

California State University, Stanislaus STRATEGIC PLAN

FRAMING THE FUTURE

High Aspirations, High Expectations

Moving forward into the next decade, California State University, Stanislaus commits itself to an ambitious program: sustaining the qualities that have served us so well, while adapting to current challenges and preparing ourselves to grasp new opportunities. This Strategic Plan, *Framing the Future*, capitalizes on the development over the past decade of the University's mission and the vision and values statement, documents created through extensive intramural collaboration, and outlines a path for future development.

As a campus community, California State University, Stanislaus reaffirms and recommits itself to its core academic mission: the joy of teaching and learning. We commit ourselves to engaging and providing access to a diverse, often first-generation student body in a developing region. We commit ourselves to augmenting our strengths in teaching and learning by advancing support for scholarship and intellectual pursuits. At the same time, the opportunities and challenges provoked by the economic and social transformation of our traditional service region—the counties of Calaveras, Mariposa, Merced, San Joaquin, Stanislaus, and Tuolumne—prompt us to augment these commitments by realizing our potential as an agent for positive change through partnership with the community.

This Strategic Plan frames our future through three key themes:

1. Student engagement, development, and student achievement
2. Support for teaching and learning, scholarship and service
3. The University and the community

Implementation of the Strategic Plan requires the necessary human, informational, technological, and material resources. We envision California State University, Stanislaus as a highly valued and respected institution that, endowed with a faculty known for the high caliber of their achievements, fulfills its primary mission of teaching excellence informed by well-recognized scholarly and creative accomplishment. Our aspiration is that the name "Stanislaus" be widely recognized as a place where academic excellence underscores teaching excellence.

CSU Stanislaus has built a solid foundation through planned growth, determined adherence to principles of collegial academic exploration, commitment to service to the region, and above all, to the idea that close collaboration between and among faculty and students creates engaged and responsive communities. In effecting the work of this transformation, our engagement with the community is invaluable to the success of any mission we envision. Our ties with our service area allow us to respond to the needs of the area and to work with our communities to have a transformative impact upon it. As we develop, we commit ourselves to serving the region; our fortunes depend upon our ethical, engaged, interpersonal activity.

This Plan encourages faculty development, innovation, and imagination to create and continue to deliver high quality academic programs. We will create a university culture that shows pride in the intellectual achievement and pedagogy of our faculty by investing in the recruitment and retention of a high quality and diverse professoriate and by supporting the development of individual faculty members. Similarly, organizational effectiveness depends upon the quality of the University staff members and their commitment to the highest level of delivery of services to students and faculty. Investment in the professional growth and achievement of staff is essential for the University to achieve excellence of operations and to fulfill its mission as a learning organization.

The University's organizational structures should reflect its high level of expectations for effectiveness, efficiency, productivity, accountability, and quality.

This Plan gives a framework and direction for program development during the next decade and establishes criteria for investing in its current programs. This Plan honors the University's traditional core commitment to liberal arts, complemented by professional programs in service to the region while encouraging a creative and innovative approach to program development. The University will continue to seek accreditation and reaccreditation by national professional accrediting agencies to underscore our commitment to quality.

California State University, Stanislaus earned the distinction of being noted a predominant Hispanic-serving university by U.S. News and World Report. Hispanic Outlook magazine designated our university exemplary in serving Hispanic students. We are listed as an Hispanic-serving institution by the U.S. Department of Education. Forty percent of newly admitted students are of Hispanic heritage. Attention to diversity is a hallmark of this university.

The University is committed to serving a growing freshman class; continuing to serve transfer, graduate, and post-baccalaureate students; and expanding opportunities for international students. We are one University with a commitment to access and quality at multiple sites: our main Turlock campus, the Stockton Center, the Merced Tri-College Center, and the expanded service area made possible by distance education and e-learning initiatives. As the reputation for quality education of California State University, Stanislaus increases, we will invigorate our relations with the many communities of our service area. The University will create partnerships with schools, foundations, and businesses to provide services designed to encourage college preparation and facilitate college entrance. The University will prepare its graduates to lead their communities, promoting student development in literacy and numeracy, communication, creativity, information competence, critical thinking skills, social and community engagement, and global awareness.

Building on our commitment to academic achievement, we are committed to ensuring that campus culture continues to support a nurturing environment, a vigorous student-life presence, and an aesthetically stimulating environment, the latter a distinguishing feature for the City of Turlock and the Central Valley. The City of Turlock occupies a special place in that service area as the home of the University; hence, we endeavor especially to build upon our relations with the City, as we grow our University with our home town.

Ours is a highly regarded Central Valley university with a vital mission. Let us frame our future.

1. Student engagement, development, and academic achievement

1.1 Strategic Action: Continue the tradition of engagement to enhance the overall success of a diverse body of students.

Activities:

- ❖ Continue to improve retention and persistence to degree;
- ❖ Increase student-faculty engagement through informal contact, service learning opportunities, meaningful co-curricular programming, community engagement, student participation in professional societies and activities, and study abroad;
- ❖ Encourage and celebrate scholarly achievement;
- ❖ Attract high achieving students to the campus and ensure continued access for students of promise by enhancing scholarships and financial aid.

Effectiveness Indicators:

- ❖ program specific retention and persistence studies;
- ❖ scholarship funding levels;
- ❖ student research productivity;

- ❖ student participation levels in programs;
- ❖ student satisfaction and engagement surveys;
- ❖ student demographics, including veterans and disabled students.

1.2 Strategic Action: Continue to provide excellent undergraduate and graduate programs in the liberal arts and professions.

Activities:

- ❖ Increase support for current programs to promote excellence, as permitted by budget considerations;
- ❖ Increase degree to which programs are aligned with regional needs, student demand and institutional mission;
- ❖ Where befitting, sustain or enhance programs relevant to first year students;
- ❖ Enlist government and community support for existing programs.

Effectiveness Indicators:

- ❖ program quality (Academic Program Review);
- ❖ enrollment data;
- ❖ student, alumni, and faculty surveys.

1.3 Strategic Action: Develop new programs that demonstrate the greatest centrality to the University's mission, the highest quality of academic rigor, and expectations for student learning.

Activities:

- ❖ Develop new programs through the department, college, and university structures;
- ❖ Engage in a highly consultative process to prioritize new directions with an academic master plan;
- ❖ Enlist the community to recommend and support new program development.

Effectiveness Indicators:

- ❖ program quality and vitality through academic program review, external evaluation, and disciplinary accreditation (as appropriate);
- ❖ enrollment data.

1.4 Strategic Action: Support colleges in developing and reinforcing their distinct academic identities.

Activities:

- ❖ Develop and articulate college identities;
- ❖ Offer innovative academic programs that both serve particular needs of the region and draw students from the state, nation, and internationally;
- ❖ Foster fair, effective, and efficient faculty governance structures that mesh well at department, college, and university levels;
- ❖ Diversify the colleges' resource base through acquisition of extramural and private financial support through University Advancement;
- ❖ Provide seed support for promising programmatic initiatives.

Effectiveness Indicators:

- ❖ colleges' public images in region, state, and nation;
- ❖ program enrollments—region, state, and nation;
- ❖ diversification of resource base and University Advancement support;
- ❖ programmatic initiatives.

1.5 Strategic Action: Facilitate access to programs and develop nontraditional delivery models appropriate for the unique needs of students.

Activities:

- ❖ Support new and restructured programs designed for judiciously chosen student constituencies, with specific program development emanating from the colleges;
- ❖ Increase number of certificate, credential, and executive programs;
- ❖ Increase number of students entering and completing these programs;
- ❖ Improve workforce placement in high demand professional areas.

Effectiveness Indicators:

- ❖ cost/benefit analysis, program evaluation, evidence of student learning, faculty and student satisfaction;
- ❖ enrollment data and program quality and vitality through academic program review, external evaluation, and disciplinary accreditation (as appropriate);
- ❖ program quality and continuing accreditation;
- ❖ placement data from business, education, healthcare, and industry.

1.6 Strategic Action: Ensure a comprehensive and accurate student advising program to articulate clear degree pathways and emphasize student accountability.

Activities:

- ❖ Implement efficient, easily-understood and effective advising processes, including new student orientation;
- ❖ Make degree audits available on-line;
- ❖ Provide clear and accurate advising, accessible through multiple media;
- ❖ Increase student activity and accountability in evaluating their academic progress, managing their academic portfolios, and abiding by University regulations.

Effectiveness Indicators:

- ❖ retention and graduation data;
- ❖ appropriate measures, derived in part from data on graduation rates, total units attempted and time to degree;
- ❖ student satisfaction and engagement surveys;
- ❖ exit interviews.

1.7 Strategic Action: Emphasize internships, workshops, and career skills development to provide strong preparation for career success after graduation.

Activities:

- ❖ Increase opportunities for students to explore career opportunities;
- ❖ Link career options and opportunities to majors;
- ❖ Enhance level of service learning and community engagement;
- ❖ Increase placement rates in chosen field;
- ❖ Enhance the ability of California State University, Stanislaus students to perform as highly competitive and successful professionals.

Effectiveness Indicators:

- ❖ employer, alumni, and graduating senior surveys;
- ❖ placement rates;
- ❖ increase awareness and resources of Career Center;
- ❖ levels of participation in service learning community partnerships.

1.8 Strategic Action: Strengthen the general education program to prepare students for academic challenges, the likelihood of multiple careers, and lifelong learning.

Activities:

- ❖ Continue to evaluate general education course offerings and schedules;
- ❖ Coordinate interdisciplinary programs/intercollege programs both sustaining existing ones and creating new ones as necessary.
- ❖ Foster strengths in the liberal arts and preparing students for academic challenges
- ❖ Integrate clearly global learning and environmental sustainability principles into General Education Learning Goals;
- ❖ Assess the design and delivery of the general education program, including factors such as information literacy, global awareness, civic engagement, and sustainability, among others;
- ❖ Assess student achievement in general education learning goals;
- ❖ Enhance communication with California community colleges to improve transfer readiness and preparation;
- ❖ Study the feasibility of appointing a faculty director to provide leadership for development and assessment of the general education program.

Effectiveness Indicators:

- ❖ evidence of student achievement of general education learning goals;
- ❖ evidence of student participation in interdisciplinary programs or activities.
- ❖ graduating senior, employer, and alumni surveys.

1.9 Strategic Action: Prepare students to be leaders in their field who are globally aware and responsive to environmental and sustainability issues.

Activities:

- ❖ Increase percentage of students in leadership experiences;
- ❖ Integrate clearly global learning and environmental sustainability principles into General Education Learning Goals;
- ❖ Provide multiple opportunities for the study of a variety of languages and cultures;
- ❖ Increase the number of seminars, practica, and field experiences which address environmental and sustainability issues.

Effectiveness Indicators:

- ❖ student enrollment and participation in leadership programs;
- ❖ student recognition in campus, local, state, and national competitive leadership events;
- ❖ evidence of student achievement of General Education Learning Goals;
- ❖ growth of effective language learning opportunities;
- ❖ availability of campus and local seminars, practica, and field experiences addressing global awareness and/or environmental sustainability.

2. Support for teaching, learning, scholarship, and service

2.1 Strategic Action: Recruit and retain a diverse and engaged faculty.

Activities:

- ❖ Continued university commitment to established principles of diversity;
- ❖ Fully implement the Workload Agreement;
- ❖ Implement and fully fund a policy of assigning twenty percent of total faculty workload to research, scholarship, or creative activities, broadly defined;
- ❖ Continue to increase faculty compensation throughout the academic ranks and at median level or above for comparable institutions;
- ❖ Reduce first year workload for new faculty hires;
- ❖ Support pedagogical development for junior faculty;
- ❖ Mentor and support research, scholarship, and creative activities agenda, including securing seed funding for extramural support;
- ❖ Promote and publicize accomplishments and achievements;

- ❖ Determine whether “increased college autonomy” means an increased level of participation of the college in retention, promotion, and tenure decisions;
- ❖ Mentor full-time and part-time faculty and increase opportunities for non-tenure-track faculty to participate in governance, service, scholarship and creative activity;
- ❖ Increase faculty opportunities to enhance teaching skills for advancement and professional development via the Faculty Center for Excellence in Teaching and Learning’s programs and activities.

Effectiveness Indicators:

- ❖ seventy-five percent tenured and tenure-track faculty, measured in terms of full-time equivalent faculty (FTEF);
- ❖ maintain or lower student faculty ratio;
- ❖ institutional data indicating the degree to which faculty are able to receive adequate assigned time for scholarship, professional activities, and indirect instruction.
- ❖ other faculty demographics;
- ❖ compensation data;
- ❖ retention rates at mid-career;
- ❖ faculty reports of teaching; research, scholarship, and creative activities; and service performance;
- ❖ student and faculty surveys.

2.2 Strategic Action: Recognize faculty for leadership, service, and achievements.

Activities:

- ❖ Recognize and publicize faculty as public intellectuals;
- ❖ Increase level and variety of knowledge shared within the University and the broader community;
- ❖ Define opportunities for and promote involvement of Emeritus faculty in campus activities;
- ❖ Continue to improve competitiveness in salary compensation.

Effectiveness Indicators:

- ❖ faculty demographics;
- ❖ compensation data;
- ❖ faculty reports of teaching; research, scholarship, and creative activities; and service performance;
- ❖ faculty participation in governance;
- ❖ faculty, student, and community surveys.

2.3 Strategic Action: Support the professional development, growth, and achievement of the University's staff.

Activities:

- ❖ Increase staff opportunities to enhance skills for advancement and to acquire additional education;
- ❖ Enhance staff satisfaction and efficiency;
- ❖ Recruit, hire, and retain staff at appropriate levels.

Effectiveness Indicators:

- ❖ funding levels and hours dedicated for staff development;
- ❖ staff participation rates in on-campus and external staff development;
- ❖ staff promotions, re-classes, in-range advancements, etc.
- ❖ staff turnover rate
- ❖ staff educational attainment;
- ❖ staff demographics;
- ❖ staff, faculty, and student satisfaction surveys.

2.4 Strategic Action: Provide accessible, comprehensive library resources and services to support the research and scholarship of students, faculty, and staff.

Activities:

- ❖ Increase substantially the size and currency of the library collection;
- ❖ Increase information and learning resources to facilitate high quality teaching and research, scholarship, and creative activities;
- ❖ Recruit library faculty and staff to appropriate levels;
- ❖ Increase support at the University level, in the colleges, and in the library for faculty pursuing grant and research opportunities.

Effectiveness Indicators:

- ❖ funding level for material and human resources;
- ❖ library user surveys;
- ❖ library unit review process;
- ❖ size, scope, currency, of the library collection;
- ❖ grant productivity measures.

2.5 Strategic Action: Provide appropriate campus technology services to all members of the campus community, while maintaining the primacy of technological support for academic programs.

Activities:

- ❖ Provide agile, robust, and ubiquitous technological services;
- ❖ Improve service delivery through accessibility and expanded communication;
- ❖ Improve faculty and student access to campus information and appropriate technology tools.
- ❖ Recruit technical staff in sufficient numbers and with appropriate skills;

Effectiveness Indicators:

- ❖ technological support measures;
- ❖ technology assessment through support unit review process;
- ❖ faculty, staff, student satisfaction, and graduating seniors' surveys.

2.6 Strategic Action: Support innovative curricular and co-curricular opportunities to instill in students the pride of scholarship.

Activities:

- ❖ Increase availability of learning communities and learning support programs that support our student body;
- ❖ Develop programs and activities that help distinguish the University as a center for learning;
- ❖ Increase opportunities for student research, scholarly, and creative activities.

Effectiveness Indicators:

- ❖ retention of students and graduation rates against targets and in comparison with peer institutions;
- ❖ outcome achievements in organized learning communities;
- ❖ participation in honor societies, academic presentations, and competitions;
- ❖ students continuing to further graduate and post-baccalaureate study.

2.7 Strategic Action: Continue the development of the Stockton Center.

Activities:

- ❖ Promote existing strengths of the Stockton Center and enhance its academic identity by focusing on 6-8 complete and community-responsive programs;
- ❖ Provide effective, committed onsite leadership, instruction and staff;
- ❖ Redevelop business and academic master plans in collaboration with the community;
- ❖ Explore feasibility of alternative instruction and delivery systems;
- ❖ Develop key student services.

Effectiveness Indicators:

- ❖ stabilized enrollment growth pattern;
- ❖ increased faculty, staff, student, and community satisfaction;
- ❖ increased student achievement and satisfaction.

2.8 Strategic Action: Increase organizational efficiency and effectiveness.

Activities:

- ❖ Perform needs analysis of faculty governance at university and college levels.
- ❖ Consider proposals for restructuring of university governance and administrative organization;
- ❖ Support effective governance currently in place;
- ❖ Increase integrity of institutional data and data systems;
- ❖ Increase efficiency and effectiveness of administrative operations while maintaining quality;
- ❖ Improve enrollment management to streamline application and admission decisions.

Effectiveness Indicators:

- ❖ evidence-based decision making;
- ❖ campus-wide dissemination and application of policies and procedures;
- ❖ faculty, staff, and student satisfaction survey;
- ❖ functional benchmarking surveys;
- ❖ degree of compliance with external deadlines and requirements;
- ❖ cost comparisons with other similar institutions;
- ❖ operational improvement initiatives;
- ❖ use of qualitative and quantitative measures in evaluating administrator effectiveness.

3. The University and the Community

3.1 Strategic Action: Grow at a rate of 3% Full-Time Equivalent Students (FTES) per year, simultaneously improving instructional quality and fiscal well-being.

Activities:

- ❖ Increase student enrollments at an average annual rate of 5-7%;
- ❖ Maintain a student-faculty ratio at or below 18.5 :1 and increase instructional resources at a rate to match or exceed growth in FTES;
- ❖ Increase freshman enrollments;
- ❖ Increase classroom space;
- ❖ Utilize effective classroom scheduling;
- ❖ Develop program-specific community learning centers in carefully targeted areas;
- ❖ Increase number of qualified transfer students from Delta, Modesto, Merced, Columbia and other community colleges;
- ❖ Increase number of out-of-region, national, and international students;
- ❖ Increase use of national and international exchange programs to attract students;
- ❖ Increase percentage of regional high school students who go to college and select California State University, Stanislaus;
- ❖ Reevaluate systematically campus facility capacity needs.

Effectiveness Indicators:

- ❖ enrollment numbers and percentage of freshmen, transfer, graduate and international students annually against targeted growth rates;
- ❖ Stockton and distance education enrollments;
- ❖ international student enrollments and exchange agreements;
- ❖ percentage of regional high school graduates attending college and selecting California State University, Stanislaus;
- ❖ student-faculty ratio;
- ❖ university financial reports;
- ❖ classroom seat occupancy measures;
- ❖ need to reschedule classrooms after term begins;
- ❖ budget transparency with university financial reports available to the campus and wider community with on-line access.

3.2 Strategic Action: Expand high school and community college partnerships to increase the quality and diversity of our student body.

Activities:

- ❖ Increase quality and number of high school and community college outreach programs;
- ❖ Work within these partnerships to increase student preparation for college entry;
- ❖ Employ novel web technology and other well-suited communication strategies to provide prospective students with timely information facilitating college preparation.

Effectiveness Indicators:

- ❖ application yield and percentage of students in partnership programs;
- ❖ percentage of students requiring remediation at entrance;
- ❖ web users survey and web log analysis;
- ❖ percentage of students eligible for California State University, Stanislaus in the six-county area;
- ❖ local high school graduation index;
- ❖ number of local students attending California State University, Stanislaus.

3.3 Strategic Action: Implement an enrollment management plan to increase admission, retention, and progress to degree in graduate programs.

Activities:

- ❖ Increase enrollments in selected graduate programs to meet student, educational, and professional demand for qualified graduate students;
- ❖ Increase financial and scholarly support for graduate students;
- ❖ Develop new programs in response to workforce needs;
- ❖ Streamline admission process for graduate students.
- ❖ Consult fully with faculty and staff at the department, college and university levels as part of the enrollment management process.

Effectiveness Indicators:

- ❖ application yield, enrollments, and percentage of graduate to undergraduate students;
- ❖ mean application to admission time;
- ❖ retention, total units attempted, and mean time to degree data;
- ❖ academic program review.

3.4 Strategic Action: Maintain an aesthetically stimulating, inspiring and environmentally sensitive campus that supports opportunities for students, faculty, staff, and community members to engage and to give the campus a distinct identity.

Activities:

- ❖ Continuous development of campus climate and usability of grounds through campus master planning activities;

- ❖ Increase opportunities and reduce any obstacles for the campus and external community to use campus facilities and grounds for informal and formal activities, in accordance with university policies;
- ❖ Encourage increased usage of campus as a cultural and intellectual center;
- ❖ Make the arts more visible on campus (e.g. a public sculpture campaign);
- ❖ Establish a creative arts committee on campus;
- ❖ Coordinate art on campus initiatives, including building programs, with the College of the Arts.

Effectiveness Indicators:

- ❖ assess facility usage through support unit review process;
- ❖ completion of campus master planning;
- ❖ student satisfaction and engagement surveys;
- ❖ community surveys;
- ❖ number and types of events occurring on campus;
- ❖ revenue generated by non-university event rentals;
- ❖ customer satisfaction surveys;
- ❖ reviews of campus visual art and performance;
- ❖ quantity and quality of art on campus;
- ❖ use of sustainable technology and techniques.

3.5 Strategic Action: Create a vibrant campus student life culture through increased, high-quality residential living opportunities within the greater campus area.

Activities:

- ❖ Increase campus residential population through the construction of a variety of new student housing units;
- ❖ Enhance local student housing opportunities;
- ❖ Facilitate an invigorating, safe, and healthy campus life to enhance student experience;
- ❖ Improve food service, recreation and activities, safety service, and appropriate administrative service hours.

Effectiveness Indicators:

- ❖ housing, food service, sororities, fraternities, student activities, and other areas;
- ❖ occupancy reports for housing;
- ❖ campus crime statistics;
- ❖ appropriate benchmarking surveys related to student behavior, physical and mental health;
- ❖ student satisfaction and engagement surveys.

3.6 Strategic Action: Enhance our academic stature nationally and within the California State University system.

Activities:

- ❖ Achieve consistently the highest reaccreditation by the Western Association of Schools and Colleges and disciplinary accrediting agencies.

Effectiveness Indicators:

- ❖ Western Association of Schools and Colleges reaccreditation;
- ❖ disciplinary reaccreditations;
- ❖ National Ranking Publications (e.g., *Princeton Review* listing; *US News and World Report* listing; *Hispanic Outlook* listing);
- ❖ Offices held by faculty and administration in professional organizations;
- ❖ CSU Accountability Report and Chancellor's Office reports.

3.7 Strategic Action: Enhance our partnerships regionally, with special attention to the City of Turlock.

Activities:

- ❖ Substantially increase level of interaction with alumni;
- ❖ Position the University as a prominent and reliable intellectual resource for the service area;
- ❖ Develop partnerships and create a college town environment;
- ❖ Enhance relationships with government agencies and elected officials;
- ❖ Consider creating a Turlock downtown office and delivery site for extended education and degree programs;
- ❖ Increase quality of relations between the City of Turlock and the University;
- ❖ Increase service learning opportunities to enhance engagement between the campus and community.

Effectiveness Indicators:

- ❖ survey of alumni, employers, superintendents, and community college presidents;
- ❖ partnerships and philanthropic activities;
- ❖ student, staff, and faculty involvement in service activities;
- ❖ campus involvement in service learning and local community internships;
- ❖ extended education programs and enrollments;
- ❖ faculty and staff participation in city organizations;
- ❖ city participation in campus organizations.

3.8 Strategic Action: Enhance University contributions to the region's economic prosperity.

Activities:

- ❖ Increase opportunities for local economic and business development forums;
- ❖ Encourage responsible, ethical, and sustainable economic development;
- ❖ Increase opportunities for University researchers to improve regional understanding of economic and social indicators;
- ❖ Develop a knowledge-based research center focusing on land and environmental policy and planning;
- ❖ Explore opportunities for university-business cooperation;
- ❖ Establish University as a key regional source of talent for business recruitment.

Effectiveness Indicators:

- ❖ number of events, activities, and studies for business and economic development;
- ❖ regional economic development indicators;
- ❖ surveys of economic development officers and leaders;
- ❖ alumni employment.

3.9 Strategic Action: Through Advertising, Enhance University Image and Public Relations

Activities:

- ❖ Increase the awareness of California State University, Stanislaus students as highly competitive and successful professionals.
- ❖ Employ novel web technology and recruiting materials to market the University.
- ❖ Increase perception of campus as a cultural and intellectual center.
- ❖ Market colleges' distinctiveness and competitive advantages through sophisticated and focused promotional materials;
- ❖ Enhance marketing and promotion of the Stockton Center;
- ❖ Update website and print media publicizing the university, its achievements and activities open to the public, such as plays, gallery openings and musical performances;

- ❖ Implement local marketing and communications plan;
- ❖ Improve signage and “faces” of University;
- ❖ Publicize the university through increased use of public radio, campus radio, television (including public television), and student newspaper;

Effectiveness Indicators:

- ❖ media coverage;
- ❖ foot traffic in University business area;
- ❖ alumni hiring data
- ❖ enrollment data
- ❖ number of cultural and intellectual events on campus

Implementation of the Strategic Plan

The Plan is organized into three themes each supported by several *Strategic Actions*, each of which is further supplemented by specific *Activities* and *Effectiveness Indicators*. The numerical order of these *Actions* and *Activities* is not meant to designate specific priority. Priority for actions and activities is an ongoing, deliberative process within and among administrative units and faculty governance. Hence, University and college divisions are expected to align their own priorities and initiatives with this Plan.

Effectiveness Indicators are to be taken as possible measures and are not inclusive. Actual indicators are chosen through collaborative consultation among those who perform the actions and activities and those responsible for monitoring the effectiveness of the actions and activities, in accordance with the best practices and established principles of shared governance.

Surveys are frequently identified as effectiveness indicators throughout the document. It is not the intention to develop or conduct individual surveys for each indicator mentioned. Rather, the Office of Institutional Research coordinates the administration of surveys in order to combine measures so as to limit the total number of surveys employed and to use existing data and/or instruments wherever possible and appropriate. Also, in cases where it is determined that new survey instruments are needed, preference will be given to the possibility of employing the university's own faculty and/or staff to construct them.

The Plan guides the University's actions for the next five years. Implementation occurs under the leadership of the Provost, with direction and monitoring by the President and the President's Executive Cabinet, based upon assessment data provided by the Office of Institutional Research. The budgetary process ensures a direct link to the Plan and the allocation of revenue sources to support priorities. Campus leaders assess *Strategic Actions* in regular annual reporting documents. We recognize that the Plan must be dynamic and agile, with the University ready to move forcefully in directions not envisioned at the time of adoption, while preserving the effective strengths of the past. Through our commitment to these focused strategic actions and collegial processes, we ensure our future as an outstanding academic center.

Process and Participation in Developing the Strategic Plan

Building on a decade of success in strategic planning at California State University, Stanislaus, President Hamid Shirvani invited the campus community to move the University to the next level of accomplishment and excellence. A strategic planning forum assembled 28 faculty, staff, students, administrators, and community members for a two-day strategic planning session, February 2-3, 2006.

As a means to assess the University's current strategic position, the forum began with an examination of institutional research data, environmental scans, and college academic program plans, followed by a frank discussion of University's strengths and weaknesses, threats and opportunities. The focus then shifted to the future. A conceptual framework emerged from the

forum, a thematic unity that framed the future of California State University, Stanislaus in ways that preserve its traditions and essential character—an historic devotion to students through strong faculty-student interaction and engagement, access (especially for first generation students), regional service, and above all, a commitment to excellence in teaching and learning.

After the forum, a small writing group, comprised of faculty and administration, drafted a Plan consistent with the framework and actions identified during the strategic planning discussions. The Plan identified three institutional priorities, supported by 25 strategic actions and methods for demonstrating effectiveness and quality.

The draft Plan was presented to the campus for discussion in February 2006. Feedback from open forums, online discussions, and other venues was crucial in formulating the revised draft presented to the campus in mid-April 2006. This draft also was widely circulated, and discussed in Academic Senate, faculty governance committees, and administrative units. The present draft (October 2006) incorporates feedback from both of these cycles, and is hereby submitted for deliberation and endorsement by the Academic Senate and approval by the President.

Forum Participants

The following campus and community members participated in the strategic planning forum:

Bill Ahlem, Member, Foundation Board of Trustees
 June Boffman, Interim Dean, College of Arts Letters and Sciences
 Wanda Bonnell, Academic Advisor, Educational Opportunity Program
 David Dauwalder, Provost and Vice President for Academic Affairs
 Scott Davis, Assistant Professor, Department of English
 Diana Demetrulias, Vice Provost
 Amin Elmallah, Dean, College of Business Administration
 Dianne Gagos, Vice President, Foundation Board of Trustees
 Randall Harris, Associate Professor, Management, Operations, and Marketing
 Jennifer Helzer, Associate Professor, Anthropology and Geography
 Kathleen Hidalgo, Administrative Support Coordinator, Advanced Studies in Education
 James Koelewyn, Consultant, Information Technology
 Andrew LaFlamme, Student, Vice President-External of the Associated Students, Inc.
 Timothy Mahoney, Assistant Professor, Teacher Education
 Ken McCall, Alumnus
 Chelsea Minor, Student, President of the Associated Students, Inc.
 Cynthia Morgan, Dean, Stockton Center
 Stacey Morgan-Foster, Vice President for Student Affairs
 Mildred Murray-Ward, Dean, College of Education
 Gary Novak, Professor, Psychology and Child Development
 Paul O'Brien, Professor and Chair, Sociology
 Al Petrosky, Speaker of the Faculty, Associate Professor, Management, Operations, and Marketing
 Roger Pugh, Assistant Vice President, Enrollment Management Services
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