

Strategic Plan 2005-2010

**College of Computing, Integrated
Engineering & Technology**

July 15, 2006

CCIET

Table of Contents

Executive Summary	Error! Bookmark not defined.
Academic Excellence is Our Purpose	4
Students are Our Focus	5
Key Resources Support Our Mission and Values	5
The Community, Region and Stakeholders are Our Partners	5
Adapting to Change Defines Our Future	5
Ethical Standards Guide Our Actions	6
College of Computing, Integrated Engineering and Technology	7
Strategic Plan: 2005-2010	7
Introduction:	7
Our Heritage:	8
Department of Computer Science and Information Systems	8
Department of Mathematics	8
Department of Integrated Engineering and Technology	9
Our Vision:	9
Our Mission:	10
Our Core Values:	10
Core Abilities (Learning Outcomes—LO)	10
Communication	10
Quantitative Literacy	11
Personal & Professional Responsibility	11
Critical Thinking	11
Diversity/Appreciation for Differences	11
Life-Long Learning	11
Institutional Effectiveness	11
Assessment Program	11
Measurement and Assessment	11
Assumptions for Strategic Planning	12
University Strategic Plan	12
Strategic Planning, Annual Planning, Mission, Vision	12
Execution, Accountability, Evaluation	12
Institutional Environment	12
Curricula	12
Students	13
Faculty and Staff	13
Support Services	14
Resources	14
Assessment	15
Facilities	15
Administration/Governance Structure & Philosophy	15
External Relations	15
Implementation and Assessment of the Strategic Plan	
I. Academic Excellence is Our Purpose	16
A. Faculty:	16
B. Research and Scholarly Activity:	18
C. Educational Experience	19
1. Undergraduate Programs:	20

2. Developing Graduate Programs:.....	23
3. Community/Social Responsibility:	24
4. Involvement and Personal Growth:	25
II. Students are Our Focus	27
A. Student Recruitment and Admissions:.....	27
B. Student Body Quality and Diversity:	28
C. Retention and Graduation Rates:.....	30
III. Key Resources Support Our Mission and Values.....	33
A. Personnel:.....	33
B. Other Resources	35
1. Financial:.....	Error! Bookmark not defined.
2. Library:	36
IV. Community, Region and Stakeholders are Our Partners	378
A. The College Partners:.....	38
1. The College Will Seek Support From Private Businesses:.....	38
2. Alumni Relations:	38
3. Marketing:.....	40
B. Physical Environment	42
1. The College Facilities:	42
2. Environmental Impact and Sustainability:.....	423
C. Public and Regional Service	43
1. Service:	43
V. Adapting to Change Defines Our Future	44
VI. Ethical Standards Guide Our Actions.....	45

Appendices

Appendix A: Center for Applied Research and Advanced Technologies	46
Appendix B: Assessment Model	50
Appendix C: SUU Academic Degree Programs Ten Year Plan.....	52
Appendix D: General Education and Core Abilities.....	54

Executive Summary

The College of CIET Strategic plan is based on the University Strategic Plan, as well as input from the College Strategic Planning Committee, departments, and individual faculty. It is designed to cover the major operational aspects of the College for the next five years. As a dynamic working plan for the College it is understood and, indeed, anticipated, that the plan will be updated each year. It will lay the foundation for annual college, departmental, and faculty plans. The budget allocation and allocation of resources within the College will be based on the needs of the goals of this plan.

The College Strategic Plan, unlike the University Strategic Plan, does not discuss the resources needed to accomplish goals. Since the College Strategic Plan was developed from the University Strategic plan, it is expected that adequate resources will be allocated from the University budget to pursue the goals of the College plan. In this respect, the success of the College plan depends on the success of University plan and support from the University administration.

Among all of the goals and objectives of this plan, one is worthy to be discussed in the executive summary and in more detail in the Appendixes. This objective is the development of the Center for Applied Research and Advanced Technologies. The success of this project depends on support from the Utah Government, local businesses, the community, and the University administration. Presently it is in the conceptual phase and it is therefore difficult to predict its final organizational form. That is why, in designing the College Strategic Plan, the attempt was made to disconnect the Strategic Plan with the plans for development of the Center for Applied Research and Advanced Technologies. Whether the Center for Applied Research and Advanced Technologies will remain just a concept due to the lack of support or will be shaped into the powerful and influential institution (as we hope it will), a lot of activities included to the College Strategic Plan will be incorporated into the Center for Applied Research and Advanced Technologies. Undergraduate research, service teaching, internships, project teaching, interdisciplinary studies, and faculty interdisciplinary scholarly activities will be part and parcel of the Center for Applied Research and Advanced Technologies activities irrespective of its final form.

This plan sets forth the mission, visions, and values statements for CCIET, establishes learning and process goals and core abilities for students, and integrates assessment throughout.

The key themes and goals of the plan are:

Academic Excellence is Our Purpose

Goal: The College will recruit, retain, mentor, and support a faculty of high quality that will be effectively involved in general areas of teaching, scholarly activity, service, and regional economic development. The college will facilitate and support faculty professional growth. The college target is to have 80% of faculty terminally qualified with the remainder professionally qualified.

Goal: The College will require and encourage faculty to be actively involved in scholarly activity. The College will promote, recognize and support all forms of scholarly activity as defined in Boyer's Model and related to the programs offered by department faculty. Special emphasis will be made on interdisciplinary studies, applied research directly related to industry needs, developing innovative methods of teaching/delivery, and assessment of courses and curricula.

Goal: CCIET will achieve excellence in undergraduate programs. The College will provide its students with the educational experience comparable to or above, master's peer institutions. The college will be renowned for its excellence in teaching and students will be recognized for their knowledge, proficiency and skills in their field of study and ability to pursue life long learning.

Goal: The College will develop and offer quality master's programs.

Goal: The College will become an integral part and driving factor in the economical development of Southern Utah.

Goal: The College will broaden students' educational experience through participation in extracurricular activities.

Students are Our Focus

Goal: The College will recruit, mentor, and support high quality students.

Goal: CCIET will create a student body of diverse and high achieving students.

Goal: CCIET will develop enrichment programs and activities that increase students' success, retention, and graduation rate. The retention target is 70% from declaration (acceptance) of a major to graduation.

Key Resources Support Our Mission and Values

Goal: The College will hire and retain staff of high quality, will encourage staff to be effective, demonstrate initiative and creativity, and excel in routine activities.

Goal: The College will actively seek and effectively manage resources required to implement the strategic plan and to maintain quality programs and sustainable growth.

Goal: To meet its mission, the College will continue building a library collection of books and other materials that are related to the programs of the college.

Goal: The College will acquire and use proven information technologies. (Resources for these goals are funded through the Engineering and Computer Science Initiative Fund, student fee revenues, and state wide technology initiative funds).

The Community, Region and Stakeholders are Our Partners

Goal: The College students' experience extends beyond the traditional four years of attendance. The College will seek the involvement and investment of SUU's graduates and other college stakeholders for the betterment of the education experience.

Goal: The College will obtain additional funds to implement the College's strategic plan.

Goal: The College will obtain Alumni support and feedback for implementation of the College's strategic plan.

Goal: The College will focus marketing efforts on strategic goals, programs, and projects, as well as alumni, student, and faculty achievements.

Goal: The College will maintain existing facilities and will seek to expand them as programs grow. The College will work to place all departments, faculty offices, classrooms and labs in a close proximity to each other.

Goal: The College will facilitate regional economical development. Ideally this will involve a collaborative effort between students' educational activities, faculty scholarly activity, and regional economical development.

Adapting to Change Defines Our Future

Goal: The College will meet the changing needs of the employers of our students and the changing needs of the faculty, community and region by encouraging and supporting innovation and informed risk-taking.

Ethical Standards Guide Our Actions

Goal: The College is committed to treating all individuals with respect, demonstrating integrity and professionalism, developing and implementing fair solutions to problems, and assuming responsibility for our work.

Note: Appendices offer specifics on the Center for Applied Research and Advanced Technologies [Appendix A]; Assessment Model [Appendix B]; SUU Academic Degree Programs Ten Year Plan [Appendix C]; General Education and Core Abilities as defined in the University Strategic Plan [Appendix D].

It is anticipated that implementing this strategic plan will prove to be instrumental in achieving the mission of the College, securing its future, and providing students with an education that prepares them to succeed in today's highly technological and global society.

Academic Departments will use this plan to create their annual implementation plans. Departmental annual measurable objectives and activities will be included into departmental annual implementation plans. All CCIET strategic plans will complement and comply with the goals and objectives of the college strategic plan.

College of Computing, Integrated Engineering, and Technology

Strategic Plan: 2005-2010

Introduction:

In a rapidly changing global community, higher education institutions must educate students to be critical thinkers, effective communicators, life-long learners, and individuals who demonstrate integrity and empathy as they pursue their lives' ambitions. Capitalizing on our unique environment, The College of Computing, Integrated Engineering, and Technology (CCIET) will prepare its graduates to excel in these areas by emphasizing the following core values: academic excellence, community and social responsibility, and involvement and personal growth.

The College of Computing, Integrated Engineering, and Technology is the youngest college at Southern Utah University. The overriding purpose in the development of the college was to better place programs in organizational proximity to each other, to encourage collaboration and to better serve the needs of students and industry. It was expected that these structural changes would serve as a catalyst for creative revision of curricula, increase cooperation between departments, and the exploration of new trends and horizons in higher education. This will not only serve students better, but will also give them an education that will put CCIET students ahead of their peers as they begin their professional careers. These challenges give CCIET a unique opportunity to demonstrate creativity, a strong professional commitment, and an ability to find innovative solutions in the rapidly changing high technology world.

Major Roles of SUU/CCIET:

Southern Utah University has three significant and distinguishing roles within its Utah System of Higher Education mission and Charter:

1. *Comprehensive, high quality Bachelors and Masters granting university:*

As a Type II Masters College and University, SUU has a Regent's defined mission to "offer a wide range of associate and baccalaureate programs, and graduate education through the masters degree (R312-5.1).

2. *Residential Learning Campus:*

Southern Utah University is distinguished by the fact that close to 80% of its students are living away from home. One of SUU's core values is to broaden service, personal growth, and perspectives through campus and community involvement.

3. *Regional University meeting Economic Development and Rural Needs:*

Southern Utah University serves as a comprehensive regional university to enhance economic, technological, and cultural development of the communities served.

Our Heritage:

Through its more than 100 year history, Southern Utah University has evolved from a teacher training institution to its current role as a comprehensive, regional university offering graduate, baccalaureate, associate, and technical programs. From the time of its founding, SUU has placed students first by featuring personalized and participative classes, combined with competent, qualified and supportive faculty, staff, and administration. People of the region look to the University for skill-development opportunities, major academic specialties, outreach services, cultural and athletic activities, economic and business development, and regional archives.

After the organizational changes that took place in July of 2005, the Department of Computer Science and Information Systems, the Department of Mathematics, and the Department of Integrated Engineering and Technology were merged together to form the newly developed College of Computing, Integrated Engineering, and Technology. These three departments offer traditional and state-of-the-art programs for their students.

Department of Computer Science and Information Systems

Effective July 1, 2005, the Computer Science and Information Systems (CSIS) Department became a consolidation of the computer science area that was formerly housed in the College of Science, the information systems area that was formerly housed in the School of Business, and the information systems applications area that was formerly housed in the School of Applied Science and Technology.

The CSIS faculty has expertise in computer graphics, scientific computing, network administration, Web programming and development, telecommunications, network and cyber security, and internet and computer forensics. Faculty members engage in scholarly activity that results in publications and presentations at international, national, and regional conferences. Faculty members also conduct workshops for their peers.

This department consists of two areas, computer science and information systems, and is located in the Electronic Learning Center (ELC). The department maintains four fully mediated classrooms/labs, one fully mediated Linux classroom/lab, and one fully mediated networking classroom/lab.

The CSIS department has recently developed state-of-the-art curriculum and plans to apply for ABET accreditation. The department offers a BS degree in Computer Science, a BS degree in Computer Science with a Forensic Science emphasis, a BS degree in Computer Science with a GIS emphasis, and a BS degree in Information Systems. The department also offers an AAS degree in Information Technology with an emphasis in either--Networking/Telecommunications, Information Technology, or Computer and Information Systems Security. [List minors here.](#)

[List graduate programs here.](#)

Department of Mathematics

Bachelor of Science degrees are offered in Math Education, Pure Math, Math with emphasis in Actuarial Science, and Math with emphasis in Bioinformatics. The Math Ed and Pure Math degrees have been offered for forty years and have a long history of success. Our graduates have been recognized as leaders in math education. One such example is Steve Laing who was State Superintendent of Schools in Utah for several years. Another example is Max Rose who was Provost at Dixie State College for several years and is now Superintendent of Schools in Washington County. Our graduates in Pure Math

have always done very well in graduate school. One such example is Scott Grimshaw, Professor of Statistics at Brigham Young University. Even before we had formal programs in Actuarial Science and Bioinformatics we had several students become Actuaries and others go into research areas of medicine and other sciences. One example is Megan Jones. She became an actuary in a short time after receiving her B. S. degree from SUU.

It has always been recognized that math department is a service department. Eighty percent of our teaching load is to offer classes in mathematics for other departments such as business, engineering and science and to provide general education in quantitative literacy for the entire university. The Department of mathematics is continually experimenting on different methods and ways of providing this service. [List minors here.](#)

Department of Integrated Engineering and Technology

Engineering, Engineering Technology, and Technology programs have existed at Southern Utah University for several decades as two year associate degrees and have served as major feeder programs for the other universities in Utah. In 2000 a strategic decision was made to expand both the Engineering Technology and Engineering programs to four year Bachelor of Science degrees. The engineering faculty, then housed under the School of Science, created an Integrated Engineering Degree that combines concepts from Mechanical, Electrical, Computer, and Civil engineering into a more generalized multidisciplinary degree that is unique in the United States. In 2004, both the engineering and technology faculty were combined into a new department and college to facilitate interdisciplinary cooperation and provide more efficient use of resources and expertise. The Integrated Engineering program was the first to seek ABET (Accreditation Board of Engineering & Technology) accreditation. Engineering and technology degrees and programs are “economic growth engines,” and the department is aggressively participating with state agencies and regional industry to assist inventors, entrepreneurs, and local companies and to spur economic growth.

[List degrees here starting with bachelors \(with all emphasis\)](#)

Our Vision:

The Southern Utah University (SUU) College of Computing, Integrated Engineering, and Technology (CCIET) will be globally renowned for its excellence in education and scholarship within all of its comprehensive disciplines, ultimately becoming a role model for other institutions. To accomplish this, CCIET will:

- access government and private resources which provide funding for scholarly activity and student training;
- create and maintain partnerships with both national and international peer institutions;
- cultivate computer, information systems, mathematics, engineering, and technology literacy in the general student population;
- develop venues for high school students to articulate credits to post-secondary programs;
- encourage and support faculty in the development of new knowledge and technology in the areas represented by CCIET;
- establish collaborative relationships with business, industry, and professional organizations while providing students with practical experiences that exemplify the state-of-the-art programs;
- integrate a foundation for opportunities of life-long learning and adaptation to a changing, multicultural, and technology-driven world;

- prepare regionally, nationally, and globally competitive graduates actively sought by employers and post-bachelor institutions of higher learning;
- provide a learning environment which incorporates the study of fundamentals, the understanding of applications, and the experience of practical skills.

Our Mission:

The mission of the College of Computing, Integrated Engineering, and Technology (CCIET) is to provide a learning-centered environment that enables students to achieve their academic goals and to compete on a global level for careers in government, industry, secondary education, and acceptance to graduate school.

The College provides programs in computer science, engineering, information systems, mathematics, technology, and interdisciplinary studies. The curricula are rich with opportunities for students to develop a sound understanding of fundamentals as well as specialized theories, practices, and ethics that enhance their learning.

The CCIET faculty and staff are committed to providing high-quality education, individual guidance and assistance to students, and to helping them grow intellectually, professionally, and personally while pursuing their academic goals.

The College is committed to assisting in the economic development of the region through partnerships with industry, inventors, and entrepreneurs.

Our Core Values:

The CCIET is an integral and vital part of Southern Utah University and shares the University's values as defined in the University Strategic Plan.

To accomplish our mission, goals and objectives, CCIET depends on resource allocations from the University. The resource impacts are detailed in the University Strategic Plan.

The College will incorporate the assessment activities as developed in the University Strategic Plan, as well as assessment activities that are required by specialized accreditation agencies like ABET. Assessment activities that are required by accreditation agencies are program focused and will be incorporated into the departmental strategic plans.

Our learning and process goals are:

- Obtaining basic knowledge within and across disciplines (KNOWLEDGE)
- Developing personal connections and satisfaction with faculty and staff (PERSONAL)
- Engaging life-long learning abilities (LIFE-LONG)
- Integrating theory and practice in a regional and global context (GLOBAL)
- Respecting the views of others (RESPECT)
- Developing service and social responsibility (SERVICE)

Core Abilities (Learning Outcomes—LO)

The core ability is an attitude or skill that is a “common thread” to the curriculum or collegiate experience at SUU. Core abilities are integrated into course content guides, teaching specific abilities in particular content areas, and assessing them as learning outcomes.

Communication

The ability to understand and express a concept through communication in all its forms, including active listening.

Quantitative Literacy

The ability to solve problems in the discipline through an understanding of mathematical and quantitative information.

Personal & Professional Responsibility

The attribute of developing ethical standards, caring for the wellness of self, and building civility, character and respect for others.

Critical Thinking

The process of examination, evaluation, and revision of material, ideas, or data using task-appropriate methodologies, skills and tools.

Diversity/Appreciation for Differences

The ability to understand the uniqueness of self and others, perspectives of other peoples and nations, and openness toward diverse points of view.

Life-Long Learning

The ability to persist in acquiring knowledge and applying life and learning skills, set, revise and achieve goals, and assume responsibility for one's own learning.

Institutional Effectiveness

Using multiple indicators, SUU determines general institutional effectiveness through measurement of four components:

- Student learning outcomes and the core abilities as stipulated in the expectations of general education and in degree-granting programs.
- Student perceptions of the collegiate experience where student involvement leads to learning and experience that can be specified in measurable outcomes.
- Institutional benchmarking, external accountability, accreditation, and related measures.
- General impact of graduating students on their professions, and of SUU on its state and region.
- Adequacy of curriculum to general education and professions, as determined by systematic review

Assessment Program

CCIET's systematic and strategic assessment program (1) assesses learning processes, educational objectives and learning outcomes, (2) measures satisfaction outcomes, (3) responds to college stakeholders and constituency for data to demonstrate effectiveness and excellence, and (4) provides resources to academics for improvement.

Measurement and Assessment

- Attainment of institutional effectiveness goals are specified by each department in annual assessment plans and reports.
- Continuing program of university-wide surveys selected and administered by the University Institutional Effectiveness and Assessment Committee with survey results made available campus-wide for planning and reporting.

Assumptions for Strategic Planning

University Strategic Plan

- Since the College plan was developed to support the University Strategic Plan, the College expects an adequate level of support from the University Administration to implement the goals and objectives of the College Strategic Plan.
- The College Strategic Plan is subject to the assumptions of the University plan under the heading “Assumptions for the University Strategic Plan.”

Strategic Planning, Annual Planning, Mission, Vision

- CCIET will be engaged in annual and ongoing planning efforts at the College, department, and individual faculty levels.
- University Administration will recognize the importance of the annual planning process and facilitate to devote most of the faculty, departmental, and colleges’ time at the beginning of each academic year to the planning activities.
- Mission statements for the CCIET departments must be consistent with the College’s mission statement. Each department will prioritize strategies for implementation on an annual basis.
- The CCIET offers and affirms a quality undergraduate curriculum. The CCIET will develop selected professional graduate programs that differentiate the CCIET role in the Utah System of Higher Education.
- Although the College intends to remain primarily residential, on-line courses and programs will be developed and offered to students. University Administration will provide adequate levels of support to develop these courses and programs.

Execution, Accountability, Evaluation

- A culture of evaluation, that is important to the quality and continual improvement of CCIET, will be developed.
- The execution of the plans and assignments in a timely manner is essential for implementing the strategic goals.
- Annual reports on strategic and routine activities are expected from faculty, departments, and the College.
- All college personnel will be accountable for their duties, assignments, and responsibilities.

Institutional Environment

- Open communication is imperative for the effective functioning of the College.
- A collegial atmosphere and tolerance for diverse perspectives is important among all units and individuals of CCIET.
- Excellence within the CCIET community must be recognized, encouraged and rewarded.

Curricula

- CCIET will contribute to SUU’s general education program re-examination, adjust to fit the needs of students for the 21st century, and demonstrate programmatic success.

- Undergraduate academic programs will undergo continuous review in relation to changing education, social, and fiscal needs. Enhancement, combination, reconfiguration, elimination, and the emergence of new programs may result from this process.
- Graduate programs will be developed.
- Initially new programs must be funded either from reallocation of existing resources, or from external funds when available. The College expects financial support from SUU to develop programs with great potential to grow.
- Niche programs that do not compete with other Utah universities, but have a high potential for success, will be a focus of the College.
- CCIET will develop distance education programs and courses that address specific needs and markets.

Students

- The College will become a student focused College.
- Student enrollment to the College programs will grow at the rate of 10% per year. Student headcounts will be based on the Fall 3rd week enrollment reports, as submitted to the Board of Regents.
- The rate of retention for the university tire in the College programs will be 70% by the end of 2010.
- The CCIET will actively recruit and enroll students throughout Utah, southern Nevada, northern Arizona, and California by executing the current enrollment management plan and integrated marketing plan. The College will also expand the recruiting activities to junior colleges across the country.
- A systematic program and adequate funding for graduate assistantships are a priority for growth of the graduate program.
- The student senators, representatives of the student clubs and organizations, will be actively involved in all the planning of activities and in implementing the strategic and annual plan.
- CCIET will seek to foster student academic excellence through an honors program, study abroad programs, and special support programs if needed (i.e., tutoring programs).
- Student enrollment the first year of this plan will be between 350 to 400 total headcount and all enrollment figures and projections in the plan are based on Fall 3rd week enrollment reports as submitted to the Board of Regents.

Faculty and Staff

- As a faculty baseline, Fall 2004 data is used: Fall full-time, instructional contract faculty: 33.
- A continuing pool of adjunct and overload funding will be needed to support instruction each year.
- SUU resources will be allocated to support CCIET faculty, administrative and staff development, and training.
- Ensuring excellence in newly hired faculty and staff and providing support to retain new and continuing faculty and staff will be crucial during the next five years.
- Scholarship activity by all faculty members will be required to support the primary CCIET function of teaching.
- Faculty will be engaged in interdisciplinary and pedagogical scholarly activity.
- The Interdisciplinary scholarly activity will be coordinated through the Center for Applied Research and Advanced Technologies.
- Pedagogical scholarly activity will support the on-line/distance courses development and teaching, the use of technology in the classroom and the assessment practice of the College.

- Up-to-date and appropriate instructional technologies will be incorporated to curricula by faculty.

Academic Advising

- **The primary goal of the academic advising is to increase enrollment and retention rate.**
- Advising will work in support of and collaboration with faculty to assist students in their pursuit of personal and academic goals.
- Technology will be consistently employed in the advising process, including the creation and maintenance of a comprehensive website which addresses the prescriptive issues surrounding CCIET programs and University resources.
- By serving as an instructor for the First Year Seminar, UNIV 1000, and through participation in Freshmen Orientations, connections with new students who may be interested in CCIET curricula will be established and developed.
- Advising will work closely with the *Success Academy* to support the academic opportunities for high school students as they incorporate CCIET course work into their pre-college careers.
- The CCIET advisor will participate in regular opportunities for professional development and be given appropriate rewards/recognition relevant to those accomplishments which support the University and College's Missions.
- In an effort to provide up-to-date and pivotal information regarding CCIET programs, assisting the University and College leadership in recruiting will be recognized as an essential role of advising.
- As the student population of CCIET grows, advising will be subsequently supported to include additional resources to support the anticipated demand in order to ensure a high standard of quality and effective counseling.

Support Services

- The University will provide adequate service support to implement the College goals.
- The University will provide up-to-date and competitive library resources that are essential to the quality of the academic programs.
- The CCIET is obligated to provide access to appropriate support services for all programs.
- The University is obligated to provide convenient facilities and access for students, faculty, and staff to support the college mission and vision. The major consideration is the location of academic and support services for the college.

Resources

- Although the College will rely mostly on the University to provide an adequate level of resources needed to fully implement the College Strategic Plan, the College will utilize internal reallocation strategies and seek private funds and sponsored grants, as well as other sources of funding as a first priority.
- Enrollment growth is a strategic variable and directly affects CCIET funding.
- All departments will share responsibility in seeking external funds to enhance the CCIET mission.
- No constant level of funding is assured.
- Each department of the College will maintain an average class size, as determined by the financial model.
- The College will actively seek for strategic initiatives in external funding. In this respect, the College will rely on guidance and assistance from the SUU Development Office.

- The strategic plan must be used as a basis for development of annual budget requests, as well as distribution of budget among departments, projects, programs, travel needs, and faculty development.
- To finance the College strategic initiatives, a special account will be created. The funds from this account will be allocated by joint decision of department chairs and/or by the CCIET Dean's discretion.

Assessment

- Assessment findings are not linked to faculty evaluation, promotion, or tenure.
- Institutional assessment will be centralized and will use four major survey tools: the National Survey of Student Engagement (NSSE), administered in even numbered years; the Noel-Levitz Student Satisfaction Inventory (SSI), administered in odd numbered years; the ACT College Outcomes Survey (COS), administered in odd numbered years; and the UCLA Faculty Survey, administered every three years.
- Departments will be involved in assessment activities as required by SUU and accreditation agencies.
- Departmental and program assessments will be documented in annual plans and reports, e-portfolios, ETC field examinations, and other appropriate activities of the department's choice. [See Appendix B]

Facilities

- The University will provide adequate facilities.
- The University will plan to place all CCIET units in close proximity to each other, as well as to the classrooms and labs.

Administration/Governance Structure & Philosophy

- Effective management in all areas and projects of the College is crucial to the educational mission of CCIET.
- The balanced distribution of work and responsibilities between the Dean's office, department chairs, college and departmental committees, and individual faculty and staff is essential for the implementation of the strategic goals.
- Initiative, innovation, and disciplined execution of this plan are expected from the Dean, department chairs, and faculty. This is essential to the implementation of academic programs, curricula, and strategic goals.
- Active participation of faculty, in the work of departmental and college committees, is essential to the implementation of the strategic plan.
- Faculty, students, and staff are expected to be actively involved in the governance of the University and College through participation on departmental, College, and University committees.
- CCIET operations are enhanced when the focus of administrative decisions is in close proximity to where the work is done.

External Relations

- The CCIET will reach out to the community and region.
- The CCIET will support outreach and public relations activities with alumni, parents, private businesses, government agencies, educational institutions, employers and students throughout the country and abroad.

Implementation and Assessment of the Strategic Plan

I. Academic Excellence is Our Purpose

A. Faculty:

The College will recruit, retain, mentor, and support a high quality faculty that will be effectively involved in general areas of teaching, scholarly activity, services, and regional economic development. The college will facilitate and support faculty professional growth. The college target is to have 80% of faculty terminally qualified with the remainder professionally qualified.

Objective 1: The College and all departments will develop and implement policies, standards, and evaluation methods to support and reward excellence in teaching, scholarly activity, services and regional economic development.

Assessment Strategy	Administered when?	Administered by whom?	Use of Results
Annual planning and reporting	At the beginning of academic year (August-September) At the end of academic year (May-June)	Dean, Department Chairs	Evaluation process, LRT recommendations, planning and reporting.

Objective 2: All faculty and staff will be evaluated annually in teaching, scholarly activity, services and regional economic development based on their contribution to the mission of their programs, goals of their department, and the college.

Assessment Strategy	Administered when?	Administered by whom?	Use of Results
(a) At the beginning of each year, the faculty in cooperation with department chairs will develop individual measurable objectives that will contribute to the departmental and college plans. (b) At the end of each year, the faculty and department chairs will assess individual performance against the planned objectives.	Annually, (May, September)	Department Chairs	Adjusting performance, modifying departmental goals and objectives, LRT process.

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Objective 3: The College and all departments will annually define resource requirements, request necessary funds, and allocate budgets to best support the faculty in the accomplishment of the missions and strategic plans of the college and departments.

Assessment Strategy	Administered when?	Administered by whom?	Use of Results
Budget allocations for departments' operations and for college strategic goals	Annually, July 1	Dean	Availability of operational funds and funds to pursue with strategic goals.
Allocate budget to match faculty requests for travel	Annually, July 1	Dean	Faculty will have funds to travel and present papers.
Identifying potential sources of finance, developing requests	Annually, January	Department Chairs	Requests to potential donors and contributors.
Distributing funds for strategic goals implementation	Annually, Upon request	Dean, Department Chairs	Additional funds will be available for departments to pursue strategic goals.
Developing request to campus planning committee for space improvements	Annually, September	Dean, Department Chairs	Request will be submitted to the university planning committee.

Objective 4: The College will develop incentives and practices for rewarding faculty for actively pursuing college strategic and annual goals, for developing cooperation between and within departments, for obtaining additional formal training, and for obtaining a terminal degree.

Assessment Strategy	Administered when?	Administered by whom?	Use of Results
Recognition in annual evaluation, time release, recognition at the annual college day, recommendations for salary increase, travel funds allocation	Through the year	Dean, Department Chairs	Budget allocation, teaching load planning.

Objective 5: The College will facilitate departments and faculty in participation of activities that enhance their professionalism and that provide students with a diversity of learning opportunities. Particularly, the college will promote the following:

- a). Participation in and organization of workshops and seminars.
- b). Developing on-line courses and pedagogy of on-line teaching.
- c). Participating with students in industry required projects.
- d). Exchange with partner universities abroad.

Assessment Strategy	Administered when?	Administered by whom?	Use of Results
Annual planning and reporting	Through the year	Dean, Department Chairs	Improving quality of teaching and diversity of the delivery methods. Scholarly activity. Improving diversity of students' educational experience.

Objective 6: The College will facilitate departments in assigning a mentor to each tenure-track faculty member.

Assessment Strategy	Administered when?	Administered by whom?	Use of Results
Through faculty annual planning	At the beginning of academic year	Department Chairs	Increase faculty retention rates.

B. Research and Scholarly Activity:

The College will require and encourage faculty to be actively involved in scholarly activity. The College will promote, recognize, and support all forms of scholarly activity as defined in Boyer's Model and related to the programs offered by each faculty's department. Special emphasis will be given to interdisciplinary studies, applied research directly related to industry needs, developing innovative methods of teaching/delivery, and assessment of courses included in curricula.

Objective 1: Based on the College strategic goals and faculty evaluation requirements, the College and all departments will:

- a). Define "scholarly activity" for each program.

Assessment Strategy	Administered when?	Administered by whom?	Use of Results
Submission of the policy	May 2006	Dean	Scholarly Activity. Planning and Reporting. Faculty evaluation.

- b). Provide necessary support for faculty to submit scholarly achievements for peer evaluation outside the University.

Assessment Strategy	Administered when?	Administered by whom?	Use of Results
Through budgeting and planning process	Annually	Dean, Department Chairs	Faculty retention, LRT.

Objective 2: The College will develop and support the necessary organizational structure and activities for faculty to participate in interdisciplinary studies, regional economic development, innovation in teaching and curricula development, and project oriented undergraduate research.

- (a). The College will actively pursue the forming of an Center for Applied Research and Advanced Technologies. [See Appendix A, “Center for Applied Research and Advanced Technologies”]

Assessment Strategy	Administered when?	Administered by whom	Use of Results
Submission of the proposal to the board of trustees/regent	2006-2007	Dean	Developing of the Center.
Annual planning and reporting	Annually	Department Chairs	Improving diversity and quality of education. Assisting economical growth of the region.

- (b). The College will organize workshops and training on innovative methods of teaching and delivery, with special emphasis on on-line/distance delivery.
- (c). The College will facilitate departments in establishing professional relationships with peer institutions in the country (and abroad) that focus on applied research, interdisciplinary studies, developing and delivering online courses, and involving students in projects with industries.

Assessment Strategy	Administered when?	Administered by whom?	Use of Results
Annual planning and reporting	Annually	Dean, Department Chairs	Improving quality of teaching. Faculty scholarly activity. Improving diversity of students’ educational experience.

Objective 3: The College will create incentives and practices of awarding and recognizing faculty who actively seek external funding for projects and activities related to the college strategic plan.

Assessment Strategy	Administered when?	Administered by whom?	Use of Results
Annual planning, and evaluation	Annually	Dean, Department Chairs	Annual evaluation. Recognition at the annual College Day Giving faculty time release to work on strategic goals (if average class size and budget allows). Merit pay adjustment.

C. Educational Experience

1. Undergraduate Programs:

The CCIET will achieve excellence in undergraduate programs. The College will provide students with an educational experience equivalent to or above master's peer institutions. The College will be renowned for its excellence in teaching, and students will be recognized for their knowledge, proficiency and skills in the field of study, and ability to pursue life long learning.

Objective 1: The College will seek and maintain appropriate accreditation for all educational programs.

a). CSIS Department will apply for ABET accreditation in Spring 2007

b). IET Department will develop a 5 year plan to address ABET findings and to maintain ABET accreditation of IE program.

Assessment Strategy	Administered when?	Administered by whom?	Use of Results
Annual planning, and reporting	Annually (a), (b) Spring 2007	Dean	Improving quality of programs. Recruitment. Retention.

Objective 2: The College will facilitate and develop systems of assessment, review, and revision that ensure the relevance and rigor of all courses and programs of instruction.

(a). The University's "five column" assessment methodology will be implemented.

Assessment Strategy	Administered when?	Administered by whom?	Use of Results
Departments submit a "five column" assessment plan to the provost's office	Annually, September	Department Chairs	Improving quality of the college programs.
Departments will submit a "five column" assessment report to the provost's office	Annually, May		

(b). The assessment of program outcomes and program educational objectives will be implemented.

Assessment Strategy	Administered when?	Administered by whom?	Use of Results
Annual planning, and reporting	Annually; Spring	Department Chairs	Improving quality of the college programs.

(c). Departments will develop a "course content guide" for all courses.

Assessment Strategy	Administered when?	Administered by whom?	Use of Results
Plans submission	Spring 2006	Department chairs	Improving quality of the college programs.

Objective 3: The College will identify and develop new “niche” BS programs and new emphases in existing BS programs.

Assessment Strategy	Administered when?	Administered by whom	Use of Results
Technology Education curriculum revision	2005-2006	Dean, IET Department Chair	Programs improving Increase enrollment; Diversity of students’ educational experience.
Developing computer engineering technology emphasis	2005-2006	Dean, IET Department Chair	Programs improving Increase enrollment; Diversity of students’ educational experience.
Bioinformatics curriculum revision	2005-2006	Dean, Math Department Chair	Programs improving Increase enrollment; Diversity of students’ educational experience.
Pre – architectural emphasis in CAD/CAM	2005-2006	Dean, IET Department Chair	Programs improving Increase enrollment; Diversity of students’ educational experience.

Objective 4: The College will utilize and incorporate into curricula varied learning strategies, learning methods, and methods of delivery that are included, but not limited to, the following:

- (a). Project learning and interdisciplinary project learning (Departments)
- (b). On-line and distance courses (Departments)
- (c). Undergraduate research
- (d). Capstone courses (Departments)
- (e). Extensive use of technology (Departments)

Assessment Strategy	Administered when?	Administered by whom	Use of Results
Annual planning and reporting	Annually	Department Chairs	Programs improving Increase enrollment; Diversity of students’ educational experience.

Objective 5: The College will promote diversity of students’ educational experiences by facilitating the following activities:

- (a). Cooperation with industries (Departments)
- (b). Participation in exchange programs with universities within the country and abroad (Departments)
- (c). Internships (Departments)
- (d). Service learning and civic engagement (Departments)

Assessment Strategy	Administered when?	Administered by whom?	Use of Results
Annual planning, and reporting	Annually	Department Chairs	Programs improving Increase enrollment; Diversity of students’ educational experience.

Assessment Strategy	Administered when?	Administered by whom?	Use of Results
Marketing partner universities programs and exchange programs within USA universities	Annually	Dean, Department Chairs	Diversity of students' educational experience.
Identify students who came to SUU as exchange students and help them adjust to the SUU environment. Involve them in projects with other SUU students.	Annually, October Annually, Spring	Dean –Identification of students Department Chairs – help students adjust and involve them in projects with other SUU students.	Diversity of students' educational experience.

Objective 6: The College will facilitate departments in providing better general education for SUU students.

Assessment Strategy	Administered when?	Administered by whom?	Use of Results
Annual planning, and reporting	Annually	Department Chair	Programs improving. Improving quality of education.

Objective 7: The College will develop strategies to meet the needs of students with different backgrounds and preparation.

(a). The College will develop at least one honors program for the department. (Departments)

Assessment Strategy	Administered when?	Administered by whom?	Use of Results
Annual planning, and reporting	2005-2007	Department Chairs	Programs improving; Improving quality of education; Improving retention.

(b). The College will facilitate development of effective tutoring programs. (Math Department)

Assessment Strategy	Administered when?	Administered by whom	Use of Results
Annual planning, and reporting	2005-2006	Math Department Chair	Programs improving; Improving quality of education' Improving retention.

Objective 8: The College will develop and deliver on-line courses and programs. (Departments)

Assessment Strategy	Administered when?	Administered by whom	Use of Results
Annual planning, and reporting	Annually	Department Chairs	Diversification of delivery methods. Increasing enrollment.

Objective 9: The College will assist departments in analyzing program effectiveness, attaining appropriate average class size as determined by the financial model, and relocating resources if needed.

Assessment Strategy	Administered when?	Administered by whom	Use of Results
Discussion with faculty	2005-2007	Dean, Department Chairs	Increasing effectiveness Relocation Resources

2. Developing Graduate Programs:

The College will develop and offer students quality master's programs.

Objective 1: The College will assist departments in developing interdisciplinary master's programs.

Assessment Strategy	Administered when?	Administered by whom?	Use of Results
Developing Land Development Program	2005-2007	Dean, IET Department Chair	Programs improving; Increase enrollment; Diversity of students' educational experience.
CS emphasis in Forensic graduate program	2005-2006	Dean, CSIS Department Chair	Programs improving; Increase enrollment; Diversity of students' educational experience.
Computer Modeling (interdisciplinary)	2007-2010	Dean, Department Chair	Programs improving; Increase enrollment; Diversity of students' educational experience.
Network Security	2007-2010	Dean, CSIS Department Chair	Programs improving; Increase enrollment; Diversity of students' educational experience.
Operation Research	2007-2010	Dean, Math Department Chair	Programs improving; Increase enrollment; Diversity of students' educational experience.

Objective 2: The College will assist and supervise departments in developing on-line classes and entire programs for master's degrees on-line. (Departments)

Assessment Strategy	Administered when?	Administered by whom?	Use of Results
Annual planning, and reporting	Annually	Department Chairs	Diversification of delivery methods. Increasing enrollment.

Objective 3: The College will develop channels of communication between departmental graduate programs and SUU's office of graduate programs and graduate curriculum committee.

Assessment Strategy	Administered when?	Administered by whom?	Use of Results
Curricula of the programs under development will be submitted to the graduate curriculum committee	As needed	Department Chairs	Programs improvement.

3. Community/Social Responsibility:

The College will become a significant contributor to the economical development of Southern Utah.

Objective 1: The College will develop and support the necessary organizational structure and activities for faculty and students to participate in regional economic development.

- (a). The College will actively pursue the forming of an Center for Applied Research and Advanced Technologies. [See Appendix A, "Center for Applied Research and Advanced Technologies"]
- (b). The College will assist departments in establishing professional relationship with local industries and businesses.

Assessment Strategy	Administered when?	Administered by whom?	Use of Results
(a). Submission of the proposal to the board of trustees/regent	Fall 2006	Dean	Developing of the Center.
(b). Annual planning and reporting	Annually	Department Chairs	Improving diversity and quality of education. Assisting economical growth of the region.

Objective 2: The College will assist departments in providing opportunities for students to explore different views, develop a deep appreciation of professional ethics, and become involved citizens of their communities, nations, and the world. The following activities will be considered and incorporated if possible:

- (a). Student domestic and foreign exchange programs. (Departments)

Assessment Strategy	Administered when?	Administered by whom?	Use of Results
Through advising, distributing information and arranging presentations the college will provide students with information about domestic and foreign exchange programs.	Annually	Department Chairs, College Advisor, Dean	Improving diversity and quality of education.

- (b). Service projects. (Departments)
- (c). Emphasis on teamwork. (Departments)
- (d). Incorporating ethical issues into curricula. (Departments)

Assessment Strategy	Administered when?	Administered by whom	Use of Results
Adjustment of curriculum/class schedule that allows students to participate in interdisciplinary and industry required projects	Annually	Department Chairs	Improving quality of education.

4. Involvement and Personal Growth:

Broaden students' educational experiences through participation in extracurricular activities.

Objective 1: The College will facilitate departments in developing and supporting student clubs, organizations, and extracurricular activities. (Departments)

Assessment Strategy	Administered when?	Administered by whom	Use of Results
Annual planning and reporting	Annually	Department Chairs	Improving quality of education.

Objective 2: The College will expand opportunities for student employment.

Assessment Strategy	Administered when?	Administered by whom	Use of Results
Annual planning and reporting	Annually	Department Chairs	Improving quality of education.

Assessment Strategy	Administered when?	Administered by	Use of Results
The college will provide information to the college majors about job fairs	Annually	College Advisor, Dean's Secretary, Departmental Secretaries	Student placement after graduation; Building relationship with alumni; Making programs more marketable.
Departments will provide their students with information on potential employers and actual employers of the alumni	Annually	Department Chairs	Programs Assessment.
Departments will establish channels of communication with companies that could be potential CCIET graduates employers	Through the year	Department Chairs	Making programs more marketable.

Objective 3: The College will assist students in organization of recreational activities. (Departments)

Assessment Strategy	Administered when?	Administered by whom	Use of Results
Annual planning and reporting	Annually	Dean, Department Chairs	Improving quality of education.

II. Students are Our Focus

The College is dedicated to providing high value instruction for students' educational growth and development.

A. Student Recruitment and Admissions:

The College will recruit, mentor, and support high quality students. The College target for growth is to double by 2010.

Objective 1: Every year the College, with the active participation of departments, will develop a plan for growth (recruiting and retention) that will include, but are not limited to, the following activities:

- (a). Recruiting students from Utah junior colleges and high schools.
- (b). Recruiting students from junior colleges and high schools across the country.
- (c). Exchange students from peer and "sister" institutions.
- (d). Develop venues for high school students to articulate credits to post-secondary programs.
- (e). Organization of junior high school and high school contests, teacher outreaches, summer camps, and partnerships.
- (f). Success Academy related activities.
- (g). Create a dynamic and interactive website that attracts students interested in Math, CSIS, Engineering, and Technology (for use as a recruiting tool).
- (h). Marketing activities.
- (i). Developing student cohorts.

Assessment Strategy	Administered when?	Administered by whom	Use of Results
Annual planning and reporting	Annually. Fall.	Dean, Department Chairs, Chair of the R&R committee, IE&CS programs enhancement coordinator	Coordination of the recruitment efforts among departments. Building up the college programs.

Objective 2: The College will form the College Recruiting and Retention Committee (RRC) that will coordinate departmental recruiting and retention activities.

Assessment Strategy	Administered when?	Administered by whom	Use of Results
Annual planning	Annually, Fall	Dean, Department Chairs, Chair of the R&R committee, IE&CS programs enhancement coordinator	Coordination of the recruitment efforts among departments. Building up the college programs

Objective 3: The College will designate scholarships as the first fund-raising priority.

Assessment Strategy	Administered when?	Administered by whom	Use of Results
Annual planning and reporting	Annually, Fall	Dean, Department Chairs, Chair of the R&R committee.	Coordination of the recruitment efforts among departments. Building up the college programs.

Objective 4: The College will develop opportunities that involve students in organizations, activities, and competitions designed to create cohesion, engagement, and to showcase the college and students' accomplishments. (Departments)

Assessment Strategy	Administered when?	Administered by whom	Use of Results
Annual planning and reporting	Annually, Fall	Department Chairs	Building up college programs.

B. Student Body Quality and Diversity:

The CCIET will create a student body of diverse and high achieving students.

Objective 1: The College will annually review admission policies, and practices, and modify them as needed.

Assessment Strategy	Administered when?	Administered by whom	Use of Results
Annual planning and reporting.	Annually, Spring	Dean, Department Chairs.	Improving quality of students and improve quality of education.

Assessment Strategy	Administered when?	Administered by whom	Use of Results
Reviewing math admission standards	Fall, 2005 Fall, 2007	Math Department Chair	Improving quality of students and improve quality of education.

Objective 2: The College will recruit, retain, and integrate international students and students from partner universities within the country (consortia students) into the campus community and expand study abroad programs. The following activities will be utilized:

- (a). Articulation with partner universities. (Departments)

Assessment Strategy	Administered when?	Administered by whom	Use of Results
Articulation agreement will be made upon students', who are planning to study abroad, request	Annually	Department Chairs	Improving quality of students and improve quality of education.

- (b). Promoting study abroad and exchange programs, marketing activities that target partner universities.
- (c). Participating in joint projects with faculty and students from partner universities. (Departments)
- (d). Including international students and consortia students into student cohorts. (Departments)

Assessment Strategy	Administered when?	Administered by whom	Use of Results
Through advising, distributing information and arranging presentations the college will provide students with information about domestic and foreign exchange programs.	Annually	College Advisor, Dean, Department Chairs,	Improving diversity and quality of education.

Assessment Strategy	Administered when?	Administered by whom	Use of Results
Dean's office will provide departments with information about international students on campus and their fields of study; with information on partnership agreements and visiting faculty from partners' university	Annually, September, January	Dean	Improving diversity and quality of education.

C. Retention and Graduation Rates:

The CCIET will develop enrichment programs and activities that increase students' success, retention, and graduation rate. The retention target is 70% from declaration (acceptance) in their major to graduation.

Objective 1: The College will implement student advising practices that include, but are not limited to, the following:

- (a). Advising curriculum for students to promote self-directed learning.
- (b). Group advising to meet caseload which exceeds industry standards.
- (c). Advising website used in conjunction with electronic and hard-copy files of students' progress.
- (d). Sophomore-Senior annual advising.
- (e). Mandatory freshmen advising.
- (f). 5th week follow up advising.
- (h). Development and maintenance of a "College Handbook."

Assessment Strategy	Administered when?	Administered by	Use of Results
(a)-(h) Annual planning and reporting	Annually	College Advisor	Recruitment and Retention
The college will implement mandatory freshmen advising	2006-2007	College Advisor	Retention
Will develop and maintain of a "College Handbook"	2005-2006	College Advisor; Department Chairs	Retention
College will develop and maintain state of the arts website	2006-2007	Eng & CS programs enhancement coordinator	Recruitment

Objective 2: The College will assist departments in creating systems that support, track, assess, and mentor students from initial recruitment to graduation and beyond that will include, but are not limited to, the following: (Departments)

- (a). Developing student/faculty mentoring and in conjunction with the overall advising system.
- (b). Creating student "cohorts" for each program.
- (c). Establishing a data base of students and alumni that will facilitate the tracking and reporting of statistics for recruiting and retention purposes.
- (d). Collecting and analyzing data on students' successes and accomplishments.
- (f). Extensively use the college and department websites for advising. (Departments)

Assessment Strategy	Administered when?	Administered by	Use of Results
Annual planning and reporting	Annually	Department Chairs	Retention

Assessment Strategy	Administered when?	Administered by whom	Use of Results
The college will request students' successes and accomplishments stories for annual news letter	Annually, December & May	Dean, Department Chairs	Recruitment and Retention

Objective 3: The College will broaden students' educational experience by:

- (a). Forging alliances with industries to provide internships, design and analysis projects, and networking opportunities for students.
Reference: see above
- (b). Forging alliances with foreign academic institutions to provide enriching study-abroad opportunities for students.

Assessment Strategy	Administered when	Administered by whom	Use of Results
Annual planning and reporting	Annually	Department Chairs	Improving quality of programs; Retention and Recruitment.

Objective 4: The College will establish the practice of recognizing and aggressively marketing the accomplishments of students, faculty, **staff** and programs.

- (a). The College will submit information to the Provost's newsletter.

Assessment Strategy	Administered when?	Administered by whom?	Use of Results
Departments will submit information for the Provost's newsletter to the dean's office	Annually, December & May	Department Chairs, Dean's Secretary	Marketing, Fund Raising
The College will submit information to	Annually, December & May	Dean's Secretary	Marketing, Fund Raising

the Provost's newsletter			
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(b). The College will develop an annual electronic newsletter to be sent to students, faculty, **staff**, associates, and alumni.

Final Result or Ongoing Activity	Administered when?	Administered by whom?	Assessment/Use of Results
Annual planning and reporting	Annually		
Departments will submit information for the annual electronic newsletter to the dean's office	Annually, December & May	Department Chairs, Dean's Secretary	R&R; Marketing; Fund Raising.
The College will develop an annual electronic newsletter	Annually, December & May	Dean, Dean's Secretary	R&R; Marketing; Fund Raising.
An annual electronic newsletter will be forwarded to departments and to the college associates	Annually, December & May	Dean's Secretary, Dean	R&R; Marketing; Fund Raising.
An annual electronic newsletter will be forwarded to departments and to the college associates	Annually; July	Departmental Secretaries, Department Chairs	R&R; Marketing; Fund Raising.

(c). The College will maintain the state of the arts website.

Assessment Strategy	Administered when?	Administered by whom?	Use of Results
Annual planning and reporting	Annually	Eng & CS programs enhancement coordinator	R&R, Marketing

(d). The College will use mass media for marketing purposes and for promoting **CCIET** achievements.

Assessment Strategy	Administered when?	Administered by whom?	Use of Results
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Annual planning and reporting	Annually	Eng & CS programs enhancement coordinator	R&R, Marketing
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(e). The College will recognize students, faculty, staff, and programs at annual College Day and Commencement activities.

Assessment Strategy	Administered when?	Administered by/Responsible Faculty	Use of Results
Recognition of students, faculty, staff, and programs at the annual College Day	Annually, April	Department chairs, Dean	Faculty and Students retention; Marketing.
Identification/selection students and faculty/staff for recognition at annual College Day	Annually, March	Department chairs, dean	Faculty and Students retention; Marketing.
Annual College Day Program and Program for commencement activities	Annually, March	Dean's secretary, departmental secretaries	Faculty and Students retention; Marketing.

Objective 5: The College will maintain the “personal touch” of SUU by maintaining class sizes at most 20-25 students for upper division classes while maintaining the average class size target number.

Assessment Strategy	Administered when?	Administered by whom?	Use of Results
Annual analyses of programs effectiveness	Annually	Department Chairs	Prioritization; Budget reallocation. Strategic planning.

Objective 6: The College will assist departments in expanding opportunities for student employment. Has been already addressed above.

Assessment Strategy	Administered when?	Administered by whom?	Use of Results
Distributing information about job fairs; Arranging internships and students' work on the projects requested by industries.	Annually	Department Chairs	Improving quality of programs.

III. Key Resources Support Our Mission and Values

A. Personnel:

The College will hire and retain staff of high quality, will encourage staff to be effective, demonstrate initiative, and be creative in achieving the strategic goals of the college and in **discharging their responsibilities**.

Objective 1: The College will increase the role of staff in shared governance, decision-making, planning, and implementation.

Assessment Strategy	Administered when?	Administered by whom?	Use of Results
The college will make staff members responsible for projects that contribute to the strategic goals	Annually, as needed	Dean, Department Chairs	Shared governance; Increasing personal accountability; Improving collegiality.
The college will include staff members to the college committees	Annually, as needed	Dean, Department Chairs	Shared governance; Increasing personal accountability; Improving collegiality.

Objective 2: The College will develop the practice of rewarding staff performance by developing and implementing a system of performance-based salary adjustments and recognitions of staff achievements.

Assessment Strategy	Administered when?	Administered by whom?	Use of Results
The college will make a decision on recognizing excellence in staff performance at the annual College Day	Annually, March	Dean, Department Chairs	Staff retention
The college will seek performance based salary adjustment for the college staff	March, 2006	Dean, Department Chairs	Staff retention

Objective 3: The College will meet or exceed 90% of the median salaries of peer universities by 2010. This includes both newly hired employees, and those with longevity of service who may be experiencing salary compression and equity disparities.

Assessment Strategy	Administered when?	Administered by whom?	Use of Results
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Annual evaluation of staff; Salary discrepancies analysis	Annually	Dean	Staff retention; Salary adjustment.
The college will determine what is the staff median salary of peer universities	2006-2007	Dean's Secretary	Salary discrepancies analysis.

B. Other Resources

1. Funding:

The College will actively seek and effectively manage financial resources required to implement the strategic plan and to maintain quality programs and sustainable growth.

Objective 1: The College will assist departments in requesting available funds from the President's and Provost's offices. *Reference: see above – request to planning committee*

Assessment Strategy	Administered when?	Administered by whom?	Use of results
Annual budget planning	Annually, Fall	Dean, Department Chairs	Facilities improvement.

Objective 2: The College will develop a system of appropriate fund distribution between departments and faculty that is based on generated revenues, priorities defined by the College's strategic plan, and effectiveness and persistence of achieving strategic goals. *Reference: see above –budget distribution*

Assessment Strategy	Administered when?	Administered by whom?	Use of results
Annual budget planning	Annually	Dean, Department Chairs	Annual prioritization of strategic goals.

Objective 3: The College will encourage and assist faculty and departments in actively seeking other financial resources to implement the College's strategic plan. *Reference: see above (incentives)*

Assessment Strategy	Administered when?	Administered by whom?	Use of results
Annual planning, reporting and evaluation process	Annually	Dean, Department Chairs	Facilities improvement.

Objective 4: The College will implement a program review approach of the allocation of resources. Consideration will be given to rewarding programs that demonstrated sustained growth, or that have developed a comprehensive "growth" plan.

Assessment Strategy	Administered	Administered by	Use of results
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	when?	whom?	
Through annual budget distribution	Annually	Dean	Prioritization. Resources reallocation.
Dean's office will provide departments with information related to the average class	Fourth week of semester, every semester	Dean	Teaching model and curricula adjustment.
Departments will analyze program effectiveness and discuss findings with the dean	Annually, February	Department Chairs	Curricula adjustment. Resources allocation.
Departments will determine the exact number of majors in every program as a base for 15% annual growth	Annually	Department Chairs	Prioritization. Resources reallocation.

Objective 5: The College will determine the fund-raising priorities and will be involved in fund-raising activities independently and through the SUU Development office.

Assessment Strategy	Administered when?	Administered by whom?	Use of results
Annual planning and reporting	Annually	Dean, Department Chairs	Programs improvement; R&R.
Develop and submit comprehensive 5 year plan for the Engineering and Computer Science Initiative Fund	2005-2006	Dean, Department Chairs	Programs improvement; R&R.
Develop fund raising requests for 2006-2007 calendar year as well as potential donors for the submitted projects	2006-2007	Dean, Department Chairs	Programs improvement; R&R.
College with help of Office of Development will determine the potential donors for the projects that do not become institutional priorities	Annually	Dean, Department Chairs	Programs improvement; R&R.

2. Library:

To meet its mission, the College will continue building a library collection of books and other materials that are related to the programs of the college.

Objective 1: Effectively use library budget allocations; increase efforts to obtain additional library allocations. (Departments)

Objective 2: Increase efforts to garner additional library resources through grants, endowments, donations, and entrepreneurial activities. (Departments)

Assessment Strategy	Administered when?	Administered by whom?	Use of results
Annual planning and reporting	Annually	Department Chairs	Programs improvement.

3. Technology:

The College will acquire and use proven information technologies. (Resources for this goal are funded through the Engineering and Computer Science Initiative Fund, student fee revenues, and state-wide technology initiative funds.)

Objective 1: The College will encourage faculty and departments to actively use technology in teaching. (Departments)

Assessment Strategy	Administered when?	Administered by whom?	Use of results
Annual planning and reporting	Annually	Department Chairs	Improving quality of teaching. Retention.
Purchasing supercomputer	2006-2007	Dean	Diversity of the students' educational experience. Curricula improvement. New opportunities for faculty scholarly activity and service to the region.

Objective 2: The College will facilitate departments in collecting fees to be used for the enhancement and advancement of technology that meets the educational needs of students. **Departments**

Assessment Strategy	Administered when?	Administered by whom?	Use of results
Annual planning and reporting	Annually	Dean, Department Chairs	Improving quality of teaching. Retention.

IV. Community, Region and Stakeholders are Our Partners

A. The College Partners:

The College students’ experience extends beyond the traditional four years of attendance. The College will seek the involvement of SUU’s graduates and other college stakeholders for the betterment of the education experience.

Objective 1: The College will develop relationships and seek support from businesses and community.

See above: ARC, Project learning, Internship, Civil Engagement:

Assessment Strategy	Administered when?	Administered by whom?	Use of results
Annual planning and reporting	Annually	Dean, Department Chairs	Improving quality of teaching. Retention.
<i>By Identifying projects and needs of businesses and communities and . Identifying businesses that will be willing to cooperate with CCIET.</i>	Annually	Department Chairs	Improving quality of teaching. Retention.

Objective 2: The college will involve advisory boards in the decision making process for the betterment of the education experience.

Assessment Strategy	Administered when?	Administered by whom?	Use of results
The college will hold annual meetings of the advisory board members	Annually	Dean	Reviewing the college strategic goals and defining strategic objectives.
Departments will hold annual meetings of the advisory board members	Annually	Department Chairs	Improving curricula. Reviewing and modifying programs outcomes.

B. Alumni Relations:

The College will obtain Alumni support and feedback for implementation of the College’s strategic plan.

Objective 1: The College will develop alumni tracking and communications systems:

Reference: see above

Assessment Strategy	Administered when?	Administered by whom?	Use of results
Annual planning and reporting	Annually	Department Chairs	Reviewing the college strategic goals and defining strategic objectives.
<p>(a) The College will develop an alumni website.</p> <p>(b) The College will send alumni an annual information letter.</p> <p>(c) The College will inform alumni about major changes and development in the college</p> <p>(d) The College will create an alumni database.</p>	Annually	Department Chairs. Eng & CS programs enhancement coordinator	<p>Recruitment and Retention.</p> <p>Improving quality of programs.</p>

Objective 2: The College will facilitate greater involvement of alumni in sharing their experiences and expertise with students, both on and off campus, by:

Assessment Strategy	Administered when?	Administered by whom?	Use of results
Annual planning and reporting	Annually	Department Chairs	Reviewing the college strategic goals and defining strategic objectives.
<p>(a) developing alumni/student personal communication channels.</p> <p>(b) marketing alumni success stories</p>	Annually	Department Chairs. Eng & CS programs enhancement coordinator	<p>Recruitment and Retention.</p> <p>Improving quality of programs.</p>

(Departments)

Objective 3: The College will use alumni and employer surveys to modify programs outcomes and to achieve program educational objectives.

Assessment Strategy	Administered when?	Administered by whom?	Use of results
Annual program effectiveness analysis	Annually	Department Chairs	Assessment. Modification of programs outcomes and adjusting program educational objectives.

C. Marketing: *Reference: see above (R&R committee plan)*

The focus of all College marketing efforts will be the achievement of strategic goals, programs, and projects, and alumni, student and faculty accomplishments.

Objective 1: The College will incorporate marketing activities in the annual Recruiting and Retention Plan.

Assessment Strategy	Administered when?	Administered by whom?	Use of results
Annual planning and reporting	Annually	Eng & CS programs enhancement coordinator Department Chairs	Recruitment and Retention.

Objective 2: The College will develop marketing materials that include, but are not limited to, the following:

- (a). College brochure
- (b). College CD-ROM
- (d). College poster
- (e). College Power Point Presentation

Assessment Strategy	Administered when?	Administered by whom?	Use of results
Annual planning and reporting	2005-2007	Dean Eng & CS programs enhancement	Recruitment, Marketing, Fund Raising.

		coordinator	
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Objective 3: The College will create a dynamic, interactive website that attracts students interested in Math, CSIS, Engineering, and Technology. (Departments)

Assessment Strategy	Administered when?	Administered by whom?	Use of results
Annual planning and reporting	2005-2007	Dean, Department Chairs Eng & CS programs enhancement coordinator	Recruitment, Marketing, Fund Raising.

Objective 4: The College will develop an annual newsletter to be sent to all students, faculty, associates, and alumni.

Assessment Strategy	Administered when?	Administered by whom?	Use of results
Annual planning and reporting	Annually	Dean, Department Chairs, The college and departmental Secretaries Eng & CS programs enhancement coordinator	Recruitment, Marketing, Fund Raising,

Objective 5: The College will seek all opportunities to use mass media for marketing purposes.

Assessment Strategy	Administered when?	Administered by whom?	Use of results
Annual planning and reporting	Annually	Dean; Department Chairs. The college and departmental Secretaries Eng & CS programs enhancement	Recruitment, Marketing, Fund Raising.

		coordinator	
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Objective 6: The College will focus marketing activities on Utah high schools, junior high schools, and junior colleges, as well as junior colleges throughout the country.

Assessment Strategy	Administered when?	Administered by whom?	Use of results
Annual planning and reporting	Annually	Dean, Department chairs, The college and departmental Secretaries Eng & CS programs enhancement coordinator	Recruitment, Marketing, Fund Raising.

V. Physical Environment

A. The College Facilities:

The College will maintain existing facilities and will seek funding for expansion as programs grow. The College will work to place all departments, faculty offices, classrooms and labs in a close proximity to each other.

Objective 1: The College will secure funding to refurbish, operate, and maintain needed physical facilities. *Reference: see above (requests to Planning Committee)*

Objective 2: The College will obtain necessary funding and relocate facilities and resources as programs grow and develop. *Reference: see above (program effectiveness)*

Objective 3: The College will develop and submit to the administration a plan to place all departments, faculty offices, classrooms and labs in close proximity to each other.

Assessment Strategy	Administered when?	Administered by whom?	Use of results
Annual planning and reporting	2008-2009	Dean, Department Chairs.	Effective space utilization.

Objective 4: The College will conduct an audit of all facilities that are used and suggest plans for their most effective utilization.

Assessment Strategy	Administered when?	Administered by whom?	Use of results

Annual planning and reporting	Annually	Dean, Department Chairs	Effective Space utilization.
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B. Environmental Impact and Sustainability:

The College is committed to environmental sustainability.

Objective 1: The College will actively support all University actions and initiatives to preserve the environment.

Assessment Strategy	Administered when?	Administered by whom?	Use of results
Annual planning and reporting	Annually	Dean, Department Chairs	Preserving Environment.

C. Public and Regional Service

Service is the essence of social responsibility.

1. Service:

The College will facilitate the regional economical development. The College will also develop a tight connection between students' education, faculty scholarly activity, and regional economical development.

Objective 1: The College will be actively involved in developing a Center for Applied Research and Advanced Technologies. [See Appendix A, "Center for Applied Research and Advanced Technologies"]

Reference: see above

Assessment Strategy	Administered when?	Administered by whom	Use of Results
(a). Submission of the proposal to the board of trustees/regent	Fall 2006	Dean	Developing of the Center.
(b). Annual planning and reporting	Annually	Department Chairs	Improving diversity and quality of education. Assisting economical growth of the region.

Objective 2: The College will expand curricula by incorporating service learning, capstone projects, internships, and undergraduate research. *Reference: see above*

(d). Service learning and civic engagement. (Departments)

Assessment Strategy	Administered when?	Administered by whom?	Use of Results
Annual planning,	Annually	Department Chair	Programs improving. Increase enrollment.

and reporting			Diversity of students' educational experience.
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Objective 3: The College will encourage faculty involvement in the scholarly activities that facilitate regional economic development.

VI. Adapting to Change Defines Our Future

The College will meet the changing needs of the faculty, students, community and region by encouraging and supporting innovation and informed risk-taking.

Objective 1: The College will implement an annual plan of action that will support the strategic plans of the College, departments, and faculty.

Assessment Strategy	Administered when?	Administered by whom?	Use of results
The college will develop Annual plan	Annually, October 1	Dean	Defining priorities for the year.
Departments will develop departmental annual plans	September 20	Department Chairs	Defining priorities for the year.
Faculty will discuss with department chair their professional goals and measurable objectives for the year	September 20	Department Chairs, faculty	Defining priorities for the year.

Objective 2: The College will submit the annual activity report and monitor the progress toward achieving the goals of the strategic plans of the College, departments, and faculty. The achievements of the College, departments, and faculty will be judged against the goals of the annual plan.

Assessment Strategy	Administered when?	Administered by whom?	Use of results
The college will develop Annual Report	July 1	Dean	Assessment
Departments will submit departmental annual reports	June 1	Department Chairs	Assessment
Faculty will submit annual reports	The last day of the contracts	Department Chairs, faculty	Assessment
The college will develop Annual Reports template	February 1, 2006	Dean's Secretary, departmental	Annual reporting

		secretaries	
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VII. Ethical Standards Guide Our Actions

The College is committed to treating all individuals with respect, demonstrating integrity and professionalism, developing and implementing fair solutions to problems, and assuming responsibility for our work.

Objective 1: The College will implement university policies consistently.

Assessment Strategy	Administered when?	Administered by whom?	Use of results
Annual planning and reporting	Annually	Dean, Department Chairs	

Objective 2: The College will develop and facilitate departments in developing the policies at the College and departmental levels to help better regulate all activities in which the College and departments will be involved.

Assessment Strategy	Administered when?	Administered by whom?	Use of results
Annual planning and reporting	Annually; as needed	Dean, Department Chairs	

Objective 3: The College will enhance collegiality and professionalism and develop a practice of immediate remediation of tension between faculty/programs.

Assessment Strategy	Administered when?	Administered by whom?	Use of results
Annual reporting	Annually	Dean, Department Chairs	

Appendix A

Center for Applied Research and Advanced Technologies

Southern Utah Center for Applied Research and Advanced Technologies is a partnership between small businesses (primarily located in the state of Utah) and Southern Utah academic institutions, lead by Southern Utah University.

Mission

To provide the playground, structure and instrument for integrating academic applied scholarly activity with the interdisciplinary problem solving needs of small businesses, as related to the college field of expertise.

Needs

Small Business Needs:

- Need to develop and implement technological innovations but lack necessary resources to do so.
- Need to resolve technological problems quickly (months not years).
- Need to keep employees current in modern technologies, equipment, and software and therefore need to have on-going training.
- Need to consolidate resources with other businesses having similar problems.
- Need to be certain that money is spent on the project that focuses on the particular problem, not on the related fundamental problem.
- Need to protect their intellectual property while solving problems.

Southern Utah University Needs:

- In order to meet educational challenges, SUU needs to develop state of the art “real world oriented” training methodologies.
- Need to attract students to SUU.
- Need to provide faculty with the opportunity to be involved in applied and interdisciplinary research.
- Need to develop interdisciplinary courses and programs.
- Need to place students with internships and better jobs after graduation.

Regional Need:

- To foster economical development in Southern Utah.

SUU Related Academic Goal

The center, led by Southern Utah University faculty, will provide opportunities for faculty and students to be involved in scholarly projects that address the needs of industries and small businesses. The center will facilitate the integration of service learning, project learning, and undergraduate research into the SUU curricula.

Regional Economic Development Goal

To facilitate regional development by helping small businesses solve internal problems. Also, to demonstrate the level of support that new businesses can expect if they decide to move to Southern Utah.

Small Businesses Goal

To solve existing problems, hire better trained employees and hire well trained part-time employees, including interns.

Business Model

To be determined.

Formal Relationship with SUU, Regional Institutions , Organizations and Regional Businesses

To be discussed.

Objectives

Objective 1: The College of CIET will create a Center for Applied Research and Advanced Technologies to work closely with industry to solve technological problems.

Objective 2: Through the Center for Applied Research and Advanced Technologies, the College will establish a collaborative relationship with businesses, industries and professional organizations.

Objective 3: Real world learning and problem solving opportunities for students will be identified. Students will be involved in solving these problems.

Objective 4: The College will integrate the applied research experience into the curriculum.

Objective 5: To develop mechanisms that enable students participating in the Center for Applied Research and Advanced Technologies projects to move into internships with participating firms.

Objective 6: To provide applied research focus for faculty and departments and encourage and support faculty in the development of new knowledge and technology in the areas represented by CCIET.

Objective 7: To provide the center and its industrial partners with greater access to government and private resources.

Objective 8: To become the “clearing house” for small business problems across the country.

Objective 9: To provide students, faculty, and regional industry employees with opportunities for life-long learning, and facilitate adaptation to a changing, multicultural and technology-driven world.

Work Paradigm and Philosophy

- The center will operate as a part of a global, internet based economy.
- The center will utilize the Distributed Engineering & Manufacturing Strategies.
- The center will focus on the customer’s problem rather than the general problem related to it.
- The center will “Work for Hire.”
- The center will be involved in the cycle of designing, planning, and implementation.

The center will become One-Stop-Shopping for:

- Engineering
- Interdisciplinary Design
- Prototyping
- Machine design

- Advice
- Manufacturing
- Partnership with UMEP-CCIET
- Process Design
- Production Efficiency
- Pilot Production
- Networking

Linking to other institutions

Clearing house for AR

- *Programming*
- *Modeling*
 - Interdisciplinary Solutions
 - Training

Modus of Operation

The Center will use varied strategies to offer assistance to small businesses and to identify technological innovations that could be related to the production or operation of small businesses.

Center will analyze the problem that comes from industry and decide what specialists need to be included to the project to solve the problem.

Multi-disciplinary teams will be created:

- *1 or more faculty “mentors”*
- *student team members “needs based”*
- *industry partners & “mentors” will be included in the team*

Faculty and/or students from different institutions will be invited if needed.
An industry “mentor” will guide the process until problem is solved.

Why the Center?

As a rule, the mission of the “big” tier one universities is not aligned to solve the applied problems, but rather conduct fundamental research with a time frame of years and decades. Even if this research is industry oriented it is not focused on the need of a particular customer, but rather on the need of the entire industry or field of knowledge. Naturally there is no sense of urgency in fundamental research; also, the problems of intellectual

property royalties very often could not be resolved in a timely manner and with the satisfaction of the customer (small business) and the university. That is why we believe that the tier one university is not the most effective place for small businesses to apply to solve their technological problems. The situation is different with a teaching university such as SUU. Faculty at teaching universities are not required to do the fundamental research that results with publication in tier one journals, but rather are involved in applied research. At the same time budgetary related issues and intellectual right policies of state universities could also create obstacles of meeting demands of small businesses. An entity that is closely affiliated with SUU, but has its own budget and policies will not have these flaws.

Companies Already Assisted

WindTower Composites, Inc. – Heber City, Utah

- Connection Technology
- Help on DOE SBIR
- Won \$1.7M grant from California DOE

Alliance Consulting – St. George, Utah

- Land development for REMAX Center
- Center nearing completion

Piute Trailers – Angle, Utah.

- Product feasibility/improvement study
- CAD/CAM support

Liggett & Platt – Cedar City, Utah

- Production layout for JCPenney displays

Deseret Labs – St. George, Utah

- Plant layout, Lean Manufacturing, machine design
- Startup in March 2005

Metal Matrix Composites, Inc. – Midway, Utah

- Advice, teaming on applications

APPENDIX B ASSESSMENT MODEL

Where appropriate, **SUU units will use the following five –column model as evidence of assessment.** The first three columns represent the “assessment plan;” the last two columns represent the “assessment report.” (Acknowledgement: Dr. James Nichols, A Practitioner’s Handbook for Institutional Effectiveness and Student Outcomes Assessment Implementation, New York: Agathon Press, 1995)

Expanded Statement of Institutional Purpose	Program Intended Educational Outcomes:	Means of Program Assessment and Criteria for Success:	Summary of Data Collected:	Use of Results:
<u>Mission Statement:</u> <u>Goal Statement:</u>		[numbering correlates to intended outcomes]	[Each items correlates to criteria for success]	[Each item correlates to data collected]

Illustration:

Expanded Statement of Institutional Purpose	Program Intended Educational Outcomes:	Means of Program Assessment and Criteria for Success:	Summary of Data Collected:	Use of Results:
<u>Mission Statement:</u> The primary focus of the Biology Department’s curricular program is undergraduate education in the sciences. <u>Goal Statement:</u> Provide students with quality lecture, lab and field experiences that foster inquiry into science and prepare graduates for post-baccalaureate pursuits.	1. Graduates will demonstrate an understanding of the dynamics of interactions and adaptations within biological systems. 2. Graduates will be able to communicate effectively in oral and written formats. 3. Graduates will be able to use appropriate tools to carry out investigations in their intended field.	1a. Graduates will pass the ETS field exam at the 85 percentile or higher. 1b. Graduates will participate in an undergraduate research project. 2a. A jury of faculty will judge e-portfolio artifacts of student writing and presentations. 3a. Graduates will have a working knowledge of microscope skills	1a. Of 28 graduates taking the exam, 25 scored in the 80 th percentile; 3 at the 90 th . All graduates participated in a project Using a scoring rubric 80% of graduate e-portfolios were rated “proficient” or “excellent”. 90% of graduates’ skills were judged acceptable on review by faculty panel	1a. Methods of teaching ecology were revised by faculty to provide more case studies. 1b. No action required. Will change item next cycle. 2A Criteria will include an 85% standard. 3a. More personal applications were added to lab classes.

APPENDIX C
SUU Academic Degree Programs Ten Year Plan

College/School	Program	Undergraduate		Graduate	
		5 years years	10	5 years years	10
1. Business	International Management	X			
	Health Management				X
	Technology Management			X	
	Long Term Care Facilities Mgt.	X			
2. Science	GIS	X			
	Nutrition*	X			
	Equine Science*	X			
	Nursing			X	
	Earth Science	X			
	Health Science				X
	Chemistry				X
	Environment Resources Mgt.				X
	Biology				X
3. Humanities and Social Sciences	Film Studies	X			
	Sports Broadcasting	X			
	Psychology				X
	Philosophy	X			
	Anthropology		X		
	Public Administration			X	
	Criminal Justice				X
	Social Work				X
	Hispanic Studies	X			
	Languages	X			
	Mandarin Chinese				
	Japanese				
	Arabic				
Gender Studies		X			
Religious Studies		X			
4. Computing, Integrated Engineering and Technology	Operational Research				X
	Land Development*			X	
	Computing Modeling			X	
	Network Security			X	
	Integrated Engineering				X
5. Performing and Visual Arts	Digital Photography*	X			
	Musical Theatre*	X			
	Bachelor of Music	X			
	Shakespeare Studies			X	

6. Education	Sport Conditioning*			X	
	School Counseling/Ed. Psycho.				X
	School Personnel*			X	
	Education Specialist*			X	
	Education Doctorate				X
7. Library	Library Science				X

**APPENDIX D
GENERAL EDUCATION AND CORE ABILITIES**

Objectives:	Assessment Strategy	Administered when?	Administered by whom?	Use of Results
Objective 1: Insure that entering students possess "basic skills" or that diagnostic and placement (remedial) support is offered.	ACT Sub-scores Accuplacer	At entrance	Testing center	English & math placement
Objective 2 Assess student learning throughout general education, including core skill areas and an understanding of American Institutions and adequate content understanding in designated Knowledge Areas of general education to complete a major course of study.	e-Portfolios	At entrance	Departments	Assess general education and major studies
	Course embedded assessments	Each semester	Faculty	Determine program rigor
	NSSE Survey	Every other year	Indiana University	
	Biennial report to the Legislature	Every two years	IR Office & Provost's staff	Public accountability to Regents and Legislators
<i>General Education Core Ability: Communication (Core Value Link: Academic Excellence)</i>	ACT College Outcomes Survey	Alternate years	IR Office	Graduating student self report of competencies & growth
	Writing sample scored with institutional and state-wide rubric; modified approach for intermediate students.	In English 1010 & 2010 courses.	Departments	Assess writing components of general education;
	Writing in major curriculum	In writing intensive majors courses	Departments	Monitor undergraduate education
<i>General Education Core Ability: Quantitative Literacy</i>	Course embedded assessments	Lower division communication courses	Communication department	Monitor verbal communication
	Course embedded assessment	Math courses in general ed.	Math dept.	Assess quantitative reasoning in math

<i>(Core Value Link: Academic Excellence)</i>	Course embedded assessment	Quantitative-intensive courses in majors	Departments	core courses Monitor undergraduate education
	Institutional surveys	Each semester	Faculty; departments	Monitor undergraduate education
<i>General Education Core Ability: Personal & Professional Responsibility</i>	Course embedded assessment	Annually or ever other year	IR Office	Monitor undergraduate education
		E-portfolios and standard evaluation rubric	Departments	Monitor undergraduate education
<i>General Education Core Ability: Critical Thinking (Core Value Link: Academic Excellence)</i>	Course embedded assessment	E-portfolios and standard evaluation rubric	Faculty; departments	Monitor undergraduate education
<i>General Education Core Ability: Diversity/Appreciation for Differences</i>	Course embedded assessment	Annually	IR Office	Monitor undergraduate education
<i>General Education Core Ability: Life-long Learning</i>	Institutional surveys	Annually	Department	Monitor undergraduate education
	Completion of computing & information literacy test and/or course work	Annually	Departments & Library	Monitor objective completion
	ETS Field Exams in the major	Annually	Department	Major program effectiveness
Objective 3: Students will have an appropriate capstone experience as determined by their major discipline.	Capstone tally	Annually	Department	Major program effectiveness
Objective 4: Each department will	Program embedded assessments	Annually	Department	Major program effectiveness

provide formative and summative assessments of student learning with appropriate documentation

Assessment Plans & Reports

Program improvement