

**CHICAGO STATE UNIVERSITY
COLLEGE OF HEALTH SCIENCES**

2006 STRATEGIC PLAN

May 15, 2006

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Introduction

The College of Health Sciences at Chicago State University (CSU) is responsible for developing, implementing, and administering programs related to the education of health care professionals. The College of Health Sciences offers baccalaureate degrees in health information administration, nursing, pre-physical therapy and community health. The College also offers a combined Bachelor of Science in Health Sciences/Master of Occupational Therapy degrees, a post-baccalaureate certificate in health information administration, and a minor in health sciences.

The professional programs offered in the College of Health Sciences are fully accredited by their respective professional bodies. Following completion of all academic and clinical requirements, the nursing graduates are qualified to sit for the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Occupational Therapy graduates are qualified to sit for the National Occupational Therapy Certification Examination and Health Information Administration graduates are qualified to sit for the National Certification Examination.

Historically, more than 50% of African American baccalaureate degree nurses, health information administrators and occupational therapists educated in the State of Illinois are CSU graduates. Over 90% of our graduates serve the metropolitan Chicago area and continue to make vital contributions in the delivery of health services in our community. Among the top ten professions having the best prospects for growth in the next ten years are nursing and occupational therapy. Health information administration is listed among the three fastest growing disciplines. The outlook for all health professions is positive. Graduates of the nursing program can look forward to leadership and management opportunities in a variety of health care settings; graduates of the health information administration program can look forward to many opportunities in health care related facilities.

The College of Health Sciences is committed to the philosophy of interdisciplinary education. Effective from fall 2006, all students enrolled in the College for an undergraduate degree or a minor will be required to take the service learning (HSC 321) course. Service learning is a strategy that enables students to learn and develop their leadership skills through active participation in a structured service project that helps meet the community needs. The experience will bring the students out of the classroom into the “real world” to enable them to utilize their skills, develop their critical thinking abilities and group problem-solving proficiency. Service learning differs from the traditional clinical affiliation experience because it extends learning beyond the four walls of the clinical environment to foster the character development of students by involving them in the communities, thus promoting their altruistic spirit. The service learning course will include both a didactic/educational component, and a service component that provide opportunities for students to lead and make meaningful contributions to the ethnic minority communities in the South side of Chicago.

The College of Health Sciences recognizes the many difficulties of life and tries to meet the special needs of our students through the services provided at the Student Services Center. The Center provides an array of services to students to ensure their smooth transition through the academic process. The educational counselor provides academic support services for the students in the College of Health Sciences who express concerns in their learning ability or, sometimes,

personal concerns which include the need for individual counseling sessions, academic warnings and enrichment activities. The educational counselor also assists students with test taking and stress management strategies, study skills, personal and career counseling/ development and academic advisement.

Our dedicated faculty members provide a nurturing and supportive learning environment for students by encouraging independent thoughts and life-long learning traits. The faculty members are highly qualified and compassionate instructors consisting of 35 full-time and 3 part-time faculty; small class sizes; faculty-student ratio, 1:6-8. Over 60% of faculty members are tenured; 33% of faculty members have earned their doctorates. Within the faculty and administrators are well credentialed individuals who hold fellowships in the American Academy of Nursing (FAAN), American Occupational Therapy Association (FAOTA), as well as American College of Sports Medicine (FACSM), and members of the Sigma Theta Tau, the International Honor Society of Nursing.

The HIV/AIDS Policy and Research Institute was established, in 2004, with funding from the Illinois Department of Public Health *to address the disproportionate incidence and complex burdens of HIV/AIDS in minority populations in Illinois*. The name of the Institute changed in 2006, to HIV/AIDS Research and Policy Institute, to reflect the greater emphasis on research. The primary service mechanisms of the Institute are research, information synthesis, education dissemination, capacity development, skills building, technical consultation, and policy analysis. The Institute draws from the expertise of CSU administrators and faculty, a national consultant database, and a community advisory board. The mission of the HIV/AIDS Research and Policy Institute is vital to the long-term public health of ethnic minorities in the State of Illinois.

Mission Statement

The College of Health Sciences functions consistently with the mission and philosophy of the university. The primary purpose of the College is to promote the educational achievement of health science students, and to prepare them to be caring and competent practitioners in a multicultural society. The faculty recruits, educates, and graduates individuals particularly from groups who are underrepresented in the health professions. As a community of scholars, faculty and students work with communities to develop and implement collaborative projects that enhance health and wellness.

The College provides the opportunity for professional education without regard to race, age, gender, religion, ethnic origin or disability. In promoting excellence in education, graduates are prepared to deliver quality health care to all clients.

Consistent with the mission, the goals of the College of Health Sciences are to:

1. prepare competent health professionals who can assume beginning leadership and management roles in health systems.
2. promote interdisciplinary education and practice among students and faculty.
3. support professional education which builds on prior educational and life experiences.
4. provide a foundation for continued professional development and graduate study.
5. provide continuing education programs for health professionals.

6. develop and implement health professional programs to meet current and future health care workforce needs of the community.
7. provide health programs to promote health and wellness for the community.

Vision Statement

The College of Health Sciences is committed to academic excellence and aspires to developing graduate degree programs. The College of Health Sciences is dedicated to educating a culturally diverse student body who are well prepared to meet the challenges of the emerging global community. By the year 2010:

1. All faculty members and students will be actively engaged in research, scholarship and creative expression.
2. The College of Health Sciences will measure its success by what its students learn and the educational value it adds to the lives of its students.
3. The degree programs offered will provide strong and rigorous thrusts in the basic sciences and liberal arts.
4. All faculty members, staff and students will adhere to the CSU Code of Excellence.
5. The College of Health Sciences will provide a strong cultural and intellectual climate and will enhance the quality of student life through an array of activities.
6. The College of Health Sciences will expand strategies for recruiting, and retaining highly qualified faculty, students, staff, administrators and alumni in order to achieve its mission.

Credo Statement

The College of Health Sciences faculty and staff believe . . .

1. The student is the most important person on the campus for without them there would be no institution.
2. In the worth, dignity and uniqueness of all people.
3. That we live in an increasingly global society.
4. Strength comes from giving voice to diversity and that every student has a right to try and to be successful.
5. Quality service is the foundation for everything we do.
6. In promoting excellence in teaching, scholarship and service.
7. In an open world where dialogue is a way of sharing ideas, experiences and information.
8. People have different ways of learning and knowing.
9. Learning is a dynamic and ever-changing lifelong process.

Overview of the 2006 Strategic Planning Process

The planning for the College strategic plan process was initiated in Spring 2006, following the approval of the University strategic plan by the Board of Trustees. The College Executive Committee spearheaded the strategic planning process and produced a draft document. This documentation was circulated to all academic departments and support units for comments. The comments were obtained through the chairperson and unit directors. Additional feedback was provided during the spring semester college assembly and during the annual retreat held by the College on May 11, 2006.

Strategic Plan: Goals and Sub goals

Strategic Goal 1: Improve the recruitment, retention and graduation rates of a culturally and economically diverse student body while increasing the number of well-prepared and academically-able students entering a nurturing environment that facilitates the development of the whole person to become an accomplished, balanced, civil, competent, caring and creative global citizen.

Subgoal 1.1: Develop an effective enrollment management plan for the academic programs in the College of Health Sciences.

Subgoal 1.2: Improve the image of the College of Health Sciences in local schools, community colleges and universities.

Subgoal 1.3: Develop strategies that will enable students to complete their degree programs in six years.

Subgoal 1.4: Enhance the current academic advising process to better serve the students.

Strategic Goal 2: Enhance the accountability of all academic departments and support units in the College of Health Sciences to provide excellent service and a humane atmosphere for our stakeholders.

Subgoal 2.1: Enhance the performance and professionalism of faculty and staff.

Subgoal 2.2: Provide professional development opportunities for faculty and staff.

Subgoal 2.3: Move the College of Health Sciences to the forefront of health sciences programs in the state of Illinois.

Subgoal 2.4: Inspire students, faculty and staff to continue their dynamic growth as vibrant, caring and nurturing health care professionals.

Subgoal 2.5: Develop innovative community service programs.

Strategic Goal 3: Strengthen the commitment of the College of Health Sciences to undergraduate, graduate, distance and continuing educational programs characterized by

disciplinary depth and rigorous breadth with a high level of direct interaction between faculty and students.

Subgoal 3.1: Emphasize the development of fluency in oral and written communication, quantitative reasoning and critical thinking skills, technological skills relevant to the field of study, creativity, professional and personal ethics and diligence in all educational programs.

Subgoal 3.2: Develop externships, service learning and research experiences in the community that enable students to apply the knowledge gained in the classroom to the “real world.”

Subgoal 3.3: Promote curricular reform and innovation in all academic disciplines.

Subgoal 3.4: Offer a variety of quality, well-supported graduate degree programs including doctoral programs that are consistent with the university’s educational mission.

Subgoal 3.5: Recruit new faculty members with doctoral degrees.

Subgoal 3.6: Equip the department instructional and research laboratories to promote clinical competence and scholarship.

Strategic Goal 4: Increase revenue resources and employ excellent management practices to increase effectiveness and efficiency in all departments and units.

Subgoal 4.1: Pursue cost containment measures in which the demand for service determines office and department staffing.

Subgoal 4.2: Reallocate funds towards high market demand degree programs.

Subgoal 4.3: Increase the generation of new revenues from grantsmanship as state funding continues its projected decline.

Strategic Goal 5: Continue to recruit and retain dedicated, caring and culturally diverse faculty whose teaching is informed by research and embodies engaging learning experiences that enable students to flourish academically and personally.

Subgoal 5.1: Support and enhance the professional stature of faculty.

Subgoal 5.2: Support faculty members to maximize their success in research, scholarship, and other creative activities.

Subgoal 5.3: Explore avenues to improve communication between students, faculty and administration.

Strategic Goal 6: Contribute to society through mutually beneficial partnerships that significantly increase CSU's role as an international institution of higher education.

Subgoal 6.1: Support collaborative partnerships with schools, colleges, civic and religious organizations to implement community development efforts.

Subgoal 6.2: Collaborate with hospitals, clinics, community organization, and community health centers to address health disparities.

Subgoal 6.3: Promote internal and external activities that cultivate positive perceptions of CSU.

The College has established a Strategic Plan Monitoring Task Force responsible for collecting and analyzing the data from the strategic plan. Members of the committee are:

**Beth Wittbrodt
Mary Anderson
Dr. Sabita Busch
Kim McIntyre
Pat Tripp
Barbara Price
Lisa Young
Dr. William Ebomoyi
Dorcas Williams-Davidson
Rose Reed-Murry
Sanford Gaylord.**

The Task Force will submit its report to the Dean by December 1st of each year.

| STRATEGIC GOALS | RESPONSIBILITY | TIMELINES | ASSESSMENT INDICATORS |
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| Strategic Goal 1: Improve the recruitment, retention and graduation rates of a culturally and economically diverse student body while increasing the number of well-prepared and academically-able students entering a nurturing environment that facilitates the development of the whole person to become an accomplished, balanced, civil, competent, caring and creative global citizen. | | | |
| Subgoal 1.1: Develop an effective enrollment management plan for the academic programs in the College of Health Sciences. | | | |
| 1. Regularly collect enrollment and retention data by department, including data on transfer and stopped out students and those who were admitted but chose to go elsewhere. | Department Chairs and Dean's Office | Ongoing | 1. Compare the enrollment data in each department year-to-year. 2. Compare the retention rates of each academic department year-to-year. |
| 2. Develop effective recruitment materials (brochures, pamphlets, etc.) to recruit more able freshman, transfer and graduate students. | Department Chairs and Dean's Office | Ongoing | 1. Compare the number and type of strategies used to recruit more able students year-to-year. 2. Compare the number and type of recruitment materials used year-to-year. |
| 3. Maintain subscription to a nation wide college admission computerized data base (All AlliedHealth Schools.com). | Dean | Ongoing | 1. Compare the number of students recruited by department from year-to-year. |
| 4. Organize recruitment events to publicize the academic programs in the College. | Recruitment Committee | 2007 | 1. Compare the number of recruitment events implemented year-to-year. |
| 5. Attend Open House activities and recruitment fairs in area high schools and colleges. | Recruitment Committee | 2007 | Compare the number of open house events attended year-to-year. |
| 6. Maintain a current and accurate website | Department Chairs and Dean's Office | Ongoing | 95% accuracy at quarterly review by Department Chairs and Dean's Office. |
| Subgoal 1.2: Improve the image of the College of Health Sciences in local schools, community colleges and universities. | | | |
| 1. Develop partnerships with teachers and counselors in area high schools, colleges and universities. | Department Chairs | Ongoing | 1. Compare the number of partnerships with K-12 teachers and counselors year-to-year. 2. Compare the number of partnerships with university, community colleges teachers and counselors year-to-year. |

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| 2. Establish clear transfer agreements with Chicago area community colleges. | Department Chairs | 2006 | 1. Compare the number of transfer agreements with Illinois community colleges year-to-year. 2. Compare the number of students that transfer from each Illinois community colleges to CSU year-to-year. |
| 3. Identify highest demand health careers. | Dean's Office | 2007 | 1. Findings from the market analysis survey. 2. Design appropriate curriculum. 3. Market the program aggressively. |
| 4. Sponsor on campus public relations events for teachers and counselors in area high schools. | Recruitment Committee | 2007 | 1. Compare the number of public relations events implemented year-to-year. |
| Subgoal 1.3: Develop strategies that will enable students to complete their degree programs in six years. | | | |
| 1. Reduce the number of cancelled courses by holding departments accountable for what is offered. | Department Chairs | Fall 2007 | 1. Compare the number of cancelled courses from semester-to-semester. 2. Compare the number of departments and academic programs offered by departments from semester-to-semester. |
| 2. Provide academic support services that will foster students success (Focus on retention strategies). | Educational Counselor and Department Chairs | Ongoing | 1. Compare the number of students using counseling services, semester by semester. 2. Compare the number of academic support services provided by department per semester. Issues to consider: a. Barriers and constraints relative to persistence, progression, and completion of a program b. Specific interventions to address issues of retention in each professional program c. The courses that students routinely take off campus and the reasons for this practice. d. Review and compare other models of educational effectiveness for diverse populations such as ours. |

| Subgoal 1.4: Enhance the current academic advising process to better serve the students. | | | |
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| 1. Hold academic advisors and Chairs responsible for the quality of advising in their departments. | Academic Advisors and Department Chairs | Fall 2006 | 1. Compare the number of problematic advisors who are identified and given new duties from year-to-year. 2. Compare the number of student ratings of advisors and the advising process from year-to-year. 3. Compare the Compare number of departments that provide surveys that evaluate advising from year-to-year. Issues to consider: a. Need to define/refine “quality” of advising. b. Students at times do add or delete some of their courses on line without notifying the advisors: Advisors need to keep records of their recommendation for validation incase there is a problem |
| 2. Reinforce the partnership between faculty advisors in departments and College Advising Coordinator by holding meetings between faculty advisors and professional advisors each semester. | College Advising Coordinator | Ongoing | 1. Compare the number of training workshops and other activities in which both participate from year-to-year. 2. Compare the number of academic advisors who participate in advising activities from year-to-year. |
| 3. Encourage faculty to include the evaluation of advising as a primary duty in the department DAC. | Department Chairs | Fall 2006 | 1. Compare the number of departments that include advising as a primary duty in the department DACs year-to-year. |
| 4. Advise and register freshman students during the summer. Advisors should contact new fall freshman admits during the summer for advising and registration. | Academic Advisors and Department Chairs | Fall 2006 | 1. Compare the number of new fall freshman admits advised and registered during the summer from year-to-year. 2. Compare the percentage of first-time, full-time degree seeking freshmen who complete their degrees within five years from year-to-year. |

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| Strategic Goal 2: Enhance the accountability of all academic departments and support units in the College of Health Sciences to provide excellent service and a humane atmosphere for our stakeholders. | | | |
| Subgoal 2.1: Enhance the performance and professionalism of the faculty and the staff. | | | |
| 1. Require all administrators to submit an annual performance evaluation for all faculty and staff to the Dean to ensure accountability. | Department Chairs and Unit Directors | Ongoing | <ol style="list-style-type: none"> 1. Compare the number of administrators who submit annual performance evaluate year-to-year. 2. Compare the number of improvements made in each administrator’s area year-to-year. |
| 2. Maintain and implement personnel policies and procedures consistent with collective bargaining agreements that ensure high levels of performance in all departments. | Department Chairs, Unit Directors and Dean’s Office | Ongoing | <ol style="list-style-type: none"> 1. Compare the number of personnel who received unsatisfactory evaluations year-to-year. 2. Compare the number of employees who receive high level performance evaluations from year-to-year. |

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| Subgoal 2.2: Provide professional development opportunities for faculty and staff. | | | |
| 1. Encourage faculty and staff to attend and present continuing education workshops. | Department Chairs, Unit Directors and Dean's Office | 2006 | 1. Compare the number of workshops presented from year-to-year. 2. Compare the number of participating faculty and staff from year-to-year. |
| 2. Increase professional development opportunities for faculty members | Department Chairs, Unit Directors and Dean's Office | | 1. Compare the amount of funds spent on professional development activities year-to-year. 2. Compare the amount of money spent on faculty travels year-to-year. |
| 3. Arrange pedagogy and health related workshops of interest to faculty and staff using classroom instruction, Webcasts and CD technologies. | Faculty Development Committee, HIV/AIDS Institute | Ongoing | 1. Compare the number of workshops presented from year-to-year. 2. Compare the number of faculty and staff participating in the workshop from year-to-year. |
| 4. Support faculty members presenting their research at scientific fora | Dean's Office | 2006 | 1. Compare the number of faculty sponsored to present their research at scientific fora from year-to-year. 2. Compare the amount of money spent on faculty travel year-to-year. |
| 5. Develop a mentor/mentee program for all new employee. | Department Chairs and Unit Directors | 2007 | 1. Compare the number and type of mentors and mentees participating in the program from year-to-year. |
| 6. Provide opportunities for faculty to share the knowledge gained from workshops with other faculty members | Faculty Development Committee | 2007 | 1. Compare the number of workshops organized year-to-year 2. Compare the amount of monies spent on professional development activities for faculty year-to-year. |
| 7. Organize orientation programs for new faculty members | Dean's Office and Department Chairs | Ongoing | Compare the number of orientation programs organized year-to-year. |
| Subgoal 2.3: Move the College of Health Sciences to the forefront of health sciences programs in the state of Illinois. | | | |
| 1. Develop innovative health sciences programs consistent with the university strategy plan | Dean's Office | 2008 | 1. Re-submit the NEPr for the entry-level DPT to IBHE 2. Submit NEPrs for graduate programs in disciplines found to be in high demand by the market analysis survey. In addition, the graduates from the undergraduate program shall show consistently high performance, for 5 years, in the licensing exam. |

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| Subgoal 2.4: Inspire students, faculty and staff to continue their dynamic growth as vibrant, caring and nurturing health care professionals. | | | |
| 1. Conduct satisfaction surveys of students, faculty and staff with regular feedback. | Department Chairs | Ongoing | <ol style="list-style-type: none"> 1. Compare the results of the satisfaction survey from students, and alumnae year-to-year. 2. Compare the numbers of department faculty and staff satisfaction surveys from year-to-year. 3. Compare the improvements made because of survey results from year-to-year. |
| 2. Formally recognize faculty and students who distinguish themselves | Dean's Office | Ongoing | <ol style="list-style-type: none"> 1. Compare the number of "Teacher of the Year", "Service", "Administrator" and "Research/ Grantsmanship" awards presented at the annual College convocation from year-to-year. 2. Compare the number of students on the "Dean's Office's List" recognized at a public forum each semester. 3. Publicize the names of the students on the "Dean's List." |
| 3. Publicize success stories of faculty, students and alumni in campus, and local community newspapers. | Dean's Office | Ongoing | <ol style="list-style-type: none"> 1. Compare the number and type of success stories publicized from year-to-year. 2. Compare the number of survey items related to CSU's positive image from year-to-year. |
| 4. Encourage customer service training and student recruitment training workshops to include faculty and staff, demonstrating that everybody is a College ambassador. | Unit Directors and Department Chairs | Ongoing | <ol style="list-style-type: none"> 1. Compare the number and type of customer service and student recruitment training offered to faculty and staff from year-to-year. 2. Compare the number and type of student recruitment training offered to students from year-to-year. 3. Compare the number of students, faculty and staff involved in student recruitment from year-to-year. |

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| Subgoal 2.5: Develop innovative community service programs. | | | |
| 1. Develop innovative programs to curtail the spread of emerging diseases/ HIV infection particularly in ethnic minority communities. | HIV/AIDS Research and Policy Institute Department of Health Studies | Ongoing | 1. Compare the number of collaborative partnerships developed from year-to-year. 2. Compare the number of people reached by the services provided 3. Compare the number of publications in peer journals and award recognition. |
| 2. Continue to provide the health care service needs for the campus community. | Wellness/Health Center | Ongoing | 1. Compare the number of students served at the Center from year-to-year. 2. Compare the amount of immunization provided to students and staff from year-to-year. 3. Compare the number of on campus outreach activities implemented per year. 4. Compare the number of collaborative partnerships developed from year-to-year. |
| 3. Provide health promotion/disease prevention activities for the university and surrounding communities. | Wellness/Health Center, Service Learning Task Force and HIV/AIDS Institute | Ongoing | 1. Compare the number of outreach activities implemented per year. |

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| Strategic Goal 3: Strengthen the commitment of the College of Health Sciences to undergraduate, graduate, distance and continuing educational programs characterized by disciplinary depth and rigorous breadth with a high level of direct interaction between faculty and students. | | | |
| 1. Encourage academic departments to adopt common syllabi with common content and common learning outcomes for multiple-session courses. | Department Chairs and Dean's Office | Ongoing | 1. Compare the number of departments with multi-section courses with common learning outcomes and common content from year-to-year. 2. Compare the number of faculty who participate in multi-section meetings on developing course syllabi year-to-year. |
| 2. Continue to support departments to pursue external accreditation, if available in the disciplines. | Dean's Office | Ongoing | 1. Compare the number of departments that can be accredited from year-to-year. 2. Compare the number of departments seeking and achieving accreditation year-to-year. |

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| 3. Encourage all departments to maintain currency in syllabi and other instructional materials. | Department Chairs | Ongoing | 1. Compare the number of Department Chairs that encourage faculty to update course syllabi year-to-year. 2. Compare the number of faculty who update course syllabi from year-to-year. Issues to consider: a. Evaluations of faculty |
| 4. Encourage faculty to comply with the course syllabi in their evaluation of student performance. | Department Chairs | Ongoing | Compare the number of course grade related grievances filed per year. |

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| Subgoal 3.1: Emphasize the development of fluency in oral and written communication, quantitative reasoning and critical thinking skills, technological skills relevant to the field of study, creativity, professional and personal ethics and diligence in all educational programs. | | | |
| 1. Encourage departments to revise the DAC to require the use of relevant technology and writing assignments in classroom teaching performance of primary duties. | Dean's Office and Department Chairs | 2006 | 1. Compare the number of courses that incorporate use of technology and writing assignments from year-to-year. |
| 2. Continue to evaluate basic skills requirements and the developmental programs to determine if they are meeting the current needs of CSU students. | Dean's Office and Department Chairs | Ongoing | 1. Compare the number of students who pass basic skills proficiency tests from year-to-year. 2. Compare the number of improvements made year-to-year. |
| Subgoal 3.2: Develop externships, service learning and research experiences in the community that enable students to apply the knowledge gained in the classroom to the "real world." | | | |
| 1. Integrate the service learning philosophy into the curriculum of all the programs in the College. | Curriculum Committee in each academic department | Ongoing | 1. Compare the number of majors that include internships and service learning in applied settings year-to-year. 2. Compare the number of students that participate in internships from year-to-year. |

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| 2. Provide clinical affiliation and research opportunities to students. | Department Chairs | Ongoing | <ol style="list-style-type: none"> 1. Compare the number of student research projects reported by department from year-to-year. 2. Compare the number of new clinical affiliation sites developed from year-to-year. 3. Compare the number of students participating in externships from year-to-year. |
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| Subgoal 3.3: Promote curricular reform and innovation in all academic disciplines. | | | |
| 1. Implement the “Teaching Innovation” award to recognize teaching innovations. | Dean’s Office | 2007 | 1. Compare the number of “ Teaching Innovation” awards given from year-to-year. |
| 2. Identify instructional needs as well as student learning and instructional improvements made in all academic programs, particularly general education as a result of assessment. | Assessment Coordinators | Ongoing | <ol style="list-style-type: none"> 1. Compare the number of instructional needs identified and corrected from year-to-year. 2. Compare the number of academic programs that have student learning and instructional improvements linked to assessment results from year-to-year. 3. Compare the number of students affected by the instructional improvements from year-to-year. |
| 3. Increase the number of interdisciplinary course offerings in the College. | Interdisciplinary Committee | Ongoing | <ol style="list-style-type: none"> 1. Compare the number of Interdisciplinary courses developed and implemented from year-to-year. 2. Compare the number of students participating in these courses from year-to-year. |
| Subgoal 3.4: Offer a variety of quality, well-supported graduate degree programs including doctoral programs that are consistent with the university’s educational mission. | | | |
| 1. Seek areas of opportunity where the College can collaborate in offering interdisciplinary graduate degrees. | Dean’s Office and Department Chairs | Ongoing | <ol style="list-style-type: none"> 1. Number and type of interdisciplinary graduate programs offered year-to-year. 2. Compare number of graduate students involved in these programs from year-to-year. |
| 2. Continue to seek IBHE approval of the NEPr for the entry-level doctorate in physical therapy. | Dean’s Office | Ongoing | 1. Compare the number of NEPr application submitted to IBHE. |

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| 3. Identify other areas of need where CSU has market advantages relative to other institutions and focus development and expansion of graduate studies programs in these areas. | Dean's Office | Ongoing | 1. Compare the number of market advantage areas where CSU adds graduate programs from year-to-year. |
| 4. Seek external funding to establish and maintain research and teaching institutes in areas consistent with the University mission (For example: an Institute for Environmental Health). | Dean's Office and Department Chairs | Ongoing | 1. Compare and maintain the number and type of proposals funded to establish institutes from year-to-year. |
| Subgoal 3.5: Recruit faculty members with doctoral degrees. | | | |
| 1. Encourage and support (through decrease workload, sabbatical leave) existing faculty to enroll in doctoral program. | Dean's Office and Department Chairs | Ongoing | 1. Compare the number of faculty enroll in doctoral program from year-to-year. 2. Compare the number of faculty doctoral training recipients who teach in doctoral programs year-to-year. |
| 2. Recruit applicants with an earned doctorate to fill vacant positions. | Dean's Office and Department Chairs | 2007 | 1. Compare the number of advertised position in national media outlets. 2. Compare the number of new faculty members recruited each year with doctorate. |
| 3. Encourage doctoral level faculty members to pursue funded post-doctoral appointments. | Dean's Office | 2009 | 1. Compare the number of post doctoral applications submitted by faculty members year-to-year. 2. Compare the number of appointments approved year-to-year. |
| Subgoal 3.6: Equip the department instructional and research laboratories to promote clinical competence and scholarship. | | | |
| 1. Seek external funds to support research and equip the laboratory in each department. | Faculty | Ongoing | 1. Compare the number of foundations and agencies contacted from year-to-year. 2. Compare the amount of funding received from year-to-year. 3. Compare the number of faculty involved in the seeking of external funds year-to-year. |

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| Strategic Goal 4: Increase revenue resources and employ excellent management practices to increase effectiveness and efficiency in all departments and units. | | | |
| Subgoal 4.1: Pursue cost containment measures in which the demand for service determines office and department staffing. | | | |
| 1. Review program and office costs on an annual basis relative to the demand for service. | Dean's Office | Ongoing | 1. Compare the number of programs reviewed from year-to-year. |
| 2. Consider the link between the department costs and student credit hour generation and other factors. | Department Chairs | Ongoing | 1. Compare the number of reallocations made because of student credit hour generation and other factors year-to-year. 2. Comparison of department costs with credit hour generation year-to-year. |
| 3. Consider the link of non-instructional costs including overhead with the demand for service and other factors. | Unit Directors | Ongoing | 1. Compare the number of reallocations made because of demand for service and other factors year-to-year. 2. Comparison of non-instructional costs with the demand for service year-to-year. |
| 4. Achieve efficiency and cost reduction by combining functionally related offices and programs. | Dean's Office | Ongoing | 1. Compare the number of combined functionally related offices/departments year-to-year. 2. Compare the amount of cost savings year-to-year. |
| Subgoal 4.2: Reallocate funds towards high market demand degree programs. | | | |
| 1. Reallocate funds to: <ul style="list-style-type: none"> a. strengthen undergraduate and graduate education. b. support new ventures that have a demonstrated market demand. c. support entrepreneurial ventures with seed money. d. support mission-specific activities that may need reallocated funds to remain viable. | Dean's Office | Ongoing | 1. Compare the number of reallocations to strengthen undergraduate and graduate education year-to-year. 2. Compare the number of reallocations to fund mission-specific activities year-to-year. 3. Compare the number of reallocations to support entrepreneurial activities with seed money year-to-year. 4. Compare the number of reallocations for new ventures that have a demonstrated market demand year-to-year. |

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| 2. Continue to allocate funds generated from vacancies and grants to affected departments. | Dean's Office | Ongoing | <ol style="list-style-type: none"> 1. Compare the number of departments receiving allocated funds generated from vacancies and grants year-to-year. 2. Compare the amount of allocated funds generated from vacancies and grants made to departments year-to-year. |
| 3. Reallocate funds from faculty vacancies towards high market demand degree programs. | Dean's Office | Ongoing | <ol style="list-style-type: none"> 1. Compare the number of reallocations year-to-year. 2. Compare the amount of reallocations year-to-year. |
| 4. Reallocate funds from vacancies from non-instructional units towards high market demand degree programs. | Dean's Office | Ongoing | <ol style="list-style-type: none"> 1. Compare the amount of funds from vacancies from non-instructional units reallocated year-to-year. |
| Subgoal 4.3: Increase the generation of new revenues from grantsmanship as state funding continues its projected decline. | | | |
| 1. Increase the number of grant applications developed. | Faculty | Ongoing | <ol style="list-style-type: none"> 1. Compare the number of grants submitted to foundations year-to-year. 2. Compare the number of grants submitted to state government year-to-year. 3. Compare the number of grants submitted to federal government year-to-year. 4. Compare the amount of funded research generated year-to-year. |
| 2. Provide opportunities for faculty to attend grant writing workshops. | Dean's Office and Faculty Development Committee | Ongoing | <ol style="list-style-type: none"> 1. Compare the number of workshops opportunities made available to faculty per year. |
| 3. Continue to implement grant writing workshops and disseminate grant opportunities to faculty. | Dean's Office and Faculty Development Committee | Ongoing | <ol style="list-style-type: none"> 1. Compare number of faculty who participated in grant writing workshops year-to-year. 2. Compare the number of faculty with funded grants year-to-year. |

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| Strategic Goal 5: Continue to recruit and retain dedicated, caring and culturally diverse faculty whose teaching is informed by research and embodies engaging learning experiences that enable students to flourish academically and personally. | | | |
| Subgoal 5.1: Support and enhance the professional stature of faculty. | | | |
| 1. Encourage the inclusion of regular evaluations and feedback for all full-and-part-time faculty. | Dean's Office and Department Chairs | 2007 | <ol style="list-style-type: none"> 1. Compare the number of departments that evaluate part-time faculty year-to-year. 2. Compare the number of departments that evaluate full-time faculty year-to-year. 3. Compare the number of departments that have feedback procedures for all evaluated faculty year-to-year. |
| 2. Develop and implement a plan in which tenure-eligible positions are filled. | Dean's Office and Department Chairs | 2006 | <ol style="list-style-type: none"> 1. Compare number of tenure-eligible positions filled from a prescribed plan year-to-year. |

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| Subgoal 5.2: Support faculty members to maximize their success in research, scholarship, and other creative activities. | | | |
| 1. Facilitate research and publication efforts. | Dean's Office | Fall 2006 | <ol style="list-style-type: none"> 1. Compare the number of published articles in peer refereed journals year-to-year. |
| 2. Encourage faculty members to complete the National Institute of Health Protection of Human Subjects Ethics Training on the web. | Dean's Office and Faculty Development Committee | Ongoing | <ol style="list-style-type: none"> 1. Compare the number of faculty members who submit certificate of completion year-to-year. |
| Subgoal 5.3: Explore avenues to improve communication between students, faculty and administration. | | | |
| 1. Maintain frequent and regular contact with students. | Department Chairs and Dean's Office | Ongoing | <ol style="list-style-type: none"> 1. Compare the number of formal meetings held with students by Chair year-to-year. 2. Compare the number of formal meetings held with students by Dean's Office year-to-year. |

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| 2. Maintain frequent and regular contact with faculty. | Dean's Office | Ongoing | <ol style="list-style-type: none"> 1. Compare the number of College Assembly meetings held per year-to-year. 2. Compare the number of formal faculty meetings attended in each department per year-to-year. 3. Implement the annual College retreat parley. |
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| 3. Maintain frequent and regular contact with administrators. | Dean's Office | Ongoing | <ol style="list-style-type: none"> 1. Compare the number of Executive Council meetings held per year-to-year. 2. Compare the number of formal one-on-one meetings held between administrators year-to-year. |
| 4. Develop a College of Health Sciences communication platform on the CSU's Blackboard system to enhance communication between the students, faculty members and staff. | Dean's Office | 2007 | <ol style="list-style-type: none"> 1. Compare the number of postings on the site year-to-year. 2. Compare the type of postings year-to-year. |

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| Strategic Goal 6: Contribute to society through mutually beneficial partnerships that significantly increase the College role as an International Center of higher education. | | | |
| Subgoal 6.1: Support collaborative partnerships with schools, colleges, civic and religious organizations to implement community development efforts. | | | |
| 1. Seek ways in which the College can provide needed services, expertise and resources to the local communities. | Dean's Office and Department Chairs | Ongoing | 1. Compare the number of community oriented services provided by the College year-to-year. |
| 2. Increase efforts to recruit outstanding international students as undergraduate and graduate students. | Department Chairs | Ongoing | <ol style="list-style-type: none"> 1. Compare the number of international students applying for admission year-to-year. 2. Compare the number accepted year-to-year. |
| 3. Increase opportunities for Health Sciences students to study abroad. | Dean's Office and Director of International Programs | Ongoing | 1. Compare the number of study abroad opportunities year-to-year. |

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| Subgoal 6.2: Collaborate with hospitals, clinics, community organizations and community health centers to address health disparities. | | | |
| 1. Partner with community organizations and health centers to serve the community. | HIV/AIDS Research and Policy Institute Wellness/Health Center | Ongoing | 1. Compare the number of collaboration with community organization from year-to-year. 2. Compare the number of people served from year-to-year. |
| 2. Provide recognition and appreciation opportunities for preceptors and clinical sites for supporting students' learning | Department Chairs | Ongoing | Compare the number of recognition and appreciation events organized per year. |
| Subgoal 6.3: Promote internal and external activities that cultivate positive perceptions of the College. | | | |
| 1. Increase the yearly production of the College <i>Health Pulse</i> Newsletter. | Dean's Office | Ongoing | 1. Compare the number of editions produced year-to-year. |
| 2. Advertise the academic program offerings in targeted and local newspapers. | Dean's Office | Ongoing | 1. Compare the number of advertisements in local newspaper year-to-year. |
| 3. Increase the success stories about CSU students, faculty, staff and alumni in the local media. | Dean's Office | Ongoing | 1. Compare the number of success stories publicized in the media year-to-year. |

