State University of New York at Oswego

PROGRESS REPORT

Prepared for the Middle States Commission on Higher Education
Progress Report to the
Middle States Commission on Higher Education

from

STATE UNIVERSITY OF NEW YORK AT OSWEGO
Oswego, NY 13126

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April 1, 2014

Subject of the Follow-Up Report:

At its meeting on June 28, 2012, the Middle States Commission on Higher Education acted “to reaffirm accreditation and to request a progress report, due April 1, 2014, documenting evidence that institutional assessment findings are used to support decisions about strategic goals and plans, and that institutional and unit-level goals are appropriately integrated with one another (Standard 7).”
Introduction

In its assessment of SUNY Oswego after the 2012 site visit (April 1-4), the evaluation team representing the Middle States Commission on Higher Education concluded:

“The decennial reaccreditation review process has been helpful to SUNY Oswego and will play a significant role in the way the college continues to chart its future.” The self-study is an “honest and candid document, and is the result of the work of a large portion of the community from all areas of the college.”

The evaluation team recognized Oswego for its approach to both highlight areas of accomplishment such as “creating and sustaining an organizational culture that expects assessment and allocating resources to support widespread data-gathering efforts in support of evaluation of its programs and processes,” and recognize areas that need further attention.

On June 28, 2012, the Middle States Commission on Higher Education acted:

To reaffirm accreditation and to request a progress report, due, April 1, 2014, documenting evidence that institutional assessment findings are used to support decisions about strategic goals and plans, and that institutional and unit level goals are appropriately integrated with one another (Standard 7).

In the period that has followed our reaccreditation, SUNY Oswego has made substantial progress in further enhancing our culture of assessment and implementing activities in an integrated manner to improve institutional effectiveness. We are pleased to submit to the Commission documentation associated with improvements in institutional effectiveness as a consequence of planning and assessment. This report documents our progress in Standard 7: Institutional Effectiveness in three areas: 1) shared, uniform, and centralized reporting; 2) documented alignment of unit level goals with strategic directions; and 3) assessment of 2007 Strategic Plan to inform the new strategic planning process. These activities have significantly improved cross-functional practice and enhanced our cycle of continuous improvement.
Advancing Institutional Effectiveness

The flow chart at right is a visual representation of our process for assessing institutional effectiveness. It depicts an institutional assessment system that is integrated, collaborative, and data-driven for continuous improvement. Planning and assessment inform and are informed by our college-wide strategic directions. These key directions, assessment, and resulting recommendations all occur within an inclusive framework of shared governance. The Office of Institutional Research and Assessment serves as the repository of the college’s planning, assessment, and outcomes management system and provides the infrastructure for the design, implementation, analysis, and documentation of assessment at the program and institutional levels. Decisions that operationalize institutional priorities and resource allocation happen with broad input from all divisions and, in special circumstances, the campuswide Budget Advisory Group. The president holds ultimate responsibility for allocations of funds and outcomes. The regularization of this process integrating all units of the college is a direct result of the recommendations of the Middle States Commission.
And while this overarching planning and assessment process has been in place at SUNY Oswego for many years, it is the improvements made in recent years that have resulted in our progress in institutional effectiveness reported here. 

Specifically, since our decennial site visit, the college has:

1. Increased monitoring and accountability due to the implementation of shared, uniform, and centralized reporting of institutional assessment data. A searchable centralized reporting system has facilitated data sharing for decision-making, planning, and budget allocation. The Office of Institutional Research and Assessment acts as clearinghouse, coordinator, and repository for all program/unit level assessment plans and annual reports. This office maintains a public webpage depository of information including the SUNY Oswego Fact Book, Common Data Set, and Institutional Profile. The office has developed and maintains an online Strategic Planning Library that is password protected that includes both institutional and student learning assessment reports as well as internal documents for planning. The director also contributes to and accesses the SUNY Dash Board, a system database that supports program planning and assessment by enabling users to create customized reports about academic programs on SUNY campuses. This information and its ease of access through our centralized reporting system results in both institutional and program level analyses and reports that are widely used across the college to better inform planning, assessment, evaluation, and resource allocation.

The Office of Institutional Research and Assessment is responsible for processing and distributing/posting administrative plans and assessments for the college. In addition, the office provides ongoing assistance, training, and campus-wide workshops to support the college’s planning, assessment, and outcomes management. Since Fall 2013, the president has directed the Office of Institutional Research and Assessment to provide the vice presidents, deans, and directors with systematic reports of administrative unit core metric data, which include enrollment, retention, accreditation and program self-study, student and faculty opinion survey results, instructional workload, degrees awarded, and use of results for improvement reports. This information is coupled with semester-by-semester financial reports prepared by the Office of Finance and Budget. The financial report is similarly distributed through the vice presidents to unit level directors.

2. Improved documentation of alignment of division/unit-level goals with the college’s strategic directions. Based on the suggestions of our evaluation team to facilitate documentation, a standard reporting template has been adopted by units across all divisions of our college. The reporting template is shown in Appendix A. Two completed templates — from our Offices of Research and Sponsored Programs and Campus Technology Services — are found in Appendices B. The template requires each unit to describe its objectives, align them with the goals of the college, designate who will be responsible for keeping the unit on task with each objective, and describe the metrics, results, actions, and resource implications for each objective. The campus-wide reporting system is designed to facilitate the management of planning, assessment, and budgeting activities. It is the repository of each unit’s measurable objectives and action plans. Alignment of the college’s Strategic Plan and other plans is made explicit in this system.
### ACADEMIC AFFAIRS ANNUAL GOALS 2012-13 AND YEAR-END REPORT

**Goal #4: Intensify our deliberate, ongoing commitment to social equity, diversity and internationalization.**

**Connection to Oswego's Strategic Directions:**
- Diversity: The quest for continuous improvement is clearly supported by the need to develop the capacity of students to fully absorb, reflect upon, and grow in the values and habits of mind that foster the benefits of diverse cultures.
- Advancing: The first round of reporting with the new template began in January 2013. Additionally, two connected efforts have focused on tracking assessment and reporting of the college’s progress on our strategic objectives.
- Success: The Office of Public Affairs prepares a public online annual report that gives an overview of Oswego’s progress on our strategic objectives. (Oswego.edu/2012annualreport).

**Objective:** Continue to value diversity in the recruitment of faculty and staff.

<table>
<thead>
<tr>
<th>Action</th>
<th>Expected Outcomes</th>
<th>Person/Unit Accountable</th>
<th>Mid-Year Progress</th>
<th>Year-End Results</th>
<th>Achievement or Outcome</th>
<th>Next Steps or Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to value diversity in the recruitment of faculty and staff</td>
<td>Offer workshops in Fall 2013 to prepare faculty for searches.</td>
<td>Cathy Santos, Dean, Chair</td>
<td>SUNY Dean has met with Cathy Santos about recruitment efforts within school. CLAS: The Sociology-sponsored annual Sportmanship Day Symposium highlights the value of diversity in the area of sportmanship.</td>
<td>9 diversity fellowships were provided to graduate students. Did not meet the new academic affairs search guidelines with respect to inclusion with search committees.</td>
<td>Met</td>
<td>Establish meetings with Dean's, Affirmative Action and Human Resources to discuss inclusion of multicultural affairs throughout the search process. Identify candidates with expertise of diversity to speak to faculty and offer seminars/workshops to address recruitment of faculty and staff.</td>
</tr>
</tbody>
</table>

**4.1 Create a diverse academic community**

<table>
<thead>
<tr>
<th>Action</th>
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<th>Achievement or Outcome</th>
<th>Next Steps or Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accelerate efforts to attract a more diverse population of students to STEM majors</td>
<td>Join National Action Council on Minorities in Education that will increase student diversity in STEM</td>
<td>Provost, CLAS Dean, Chairs, Stasha Rancher</td>
<td>Recruited 3-4 students from NACME schools.</td>
<td></td>
<td>Met</td>
<td></td>
</tr>
</tbody>
</table>

**4.2 Initiate opportunities to expand the English as a Second Language Program**

<table>
<thead>
<tr>
<th>Action</th>
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<th>Person/Unit Accountable</th>
<th>Mid-Year Progress</th>
<th>Year-End Results</th>
<th>Achievement or Outcome</th>
<th>Next Steps or Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore additional recruiting opportunities abroad; seek grant opportunities to address needs in central New York</td>
<td>Proposal acceptance</td>
<td>Director of Academic Programs in Extended Learning ESL Coordinator; Metro Center staff</td>
<td>Successful: participated with Genius Olympiad; contacted ISP for community foundation grant; no progress from OPRF recruitment effort in Turkey over Winter Session</td>
<td></td>
<td>Met</td>
<td></td>
</tr>
</tbody>
</table>

**Figure 2. Standard reporting templates facilitate centralized reporting of progress and outcomes regarding strategic goals; reports are available online for public access and review.**

The first round of reporting with the new template began in Fall 2013. All units are tracking and measuring their goals and objectives and connecting them back to the college’s strategic directions. At the end of the fiscal year on June 30, 2014, units will be expected to report results and resource implications. This will provide feedback for the next cycle of unit-level goal setting and resource allocation.

Additionally, two connected efforts have focused on tracking progress on the Strategic Plan. First, the president periodically provides, campus stakeholders — including General Faculty, College Council, Directors and Chairs, and Oswego College Foundation, Advisory, and Alumni Association Boards — with an accounting of the college’s progress vis-à-vis strategic goals and objectives. Second, in collaboration with the senior leadership of the college and informed by all units of the college, the Office of Public Affairs prepares a public online annual report that gives an overview of Oswego’s progress on our strategic objectives. (Oswego.edu/2012annualreport).

The quest for continuous improvement is clearly supported across the college and within each unit’s well-articulated process of identifying goals and utilizing assessment to determine the extent to which goals are achieved. All goal setting, recommendations stemming from assessment, and resource allocations are reviewed by divisional vice-presidents and approved by the president.

### 3. Used Assessment of the 2007 Strategic Plan to Inform the New Strategic Planning Process

The college’s 2007 Strategic Plan provides a framework for the programs, initiatives, and processes that support the college’s mission. Our strategic goals and initiatives are assessed and refined continuously through our robust and well understood format for feedback and readjustment, as described in #2 above. The college is using assessment of the previous strategic planning process to guide the development of a new strategic plan. As the new strategic plan is being developed, improvements are being made in the development of measurable goals and objectives to facilitate the monitoring of operational plans by division and units. The process is steered by the college’s Strategic Planning Advisory Board. Working together towards accomplishing consensus goals raises the vision of key stakeholders and encourages them to reflect creatively on future directions.

The new strategic plan will help to set priorities as each department, program and unit aligns its goals with the college. The 2014 Strategic Plan is being designed with assessment at its core. This commitment to institutional assessment has come as a direct result of the assessment of our previous process.
Assessment Driven Institutional Effectiveness

As an example of Oswego’s progress and success in using institutional assessment findings to support decisions about strategic directions, and in integrating institutional and unit level goals, we describe below the development and ongoing implementation of a comprehensive institution-wide initiative.

As a public university, Oswego has a deep commitment to the surrounding region and state, with a strong focus on addressing regional and statewide 21st century workforce needs. Our approach to the assessment of regional workforce needs complements SUNY’s system-wide effort to manage enrollment, using state employment data to determine New York’s workforce needs. These data together with data from the local regional economic development association (Center State CEO) provided valuable direct evidence of a workforce need for more college graduates in the STEM fields: science, technology, engineering, and math.

Our assessment of our institutional mission, programmatic and faculty strengths, and capacity for development, together with our core goal of maintaining robust enrollment of academically talented students, contributed to our strategic decision to take a number of significant actions to help meet this workforce need. The actions span all divisions of our college, involving college leaders and faculty and staff in Academic Affairs, Student Affairs, Administration and Finance, and Development and Alumni Relations. They include:

- Forming strategic partnerships with economic development agencies, schools, professional associations, private donors, government funding agencies, alumni, and business and community organizations. One recent outcome of such partnerships is a $3.1 million New York State/SUNY2020 grant to establish the Wireless Solutions Lab, an innovative research center that supports relationships between business, community, and the classroom.

- Developing new academic offerings in STEM fields, including but not limited to bachelor’s degree programs in software engineering and electrical and computer engineering (ECE) and a master’s degree program in human-computer interaction (HCI).

- Hiring new full-time faculty members in biology, chemistry, mathematics, HCI, and engineering with new funding through SUNY’s Incremental Tuition Revenues.

- Assembling funding for and building a new science and engineering complex. The $118 million Richard S. Shineman Center for Science, Engineering and Innovation and a new $5.5 million Rice Creek Field Station facility opened in Fall 2013.

- Fundraising. A major naming gift for the new Shineman Center was secured in 2012, and also provided funds to endow a chair in the chemistry department.

- Recruiting outstanding and diverse students interested in the STEM disciplines. Over the past seven years, applicants interested in the STEM disciplines have risen over 56 percent. Enrollment in these programs has increased 26 percent in the past five years. We have attracted these students with merit scholarships and new scholarships especially for STEM majors made possible by private donors and federal and corporate grants; as well as with our outstanding faculty, new facilities, and opportunities for experiential learning in our Global Laboratories and workplace co-op and internship placements. To promote recruitment and enrollment of STEM students, the Office of Institutional Research and Assessment is assisting the Office of Admissions with a comprehensive environmental scanning project that includes a new staff member with strong background in assessment and data gathering and analysis.

- Supporting success of STEM students in their exceptionally demanding disciplines. Extensive analysis of student success in lower division courses found a number of courses, particularly...
in mathematics, creating barriers to persistence in these majors. Efforts to address these barriers include an expansion of mathematics and science tutoring services (usage and need data collected and analyzed through Tutortrac), intensive summer programs to boost student readiness for college-level mathematics and science courses (with funding from the National Science Foundation), and mentoring programs for schoolchildren, both to develop future STEM majors and develop our graduate students’ teaching and outreach skills (also with federal funding). Each of these approaches is rigorously assessed.

Over the past five years, SUNY Oswego has increased the number of graduates in the STEM fields by 23 percent, and this number continues to grow. This strategic initiative has also helped our college maintain and grow institutional revenue streams through tuition, state and federal grants and allocations, and private and corporate gifts and support.

Together, all divisions of SUNY Oswego have made great strides in contributing to the STEM workforce needs of New York State through our integrated planning process, strong operational oversight, and prudent fiscal management practices. Our 2007 Strategic Plan in addition to our operational planning, assessment, and accountability practices described above have been the underpinnings of our success.
Conclusion

This progress report shows that SUNY Oswego has improved our documentation and use of institutional assessment findings to support decisions regarding strategic goals and plans, and that we have developed procedures for more clearly documenting the integration of institutional and unit level goals with each other.

It is without question that our institutional planning, assessment, and resource allocation processes have become systematic, integrated, and more influential on the actual operations of the college in the two years following our accreditation visit. We appreciate the advice and guidance we have received from the Middle States Commission on Higher Education through this important process. Poised to approve a new strategic plan this fall, SUNY Oswego is well prepared to continue improving student learning and institutional performance for many years to come.
Appendix A

Unit Assessment Template
This is not in the map, but it is an important first step in building the framework for annual reporting. Here you consider the big picture: What is your unit trying to accomplish overall? Why do you exist in the college? In what way are you supporting the overall mission of the college?

SUNY Oswego Institutional Effectiveness Map: A Narrative

This map is designed to give the institution consistent reporting of assessment across all divisions of the campus, as recommended by the MSCH after their 2012 visit.

This map will be the product of a process that basically formalizes what all units/departments are doing intuitively every year in support of Oswego's mission.
Appendix B

Unit Examples
<table>
<thead>
<tr>
<th>Unit Objectives</th>
<th>Strategic Plan: Key Action Area</th>
<th>Measurable Outcome</th>
<th>Describe Metrics, Instrument or Data Source Used to Measure Results</th>
<th>Person(s) Accountable</th>
<th>Achievement of Objective</th>
<th>Year End: Next Steps or Actions</th>
<th>Resource Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Redesign and expand information available on our website for faculty and staff to access on-line.</td>
<td>Vitality - expanded and diverse sources of revenue &amp; solutions</td>
<td>Decrease in phone call/e-mail requests for forms and information</td>
<td>Number of times the ORSP website is accessed and forms information/forms are downloaded.</td>
<td>Maria Nakamura</td>
<td>Not Met</td>
<td>Approaching</td>
<td>Time &amp; effort</td>
</tr>
<tr>
<td>Develop user manuals for Project Director’s and staff to reference for help with policy and procedures.</td>
<td>Vitality - expanded and diverse sources of revenue</td>
<td>On-line tutorials of ‘ how to’ guidelines.</td>
<td>Feedback from faculty and staff who utilize the guides &amp; number of pamphlets available as ‘ how to’ documents</td>
<td>Maria Nakamura</td>
<td>Not Met</td>
<td>Approaching</td>
<td>Time &amp; effort</td>
</tr>
<tr>
<td>Pilot a project to digitalize sponsored program records for ease of access and reference as well as replace hard copy in accordance with federal compliance guidelines.</td>
<td>Vitality - expanded and diverse sources of revenue</td>
<td>Decrease in the size of paper files &amp; supplies necessary to retain</td>
<td>Number of account files that can be eliminated as a result of maintaining digital records of documents.</td>
<td>Maria Nakamura</td>
<td>Not Met</td>
<td>Approaching</td>
<td>Time &amp; effort, Software, scanner and clerical assistance will be required</td>
</tr>
<tr>
<td>Pilot training sessions to selected PIs so they can directly access fiscal status updates on their awards</td>
<td>Vitality &amp; solutions</td>
<td>Number of formal training sessions offered</td>
<td>Number of times a PI signs into the Oracle system to view accounts</td>
<td>Maria Nakamura</td>
<td>Not Met</td>
<td>Approaching</td>
<td>Time &amp; effort</td>
</tr>
</tbody>
</table>
Vitality

Academic

Programs: Vitality Academic

Director's and staff to reference for access and reference as well as available on our website for faculty.

Pilot training sessions to selected Pilot a project to digitalize and staff to access on-line.

Unit:

Objectives

Vitality

- Expanded Action Area

Information

Decrease in the size of paper guidelines.

Number of times the ORSP website who utilize the guides & number maintaining digital records of information/forms are.

Describe Metrics, Instrument or

Division:

Academic Year:

13-14

Maria Nakamura

Approaching

Exceeded

Year End:

Next Steps or

Time & effort.

Scanner and be required Software,

Measurable Outcome

Technical Support: Attend Expand knowledge of JAVA, Review of all paper documents Met

CTS - Administrative Services Met

Time & effort CTS - Administrative Services Met

Setup a new VM server for Engagements Administrative Projects

Virtualization

Capture Implementation

Upgrade

Provide student id photos via

Analysis Tools and Systems

Expand Data Reporting and

Identify reporting and analysis processes for expanding

the system, coordinate with

the lab upgrades.

Send developers to

Banner Entry (Banner XE).

Have the lab upgrades. Will install the DEU in

Production Banner to Banner 9 possible.

Send one or two computer

(BCS) that may require Sun y-

attendance by the campus

advisor, student, and new

for development) and install

(BCS) that require Sun y-

attached to the documents.

installed on two separate

server configurations.

computer lab configurations

and desktops in a lab setting.

and desktops in lab setting.

SQL objects with insert (table

within our environment.

within the campus computer

in a lecture hall and

capability in a lecture hall and

upgrade.

ATCs.

Partnered with ITEC for VDI

implementation.

Over the year promotion of the

virtual applications increases,

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**Vitality Administrative Projects**

- **Detailed Description**: Vitality Administrative Projects provide comprehensive support to the administrative needs of the university, ensuring efficient and effective operations. Projects focus on initiatives that enhance administrative processes, improve compliance, and support the overall goals of the university.

- **Expected Outcomes**: Vitality Administrative Projects are designed to improve administrative efficiency, reduce costs, and enhance the overall operational effectiveness of the university. Projects may involve implementing new systems, procedures, or technologies to support administrative functions.

<table>
<thead>
<tr>
<th>Description</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vitality Administrative Projects</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Vitality Broad-based Support and Development**

- **Detailed Description**: Vitality Broad-based Support and Development projects are designed to support a wide range of initiatives across the institution. These projects focus on areas such as technology, research, and strategic planning.

- **Expected Outcomes**: Vitality Broad-based Support and Development projects aim to enhance the institution's ability to innovate, collaborate, and adapt to changing environments. Projects may involve developing new partnerships, implementing new technologies, or supporting strategic initiatives.

<table>
<thead>
<tr>
<th>Description</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vitality Broad-based Support and Development</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Alumni Engagement Initiative

- **Description**: The Alumni Engagement Initiative aims to enhance the connection between the university and its alumni. Projects focus on activities such as alumni events, communications, and development.

- **Expected Outcomes**: The Alumni Engagement Initiative is expected to increase alumni participation, engagement, and support. Projects may involve developing new alumni engagement strategies, improving communications, or expanding alumni networks.

<table>
<thead>
<tr>
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<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alumni Engagement Initiative</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Instructional Support/ Instructional Technology

- **Description**: Instructional Support/ Instructional Technology projects focus on enhancing the learning environment through the development and implementation of technology solutions.

- **Expected Outcomes**: Projects in this area are expected to improve the quality of education, enhance student engagement, and support the delivery of effective instruction. Projects may involve the implementation of new learning management systems, the integration of technology in the classroom, or the development of online learning resources.

<table>
<thead>
<tr>
<th>Description</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Support/ Instructional Technology</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Instructional Support/ Instructional Technology/ Instructional Support

- **Description**: These projects are designed to support instructional and administrative needs, including the development of new instructional materials, the implementation of new technologies, and the support of professional development programs.

- **Expected Outcomes**: Projects in this area aim to improve the quality of instruction, enhance the learning experience, and support the professional growth of faculty and staff. Projects may involve the development of new instructional materials, the implementation of new technologies, or the support of professional development programs.

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<tbody>
<tr>
<td>Instructional Support/ Instructional Technology/ Instructional Support/ Instructional Technology</td>
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</table>
Vitality Infrastructure

<table>
<thead>
<tr>
<th>Component</th>
<th>Approaching</th>
<th>Exceeded</th>
<th>Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approach</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Approaching</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>Exceeded</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Met</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Approaching

- Approaching infrastructure to supporting services in the first phase of the new School of Engineering Faculty in Fall of 2011.
- Develop implementation plans for new Science and Engineering complex.
- Procure equipment for new Science and Engineering complex.
- Develop phase plan to support the new School of Engineering.

Exceeded

- Install new infrastructure in supporting services in the first phase of the new School of Engineering Faculty in Fall of 2011.
- Develop implementation plans for new Science and Engineering complex.

Met

- Approaching infrastructure to supporting services in the first phase of the new School of Engineering Faculty in Fall of 2011.
- Develop implementation plans for new Science and Engineering complex.
- Procure equipment for new Science and Engineering complex.
- Develop phase plan to support the new School of Engineering.

Approaching

- Approach               | N/A         | N/A      | N/A |
- Exceeded               | N/A         | N/A      | N/A |
- Met                    | N/A         | N/A      | N/A |

Exceeded

- Approach               | N/A         | N/A      | N/A |
- Exceeded               | N/A         | N/A      | N/A |

Met

- Approach               | N/A         | N/A      | N/A |
- Exceeded               | N/A         | N/A      | N/A |
- Met                    | N/A         | N/A      | N/A |