

its transformations, cell division process, genetics and review of current biology research will be covered.

No prerequisite.

**SCI 144 Introduction to Physics (3 Cr.)**

This course covers an introduction to fundamental principles of mechanics, waves, heat, electricity and magnetism, light, atomic and nuclear physics are covered. This course provides a conceptually-based exposure to the fundamental principles and processes of the physical world. Topics include basic concepts of motion, forces, energy, heat, electricity, magnetism, and the structure of matter and the universe.

No prerequisite.

**SCI 154 Introduction to Geology (3 Cr.)**

This course is a general survey of the rocks and minerals composing the earth. It focuses on the chemistry and properties of minerals, the composition of igneous, sedimentary and metamorphic rocks. It examines the common rock-forming minerals and their properties, different geologic environments, plate tectonics and other issues related to geology.

No prerequisite.

**SCI 164 Introduction to Environmental Science (3 Cr.)**

Introduction to the ecological foundation of environmental systems, the ecological impacts of environmental degradation by humans, and strategies for sustainable management of environment and natural resources. The course addresses problems related to human society and explores possibilities for alleviating these problems. The course will provide the student with knowledge of how the environment functions and understanding of the issues of scale, complexity and conflict resolution.

No prerequisite.



## **Social Sciences**

### **SOC 300 Social Psychology (3 Cr.)**

This course introduces the scientific study of how individuals think, feel and behave in social situations. It covers topics such as the social self-concept, social judgment, attitudes, persuasion, conformity, aggression, helping behavior, prejudice, and interpersonal relationships as well as some of the most important theories and research in the field of social psychology.

No prerequisite.

### **SOC 313 Law and Society (3 Cr.)**

This course introduces a wide variety of topics related to law's varying functions in a society. It focuses on social and legal theory and analyzes law and legal institutions especially in relation to equality, justice, and fairness. It also examines the importance, influence and impact of law in society as well as the impact of people on the law.

No prerequisite.



## **Statistics**

### **STA 201 Introduction to Statistics (3 Cr.)**

This course provides the student with an understanding of using descriptive and inferential statistical techniques for solving business and technical problems. It covers sampling distribution, analyzing, presenting numerical data, frequency and sampling distributions, averages, dispersion, hypothesis testing confidence intervals, hypothesis testing, simple regression and time series.

No prerequisite.

## **English Proficiency Program**

The purpose of Si Tanka University's ESL Program is to raise the student's English proficiency quickly, so that the student can enroll in regular credit-earning university courses. The ESL program is designed to improve the full range of English language skills: reading, writing, speaking and listening.

The STU College-level English as a Second Language (ESL) Program offers a series of courses for college-bound students whose native language is not English. These courses are designed to help students who already have a basic level of English skills gain academic English language proficiency to help them be successful in college study.

All English language learners can be assigned a level of English proficiency based on their ability to speak and understand English. These levels are determined at the time of entrance into the University. The proficiency levels reflect the abilities and skills that students are capable of demonstrating at each level. Course completion is graded "Satisfactory"/ "Unsatisfactory".

### **Level 1:**

#### **ESL 010 – Beginner Speaking & Listening**

Prerequisite: None. This course will enable students to use linguistic forms accurately, meaningfully, and appropriately, emphasizing conversational skills: listening and speaking in small groups, using new grammar structures, learning new words and expressions, comprehending and using idiomatic expressions.

#### **ESL 012 – Beginner Reading and Writing**

Prerequisite: None. This course is designed to enable students to identify and use linguistic forms accurately, meaningfully and appropriately in written expression. The course focuses on simple and compound sentences, questions, modifiers, phrases, and verb tenses, especially simple present, simple past, and present progressive.

### **Level 2:**

#### **ESL 020 – High Beginner Speaking & Listening**

Prerequisite: ESL 010. This course will enable students to use linguistic forms accurately, meaningfully, and appropriately, emphasizing academic listening and speaking skills: listening and speaking in small groups, listening to short lectures on academic topics, learning academic vocabulary and expressions, making presentations on new topics.

#### **ESL 022 – High Beginner Reading and Writing**

Prerequisite: ESL 012. The focus of the course is on creating effective sentences and paragraphs, including a review of grammar, punctuation and usage. The grammatical emphasis of this course

will be on present, past and future continuous tenses and modal usage. The lessons taught in this course will build on the skills developed in the prior series of ESL courses. It also has some emphasis on pronunciation, listening and speaking.

### **Level 3:**

#### **ESL 030 – Low Intermediate Speaking and Listening**

Prerequisite: ESL 020. This course is designed to give advanced ESL students more practice using oral English. The emphasis is on small group work, problem solving, role plays, and informal discussion. Intensive practice in recognizing and pronouncing the sounds of American English with emphasis on words and phrases: stress, intonation, phrasing, reduction. Attention to individual as well as group priorities.

#### **ESL 032 – Low Intermediate Reading and Writing**

Prerequisite: ESL 022. The course is designed to enable students to use and interpret linguistic forms accurately, meaningfully, and appropriately in written expression. Classes will focus on writing simple and compound sentences in short paragraphs, on developing strategies for increasing reading comprehension and flexibility, on interactive reading, and on developing academic vocabulary. Students will develop cultural understanding and fluency through a variety of writing and reading tasks.

### **Level 4:**

#### **ESL 040 – High Intermediate Speaking and Listening**

Prerequisite: ESL 030. This course focuses on improving student's ability to speak and to understand spoken English through a variety of listening, pronunciation, and speaking activities. Active participation in individual, pair, and group activities is required in each class session.

#### **ESL 042 – High Intermediate Reading and Writing II**

Prerequisite: ESL 032, This course is designed to enable students to use and interpret linguistic forms accurately, meaningfully, and appropriately in written expression. Classes will focus on writing simple, compound, and complex sentences in structured paragraphs, on developing 0

### **Level 5:**

#### **ESL 050 – Low Advanced Speaking and Listening**

Prerequisite: ESL 040. This course provides a highly interactive class that develops low advanced speaking and listening skills such that students are able to carry out a variety of simple tasks in straightforward situations in English. Listening, critical thinking skills, and presentation skills are honed through targeted listening and speaking exercises. Students produce both oral and written work for assessment.

### **ESL 052 – Low Advanced Reading and Writing**

Prerequisite: ESL 042. The focus of this course is on creating effective sentences and paragraphs, including a review of grammar, punctuation and usage. The lessons taught in this course will build on the skills developed in the prior series of ESL courses.

#### **Level 6:**

### **ESL 060 – Advanced Speaking and Listening**

Prerequisite: ESL 050. This course provides a highly interactive class that develops advanced speaking and listening skills such that students are able to speak with ease and poise when in most normal situations. Listening, critical thinking skills, and presentation skills are honed through targeted listening and speaking exercises. Students produce both oral and written work for assessment.

### **ESL062 – Advanced Reading and Writing**

Prerequisite: ESL 052, This course focuses on compound and complex sentences and short paragraphs, overview of the verb tense system in English, verb forms with gerunds and infinitives, verb forms in modifying phrases, and modals. This course also emphasizes analyzing grammar and meaning, detecting and correcting grammatical errors, and self-editing skills.

# Academic Calendar

2015 – 2016

## Fall Quadmester

September 2015

- 28 New Student Orientation
- 30 Last Day to Register Without Late Fee

October 2015

- 1 Fall Quadmester Begins
- 12 Columbus Day (University Closed, No Classes)
- 15 Last Day for Registration

November 2015

- 11 Veterans Day (University Closed, No Classes)
- 25-30 Thanksgivings (University Closed, No Classes)

December 2015

- 6 Winter Registration Starts
- 13 Last Day to Completely Withdraw
- 23 Fall Quadmester Ends
- 24-4 Winter Break (University Closed)

## Winter Quadmester

January 2016

- 4 New Student Orientation
- 4 Last Day to Register Without Late Fee
- 6 Winter Quadmester Begins
- 19 Last Day for Registration
- 18 Martin Luther King, Jr. Holiday (University Closed, No Classes)

February 2016

- 15 President's Day (University Closed, No Classes)

March 2016

- 10 Spring Registration Starts
- 20 Last Day to Completely Withdraw
- 30 Winter Quadmester Ends

## Spring Quadmester

April 2016

- 5 New Student Orientation
- 6 Last Day to Register Without Late Fee
- 7 Spring Quadmester Begins
- 19 Last Day for Registration

May 2016

- 30 Memorial Day (University Closed, No Classes)

June 2016

- 11 Summer Registration Starts
- 16 Last Day to Completely Withdraw
- 27 New Student Orientation
- 28 Last Day to Register Without Late Fee
- 29 Spring Quadmester Ends
- 30 Summer Quadmester Begins

## Summer Quadmester

July 2016

- 4 Independence Day Holiday (University Closed, No Classes)
- 12 Last Day for Registration

September 2016

- 5 Labor Day (University Closed, No Classes)
- 9 Fall Registration Starts
- 15 Last Day to Completely Withdraw
- 28 Summer Quadmester Ends

# Academic Calendar

2016 – 2017

## Fall Quadmester

September 2016

- 28 New Student Orientation
- 30 Last Day to Register Without Late Fee

October 2016

- 1 Fall Quadmester Begins
- 10 Columbus Day (University Closed, No Classes)
- 15 Last Day for Registration

November 2016

- 11 Veterans Day (University Closed, No Classes)
- 23-28 Thanksgivings (University Closed, No Classes)

December 2016

- 6 Winter Registration Starts
- 13 Last Day to Completely Withdraw
- 23 Fall Quadmester Ends
- 24-4 Winter Break (University Closed)

## Winter Quadmester

January 2017

- 4 New Student Orientation
- 4 Last Day to Register Without Late Fee
- 5 Winter Quadmester Begins
- 18 Last Day for Registration
- 16 Martin Luther King, Jr. Holiday (University Closed, No Classes)

February 2017

- 20 President's Day (University Closed, No Classes)

March 2017

- 10 Spring Registration Starts
- 20 Last Day to Completely Withdraw
- 29 Winter Quadmester Ends

## Spring Quadmester

April 2017

- 4 New Student Orientation
- 5 Last Day to Register Without Late Fee
- 6 Spring Quadmester Begins
- 14 Last Day to Apply for Graduation
- 19 Last Day for Registration

May 2017

- 29 Memorial Day (University Closed, No Classes)

June 2017

- 11 Summer Registration Starts
- 16 Last Day to Completely Withdraw
- 27 Commencement
- 27 New Student Orientation
- 28 Last Day to Register Without Late Fee
- 28 Spring Quadmester Ends

## Summer Quadmester

July 2017

- 4 Independence Day Holiday (University Closed, No Classes)
- 5 Summer Quadmester Begins
- 12 Last Day for Registration

September 2017

- 4 Labor Day (University Closed, No Classes)
- 9 Fall Registration Starts
- 15 Last Day to Completely Withdraw
- 26 Summer Quadmester Ends

# Academic Calendar

2017 – 2018

## Fall Quadmester

September 2017

- 28 New Student Orientation
- 30 Last Day to Register Without Late Fee

October 2017

- 1 Fall Quadmester Begins
- 9 Columbus Day (University Closed, No Classes)
- 15 Last Day for Registration

November 2017

- 11 Veterans Day (University Closed, No Classes)
- 23-28 Thanksgivings (University Closed, No Classes)

December 2017

- 6 Winter Registration Starts
- 13 Last Day to Completely Withdraw
- 23 Fall Quadmester Ends
- 23-4 Winter Break (University Closed)

## Winter Quadmester

January 2018

- 4 New Student Orientation
- 4 Last Day to Register Without Late Fee
- 5 Winter Quadmester Begins
- 18 Last Day for Registration
- 15 Martin Luther King, Jr. Holiday (University Closed, No Classes)

February 2018

- 19 President's Day (University Closed, No Classes)

March 2018

- 10 Spring Registration Starts
- 20 Last Day to Completely Withdraw
- 29 Winter Quadmester Ends

## Spring Quadmester

April 2018

- 4 New Student Orientation
- 5 Last Day to Register Without Late Fee
- 6 Spring Quadmester Begins
- 14 Last Day to Apply for Graduation
- 19 Last Day for Registration

May 2018

- 28 Memorial Day (University Closed, No Classes)

June 2018

- 11 Summer Registration Starts
- 16 Last Day to Completely Withdraw
- 28 Commencement
- 29 New Student Orientation
- 29 Last Day to Register Without Late Fee
- 29 Spring Quadmester Ends

## Summer Quadmester

July 2018

- 4 Independence Day Holiday (University Closed, No Classes)
- 5 Summer Quadmester Begins
- 12 Last Day for Registration

September 2018

- 3 Labor Day (University Closed, No Classes)
- 9 Fall Registration Starts
- 15 Last Day to Completely Withdraw
- 26 Summer Quadmester Ends

## ❧❧❧The Board of Directors❧❧❧

**Mital Patel, Chair**

*MS, Pennsylvania State University*

**Debra Thompson, Vice Chair**

*MA, California State University -- Northridge*

**Sean S. Lin, Treasurer**

*ABD, George Washington University*

**Harold Harris – President**

*MSW, Tulane University*

**Jon X. Zhang, Faculty Representative**

*Ph. D., University of West Virginia*

## ☞☞☞University Staff☞☞☞

**Harold Harris, LCSW, DCSW – President**  
MSW, Tulane University

**Adam C. Yang – Dean of Academic Affairs/ Chair, School of Management**  
Ph. D., Columbia University

**Raied Salman – Chair, School of Technology**  
Ph. D., Virginia Commonwealth University

**Katrina Klaasmeyer – Director, Online Learning**  
M. A., University of Oregon

**Rongping Yan – Admissions Director**  
M. S., University of South Alabama

**Eric Boon Keat – Registrar**  
M. S., Georgia Institute of Technology

**Henry H. Lee – Director of Student Services**  
M. S., University of Pittsburg

**Thomas Pulver – Librarian and Learning Resource Manager**  
MS-LIS, The Catholic University of America

**Ke Cheng, CPA – Business Manager**  
MS, Si Tanka University



## Faculty List



**Amir Afzal, D. S., George Washington University**  
*Computer Science, Information Systems*

**Marcus Andrusko, M. A., Bethel University**  
*Communication*

**Ajay Bhatt, J. D., University of Oregon**  
*Legal Studies*

**Jacqueline Blackwell, M. A., University of Virginia**  
*English*

**George Burgess, M. S., Oregon State University**  
*Chemistry, Environmental Science*

**Ke Cheng, CPA, M.S., Si Tanka University**  
*Accounting*

**Xiao Y. Dai, Ph. D., George Washington University**  
*Information Systems, Management*

**Bantz Duane, Master of Accounting, Washington State University**  
*Accounting*

**Beverly Elson, Ph. D., University of Maryland**  
*Art History, English*

**Natalia Gavrilova, M. S., University of Chicago**  
*Computer Science*

**David Glazer, Ph. D., George Washington University**  
*Management, Marketing*

**Hank H. Hai, Ph. D., Duke University**  
*Economic, Management*

**Jane Hart, MBA, University of Pennsylvania**  
*Management*

**Paul Hicks, M. A., California State University – Los Angeles**  
*Philosophy*

**David D. Huang, Ph.D., University of Iowa**  
*Computer Science, Mathematics, Statistics*

**Eric Boon Keat, M. S., Georgia Institute of Technology**  
*Computer Science*

**Katrina Klaasmeyer, M. A., University of Oregon**  
*Art History*

**Lynsey LeMay, M. S., College of William and Mary**  
*Geology, Marine Science*

**David Pindel, M. S., Western Illinois University**  
*Biology*

**Michael Powers, M. A., Eastern New Mexico University**  
*History*

**Tonya Rondinone, M. A., Southern Connecticut State University**  
*Psychology*

**Raied Salman, Ph. D. Virginia Commonwealth University**  
*Computer Science*

**Bethany Wengerd, M. A., California State University – Fullerton**  
*Anthropology*

**Adam C. Yang, Ph.D., Columbia University**  
*Political Science*

**Jon X. Zhang, Ph.D., University of West Virginia**  
*Computer Science, Mathematics, Statistics*

**Jinmin Zhou, M.S., Bowie State University**  
*Computer Science, Information Systems*

**Raymond Zich, M. S., Indiana University of Pennsylvania**  
*Physics*

## Equipment List

a. name and quantity of all training-related equipment

<b>Equipment</b>	<b>Quantity</b>	<b>Student:Equipment Ratio</b>
CD Player	5	4:1
Tape Recorder	5	4:1
TV	3	4:1
Computer	5	5:1
Printer	1	15:1

b. primary consumable supplies

<b>Consumable supplies</b>	<b>Quantity</b>	<b>Student:Equipment Ratio</b>
Stationary	20	20:1

c. furnishings

<b>Furnishing</b>	<b>Quantity</b>	<b>Student:Equipment Ratio</b>
Desk	8	3:1
Chair	20	3:1

d. learning resources

<b>Learning resources</b>	<b>Quantity</b>	<b>Student:Equipment Ratio</b>
Books	45	15:1
CDs	110	15:1



# FACULTY and ADMINISTRATIVE STAFF SUMMARY FORM

Submit this form with the Update Report (revised prior to the visit) and teaching schedules in effect at the time of the visit. List all persons (teaching faculty and administrative staff). Refer to the legends for identifying other duties assigned faculty and administrative staff duties and "Credential Level". The first line is provided as a SAMPLE.

Institution Name Si Tanka University  
 City, State Sioux Falls, SD  
 ID 00276405

Duties
AD = Administrative
RA = Recruitment / Admissions
FA = Financial Aid
SS = Student Services
OT = Other

Credential Level
C = Certificate
D = Diploma
OA = Occupational Associate
AA = Academic Associate
B = Bachelor
M = Master

Name (Last, First, Middle)	(F) Faculty or (AD) Admin Staff	Date of Hire	FT or PT	Degree - Institution - Major/Minor	Faculty - Course(s) Teaching Admin Staff - Position Held	Cred. Level	Faculty - Teaching Load			Non-faculty Duties or Admin Duties
							A	M	E	
SAMPLE, Sally Mae	F	02-01-1998	PT	MBA - Washington University, MO - Business	intro to Business	B	4	0	2	AD
[REDACTED]	AD	07-01-2012	FT	MSW, Tulane University, Social Work	President					AD
[REDACTED]	AD	09-19-2014	FT	Ph. D., Columbia University, Political Science	Dean of Academic Affairs	M				AD
[REDACTED]	AD	09-01-2014	FT	Ph. D., Virginia Commonwealth University, Computer Science	Chair, School of Technology	M				AD
[REDACTED]	AD	09-01-2016	PT	M. A., University of Oregon, Art History	Director, Online Learning					AD
[REDACTED]	AD	07-01-2015	FT	M. S., University of South Alabama, Computer Science	Admissions Director					RA
[REDACTED]	AD	08-01-2014	FT	M. S., Georgia Institute of Technology, Electrical & Comp. Eng.	Registrar					AD
[REDACTED]	AD	10-01-2015	FT	M. S., University of Pittsburg, Computer Science	Director of Student Services					SS



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							A	M	E	
[REDACTED]	AD	08-21-2016	PT	MS-LIS, The Catholic University of America, Library Science	Librarian and Learning Resource					OT
[REDACTED]	AD	09-01-2014	FT	MS, Si Tanka University, Computer Science	Business Manager					OT
[REDACTED]	F	11-12-2015	PT	D. S., George Washington University, Artificial Intelligence		M				
[REDACTED]	F	03-05-2016	PT	M. A., Bethel University, Communication		B				
[REDACTED]	F	06-06-2011	PT	J. D., University of Oregon, Law		M				
[REDACTED]	F	09-01-2016	PT	M. A., University of Virginia, English		B				
[REDACTED]	F	02-04-2016	PT	M. S., Oregon State University, Chemistry		B				
[REDACTED]	F	08-19-2010	PT	Ph. D., George Washington University, Information & Decision Systems		M				



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							A	M	E	
[REDACTED]	F	09-19-2015	PT	Master of Acct, Washington State University, Accounting		M				
[REDACTED]	F	05-18-2012	PT	Ph. D., University of Maryland, Art		M				
[REDACTED]	F	11-27-2015	PT	M. S., University of Chicago, Computer Science		B				
[REDACTED]	F	09-03-2014	PT	Ph. D., George Washington University, Marketing		M				
[REDACTED]	F	03-14-2015	PT	Ph. D., Duke University, Business Administration		M				
[REDACTED]	F	02-09-2015	PT	MBA, University of Pennsylvania, Business Administration		B				
[REDACTED]	F	02-04-2016	PT	M. A., California State University – Los Angeles, Phylosophy		B				
[REDACTED]	F	03-01-2015	PT	Ph.D., University of Iowa, Mathematics		M				
(b)(6)	F	12-17-2015	PT	M. S., College of William and Mary, Geology		B				



# FACULTY and ADMINISTRATIVE STAFF SUMMARY FORM

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							A	M	E	
██████████	F	09-01-2016	PT	M. S., Western Illinois University, Biology		B				
██████████	F	09-01-2016	PT	M. A., Eastern New Mexico University, History		B				
██████████	F	09-01-2016	PT	M. A., Southern Connecticut State University, Psychology		B				
██████████	F	09-01-2016	PT	California State University – Fullerton, Anthropology		B				
██████████	F	03-09-2011	PT	Ph.D., University of West Virginia, Mathematics		M				
██████████	F	06-03-2015	PT	M.S., Bowie State University, Management of Info Sys		B				
██████████	F	07-01-2014	PT	M. S., Indiana University of Pennsylvania, Physics		B				



# DESIGNATED DELEGATE SELECTION FORM

Revised: April 2013

Pursuant to ACICS Criteria, By Laws, Article IV Elections, Terms, Vacancies, Removal, Resignations, and Compensation, each main campus and additional location is entitled to one Designated Delegate. Such designation authorizes that person to be the voting representative of the member on all ACICS matters requiring a vote of the members. Changes of Designated Delegate shall be made in writing signed by the chief executive officer no later than fifteen (15) days prior to the date of any scheduled election which becomes the record date for determining eligibility to vote. Only the Designated Delegate of each member is eligible to vote.

Specific election procedures concerning candidate qualifications, deadlines for registration, dates and methods of balloting and absentee balloting shall be developed by the Board and may vary from election to election. Electronic voting, properly secured, shall be allowed.

A separate Designated Delegate Selection Form must be filed for each main campus and additional location to be represented by a common Designated Delegate.

Initial submission of the Designated Delegate Selection Form is completed through the initial grant or new additional location application process. If revisions are required outside of these established deadlines, please email [designateddelegate@acics.org](mailto:designateddelegate@acics.org).

To name or change an institution's Designated Delegate, please complete the following information and return this form by mail to ACICS, 750 First Street, NE, Suite 980, Washington, D.C. 20002, or by fax to (202) 842-2593 or email to [designateddelegate@acics.org](mailto:designateddelegate@acics.org).

Name of Campus Si Tanka University

ACICS ID Code 00276405

City, State Sioux Falls, SD

Designated Delegate Harold Harris  
*(please print)*

Harold.harris@sitanka.us  
*Email Address*

*I, as chief executive officer, authorize the individual named above to be the Designated Delegate for the institution listed above.*

Name of CEO \_\_\_\_\_

(b)(6)

Signature

1-22-2017

Date

## **Three-Year Strategic Placement Action Plans 2015 – 2018**

### **Introduction**

Si Tanka University provides placement services for program graduates and other students as resources allow. Students are informed of services available on the University website, in a placement brochure and in program orientations. Students are encouraged to register, submit their resume, a cover letter and create a portfolio with the Student Services Office to be used in searching for employment opportunities that provide a good fit for the student and the employer.

Placement and follow-up includes the collection of data from graduates and non-graduates as well as employers of graduates to evaluate the impact and resulting quality of our programs and training. The following plan outlines the plan for University placement and follow-up services.

### **Responsibility**

The Job Placement Specialist is responsible for all placement and follow-up activities, including coordination and communication with faculty, employers, students, and the Student Services Office advisory committee. The Specialist maintains student resumes, the electronic Job Board, and enters and evaluates reporting of placement and follow-up data. The Director of Admissions supervises the Job Placement Specialist.

The Job Placement Specialist coordinates placement services between faculty, students, and STU businesses and industries by meeting on a regular basis. In addition, the Job Placement Specialist discusses employment opportunities, notification of students available for employment, and provides guidance to students who are looking for employment. The collection of placement and follow-up data is a collective effort between students (both graduates and non-graduates), faculty, employers of graduates, and STU staff members. The evaluations and resulting reports provide valuable information that can be used to improve quality in each program as well as student outcomes.

### **Job Placement Services Committee**

The Job Placement Services advisory committee meets at least once annually to revise follow-up surveys, review the results of the surveys, create and maintain Placement and Follow-up Plans, and discuss the development and improvement of professional development courses relating to outcomes. The committee also develops objectives for improving placement and follow-up services.

### **Job Board**

Detailed information about employment opportunities is available to students on the University Job Board ([www.sitanka.us/jobs](http://www.sitanka.us/jobs)). This information is maintained by the Job Placement Specialist and students are encouraged to use this site for available openings.

### **Student Advisement**

Student Services Office services are available during regular business hours and appointments are necessary. Students are encouraged to register with the Student Services Office as they near completion of their program. Students can meet with the Job Placement Specialist to submit a resume and cover letter. The Specialist uses this information to assess the student's training, skills, and background in an effort to

match employment opportunities with the skills of the student. The Specialist advises the student on job search, interview and presentation strategy.

Additional follow-up with each student occurs one to two weeks after the initial advisement appointment, if needed.

### **Follow-up Data Collection and Reporting**

The following system is used to ensure the collection of follow-up information from graduates and non-graduates, as well as employers of graduates is collected, reported and used to evaluate program effectiveness in meeting employer and industry needs.

Follow-up information on graduates and non-graduates is collected from multiple sources. All of the data is entered in the Student Information System. Reports are generated from this system and made available to University administrators.

During the University enrollment process, Student Services personnel collect placement information from incoming students. Program orientations inform new students of the importance and value of student outcomes as an indication of the quality and relevance of our programs. Students are asked to share changes in their employment status by going online and completing the Student Follow-up Survey, which includes questions to determine whether the placement is related or unrelated to the training program the student is enrolled in as well as qualitative questions used to assess the effectiveness of training. During program advisement, instructors help students set employment goals and provide information about qualifications required in industry. Instructors also work with industry partners and inform students of employment opportunities.

Students receive a letter when they graduate with information about job placement services. The letter restates the importance of successful outcomes and requesting that the student complete the Follow-up Survey online (see Appendix G).

Students who withdraw or graduate from the University with no evidence of follow-up information are considered “negative outcomes.” The Job Placement Specialist oversees the process outlined in the Student Placement and Follow-up Policy and Procedure to attempt to collect follow-up information from former students.

Employers of program graduates receive follow-up contact within the first year of student employment. Employers are asked to complete an Employer Satisfaction Survey (see Appendix H). The survey includes questions about the performance of the student in job-related skills, soft skills, and the quality of the student as an employee.

Placement and follow-up data is reported to, and evaluated by Job Placement Specialist and instructors on a regular basis. Program Reviews, conducted by the Director of Campus Effectiveness, are used to provide qualitative feedback to Department Chairs and Faculty on program compliance with defined standards of performance, including outcomes. Professional development courses on outcomes are available to ensure instructors have information and resources needed to be successful. Instructors also learn about strategies to improve outcomes.

### **Placement and Follow-up Goals**

In Fiscal Year 2015, the following improvements will be made in Placement and Follow-up:

- Student Outcomes professional development course(s) will be developed and made available to University faculty and staff.
- Development of placement metrics for University faculty and staff to use for student follow-up.
- Improvement of faculty follow-up processes.
- Improvement of data collection processes
- Improvement of communication process with graduates.

The placement plans are listed on the pages that follow in the priority order recommended at the October 2015 Campus Effectiveness Plan Committee (ECCom) meeting. As noted above, within strategies, items are listed in priority order.

## Priority 1: Career Preparedness

**Key Strategy:** Promote students' career preparedness through career advising, counseling, programming, and instruction.

**Description/Explanation:** Establish protocols and procedures for evaluating programs and services.

### IMPLEMENTATION SCHEDULE/TIMETABLE

Additional Steps	Responsibility	Completion Date	Cost	Assessment
Enhance continued advising support via electronic communication	IT Department	Fall 2015	Staff Time	Access link in the email to determine usage and simplicity usage numbers related to the follow-up email; for distributed ILPs, assess every three to six months.
Offer distance career advising and counseling services	Registration Office	Fall 2016	Staff Time	Create a needs assessment to determine career advising needs (spring survey) and develop a career advising satisfaction survey.
Collect feedback on career advising, career counseling, programming, and instruction services	Department of Student Services	Summer 2016	Staff Time	Collect information, aggregate findings, and use information to enhance services

Develop consistent delivery and format for Job Placement Center presentations	Department of Student Services	Spring 2016	Staff Time	Enhance the organization and consistency of Job Placement Center presentations both in content and format; examine workshop evaluations, number of requests and nature of requestors, and the number of visits to YouTube channel presentations
Enhance programming within University via liaison roles	Dean of Academic Affairs Office	Fall 2016	Staff Time	Conduct a needs assessment, and determine the number of liaison contacts with University and departmental representatives and the number of workshops
<b>Champion:</b> [REDACTED] Dean of Academic Affairs				

## Priority 2: Experiential Opportunities

**Key Strategy:** Provide and expand experiential learning opportunities for students.

**Description/Explanation:** Develop strategy to expand experiential learning opportunities for undergraduate students to explore career options, gain experience, and network professionally.

### IMPLEMENTATION SCHEDULE/TIMETABLE

Additional Steps	Responsibility	Completion Date	Cost	Outcome Assessment
Strengthen relationships and partnerships with academic internship coordinators and directors	Department Chairs	Fall 2015	Staff Time	Periodically update academic internship contacts list on the internship portal, assemble and set agenda for Advisory Council and report on outcome(s), and record the number of contacts made per quadmester
Enhance and promote the Internship Headquarters portal/website to students, faculty/staff, administrators, and employers	IT Department	Fall 2016	Cost of the software package and STU Information Technology support staff	Complete and distribute marketing materials, create the employer videos, and post new student intern success stories
Expand experiential learning opportunities for STU students	Department Chairs	Summer 2016	Staff Time	Track the number of new employer contacts made each quadmester, the number of employers participating in internship

				forums and workshops, and the number of job shadowing participants
<b>Champion:</b>		Department Chair of Management		

### Priority 3: Communication and Partnerships

**Key Strategy:** Create collaboration between the Job Placement, Academic Departments, University, and community organizations to support students' career success.

**Description/Explanation:** Strengthen communication with campus departments in mutually beneficial ways to help students achieve academic and professional goals.

#### IMPLEMENTATION SCHEDULE/TIMETABLE

Additional Steps	Responsibility	Completion Date	Cost	Outcome Assessment
Support student leaders and full-time staff in their professional development	Department Chairs	April 2016	Staff Time	Conduct workshop evaluations for presentations to student groups, staff, and attendees to assess quality of presentation; track Job Placement staff attendance at department events (similar to liaison tracking)
Strengthen collaboration with Academic Departments	Dean of Academic Affairs Office	Summer 2016	Staff Time	Track the amount of department outreach through liaison tracking; track the number of new employers; track the number of articles published

Strengthen collaboration with the University community	Dean of Academic Affairs Office	Fall 2016	Staff Time	Evaluate workshops for transfer students and distance learners
Strengthen collaboration with local community organizations	President's Office	May 2016	Minimal costs for flier development and mailing	Partner with Workforce SD to gain data on the number of STU students who gain employment through their services and increase employer contacts through participation with the Chamber of Commerce
<b>Champion:</b> [REDACTED] – Admissions Director				

### Priority 4: Student Success

**Key Strategy:** Increase employment and graduate and professional school opportunities for students

**Description/Explanation:**

#### IMPLEMENTATION SCHEDULE/TIMETABLE

Additional Steps	Responsibility	Completion Date	Cost	Outcome Assessment
Increase employment opportunities for all undergraduate and graduate students, with a targeted focus on increased internship, cooperative education, and full-time opportunities	Department Chairs	Summer 2016	Staff Time	Evaluate and compare quadmester and yearly recruiting reports to assess strategies developed to increase on-campus recruiting, career fairs, job listings, and resume referral success
Increase targeted employer development for undergraduate and graduate students in majors	Department of Student Services	December 2015	Staff Time	Through reporting data, review new employer registration and increased career fair, job listings, and campus interview activity to determine success
Increase graduate and professional school program opportunities and resources	Department of Student Services	Fall 2015	Staff Time	Review the data to determine the viability of Graduate and Professional

for students				School two-day fair opportunities
<b>Champion:</b> [REDACTED]	Registrar			

### Priority 5: Employability Skills

**Key Strategy:** Provide opportunities to enhance students' employability skills.

**Description/Explanation:** Secure technology to deliver innovative virtual programs and improve employer recruitment.

#### IMPLEMENTATION SCHEDULE/TIMETABLE

Additional Steps	Responsibility	Completion Date	Cost	Outcome Assessment
Increase Job Placement Center staff knowledge on employability skills and employment trends	Department of Student Services	December 2015	Staff Time	Administer a pre-test to all staff at the beginning of the fall quarmester and a post-test at the end of the spring quadmester regarding employability skills and industry trends
Develop students' employability knowledge and skills	Department Chairs	Fall 2015	Staff Time	Distribute a survey immediately following the series of presentations to students who signed in to each presentation
<b>Champion:</b> ██████████ Department Chair of Management				

### Priority 6: Accountability and Career Metrics

**Key Strategy:** Provide accountability for career services and student outcomes.

**Description/Explanation:** Develop focused initiatives targeting the career development needs of students in the business and IT.

#### IMPLEMENTATION SCHEDULE/TIMETABLE

Additional Steps	Responsibility	Completion Date	Cost	Outcome Assessment
Conduct a Graduating Senior Survey	Registration Office	April 2016	Staff Time	Survey graduating seniors two weeks prior to graduation
Show evidence of career preparedness skills, e.g., critical thinking, leadership, etc.	Department Chairs	Fall 2016	Staff Time	Analyze Career Portfolio data to show evidence of career preparedness skills, number of courses integrating Career Portfolio into learning outcomes, and report the number of new users
Document the number of internship placements	Registration Office	December 2016	Staff Time	Capture internship data from all University data sources

Assess and report student satisfaction with Career Center programs and services	Department of Student Services	Summer 2016	Staff Time	Evaluate students' satisfaction with drop-in career advising services and with on-campus interviewing program; evaluate the effectiveness of the mock interview program and Job Placement Center workshops in providing career-related information and employment preparedness
Report and improve student activity in career preparedness and employability programs and services	Department of Student Services	Fall 2016	Staff Time	Gather user data on career preparedness and employability programs and services
<b>Champion:</b> [REDACTED] Registrar				

## Priority 7: Professional Development, Research, and Scholarship

**Key Strategy:** Contribute to the profession of career development.

**Description/Explanation:**

### IMPLEMENTATION SCHEDULE/TIMETABLE

Additional Steps	Responsibility	Completion Date	Cost	Outcome Assessment
Complete Tech Center website/redesign	IT Office	December 2016	Staff Time	Launch the site successfully; get feedback from users via the onsite comment form
Promote staff presentations, publications, and research via The Job Placement Center website and the Department of Student Services	Department of Student Services	Spring 2016	Staff Time	Launch the site; have a policy and procedures in place for managing it
Develop a system for tracking Career Library resource use	IT Office	Winter 2017	Staff Time	Summarize data; use data in determining library resource needs and in plans for collection development

Develop a protocol and research plan for ongoing data collection	IT Office	Summer 2016	Staff Time	Produce a research plan with timelines and the person responsible
<b>Champion:</b> [REDACTED] IT Manager				

## **A Final Word**

Job Placement Services at Si Tanka University aims to help students and alumni reach their career goals by providing a variety of specialized resources, programs, and services. In order to accomplish this, we have developed a strategic plan aimed at helping to guide us on the types of services we offer and how we allocate our resources. The focus of the strategic plan is to establish specific programs and services that will serve students and alumni for a lifetime. Our core functions include: individual consultation, group training to assist with job readiness needs, education about sustainable employment options, and building connections through partnerships with employers from a variety of sectors.

## Three-Year Strategic Retention Action Plans 2015 – 2018

An essential step in the retention planning process is the formulation of appropriate key retention strategies and action plans designed to achieve the goals that have been established. Strategies represent the broad class of actions with long-term outcomes and are followed by detailed action plans which represent the immediate, short-term action steps that collectively form each strategy. Developing good activity/action plans is the most important, detailed, and time-consuming part of the quality enhancement (retention) planning process. The activity/action plans that follow are the heart of this plan.

The action plans were developed in early 2015 by ad hoc teams of individuals representing Si Tanka University faculty, staff, and students who refined the work of larger groups who participated in discussions and workshops led by Dr. Adam Yang in fall 2014. Each team was chaired by a “champion.” The initial action plans included some overlap, so the Retention Team examined and further clarified the plans in August and September 2015; it also prioritized actions within each of the strategies. Each plan includes the following:

- **Additional Steps:** what specific actions should we take as we adopt each retention strategy?
- **Responsibility:** who should have primary responsibility for making sure that the recommended actions are taken? (We recognize that the individuals listed may delegate this responsibility to someone who reports to him/her.)
- **Completion date:** what is a realistic date by which the action should be completed? (Note that multiple actions are already in various stages of completion.)
- **Cost:** if available, what is the Retention Team’s best estimate of the cost of implementation of the actions? Some actions, such as determining gaps in academic support services, involve doing data analysis or further investigation. Other than the time of the individuals involved, these actions are low- or no-cost. Other actions, like the expansion of learning communities, could vary considerably in cost depending upon how complicated the community is, whether the community is residential or not, etc. Still other actions, such as bringing back Supplemental Instruction, will clearly require a significant allocation of resources.
- **Outcome assessment:** which of the goal categories have the potential to be positively impacted if the actions are taken? The Office of Academic Dean has been involved in conversations about the assessment of outcomes, and specific assessment plans will be developed as action plans are approved and implemented.

The retention plans are listed on the pages that follow in the priority order recommended at the October 2015 Campus Effectiveness Plan Committee (ECCom) meeting. As noted above, within strategies, items are listed in priority order. The goal categories used for assessment are:

- I. Overall Retention (new first-time-in- college freshmen)
- II. Late Commits (Registered for classes or after July 10)
- III. College Major or Subdivision
- IV. HS GPA (2.90 or less)
- V. Ethnicity

## Priority 1: Enhance Academic Support Services

**Key Strategy:** Ensure the optimum availability of academic support services in support of student learning.

**Description/Explanation:**

### IMPLEMENTATION SCHEDULE/TIMETABLE

Additional Steps	Responsibility	Completion Date	Cost	Assessment
Develop a program of Supplement Instruction (SI) to augment tutoring support (ID faculty, courses, training). Identify coordination of SI to ensure full and complete deployment.	Office of the Academic Dean	Winter of 2017	\$(b)(6) per year	Goal categories I-V
Increase staffing to ensure sufficient professional staff to provide administrative oversight and sufficient student tutors/SI peer leaders to meet demand during peak and non-peak times.	Office of the Academic Dean	Fall 2016	Reassigned time for a faculty member (estimate \$(b)(6) per year)	Goal categories I-V
Create a search database of existing supportive options associated with need (integrating forms of support to encourage	IT Manager	Summer 2016	Staff Time	Goal categories I-V

access). Developing specific marketing plans for supportive services.				
Conduct a data analysis to determine salient gaps and need for academic support services. Develop rules of engagement (screening criteria) for support services (face-to-face or virtual) to ensure efficient alignment of student needs with available resources.	Department of Student Services	Summer 2016	Staff Time	Goal categories I-V
Create an administrative position with oversight of academic support services, including but not limited to academic advising. Determine the appropriate organizational structure of those services.	President's Office	Fall 2016	\$ (b)(6) + benefits per year	Goal categories I-V
Integrate additional synchronous and asynchronous online approaches to support creative tutoring efforts.	IT Manager	Online tutoring was initiated in January 2016	Ongoing cost: \$26 per hour, or approximately \$ (b)(6) per year	Goal categories I-V
<b>Champion:</b> [REDACTED] Dean of Academic Affairs				

## Priority 2: Improve the Quality of Academic Advising

**Key Strategy:** Develop more systematic, intentional, and seamless advising interactions for students (especially for new freshmen) that emphasize relationship building and high expectations.

**Description/Explanation:**

### IMPLEMENTATION SCHEDULE/TIMETABLE

Additional Steps	Responsibility	Completion Date	Cost	Outcome Assessment
Reexamine and evaluate the human resource classification system (and pay) for advising to eliminate turnover of professional advisors.	HR Office	By the end of the 2015-2016 academic year	Dependent upon money needed to appropriately adjust compensation and create new professional advising positions	Goal categories I-V
Provide seamless technology support for advising.	IT Manager	As soon as a new version of G.A.M.E.S. (CRM) can be purchased	Cost of the software package and STU Information Technology support staff	Goal categories I-V
Create adherence to an essential list of advising requirements; e.g., every student knows the name of his/her academic and faculty advisors (mentor).	Department Chairs	Spring and Summer 2016	none	Goal categories I-V
Develop a process to increase the course availability based on	Department Chairs	Begin Spring 2016	Money to fund additional courses if needed. (Wait listing will help us better	Goal categories I-V

student demand; i.e., wait listing in registration and scheduling courses and sections based on degree audits.			meet course demand, and trends will identify disciplines in which additional faculty should be hired.)	
Identify alignment options for increasing uniformity of advising services (i.e., online advising module for all students, and advising topics)	Department of Student Services	Summer and fall 2014	Staff Time	Goal categories I-V
Develop increased opportunities for advising prospective (new, admitted) students for success (prior to enrollment).	Department of Student Services	Begin in spring 2014	Staff Time	Goal categories I-V
Provide additional professional development to ensure advisors share best practices including access to needed data and information (professional travel for full-time and faculty advisors, faculty training, incl. an online module).	Office of the Academic Dean	Research travel budget during winter 2016; create online faculty advising module summer 2016	Cost of travel	Goal categories I-V

Define the difference between mentoring and advising, define mentoring standards, and provide for a clear role for faculty mentors and professional advisors – this could be department based. Assess place of advising in faculty evaluation system and recommend changes to system if/as appropriate	Advising coordinators (with input from Department Chairs) and Faculty	Begin discussions, and planning, in 2015-2016 academic year	Cost of hiring more professional advisors; potentially more incentives for faculty (those who keep advising and those who want to become mentors) – could be monetary or other types of compensation	Goal categories I-V
Identify data needs to inform advising conversations (e.g., % of current freshmen advised by professional advisors).	Department of Student Services	Spring 2014	none	Goal categories I-V
Increase integration of career advising into advising process (including job shadowing) and integration of career experiences.	Department of Student Services	Discussions in 2015-2016 academic year.	Potential cost of additional staff in Department of the Student Services	Goal categories I-V
Identify opportunities and receptivity in colleges to advance ambassadors and other peers to provide	Department of Student Services	Discussions have begun spring 2015	None unless students are compensated for mentoring	Goal categories I-V

mentorship opportunities for students.				
<b>Champion:</b> [REDACTED]	Director of Student Services			

### Priority 3: Develop Additional Learning Communities

**Key Strategy:** Identify and develop additional residential and non-residential learning community approaches that will expand access to the “power of the cohort” for new freshmen students.

**Description/Explanation:** These learning community options should include both residential and nonresidential experiences

#### IMPLEMENTATION SCHEDULE/TIMETABLE

Additional Steps	Responsibility	Completion Date	Cost	Outcome Assessment
Identify faculty who may be interested in participating in learning communities.	Department Chairs	February 2016	none	Goal categories I-V
Investigate/research past learning community success at STU and best practices at other institutions to determine what “works.”	Department of Student Services	March 2016	none	Goal categories I-V
Conduct focus group of freshmen to identify learning community preferences.	Admissions Office	Fall 2016	none	Goal categories I-V
Promote/market learning communities to encourage student participation.	Admissions Office	May 2016	Minimal costs for flier development and mailing	Goal categories I-V

Identify ways to integrate student life and professional activities into learning communities.	Department of Student Services	May 2015	none	Goal categories I-V
Investigate connecting learning community with autobiographical writing class to accelerate personal connections with individual stories.	Department Chairs	May 2015	none	Goal categories I-VII
Evaluate reasons why students are and are not academically successful in learning communities at STU.	Registration Office	Ongoing. Data for Biology Connections community will be available in Fall 2015	none	Goal categories I-VII
Identify coordination options for expanding residential and non-residential learning communities....creative options may be appropriate.	Admissions Office	Fall 2014. New options for fall 2015 should be identified by late in the fall 2014 semester	none	Goal categories I-VII
<b>Champion:</b> [REDACTED] – Admissions Director				

### Priority 4: Manage Enrollment Strategically

**Key Strategy:** Manage enrollment strategically, especially for first-time, degree-seeking, academically underprepared, and late admit students by using data to align outreach approaches with desired retention outcomes; e.g., capacity of targeted majors, learning readiness of applicants, desired profile of entering class, and consideration of alternate entrance criteria for late applicants.

**Description/Explanation:** This approach will balance input financial management with student-centered outcome management considerations.

#### IMPLEMENTATION SCHEDULE/TIMETABLE

Additional Steps	Responsibility	Completion Date	Cost	Outcome Assessment
Examine admissions criteria focusing on those indicators that are highly correlated to retention.	Admissions Office	December 2015	none	Goal categories II and V
Encourage the University to strategically expand the recruitment market and align growth with appropriate supportive services.	Admissions Office	July 2015	Additional names can be purchased for \$.34 each. It is estimated a minimum of 10,000 additional names will be needed. Total estimate \$1(b)(6)	Goal category I
Provide special orientation, transition services, and advising support for late commits and other at-risk populations.	Department of Student Services	Fall 2015 (pilot)	Current resources will be reallocated to accommodate separate sessions for identified at-risk populations.	Goal category II
Investigate the nature of the late commit challenge:	Registration Office	December 2015	none	Goal categories I-V

Answer the question of why the late commits are leaving and their reasons for departure. Also, investigate the impact of financial considerations on the enrollment of late commits.				
Refine a communication flow that focuses the attention of late admits on financial aid issues.	Registration Office	Fall 2015	none	Goal categories I-V
Use campus employment as retention strategy for late committing and enrolling students.	Department of Student Services	Plan in place by March 2016	none	Goal categories I-V
Investigate specific yield strategies to decrease number of late commits.	Registration Office	Summer/Fall 2016	none	Goal categories I-V
Develop a strategic financial aid plan to increase retention.	Business Office	July 1, 2016 (Plan) for fall 2016 class	While additional resources will be necessary to expand the University's internal financial aid pool, no additional cost will be incurred in the development of the plan.	

**Champion:** [REDACTED] Registrar

### Priority 5: Integrate Career Awareness into all Students' First Year Curricula

**Key Strategy:** Integrate career awareness into all new student's first-year curriculum to ensure a more complete understanding of the chosen majors for decided students and of available alternatives for deciding students.

**Description/Explanation:**

#### IMPLEMENTATION SCHEDULE/TIMETABLE

Additional Steps	Responsibility	Completion Date	Cost	Outcome Assessment
Investigate the persistence reporting of pre-major retention to inform understanding of the transition process into the student's major choice	Registration Office	December 2015	none	Goal categories I, II, and III.
Create additional opportunities for students to learn more about majors during the intake process (electronic and otherwise). Review the assignments of advisees to ensure identification of new student assignments.	Department Chairs	Fall term 2015	none	Goal category I and III.
Integrate advising practice issues into G.A.M.E.S. – CRM ongoing training and support.	IT Manager	January 2016 decision anticipated	Part of cost of G.A.M.E.S. contract	Goal categories I-V

Development of the career coaching approach, including assignments and development of coaching, résumé prep, alumni bridge development, advisory boards, internships and programming that are college specific.	Department of Student Services	Conversations with University Leadership will begin spring 2016. The implementation strategy is contingent upon new funding request, currently under consideration.	Dependent upon level of funding received through new funding initiative.	Goal categories III and V
Develop a required career-related experience for all majors (Intro to Career).	Department of Student Services	Fall 2016 development; fall 2017 Implementation	Will vary by Department	Goal categories II, III and V
Use the CSI and other information to inform educational planning and major choices...early in the intake process.	Department Chairs	Summer 2016	none	Goal category I-V
<b>Champion:</b> [REDACTED]	Department Chair of Management			

## **A Final Word**

This plan does not ensure results. It would be folly for this or any plan to guarantee retention outcomes. However, it does document a disciplined appraisal of current retention realities at Si Tanka University. It also reflects thoughtful goal setting taking those realities into account.

Utilizing our knowledge of the characteristics of STU students and best practices in student retention, this document identifies priority improvement targets and outlines specific strategies and attendant action plans. It was developed through a careful planning effort involving representatives of diverse STU constituencies, all of whom are dedicated to facilitating student success. Upon approval, this plan will serve as a communication tool that describes what STU expects to achieve and how it will accomplish it.

Si Tanka University has already committed financial and human resources to improving student retention. This plan proposes specific future retention goals, points STU in a direction that should enable our institution to achieve those goals, and recommends a direct and practical route the University should take to reach its destination. Continuing investment by the STU community is crucial for the success of this plan. We are confident that our investment will pay significant dividends for our institution and—more importantly—for the students who attend our University and the families who entrust their sons and daughters to us.

# Si Tanka University

## Facilities, Equipment, and Supplies Maintenance Plan

### Introduction

The intention of the Facilities, Equipment, and Supplies Maintenance Plan is to ensure, comply and uphold our vision and mission to be an online institution that will assess, prepare and place individuals in successful and rewarding careers in an increasingly competitive and changing employment market. Successfully training and employing our students is the definitive goal of our institution.

The objectives are:

- Be developed and implemented
- Provide constant and consistent improvement of the facility and campus
- Assure all facility and campus improvements follow applicable procedures
- Protect the financial investment of the University
- Assure a safe, sanitary and attractive environment for STU's educational activities
- Function as a tool to recognize, address and accomplish/complete major maintenance items, new facilities and planned obsolescence of large items

### Responsible Parties

At Si Tanka University, the President's Office supervises the operation of the facility and campus as a whole. The IT Department Director oversees the daily activities for items such as facility repairs, work orders, and emergency procedures.

### Annual Inventory

The Department/Unit head is responsible for conducting an annual inventory of equipment when requested by the IT Department Director. IT Department will provide a listing of equipment charged to each Department/Unit. The list should be verified for accuracy and any discrepancies should be noted on the original equipment listing. The listing should be signed by the Department/Unit head and forwarded to IT Department who will perform an audit/reconciliation with the Department/Unit. After completing the reconciliation, IT Department will prepare an itemized inventory list showing the total dollar amount of the gain or loss in inventory. The Department/Unit head must immediately notify IT Department of any item stolen or damaged by malicious acts. If an item is not located during the annual inventory of the following year, and it will be removed from the inventory records.

### Annual Review

The Finance Committee of the Board of Directors is responsible for maintaining a quality education at a reasonable cost. All improvement project are funded by the tuition and donation with approval from the Board of Directors. For this reason, the Board shall concern itself with both short range and long-range planning as it relates to the properties

of the University. The Board shall rely on a comprehensive long-range facilities plan developed by the Executive Officer to serve as a guide for capital improvements. In its Summer Board meeting, the Board will approve an updated Facilities, Equipment, and Supplies Maintenance Plan.

### **Annual Budget and Financial Analysis**

According to Si Tanka University bylaws,

“The Board of Directors shall be responsible for the overall governance, structure, and guidance of the Corporation. Such duties shall include approving of all policies that govern the institution, evaluating corporate officer performances, determining the Corporation’s Mission and Vision Statements, delegating the task of achieving goals to the corporate officers, defining the Corporation’s core values, and controlling and managing the affairs related to the Corporation’s executive administration, academic offerings, legal counsel, properties, branding, interests, budgets, and other strategic matters.”

Si Tanka University, Inc. Bylaws, Section 2 (b)

In the budget development process, Si Tanka University follows South Dakota Local Budget Law. Budget document provides a financial plan for fiscal year revenues and expenses, outlines initiatives and implements controls on spending authority. Budget planning at STU is a transparent and participative process that involves all campus constituencies.

In the first step for institutional improvement planning, annual program review, disciplines or units are asked to state their mission and its alignment with the University mission. The Budget Advisory Committee is charged with giving feedback on budget requests and on the top priorities of the University. The committee’s charge is to gain a comprehensive understanding of the resource issues facing the University and the context in which budgetary decisions are made.

Additional venues for broad-based dialogue and feedback about the planning process are division/department meetings, open forums, various University wide communications, and surveys. The surveys measure employee perception and satisfaction with the University work environment. Survey results are used for University wide planning and improvement, with benchmarks established for future studies.

Development of activities, such as new programs, degrees, and certificates are then related to University goals. The specific planning bodies that will prioritize requests, such as the Academic Planning Council and the Student Services Planning Council, use a rubric that rewards “Strong connection and alignment with the University goals and explains clearly

how the request will help to achieve said goals.” These prioritizations provide the basis on which the President’s Cabinet makes final budgetary decisions. At this final stage, the Cabinet again reviews requests and program development in light of the University mission. The new or substantially changed program process also ensures that new curricular programs meet the University mission, as well as community needs.

Individuals seeking funds for new projects should direct requests through their supervisor. If they need help to determine the cost of a project, they can contact the appropriate manager in the Business Office.

### **Reporting Requirements**

A plan for facility, maintenance, operations and campus improvement has been developed and is maintained. This plan covers planned maintenance and improvements to the physical facility. The University’s administrative staff is responsible for implementing long range planning and meeting priorities as outlined in the University Strategic Plan.

### **Operation, Maintenance and Improvement of Facility**

STU has developed and implemented appropriate plans for the operation, maintenance, and improvement of the facility, which includes elements addressing personnel, equipment, supplies, relevant laws and applicable procedures. The general operation and maintenance of the facilities is carried out through service contracts from the landlord. STU is committed to the care and maintenance of its physical plant; therefore, all maintenance and improvement programs are regularly evaluated for their effectiveness by the staff, to ensure STU is meeting the needs of its operations.

### **Facility Repairs**

A maintenance plan is designed to protect the financial investment of the site and equipment and assuring a safe, sanitary and attractive environment for STU’s educational activities. Repairs to equipment and facilities are requested through the work order process by staff members. Staff members submit work order requests by email. This also includes repair requests for audiovisual equipment, business equipment and/or facility repairs. Written procedures are utilized by the maintenance employee for operation of the mechanical and electrical systems of the facility. These procedures include the daily operation, scheduled periodic preventative maintenance and repair of these systems. A record is kept by the President’s Office, which includes written procedures for the maintenance of all electrical and mechanical equipment.

## **Personnel, Supplies, Equipment**

A budget for supplies is set yearly and evaluated bi-annually. General supplies are ordered through the Business Office. The IT Director, responsible for custodial and maintenance services, receives competitive bids from suppliers and selects the highest quality product at the most economical price.

## **Relevant Building Codes**

Si Tanka University conforms to all relevant building codes and is inspected annually to insure compliance. All Fire Marshal inspections are kept on file and electronic files are maintained by the IT Director. Any deficiencies that are noted by the Fire Marshal are immediately corrected by our maintenance employee. General inspections for building code compliance are conducted by the administrative staff.

## **Health and Safety**

STU has developed and implemented appropriate plans for assuring the health and safety of the University's employees. This plan includes a system for reporting and investigating accidents. This plan is in use, and is regularly evaluated and/or revised with appropriate input from employees.

The following codes and ordinances are provisionally complied with by the University:

- planning and zoning
- building and structural disposal
- plumbing and sanitation
- heating and ventilation
- electricity
- environmental impact considerations
- sewage and waste
- fire alarms and safety
- Occupational Safety and Health Act (OSHA)
- elevators

## **Resources budgeted for maintenance of facilities, equipment, and supplies**

As an effort to maintain the excellent quality of online teaching, Si Tanka University has budgeted to maintain up-to-date computing equipment such as new computers and servers for teaching, record management and student services.

The University has a licensing agreement with Microsoft that allows the University to provide low-cost and free software under the Volume Licensing Program. In addition, STU

also has a variety of other software available at a discounted student price, including suites from Adobe. These licenses require an annual renewal.

Si Tanka University provides online library services for its students. Student may take advantage of any of the Library's online services, but to gain remote access to restricted electronic resources. The University continues to subscribe the learning resources for students and faculty to use.

### **Resources budgeted for replacement or upgrade of facilities, equipment, and supplies**

Since Si Tanka University is an online University, adopting new computing equipment such as new computers and servers regularly is part of the budgeting process. The University has a licensing agreement with Microsoft that allows the University to provide low-cost and free software under the Volume Licensing Program. In addition we also have a variety of other software available at a discounted student price, including suites from Adobe. These licenses require an annual renewal.

Si Tanka University provides online library services for its students. The University's e-library licenses needs annual renewal, too.

Si Tanka University upgrades its academic management system G.A.M.E.S. from EduTechs when a new version is around.

Si Tanka University upgrades its learning management system Moodle when a new version is around.

### **Resources budgeted for future growth of facilities, equipment, and supplies**

Since Si Tanka University is an online University, adopting new computing equipment such as new computers and servers regularly is part of the budgeting process.

The use of current social media technologies has become a method for online collaboration, real time research and enhancement of unstructured learning conditions, without defeating the purpose of structured learning conditions. As a result, to compete in today's global economy, Si Tanka University must learn how to quickly leverage new technologies to ensure that their workforces remain competitive. Social Media Collaboration and Cloud Computing are the technologies that can enhance student services and instruction. The reason Si Tanka University is not ready to spend too much on them is because the student population is too small.

## **Inspections of facilities**

STU has developed and implemented appropriate plans for assuring the health and safety of the University's facilities. This plan includes a system for reporting and investigating accidents. This plan is in use, and is regularly evaluated and/or revised with appropriate input from employees.

The following codes and ordinances are provisionally complied with by the University:

- sprinkler systems – monthly
- building and structural disposal – yearly
- plumbing and sanitation – yearly
- heating and ventilation – yearly
- electricity – yearly
- environmental impact considerations – yearly
- sewage and waste – yearly
- fire alarms and safety – monthly
- Occupational Safety and Health Act (OSHA) – yearly
- elevators – monthly

## **Inventory and Insurance**

The University leased an office unit and all properties are covered by the landlord's insurance.

## **Property Taxes**

The University does not have any statement for property taxes.

## **Review of Plan**

The plan is reviewed and revised by the President's Cabinet on an annual basis.



# **Institutional Improvement Plan**

2014-2017

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## Executive Summary

### Institutional Improvement Planning at Si Tanka University:

#### Supporting Faculty, Students, and the Structures that Foster their Success

*Si Tanka University's future will be defined and driven by the university's move from excellence to eminence. Making that move requires an unwavering commitment to our faculty, students and the structures—physical, administrative, curricular, and financial—that will foster their success. Such a commitment is founded in the overarching principles of the institution's vision, mission, values, and core goals.*

#### Vision

*The Si Tanka University aspires to be a nationally recognized, comprehensive university that nurtures an environment of intellectual vitality.*

*Reapproved by the Board of Directors, January 2011*

#### Mission

*The mission of Si Tanka University is to provide accessible, innovative, high-quality higher education degree programs for individuals to learn independent of time and place in a technology-rich, information-driven global economy.*

*Reapproved by the Board of Directors, January 2011*

#### Values

Shared values are the commitments made by STU community regarding *how* work will be conducted. Our values at STU include:

- Excellence
- Collaborating as One University
- Acting with Integrity
- Personal Accountability
- Diversity in People and Ideas
- Change and Innovation
- Simplicity in our Work
- Openness and Trust

#### Core Goals

1. To enhance and promote excellence in teaching and learning:

- To support faculty with the necessary resources for professional and personal development.
  - To provide the necessary resources to meet the dynamic learning and developmental needs of our students.
  - To develop, encourage and support effective and innovative teaching and learning environments and approaches that will assist the University in adapting to changing student academic needs.
  - To increase and strengthen transfer opportunities with educational institutions and affiliations with educational partnerships.
2. To offer opportunities for life-long learning and personal enrichment:
- To use community-based physical, financial, and human resources available to complement those within the University.
  - To provide educational and cultural, activities for the STU community.
  - To provide technological education.
3. To develop and support a student centered collegial environment:
- To promote and provide friendly, informative and supportive services for students.
  - To develop a systematic and integrated approach to student persistence and success.
  - To maintain and enhance a comprehensive enrollment management system to achieve and maintain effective recruitment and retention of students.
4. To create and sustain a technological environment that is supportive of academic and administrative needs:
- To provide for continuous review and upgrading of technology as it serves academic and administrative applications.
  - To promote computer competency for students, faculty and staff.
  - To maintain an administrative information system that is useful, integrated and user friendly.
5. Provide career programs to prepare students to function in a technologically and socially changing world:
- To evaluate and update curricula, programs, and courses in response to workforce needs.
  - To accommodate the diverse needs of students entering the workforce, seeking to advance further in their careers, or retraining for new jobs.

## Letter from the President

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With a deep sense of pride in our community, respect and gratitude I am pleased to present to you Values, Voices, Vision: Si Tanka University Institutional Improvement Plan 2014-2017.

This three-year Institutional Improvement Plan clearly demonstrates the dedicated commitment, collective wisdom and compelling vision that drives our University community to continually increasing levels of achievement and excellence - a community fully invested in making a lasting contribution to ensure that our University remains a vibrant, relevant and resilient institution of higher education.

The Institutional Improvement Plan reaffirms STU as a place dedicated to cultivating and promoting our student's leadership, integrating this commitment seamlessly into the academic program and student life. This vision requires that we abandon traditional definitions and seek to provide a distinctive educational experience to those of all age groups and beyond our geographic area. We are equally convinced that we must cultivate our students' ability to think globally and behave ethically, and our plan responds to this call. In pursuit of our ambitious strategic goals, this vibrant community of scholars will have a profound impact on our community – locally, nationally, and globally. Simply put, we plan to enhance the world in which we live, one STU student at a time. We are under no illusions that our efforts will be without challenge; thus our planning document is a flexible one, allowing us to be responsive to those challenges while still adhering to the plan's goals.

This plan presents the pathway forward. We hope that you will join us.

Sincerely,

(b)(6)

Harold L. Harris  
President

## College Overview

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Located near the heart of the state of South Dakota, Si Tanka University is a diverse learning community offering unique undergraduate and graduate programs online. Ours is a diverse intellectual community in a unique learning environment that provides the best of all worlds: small, intimate classes in a collaborative information technology setting dedicated to the advancement of students from all over the world. STU is committed to diversity, sustainability, discovery and excellence, and to inspiring students to think, care, create, and pursue justice in a global community. With our strength of academic programs, the broadening of our global perspective, and our ongoing commitment to diversity, we continue to do what we have done from the beginning with a keen eye to the future.

### Strategic Vision of Si Tanka University

Our vision is that all students at Si Tanka University will accomplish their educational and career goals.

### Strategic Mission of Si Tanka University

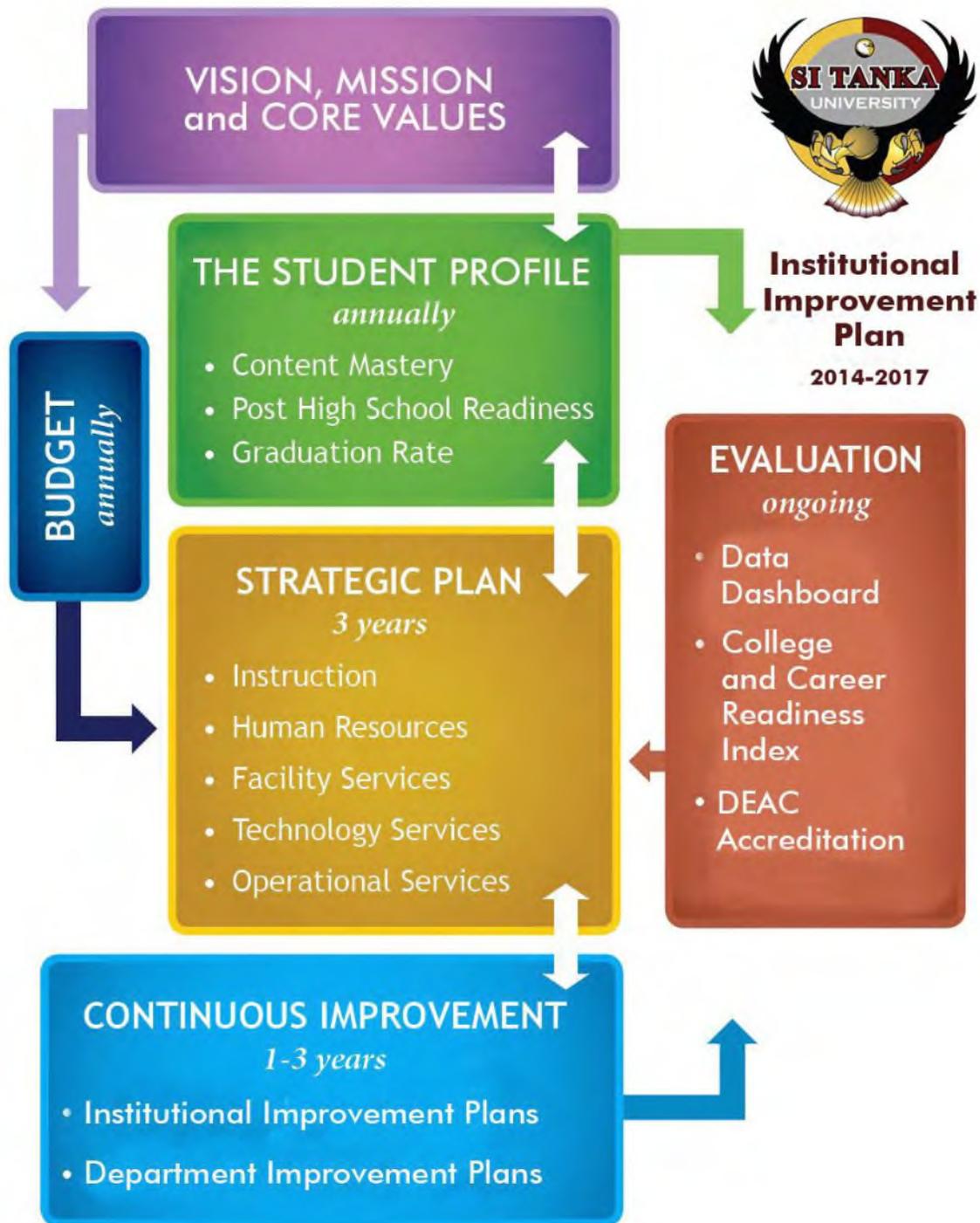
At Si Tanka University, we enrich lives through learning.

### Shared Values

We hold these values to be the cornerstone to fulfilling the University's mission.

- **Learning:** Compels us to create an atmosphere of academic excellence and life-long learning by pursuing the best ideas, approaches, and methods.
- **Integrity:** Requires us to work together honestly and respectfully.
- **Quality:** Commits us to ongoing continuous improvement and excellence.
- **Service:** Calls on us to serve as a force for improving the educational, economic, social and cultural quality of life of our students and the community.
- **Accountability:** Guides us to be responsible and exercise good stewardship.
- **Diversity:** Drives us to embrace and respect the uniqueness of students, employees and community members.

The values of Si Tanka University are implemented and promoted through our strategic planning process. The strategic plan goals and objectives follow.



## Strategic Scan

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### Strategies

Objectives and indicators outline where we are, where we hope to go, and how we'll know we are making progress. Strategies articulate how we go about reaching those goals. In pursuit of the objectives above, we have defined six strategies and started to describe the necessary steps:

1. **Cultivate an inclusive teaching and learning environment** that facilitates student growth, achievement, and preparation for meaningful personal and professional lives. To accomplish this, we will:
  - Attract and serve underserved/niche populations, including (but not limited to) veterans, returning adults and transfers.
  - Clarify and articulate a shared understanding of the role and meaning of professional education at Si Tanka University in the 21st century.
  - Develop policies, practices, and procedures that encourage higher rates of degree completion (or goal attainment), reduced time to completion, and success in pursuing meaningful employment and/or further education.
  - Strengthen selected learning practices proven to have a positive impact on student learning. As expressed in the academic plan, these include study abroad, undergraduate research, community-based learning, and internships.
  - Sustain and enhance co-curricular activities that build community, enhance student learning and cultivate leadership.
  
2. **Encourage civic engagement** by STU faculty, staff, and students as active members of the campus and broader community. To accomplish this, we will:
  - Develop a coordinated approach and structure to facilitate and coordinate community outreach efforts.
  - Strengthen and expand partnerships that create meaningful learning opportunities for our students and that have lasting positive impact on our community partners.
  - Strengthen curricular and co-curricular activities to enhance campus civic engagement.
  
3. **Attract, retain, and develop high quality faculty and staff.** To accomplish this, we will:
  - Identify and implement methods to support faculty and staff development.
  - Develop a comprehensive approach to salary, benefits, and workload that supports excellence in teaching and learning.
  - Engage faculty, staff, and students appropriately in decision-making and communicate effectively around key processes and decisions.

- Implement processes and pursue practices to efficiently and effectively recruit and retain faculty and staff that reflect the diversity of our community.
4. **Advance the infrastructure necessary to support our efforts.** To accomplish this, we will:
- Utilize technology to enhance learning, provide access for students who would not otherwise choose Si Tanka University, and improve administrative service and communication.
  - Develop and implement a master facilities plan to address current space needs and those created by projected growth.
  - Revisit the organizational and committee structure to ensure that the University is organized appropriately to implement the plan.
  - Deepen sustainability practices that meet current needs and improve the ability of future generations to meet their needs.
5. **Ensure financial health** through an environment of entrepreneurship, creativity, and stewardship. To accomplish this, we will:
- Explore utilization of facilities and other campus resources on a year-round basis.
  - Seek operational efficiencies and other cost reductions that result in a lower rate of tuition increases and/or make available resources for other uses.
  - Increase the level of philanthropic support for capital projects, scholarships, and selected special projects.
6. **Assess learning and institutional effectiveness** to inform decision-making, encourage continuous improvement, and provide a basis for our communication with external audiences. To accomplish this, we will:
- Identify and monitor outcomes of student learning and institutional effectiveness that inform decision-making and continuous improvement.
  - Develop and implement a University-wide quality improvement plan designed to continually improve the value of our programs and services.
  - Develop and implement plans to communicate these outcomes to increase our visibility, reputation, and distinctiveness.

## The External Environment

External environmental scanning is the collection, analysis, and interpretation of data and information about the organization's external environment. External and internal environmental scanning and SWOT analysis are important tools for the formulation of strategies, the sustainability of the strategic planning process, and the adaptation of the organization to competitive and other external forces.

Si Tanka University external environmental scan presents demographic, educational, economic, fiscal, technological, political, legislative/regulatory, and competition data, information, and trends impacting the University.

### DEMOGRAPHIC TRENDS

Adults with College Degrees in the United States, by County. This is an interactive tool by *The Chronicle of Higher Education* for exploring degree attainment data in the United States by county. According to *Complete College America*, with only 31 percent of young adults (aged 25-34) with a college degree.

US Colleges Confront Demographic Changes. With the changing demographics of college campuses, a compelling issue is how the growing number of minority students presents serious social and academic challenges for financially strapped universities, even as the schools are under pressure to boost graduation rates.

College Graduation Gap Between the Rich and the Poor Widens. While more students from all backgrounds are finishing college, the difference in graduation rates between the top and bottom income groups has widened by nearly 50 percent over two decades, with 54 percent of students from wealthy families obtaining bachelor's degrees and only 9 percent of low-income students doing so

Increase in Number of Degrees and Credentials. The United States appears to have made significant headway in the 2012 academic year toward the goal of significantly increasing the number of degrees and other credentials that colleges award. A new interactive tool is the source of data providing a timely picture of completion according to state, type of institution, institution, and degree obtained.

Higher Education Attainment Continues to Lead to Higher Wages. According to study, for young adults ages 25-34 who worked full time throughout a full year, higher educational attainment was associated with higher median earnings. This pattern of higher median earnings corresponding with higher levels of educational attainment was consistent for selected years 1995, 2000, and 2005-2011.

## EDUCATIONAL AND STUDENT TRENDS

Report: Reclaiming the American Dream. The overall goal of the 21st-Century Initiative by the American Association of Community Colleges (AACC) is to educate an additional 5 million students with degrees, certificates, or other credentials by 2020. Recognizing that emerging challenges require unprecedented vision, ingenuity, courage, and focus from all American colleges, the Department of education was asked to ensure that millions of diverse and often underserved students attain a high-quality college education, and to challenge higher education institutes to imagine a new future for themselves, to ensure the success of our students, our institutions, and our nation.

The Future of US Colleges. Many residential university campuses will basically cease to exist over the next few decades replaced by Massive Open Online Courses (MOOCs) and other technology-driven forms of mass learning.

Predicting Student Success: Beyond the Traditional Approach. By transitioning from a risk-based model for predicting student enrollment and retention to a success-based model, you can look across the student life cycle to identify not only the factors that impede desired outcomes such as yield and student retention, but also the factors that contribute to those outcomes.

Why Rethinking Developmental Education is a Priority. Academic leaders at two-year and four-year institutions offer effective alternative approaches to traditional remedial education. These institutions have seen significant gains in completion and retention rates by accelerating the developmental track and replacing prerequisite coursework with corequisite support.

The Value of an Online College Education. A 2013 survey of past, present and future online college students reveal the high value of an online college education. By offering degrees online, college open their doors to a whole new student population

## ECONOMIC TRENDS

The Underemployment of Recent College Graduates. About 48 percent of employed U.S. college graduates are in jobs that the Bureau of Labor Statistics (BLS) suggests requires less than a four-year college education. Eleven percent of employed college graduates are in occupations requiring more than a high-school diploma but less than a bachelor's, and 37 percent are in occupations requiring no more than a high-school diploma.

The ROI of Higher Education. This infographic relates to one of the BOT's C2C (Charge to the Chancellor). It details the average student's cost, debt, and means of payment for a college education. Also included are employment statistics, average incomes, and a brief list of highest and lowest paying disciplines.

A Matter of Degrees: The Effect of Educational Attainment on Regional Economic Prosperity. This Milken Institute report's key policy recommendations for governments, educational institutions, and businesses include: make higher education more affordable and accessible; increase higher-education graduation rates; and strengthen coordination between industries and higher-education institutions. Add one year of college to the region's workforce, and GDP per capita jumps 17.4 percent.

Infographic: Employers View Online, Traditional Degrees Equally. When online degrees are accredited, are attached to a traditional campus, and are a part of an established brand, employers and recruiting professionals view them as being equal to traditional degrees.

## **FISCAL TRENDS**

Zero-Based Budgeting. To identify waste and inefficiencies, a college adopted a zero-based budget process that requires administrators to justify all expenditures, even ones that have been around for decades. The idea of creating a zero-based budget grew out of the college's participation in the Higher Learning Commission's Academic Quality improvement Program, an alternative path to accreditation under which institutions choose areas in which they want to improve or change and get judged on how they carry them out.

No Diploma, No GED, No Aid. In 2012's federal budget aims to trim spending on Pell Grants. As of July 1, newly enrolled college students are required to have a high school diploma or GED in order to receive federal financial aid.

Some College, No Degree, No Pell. In the continuing push to increase the proportion of Americans with college degrees, one group has been singled out as key to reach: those who have attended college and have some credits, but never earned a degree. A recent change to eligibility for the Pell Grant, though, has made it harder for some of those students to complete their studies and earn a degree. Colleges say that the change has hit particularly hard transfer students and students who dropped out and are now taking a second run at college.

Pressure on Revenue Streams. Every college and university funding source is under pressure, meaning that all institutions need to rethink their business models. In a recent report, the ratings agency outlines how every traditional revenue stream for colleges and universities is facing some sort of pressure, a finding Moody's uses as grounds for giving the whole sector a negative outlook. The pressure on all revenue streams is the result of macro-level economic, technological and public opinion shifts, the report states, noting that these changes are largely beyond the control of institutions.

## **TECHNOLOGICAL TRENDS**

Expert Tips for Flipping the Classroom. In a flipped classroom, professors assign pre-class homework consisting of brief, recorded lectures and presentations, digital readings with collaborative annotation capabilities, and discussion board participation. This frees up

classroom time to promote active learning through collaborative, project-based learning using simple display and sharing tools.

## 12 Tech Trends Higher Education Cannot Afford to Ignore.

1. The Death of Personal Computers
2. The Proliferation of Mobile Devices
3. The Rise of Social Networks
4. The Next Generation of Networks
5. The Privatization of the Cloud
6. The Valuation of X-AS-A-SERVICE
7. The Promise of Big Data
8. The Implementation of the Flipped Classroom
9. The Future of the Learning Space
10. The Legitimization of Online Learning
11. The Evolution of the College Campus
12. The Advent of the Urban Operating System

Preparing Future Technical Workforce. New skills for future workforce needs include computational thinking, design mindset, cognitive load management, new media literacy, trans-disciplinarity, sense making, social intelligence, novel and adaptive thinking, cross-cultural competency, and virtual collaboration.

Mobility. Use of mobile devices will increase, changing the way teaching and learning take place in the classroom and the way we do business inside and outside the office.

Consumerism and Social Media. The use of social media will increase, continuing to change the way the college delivers online services to the campus community. Research shows that students with a sense of connection to their campus, program, and classmates are much more likely to persist and succeed in their academic pursuits. In addition, the way that information is accessed and services are provided and consumed is being changed by information and communications technology.

Business Analytics. Gaining a competitive advantage through analytics will mean that organizations will have to create more precise systems for measurement, classification and decision support. These more exact analytical systems will enable more personalized business processes across all vertical industries.

Access and Cloud Computing. Access to computers and information and communications technology is growing not just in households but also in the workplace. This will impact how we offer educational opportunities to our students who are comfortable with the technology.

## **POLITICAL TRENDS**

Does Performance-Funding Work? Study finds little impact of state formulas that tie colleges' funds to outcomes, but asserts that expanded programs might work.

Measuring Faculty Productivity the Right Way. We should be far less focused on how many courses and credit-hours faculty teach (input measures), and far more concerned with seeing a variety of measurements, not simply a standardized test, of how much students are learning.

Few College Trustees Push for Change or Question Administration. Public Agenda held conversations with 39 directors and trustees from a wide range of higher education institutions, concluding that 1) most trustees focus on short-term challenges at their institutions, and 2) trustees generally feel they can support their institutions best by working within the framework presented to them by administration rather than questioning it.

## **LEGISLATIVE / REGULATORY TRENDS**

How Will MOOCs Affect Fair Use and Copyright Compliance? As more institutions consider offering Massive Open Online Courses (MOOCs), copyright experts offer their insights into what the MOOC means for faculty compliance with fair use and institutional copyright policy.

Colleges Lack Risk Assessment. A survey by education insurance agency United Educators and the Association of Governing Boards of Universities and Colleges found colleges lack "formal risk assessment processes."

## **EMPLOYEE FOCUS**

Good Employees Make Mistakes. Great Leaders Allow Them To. The scariest thing to do was to give your employees the freedom to make mistakes. While mistakes allow individuals to learn and grow, they can also be very costly. Truly great leaders find ways to allow their people to take risks. Great leaders allow their people the freedom to make mistakes without placing the organization in jeopardy. But good employees are those who when mistakes are made

1. Learn from them,
2. Own them,
3. Fix them, and
4. Put safeguards in place to ensure the same mistake will never be repeated again.

People Resist Change. Leadership is about change, but what is a leader to do when faced with ubiquitous resistance? Resistance to change manifests itself in many ways, from foot-dragging and inertia to petty sabotage to outright rebellions. The best tool for leaders of change is to understand the predictable, universal sources of resistance in each situation and then strategize around them. Here are the ten most common sources.

## The Internal Environment

By maintaining an on-going institutional research agenda and comprehensive data bases documenting its effectiveness, Si Tanka University is able to maintain a strong understanding of its strengths and opportunities for improvement.

### PROGRAMS

We offer students the opportunity to develop characteristics, already articulated in the Si Tanka curriculum, calibrated to ready them for our complex era:

Intellectual curiosity and creativity. A strong commitment to inquiry that makes students lifelong learners and generators of new knowledge, ideas, and perspectives. A commitment to engagement in local, national and global communities imbued with a strong sense of personal and social responsibility. Cross-cultural and global perspective; willingness to appreciate and thrive in a diverse, complex world. Responsiveness to the challenges of rapid change and sustainability; an appreciation that change is inevitable and can be engaged productively. A commitment to civility and dialogue that includes both finding one's own voice and cultivating the capacity to hear others.

Special emphasis on areas that connect powerfully with current and future challenges.

- Global education: STU has developed a global education program that makes the University the hub of a worldwide network of study.
- Connectivity: the complexity of our era places a premium on “connecting the dots”—addressing problems by drawing on knowledge and methods from multiple fields; STU has contributed extreme efforts in interdisciplinary (i.e. connective) programming.
- Active learning: STU's faculty seeks to make students active learners.

### COURSE ENROLLMENTS

Over the past 3 years, the top five course enrollment areas were \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_. The majority of all courses offered were non-occupational and qualified for transfer. Approximately \_\_\_\_\_% of students enrolled in the courses were mostly First-Time Transfer or Continuing students, between the ages of 20 and 49 years old.

### STUDENT SUCCESS

Though the majority of students earn a GPA of 3.0 or higher and almost 80% of all course enrollments end with a valid grade other than “withdraw,” only \_\_\_% of all students who attempt \_\_\_\_\_ or more units in a quadmester were able to successfully complete \_\_\_\_\_ or more units. The average student persistence rate is approximately 72% and does not differ significantly between first-time and continuing students.

## **COURSE COMPLETION**

As many of our students are working adults with family obligations, we have had a growing number of part-time students. The proportion of part-time students showed steady growth through DAY 1 when it reached \_\_\_% of the total enrollment. They will take longer to complete a course. According to the University policy, students can have up to six months to complete a course and more than \_\_\_% of the course were not completed within a quadmester.

## **STUDENT ACTIVITIES**

The academic management system (G.A.M.E.S.) used by the University has the function to monitor students' login time for all activities (attendance, quizzes, exams, discussions, etc.) Students are required to login at least 45 hours as part of the course requirements. The overall average attendance time is 50.78 hours per course and there is no students have less than 45 hours attendance time.

## **PEOPLE**

Among the factors generating this success, the contributions of the people who comprise the STU community stand out as most significant. Simply put, the college has the benefit of highly talented, dedicated faculty and staff. They are not only impressive individually but also—and very importantly—are adept at working together.

## **KEY ASSET.**

STU's foundation is rooted as an institution that provides open access and an affordable alternative to the traditional college experience. Today, the University's student body is diverse and very representative of the country's demographics. The University is responsive to the educational needs of this diverse community and has balanced programs to meet the needs of many ethnic and cultural backgrounds. The University takes pride in knowing that its students have a huge impact on the local economy and workforce needs of their residential region.

## **KEY CHALLENGES.**

Our internal assets provide a firm foundation for optimism. Nonetheless, a scan of our internal environment also reveals very substantial challenges for the University. Some reflect the imperative to push further in areas where we have momentum. Admissions and fund raising are salient examples. In other cases, the task is to create momentum—to move forward in ways that bring our program and accomplishments up to the level of success we have had overall.

## SWOT Analysis

# *Si Tanka University* SWOT Analysis

## Strengths

- Expertise in teaching non-traditional students
- Affordable
- Online course quality
- Comprehensiveness, quality, and growth of online education
- Accessibility – day, night, online formats
- Faculty and staff support the campus mission
- Campus wide involvement in planning
- Academic management system

## Weaknesses

- Underfunding in many departments and programs
- Declining enrollment from the end of 2013
- Understaffing at many levels
- Inadequate resources for recruitment, retention, advising, and marketing
- Distinguishing qualities and identity not well known
- Cash flow, cash drain
- Lack of strong, pervasive presence in the external community

## Opportunities

- Continuing education for intellectual enrichment and for people of all ages
- Online opportunities worldwide
- More conversations and partnerships with employers so that our students are more appealing to them
- Becoming a leader in interdisciplinary and integrated learning
- Align programs with employment needs
- Interactive learning experiences

## Threats

- Risk of losing prominent faculty and staff for genuinely better opportunities at other universities
- Growing competition from other online universities
- More students underprepared for college
- Demand for colleges to deliver outcomes
- Students looking for more value out of college
- World Economic Crisis/Challenges
- Pricing and Cost

The Strategic Planning Committee conducted an extensive review of the external and internal environment in which the University operates. A review of the University's strengths, weaknesses, opportunities, and threats (SWOT) was conducted. While this list is not exhaustive, it does provide a useful context for the development of the planning framework. It was conducted to identify what to sustain or improve within the University and what external factors influence organizational success. Key SWOT issues are identified below.

**Strengths:**

1. Many faculty members are already committed by way of involvement and/or support to engage in online learning.
2. STU has introduced a learning management system Moodle, which is an integrated and robust system.
3. Strong administrative support of academic programs and student services contributes to their quality, including the small faculty-student ratio and the personal attention that students receive.
4. The University has a mandate to serve the entire country, as well as an accessibility mandate. Online learning provide geographic as well as temporal accessibility to courses.
5. Quality control in fully online courses is well established, and courses and programs completed wholly or partly online have parity with face-to-face courses.

**Weaknesses:**

1. Lack of financial resources include reductions in tuition; the necessity to update programs and services; and rising fixed costs contribute to the lack of available financial resources.
2. As a smaller institution, we have less representation in the political arena and fewer opportunities to promote ourselves.
3. RPG (Retention/Progression/Graduation) is an issue. Some contributing factors may include the uncertain economy, high costs, lack of degree options, lack of scholarship funding, and lean staffing.
4. Ongoing environmental assessment will be required to keep the University at the forefront of the changing dynamics within higher education.

**Opportunities:**

1. Expanded global focus partnerships brings in opportunities for fresh perspectives, programs, and partnerships.
2. Online learning can be a platform for a global classroom provides flexibility and accessibility for students.

3. Online learning provides the opportunity to develop the skills and capabilities students require to succeed in, and critically engage with, digitally networked environments.
4. There is an opportunity for STU to provide leadership in how technologies can be used in online learning.

**Threats:**

1. Poor academic preparation is a challenge that students are not prepared to perform college-level work; need for remedial classes; lack of first-year seminar.
2. Focus on blue collar jobs reflects on the perception that a college education is becoming less important when compared to availability/high pay among blue collar careers.
3. Students outside of urban areas may have technical limitations/ infrastructure that reduce their access to learning management systems and other online systems and resources.
4. Increasing global and national competition to recruit students to study in online learning formats, particularly at the graduate level.
5. External regulatory bodies may not recognize some online credentials.
6. Uncertain economy as a challenge to afford a college degree and a challenge for the University to maintain quality.

## Succeeding in Our Strategic Focus Areas

Strategic Priorities	
<b>Priority 1</b> <b>Student Success</b>	<p>Ensure that all students have the skills to be successful in the workplace or further education</p> <p>Improve measurement of student outcomes</p> <p>Increase retention, transfer, and graduation rates</p> <p>Close the course persistence gap between online and traditional on-campus students</p>
<b>Priority 2</b> <b>Opportunities for Diverse Learners and Communities</b>	<p>Ensure that our student body reflects the diversity of our communities</p> <p>Hire more faculty and staff who reflect the diversity of our communities</p>
<b>Priority 3</b> <b>Moving Toward Globalizing STU Education</b>	<p>Developing a statement that values globalization and initiates a shift in how our community understands itself and engages others.</p> <p>Encouraging additional coursework on world religions and an intercultural competency requirement (with an assessment component) in the General Education revision.</p> <p>Enhancing courses and expanding offerings to reflect more fully global perspectives.</p> <p>Empowering a cross-divisional advisory committee to assist the Academic Dean in developing financial models, evaluating strategic partnerships, and directing academic credit assessments.</p>
<b>Priority 4</b> <b>Resource Development and Sustainability</b>	<p>Significantly increase our foundation fundraising and grant revenue.</p> <p>Ensure adequate, appealing, facilities and technologies on campus.</p>

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**Priority 5**  
**Culture of Collaboration,  
Innovation and Pride**

Continue to be a great place to work by promoting University-wide environments that foster collaboration, innovation, open communication, transparency, and a healthy work-life balance.

Provide faculty, part-time instructors, and staff with more training and professional development

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## Strategic Analysis

<b>Students</b>	<b>Goals</b>	<i>To transform the student experience at STU by integrating and connecting curricular and co-curricular experiences to provide students with the intellectual foundation, knowledge, skills and competencies for continued intellectual growth, leadership, success and service</i>
	<b>Success Defined</b>	A diverse student body that is academically prepared to enter STU will access the many resources of the University and will graduate with all of the academic, social, personal, professional, spiritual, and cultural competency or skills expected from a “best-in-class” Si Tanka University
		Through a distinct signature program, characterized by an integrated learning experience providing synergistic and experiential learning across the academic years, students will have opportunities for curricular and/or co-curricular experiences; internship opportunities; enrichment through alumnae connections; and be connected to the broader community
		Literacies are taught across the curriculum to ensure students are able to demonstrate the skills necessary to enhance their learning and compete successfully in a global environment
		Technology and emerging technology-learning methods are integrated across curricular and co-curricular experiences to enhance teaching and learning for all students
<b>Faculty</b>	<b>Goals</b>	<i>To transform the faculty experience at STU by integrating and connecting curricular and co-curricular experiences to provide students with the intellectual foundation, knowledge, skills and competencies for continued intellectual growth, leadership, success and service</i>
	<b>Success Defined</b>	<p>Talented, valued and engaged faculty who work with the STU community will lead the integration of all aspects of our students’ experiences; faculty will be recognized and supported in a manner which leads to their enthusiastic participation in all aspects of campus life and their retention as educators and mentors:</p> <ul style="list-style-type: none"> <li>• Faculty excellence is encouraged, supported and rewarded</li> <li>• All faculty from part-time through full-time professors, participate in faculty evaluation process</li> <li>• Faculty members collaborate and engage collegially with each other, with students, and with other STU constituencies in all aspects of the University, including community and global involvement</li> <li>• A high level of job satisfaction exists consistently for faculty members</li> <li>• Be able to articulate how one’s activities support the strategic plan</li> </ul>

<b>Staff and Administrator</b>	<b>Goals</b>	<i>To ensure that the University continuously improves all aspects of its organizational and operational processes and systems by creating an environment where each person understands and appreciates her/his role, the role of others, and their interdependence in relation to the overall mission of the University through improved communications; to ensure that each person is committed to and accountable for performing her/his responsibilities with the highest standards of excellence</i>
	<b>Success Defined</b>	An empowered staff and administration effectively contributing to the intellectual community, and the University provides the professional development and institutional support necessary to attract and retain a “best-in-class” staff and administrators <ul style="list-style-type: none"> <li>• Staff and administrator excellence is encouraged, supported and rewarded</li> <li>• Staff and administrators collaborate and engage collegially with each other, with students, and with other STU constituencies in all aspects of the University, including community and global involvement</li> <li>• A high level of job satisfaction exists consistently for staff and administrators</li> </ul>
<b>Alumni</b>	<b>Goals</b>	<i>To ensure that policies, procedures and practices are in place to support the goals and mission of STU and are designed to identify, engage, recruit and retain a “best-in-class” community of alumni</i>
	<b>Success Defined</b>	The alumni community will see STU as their base for lifelong learning and will engage in the lives and activities of current and prospective students by providing their time, talent and contributions to the support and betterment of the University.
<b>Board of Directors</b>	<b>Goals</b>	<i>To ensure that policies, procedures and practices are in place to support the goals and mission of the University and are designed to identify, engage, recruit and retain a “best-in-class” community of Directors</i>
	<b>Success Defined</b>	A diverse and engaged Board of Directors will lead the advocacy for the sustenance and growth of the University; they will be dedicated to the delivery of an exemplary College experience for every STU student
<b>Advisory Boards</b>	<b>Goals</b>	<i>To ensure that policies, procedures and practices are in place to support the goals and mission of the University and are designed to identify, engage, recruit and retain “best-in-class” Advisory Boards</i>
	<b>Success Defined</b>	<ul style="list-style-type: none"> <li>• Wide public acknowledgement of STU as a leader among colleges for online education will exist among leaders in a multitude of enterprises; and thus, a diverse and influential community of friends of the University will be ready to lend support and expertise to STU as needed</li> <li>• Diverse community partners work in collaboration with the University to achieve service, engagement, revitalization and development goals</li> </ul>

## Strategic Programs

### **GOAL 1: EXCELLENCE IN TEACHING, RESEARCH, AND LEARNING**

#### **Objective: Recruit, support, and retain distinguished faculty.**

- Develop a plan for the hiring of new faculty of the highest quality, committed to teaching that is aligned with STU strategic priorities and follows the goals and principles of the STU's affirmative action program.
- Support and reward creative teaching and excellence in research and scholarship.
- Support the professional development of new and mid-career faculty members through orientations and ongoing mentoring by senior faculty.
- Enhance intellectual and cultural activities online.
- Foster academic leadership development opportunities for department chairs.

#### **Objective: Support existing academic programs and develop new programs of exceptional quality informed by a rigorous review process.**

- Ensure that management and information technology remain the core emphasis of the University, while strengthening professional programs.
- Strengthen general education and provide a curriculum and resources essential to an outstanding management and information technology and professional curricula.
- Strengthen and expand existing programs in STEM disciplines.
- Develop, strengthen, and realign programs in emerging fields of knowledge.
- Foster a culture of continuous assessment focused on evaluating student learning outcomes to improve academic programs.

#### **Objective: Achieve greater external recognition and success of academic programs.**

- Foster a dynamic research/creative activities environment to promote both student achievement and greater faculty success.
- Develop a robust collaboration and alignment between academic programs.
- Seek professional accreditation in all programs, where available.

#### **Objective: Enhance existing facilities and information technology, and ensure a well-maintained online learning environment that supports teaching, learning, and quality of life.**

- Develop and implement a plan for the upkeep of online classroom that offers an inviting and attractive environment with appropriate technology.

- Increase faculty engagement at the University by improving non-instructional facilities.
- Assess online Library needs guided to promote the increased use of its resources for study and research.

## **GOAL 2: ENHANCED STUDENT SUCCESS**

**Objective: Recruit well-prepared, promising, and motivated students of diverse ethnicities and cultures consistent with the University's mission.**

- Maintain policy of raising undergraduate freshman and transfer admissions standards in line with other leading senior colleges.
- Support collaborative efforts between Si Tanka University and its principal feeder colleges to improve credit transfer and ensure a smooth transition for students.

**Objective: Strengthen academic resources and student support services.**

- Develop a coordinated institutional approach to undergraduate and graduate advising.
- Offer the courses and support services necessary to increase student retention, progression, and four-year and six-year graduation rates.
- Improve the quality and availability of academic and student support services as well as IT technical support.
- Develop an alumni mentoring program to support students in their career and professional development and encourage lifelong ties to the University.

## **GOAL 3: GREATER INSTITUTIONAL AND FINANCIAL EFFECTIVENESS**

**Objective: Integrate institutional planning and assessment to improve effectiveness.**

- Modify the budget planning and resource allocation process to better integrate them with institutional assessment and achieve greater transparency.
- Foster a culture of continuous assessment focused on institutional effectiveness to improve overall performance.
- Create and implement an IT strategic plan to guide the development of a technological environment on campus that is integrated into online teaching, research, and learning.
- Create the administrative infrastructure necessary to support ongoing planning, assessment, and continuous improvement initiatives.

**Objective: Strengthen existing sources of revenue support, and create new sources, for student and faculty research and outreach programs.**

- Increase funding from individuals, corporations, and foundations and coordinate fundraising.
- Expand and deepen faculty skills and expertise and increase support in seeking government and foundation research awards.

**Objective: Increase visibility and alumni engagement.**

- Develop and implement a strategic marketing and communications plan to enhance the University's image and standing.
- Develop and implement a plan to promote greater alumni engagement in the life of the University.

**Objective: Ensure fiscal stability and appropriate stewardship of resources.**

- Develop financial plans that respond to uncertain revenue sources
- Identify efficiency, reduce cost and improve services
- Apply fiscal best practices while effectively managing resources
- Increase external and non-traditional funding resources

**GOAL 4: COMMITMENT TO ENGAGEMENT AND COMMUNITY SERVICE**

**Objective: Enrich the community through increased engagement of the University's resources.**

- Increase engagement of faculty, staff, and students in outreach, service, and partnerships to contribute to individual achievement and the transformation of lives and communities in the students' residential region.
- Increase participation of the general public in cultural programs and events online.

**Objective: Improve the educational well-being of the community.**

- Strengthen and broaden the University's connections with other schools to improve student academic achievement.

## **GOAL 5: CURRICULUM ENHANCEMENT**

**Objective: Provide high quality, relevant and innovative business and IT technology education for undergraduate and graduate students.**

- Through a process of assessment and continuous improvement, the University will provide undergraduate and graduate business and IT technology curricula that focus on core business and IT content and a continually evolving set of majors and concentrations consistent with the global business environment.
- Consistent with evolving curricula, the faculty will continue to experiment with active and experiential teaching techniques that apply to the current global business environment.

**Objective: Continue to internationalize the curriculum.**

- STU expands opportunities across the business and university curricula to provide undergraduate and graduate students and the community with the skills, knowledge and abilities to conduct business in the global economy.

**Objective: Continually improve the college's program and curriculum review process.**

- STU is committed to the continuous review and updating of our curricula and supporting programs. In this process we will study the business and community environments and seek feedback from students and regional, national and global employers.

## **GOAL 6: DISTANCE LEARNING PROGRAMS EXPANSION**

**Objective: Si Tanka University will become a leader in the US in distance education by 2017.**

- Strategically identify programs for full online development. Our curricula seek to model and produce decisions, programs and curricula that achieve the best outcomes for all our constituents.
- Develop a process for identifying and monitoring students who enter or transition into totally online degrees (versus those just taking some online courses).
- Develop a marketing plan for recruiting students for online programs and courses.

## **GOAL 7: DISTANCE LEARNING PROGRAMS ENHANCEMENT**

**Objective: Si Tanka University will implement support and response structures for faculty and students to facilitate equitable, successful completion of online courses and programs.**

- Calculate resources needed in personnel, facilities, and funds to provide needed services to support student success.
- Work with appropriate departments to implement services to support online student success.
- Identify technology support options to enhance student success in online courses and make implementation recommendations to the University.
- Work with IT to develop technology check-out options and provide campus-based space for the creation of online content and technology innovation.
- Develop and implement a comprehensive Faculty Professional Development system, which includes a wide variety of workshops and professional development options for learning and engaging with instructional technologies.

**SI TANKA UNIVERSITY**  
**MISSION, VISION STATEMENTS & UNIVERSITY GOALS**  
**BI-ANNUAL REVISION PROCESS**

The University Mission Statement and corresponding University Goals provide the institution with the foundation for ensuring that resources and processes support student learning. The University Mission Statement and the University Goals are included in all official University publications such as the University Catalog, the schedule of classes, and are posted on the University website.

The University Mission Statement and the University Goals form the basis of the University Strategic Planning Process, the Program Review Process, and the development and assessment of institutional, degree, program, and course student learning outcomes. In an effort to maintain an on-going self-reflective dialogue regarding institutional effectiveness and improvement, the University reviews and revises if necessary, the University Mission and Vision Statements and the University Goals pursuant to the following process:

In every other year, the President's Office distributes the University Mission and Vision Statements and the University Goals survey (attached) to all constituent groups such as advisors, faculty, students and staff for their opinions. The current one was sent out in January 2015 and was collected by March 31, 2015.

In its July Board meeting, proposed revisions from the constituent groups are reviewed by the Board of Directors and, when appropriate, the Mission and Vision Statements and University Goals are revised and subsequently reviewed and approved by the Board.

In Fall, the Office of the President distributes the revised University Mission, Vision Statements and the University Goals to the College Community.

## Si Tanka University

### Mission, Vision Statements and Core Goals Review Survey January 2015

#### Current Mission Statement:

*The mission of Si Tanka University is to provide accessible, innovative, high-quality higher education degree programs for individuals to learn independent of time and place in a technology-rich, information-driven global economy.*

*Approved by the Board of Directors, January 2011*

Does the current mission statement state clearly the purpose of the University? Yes  No

Can the current mission statement it be supported by evidence? Yes  No

Does the current mission statement reflect the new list of priorities? Yes  No

#### Current Vision

*The Si Tanka University aspires to be a nationally recognized, comprehensive university that nurtures an environment of intellectual vitality.*

*Approved by the Board of Directors, January 2011*

Does the current vision statement state clearly the purpose of the University? Yes  No

Can the current vision statement it be supported by evidence? Yes  No

Does the current vision statement reflect the new list of priorities? Yes  No

#### Core Goals

1. To enhance and promote excellence in teaching and learning:

- To support faculty with the necessary resources for professional and personal development.
- To provide the necessary resources to meet the dynamic learning and developmental needs of our students.
- To develop, encourage and support effective and innovative teaching and learning environments and approaches that will assist the University in adapting to changing student academic needs.
- To increase and strengthen transfer opportunities with educational institutions and affiliations with educational partnerships.

2. To offer opportunities for life-long learning and personal enrichment:

- To use community-based physical, financial, and human resources available to complement those within the University.
- To provide educational and cultural, activities for the STU community.
- To provide technological education.

3. To develop and support a student centered collegial environment:

- To promote and provide friendly, informative and supportive services for students.
- To develop a systematic and integrated approach to student persistence and success.
- To maintain and enhance a comprehensive enrollment management system to achieve and maintain effective recruitment and retention of students.

4. To create and sustain a technological environment that is supportive of academic and administrative needs:

- To provide for continuous review and upgrading of technology as it serves academic and administrative applications.
- To promote computer competency for students, faculty and staff.
- To maintain an administrative information system that is useful, integrated and user friendly.

5. Provide career programs to prepare students to function in a technologically and socially changing world:

- To evaluate and update curricula, programs, and courses in response to workforce needs.
- To accommodate the diverse needs of students entering the workforce, seeking to advance further in their careers, or retraining for new jobs.

Does the current core goals state clearly the purpose of the University? Yes  No

Can the current core goals it be supported by evidence? Yes  No

Does the current core goals reflect the new list of priorities? Yes  No

**No to any of the above questions indicates the current mission may need to be revised. Please submit this survey to the Registration Office at [registration@sitanka.us](mailto:registration@sitanka.us) by March 1, 2015.**

	STU Members Sent emails	Respondents	Response Rate	% of Total Respondents
Faculty/Staff	17	17	100 %	23.61%
Students	47	28	59.57 %	38.89%
Alumni	16	9	56.25%	12.5%
Advisors/Directors	21	18	85.71%	25%
Total	101	72	71.29%	100%

#### MISSION STATEMENT

Mission Statement #1 Does the current mission statement state clearly the purpose of the University?	Respondents	Response Rate	Yes	No	% of Yes	% of No
Faculty/Staff	17	100%	15	2	88.24%	11.76%
Students	26	55.32%	21	5	80.77%	19.23%
Alumni	9	56.25%	8	1	88.89%	11.11%
Advisors/Directors	16	79.19%	12	4	75%	25%
Total	68	67.33%	56	12	82.35%	17.65%

Mission Statement #2 Can the current mission statement it be supported by evidence?	Respondents	Response Rate	Yes	No	% of Yes	% of No
Faculty/Staff	17	100%	14	3	82.35%	17.65%
Students	25	53.19%	18	7	72%	28%
Alumni	9	56.25	7	2	77.78%	22.22%
Advisors/Directors	19	90.48%	17	2	89.47%	10.53%
Total	70	69.31%	56	14	80%	20%

Mission Statement #3 Does the current mission statement reflect the new list of priorities?	Respondents	Response Rate	Yes	No	% of Yes	% of No
Faculty/Staff	17	100%	12	5	70.59%	29.41%
Students	26	55.32%	21	5	80.77%	19.23%
Alumni	9	56.25%	7	2	77.78%	22.22%
Advisors/Directors	15	71.43%	11	4	73.33%	26.67%
Total	67	66.34%	50	17	74.63%	25.37%

**VISION STATEMENT**

<b>Vision Statement #1</b> Does the current vision statement state clearly the purpose of the University?	<b>Respondents</b>	<b>Response Rate</b>	<b>Yes</b>	<b>No</b>	<b>% of Yes</b>	<b>% of No</b>
Faculty/Staff	17	100%	13	4	76.47%	23.53%
Students	28	59.58%	26	2	92.86%	7.14%
Alumni	9	56.25%	9	0	100%	0%
Advisors/Directors	21	100%	18	3	85.71%	14.29%
<b>Total</b>	<b>75</b>	<b>74.56%</b>	<b>66</b>	<b>9</b>	<b>88%</b>	<b>12%</b>

<b>Vision Statement #2</b> Can the current vision statement it be supported by evidence?	<b>Respondents</b>	<b>Response Rate</b>	<b>Yes</b>	<b>No</b>	<b>% of Yes</b>	<b>% of No</b>
Faculty/Staff	17	100%	14	3	82.35%	17.65%
Students	25	53.19%	22	3	88%	12%
Alumni	9	56.25%	9	0	100%	0%
Advisors/Directors	20	95.24%	15	5	75%	25%
<b>Total</b>	<b>71</b>	<b>70.3%</b>	<b>60</b>	<b>11</b>	<b>84.51%</b>	<b>15.49%</b>

<b>Vision Statement #3</b> Does the current vision statement reflect the new list of priorities?	<b>Respondents</b>	<b>Response Rate</b>	<b>Yes</b>	<b>No</b>	<b>% of Yes</b>	<b>% of No</b>
Faculty/Staff	17	100%	12	5	70.59%	29.41%
Students	28	59.58%	26	2	92.86%	7.14%
Alumni	9	56.25%	7	2	77.78%	22.22%
Advisors/Directors	18	85.71%	17	1	94.44%	5.56%
<b>Total</b>	<b>72</b>	<b>71.29%</b>	<b>62</b>	<b>10</b>	<b>86.11%</b>	<b>13.89%</b>

**CORE GOALS**

Core Goals #1 Does the current core goals state clearly the purpose of the University?	Respondents	Response Rate	Yes	No	% of Yes	% of No
Faculty/Staff	17	100%	14	3	82.35%	17.65%
Students	27	57.44%	23	4	85.19%	14.81%
Alumni	9	100%	7	2	77.78%	22.22%
Advisors/Directors	21	100%	20	1	95.24%	4.77%
Total	74	73.27%	64	10	86.49%	13.51%

Core Goals #2 Can the current core goals it be supported by evidence?	Respondents	Response Rate	Yes	No	% of Yes	% of No
Faculty/Staff	17	100%	13	4	76.47%	23.53%
Students	26	53.32%	20	6	76.92%	23.08%
Alumni	9	100%	7	2	77.78%	22.22%
Advisors/Directors	21	100%	17	4	80.95%	19.05%
Total	73	72.28%	57	16	78.08%	21.92%

Core Goals #3 Does the current core goals reflect the new list of priorities?	Respondents	Response Rate	Yes	No	% of Yes	% of No
Faculty/Staff	17	100%	15	2	88.24%	11.76%
Students	26	53.32%	21	5	80.77%	19.23%
Alumni	9	100%	8	1	88.89%	11.11%
Advisors/Directors	17	80.95%	16	1	94.11%	5.88%
Total	69	68.32%	60	9	86.96%	13.04%

## Action Plan

<b>GOAL 1: EXCELLENCE IN TEACHING, RESEARCH, AND LEARNING</b>					
<b>Objective: Recruit, support, and retain distinguished faculty</b>					
<b>Goal Champion</b>	<b>Action Steps</b>	<b>Target Dates</b>	<b>Completion Date</b>	<b>Budget</b>	<b>Key Performance Indicators (KPI)</b>
Academic Dean	Develop institutional policies and incentives that help retain superior faculty	1/14	6/14	\$(b)(6)	Increased the number of faculty receiving national awards and honors.
	Develop and implement a strategy for professional development and mentoring of new faculty.	1/14	3/14	\$(b)(6)	Increased the number of active faculty with membership in the national recognized professional associations.
	Continue to review and improve evaluation and coaching procedures, with appropriate rewards, that match performance expectations for all employees.	1/14	Continue	\$(b)(6)	Increase discipline-appropriate scholarly or creative performance.
	Encourage faculty intra-and inter-disciplinary collaboration, scholarship, and creative work.	1/14	Continue	\$(b)(6)	Increase faculty salaries to the 60th percentile of those at our peer online institutions and maintain salaries at that level.
					Increase financial support for faculty development.
<b>Objective: Support existing academic programs and develop new programs of exceptional quality informed by a rigorous review process</b>					
<b>Goal Champion</b>	<b>Action Steps</b>	<b>Target Dates</b>	<b>Completion Date</b>	<b>Budget</b>	<b>Key Performance Indicators (KPI)</b>
Academic Department Chairs	Implement a process to assess and improve student learning outcomes in STEM disciplines.	1/14	6/14	\$(b)(6)	New faculty and staff to support high-need programs
	Develop collaborative programs within and outside STU to increase STEM academic offerings.	1/15	8/15	\$(b)(6)	In-house and external assessments using national ranking model; number of new undergraduate and graduate programs
	Continue to review the results of surveys/consultations with representatives of industry, professions or practical training programs, as appropriate.	6/14	Continue	\$(b)(6)	Number of students enrolled in and that complete each degree program in different levels.
	Develop a preliminary response by the academic unit to the program's strengths and weaknesses identified through the self-study.	7/14	12/15	\$(b)(6)	In-house assessment of internal and external program support
	Create and deliver innovative, rigorous academic programs that match society and student need and maintain existing programs that have proven effective.	1/15	Continue	\$(b)(6)	

**Objective: Achieve greater external recognition and success of academic programs**

Goal Champion	Action Steps	Target Dates	Completion Date	Budget	Key Performance Indicators (KPI)
Academic Department Chairs	Enhance the national and international reputation of STU faculty in the Management and IT disciplines by publicizing their research contributions through peer-reviewed.	1/14	Continue	\$(b)(1)	The number of students engaged in internships, work experience, or service learning will increase.
	Support and sponsor STU faculty attendance at professional and academic conferences and meetings.	1/14	Continue	\$(b)(1)	The employer survey will show satisfaction with STU students who have been hired.
	Nominating faculty for prestigious awards and appointments.	1/14	Continue	\$(b)(1)	Verified indications of professional external critical acclaim.
	Seek accreditation from ABET (Accreditation Board for Engineering and Technology) for Computer Science and accreditation for other management related professional agencies as evidence of the quality of the programs.	6/15	Continue	\$(b)(1)	Number, breadth and depth of requests for expert testimony and other indices, including grant, contract, and related resource awards.
	Produce graduates with a solid educational foundation, are prepared to pursue advanced study, or to enter their professions directly after graduation.	1/14	Continue	\$(b)(1)	

**Objective: Enhance existing facilities and information technology, and ensure a well-maintained online learning environment that supports teaching, learning, and quality of life**

Goal Champion	Action Steps	Target Dates	Completion Date	Budget	Key Performance Indicators (KPI)
IT Manager	100% of faculty and staff participate in mandatory system training when any software upgrades and new tools are implemented.	1/14	6/14	\$(b)(1)	Information on the STU website will be kept current and updated within 30 days of changes made by any area of the University based on a monitoring report submitted semiannually by the website manager.
	An external audit of network security conducted annually shows no to minor security issues.	1/15	2/15	\$(b)(6)	Online tutoring will be sufficient to meet student demand, and its effectiveness will be shown through biannual survey of students and through improved measurable student success.
	The speed of Internet access is increased whenever appropriate.	6/15	Continue	\$(b)(1)	It team will assess access to instructional materials and recommend needed changes to the President's Office to ensure that instructional materials are accessible for all students including those with disabilities.
	Data marts/cubes are available to support distributed reporting, analysis, and performance assessment.	1/15	5/15	\$(b)(1)	The Technology Committee will prepare an annual report to President's Office summarizing the current status of technology integration and recommending needed changes.

## GOAL 2: ENHANCED STUDENT SUCCESS

### Objective: Recruit well-prepared, promising, and motivated students of diverse ethnicities and cultures consistent with the University's mission

Goal Champion	Action Steps	Target Dates	Completion Date	Budget	Key Performance Indicators (KPI)
Admissions Office and Academic Departments	Provide accurate, informative and timely transfer advising to students.	1/14	Continue	\$(b)(6)	Participants will look for ways to bridge these gaps, leading to smoother transitions between high school and college.
	Integrate and promote STU Core as viable option for general education transfer students completing more than 30 but fewer than 60 credits.	1/14	3/14	\$(b)(6)	New students receiving orientation will show measurable improvements in student success factors.
	Develop a written recruitment plan for review and approval by the President's Cabinet. Following approval, the plan will be communicated campus wide.	1/14	4/14	\$(b)(6)	As more students are placed in classes at the correct levels, student success in these classes will increase.
	Determine adequate levels of personnel to staff academic support services for basic skills students.	7/14	9/14	\$(b)(6)	Student placement through the assessment process will show measurable improvement in matching the level of performance indicated on high school transcripts as shown.

### Objective: Strengthen academic resources and student support services

Goal Champion	Action Steps	Target Dates	Completion Date	Budget	Key Performance Indicators (KPI)
Registration Office and IT Department	Improve public information, data collection forms, and professional development activities for University-wide assessment.	6/14	1/15	\$(b)(6)	Availability of support services will be examined in the biannual survey of students and adjusted to meet student needs.
	Coordinate ongoing professional development for University-wide assessment and report to the President's Cabinet	1/14	Continue	\$(b)(6)	The University will investigate and instigate methods of tracking student success, such as surveys of graduates and their employers or other tracking techniques.
	Provide student feedback analysis to appropriate staff.	9/14	12/14	\$(b)(6)	The University will use surveys and quantitative and qualitative research to identify behaviors leading to student success.
	Create a tool to evaluate the effectiveness of our methodology in utilizing website, social networking, texting, and online support.	1/14	3/14	\$(b)(6)	Students receiving faculty advising will show measurable improvement on student success factors.

### GOAL 3: GREATER INSTITUTIONAL AND FINANCIAL EFFECTIVENESS

#### Objective: Integrate institutional planning and assessment to improve effectiveness

Goal Champion	Action Steps	Target Dates	Completion Date	Budget	Key Performance Indicators (KPI)
President and IT Manager	Review best practices to create a data collection plan.	5/14	8/14	\$(b)(7)	Appropriate resource allocation and program review will mean that relevant accreditation standards are met.
	Information Services Team expands data collection available through G.A.M.E.S.	1/14	7/14	\$(b)(7)	Appropriate Board Policies and Administrative Procedures will mean that relevant accreditation standards are met.
	Expand online resource availability to both internal and external constituents.	1/14	3/14	\$(b)(7)	University initiatives and programs will be reviewed annually by the President's Cabinet and Board to ensure that they are effective in achieving student success and will become institutionalized.
	Coordinate data utilization workshops focusing data-driven decision making.	1/14	9/14	\$(b)(7)	Students will become more aware of University announcements and requirements.
	University offices and departments demonstrate utilization of data-driven decision making.	5/14	9/14	\$(b)(7)	Biannual surveys of the community will show satisfaction with the STU focus on student success.

#### Objective: Strengthen existing sources of revenue support, and create new sources, for student and faculty research and outreach programs

Goal Champion	Action Steps	Target Dates	Completion Date	Budget	Key Performance Indicators (KPI)
President and Business Manager	Establish a comprehensive budget planning process that ties institutional spending to existing or new revenue streams.	1/14	2/14	\$(b)(7)	Faculty surveys of the need for professional development will establish training goals which are then met in a manner that shows satisfaction in participant evaluations.
	Review with the President and Cabinet the institutional needs and priorities in order to generate an annual grant development plan.	3/14	4/14	\$(b)(7)	In-house and external assessments using national ranking model; number of new undergraduate and graduate programs
	Focus on controllable revenues and costs to sustain our current reputation and facilities and provide funding for strategic priorities.	6/14	9/14	\$(b)(7)	Number of students enrolled in and that complete each degree program in different levels.
	Maintain short and long term budget and finance priorities that provide a balanced approach to the needs of a learning organization with the flexibility to realign resources.	6/14	Continue	\$(b)(7)	In-house assessment of internal and external program support
	Continually review the comprehensive strategy that addresses the long term deficit which enables us to provide affordable high quality education.	6/14	Continue	\$(b)(7)	
	Continue to provide relevant and accurate financial information to college stakeholders in a timely manner in order to facilitate effective decision making, maximizing student success.	6/14	Continue	\$(b)(7)	

### Objective: Increase visibility and alumni engagement

Goal Champion	Action Steps	Target Dates	Completion Date	Budget	Key Performance Indicators (KPI)
Academic dean and Alumni Affairs Office	Enhance the national and international reputation of STU faculty in the Management and IT disciplines by publicizing their research contributions through peer-reviewed.	1/14	Continue	\$(b)(6)	A well-developed alumni network and mentoring process exists that connects alumni with current and prospective students.
	Support and sponsor STU faculty attendance at professional and academic conferences and meetings.	1/14	Continue	\$(b)(6)	Alumni-corporate fundraising will increase 10% STU-wide.
	Nominating faculty for prestigious awards and appointments.	1/14	Continue	\$(b)(6)	Completion of a STU status report encompassing information dispersed to and interaction with employers and community groups.
	Seek accreditation from ABET (Accreditation Board for Engineering and Technology) for Computer Science and accreditation for other management related professional agencies as evidence of the quality of the programs.	1/16	Continue	\$(b)(6)	Creation of a database of alumni to be made available to departments.
	Produce graduates with a solid educational foundation, are prepared to pursue advanced study, or to enter their professions directly after graduation.	1/14	Continue	\$(b)(6)	Increased number of joint projects between departments and the community/alumni.
	Endorse and promote programs that assist alumni, future alumni, and friends with their career needs.	1/14	Continue	\$(b)(6)	Number of new partnerships with businesses, organizations, colleges and universities; number of new scholarships and endowments awarded to the STU.
	Recognize alumni, friends, and students for their accomplishments and support.	1/14	Continue	\$(b)(6)	
	Conduct surveys to determine the interests of alumni.	1/15	3/15	\$(b)(6)	

### Objective: Ensure fiscal stability and appropriate stewardship of resources

Goal Champion	Action Steps	Target Dates	Completion Date	Budget	Key Performance Indicators (KPI)
President and Business Manager	Business Office will work to achieve a fund balance equal to or exceeding 8% of the operating budget.	1/15	3/15	\$(b)(6)	University will meet enrollment targets for degree and adult and continuing education enrollment.
	When approved, this report will be ongoing and incorporated into the financial reports of the University.	3/15	4/15	\$(b)(6)	All units will have & implement financial plans with balanced budgets
	Business Manager and IT Team will develop a user friendly online platform for budget access.	7/14	12/14	\$(b)(6)	Allocated resources and assessment of fees are appropriately managed, including establishment of a competitive salary plan for all personnel.
	Business Office will conduct training for employees to utilize the online budget platform to track revenue and expense.	1/14	3/14	\$(b)(6)	Appreciable increase in net external revenue in each of the aforementioned areas; attainment of STU's advancement goals, particularly as they apply to second century initiatives.

**GOAL 4: COMMITMENT TO ENGAGEMENT AND COMMUNITY SERVICE**

**Objective: Enrich the community through increased engagement of the University's resources**

Goal Champion	Action Steps	Target Dates	Completion Date	Budget	Key Performance Indicators (KPI)
President/Student Services	Identify and utilize student internships as a means to achieve successful outcomes for students, employers and organizations in their community.	8/14	7/15	\$(b)(7)	Develop contacts and collaborations with employers and community organizations to identify, implement, and expand student internship opportunities.
	Solicit and develop partnerships with local businesses and organizations to provide support for mutual goals and objectives.	8/14	7/15	\$(b)(7)	Student participation and performance in internship opportunities.
	Establish and maintain program advisory committees subject to STU Policy as the primary means to solicit employer input on curriculum.	1/14	Continue	\$(b)(7)	Measure current internship participation and performance to establish baseline for future comparison.
	Use professional development funding opportunities to attend local and regional industry conferences relevant to developing information on employer needs.	1/14	Continue	\$(b)(7)	Collect data on number of business and organization partnerships solicited and developed annually to evaluate trends and potential areas for improvement. Use annual planning and assessment process to measure the quality and outcome of partnerships and outreach efforts.

**Objective: Improve the educational well-being of the community**

Goal Champion	Action Steps	Target Dates	Completion Date	Budget	Key Performance Indicators (KPI)
Academic Department Chairs/ Student Services	Develop institutional service learning guidelines that connect program/course learning outcomes with community development.	3/14	6/14	\$(b)(7)	Increase number of students participating in current and future service learning opportunities.
	Use program advisory councils and designated liaisons to develop and maintain effective relationships with agencies, employers, and other higher education institutions to enhance student success initiatives.	1/14	Continue	\$(b)(7)	Establish baseline for future comparison.
	Develop and maintain institutional capacity with regard to assessment of community needs.	1/15	10/15	\$(b)(7)	Include evaluation of community needs in program review and annual planning.
	Encourage faculty and staff participation in community organizations and events.	1/14	Continue	\$(b)(7)	Improve communication and collaboration with state, county, and city agencies to identify educational need and potential partnerships.
	Maintain and expand continuing education programs which promote educational growth for diverse populations.	1/14	Continue	\$(b)(7)	

## GOAL 5: CURRICULUM ENHANCEMENT

### Objective: Provide high quality, relevant and innovative business and IT technology education for undergraduate and graduate students

Goal Champion	Action Steps	Target Dates	Completion Date	Budget	Key Performance Indicators (KPI)
Academic Dean and Curriculum Committee	Develop additional initiatives, courses, and/or seminars to improve information literacy and technical literacy for STU students.	4/15	1/16	\$(b)(6)	Recognition/validation from external sources.
	Participate in "Workforce of the Future" initiative, making strategic visits to local companies to determine workforce training needs and new business partnership opportunities.	3/14	9/14	\$(b)(6)	Curriculum plan informed and agreed by stakeholders that reflects the opportunities and needs of the people and businesses of STU.
	Submit a prospectus that includes an employment feasibility study for a new BS degree program to the Academic Dean's Office.	7/15	12/15	\$(b)(6)	Teaching practice and support for learning evidentially meets the learning and support needs of our communities.
	Deliver new undergraduate and graduate degree programs to meet the economic and educational needs of the country.	7/15	12/15	\$(b)(6)	Increase turnover and net contribution, whilst increasing learning and employment opportunities for students of STU.

### Objective: Continue to internationalize the curriculum

Goal Champion	Action Steps	Target Dates	Completion Date	Budget	Key Performance Indicators (KPI)
President/ Student Services	Develop relations with a "sister college" in another part of the world.	1/15	1/16	\$(b)(6)	STU will develop relations with a sister college, encouraging increased global awareness among students.
	Increase travel opportunities and international exchanges for students and staff.	1/14	2/14	\$(b)(6)	Numbers of faculty participating in opportunities to go to overseas will increase.
	Establish an integrated program promoting cultural and international awareness and study for students and the whole STU community.	5/14	8/14	\$(b)(6)	STU will develop and implement a plan to internationalize the curriculum.
	Use technology to connect with students around the world.	11/14	3/15	\$(b)(6)	STU will establish a program to promote cultural and international awareness, and participant evaluations will show satisfaction with the program.
	Encourage teachers to include an international component in classes and to create assignments related to other cultures.	1/14	8/14	\$(b)(6)	

## GOAL 6: DISTANCE LEARNING PROGRAMS EXPANSION

**Objective: Si Tanka University will become a leader in the US in distance education by 2017**

Goal Champion	Action Steps	Target Dates	Completion Date	Budget	Key Performance Indicators (KPI)
Academic Dean/ Board of Directors	Commit the funds to maintain user-centered, state-of-the-art technology and staffing support that enhances student learning, supports faculty/staff productivity, maximizes student success, and ensures organizational effectiveness.	1/16	6/16	\$(b)(1)	Number of new programs and degrees for online delivery that meet regional and countrywide needs.
	Establish systematic processes and practices to maintain data integrity.	1/15	3/15	\$(b)(1)	Number of STU graduates who enroll in graduate and professional programs.
	Promote a culture of data security awareness across all areas of the organization to support student privacy and limit college liability.	1/14	3/14	\$(b)(1)	Develop initiatives that grow out of conversations and collaborations with community leaders.
	Enhance and align continuous process and systems improvement to respond quickly to changes in the internal and external environment.	1/14	3/14	\$(b)(1)	Student Headcount, Successful Course Completion, Grade Point Average, and Persistence Rate.

## GOAL 7: DISTANCE LEARNING PROGRAMS ENHANCEMENT

**Objective: Si Tanka University will implement support and response structures for faculty and students to facilitate equitable, successful completion of online courses and programs**

Goal Champion	Action Steps	Target Dates	Completion Date	Budget	Key Performance Indicators (KPI)
Academic Dean/ Department Chairs	The Assessment Plan will target full implementation of an online student course satisfaction survey tool.	1/14	6/14	(b)(6)	Graduates and employers will be surveyed, leading to establishment of such a tracking system.
	Develop and use a tracking system to follow students and recent graduates in job placement.	4/15	8/15	\$(b)(6)	Increase the number of undergraduate STEM declared majors.
	Establish a job placement referral service including an online component that provides job information to current students and graduates.	1/14	3/14	\$(b)(6)	Increase number of adult/returning/non-traditional students in the entering class.
	Utilize partnerships and collaborations to develop new programs.	1/15	1/16	\$(b)(6)	Demonstration of continuous improvement in student learning outcomes' assessment and academic program reviews.

<b>STRATEGIC GOAL 1</b>			
<b>EXCELLENCE IN TEACHING, RESEARCH, AND LEARNING</b>			
Responsible Person	Objective	Measurable Outcome	Target Year
Raied Salman	Recruit, support, and retain distinguished faculty	<p>Faculty consider Fulbright, DAAD, and other programs</p> <p>Re-evaluate systems of incentives and rewards</p> <p>Consider providing release time award based on annual performance</p> <p>Organizational health and wellness measures are high and consistently improve.</p> <p>Faculty and staff are able to document and share knowledge to facilitate problem solving.</p> <p>Faculty and staff turnover is low.</p>	
Raied Salman Christine Dai	Support existing academic programs and develop new programs of exceptional quality informed by a rigorous review process	<p>Implement program review process for programs and services that promote, develop, and foster educational opportunities and partnerships.</p> <p>Evidence of effective employer engagement in curriculum review and development in each curriculum area.</p> <p>Curriculum review process implemented effectively and reported to the Academic Dean.</p> <p>Curriculum review process</p>	