Campus Strategic Planning Workshop
November 4, 2010

Themes, Goals and Indicators

Strengthen the Learning Environment for Students

1. Create and honor flexibility allowing for diverse learning environments.   This includes appropriate integration of technology, credit for non-Fresno State courses – partnering with other educational institutions, varied time-frames in which classes are offered – 6, 8, 12, 16 week courses, hybrid courses, time-limited strategic alliances,

   Indicator: Number of diverse learning experiences, such as: hybrid, on-line, non-traditional classes, courses offered outside traditional department boundaries and curricular partnerships with other universities.

2. Constant/consistent advising/mentoring, including unique advising/mentoring programs for each group/year in standing; e.g.

   - *After the thrill is gone* – avoiding the sophomore slump
   - *Just talking about transfer*
   - *The pivotal junior year*
   - *Chair chat* – once/month open discussion with chair
   - *One stop shop*
   - *For those about to graduate, we salute you.* (Seniors)

   And, increasing the number of advisors, both general advisors, and within departments.

   Indicator: Increased student retention

3. Culminating Experience (Research experience, e Portfolio, intensive internship, senior project/thesis)

   Indicator: Number of departments/programs that require a culminating experience.

4. Encourage critical thinking in high school and provide an early assessment of learning styles (high school & middle school) while working with parents

Indicator: Track incoming freshmen's SAT & ATC scores, Track numbers that continue on to graduate school, decline enrollment in remedial classes, an exit survey of graduating students

5. Increase the dialog with students in and out of class and from all departments – class size, registration, parking, etc.

   Indicator: Activity Levels

6. Early exposure to college; working with parents and their elementary age students.

   Indicator: Track number of events held

7. Environment focuses on campus values (choose three or four values for the campus and put resources behind them – instead of a little here and a little there)

   Relationships across time and space: how do students stay connected when not primarily on campus
   Technology mastery: students know how to use social media, but not necessarily what they need for jobs or research.
   Standards and integrity
   Long term retention: if students buy into our values they are more likely to stay engaged with our campus

8. Environment translates to life after graduation

   Service Learning: show students that what they are learning is a part of their lives or will be - integrate it so it is not throw away material
   Critical and innovative thinking -
   Learn how to learn : Students have material at their fingers tips but still do not know how to learn. Teach them how to learn so when they
   leave campus they become life long learners.
   Reduce information overload: Students are so overwhelmed that they do not engage because of information overload.
   Evaluate on what the students learn versus what was taught – move away from teaching material to a learning environment

9. Coherent technologies in support of an enriched academic and life experience

   Learning Cohort: students need to be in a cohort from their first day, with
    Faculty and Staff pre-assigned to them, and assigned to learning outcomes (writing skills, ethics, how to research, etc)
   Collaboration: Faculty and staff need to integrate all aspects of the students
    experience (remove the silos)
   Require or incorporate on campus activities into the curriculum

Create traditions: Currently Fresno does not have any significant traditions that students buy into – we need them to engage students and have them buy into campus

10. Increase student engagement through such opportunities as service learning, collaborative teaching and learning, and hands-on learning.

- Motivate/stimulate students to enhance their engagement.
- Enhance connectivity between students, faculty and staff
    - Technology can facilitate this
- Ensure relevance for students
- Flexible/dynamically adapt to students

Indicator: Increase the number of courses that incorporate service learning, collaborative teaching and learning, and hands on by 5% each year for a total of 25% in 5 years.

11. Provide more faculty and student training in using available resources.

- Technology training to enhance the ability of faculty and students to use the tools available.
- Combine faculty, staff and students together in teams

Indicator: Provide a technology literacy/application program for faculty and students and measure success by the level of participation in the program.

12. Break down the traditional academic barriers (e.g. cross discipline teaching, alternative teaching/learning methods, etc.)

- Explore alternative teaching pedagogies
- Team teaching
- Partner with K-12 to alter success criteria for college bound seniors and ensure greater preparedness of our incoming freshman

Indicator: As measured by NSSE, increased student satisfaction with the learning environment and engagement.

13. Present information in a non-traditional means in the classroom.

- Expand opportunities for faculty for learning new teaching modalities.
- Disseminate promising teaching practice so that others may be aware.

Indicator: The number of faculty attending training sessions and the number of training sessions available.

14. Offer different schedules. Offer untraditional schedules and locations. Offer courses on-site to large companies or the community.

    Indicator: The number of different schedules offered.

15. Support System: Student/ faculty support system (mentoring system).

    Indicator of success: Survey students about their satisfaction of help received regarding their progression to graduation.

16. Take away the "mystery" in our course descriptions through the creation of enhanced searchable online course descriptions. We envision the creation of a searchable legend system that identifies key indicators of how and when the class is conducted so that our students can identify the courses that will fit their needs more effectively.

    Examples of key indicators that the students may be interested in are:
    - Instructor Style – Primarily teaches through use of lectures, interactive activity with students, team teaching.
    - Learning Environment - Emphasis on individual effort vs. group/team activities.
    - Classroom Environment: Online, lecture hall, satellite classes, or use of field trips.
    - Time of Day: Day or evening class offering.
    - Days of the Week: M-W-F, or T-TH
    - Opportunity for Research/Internship Experience or Community Outreach.
    - Text Materials: Purchased textbooks, instructor provided materials, or online research.

    Indicator: Measuring the number of 'hits' on the online course description catalog and the parameters selected.

17. Establish Instructional Support Teams to Support Faculty. Creating dedicated teams of support personnel with specialties in technology, tutoring, physical environment layout, etc., that the faculty could work with to assist in the design and delivery of their class offerings. It can be difficult for the instructors to stay on the cutting edge of new teaching ideas and techniques.

    For example – the physical layout of a classroom can influence the effectiveness of the class. Having a specialist in designing the physical layout of a classroom for the instructor to consult with, would result in a classroom arrangement that would enhance the effectiveness of the delivery of the course material. Other examples would be, having a specialist that can assist and advise the instructor on the best utilization of technology in delivering the class objectives to the students, or having tutors that the instructor could refer the student to, that are already

familiar with that instructor's course which would make the tutoring more effective for the student.

The support teams could be created:

- from existing instructors with each instructor sharing their areas of expertise with the other instructors,
- through the use of the "little red schoolhouse concept", where senior students are used to assist their peers or under classmates, or,
- by assembling a support team of dedicated staff for each school on campus.

Indicator: Surveying the faculty and the students on the effectiveness of the program.

18. Creating more CSU global/regional course offerings for classes that are typically not offered on a consistent basis. One campus could offer the class onsite, with the other campuses students attending remotely.

This would offer our students more flexibility in tailoring their course materials to meet their objectives and provide them more assurance that they could graduate on a timely basis.

This would provide our students to participate in more specialized course offerings . Some highly technical/specialized class offerings are difficult to offer consistently because of because of limited enrollment. Any one campus cannot justify offering the class economically due to small enrollment, however, multiple campuses would be able to enroll enough students in that class to justify that class economically. And, with regional planning, also offer it consistently so that the students can plan their schedules with some certainty.

Difficulty in recruiting qualified instructors due to economic reasons or location. For example, experts in a particular field are usually more available in highly urban environments and would not be willing to commute to more rural areas to conduct a class. Or, in highly compensated fields, it may not be economically viable to hire an instructor for a small student base.

Utilizing a more global approach to our class offerings would ensure that students with scheduling conflicts would have more opportunity to resolve those conflicts so that they would not have to attend additional terms to complete the required classes needed for graduation.

Indicator: Measuring the number of students who are enrolled in the "global" course offerings, and capturing the effect of this program on the graduation rate.

19. Requiring coursework that deals with global, multi-disciplinary issues. Examples include 7 revolutions course currently taught by Martin Shapiro in Psychology, the Texas example of class that fosters development of innovative thinking, and courses on global issues like water.

   These courses include an application of knowledge gained through applied research, service-learning or other.

   Indicator: Number of these types of courses offered and integration into graduation requirements.

20. Provide a cross-listing of courses from other California State University campuses. In line with the concept of offering more California State University global/ regional course offerings, provide a cross-listing of courses offered by other campuses so that students could easily substitute those classes to fill their class schedules.

   Indicator: Measuring the number of students who are enrolled in the "global" course offerings, and capturing the effect of this program on the graduation rate.

21. Require each cabinet member and administrator to visit three different class sessions per year and report to each other what they leaned and saw.

   Indicator: This will promote a stronger connection and mutual appreciation among faculty and administration, keep the focus on student-learning and keep leaders in touch with the culture of teaching on campus.

Improve Student Success and Graduation Rates

1. Enhance/improve academic and career advising and implement the advising early.

   - Suggestions/examples - freshman seminar, learning communities with a common assignment, block scheduling,

   Indicator: Students who receive early and ongoing advising will show increased retention and graduation rates

2. Establish connections early between the student and the community as well as the University including the major as well as its faculty and staff

   - Suggestions/examples – portal course (lower division intro to major course) taught by senior/experienced, energetic faculty who can engage the student in the major, shared experiences/assignments such as service

learning/community engagement within the major and/or learning community, internships

Indicator: Increased graduation rates

3. Improve and expand access to and utilization of academic counseling, faculty mentoring and tutorial services to underprepared students

   Indicator(s):
   - Expand by 25% of the number of external grants in support of student services
   - Twenty-five percent increase in the number of individuals trained within each department to support student services

4. Enhance tutorial and support services for high failure rate core courses.

   Indicator(s):
   - % of students receiving services
   - Decrease the failure rate of core courses

5. Identify and enhance innovative technology practices for student success.

   Indicator: Identify and launch at least three technology pilot programs. For example, launch a program that involves providing iPad's to a cohort group of Criminology students that contains all relevant instructional materials, experiential learning and enhances access to university support functions.

6. Commit to expanding and implementing initiatives of the student success task forces that strongly correlated with reducing student disqualification (such as learning communities, academic coaching, bridge programs, supplemental instruction and SupportNET).

   Indicator: Decrease in number of disqualifications per semester and the number of non-readmits.

7. Set an expectation that students make a stronger connection between their chosen major and their intended careers through formal experiences such as internships, cooperatives, and formal mentorships. This will require the creation of cooperative projects with industry and alumni, as well as providing release time to faculty.

Indicator: During their time at Fresno State, 75% student participates in one of these programs.

8. Use new and emerging technologies to make student advising more convenient, effective, and self-service.

   Indicator: Develop an online advising system.

9. Ensure that students are better prepared for success as the enter the university by:

   - Working with K-14 schools to support them in preparing students for college with less need for remediation
   - Working with K-14 schools to improve counseling/advising support
   - Requiring students to meet higher standards for admission; higher GPA and standard test scores

- Administer the ELM/EPT earlier and require remediation to be   completed, and the ELM/EPT passed, prior to admission.

   Indicator: Lower rate of students requiring remediation after admission

10. Learn from our students about their definition of success, their success or reasons why they have not achieved success by:

    - Surveying entering students regarding their expectations regarding time to graduation and other indicators of success including career goals
    - Surveying alumni regarding their success in achieving their career objectives and other attributes they associate with successful outcomes from their education at Fresno State
    - Surveying students leaving the university without graduating, and those not graduating after 5 years, regarding the reasons they have not completed their degrees; design the survey to accommodate the possibility that non-graduates consider their outcomes successful due to achievement of career goals, transfer to another institution or other reasons.

    Indicator:

    - Lower levels of those leaving the university, whether or not they graduated, reporting they have not achieved success
    - Closer alignment between the university's stated metrics of success, such as graduation rate, and actual indicators of success reported by students and graduates

11. Take greater responsibility for student success by:

- Increasing the likelihood that students choose majors that align with their goals for success
- Providing stronger advising support and career services
- Providing more internships, job shadowing opportunities and job placement support

- Reconsider efforts to reduce undeclared majors. Where these are a legitimate reflection of the student's need for additional experience or information before choosing a major, they could help us improve the accuracy of data relating changes of major to effectiveness of counseling and advising.

  Indicator(s) : Higher rates of students with declared majors earlier in their academic careers and lower incident of changes of major, higher rates of participation in advising, and, higher levels of satisfaction reported by students regarding the quality and effectiveness of advising

12. Mandatory academic advising in first four semesters.

- Use of academic roadmaps
- Use of Degree Completion Plan (DCP)
- Explore funding models to pay for advising

Indicator: 53% graduation rate after six years

13. Block scheduling for all 1st semester freshmen

- Collaboration between enrollment and undergraduate dean
- Create learning communities within block scheduling
- Based on academic preparation

Indicator: 53% graduation rate after six years

14. Expand mentoring program especially for high risk students

- Increase number of faculty and staff mentors
- Explore on-line mentoring program with alums and other groups
      Create mentoring program for transfer students

Indicator: 53% graduation rate after six years

15. Two -year class schedule

Indicator: Student survey, class schedules that needed to be changed, number of changes, graduation rate

16. Reevaluate the GE patterns to ensure they are promoting student success, connecting students with their major and career path as well as graduation rates.

    Indicator: At least 25% of GE courses should be related to a student's major.

    <u>**Notes**</u>
    - Implement a program of more robust course evaluations
    - Improve student advising
        - try to include process.
        - But some rules like how handle the advising requirement now can cause issue
        - Lots of students to advise is hard to do.
        - Need people to coordinate.
        - Engineering learning workshops and academic coaching
        - Learning communities enhancements
        - Connect faculty advising and advising services resources
        - Advising IM email services, chat etc in department or Joyal?
    - Make career planning better, internships etc
        - Work with alumni
        - Connect students with their careers
    - What do the studies show why students aren't graduating?
    - Force students to pay when they go past 130 units
        - How to address super seniors to submit their graduation plan
    - Everyone evaluates every semester
        - Clicker based evaluations
    - Colleges have highest success rate have more students
        - Open access causes a challenge and opportunity
    - More outreach to high schools bridge programs etc for math and science preparedness
        - Community college/CSU roadmaps
    - Ways for colleges and programs to have information to students so they feel comfortable
    - Call on students who left university and get them back
    - Student research opportunities
    - Localized writing and reading initiatives. Writing is more focused on topics than just doing the action.

Faculty/Staff Engagement

1. Increase faculty engagement and mentoring opportunities with students to give them the opportunities for learning and demonstrating leadership.

Indicator: Student retention rates increase with the increased number of offerings and faculty/staff/student participants in department specific leadership experiences.

2. Moving toward 9 WTU average per semester for faculty to allow for more involved activities with students. (Examples – increased research and grant activities that involve (and benefit), students.

   Indicator: Calculate the current semester with average and compare with the goal of 9 WTU and measure the number of scholarly/creative, or grant projects involving students.

3. Offer development and training to equip faculty and staff to better communicate with students, using the tools that will connect with students.

   Indicator: Increase student response rates in communications from faculty, and/or administration.

4. Time For Reflection :   The work demand on pre-tenured faculty does not allow for time to read, reflect or examine their work product. Course work load is intensive. Goal is to lessen the work load on pre-tenured faculty and increase the workload on tenured faculty.

   Indicator: Increase the number of grant applications/awards, increase in faculty publications, increase attendance to conferences and presentations.

5. Utilizing Staff Expertise: Encourage faculty to seek out and utilize staff expertise in their field of study and course work. Matching staff to course work to share real time experience and expertise.

   Indicator: Develop a staff directory of expertise for faculty. Measure staff usage per semester.

6. Faculty and Staff Recognition and Awards: Increase the number of faculty and staff recognition awards across campus. To increase award awareness and increase the applicant pool of current programs. Suggestions such as monthly or quarterly employee recognition awards.

   Indicator: increased number of applicants and nominees for current awards programs. Development of new awards.

7. Identifying goals for development and engagement at the individual staff and faculty level: Allow for more diversity in individuals looking at campus career paths that may be outside his/her current job assignments and align development and engagement plans to university goals and objectives

Indicator: 50% of staff and faculty have identified development and engagement goals reported annually

8. Allow time and allocate resources for development and engagement activities: need to generate more productivity to get more time and resources - determine non-value added work to stop doing.   Make available the "right" resources to get the work done (e.g. use technicians to complete work that staff reductions are forcing faculty/mgrs to do). Target scarce budget resources to areas that can buy back time.

    Indicator: 50% of staff and faculty report completed development and engagement activity annually.

9. Provide opportunities for development and engagement: Enhance programs to generate development and engagement opportunities :

    - Define possible career paths that individuals can follow and appoint positions from within university personnel
    - Establish reward and recognition structures that promote this behavior
    - Develop system to allow connecting of individual interests to the opportunities for development and engagement

    Indicator: System established to allow connecting interest and opportunities for development and engagement

10. Develop a common block of two hours during the work week which will enable faculty/staff dedicated time to promote creativity, connections, problem solving and engagement campus-wide. These "University Hours" will be a time during which no classes are scheduled and not only will address faculty and staff needs for planning and creativity, but also will promote student connections on campus through clubs and organizations.

     Indicator: This time has been incorporated into the master schedule. There is a mechanism for reporting/gathering best practices. (example: website, reports, annual meeting)

11. A university mission statement be created and known among the entire campus community. The mission statement should not exceed three concise statements that reflect our campus, and are easy to remember. The mission statement could serve as the "soul" of the campus and become the driving force behind all work and transformative changes.

Indicator: 100% participation. Every employee on campus should be able to identify the mission statement and how their role is important to achieving the university's mission.

12. Develop a leadership program/philosophy to create advancement opportunities for faculty and staff and to reduce vulnerability in positions by sharing responsibilities to promote professional growth. This could also be labeled a 360-degree approach to leadership.

    Indicator: Pre-retirement planning for succession. Creating pathways for advancement and professional growth, and more internal hiring for upper management positions and more external hiring for entry-level positions.

13. Improve efficiencies in existing processes that will provide time for more engagement:
    - Utilize technology more efficiently and make implementation a priority
    - Enhance use of collaborative software at the dept level
    - Enhance publicly distributed information so that individuals can choose to access information or not, i.e., Bulletin Board
    - Support for chairs and coordinators to explore ways to enhance development and engagement in their units

    Indicator: An increase in professional development activities that can be recorded as part of our time reporting.

14. Make the staff/faculty engagement, training and development a priority, even in lieu of the economic challenges divisions face:
    - Increased funding of service learning course development
    - Enhanced support for faculty travel to academic conferences, faculty dev workshops

    Indicator: Faculty and staff are able to self report development and training as a priority of the university, and there are innovative ideas coming forth that enhance the teaching environment.

15. Assure that appropriate staffing levels exist to allow time for development and training:
    - Hire additional faculty and staff where needed to allow time for development and engagement- honor development and engagement activities as part of fac/staff workload
    - In-service days- Set aside dedicated employee enhancement days that are part of the academic calendar for training, development and engagement

with the community. One day set aside for training and development and another set aside for community involvement and service.

Indicator: Greater levels of student satisfaction and Increased scholarship activities and the numbers of students involved in those activities,

Wild Card Goals & Indicators

1. Environment that celebrates diversity:
   - Physically and Diversity
   - Cultural Awareness
   - Prejudice Reduction

   Indicator: Students must complete a project that reflects the values of the institution and what they learned throughout their student career.

   Pre and Post test on the:
   1. Campus Values: Pre/Post test
   2. Coherent technologies:
   3. Life after Graduation: Alumni Survey shows greater connection back to the campus
   4. Diversity – Every student must attend a campus sponsored activity, once a year, a write a reflection paper.

2. Engage with regional employers to partner with service learning, research opportunities, employment and direct support for related classes and disciplines.

   Indicator: none provided

3. Additional Technology support for colleges, faculty, and staff to help ensure the training needed to engage properly in the current technology age.

   Indicator: none provided

4. Community Engagement**:** Modify parking restrictions to better engage the community.

   Indicator: More visitors to campus each year increased by 5% per year

5. Physical Environment**:** Standards for esthetics – hodgepodge of buildings/physical environment

   Indicator: Replacement of 5% of buildings on campus

6. Determine what we can stop doing; more carefully assess what we should be doing.

   Indicator: None provided.

7. Increase the extent of student engagement in our campus community by:

   - Making greater efforts to provide opportunities that will attract students to engage in campus activities
   - Requiring student participation in a campus organization at the end of year 2 or the beginning of year 3 of their enrollment
   - Increase the level of on-campus/near-campus student residents
     - increase out-of-state and international student enrollment

   Indicators: Higher attendance by students at campus events and higher levels of involvement by students in campus organizations. Higher rate of alumni involvement through participation in alumni activities, giving, etc.

8. Designated Transportation Grid on Campus: Bikes, Skateboards, Pedestrians, Carts, Etc.

   Indicator: Designated pedestrian paths

9. Increase the number of meeting rooms/locations that are available for students - undergrads/grads, to meet and collaborate.

   Indicator: one per department or program.

10. Technology and Student Learning: Increase the number of online Masters programs. Develop online programs that will mirror the success of the online credentialing program CalStateTeach.

    Indicator: Double the number of programs.

11. Relax parking to encourage community engagement

    Indicator: None provided

12. Do away with physical meeting with the use of technology to allow connecting virtually

    Indicator: None provided

13. Focus development efforts for student learning experiences

    Indicator: An increase in students traveling abroad