



## Strategic Plan (\*AY 2024-2030)

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**Mission:** The College of Health Sciences (COHS) offers students the knowledge and experience needed to build a healthy and sustainable tomorrow through dynamic, authentic, and student-centered learning

**Vision:** To empower students to change the world by promoting sustainability in health, wellness, and quality of life

**Purpose/Goals:** The College of Health Sciences fulfills its mission by striving to:

1. Enhance learning through the delivery of innovative, student-centered programs and services
2. Provide high-quality academic and support services that foster student persistence and achievement
3. Attract, engage, and retain faculty and staff by establishing an environment of collegiality and professionalism
4. Promote a culture of accountability and continuous improvement through meaningful assessment and evaluation
5. Cultivate connections, relationships, and partnerships commensurate with our resources and the community's needs

### Values

1. **Excellence in Education**, which will be demonstrated in the College by:

- .1 = Providing a student-centered, personalized approach to teaching and curriculum
- .2 = Providing hands-on and experiential learning opportunities for students
- .3 = Encouraging students, faculty, and staff to be life-long learners
- .4 = Developing intentional curriculums with high performance standards
- .5 = Being compassionate, empathetic, respectful, and professional

2. **Teamwork and Collaboration**, which will be demonstrated in the College by:

- .1 = Fostering collegiality, courteousness, teamwork, collaboration, cooperation, and civil and respectful communications
- .2 = Valuing mutual respect in relationships with students, faculty, administrators, and stakeholders in the communities we serve

**3. Integrity**, which will be demonstrated in the College by:

.1 = Being honest, trustworthy, accountable, and ethical

.2 = Delivering and following-through consistently on commitments and responsibilities

**4. Access and Belonging**, which will be demonstrated in the College by:

.1 = Treating individuals with consideration, empathy, humaneness, kindness, respect, trust, and a non-judgemental attitude

.2 = Ensuring that all individuals have the same rights, privileges or status, including acceptance, assertiveness, fairness, self-esteem, and tolerance

.3 = Demonstrating respect toward all people through communications, inclusion, and transparency

.4 = Identifying and eliminating inequities by changing our systems, organizational structures, policies and practices, and attitudes

.5 = Enhancing access to students (e.g. increase scholarships/financial support, utilizing diverse modalities, increasing cohort sizes, etc.)

**5. Innovation and Creativity**, which will be demonstrated in the College by:

.1 = Researching and innovating the scholarship of teaching and learning

.2 = Striving to be innovative and promote ongoing assessment as a means to achieve organizational and personal excellence

.3 = Being insightful, knowledgeable, and open to change

**6. Community**, which will be demonstrated in the College by:

.1 = Providing service to advance SUU and to promote the health and well-being of the communities we serve

## Outcomes

COHS will use annual and aggregate metrics to track progress over the next five years.

\*Sample metrics that could be used to evaluate the success of this plan include:

1. Degrees awarded
2. Student enrollment
3. Student retention/attrition rates
4. Faculty and staff retention
5. Student feedback survey
6. Employment placement rate after graduation

## COHS Strategic Plan Alignment with SUU Strategic Plan (\*2024-2030)

SUU's "5 Strategic Priorities" (*see pages 6-8)	COHS Values (*see pages 1-2)	COHS Purposes (*see page 1)	Alignment with SUU's "3 Ps" (*see page 6)	Strategic Tactics
<b>Enhance Student Success</b>	1.2 4.2 5.2	1 3 4 5	People Centric Purpose Driven Place Empowered	<b>Enhancing student success by:</b> <ul style="list-style-type: none"> <li>● Increasing opportunities for certificate programs, badging, micro-credentials, and other educational end-points</li> <li>● Mitigating student stress and anxiety by evaluation and referral to relevant resources and by ensuring all are aware of these resources and how to access them</li> <li>● Fostering community relationships to enhance practical experience opportunities</li> <li>● Continuing to evaluate faculty workloads to ensure ample time for personal engagement with students and course development</li> <li>● Utilize and expand upon our unique position to promote wellness and lifestyle behaviors that support and promote mental health</li> </ul>
<b>Enrich the Student Academic Experience</b>	1.1 1.2 1.4 5.1	1 2 4 5	People Centric Purpose Driven Place Empowered	<b>Enrich the academic experience by:</b> <ul style="list-style-type: none"> <li>● Continuing and expanding use of high impact learning practices</li> <li>● Exploring potential methods for increasing these practices and developing the resources necessary to support them</li> <li>● Building and expanding community partnerships for academic programs</li> <li>● Continue to adapt to changing technology and student needs</li> </ul>
<b>Cultivate a Culture of Caring</b>	1.5 3.1 3.2 4.1 4.3 4.5 5.3	1 3 5	People Centric Purpose Driven	<b>Cultivate a culture of caring by:</b> <ul style="list-style-type: none"> <li>● Building respectful and meaningful relationships between all members of the college, campus community, and beyond.</li> <li>● Increasing Access and Belonging by promoting education, creating an environment that welcomes all, discouraging attitudes and behaviors that are contrary to people feeling welcomed and valued, and examining additional pathways into COHS academic programs.</li> <li>● Evaluating, improving, and promoting existing campus resources that enhance wellness and retention</li> </ul>

SUU's "5 Strategic Priorities" (*see pages 6-8)	COHS Values (*see pages 1-2)	COHS Purposes (*see page 1)	Alignment with SUU's "3 Ps" (*see page 6)	Strategic Tactics
<b>Increase Access and Affordability</b>	4.4	1 2 5	People Centric Purpose Driven	<b>Identify and address obstacles to increase access and affordability by:</b> <ul style="list-style-type: none"> <li>● Increasing available scholarships and evaluating methods for awarding scholarships to ensure they serve a more diverse student population</li> <li>● Exploring low cost materials</li> <li>● Offering a variety of modalities for classes to meet the needs of our diverse student body</li> <li>● Addressing accessibility and belonging across the college</li> </ul>
<b>Expand Alumni and Community Engagement</b>	1.2 6.1	3, 5	People Centric Purpose Driven Place Empowered	<b>Expand alumni and community engagement with interested CoHS allies by:</b> <ul style="list-style-type: none"> <li>● Engaging community partners through academic course involvement, collaboration with the advisory board, and providing opportunities for involvement in and invitations to college events</li> <li>● Utilizing existing assets, and developing new assets, to further connect with and form rural and community partnerships</li> <li>● Providing opportunities for involvement for recent department and college graduates</li> </ul>

**\*New Program Development\* = AY 2024-2030**

<b>COHS = new college components to explore</b>	<b>Type</b>	<b>Campus</b>	<b>Enrollment</b>	<b>Cost</b>
1 = Explore Health-specific academic department 2 = Explore creation of 'School of Nursing' within COHS	BS	on-campus	low-to-moderate	high

<b>AGNS = Major-Minor-Emphasis-Certificate to Explore</b>	<b>Type</b>	<b>Campus</b>	<b>Enrollment</b>	<b>Cost</b>
1 = Horticulture Emphasis within Agriculture BS 2 = Horticulture minor, certificate, and/or AAS 3 = Equine Therapy certificate or emphasis 4 = MS in Agriculture and/or Agriculture option within MIS	Emph Minor,C,AA Cert-emph MS	on-campus on-campus on-campus on-campus	low-to-moderate low-to-moderate low-to-moderate low-to-moderate	low-mod low low low

<b>KOR = Major-Minor-Emphasis-Certificate to Explore</b>	<b>Type</b>	<b>Campus</b>	<b>Enrollment</b>	<b>Cost</b>
1 = Integrative Health Sciences degree 2 = Wellness Coaching certificate/emphasis/degree 3 = Strength & Conditioning emphasis to ExSc 4 = Outdoor Protection emphasis to ORPT degree 5 = Exercise Physiology emphasis added to ExSc 6 = Pre Allied Health emphasis added to ExSc 7 = Cardiac Rehabilitation emphasis added to ExSc 8 = Institutional certificate for Personal Training 9 = Additional ORPT certificates to meet industry needs	BS Prof.Cert Emph Emph Emph Emph Emph Inst.Cert Cert	on-campus on-campus on-campus on-campus on-campus on-campus on-campus on-campus on-campus	low-to-moderate low-to-moderate low-to-moderate low-to-moderate low-to-moderate low-to-moderate low-to-moderate low-to-moderate low-to-moderate	low low-mod low low low low low low low

<b>NURS = Major-Minor-Emphasis-Certificate to Explore</b>	<b>Type</b>	<b>Campus</b>	<b>Enrollment</b>	<b>Cost</b>
1 = MSN - Leadership & Admin grad certificate (FA.24) 2 = MSN - Nurse Educator (FA.25) 3 = MSN - Public Health w/MPH (FA.25) 4 = MSN - NP - Mental Health Practitioner (FA.25) 5 = MSN - Adult/Gero Acute - Contracted (FA.26) 6 = MSN - Adult/Gero Primary - Contracted (FA.26) 7 = MSN - Clinical Nurse Leader (TBD) 8 = MSN - Health Informatics (TBD) 9 = MSN - Pediatric (TBD) 10 = MSN - Women's Health (TBD) 11 = Doctorate - Nurse Practitioner (TBD)	Cert MS MS MS MS MS MS MS MS MS MS DNP	online online online online online online online online online online online online	low-to-moderate low-to-moderate low-to-moderate low-to-moderate low-to-moderate low-to-moderate low-to-moderate low-to-moderate low-to-moderate low-to-moderate low-to-moderate low-to-moderate	low mod mod mod mod mod mod low mod high low

<b>*Completed Program Development Through AY 23-24</b>	<b>Degree</b>	<b>Campus</b>	<b>Enrollment</b>	<b>Cost</b>
1 = MSN - Leadership & Administration 2 = MSN - Family Nurse Practitioner (FNP) 3 = Nursing - RN-to-MSN 4 = MS - Didactic Program in Dietetics (MS/DPD) 5 = MS - Leadership & Administration + MBA	MS MS MS BS+MS MS	online (AP) online (AP) online (AP) on-campus Online (AP)	high low high low low	low high low high low

# SUU Strategic Plan (2024-2030)

Southern Utah University (SUU) is an institution built on a foundation of being **people-centered**, **purpose-driven**, and **place-empowered** (\*the three P's). Our people are our highest priority, and our work is fueled by a desire to change lives and to create a sense of place where our university community feels like they belong. Following the success of its previous strategic plan (2015-2022, Explore, Engage, Excel), SUU is implementing this strategic plan to guide the university's planning, decision-making, and resource allocation for the years **2024-2030**. This plan intends to build on five strategic priorities: enhancing student success, enriching the academic experience, cultivating a culture of caring, increasing access and affordability, and expanding alumni and community engagement.

## The Mission and Vision

**Mission Statement:** Southern Utah University is a dynamic teaching and learning community that engages students in experiential education leading to personal growth, civic responsibility, and professional excellence.

**Vision Statement:** SUU will be an inclusive and innovative institution of higher education that strengthens students' connections to each other, the campus, their discipline, career of choice, community, and the world. SUU will deliver quality and affordable academic learning and an outstanding student experience.

## The Five Strategic Priorities

SUU will measure and improve its performance by implementing the strategic priorities and objectives below. These gains will include exceeding USHE's performance and growth metrics. However, as institutional measures of the success of this plan, SUU has selected a limited number of institutional outcomes and benchmarks for each goal to track SUU's progress over the duration of this plan. Terminology and context for institutional outcomes can be found [here](#).

### STRATEGIC PRIORITY 1: ENHANCE STUDENT SUCCESS

#### Intended Outcomes

- **Increase Retention Rates<sup>[1]</sup>**
  - Benchmark: 73.2% (average for the past 5 reporting periods) = **Goal: 74%**
- **Increase Graduation rates<sup>[2]</sup>**
  - Benchmark: 53.5% (average for the past 5 reporting periods) = **Goal: 60%**
- **Increase Credentials awarded<sup>[3]</sup>**
  - Benchmark: 4,679 (2022-23 Academic Year total) = **Goal: 5,000**
- **Increase Students with successful post-graduate placement<sup>[4]</sup>**
  - Benchmark: 81% (average for the past 5 reporting periods) = **Goal: 85%**

#### Key Initiatives

- **Expand Student Experiences:** Expand student experiences beyond the classroom to enhance students' connections and academic, social, and emotional well-being.
- **Close Academic Performance Gaps:** Evaluate and intentionally close attainment gaps in academic programs, retention, and graduation measures.

- **Increase Program Completion:** Enhance enrollment and support processes that will draw students into degree programs and connect them with academic and social environments that will help keep them enrolled through graduation.
- **Improve Postgraduate Preparedness:** Intentionally build connections to postgraduate opportunities, including employment, graduate school, or other meaningful experiences.

## **STRATEGIC PRIORITY 2: ENRICH THE STUDENT ACADEMIC EXPERIENCE**

### **Intended Outcomes**

- **Maintain small undergraduate class sizes<sup>[5]</sup>** in the face-to-face and online environments
  - Benchmark: F2F=23 Online=27 = **Goal: F2F=23 .....Online=27**
- **Continue to meet USHE High Yield<sup>[6]</sup> Attainment Goals** within the USHE workforce alignment framework
  - Benchmark: 71% = **Goal: 74%**
- **Enhance instructional quality<sup>[7]</sup>** in all modalities
  - Benchmark: Forthcoming = **Goal: Forthcoming**
- **Maintain a current Campus Master Plan**
  - Benchmark: Previously completed plan = **Goal: annually revise current plan**

### **Key Initiatives**

- **Enhance Curriculum:** Use evidence-based practices to refine existing curriculum and introduce new curriculum to foster improved learning outcomes, timely completion, and workforce alignment.
- **Recruit and Retain Mission-Aligned Faculty:** Attract and retain faculty who are committed to SUU's student-centered mission through institutional support of scholarship and instructional improvements.
- **Strengthen Open Inquiry and Academic Freedom:** Foster a culture among students and faculty of openly inquiring about diverse ideas and viewpoints, and participating in civil and constructive dialogue.
- **Support Experiential and Applied Learning:** Encourage experiential and applied learning inside and outside of the classroom.
- **Support Campus Infrastructure:** Update the campus master plan annually to ensure facilities, faculty, staffing, technology, and other resources sufficiently support the student experience.

## **STRATEGIC PRIORITY 3: CULTIVATE A CULTURE OF CARING**

### **Intended Outcome**

- **Maintain Employee Retention**
  - Benchmark: Annual Retention 91% Faculty, 77% Staff = **Goal: 91% Faculty, 80% Staff**
- **Increase # of Employee Engagement Opportunities**
  - Benchmark: Forthcoming = **Goal: Increase 20%**

### **Key Initiatives**

- **Advance Belonging Efforts:** Ensure that every employee has an opportunity to succeed.
- **Strengthen Support Services:** Review and strengthen support services for faculty, staff, and the SUU family. This review will ensure that the assistance needed to achieve success is sufficient, that employees feel direct involvement and responsibility to contribute to a culture of caring, and that compensation levels for staff and faculty are competitive.
- **Improve Engagement Opportunities:** Continuously connect employees to current efforts, streamline and link opportunities to make more meaningful professional and social connections, and create new engagement opportunities as needed to reduce silos.
- **Recognize T-Bird Contributions:** Develop and implement varied, meaningful, and intentional methods for recognizing service, contributions, and excellence.

- **Campus Safety:** Continue enhancing safety on campus with the allocation of additional resources, improved training opportunities, and a stronger culture of shared ownership for crime prevention.

#### **STRATEGIC PRIORITY 4: INCREASE ACCESS AND AFFORDABILITY**

##### **Intended Outcomes:**

- **Grow Face-to-face Students<sup>[8]</sup>**
  - Benchmark: 8,719 (Fall 2023 third-week headcount) = **Goal: 10,000 - 10,500**
- **Grow Online Students<sup>[9]</sup>**
  - Benchmark: 3,056 (Fall 2023 third-week headcount) = **Goal: 5,500**
- **Grow Concurrent, Pre-college and Continuing Education<sup>[10]</sup>**
  - Benchmark: 3,258 (Fall 2023 third-week headcount) = **Goal: 3,600**

##### **Key Initiatives**

- **Expand Access Points:** Intentionally expand entry points into the institution, offer marketable degree programs, and optimize educational delivery models, including those that will reach underserved and underrepresented student populations. Further remove other barriers to entry into the institution.
- **Sustain Financial Health:** Provide a reasonable cost of attendance by maintaining financial stability through balanced budgets, rigorous forecasting, fundraising, expense management, revenue generation, and increasing need-based aid.

#### **STRATEGIC PRIORITY 5: EXPAND ALUMNI AND COMMUNITY ENGAGEMENT**

##### **Intended Outcomes**

- **Increase the level of philanthropic giving** through a comprehensive fundraising campaign
  - Benchmark: \$105 million (Result of the last comprehensive campaign) = **Goal: \$115+ million**
- **Increase alumni and community engagement**
  - Benchmark: Alumni - 30,509 Community - Forthcoming = **Goal: 10% increase participation**

##### **Key Initiatives**

- **Strengthen Alumni Success:** Facilitate network connections and opportunities for current students, elevate career entry points for graduates, support successful careers for alumni, and celebrate traditions and legacy.
- **Enhance Thriving Communities:** Be a champion for convening the economic engine that supports thriving communities. Build outreach efforts that leverage University talent and resources. Invest in community development that supports meaningful community engagement and connections to campus.
- **Elevate Philanthropy:** Develop mutually beneficial partnerships that help donors fulfill their hopes, give students opportunities, and help SUU accomplish its mission.



## **Institutional Statements**

*Southern Utah University*  
*Amended and Updated in 2023*

SUU is built on a foundation of being people-centered, purpose-driven, and place-empowered. The following institutional statements provide context for the institution's history, purpose, and core values. Taken collectively, these statements establish the soul of the institution and provide guardrails and aspirational qualities for decision-makers and stakeholders.

### **History and Purpose**

**Motto:** Learning lives forever

**Land Acknowledgement:** SUU wishes to acknowledge and honor the Indigenous Communities of this region as original possessors, stewards, and inhabitants of this Too'veep (land), and recognize that the University is situated on the traditional homelands of the Nung'wu (Southern Paiute People).

**History:** SUU is built upon the actions of hardy founders who sacrificed their health, properties, and businesses for the privilege of hosting an institution of higher education. Their goal was to enhance educational accessibility for underserved populations. Their determination and tenacity still resonate today.

### **Core Values**

**Quality Academic Learning:** SUU is a student-centered institution that prioritizes quality teaching and evidence-based practices to optimize academic learning. SUU connects the process of knowledge acquisition to its experiential application within an academic discipline or interdisciplinary learning environment. Academic learning leads to personal growth, civic responsibility, and professional excellence.

**Community:** SUU is known for its commitment to student success and its engagement within the communities of which we are part. Everyone with a relationship with the University is included and supported in learning and service initiatives. SUU fosters meaningful collaboration among groups to propel students into lives of service and engagement. SUU creates spaces for everyone to feel safe, challenged, and welcomed as they learn and grow together.

**Belonging:** SUU fosters cooperation, respect, empathy, and belonging as it recognizes differences at all levels and among all demographics. We aspire to collectively address systemic barriers to encourage success among all populations and within all campus groups.

**Innovation:** SUU explores and implements innovative partnerships and opportunities in and out of the classroom. SUU uses collaboration and emerging technologies to innovate administratively, pedagogically, operationally, culturally, and artistically. All of the University's innovation is directed toward providing students with the most engaging and supportive educational experience possible.

**Stewardship:** As part of the SUU experience, each member of the community expands their perspective through acquiring knowledge, lived experiences, and social connections. With this growth comes the

obligation to appreciate and protect our connections to history, learning, the environment, civil conversation, and the scientific process of knowledge creation. SUU works to instill in all members of its community the value of stewardship.

**Well-being:** SUU values wellness and prioritizes resources to ensure support and well-being for individuals on and off campus. Taking a comprehensive approach, SUU strives to meet holistic needs through learning programs and resources for students, the campus, and the community. SUU advocates balance in all things and integrates those principles into the learning environment.

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[1] Year 1 retention rate for fall Cohorts of first-time full-time bachelor's degree seeking students.

[2] The 150% completion time rate of first-time full-time all degree-seeking students.

[3] Total number of certificates, associates, bachelor and graduate degrees awarded per academic year.

[4] Measured by both the employment rate and the continuing education rate upon graduation.

[5] Data includes enrollment in undergraduate classes (excluding concurrent enrollment classes) taught as regular class, lab, or regular class with lab and is broken out by face-to-face and online classes.

[6] Percent of awards that are aligned with high-wage, high-demand occupations determined by USHE.

[7] Measured by end-of-semester course feedback surveys submitted by students.

[8] Includes all degree and certificate-seeking students enrolled in the SUU campus. Concurrent enrollment and continuing education students are excluded.

[9] Includes students enrolled in the SUU Online (SON), AP and Speedway campuses. Students enrolled in the SUU campus who take online courses are not included in this measure.

[10] Includes high school students enrolled in classes for college credit/enrolled in college programs and students enrolled in credit bearing classes for professional development.