

APPENDIX E  
STRATEGIC PLANNING GOALS



## **STRATEGIC PLANNING GOALS - 2001-2006**

1. Establish a positive, productive and caring work, learning, and living environment for the entire university community that values and supports the well being of each individual, and fosters a sense of pride and belonging.
2. Provide and maintain, for all who make up this diverse university community, opportunities to engage in constructive interactions and cultural experiences through work, study and other activities.
3. Enhance and promote team efforts among faculty, staff, and students both within and across divisions of the university.
4. Identify and develop both indoor and outdoor places on campus that foster interaction among individuals, and develop additional spaces for individual solitude.
5. Strengthen and coordinate a comprehensive advising program that will provide adequate staff, technology, training, recognition and support for faculty and professional advisors to ensure that all students have ongoing access to high quality advice and counsel on academic programs and goals for their careers.
6. Establish a mandatory and centrally located orientation program that includes a variety of delivery formats and assessments to assure that student transitions into the university are successful and positive.
7. Enhance the availability and awareness of academic, social, and personal support groups for students to increase retention and graduation rates among all students, particularly first year students and other identified at-risk populations; and explore other opportunities both inside and outside of the classroom to encourage a sense of belonging and connectedness to the intellectual and social life of the university.
8. Expand and support academic and co-curricular activities and programs that enable cultural expression and promote cross-cultural interaction among students.
9. Create new opportunities to expand the number of graduate assistantships and fellowships we provide our students.
10. Achieve a faculty workload comparable with competitive institutions nationwide that are committed to a vision to be one of the nation's premier interactive universities.
11. Develop a faculty incentive and reward system that recognizes the full range of faculty activity in the areas of teaching, research, creative activity and service; and provide adequate support for faculty scholarship in each area.
12. Strengthen support for faculty professional development opportunities that promote excellence in the areas of teaching, research, creative activity and service in order to meet the diverse and challenging needs of our students, state and region.

13. The university should streamline or eliminate processes that work against the efficient and productive use of employee time, and direct employee time and talent toward enhancing university programs and services.
14. Reduce the barriers that technology introduces by providing appropriate and compatible equipment, training, and support for employees to work comfortably in a changing work environment.
15. Promote and support career development opportunities for all employees, with an emphasis on customer service, communication, diversity, leadership, team building, and the use of new equipment and technologies.
16. Expand the orientation of employees to include greater emphasis on ways to promote diversity, mutual respect, acceptance, teamwork, and productivity among people who are diverse in personal identity, needs and background.
17. Develop honors programs in each of the Colleges and Schools.
18. Introduce components into all academic programs that will further engage students in the learning process as active partners with their teachers and mentors.
19. Increase emphasis on scholarly international exchange programs for faculty and students to secure a place in the increasingly global environment.
20. Establish ongoing processes and criteria to assess the excellence of performance in five major areas: academic programs; pre-, post-, and non-tenure track faculties; student performance; administrative systems, operations and support; and external collaborations, partnerships, centers, and institutes.
21. In support of graduate programs, the university will increase library journal holdings and access to other relevant materials and resources.
22. Develop two processes, one at the baccalaureate and the other at the graduate level, to stimulate and expedite the development of new academic programs to enhance the range of opportunities for students, and to identify existing academic programs that could be modified to meet new demands and priorities.
23. Review and upgrade the existing campus master plan to reflect proposed new directions and needs; including expansion of the Library; the development of up-to-date laboratory, clinical and research facilities; and improvement and addition of office space for faculty.
24. Improve long term planning for quality facilities by integrating full life-cycle utilization and cost-effectiveness into the plan.
25. Enhance campus aesthetics by seeking continuity in architectural design.

26. Develop a campus-wide energy conservation program and integrate it into an ongoing way of life for faculty, staff, and students.
27. Increase access to quality, affordable and convenient childcare facilities for the children of faculty, staff and students at California State University, Fresno.
28. Establish and support clearly identified access points to the university's resources, including academic programs and partnerships; applied research and service initiatives; faculty, staff and student expertise; and courses and programs that are designed to promote community service.
29. Improve communications regarding the broad range of university resources that are available to the external community.
30. Develop and support ways to evaluate and assess the value of participation in external partnerships and collaborations.
31. Expand the university's fundraising by planning and executing a comprehensive, multi-year capital campaign in support of academic programs.
32. Accelerate efforts to improve the accuracy of the database management system so that annual fundraising activities are improved and the capital campaign is adequately supported.
33. Expand the university's efforts in the area of grants and research and identify additional ways to draw upon the expertise of faculty, staff, administrators, and members of the external community to support and enhance the goals and activities of the university.
34. Develop and implement activities that contribute to the integration of the Department of Athletics into the overall life of the university learning community.
35. Utilize limited resources wisely through effective intra- and inter-campus communication, sharing, and cooperation.
36. Establish an environment that supports and facilitates technological innovation and development.
37. Allocate technology resources optimally to provide as close to state-of-the-art technological resources for each area as is possible and appropriate.
38. Encourage and empower individuals to manage and control their technology environments whenever possible, consistent with effective use of university resources and appropriate compatibility.

([http://www.csufresno.edu/plan/plan2/web\\_pages/goals1.htm](http://www.csufresno.edu/plan/plan2/web_pages/goals1.htm))



APPENDIX F

PLAN FOR EDUCATIONAL EFFECTIVENESS REVIEW



## PLAN FOR EDUCATIONAL EFFECTIVENESS REVIEW

The Educational Effectiveness Review will be centered on the six research questions, two for each theme, that were formulated as an addendum to the WASC accreditation review proposal. Since the research questions are quite broad, more specific questions will be generated, so that results can be obtained using existing data sources as well as research projects to be carried out prior to the Educational Effectiveness review.

The questions will be addressed by small research teams of interested faculty, staff, and administrators led by members of the WASC Steering Committee. Each research team will have partial freedom in selecting the narrower research questions, with oversight and coordination by the entire Steering Committee and a smaller leadership team. In addition to preparing a report that responds to the research questions, the research teams will be charged with drafting strategic goals relating to educational effectiveness. These goals will be submitted to the Academic Senate for approval and incorporation into the university strategic plan.

The broad research questions are listed below, along with sample questions of the type expected to be addressed in the self-study of educational effectiveness. Also listed are examples of evidence sources that will be available to the research teams and to the Educational Effectiveness visiting team. Research support will be provided by the office of Institutional Research, Planning, and Assessment, and by the Center for Enhancement of Teaching and Learning. Research teams may elect to use surveys, focus groups, or student projects to obtain additional information.

### A. Opportunity – “Access to Quality Programs for Diverse Populations”

1. How effective is the university in attracting and supporting a diverse student body?  
Indicators include *Public Image* – both academic and quality of life; *Formal Outreach* activities; *Special Admission* programs; and *Student Support* – academic, health, and wellness.
  - a. How effective are our outreach activities in attracting a diverse student body?  
a quality diverse student body?
  - b. How effective are our student support services in promoting academic success  
of at-risk groups?
  - c. How effective are our support services in helping all students (undergraduate,  
graduate, first-time freshmen, transfer students, distance learning) become successful  
graduates?
2. How effective is the university in providing quality educational programs that meet the  
diverse needs of students?  
Indicators include *Quality, Range* and *Responsiveness* of academic programs and their  
delivery, with emphasis on *Student Learning Outcomes Assessment*.
  - a. What progress has our campus made in the area of assessing student learning?
  - b. To what extent has a culture of continuous learning and self-improvement been  
instilled in the campus community?
  - c. What does post-degree success of our students tell us about the quality of our  
academic programs?

- d. How does the Honors College influence the academic community on campus?

**Possible Evidentiary Materials:**

University Catalogue  
Report of the Task Force on Student Success  
Report of the Task Force on Academic Advising  
Student Learning Outcome Assessment Plans  
Department Annual Reports  
Alumni Survey  
Survey of Department Chairs  
Honors College Annual Report

**B. Exploration – “Discovery of Knowledge, Self, and Society through Expanding Horizons”**

1. How effective is the university in encouraging student discovery of knowledge, self, and society?

Indicators include *Knowledge*, focusing on General Education and on building upon the classroom experience with learning opportunities beyond the academic setting; *Self*, focusing on experiences fostering personal growth; and *Society*, focusing on service, diversity, and international enrichment.

- a. How effective is our General Education experience? What works well, what doesn't?
- b. How effective are our service-learning experiences? What works well, what doesn't?
- c. Does participation in research result in better preparation of students for employment and/or further study?

2. How effective is the university in providing an environment that encourages exploration, delivery, and exchange of knowledge by faculty and staff?

Indicators include *Exploration*, focusing on research and development; *Delivery*, focusing on efforts to improve and expand our presentation of courses and programs; and *Exchange*, focusing on interactive experience both within and among the various constituencies.

- a. To what extent can the campus infrastructure (space, facilities, equipment maintenance) support continued growth in research activity?
- b. How does the growth in and emphasis on research impact undergraduate teaching and learning?

**Possible Evidentiary Materials:**

GE assessment data, including surveys of students and faculty, and analyses of student work  
Report of committee examining moving grants funding stateside  
MBRS project reports to the National Institutes of Health  
Biographical data and “last lectures” of those receiving the Provost's awards

### C. Interaction – “Transformation through Integration of Knowledge and Experience”

1. How effective is the university in facilitating various forms of interaction in support of a stimulating campus learning community?  
Indicators include *Curricular Interactions*, with special attention to learning communities and other structured efforts; *Events, Performances, and Exhibits; Clubs and Organizations*; the role of the *Physical and Psychological Environment*; shared governance and collaboration through *Committees and Task Forces*; and student, staff and faculty *Support Activities*.
  - a. How well do academic support programs and student learning communities mutually serve at-risk populations to achieve educational success and completion of degrees?
  - b. How significant are co-curricular activities and student government in fostering student engagement?
  - c. How well does the campus physical plant support opportunities for formal and informal interaction?
  
2. How effective is campus interaction with the community in serving student learning and the region?  
Indicators include *Student Learning* in activities such as internships and other programs structured to increase student-community interaction; *Regional Campus-Community* efforts including K-12 initiatives; campus opportunities for individuals in the *Community*; and interaction with *Industry, Professions and Agencies* through various campus programs and centers.
  - a. How does participation in community service and experiential learning affect student success?
  - b. What are the costs and benefits of decentralizing activities more commonly channeled through Extension?
  - c. How beneficial/effective are the Centers and Institutes?
  - d. How effective are policies and procedures relating to centers and institutes? Are changes needed to improve organizational efficiency and program effectiveness?
  - e. How can communication about and access to the university's resources be strengthened and streamlined for greater service to the community?
  - f. What is the economic and cultural/social impact on the region of the university?

#### Possible Evidentiary Materials:

Task Force on Student Success

*Milestones* reports

Reports from centers (including Maddy Institute, Futures Institute, Central Valley Health Policy Institute) and administrative units

Survey of Institutes and Research Centers

### D. Institutional Context

Broad research questions were not drafted in this area. Sample questions that might be addressed are:

- a. How effective are our academic and administrative program review processes?
- b. How effective is the decentralized organizational structure?
- c. How effective is the new athletic thrust to ensure academic success and integrity?
- d. To what extent are data from processes such as administrative program review and student learning outcomes assessment used to inform decisions?
- e. What is the return on investment in academic technology?
- f. Can faculty members achieve appropriate balance among competing demands on their time (teaching, research, service, personal lives)?

**Possible Evidentiary Materials:**

Program review and outcomes assessment reports

HERI surveys

National Survey of Student Engagement

APPENDIX G

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