The charge to the Strategic Plan Subcommittee is to identify and prepare the elements of the CAU Strategic Plan and a template for use at all university levels. Your work will be directed and guided by the Strategic Planning Steering Committee.

The Strategic Plan Subcommittee met on Wednesday, February 11, 2010.

*Members in attendance:*
Dr. Jeff Phillips, Chair
Dr. Marcus Shute, Co-Chair
Dr. Bettye Clark'
Dr. William Boone
Mr. Michael Lacour
Dr. Lynne Patten

The committee discussed a strategy for the process for identifying elements to be included in a survey instrument in order to collect, document, analyze, summarize and report responses from all CAU units as part of developing the CAU Strategic Plan 2010. Therefore, each element of the approved template should reflect the attributes of the following information framework:

The committee agreed that an introductory document should be sent to all units explaining the purpose and process for the forthcoming survey and including the Revised Mission and Vision Statements and the current CAU Organizational Chart. The committee also agreed to coordinate the design and content of the template with the Director, Office of Planning, Assessment, and Research at the beginning of the committee's activities in order to identify materials that might assist in expediting the completion of the template.

The committee meeting concluded with a discussion of the strategic planning feedback questions shown below. Committee members were tasked to review these questions and provide recommendations for additions/expansions and modifications in the context of the aforementioned information framework.

Henceforth, the committee will be meeting on a weekly basis to establish milestones and evaluate progress to completion.
Strategic Planning Feedback Questions

As a part of the strategic planning process, we seek maximum input from the campus community. The questions below will provide insight and directions for next steps in the planning process. Please respond to each question in the space provided. Should you need additional space, feel free to use the back of this sheet or attach another sheet to this one.

For all units of the university:

1. Using the revised mission statement and the new vision statement, identify what your unit must do to achieve congruency with the mission and vision.
   a. Clearly identify what the unit needs to do;
   b. Unit mission and vision statements must support the university’s mission and vision statements;
   c. Unit heads develop unit-level vision statements;
   d. Each unit must identify specific elements of the university’s mission and vision statements that the unit supports;
   e. Training will be required for unit heads leading development of mission and vision statements;
   f. Each unit must match activities with required resources; and
   g. Service to customers is paramount.

2. Does the present organizational structure at CAU create the best opportunity to actualize the revised mission and vision statement?
   a. If yes, explain.
   b. If no, what do you think would be the best structure?
   c. What resources are needed to support the unit’s mission and vision?

3. What is your unit’s niche?
   a. What distinctiveness has the unit carved out; and
   b. How does the unit’s niche bring local, state, national, and international notoriety?

4. What will it take for your unit to reach its maximum potential?
   a. How does the unit clearly define its maximum potential;
   b. What resources are need to realize the unit’s maximum potential;
   c. Must force discussion among units;
   d. What are we trying to accomplish with the optimum number of students;
   e. Are existing programs still relevant;

5. All questions need some degree of quantifiability;
6. What should be the optimum size of the university (e.g., undergraduate, graduate, continuing education, research activity, and overall student enrollment)?

7. What is the present size of your unit. Given expected skill sets, competencies, and outcomes, what should be the size of your unit? What is the basis for this response?

8. What should be the top three priorities of CAU and why (e.g., short-term and long-term priorities; customer satisfaction; for schools, departments, and the university)?

9. How does the unit define customer satisfaction?
   a. Who are the unit's internal customers?
   b. Who are the unit's external customers?

For the Schools and Academic Departments

10. How does the unit determine which programs are or are not viable?

11. What are the viable programs in your Department/School?
   a. What curriculum is needed to support viable programs?
   b. What other resources are required to support viable programs?

12. How does the academic unit define student engagement?

13. How does the academic unit define "research intensive"?

14. What current programs are no longer viable?

15. What additional programs should be planned?
Potential Relevant Questions for Consideration (Per SACS Accreditation Standards)

1. Relevant Questions for Consideration:

- How are expected outcomes clearly defined in measurable terms for each educational program as well as for administrative and educational support services?
- What is the evidence of assessment activities for each educational, administrative, and educational support unit?
- What is the evidence for broad-based participation in assessment activities?
- How are periodic reviews in which programmatic outcomes such as retention, graduation rates, employer and alumni satisfaction, and the like assessed, reviewed, and used for improvements?
- How does the institution’s use of assessment results improve educational programs and administrative and educational support services?

Sample Documentation:

- Documentation of goals and expected outcomes for educational programs and for administrative and educational support services
- Documentation of the evaluation of those outcomes
- Documentation of the use of the findings from assessment to improve the institution

2. Relevant Questions for Consideration:

- What is the process for developing and approving educational programs and who is responsible?
- What are the program and learning outcomes for all educational programs, including majors, minors, general education and other institution-wide programs, including distance-learning programs?
- How has the institution evaluated the extent to which students are achieving expected outcomes?
- How has the institution used the results of evaluating student achievement?
- What evidence exists that the institution has established student learning outcomes in all settings, including distance learning, and that they are assessed within the institutional mission?

Sample Documentation:

- Policies and procedures for approving educational programs
- Minutes from faculty and administrative meetings
- Representative examples of program and learning outcomes for each educational program.
• Descriptions of methods for evaluating student achievement of these outcomes
• Reports of the results of evaluation, examples of how the results have been used for program improvement, and examples of how methods of evaluation have been improved over time

3. Relevant Questions for Consideration:

• What evidence exists that demonstrates that continuing education, outreach, and public service programs are consistent with the institution’s mission?
• What evidence exists that demonstrates that continuing education, outreach, and public service programs are regularly evaluated in relation to the institution’s mission?

Sample Documentation:

• Policies regarding the role and scope of continuing education, outreach, and public service as they relate to the institution’s mission
• Examples of program offerings in continuing education, outreach, and public service including information about the audiences served
• Documentation that continuing education, outreach, and public service activities are regularly evaluated with respect to the institution’s mission and program goals

4. Relevant Questions for Consideration:

• How does the institution define “consortium” and “contract” with respect to programs/courses?
• How does an institution’s contract or consortial agreement provide for the following: (1) a clear indication of the responsibilities of all parties to the agreement; (2) provision for ensuring the quality of the programs and courses offered through the agreement; and (3) provision for evaluating the agreement in relation to the purposes of the institution?

5. Relevant Questions for Consideration:

• For each undergraduate, graduate, and professional degree program, what evidence exists that the institution (1) designs each program, (2) publishes goals for each program, and (3) provides an identifiable set of experiences for students in each program?
• What is the process for determining what coursework is included in the general education requirements?
• What is the process for determining what coursework is included in the major program requirements?
• How does the institution provide information about its educational programs, including philosophy, goals, and required courses, that is sufficient for a student to make informed choices?

• What role does the faculty play in the design and assessment of each program?

• How does the institution demonstrate that all appropriate documents, print and otherwise, provide clear, complete, and consistent information about each major program?

Sample Documentation:

• For all educational programs, evidence that the institution has published documents, including the catalog and recruitment materials, that describe general education and program completion requirements

• For major program requirements and the general education program, (1) comparative data for degree programs with peer institutions, (2) professional accreditation, and (3) external program reviews

• Minutes of curriculum committee meetings

• What is the institution’s process for ensuring the quality of programs and courses offered through contract or consortial agreements?

• How does the process involve all parties to the agreement?

Sample Documentation:

• Contracts and consortial agreements that clearly stipulate the responsibility of each party to ensure program and course quality

• Evidence that the institution evaluates the consortial relationship and/or agreement against the purpose of the institution

6. Relevant Questions for Consideration:

• What is the process for the development, approval, evaluation, and improvement of the curriculum?

• What are the policies and procedures for expanding or limiting the curriculum and what are the faculty’s responsibilities?

• How does the institution ensure the quality and effectiveness of its curriculum so that it is appropriate to its educational programs? What standards for review of curriculum quality does the institution use?

• How does the institution ensure that the curriculum is relevant to the institution’s mission and program offerings?

Sample Documentation:

• Faculty handbook, current curriculum development policy or manuals, minutes of curriculum committees describing the role and responsibility of faculty in determining the content, quality, and effectiveness of the curriculum

• Curriculum evaluations conducted by faculty showing attention to curriculum
quality and effectiveness

7. Relevant Questions for Consideration:

- What evidence exists that the coordinator for each major, curricular area or concentration in an undergraduate or graduate degree program has the qualifications and credentials for leadership in the development and review of the curriculum?
- What evidence exists that the coordinator provides oversight for assessing the quality of the curriculum for the respective undergraduate or graduate degree programs and for ensuring that the curriculum, as well as the delivery of the curriculum, is educationally sound?

Sample Documentation:

- List of program coordinators, their areas of responsibility, and their qualifications
- Description of coordinator responsibilities

8. Relevant Questions for Consideration:

- How is the institution using technology to enhance student learning?
- What evidence exists that technology is appropriate for meeting the objectives of its programs?
- How does the institution ensure faculty and student access to technology and to the training, use, and applications of technology?

Sample Documentation:

- Documents that contain policies and procedures for the use of technology to enhance student learning
- Evidence that the use of technology in teaching and learning is appropriate and effective
- Evidence that students and faculty have sufficient opportunity for access and training in the use of technology (e.g., schedules and usage patterns)
- Evidence that the institution assesses competencies of students in the use of technology and uses the results for continuous program improvements

9. Relevant Questions for Consideration:

- What are the specific college-level competencies within the general education program?
- What evidence is available to show that students have attained these competencies?
- How does the institution demonstrate that it identifies competencies that are college-level?
Sample Documentation:

- Identification of competencies
- Documentation of justification for defining and evaluating the college-level general education competencies
- Evidence that graduates of undergraduate degree programs have attained the college-level competencies

10. Relevant Questions for Consideration:

- How has the institution clearly defined the content and rigor of post-baccalaureate degree programs?
- What evidence exists that the institution has learning outcomes for post-baccalaureate professional degree programs and its master’s and doctoral programs indicating that the programs are progressively more advanced in academic content than its undergraduate programs?

Sample Documentation:

- College catalogs, policies and procedures, and course syllabi or other documents that show differentiation in undergraduate and post-baccalaureate programs
- For programs within the same discipline offered at different degree levels, samples of learning outcomes at each level and intended student achievement for outcomes assessed
- Course syllabi describing the advanced body of learning to be accomplished through completion of post-baccalaureate coursework

11. Relevant Questions for Consideration:

- How do admissions policies for graduate programs ensure that students are prepared to develop skills for independent learning?
- How do the learning outcomes for graduate programs reflect expectations that students will demonstrate independent learning skills?
- What evidence exists that syllabi and degree requirements for graduate programs include activities that foster independent learning?
- How does the institution evaluate students’ independent learning skills?
- How does the institution ensure that students are well prepared for the independent learning required in graduate programs?

Sample Documentation:

- Degree requirements and syllabi including requirements that foster independent learning
- Program and learning outcomes defining expectations for independent learning
• Examples of independent research projects, portfolios, theses, dissertations, or other examples demonstrating independent learning by graduates
• Evidence that resources are adequate to allow graduate students to work and learn independently

12. Relevant Questions for Consideration:

• How does the mission of the institution influence the determination of the qualifications of the faculty in order to meet its goals?
• How does the institution determine the competencies of members of the faculty and justify that the qualifications of the members of the faculty meet these competencies?
• How does the institution document and justify the qualifications for each member of the faculty?

Sample Documentation:

• A complete roster of faculty, qualifications, and teaching assignments (Use SACS Form on page 22.)
• Policies governing the qualifications of members of the faculty necessary to carry out the mission of the institution and the process for the selection of members of the faculty that ensure these qualifications
• A file or portfolio on each member of the faculty that includes pertinent, up-to-date information describing the qualifications of the faculty member, such as curriculum vitae, teaching evaluations, and institutional qualification justifications in nonstandard situations.

13. Relevant Questions for Consideration:

• What are the policies, procedures, and criteria that govern faculty evaluation and how are these publicized among the faculty and others?
• What is the procedure used in the evaluation of faculty?
• How does the institution ensure that faculty evaluation policies are sufficiently broad for all faculty, regardless of status?
• How are faculty evaluations administered and used in ensuring the effectiveness of the faculty, especially in terms of student learning?

Sample Documentation:

• Policies and handbooks that describe the faculty evaluation process
• Sample evaluation forms and procedures
• Evidence that evaluations are taking place and being used
14. Relevant Questions for Consideration:

- What are the policies, procedures, and programs dealing with the professional development of members of the faculty?
- How does the institution support faculty professional development?
- How are members of the faculty informed of professional development opportunities?
- How are professional development activities assessed?

Sample Documentation:

- Policies and procedures governing faculty professional development
- Descriptions of the professional development opportunities supported by the institution and the resources allocated for professional development
- Evidence that members of the faculty are involved in professional development (e.g., reports, faculty files, rosters, grants, etc.)

15. Relevant Questions for Consideration:

- How does the institution document student success in relation to its mission and its educational programs?
- Are the three indicators mentioned above appropriate to the mission of the institution? If so, how does the institution use the findings?

Sample Documentation:

- Sample documentation of student achievement such as trend data showing course completion by discipline, pass rates on state licensing exams, job placement rates by degree program, and others

16. Relevant Questions for Consideration:

- How are existing programs an outgrowth of the mission and goals of the institution?
- What evidence exists that the programs are appropriate to diplomas, certificates, and degrees awarded by the institution?
- What evidence exists that the curriculum is appropriate to the programs?

Sample Documentation:

- Description of the mission of the institution and how the curricula are related to that mission
- Documentation that the curricula are consistent with the diplomas, certificates, and degrees awarded by the institution and consistent with good practices in higher education
17. Relevant Questions for Consideration:

- What criteria does the institution use to determine the appropriateness of program length?
- How is the program length sufficient for students to gain mastery of the subject matter?

Sample Documentation:

- Documentation of the criteria used in determining program length
- Documents identifying program length (e.g., catalogs, curriculum approval policies, approved curriculum, minutes of curriculum committees, program brochures, program review reports, academic policy manual, degree planning worksheets)

Potential Relevant Questions for Consideration

(Per Professional Accreditation Standards)

1. School of Business (AACSB)
2. School of Education (NCATE)
3. School of Social Work (CSWE)
4. Public Administration (NASPAA)
5. Mass Media Arts (ACEJMC)
6. Computer and information Sciences (ABET)