

CSU Stanislaus
Strategic Goals, Priorities & Measurement Key Indicators
2003/04

(1) ESTABLISH, ENHANCE, AND SUPPORT A CULTURE OF CONTINUOUS ACADEMIC EXCELLENCE IN A LEARNING-CENTERED UNIVERSITY THROUGH --

- a. Promoting student academic success by improving student advising, career development, course availability with effective scheduling, financial aid and scholarships, and experiences for new students.

Key Indicators

- *Student perception of advising* as measured by student responses on a) Advising Survey and b) IR Graduating Senior Survey.
- *Four, five, and six year graduation rates* as measured by first-time full-time freshmen and full-time transfer students with 60 or more transfer units.
- *Career services* as measured by number of students served and satisfaction based on career services questions on the graduating senior survey.
- *Retention rates of first-time full-time freshmen from freshmen to sophomore year* as measured by percentage of students returning the following fall.
- *Financial aid applications* as measured by the number of FAFSA application forms completed and the number of financial aid award offers made.
- *Scholarship awards* as measured by the number of undergraduate and graduate scholarship dollars available, the number of scholarships available, and the number and dollar amount awarded.
- *Student engagement* as measured by two indicators on the National Survey of Student Engagement (NSSE) a) enriching education experiences and b) supportive campus environment.

- b. Hiring and retaining high quality, diverse faculty and staff by supporting professional development, offering competitive salaries, and assuring that workloads are appropriate.

Key Indicators:

- *Faculty and staff recruitment, retention, and diversity* as measured by a) successful recruitment and retention of new faculty and b) percentage of women/minorities in faculty/staff positions compared to CSU (faculty) and area demographics (staff).
- *Faculty and staff development activities and events* as measured by faculty and staff participation rates in College, Faculty Development Center, and HR activities and events.
- *Comparable faculty salaries* as indicated by an analysis of local faculty salaries in comparison to peer institutions.
- *Assigned time use* as indicated on workload reports and the integrated schedule.

- c. Maintaining a healthy, safe environment conducive to learning.

Key Indicators:

- *Proactive health and safety programs* as measured by number of health and safety programs available and average attendance.
- *Crime rates* as measured by on-campus reported crime rates.

- *Work-related injuries and illnesses* as measured by the number of work-related injuries and illnesses.
- d. Emphasizing library and academic technology in support of effective learning.

Key Indicators:

- *Library funding and effectiveness* as measured by percentage of general fund institutional base with a) annual spending on library materials per FTES to increase, b) growth in number of students receiving library instruction, and c) students responding favorably about library collections and services.
- *Academic technology funding and campus technology improvements* as measured by the percentage of general fund institutional base and the use of the funding to: a) increase the number of smart classrooms, b) increase the number of classrooms receiving upgraded equipment, and c) improve the ratio of technical support staff members available per number of smart classrooms.

(2) BUILD A BROAD, COLLABORATIVE, AND INCLUSIVE PROCESS FOR STRATEGIC DIRECTIONS IN A LEARNING-CENTERED UNIVERSITY THAT --

- a. Emphasizes the particular strengths that differentiate CSU Stanislaus from other universities.

Key Indicators:

- *University reputation* as measured by stakeholders' perception of University reputation.
- *Student Demographics* as measured by student characteristics unique to the University.
- *Class size* as measured by average class size for lower division and upper division undergraduate classes and graduate classes.
- *Visioning process* as measured by completion of the process to develop a vision statement to guide the University.

- b. Links strategic planning, assessment, data, and budgeting to inform decision-making.

Key Indicators:

- *Strategic planning and assessment data linked to decision-making* as evident in division reports.
- *Academic program and accreditation review recommendations used to support strategic planning decision-making* as evident in division reports.

- c. Develops and refines unit-driven (academic and non-academic) assessment.

Key Indicators:

- *Academic Program Reviews and division annual reports reflect use of assessment data* as evident in division reports.
- *Refinement of assessment process* as evident in academic program and division reports.

- d. Establishes priorities for 2004/05 and beyond.

Key Indicator:

- *Strategic planning process implementation* as measured by establishment of 2004/05 annual objectives and adoption of the plan to prepare University long range goals and priorities.

(3) PROMOTE AND STRENGTHEN COLLABORATION IN A LEARNING- CENTERED UNIVERSITY THROUGH --

a. Enhancing regular and effective internal and external communication.

Key Indicator:

- *Evidence of representation and communication* as measured by increased faculty representation on University administrative committees and open communication and exchange within the campus community.

b. Supporting partnerships to promote academic excellence.

Key Indicators:

- *Growth in alumni membership* as measured by the percent of alumni who are members.
- *Educational partnerships* as measured by a) an initial count of active partnerships and b) the number of service learning hours documented in the CSU Stanislaus Regional Impact report.
- *Development funding for academic related matters* as measured by the amount of external funding secured in 2003/2004.
- *Advisory/Foundation board memberships* as measured by an initial count of community members sitting on University advisory boards and the University Foundation.

Prepared by Strategic Measurements and Performance Assessment Committee (SMPAC) and University Strategic Goals and Priorities Committee (USGPC)

Approved by SMPAC, May 11, 2004

Approved by USGPC, May 14, 2004

Approved by SPSC, June 30, 2004 (via email)