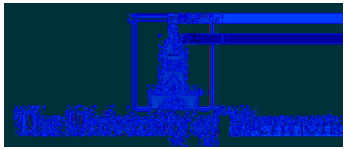
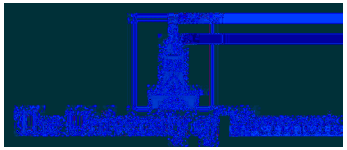


Co-curricular activities are structured learning activities that complement the formal curriculum like research intensive experiences, internships and externships, global opportunities, and community involvement, including participation in many UVM Clubs.

S.M.A.R.T. Goal(s)

Goal	Responsible Group	Time Frame
Expand participation and access to, online student learning communities • Identify the criteria for success for learning communities. (Success is defined by active participation and positive feedback on survey results.) • Pilot at least one learning community for a program that does not currently have one in 2023 and catalog those that exist under our consult for effectiveness and best practice. • Reduce the number of platforms in use to improve scalability by December 2024	(New or repurposed position focused on retention)	2023-2027

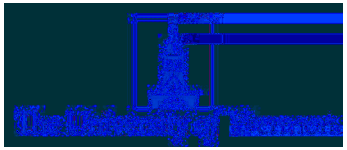


Part 2 – Recruitment and Retention

Student Demographic Headcount

S.M.A.R.T. Goal(s)

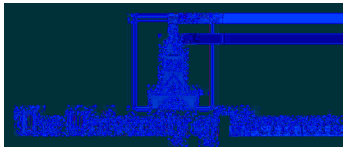
Goals	Responsible Group	Time Frame
Collect baseline demographic information for race, sex, and first-generation status for all PACE students. • We have most of this information already for those in credit-bearing courses. Add information where it is missing (e.g., first-generation status for PBPM students). • Begin collecting information for non-credit students through questions asked at point of registration	Amanda Chase	Jan-December 2023
Ensure that all PACE students are included and encouraged to participate in the 2024 campus climate survey. • Establish intentional plan to email students from Chief PACE Officer to ask for participation. • Review completion rates and send additional reminders as necessary. • Solicit help from instructors to boost participation.	Alex Messinger	2024



• Work with OIRA to include PACE noncredit students or find an alternative way to capture their experiences.		

Assess the credit non-degree, student experience

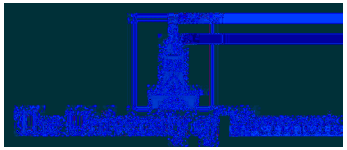
1. Inventory what is currently being done to create an inclusive experience for nondegree students
2. Conduct focus groups to identify how nondegree credit students would like to be part of campus. What would improve their experience?
3. Implement tactics to create a more inclusive experience. Possible tactics include:
    a. Providing clearer information on parking, advocating for transportation solutions
    b. Offering a physical space like a lounge space for students
    c. Developing a student advisory board for ongoing input (2x/yr)



• Implementing online orientation for all programs • Improving course accessibility • Personal program navigators or coaches		

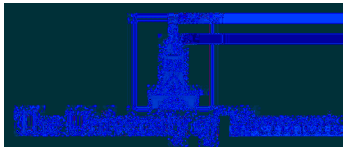
Part 2b, Student Belongingness and Inclusion in the PACE noncredit environment

Collect consistent data on the student experience across all non-

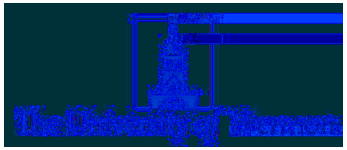


o Examine consistency in compensation for non-credit development, instruction, and revisions. Invite community organizations, such as HireAbility (formerly VocRehab) to speak		

Expand training opportunities for staff by offering at least one department-wide training opportunit



• Provide training for PACE noncredit instructor population by building required instructor training course for PACE noncredit instructors. o Topics to include: ▪ Introduction to PACE ▪ Best practices in facilitation ▪ Inclusive teaching in an online environment • Monitor, guide, coach instructors in using inclusionary practices during the course • Include inclusionary practices review in course debrief. • Provide refresher resources for instructors on an annual basis once they have completed the training. faculty for teaching inclusively.		



Part 4 – Environment

Physical Accessibility

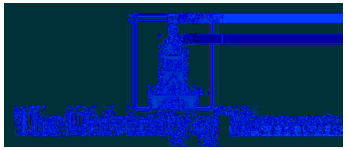
S.M.A.R.T. Goal(s)

Goal	Responsible Group	Time Frame
Ensure that PACE offices and event spaces are physically accessible to both staff and visitors • Evaluate and remediate the accessibility of the 23 Mansfield Ave space in collaboration with AAOE and UVM Facilities • Ensure that all hires have accessibility needs met. • Provide options of accessibility for in-person events for all participants. • Add language regarding accessibility needs to all meeting invites. e.g., "if you need physical or technical accommodations."	HR	May 2023

Digital Accessibility

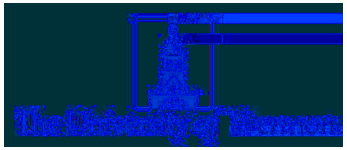
S.M.A.R.T. Goal(s)

Goal	Responsible Group	Time Frame



Ensure that online learning spaces and publicly available web properties are accessible to visitors

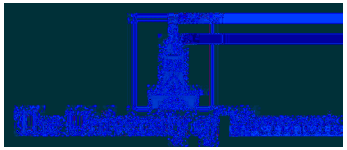
- Identify digital accessibility issues through:
-



Cognitive Accessibility and Curriculum Review

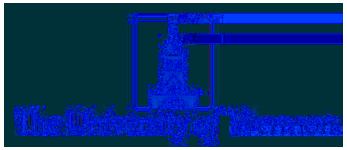
S.M.A.R.T. Goal(s)

Goal	Responsible Group	Time Frame
Institute a 3-year curricular review and improvement cycle for PACE noncredit courses that includes a focus on inclusive pedagogy. Components of this review include: •		



S.M.A.R.T. Goal(s)

Goal	Responsible Group	Time Frame
Send communication to instructors once a year/term with resources for		



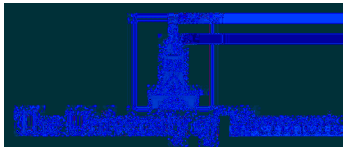
Part 7 – Review Schedule

Spring 2023

- **Kickoff, project management plan**
- **Add numbers to this plan for tracking purposes, set up gantt chart—this will help with subsequent milestone dates.**

Spring 2024

Spring 2025

Spring 2026

Spring 2027