

“The Tipping Point on Becoming a Learning Centered University”

Institutionalization Plan
Status Report: February 15, 2007

Implementation Areas

1. Establish measurable outcomes for learning, as well as for all university services, programs, and activities;
2. Use of assessment feedback to modify activities for continuous improvement;
3. Engage the entire campus community by intentionally creating opportunities for collaboration among members of the university community;
4. Measure success by how well students, staff and faculty meet objectives and outcomes;
5. Takes into account who our students, staff, and faculty are as people and the pressures that they are facing;
6. Allocate budget and builds/maintains facilities to support learning environment;
7. Recognize and rewards activities that advance these principles.

Area #1: Establish measurable outcomes for learning, as well as for all university services, programs, and activities.

Objectives	Outcomes/Status
<ul style="list-style-type: none"> ○ Establish learning outcomes as a Divisional goal and priority indicator for department success 	<ul style="list-style-type: none"> ❖ Complete (see appendix A, item 1)
<ul style="list-style-type: none"> ○ Train Divisional leadership on learning organizations and their associated benefits 	<ul style="list-style-type: none"> ❖ Complete (see appendix B)
<ul style="list-style-type: none"> ○ Train Divisional leadership to define and to properly construct a measurable learning outcome 	<ul style="list-style-type: none"> ❖ Complete. Divisional leadership trained on what a learning outcome is and how to construct one (see appendix C)
<ul style="list-style-type: none"> ○ Have each department develop 2-5 student learning outcomes that focus on their core functions 	<ul style="list-style-type: none"> ❖ In-Progress. All departments have developed student learning outcomes, but several require additional refinement (see appendix D)

Area #2: Use of assessment feedback to modify activities for continuous improvement.

Objectives	Outcomes/Status
<ul style="list-style-type: none"> ○ Establish assessment and continuous improvement as a Divisional goal and for department success 	<ul style="list-style-type: none"> ❖ Complete (see appendix A, item 2)
<ul style="list-style-type: none"> ○ Train Divisional leadership on assessment strategies and various methodologies to ensure learning and operational objectives are met. 	<ul style="list-style-type: none"> ❖ Complete (see appendix E)
<ul style="list-style-type: none"> ○ In administrative work plans, Divisional leadership will develop an assessment plan and timeline for each established learning outcome. 	<ul style="list-style-type: none"> ❖ In-Process. All departments have developed assessment plans, but several require additional refinement (see appendix D)
<ul style="list-style-type: none"> ○ Develop a web-based repository for all Divisional assessment results 	<ul style="list-style-type: none"> ❖

Area #3: Engage the entire campus community by intentionally creating opportunities for collaboration among members of the university community.

Objectives	Outcomes/Status
<ul style="list-style-type: none"> ○ Establish collaboration across department and divisional lines as a Divisional goal and for department success 	<ul style="list-style-type: none"> ❖ Complete (see appendix A, item 4)
<ul style="list-style-type: none"> ○ In administrative work plans, Divisional leadership will identify key partners for department success and develop strategies to reinforce current relationships and identify potential new collaborative opportunities 	<ul style="list-style-type: none"> ❖ In-Process. All managers have identified collaborative relationships in work plan and developed strategies for enhancing them
<ul style="list-style-type: none"> ○ Expand the Student Affairs Leadership Team to include membership from key partners 	<ul style="list-style-type: none"> ❖ TLG membership expanded to <ul style="list-style-type: none"> ◇ University Advancement – DOD’s ◇ Associated Students Leadership Team ◇ Academic Senate Representative
<ul style="list-style-type: none"> ○ Ensure that the selection of new Divisional leadership is administered by broad-based search teams that represent faculty, students, and other key Divisional partners 	<ul style="list-style-type: none"> ❖ Examples of Divisional searches with broad representation <ul style="list-style-type: none"> ◇ AVP Search Committees ◇ Department Director Search Committees
<ul style="list-style-type: none"> ○ Ensure that key Divisional projects, programs, and initiatives have participation from faculty, students, and other Divisional partners 	<ul style="list-style-type: none"> ❖ Examples of Divisional efforts with broad participation <ul style="list-style-type: none"> ◇ Alcohol and Other Drug Committee ◇ Honors College Residential Community ◇ Orientation Advisory Committee ◇ Parking and Traffic Planning Committee ◇ Residential Suites Construction Planning Workshops ◇ East Campus and Eucalyptus Campus Planning Workshops ◇ College-Based Career Fairs/Expos

o Intentionally and actively participate and lead University-wide initiatives

❖ Examples of Divisional participation in University-wide initiatives

- ◇ WASC
- ◇ EMAC
- ◇ IT Governance
- ◇ Advising Task Force
- ◇ Bronco Date Development
- ◇ Campus Planning Committees

Area #4: Measure success by how well students, staff and faculty meet objectives and outcomes.

Objectives	Outcomes/Status
o Develop an administrative workplan template that aligns with Divisional goals.	❖ Complete (see attachment F)
o Develop a management evaluation template that ensures that the development and assessment of learning outcomes is a priority evaluation area.	❖ Will be developed later in 2006-07 year

Area #5: Takes into account who our students, staff, and faculty are as people and the pressures that they are facing.

Objectives	Outcomes/Status
<ul style="list-style-type: none"> ○ Establish professional development and continuous learning for self and staff as a Divisional goal and for department success 	<ul style="list-style-type: none"> ❖ Complete (see appendix A, item 5)
<ul style="list-style-type: none"> ○ Develop overview presentation of who our students are and share broadly with campus community 	<ul style="list-style-type: none"> ❖ Complete (see appendix G) ❖ Presentation made to <ul style="list-style-type: none"> ◇ New Faculty Orientation ◇ Student Affairs Fall Conference Meeting ◇ New Lecturers Orientation
<ul style="list-style-type: none"> ○ VP will conduct an interview with all department heads and managers in the division (those that don't report directly) annually to seek out direct feedback on department performance and individual career planning 	<ul style="list-style-type: none"> ❖ In-process. Met with about 75% of non-direct reporting managers
<ul style="list-style-type: none"> ○ VP and Divisional Cabinet will lead a bi-weekly, all-division management team meeting. Ensure that cross-department sharing is a key component of meeting agendas 	<ul style="list-style-type: none"> ❖ On-going and complete to date
<ul style="list-style-type: none"> ○ Develop a Divisional undergraduate student leader internship, the James Bell Internship. Interns will serve to inform VP of "pulse of students on the campus" 	<ul style="list-style-type: none"> ❖ 3 interns selected for 06-07
<ul style="list-style-type: none"> ○ Develop an exit interview process for employees leaving the Division, in an attempt to get at core reasons for their departure 	<ul style="list-style-type: none"> ❖
<ul style="list-style-type: none"> ○ Serve as the advisors to the Associated Students, Inc., plus over 250 clubs and organizations to keep a pulse on student success and welfare around the campus 	<ul style="list-style-type: none"> ❖ On-going and serving in this capacity

<ul style="list-style-type: none"> ○ Complete inventory of student pre-college dispositions prior to attending fall Bronco Fusion 	<ul style="list-style-type: none"> ❖ Complete (see appendix H)
<ul style="list-style-type: none"> ○ Reviewed the NSSE findings in a Divisional conversations and adopted a Divisional goal that emphasized programs and services focused on student persistence and success 	<ul style="list-style-type: none"> ❖ Complete (see appendix A, item 6)

Area #6: Allocate budget and builds/maintains facilities to support learning environment.

Objectives	Outcomes/Status
<ul style="list-style-type: none"> ○ Establish effective budget and resource allocation as a Divisional goal and for department success 	<ul style="list-style-type: none"> ❖ Complete (see appendix A, item 3)
<ul style="list-style-type: none"> ○ Develop a budgeting model that requires a consensus of the Divisional Cabinet around divisional priorities and commitments 	<ul style="list-style-type: none"> ❖ On-going and complete. Budget allocations of growth dollars are based on divisional priorities, not across the board allocations
<ul style="list-style-type: none"> ○ Share budget plan broadly with all staff in the Division 	<ul style="list-style-type: none"> ❖ Complete for 2006-07 (see appendix I)
<ul style="list-style-type: none"> ○ Reallocate the use of the University Plaza to support student learning through club and organization development 	<ul style="list-style-type: none"> ❖ On-going. Rainbow Weaver room to be converted to support Greek Council. LDSSA rooms to be converted to support club and organization scheduling, communication, and work space
<ul style="list-style-type: none"> ○ Review learning components on new construction of student housing, including possible classroom inclusion in projects 	<ul style="list-style-type: none"> ❖ Residential Suites Phase II planned to include 2-4 multipurpose smart classrooms for lease by campus departments and organizations
<ul style="list-style-type: none"> ○ Develop a master plan for the Children’s Center, to support enhanced learning opportunities for children participants, as well as a lab to support various academic programs 	<ul style="list-style-type: none"> ❖ Interviews for architecture and market study consultants nearing completion
<ul style="list-style-type: none"> ○ Develop a master plan for campus Recreation Center, focused on how health and wellness support student preparedness and success 	<ul style="list-style-type: none"> ❖ Architect selected for market study. Student fee referendum in 2007-08 year

Area #7: Recognize and rewards activities that advance these principles.

Objectives	Outcomes/Status
<ul style="list-style-type: none"> ○ Maintain a budget allocation process that awards additional funding based on prioritized achievement of Divisional goals 	<ul style="list-style-type: none"> ❖ Budget allocation made through prioritized services to students, not across the board
<ul style="list-style-type: none"> ○ Develop a central professional development fund to support divisional staff who seek national, regional, and CSU leadership roles and present findings to peer organizations 	<ul style="list-style-type: none"> ❖
<ul style="list-style-type: none"> ○ Maintain a quarterly staff recognition program, the Divisional STAR, for staff who exemplify the goals of the Division 	<ul style="list-style-type: none"> ❖ On-going. STAR awards issued for Summer and Fall Quarters
<ul style="list-style-type: none"> ○ At each bi-weekly meeting of the Divisional Leadership, dedicate a portion of the agenda to department and program accomplishment and recognition by the VP 	<ul style="list-style-type: none"> ❖ On-going and complete to date
<ul style="list-style-type: none"> ○ Maintain an annual recognition program which presents awards for excellence in new staff performance, team performance, and collaborative work across department and divisional lines. Add best assessment practices as a new recognition area 	<ul style="list-style-type: none"> ❖ Will be awarded in June 2007
<ul style="list-style-type: none"> ○ Actively participate in University-wide recognition efforts, like Advisor/Advising Program of the Year 	<ul style="list-style-type: none"> ❖ Annually participate. Student Affairs' advising programs have been the only campus award recipients during the four years of the program