Department of Psychological Science Mission

The Department of Psychological Science strives to achieve and maintain excellence in undergraduate and graduate education, and scholarship in psychology, as well as excellence in service and collegiality.

Excellence in education includes being student-centered, developing students with a strong foundation in psychology, involving students in research, developing students’ knowledge and skills for critical and scientific thinking, providing applied and experiential options, and preparing students for life-long success. Excellence in scholarship requires faculty who are active scholars. Faculty who give to their university, department, community, and professional organizations reflect excellence in service. Excellence in collegiality requires collaborative department members who work together to meet the department goals while addressing individual needs and contribute to the development of an atmosphere that allows all students, faculty, and staff to flourish.

Department of Psychological Science Vision Statement

To become a top undergraduate Department of Psychological Science with a high quality Master of Science program in Industrial-Organizational Psychology

A top undergraduate program and high quality Master of Science program has faculty members actively engaged in research and mentoring of students in their labs; students actively engaged in the department and scholarship while here, strong research programs involving undergraduate students; graduates who achieve success in graduate school, professional school, or the job market; a recognized MS in I-O program and recognized graduate certificates; alumni who are connected to the department and program(s); and success in recruiting and retaining high quality faculty who embrace both teaching and research.

Department of Psychological Science Values

(Similar to S&T’s values)

Student-Centered
We focus on the student. We strive to assist all students in achieving academic success. We use and develop effective pedagogical methods that enhance student learning, and mentor and advise our students to help them meet their academic goals.

Lifelong Success
We add exceptional value. The rewards of the Missouri S&T experience extend far beyond a college education, valued degree or gratifying career. The S&T experience prepares you for a
fulfilling life defined by the confidence to succeed, a desire to excel and a love of learning that never stops.

**Creativity**
We are innovators. Building a better world demands a creative spark, innovative and entrepreneurial approaches, and curiosity to discover and explore new solutions to the world’s great challenges.

**Integrity**
We hold ourselves accountable for our actions. We strive to uphold the highest ethical standards, to conduct ourselves with trustworthiness and respect for all of humanity, and to instill in our campus community these same principles.

**Sustainability**
We live by example. As stewards of the public goodwill, the financial resources entrusted to us, and the environment, we emphasize resilient and sustainable practices in all our endeavors.

**Partnerships**
We are great partners. We focus on adding value and creating mutually beneficial partnerships. The solutions to today’s great challenges require agile collaboration, teamwork and engagement with our stakeholders, both on campus and in the greater business, civic, national, and international communities.

**Environment of Inclusion**
We are an inclusive, welcoming community. We seek to build a creative learning environment marked by openness, understanding, and valuing all people and perspectives. Specifically, in our Environment of Inclusion, we respect others; treat others with civility; consider what is best for our students, faculty, staff, and department; support, encourage, and celebrate the success of others; assist where needed; act ethically; and expect our graduates to reflect this Environment of Inclusion culture.

**Department of Psychological Science Strategy Statement**
The Department of Psychological Science will provide by 2020 a top undergraduate program in psychological science and a high quality Master of Science program in Industrial-Organizational Psychology through extraordinary access to high quality education, renowned expertise, and experiential learning opportunities.

**Department Governance and Leadership**

(Canonical diagram is not provided, but the text includes information about department governance and leadership roles.)

Strategic Plan
February 18, 2014
The Department had opportunities for input into this Strategic Plan on three occasions during the fall 2013 semester and once again after the presentation to all academic units. This plan is the result of input on those four versions of the plan. The Department Chair will lead, administer, and monitor the department strategic plan.

**Psychological Science Themes, Levers and Action Items**
(Department Themes are the Campus themes; Departmental Levers are often the Campus Levers; identification of the Campus themes and actions is in parenthetical comments)

1. Develop and inspire creative thinkers and leaders for life-long success
   1.1. Require undergraduates to participate in at least one significant experiential learning activity (S&T Lever 1.1)
      1.1.1. Expand offering of Internships in number and area (currently human services, need human resources, I-O positions) (S&T Action 1.1.2)

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<td>5</td>
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- Assumption: the number of majors increases.

1.1.2. Increase the number of students involved in research (e.g., 390, OURE) with faculty (S&T Action 1.1.2)

- Baseline: 2013: 7 (based on graduating seniors exit surveys).
- Start date: January 2014
- Assumptions:
  - Able to replace faculty member who resigned December 2013
  - Able to acquire the new faculty position aligned with the MS program.

1.1.3. Increase the number of students presenting at conferences.

- Baseline: 2013: 2
- Start date: January 2014
• Assumptions:
  o Able to replace faculty member who resigned December 2013
  o Able to acquire the new faculty position aligned with the MS program.

1.1.4. Explore the potential of increasing the number of service learning activities in a
variety of psychology courses (S&T Action 1.1.2).

• Baseline: 2013: 2 courses had experiential activities
• Start date: January 2014
• Timeline and targets: Determine number of potential areas for service learning by May
2014.
• Assumption:
  o Potentially impacted by whether replacement faculty is hired. Number might drop to
1

1.2. Foster innovation and creativity for faculty, staff and students (S&T Lever 1.2)
  1.2.1. Work with Enrollment Management to increase enrollment in our leadership
minor, two graduate certificates in leadership, and our leadership track in the MS in
Industrial-Organizational Psychology (S&T Action 1.2.6)

• Baseline: 2013: Leadership Minor: 1 graduate with minor, Graduate Certificates: 1
  student enrolled; Leadership Track: 0 students (new program spring 2014)
• Start date: Spring 2014
• Timeline and targets: Spring 2014: determine strategies to market these programs;
  summer and fall 2014: meet and discuss possible revisions to strategies.
  o Began discussions January 14, 2014 with Enrollment Management group and VP of
  Graduate Studies.
• Assumptions:
  o Can only determine minors once filed paperwork; will count number of minors when
  students graduate.
  o Will look at enrollments for leadership graduate certificates and leadership track

1.3. Encourage and enhance collaboration in teaching and research (S&T Lever 1.5)
  1.3.1. Explore opportunities on campus, especially with our MS in I-O Psychology
  supporting departments

• Start date: August 2014
• Timeline and targets: Will begin discussion at department fall retreat to determine what
  potential collaborations to pursue.

  1.3.2. Explore collaboration opportunities with UMSL and MSU

• Baseline: Fall 2013: preliminary discussion with UMSL
• Start date: Spring 2014
• Timeline and targets: continue discussions with UMSL about sharing speakers, colloquia, etc.; UMSL’s speaker series was shared fall 2013 and spring 2014. Invite UMSL to opening speaker in Fall 2014
• Assumption:
  o We can get an IO psychologist to campus early fall 2014 to meet with the department of Psychological Science, other departments with interests, and make a presentation to the campus and Rolla community.

2. Enhance reputation and raise visibility
  2.1. Leverage S&T as Missouri’s technological research university (S&T Lever 2.2)
    2.1.1. Explore with Admissions and Enrollment Management ways to increase undergraduate enrollments (S&T Action 2.2.1)

    • Baseline: 2013: 57 (using Registrar’s fall Enrollment Grid for primary majors)
    • Start date: Spring 2014
    • Timeline and targets: Began discussions with Enrollment Management in 2013.

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<td>Number of Primary Majors</td>
<td>60</td>
<td>65</td>
<td>70</td>
<td>80</td>
<td>85</td>
<td>90</td>
<td>100</td>
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• Assumptions:
  o Other factors affecting Enrollment Management in 2013 (e.g., economy) are strong.
  o Able to hire replacement and new faculty positions

    2.1.2. Explore opportunities for MOUs with other UM campuses or others institutions for course and program delivery (S&T Action 2.2.6)

    • Baseline: None
    • Start date: September 2015
    • Timeline and targets: Determine by December 2015 if any possibilities exist.
    • Assumption: depends on growth of undergraduate and graduate programs

2.2. Develop a culture of excellence in research, scholarship and creative activity (S&T Lever 2.3)
  2.2.1. Explore creating a development plan or enhancing our current new faculty mentoring that assists all faculty members in becoming and remaining productive scholars.

    • Baseline: Chair provides year-long mentoring to first year faculty
    • Start date: August 2014
• Timeline and targets: Will discuss at department retreat ways to enhance a culture of excellence in research, scholarship, and creative activity.

2.2.2. Explore ways to support travel to conferences to promote scholarly activity

• Baseline: startup funds, distance education money, or minimal department fund (varies across faculty)
• Start date: August 2014
• Timeline and targets: Open discussion at department fall retreat and determine possible revenue sources. Ask the new VP & Dean for money and see if that is a possible revenue source.

2.3. Execute a communication and marketing plan to raise the visibility and convey return on investment (S&T Lever 2.4).
2.3.1. Develop measures of success for our undergraduate and graduate programs, and ROI of our graduate program to share.

• Baseline: 2013
  o Undergraduate
    ▪ Number of graduates: 35 (includes Sri Lankan graduates)
    ▪ Percent of graduates going into graduate school: 62% (academic year 2012-2013; will work with 3-year rolling average – working on those data; national average=45% attendance from undergraduate)
  o Graduate
    ▪ New program spring 2014, baseline is 0 for all metrics
• Start date: spring 2014
• Timeline and targets: Begin discussion of other appropriate measures of success.

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<td>Number of Graduates</td>
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<td>25</td>
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<tr>
<td>Percent of Graduates admitted to Grad School</td>
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Graduate

| Number of Graduates | x | x | 2 | 3 | 4 | 5 | 6 |
• Assumptions
  o Number of majors increases. Sri Lankan program cancelled and will have a teach out period of 2-4 years (2016-2018).
  o As number of majors increases, percent of students attending graduate school could decrease; could then focus more on job market aspects for others.
  o Obtain replacement and new faculty hires.

2.3.2. Develop and maintain a functional and usable webpage that promotes the undergraduate, graduate certificate, and master’s programs without losing the S&T image.

• Baseline: 2013: dysfunctional webpage
• Start date: Spring 2013
• Timeline and targets: fall 2013 began discussions with IT support
• Assumptions:
  o IT support to make the major changes to get a functional webpage.

2.4. Use current and new technology that will enhance student learning and increase faculty productivity (S&T Lever 2.5)

2.4.1. Develop high quality graduate courses for distance delivery

• Baseline: 2013: 1 distance course
• Start date: spring 2014
• Timeline and targets:

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<td>5</td>
<td>7</td>
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<td>9</td>
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Same as Department Action 4.2.1

2.4.2. Integrate more technology into all courses to enhance student learning,

• Baseline: 2013: Blended: 7; Additional technology: 2
• Start date: Spring 2014
• Timeline and targets:

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<tr>
<td>Number of Blended Courses</td>
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• Assumptions:
  o New or untenured faculty might take longer to integrate the technology, as they are preparing multiple courses and establishing a research agenda.
  o Count of courses with technology beyond Blackboard do not include blended courses.

2.4.3. Explore the potential of learning systems (e.g., Blackboard) to enhance the delivery of all courses.
• Baseline: To be determined
• Start date: September 2015
• Timeline and targets: By May 2016
  o Determine how many courses employ Bb or another learning system.
  o Determine whether it is beneficial for students to modify additional courses to employ Bb or other system.
  o Determine how the learning system can be used more effectively in courses.

3. Achieve sustainable growth to ensure best return on investment
  3.1. Modify current academic programs to ensure they enhance S&T’s status as a national research university (S&T Lever 3.1)
    3.1.1. See Themes 1 and 2 above.
  3.2. Promote inclusion and increase diversity to remain relevant and competitive in a global environment (S&T Lever 3.4)
    3.2.1. Continue to model our “Environment of Inclusion” statement (behavioral expectations of faculty, staff, and students; approved 2010)
    • Baseline: on-going
    • Start date: on-going
    3.2.2. Actively recruit a diverse student and faculty population.
    • Baseline: ?
• Start date:
• Timeline and targets:
• Assumptions
  o Enrollment Management and Human Resource Services is assisting us with this process.

3.2.3. Explore the possibility of identifying and sponsoring invited speakers who are from diverse backgrounds (related to S&T Action 3.4.7).

• Baseline: No identified speakers
• Start date: Spring 2015
• Timeline and targets:
  o Identify potential speaker topics of interest to department by May 2015
  o Identify potential speakers by December 2015

3.3. Create and implement a student and alumni lifetime engagement strategy (S&T Lever 3.5)
  3.3.1. Explore ways to create strong connections with students (e.g., interactions with students, voluntary involvement in phonathon, participation at Open Houses).

• Baseline: unknown
• Start date: Fall 2016
• Timeline and targets:
  o Discuss ways to build these connections
  o Ask for student and alumni input
  o Determine way to create strong connections by May 2017

3.3.2. Continue to build departmental pride and visibility (e.g., t-shirts)

• Baseline: unknown
• Start date: fall 2014
• Timeline and targets:
  o Determine measure of departmental pride and visibility by May 2015
  o Begin measuring departmental pride and visibility summer 2015
• Assumptions
  o Can determine a measure for both departmental pride and visibility

3.4. Devise convenient technology-based methods of accessibility and engagement with external constituents (S&T Lever 3.6).
  3.4.1. Continue to meet virtually with advisory board
    3.4.1.1. Explore other technological options to ensure quality interactions.

• Baseline: 2013 – technology not effective (voice or video not working)
• Start date: Fall 2014
• Timeline and targets: Use Google Hangout and see if it is more effective for fall 2014 meeting.
• Assumption:
  o Alumni Board members have proper technology.

3.4.2. Explore other constituent needs and appropriate methods of accessibility.

• Baseline: Unknown – to be determined.
• Start date: Fall 2015
• Timeline and targets:
  o Determine other constituents by December 2015
  o Determine constituent needs by December 2016
• Assumptions
  o Have the resources to explore what other constituents are.
  o Other constituents exist

4. Increase and facilitate meaningful access to and interaction with renowned faculty, staff, and services
4.1. Create a comprehensive distance and online education strategy (S&T Lever 4.1)
  4.1.1. Develop a high quality online MS in I-O Program.

• Baseline: 0 – New program spring 2014
• Start date: Spring 2016
• Timeline and targets:
  o Evaluate placements rates for graduates
• Assumption:
  o Cannot evaluate satisfaction rates of employers yet (e.g., five years after graduation)
  o If employer sponsored, considered employed.

4.1.2. Increase the number of Psychological Science distance/online courses (S&T 4.1.1)

• Baseline: 2013: 1 course
• Start date: Fall 2014
• Timeline and targets:

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4.1.3. Increase the number of distance/online students
• Baseline: 2013: 3 students
• Start date: Spring 2014
• Timeline and targets:

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• Assumptions:
  o Distance enrollments will not be as high for courses solely in MS program as for courses in graduate certificate program that are across two disciplines.
  o Distance enrollments increase

4.1.4. Explore other potential courses to deliver as distance/online.
• Baseline: Beyond the courses identified above in Department Action 4.2.1, baseline is zero.
• Start date: Fall 15
• Timeline and targets:
  o Determine by December 2015 if there are other courses to be offered as distance/online.

4.1.5. Working on ways to handle proprietary material (e.g., psychological tests) online as well as other teaching materials more easily presented in FTF classrooms. (S&T 4.1.5)
• Baseline: 2013: No solution
• Start date: Spring 2014
• Timeline and targets:
  o By Summer 2014, determine various options for providing proprietary materials online
  o Assumptions
    • Test company approves such use of tests
    • Able to pay for use, if offered by company
    • Able to pay for alternate use format, if available.

4.2. Enhance instructional labs and methods of developing lab experiences (S&T Lever 4.2)
4.2.1. Explore opportunities for enhancing the Research Methods lab.
• Baseline: 2013: SPSS required
• Start date: Spring 2014
• Timeline and targets:
  o Spring 2014: begin discussion of needs
• Fall 2014: determine options for how needs can be met

• Assumptions
  o Financial support available if cost is prohibitive for department.

4.3. Enhance innovative use of technologies to improve and facilitate access (S&T Lever 4.3)

4.3.1. Explore available teaching technologies with EdTech, the VCC, and potential others to successfully and appropriately deliver access.

• Baseline: 2013 2 technologies for recording lectures (Camtasi, Tegrity)
• Start date: Spring 2014
• Timeline and targets:
  o Identify at least one new technology and test by December 2014
  o Identify at least two new technologies and test by December 2015
• Assumptions
  o Technologies available and accessible

4.3.2. Develop, and make informed decisions based on assessments of the pedagogical methods to ensure access by students.

• Baseline: 2103 No assessments
• Start date: Spring 2015
• Timeline and targets:
  o Determine assessment of a pedagogical method by December 2015.
  o Determine assessment of a second pedagogical method by December 2016
  o Continue with an assessment of a new pedagogical method each year.
• Assumptions
  o New pedagogical methods available to assess.

4.4. Ensure renowned faculty teach and interact with undergraduate students (S&T Lever 4.4)

4.4.1. Continue to have faculty teach all undergraduate courses.

• Baseline: 2013 faculty (no graduate students) teach 100%
• Start date: Spring 2014
• Timeline and targets: Maintain 100%

4.4.2. Continue to have faculty involve undergraduate students as research assistants.

• See Department Action 1.1.2 (related)
• Baseline: 2013: 83.3% of faculty (does not include chair) involved students in research.
• Start date: Spring 2014
• Timeline and targets:
  o Maintain at least 80% of faculty (does not include chair) involving students in research
4.5. Improve student, faculty, and staff mentoring and advising (S&T Lever 4.6)

4.5.1. Continue to distribute semester reminders re advising prior to advising week.

- Baseline: 2013: 2 reminders (1 each semester)
- Start date: Spring 2014
- Timeline and targets:
  - Offer advising reminders each semester

4.5.2. Revisit the option of meetings (e.g., brown bag lunches) focused on advising topics.

- Baseline: 2013: no meetings
- Start date: Spring 2014
- Timeline and targets: 1 per year

4.5.3. Encourage faculty to attend mentoring and advising workshops on campus.

- Baseline: unknown
- Start date: Spring 2014
- Timeline and targets:
  - Determine baseline (number or percent of faculty attending) by December 2014
  - Set targets after baseline determined January 2014
- Assumptions
  - Campus options available

4.5.4. Encourage faculty to attend mentoring and networking opportunities.

- Baseline: unknown
- Start date: Spring 2014
- Timeline and targets:
  - Determine baseline (number or percent of faculty attending) by December 2014
  - Set targets after baseline determined: January 2014

4.6. Expand access to renowned faculty through enhanced recruiting and retention (S&T Lever 4.8)

4.7. Promote non-traditional activities outside of classroom (S&T Lever 4.9)

4.7.1. Explore options for non-traditional teaching activities for the undergraduate and master’s programs.

- Baseline: unknown
- Start date: fall 2015
- Timeline and targets:
  - Determine baseline (current non-traditional activities) by December 2015
  - Explore options for non-traditional activities by fall 2016
  - Determine non-traditional activities to use by December 2016
Best-in Class (BIC) and Strategy Targets (for 2020)

Our comparators:

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<thead>
<tr>
<th>School</th>
<th>Justification</th>
<th>Metrics</th>
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<tbody>
<tr>
<td>Florida Institute of Technology¹</td>
<td>MS in IO Psych; BA &amp; BS degrees; in Academic Analytics</td>
<td>Articles/T/TT, Degrees / FTE, % of faculty publishing</td>
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<tr>
<td>Hofstra University²</td>
<td>MA in IO Psychology; Academic Analytics selected</td>
<td>Articles/T/TT, Degrees / FTE, % of faculty publishing</td>
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<td>Louisiana Tech University¹</td>
<td>MA in IO Psychology; similar master’s program; Academic Analytics selected</td>
<td>Articles/T/TT, Degrees / FTE, % of faculty publishing</td>
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<tr>
<td>University of Detroit Mercy</td>
<td>MA in IO Psychology; Academic Analytics selected</td>
<td>Articles/T/TT, Degrees / FTE, % of faculty publishing</td>
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¹Offers Ph.D. in I-O
²Offers Ph.D. in Applied Organizational Psychology

We will maintain an “undergraduate” (3-3) teaching load given our strong focus on undergraduate education and the non-thesis tracks in the MS in I-O proposed program. That will need to be considered when comparing to these master’s programs, which offer the Ph.D..

BIC 1: Top undergraduate psychological science program (by 2020)

1. Peer-reviewed publications: 2 per year per T/TT
2. Percent of faculty publishing: 80-100%
3. Degrees awarded: 3 or 4 per FTE, (20-25 per year)
4. SCH per FTE: 300-325
5. Percent of alumni contributing (3-year average): 85%

- Baseline: #1 & #2 from Academic Analytics 2011 year; #3 from Registrar’s degrees awarded lists for 2013; #4 fall 2013 Fact Book; #5 from Phonathon data FY’10-12 fulfilled pledge %.
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<td>S&amp;T</td>
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<td>Louisiana Tech</td>
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<td>Seattle Pacific</td>
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<tr>
<td>University of Detroit Mercy</td>
<td>1.56</td>
<td>50%</td>
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- Start date: spring 2014
- Timeline and targets:

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<tr>
<td>1. Publications*</td>
<td>1.2</td>
<td>1.3</td>
<td>1.4</td>
<td>1.5</td>
<td>1.6</td>
<td>1.8</td>
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<td>2. Percent Publishing*</td>
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<td>50%</td>
<td>55%</td>
<td>60%</td>
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<td>70%</td>
<td>80%</td>
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<td>3. Degrees Awarded</td>
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<td>4. SCH</td>
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<td>310</td>
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<td>5. Alumni Contributing</td>
<td>79%</td>
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<td>81%</td>
<td>82%</td>
<td>83%</td>
<td>84%</td>
<td>85%</td>
</tr>
</tbody>
</table>

*Includes Department chair

- Assumptions
  - New faculty are publishing material from graduate school
  - Targets do not change
  - Enrollments increase
  - The increase in enrollments does not decrease satisfaction and alumni contributions.
  - Fall 2013 FTE = 7.75 (7 faculty, chair, Chancellor’s professor)