

CALIFORNIA STATE UNIVERSITY, STANISLAUS

PATHWAYS II

GOALS & INDICATORS OF SUCCESS

1. TEACHING AND LEARNING

Create a campus climate conducive to excellence in teaching and learning

SOURCE OF GOAL**	GOAL STATEMENT	SPECIFIC ACTIONS TO BE TAKEN	DATE	OUTCOMES/INDICATORS	OFFICE
CSU #1	Demonstrate Quality of Baccalaureate Programs by identifying learning outcomes in general education and in the major. Use assessment results in revising and improving programs.	Redesign program review process Work with departments to develop learning outcomes and non-cognitive expectations		(first three years) Provide descriptions of processes to CSU (after three years) Begin reporting data and using it in budget decisions	
CSU #3 CSU #4	The CSU will provide clear paths to the baccalaureate degree for both first-time freshmen and transfer students. Through clear statements of graduation requirements, effective advising, and effective access to courses, students will be able to meet their degree objectives.	Evaluate success of articulation agreements and processes; Comprehensive study of student retention		The number of units, in both GE and the major, is comparable for students who entered as freshmen and for students who entered as transfer students. The percentage students, both first-time freshmen and transfers, who progress from year to year. Graduation rates by student characteristics	
CSU #10	Provide education beyond the baccalaureate through lifelong learning, graduate degree programs, and professional certification.	Redesign and strengthen program review process		Three-year reports may include various student outcomes assessments.	

**Source of Goals: The following documents were reviewed to extract goals and included in this chart: CSU Accountability Goals (CSU #1-13); Enrollment Management Plan; Pathways; WASC Major Recommendations; MAP Report

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2. STUDENT ACCESS*Maximize student access throughout the region*

SOURCE OF GOAL**	GOAL STATEMENT	SPECIFIC ACTIONS TO BE TAKEN	DATE	OUTCOMES/INDICATOR	OFFICE
Enrollment Managemt. Plan	Become the University of Choice in Central California, recruiting the Valley's most academically accomplished students while maintaining access to all eligible students in the region.			See Enrollment Management Plan for the various indicators and outcomes identified.	
CSU #2	CSU will admit all eligible undergraduate students who complete the admission process (under revision).			The percentage of eligible first time freshmen and transfer applicants who are admitted to the university in non-impacted programs.	
CSU #5	The CSU will make special efforts to respond to special state needs. At present, the greatest need is for credentialed teachers consistent with the requirements of K-12 education.			The number of credentials issued by the California Commission on Teacher Credentialing to campus-prepared candidates.	
Pathways p. 13	CSU Stanislaus/Stockton will: <ul style="list-style-type: none"> • Work in collaboration with health and social service agencies, K-12 schools and business and industry to offer innovative, integrated, community-based educational programs, • Contribute to the economic development of the region 				

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3. DIVERSITY*Address needs of highly diverse population & globalize the curriculum*

SOURCE OF GOAL**	GOAL STATEMENT	SPECIFIC ACTIONS TO BE TAKEN	DATE	OUTCOMES/INDICATOR	OFFICE
CSU #7	The CSU will successfully remediate, within one year, entering students who are not fully prepared to begin college-level mathematics and English composition.	Redesign procedures to increase remediation success Evaluate academic advising and registration process		The percentage of students requiring remediation that completes remediation within one year.	
Pathways p. 15	Offer programs that will enhance the university's efforts to attract and retain students of varying ages, experience, and ethnic and language backgrounds.	Evaluate success of these programs			
Pathways p. 15	Increase retention and graduation rates of our diverse student body.	Increase quality of student advising and campus life			
Pathways p. 15 MAP p. 18	Continue the university's strong globalization initiative.			Increased international student enrollment. Incorporation of global education into the general curriculum.	

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4. RESEARCH*Promote research of faculty and students*

SOURCE OF GOAL**	GOAL STATEMENT	SPECIFIC ACTIONS TO BE TAKEN	DATE	OUTCOMES/INDICATOR	OFFICE
CSU #11 MAP p. 16 WASC MAJOR #2	Provide support for scholarship and creative achievement to enable faculty to maintain the currency of knowledge and skills that are necessary to provide students with a 'sophisticated knowledge base' in respective disciplines. Consensus on scholarship should be reached.	Implement the May 1998 Academic Senate resolution. Regarding the RPT process.		Evaluation reports may include campus reports on support and the outcomes of this support in terms of faculty scholarship, research projects, presentations, etc.	
Pathways p. 17	Increase student participation in research experiences			In the next three years, more emphasis will be given to fostering student participation, collaborative faculty research projects, pre-doctoral scholars programs, and student presentations at professional conferences.	

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5. ACADEMIC SUPPORT AND TECHNOLOGY

Provide appropriate academic support services

SOURCE OF GOAL**	GOAL STATEMENT	SPECIFIC ACTIONS TO BE TAKEN	DATE	OUTCOMES/INDICATOR	OFFICE
Pathways p. 18 WASC MAJOR REC. #1 MAP p 6	Improve the quality of instructional support in an increasingly technological future.	Develop and implement a comprehensive technology plan		Fund and Implement the Technology Plan on a recurring basis that will maintain adequate computer resources for faculty, staff, and students.	
Pathways pp. 18-19 WASC MAJOR REC #3	Enhance library collections consistent with a comprehensive library plan.	Establish a strategic and implementation plan		Make enhancement and funding of collection top priority. Develop a system to evaluate and monitor student and faculty needs.	

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6. PROFESSIONAL DEVELOPMENT*Promote & reward continuous professional development of faculty and staff*

SOURCE OF GOAL**	GOAL STATEMENT	SPECIFIC ACTIONS TO BE TAKEN	DATE	OUTCOMES/INDICATOR	OFFICE
Pathways pp. 20-21	Enhance opportunities for life-long learning for all CSU Stanislaus staff and faculty.	A comprehensive plan for faculty and staff development.		Increased funds will be allocated. Provide professional development opportunities for department chairs.	

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7. CO-CURRICULAR PROGRAMS

Create dynamic co-curricular programs and services

SOURCE OF GOAL**	GOAL STATEMENT	SPECIFIC ACTIONS TO BE TAKEN	DATE	OUTCOMES/INDICATOR	OFFICE
Pathways p. 22	Offer a variety of events and programs to complement academic programs that enrich intellectual growth of the CSU Stanislaus community.			Continue to support the Office of Development and University Relations efforts to offer community activities and development activities that benefit the university.	
Pathways p. 22-23	Support NCAA Division II level programs.				
Pathways p. 19	Work toward a one-stop “exit-center” to encompass service learning, career counseling, and job placement.				

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8. PARTNERSHIPS*Expand and create new partnerships throughout the region*

SOURCE OF GOAL**	GOAL STATEMENT	SPECIFIC ACTIONS TO BE TAKEN	DATE	OUTCOMES/INDICATOR	OFFICE
CSU #6	In an effort to improve the academic preparation of entering students, the CSU will be responsive to the needs of K-12 education.			The number of CSU faculty and students, the number of high schools, and the number of high school students involved in outreach efforts. The percentage of regularly eligible students who are fully prepared in mathematics and English composition.	
CSU #9	To provide support for margins of educational excellence, the CSU will continue to seek funding through private contributions.	Provide development training to appropriate academic units		<ul style="list-style-type: none"> • Annual Reports on: Voluntary Support, Special Revenues Report, and alumni/ae participation will be provided. • A goal to raise in private funds a sum equal to or greater than 10% of the university net general fund allocation. 	
Pathways p. 24 and CSU #12	The CSU will contribute to its community and society through the economic impact of its graduates, the scholarly activities of its faculty and students, and the public service provided by faculty, students, and staff.			<p>Four-year reports describing the various contributions of the campus to its community and society including response to local and regional needs.</p> <p>These reports could include quantitative and qualitative data related to such areas as community service provided by students, faculty, staff, and students; Educational programs responding to local and regional need; alumni accomplishment and activities; the economic impact of the campus upon its community and region; collaborative activities with public schools.</p>	
	Create new educational/training partnerships in the region.	Conduct formal and informal needs assessments in Merced, Tracy, Stockton, and Modesto		Develop at least one educational/training program in each community consistent with the academic mission of UEE and CSU Stanislaus.	

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9. FUTURE EXCELLENCE AND ACCOUNTABILITY*Create institutional processes necessary to assess our progress*

SOURCE OF GOAL**	GOAL STATEMENT	SPECIFIC ACTIONS TO BE TAKEN	DATE	OUTCOMES/INDICATOR	OFFICE
Pathways p. 27 WASC MAJOR REC #3	Broaden institutional capacity to prepare analytical studies and reports and establish data warehouse.			Student outcomes survey system will be implemented. Decision support for policy decisions will be provided to meet needs of CSU Stanislaus leadership. Comprehensive databases will be established.	
CSU #13	Institutional effectiveness goal. The primary mission of the CSU is teaching and learning. Administrative functions and the campus environment should support this mission through responsiveness to the needs of students and faculty, and through increasing efficiencies while maintaining the educational quality of each campus.		March 2000	Three-year reports will include summaries on such areas as: <ul style="list-style-type: none"> • Effective strategic planning; • A collegial environment; • Faculty and student participation in shared governance; • Regular surveying of student needs and support services; • Regular surveys of faculty and staff needs; • Data from students on satisfaction with access to learning opportunities, the quality of academic advising, and access to faculty beyond the classroom; • Employer feedback on graduates' preparation. 	

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