/Area/Unit:								Status		
Strategic Plan Goals, 1-5	Priority for Action (PFA) & Strategic Imperative	Owner	Action Steps	Metrics	Results	Accomplishments/Success Stories	Not Started	Underway	Completed
1. Undergraduate Excellence and Innovation 2. Graduate Education and Lifelong Learning etc.	*Annually strategic imperatives. **EX: CBO 1.01 A - Provide school data analytics to support student success and degree completion.***	*Champion(s). **EX: Charlene Alexander, IRED***	*List of initiatives to achieve goals*	*Metrics are mechanisms for evaluating progress toward completing a PFA. The metric should have a clear and direct relationship to the PFA. In the narrative, describe the metric and how it is being measured, including the organization or unit measured, and provide other details relevant to the metric.*	*Results are outcomes for the measures that indicate progress toward PFA attainment. Results should be clearly tied and relate to PFAs. Describe the results, include comparisons with previous reporting cycles, and note results either this cycle and over time. Incorporation of results should align with the PFA.*	*This could be a success story, examples, etc. Also information will be utilized for the BOU Annual Report on Strategic Plan progress.*			
1.1 Create and implement a SOC recruiting and retention plan	1.6, 1.H	SOC Assistant Director, Chair of Student Success Committee		# of students enrolled, by major, concentration.		Professor Brian Hayes has attended Lake Jackson Angleton High school journalism workshop and requested it college week on 7-Day. Dr. Ashley Ward, Dr. Charlene Alexander approved this and offered to student participating in our renewed I-Day program.	x		
1.2 Create and deliver outreach programs to increase high school/college enrollment and retention of minority students	1.6, 1.H	SOC Assistant Director, Chair of Student Success Committee		# of events scheduled, number of students attending	Monitor potential changes to university core. Advocate for continued inclusion.		x		
1.3 Continue delivery of COJM 101: (Media and Society) as a University Core Curriculum Course open to all university students	1.6, 1.D	SOC Director		# of non journalism students enrolled	Identification of Ball State University Core renewal committee, committed in process.		x		
1.4 Propose additional minors (such as COJM 302 and COJM 342) in Journalism and Digital Communications in an effort to provide exposure to students in other academic disciplines	1.6, 1.D	SOC Director		# of non journalism students enrolled	The unit established the High Impact Learning Committee in Spring 2020 to advance this initiative. Should continue in Spring 2021.		x		
1.5 Provide at least one high impact learning experience (HIPL) per year (MAKE SET or other major course); undergraduate research (COJM 382) and/or HIPL for 50% of the most student-enrolled core major	1.H	SOC Director		# of high impact practices, enrollments	The unit recently launched the High Impact Learning Committee and formed policies and procedures for vetting proposals.		x		
1.6 Create a SOC faculty-led committee that's purpose is to evaluate and select immersion and study abroad opportunities providing students with the most possible high impact learning experience	1.H	SOC Director		# of high impact practices, enrollments	The unit recently launched the High Impact Learning Committee and formed policies and procedures for vetting proposals. The High Impact Learning Committee and formal policies and procedures for vetting proposals. Study abroad opportunities are currently vetted and approved "ad hoc" at the time "Tokyo" proposal. Approximately, two journalism faculty, 21 undergraduate, and 6 graduate students will travel to the 2020 Summer Olympics in Tokyo to provide newsgathering coverage and service for academic and industry partners.		x		
1.7 Expand use of Ball State's EAB Navigate and Beacon Job system to support student success	1.F	SOC Assistant Director, Chair of Student Success Committee		# of students recorded as participating in co-curricular experiences	In Fall 2021, faculty launched the use of EAB navigate				
1.8 Develop ongoing programs and processes that connect Journalism Alumni faculty members with prospective students with the goal of increasing enrollment	1.G, 1.G	SOC Assistant Director, Chair of Student Success Committee		# of alumni participating, # of students contacted	SOC presented annual awards luncheon in Oct. 2021. Faculty and students travel to alumni events in Chicago at Skills Communication, October 2021. SOC maintains alumni travel in upcoming in Indianapolis, Fall 2022.		x		
1.9 Develop programs that connect SOC on-campus experiences (Journalism in Residence lectures, workshops, etc.) with Student Recruitment/Living learning committee	1.C, 1.F	SOC Assistant Director, Chair of Student Success Committee		# of events, # of students participating	Colleges is developing a memorandum of understanding with LLC to formalize program offerings for AY 2022-23.		x		
1.10 Schedule select first-year course sections (such as COJM 101, MAKE SET, etc.) to provide more immersive connections with first-year students	1.C, 1.F	SOC Associate Director		# of sections scheduled, # of students enrolled	CCMC210 was offered at ROTC/MAX. SOU will participate in guaranteed student housing program SP 2022-23		x		
1.11 Continue and expand early outreach programs (such as Journalism Day, MAKE SET, campus visits, SOC campaign) connect early outreach with Living Learning Community	1.C, 1.F	SOC Assistant Director, Chair of Student Success Committee		# of outreach programs created, # of students participating	Early outreach program delivered summer 2021. Plans in place to expand summer 2022.		x		
1.12 Increase student participation in SOC events and programs (especially within student media, agencies and organizations	1.B, 1.F	Unified Media Manager, Student Media Agency Advisor	Research student participation in SOC events and led by SOC Director	# of students participating, number of meetings with SOC director	The SOC is in discussion with Kickstarter. Student agency participation is being tracked by Unified Media Manager. 75% student working at Magazy. SOC Director met with student leaders in Oct. 2022.		x		
1.13 Create and implement a SOC student success committee	1.G, 1.H	SOC Assistant Director, Chair of Student Success Committee	Launch Committee in Fall 2021 with the following 1 action plan, above	Achievement of above assigned goals			x		
2.1 Continue to develop innovative programs in SOC graduate programs, including cost, enrollment, structure, offerings, demand, etc.	2.B	SOC Graduate Director	Conducting surveys in Fall and Spring to gauge prospective students' interest	net revenue based on FTE/SCH ratio, placement data, retention survey			x		
2.2 Identify and develop alternative delivery models for graduate students, including workshops, micro-credentials, certificates, and short-term, intensive programs based on SOC fields of expertise (undergraduate and graduate programs)	2.C	SOC Graduate Director	# of approved programs	Faculty, graduate directors, and leadership in the Department of Media and Communication have been discussing and developing intensive/short-term alternative offerings. To date, the colleague has collaborated in the development of 10 interdisciplinary micro-credentials in Entrepreneurship, Leadership, Digital Media Literacy and Professional Media and social media content creation and management. Structured approaches to innovation/Technology of multimedia storytelling/AI technology basics.org		x		
2.3 Explore and identify ways for graduate students to customize their education by adding flexibility and room for electives in their plans of study	2.D	SOC Graduate Director	# of elective credit hours opportunities, plans of study, percentage increase in electives-relate hours	The MADD program has made curricular revisions that have included: The addition of an elective to encourage/allow for studyDevelopment of an accelerated master's degree program scheduled to be reviewed and approved by SOC in January 2023 The addition of a professional track for students who wish to forego a thesis in favor of a capstone project. Students can choose between an capstone design thinking, user centered design, UX/UI research, and/or I conceived a storytelling The addition of an independent study course for students who wish to pursue special topics under the guidance of an MADD faculty member				
2.4 Establish coaching/mentoring systems to help SOC graduate develop, implement, and execute a lifelong learning plan	2.E	SOC Graduate Director	# of student participants in coaching/mentoring system	Collaborate with graduate directors to launch an Alumni, student, and faculty book discussion group(s)			x		
2.5 Identify and implement the Scholarship of Teaching and Learning (SoTL)	3.A-E	SOC high impact learning committee chair	Fund faculty Project Management Institute training	# of lifelong outcomes/learning outcomes (discipline specific) for community engaged activities in syllabi	Thinking is presently working on "COJM 311 Identify and implement a lifelong learning plan" as a pilot project for "Scholarship of teaching and learning". "The SoTL is working to develop graduate curriculum. Instead of thinking of community engaged activities as a "course" we are thinking of a "program" of community engaged activities represent the most fundamental outcome of all department SLOs within a "project-making" curricular approach. However, there are additional program goals, which are in development and under consideration that may expand SLO to cover MSL's prepare our students for successful community engaged projects	Throughout I recently aspired to embed our department's lifelong learning outcomes into opportunities into our curricula through required project based courses, which support our students' lifelong learning goals. Our lifelong learning project management student learning outcomes, I'm not invested in professional development. In 2020, Internal and promotional non-tenure stream faculty used travel funds to attend Project Management Institute's COVID-19 guidance restrictions on travel, to complete the PMI® Authorized On-Demand Training for Project Management Professional Certification. Additionally, Alumni Foundation funds were used to support the effort. All 10 eligible faculty participated in the program and agreed to include a project management lifelong learning outcome course objective in their future courses		x		
2.6 Define and prioritize the opportunities for students to engage in increasingly complex forms of community engaged work (curricular and co-curricular)	3.A-E	SOC high impact learning committee chair	Identify project management learning outcome	list of developmental pathways for students to engage in increasingly complex forms of community engaged work (curricular and co-curricular)	The Media Ecosystem Taskforce, which was co-chaired in 2021 by Professor Ashley Sparks (SOC Director) and Jill Ortegel (SOC associate director) presented curricular and co-curricular proposals for advancing complex forms of community engaged work (curricular and co-curricular).		x		
2.7 Include community engagement in student recruitment strategies	3.A-E	SOC Assistant Director, Chair of Student Success Committee	Focus on projects in marketing	100% of promotion materials include emphasis on community engagement	Prospective students are strategically matched according to interest with faculty and current students, who highlight relevant immersion opportunities.			x	
2.8 Appropriately reward community engaged and peer reviewed teaching, research, creative endeavors, and service in faculty promotion and/or tenure considerations	3.A-E	SOC Director, SOC Promotion & Tenure Committee Chair, SOC Contract Faculty Promotion Committee Chair	Revise policies and procedures to incorporate project leadership; Update policies to support project oriented curricula	# of policies revised	Through curricular mapping and alignment of student learning outcomes and skills, the unit consolidated across and within programs to eliminate curricular inefficiencies and increase continuing project based, community engaged opportunities. In 2020-21 (AY), Consideration should be given to leading resources to maintain/sustain the current faculty ratio to improve Ball State's Media/COJM's "teaching/inquiry based model." For example, per SO 10% generated in a variable credit, project based course, we may consider granting 1/3 (or ~250) faculty load equivalent. In the past, project courses may not "count" due to site limitations. Further, faculty may not have received appropriate load credit for these labor intensive courses.				
3.1 Provide support that prioritizes faculty time and resources for sustainable projects in SOC high priority areas	3.A-E	SOC Director	Provide annual load assignment to support SOC High Impact Learning Taskforce	Load reassignments funded	Continuing project include Jill Ortegel Uniform Mentor, Drs. Ashley Ward and Dr. Charlene Alexander Mentor Program, and Dr. Adam Duker's partnership with the Hoosiers for Pro-Sustainability.		x		
3.2 Increase flexibility and nimbleness in programs, processes, structures (e.g., faculty loading, new course proposals)	3.A-E	SOC Director	Develop Strategic Plan for SOC High Impact Learning Taskforce	Strategic Plan for SOC High Impact Learning Taskforce	The Media Ecosystem Taskforce, which was co-chaired in 2021 by Ashley Sparks (SOC Director) and Jill Ortegel (SOC associate director) presented curricular and co-curricular proposals for advancing complex forms of community engaged work (curricular and co-curricular).	Through curricular mapping and alignment of student learning outcomes and skills, the unit consolidated across and within programs to eliminate curricular inefficiencies and increase continuing project based, community engaged opportunities. In 2020-21 (AY), Consideration should be given to leading resources to maintain/sustain the current faculty ratio to improve Ball State's Media/COJM's "teaching/inquiry based model." For example, per SO 10% generated in a variable credit, project based course, we may consider granting 1/3 (or ~250) faculty load equivalent. In the past, project courses may not "count" due to site limitations. Further, faculty may not have received appropriate load credit for these labor intensive courses.		x		
3.3 Provide community members and students with opportunities to develop community engaged curricular experiences	3.A-E	SOC high impact learning committee chair	Develop survey for community partners	One partner strongly agree that they were treated "as equal partners in developing community engaged curricular experiences"	Continuing projects include Jill Ortegel Uniform Mentor, Drs. Ashley Ward and Dr. Charlene Alexander Mentor Program, and Dr. Adam Duker's partnership with the Hoosiers for Pro-Sustainability.		x		
3.4 Use assessments of curricular and co-curricular learning outcomes to improve student learning experiences	3.A-E	SOC Assessment Committee Chair, SOC Curriculum Committee Chair, Director	Include learning outcomes in updated master course syllabi	Include measures in assessment plan	Revised Mass Communication Journalism program with Department of Media in collaboration program with COJM, which includes shared core curriculum in Journalism, Digital Media Literacy, and Mass Communication in SOC. Revised Journalism/Graphic Communication to be standalone major as "Media Design and Development." Revised Magazine Media Concentration curriculum.		x		
4.1 Launch SOC Scholarship Program	4.A-E	SOC Director	Evidence of establishment, Bimonthly meetings	URL Committee meets weekly	URL Committee meets weekly				x
4.2 Establish a structured "scholarship mentoring program"	4.A-E	URL Director	Seek faculty input…	Draft Approved Program	The Promotion and Tenure process has evolved into a successful structured scholarship mentoring model through regular formal committee and candidate meetings to discuss progress. A participant pool was established by the Director of the Scholarship Committee and Director of the Unified Research Lab, consisting of Dr. Bonn, The Unified Research Lab enhanced broadcast recording, human subjects, and scholarship practice of Ball State Efficiency and Effectiveness Research Lab, Dr. Gallardo's research in virtual and mixed reality learning and student facility with our computer workstations to conduct student and faculty research projects. Participants from the pool are actively engaging in research studies at the SOC's new in-2020 Unified Research lab.		x		
4.3 Establish the "participant pool" from classes for research projects	4.A-E	URL Director	IRB Approved Participant Pool	IRB-Approved Participant Pool					x
4.4 Inventory and merge SOC's dedicated research resources, equipment	4.A-E	SOC Director	Inventory list of research resources	Space operational	SOC's dedicated research resources and equipment have been inventoried and merged	SOC's dedicated research resources and equipment have been inventoried and merged and are being used to conduct research in the newly dedicated space of the Unified Research Lab.			x
4.5 Explore moving research resources inventory into newly dedicated and centralized research space for survey and experimental research	4.A-E	SOC Director	Space operational	Moved research resource inventory into newly dedicated and centralized research space for survey and experimental research.	Moved research resource inventory into newly dedicated and centralized research space for survey and experimental research resources.				x
4.6 Identify organizations/Scholarship Interest Group/Teams (e.g., health communication, science communication, etc.) to include in research projects	4.A-E, 4.C	URL Director	Ex. SciCast/Jay Teams, identify team leaders,	# internal meetings, call/zoom, presentations	Offered Marilyn Weaver Family Fellowship, which would provide support for course load reassignment and additional stipend for faculty fellow.				
4.7 Encourage and reward collaboration among faculty teams on scholarly projects	4.A-E	SOC Director, URL Director	Review budget and policies to determine opportunities for funding; Create application and selection process	# and quality of conference papers/pres., publications, grant applications, juried works, grants funded					
4.8 Establish policy for release time/summer compensation to reward scholarly productivity, involvement, leadership	4.A-E	COMDean, SOC Director	Review budget and policies to determine opportunities for funding; Create application and selection process	% FTE supplemental scholarship release summer comp					
4.9 Establish policy and process to provide supplemental travel grants to reward/encourage/support emerging scholarship and/or scholarly leadership	4.A-E	COMDean, SOC Director	Review budget and policies to determine opportunities for funding; Create application and selection process	$ funded travel grants			x		
4.10 Prepare revisions/additions to Journalism/Digital Media Literacy courses and/or curricula of related to Scholarship Teams' specializations (e.g., health communication, science communication, etc.)	4.A-E	SOC Director	Review curricular maps for opportunities for courses	# approved courses and/or curricula	COJM 397 (Topics in PR) and COJM 398 (Topics in Advertising) were approved for Spring 2022 and Spring 2023 respectively. Ashley Ward, PhD majors to allow offerings in relation to research areas, such as health and science communication		x		
5.1 Attract and retain through active recruitment, diverse SOC faculty, staff, graduate students, and student employees in the SOC	5.C	SOC Director	Use persuasive marketing tools in recruitment plan (position pdf)	retain 100% of satisfactory performing diverse SOC faculty, staff, graduate assistants, and student employees	Jess Gabbard, who is an expert and consultant in using the art of digital storytelling to promote empathy and inclusion for all gender, sexuality, minority hired as a media design and development instructor. Dr. Ashley "Sue" Ward, who is an expert on race, non-binary and promotion. Majority of tenure-stream faculty are minorities.		In 2015-16, 100% of tenured and 85% of tenure-track faculty members were white. In fall 2022, non-white faculty represent 56% of tenured and 51% of tenure-track faculty.		
5.2 Include in the curriculum emphasis on the contributions of diverse or under-represented communities in media and social research/inquiry in the communication professions.	5.C	SOC Diversity, Equity and Inclusion Committee Chair	Student Learning Outcomes/courses in master course syllabi	Cover 100% across 50 percent of courses in curricula maps			x		
5.3 Recruit, retain and graduate students from under-represented populations	5.C	SOC Director; SOC Diversity, Equity and Inclusion Committee Chair	Fund three emerging media university graduate fellowships;	Increase underrepresented graduate student population by 5%; increase underrepresented graduate student retention by 5%					
5.4 Increase minority and underrepresented student population	5.C	SOC Diversity, Equity and Inclusion Committee Chair	Include diversity in 100% of promotional materials; Participate in Ball State University recruiting event annually	Increase underrepresented undergraduate student population by 5%					
5.5 Increase minority and underrepresented student retention by 5% by 2024	5.C	SOC Diversity, Equity and Inclusion Committee Chair	Offer student success program for underrepresented students; Identify and recruit peers to their fellow minority student persistence	Increase underrepresented undergraduate student retention by 5%	the unit previously held a policy that required all students to complete all major and minor courses with grades of C or better. Although this policy had a disproportionately adverse effect on minorities suggested the policy had a disproportionately adverse effect on persistence and retention for minority students. A comparison analysis of all undergraduate students' letter grades fall+ 20,JB30 for fall, spring, and summer semesters from fall 2018- spring 2022, which I conducted, supported this observation. A total of 6,70 of all grades earned by Black/African American and Hispanic/Latino students weren't C- or better. Black/African American and Hispanic/Latino students were twice as likely to repeat a class than students who were White/Caucasian. Although this policy had a direct impact on student persistence and retention, faculty voted to eliminate the "C- or better" policy for all majors, effective since spring 2022.				
5.6 Increase minority and underrepresented student persistence	5.C	SOC Diversity, Equity and Inclusion Committee Chair; SOC Student Success Chair	Offer student success program for underrepresented students; Identify and recruit peers to their fellow minority student persistence	Increase underrepresented undergraduate and graduate student graduation rate by 5%	the unit previously held a policy that required all students to complete all major and minor courses with grades of C or better. Although this policy had a disproportionately adverse effect on minorities including minority-in-minor courses suggested the policy had a disproportionately adverse effect on persistence and retention for minority students. A comparison analysis of all undergraduate students' letter grades fall+ 20,JB30 for fall, spring, and summer semesters from fall 2018- spring 2022, which I conducted, supported this observation. A total of 6,70 of all grades earned by Black/African American and Hispanic/Latino students weren't C- or better. Black/African American and Hispanic/Latino students were twice as likely to repeat a class than students who were White/Caucasian. Although this policy had a direct impact on student persistence and retention, faculty voted to eliminate the "C- or better" policy for all majors, effective since spring 2022.				
5.7 Increase student exposure to issues related to diversity among all students and faculty in the SOC	5.A	SOC Diversity, Equity and Inclusion Committee Chair	Update Curricula maps, identify gaps	Cover 100% across 50 percent of courses in curricula maps			x		
5.8 Conduct an ongoing assessment of student and faculty perceived cultural competencies across curricular and co-curricular experiences in the SOC	5.A	SOC Diversity, Equity and Inclusion Committee Chair	Update Curricula maps, identify gaps; Conduct ongoing student media content analysis	Compare results annually to show increases in perception of cultural competencies; ME 5 content analysis, etc.			x		