The Accreditation Steering Committee and Campus Forum Committee appreciate the time each faculty member, staff member, student, and administrator gave to take part in this last, in a series of 4 (this AY), conversations. These conversations not only facilitate our ability to convey to WASC a collective view of SJSU at this point in time, but also engages folks campus-wide in a process designed to help us collectively shape our future. Thanks so much to those who participated, you've helped through this process point the way to the future and demonstrate that the campus can come together across divisions to collectively shape the future!

**Summary of Group Discussions & Complete Set of Notes from Small Groups**

The task for this conversation was to tackle how we might move from where we are to where we'd like to be. Each of 7 goals identified in the previous conversation were examined in depth in this 4th conversation:

**Summary - What SJSU will be known for**

- A reputation for quality teaching; academic excellence
- A contributor to the city and region; connected to the Silicon Valley
- Graduates who are prepared, sought after and successful
- Services, programs and activities that meet the needs of the students
- An appreciation for diversity; a model for how diversity works
- A welcoming, friendly and safe environment
- A leader in academic technology

**Summary of Group Discussions**

The task for this conversation was to tackle how we might move from where we are to where we'd like to be and what we'd like to be known for in each of 7 areas: Quality teaching; academic excellence; A contributor to the city and region; connected to the Silicon Valley; Graduates who are prepared, sought after and successful; Services, programs and activities that meet the needs of the students; An appreciation for diversity; a model for how diversity works; A welcoming,
friendly and safe environment; A leader in academic technology. Each of these goals was discussed at two tables.

QUESTIONS ADDRESSED AT EACH TABLE:

1. When we achieve this goal, how will we know it? What are our specific success markers?
2. What specific actions do we need to take to achieve this goal? Identify the most important three.
3. Let's talk about who we shall charge with addressing this goal.
   a) What units should be represented on the team addressing this goal?
   b) Who is the lead person in charge of overseeing working toward the goal?
   c) When should this work start?
   d) Do any obvious milestones come to mind as useful indicators of progress toward achieving this goal?

4. Let's talk about how we will ensure broad-based input and wide dissemination of information related to achieving this goal.
   a) How do you suggest the team draw input from you and from the larger community?
   b) How do you want information about progress toward this goal communicated to you and to the larger community?

THEMES ACROSS TABLES/RESPONSES:

A. Data-driven decision making.

Every table discussed the need to base decisions and action on hard data collected from a broad array of sources (students, faculty, staff, administrators, the public); this will enhance the authenticity of the definition of the goal as well as the accuracy of estimates of progress in achieving the goal. Every group also carefully considered the balance between central (campus-wide) and local (college- or department-level) data collection and analysis.

B. Image and reputation "out there".

Every group addressed the need to consider actual state of affairs as well as the perceptions relating to the goal/issue (e.g., the need to develop particular kinds of expertise vs. the need to increase visibility of already existing expertise). We need to be aware of our image. "Progress" that isn't reflected our reputation will not amount to much.

C. Starting points.

Every group reaffirmed that we have strengths and accomplishments upon which we can build as we strive to achieve these goals, including our people and our programs, as well as our unique
situation in the Valley. We should not throw the baby out with the bath water or reinvent the wheel. And we should start now!

D. "It Takes a Village".

As the old African proverb implies, teamwork is the key. Every group suggested multi-faceted groups to address their goal, drawing on expertise here on our campus and beyond. The Village approach brings more and more varied talent to the table, and also enhances "buy-in" to the process.

E. Creative and continuous communication.

Every group stressed the need for creative and continuous communication, at every stage of the game -- defining the scope of the problem, delineating strategies for success, monitoring progress, and disseminating results. Highlights included using our students and our programs as effective conduits (e.g., service-learning courses and internships), and capitalizing on the very capable Outreach and University Advancement teams.

---

Notes from Table Recorders

<table>
<thead>
<tr>
<th>Table 1</th>
<th>Table 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 3</td>
<td>Table 4</td>
</tr>
<tr>
<td>Table 5</td>
<td>Table 6</td>
</tr>
<tr>
<td>Table 7</td>
<td>Table 8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 9</th>
<th>Table 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 11</td>
<td>Table 12</td>
</tr>
<tr>
<td>Table 13</td>
<td>Table 14</td>
</tr>
</tbody>
</table>

---

Table 1

GOAL: SJSU is known for our welcoming, safe, and friendly environment

1. When we achieve this goal, how will we know it? What are our specific success markers?

Retention of students and their assessment “(The truth/facts are out there). Efficient feedback to students about admissions and registrations “(tap into the facts about our perception-reputation).
1. Retention
2. Surveys for students attached with their Grad. Applications as a part of the application.
3. Questionnaires
4. Emphasis on effective communication and transaction.
5. Ask the students after they are graduating if they have a problem and formulate a letter if they do.
6. Safety, in the campus. The students should be able to freely move about in the campus.

Problems might be the lack of element of communication between students and the staff and the students not having the time to take surveys and fill in long questionnaires. Methods of payment are limited. For example, students can not use visa to pay their tuition.

Success markers measure the reputation. How students talk about the particular premises to average people. What perceptions people have in mind about the campus? What have they heard about reputation of our school from people?

2. What specific actions do we need to take to achieve this goal? Identify the most important three.

- Surveys (open ended).
- Evaluation by students (part of Freshman 100W) (Standardized)
- Use collected data which is already available.
- Training and Aware role
  - Identification of expectations for customer support
  - Reinforce and remind each other

1. Keeping track of the data and effectively using the surveys.
2. Encouraging the students to discuss and speak out about their problems. (Taking surveys).
3. Asking the students their own ideas towards the betterment of the system. (They would feel that they are participating in critical decisions).
4. Conduct specialized surveys for specific issues such as parking.
5. Data collection during orientation.
6. Asking specifically about the negative experiences with any facilities on campus.
7. Regular evaluations by students.
8. Proper training and awareness for conducting surveys, data collections, evaluation and data correction.
9. Being able to identify the problem.

3. Let's talk about whom we shall charge with addressing this goal.

a. What units should be represented on the team addressing this goal?
   - Institutional Research - input from faculty, student, staff
   - HR - Every constituent group in campus.
   - Institutionalization Sustainable Longevity Union leadership.
1. The people/staff facing an issue.
2. Keeping factors like cultural differences in mind while getting the student feedback.
3. Faculty members.
4. Public relations.

b. Who is the lead person in charge of overseeing working toward the goal?
   · Assistant to the President â€“ campus climate, co-ordination. For MUSE.
   · Academic services â€“ Student Life and Leadership, Public safety, Institutional research.
   · Any of the three VPs.

1. Academic and student affairs.
2. A.S (Associate students) president.
3. Administration.

c. When should this work start?

Now!

d. Do any obvious milestones come to mind as useful indicators of progress towards achieving this goal?

Trends in data.
1. Increase in percentages of satisfactions based on the results of recent surveys.

4. Let's talk about how we will ensure broad-based input and wide dissemination of Information related to achieving this goal.

a. How do you suggest the team draw input from you and from the larger community?

   · Person who implements campus and community
   · Easy to use, maintain
   · Web site, Access and priority access
   · Offer something
     1. Should include off-campus resources.
     2. Make it easier to find the surveys.
     3. Inform people on how to get info and surveys.

b. How do you want information about progress toward this goal communicated to you and to the larger community?

   · Send to external community.
     1. The community should be a part of this data collection.
     2. Easy to find information using web, periodicals.
     3. Donâ€™t bombard people with information.
     4. The people on campus should be able to find any type of information they are looking for.
     5. The external community should / could be reached by using alternative source of the media.
Table 2

**Goal: SJSU will be Known for Quality Teaching and Academic Excellence**

1. **What are the specific success markers?**

   · Enrollment increases and the quality of students applying increases
   · Students make SJSU their first choice of schools to attend; students want to come here as their destination campus
   · Alumni, professors, staff and administrators send their own children to SJSU
   · Top notch professors want to come to SJSU
   · Recognition from professional and academic organizations; for example, SJSU receives high marks on college and university ratings
   · Recognition from employers based on the quality of our graduates; graduates are sought after
   · Recognition among local high schools in the service area
   · International recognition through exchange programs and scholarships
   · Business and community leaders come to campus to teach courses, give lectures, workshops, etc.
   · Local business contributes financially to SJSU (examples: endowed chairs, labs, and facilities)

2. **What specific actions do we need to achieve this goal? (top three)**

   · Summarizing and synthesizing what SJSU already does well, and disseminating that information through appropriate and effective publicity efforts
   · Have service learning opportunities and mentoring opportunities in the local high schools for our students and alumni (to model the kinds of teaching and learning at SJSU)
   · Be proactive in seeking out visiting professors and community leaders to come teach courses, give lectures etc. Provide a welcoming and productive environment for those who do some

3a. **What units should be represented on the team?**

   · Advancement, university relations and alumni
   · Admissions and outreach
   · Continuing education
   · Athletics
   · Faculty, especially those involved in program and curriculum development

3b. **Who is the lead person?**

   · Advancement (VP Ashton)

3c. **When should the work start?**

   · May, 2004

4a. **How do you suggest the team draw input from you and the larger community?**
· An open process like the WASC forums
· IT can develop a mechanism for collecting input electronically
· Need to work on a case by case basis because the input will differ depending on the individual, group, organization and the nature of the information sought

4b. How do you want information communicated to you and the larger community?

· University web site; department websites
· SJSU this week
· University, college and department newsletters
· Bulletin boards
· Information meetings

Table 3

Goal: SJSU will be know for having services, programs, activities that meet the needs of students

Specific Success Markers

· Student satisfaction survey (pre/post) - did you get what you wanted out of your education?
· Broad accessibility of information
· Survey to determine what programs/services have value to students
· Coordination/collaboration of services and programs across campus
· Faculty, staff, students, and administrators all know about the services available and where to find information
· Academic Success Center

Specific Actions Needed

· Conduct a needs assessment of the students and what programs and services they already know about, why do students leave?
· Meet students where they are at rather than where faculty, staff, and administrators are at
· Recognition of people who help SJSU achieve these goals- employee training on student life and students services, tokens
· Central information office (could be virtual) “office that has centralized staff (â€œSJSU expertsâ€) to deal with directing and guiding students to services, programs or activities. This staff would also be trained to go into classrooms to do presentations on general or specific campus programs or resources. Managed by President’s office, see below.
· Best practices assessment of schools similar to SJSU
· Better coordination between student and academic affairs divisions!
· Website needs work- too difficult to use/find information a student needs
Campus Units on Team

- Centralized office would look for assessment and best practices (needs to be a coordination of academic and student affairs) run by the President’s office.
- Did not get a chance to discuss this piece in much detail

Communication Plan to Ensure Broad Based Input and Dissemination of Information

- ALL student e-mail system! For both existing students and alumni
- Creation of a centralized SJSU office (can send facilitators to classrooms to do presentations on campus programs and services)
- Designate a faculty member to be an advisor for students
- Each program/service department has a designated week throughout the year where they are highlighted on the homepage, Spartan Daily, etc.
- Virtual student handbook

Table 4
Goal: SJSU will be Known for Quality Teaching and Academic Excellence

1. What are the specific success markers?

- In comparison with other institutions will see progress
- Survey students periodically and look for change in their expectations
- Surveys from employers indicating students doing well
- We will be drawing stronger students to SJSU
- Employment rate of our grads will be improved

2. What specific actions do we need to achieve this goal? (top three)

- work to keep class sizes small
- Recruitment ads - sell ourselves
- Offer assistance to faculty to live here
- Strong reward system for teaching excellence
- Improved teaching across the board
- Continuous evaluation - support teachers needing help
- Talk to students
- Institute professors’ chat meetings

3. What units should be represented on the team?

Who on team
• admissions; outreach (Marshall Rose)
• Chairs from instruction & student affairs, professional standards committees
• faculty affairs
• center for faculty development
• Chairs, Deans, Provost, Associate Deans
• Advancement
• Public Affairs
• Alums
• Students

Who is the lead
• Provost or designee

When to start
• Now

Milestones
• # student applicants and yield increase
• More national, regional, local recognition - news

4b. How do you suggest the team draw input from you and larger community?
• Forums such as these
• email
• articles
• ask students via survey or through classes

4b. How do you want information communicated to you and the larger community?
• Email updates
• Town meetings
• Spartan Daily
• Interviews & updates

Table 5

Goal: SJSU will be known for our well-prepared, sought-after and successful graduates.

1. When we achieve this goal, how will we know it? What are our specific success markers?
a. Successfully graduate (as measured by academic standards, culminating experiences, exit exams, GRE exams, board exams, etc.)
b. Placements of our students (jobs or graduate or professional schools post-graduation). Employed in their degree field and are competitive with other graduates from different institutions.
c. Resources will flow back to departments from successful graduates.

2. What specific actions do we need to take to achieve this goal? Identify the most important three.

a. Measure academic success of graduates (i.e. test-based or culminating experiences). Need to collect this data on a department-by-department basis.
b. Data collection on Alums. Favored campus specific surveys. If done centrally, feedback must flow back to the departments. Need to identify benchmark data “helpful if it can be compared to data collected by other universities or by national surveys. Need support for follow-up to the alums from the departments.
c. Career Center data. Obtain employer feedback on student preparedness in the Job Fairs. (Also can follow how many employers come to our Job Fair).

3. Let's talk about who we shall charge with addressing this goal.

a) What units should be represented on the team addressing this goal? Alumni Association, UCCD, Admissions and Records, Advancement.
b) Who is the lead person in charge of overseeing working toward the goal? President "with a whip†— seriously need accountability to the President. Sweeping changes require Executive Support. University Advancement might play a lead role or the Provost. Need to have a connection between the academic side and the alumni.
c) When should this work start? YESTERDAY!
d) Do any obvious milestones come to mind as useful indicators of progress toward achieving this goal? Look for #s to be rising: # of students hired, # to graduate or professional school, #students hired in their fields, # of employers coming to job fair.

4. Let's talk about how we will ensure broad-based input and wide dissemination of information related to achieving this goal.

a) How do you suggest the team draw input from you and from the larger community? Go through the department level. b) How do you want information about progress toward this goal communicated to you and to the larger community? We do not have a direct coordinated public outreach. Want us to have “fact sheets†that can be given to all faculty, students and staff so that we may act as ambassadors for the university. Post on the Library web site.

Before we reinvent a communication plan,
1. Identify the strengths and weaknesses of our current models of how we disseminate information.

2. Develop a plan which capitalizes on our strengths and minimizes our weaknesses.

3. Make use of advances in technology to enhance the communication of ideas and improve access and efficiency of

   program delivery:
   - build sophisticated databases
   - website
   - leadership forums
   - luncheons
   - relations with news media (column in newspaper, invite press to attend meetings etc...)
   - newsletters
   - listserves
   - fund-raising dinners
   - audiovisual presentation (to communicate the issues
     create CD's to send to community leaders).

Additional input

How do we define successful graduates?
- Placement of students
- Passing relevant professional exams
- Career Placement center data
- Graduates have two ways to determine if they are successful
  a. they feel successful
  b. they are told they are successful by someone else

Data collection on alums
- Need to stay in touch with alums, do they feel successful and well-prepared.
- Better tracking of students.
- We have sporadic tracking of students. No centralization. If we do centralize, have to make sure to get feedback back to departments. Assessment Committee is working on determining the amount and quality of the data by department.
- Alums feel good if contacted about their experiences at SJSU. Keeps a connection going.
  Alums feel like they are helping provide information to improve the education at SJSU for subsequent students. E.g. what did you like, what could be done better? Would you recommend SJSU to a friend or neighbor? Why or why not?
- Data needs to be collected with certain priorities in mind. Data can help provide strategic direction.
- Concern about follow-up with alums. If the university is contacting alums, make sure information gets back to the departments.

Data collection via Career Placement Center
- Recruitment Fairs. Employers provide information about the preparedness of our students in the interview process. Did they come prepared to interview? Were they qualified?
- Are more employers coming to the Fairs?
Academic preparedness of our graduates
· Assessment is now a part of our Program Planning process
· GE process is now more rigorously controlled. Perhaps a higher quality now?
· How many Tax Accountants get their CPA? How many pre-meds are getting into medical school? How many nurses are passing their board exams?

Table 6

Goal: SJSU is known for our welcoming, safe and friendly environment

1. When we achieve this goal, how will we know it? What are our specific success markers?
   · Welcome banner is inviting
   · More activates at night with different groups (Example: Cinequest)
   · Events and forums that promote diversity on campus (more welcoming to diverse groups)
   · Advanced technology will be used to improve security and communication among students, faculty, staff, and administrators
   · Parking structures less like police stations
   · Better lighting and other measures that help improve safety at nights
   · Interactive map to guide visitors
   · A main hub of information “Events schedule to be known in advance
   · Have a marquee in the middle of campus with information
   · A pathway to get more people to go on campus
   · Big event sign that draws people™s attention
   · Students could take tours to know the campus better (similar to the one is scheduled for MUSE students)
   · Use televisions on campus to make announcements about upcoming events
   · Possible tools to use to inform the campus: monitors, our website, cable station
   · Information overload during Welcome Week “have a more gradual induction
   · Early admission students come for a “Get to know the campus†day
   · Reasonable workload for faculty and staff so they can provide a better service

2. What specific actions do we need to take to achieve this goal? Identify the most important three.
   · Improve communications
     o A phone system to help students find the right people to answer their questions (create a directory)
     o Post road signs on campus to direct visitors
     o A hub of information to go out to the public
     o More resources into public relations to promote the new SJSU
   · Improve safety
     o Organize community watch program with the involvement of student organizations
     o Better lighting on campus
· Improve safety on campus and in the parking area
· Facilitate communication among diverse groups
· Hold events and forums that facilitate interactions and discussions among diverse groups possible
· Improve parking and access for all members of SJSU community and enforce the use of visitor parking for visitors only
· Tell about students who have been awarded and honored

In all categories, identify both short-term and long term goals, and plan accordingly

3. Let's talk about who we shall charge with addressing this goal.
   a) · Student affairs, academic & associated student organizations, UPD, Career Center, residual community
   b) · A new committee at the university level, with membership from all the above referenced parties involved
   · Under student leadership or a committee of cross-functional representatives
   · Give other committees the authority to answer these concerns
   c) When the committee is formed.
   d) · Forming the new committee
   · Holding forums to solicit feedback from campus community
   · Planning
   · Implementation (e.g. Booth at the parking area to welcome and keep the area safe, and all referenced in answer to the other questions.
   · Assessment

4. Let's talk about how we will ensure broad-based input and wide dissemination of information related to achieving this goal.
   a) · More focus groups, forum like this one
   · Announcements in the school paper
   · Active participation of students and university officials
   b) · Progress reports on the continued improvements to the campus
   · Television monitors used for updated reports on improvements
   · University Public Relations

Table 7
Goal: SJSU is Known as a leader in academic technology

1. When we achieve this goal, how will we know it? What are our specific success markers?
   · Wireless notes available on campus
   · On-line classes
   · 100% applications on-line (paperless from start of admissions through to graduation) and all student petitions on-line (paperless)
   · Faculty checking prerequisites and EPT exams, having a quality control system using technology
   · Having all Smart classrooms
   · Web Page to be State-of-the-Art

2. What specific actions do we need to take to achieve this goal? Identify the most important three.
   · Centralized support system for the new technology
   · Create external partnerships for resources
   · Academic technology task force to determine the needs of the university community (each individual unit)
   · Use external resources like industry (capital campaign)

3. What units should be represented on the team addressing this goal?
   · The college level, faculty level, staff level, technical control, community rep, student rep, CMS

   Who is the lead person in charge of overseeing working toward the goal?
   · VP of Academic Technology

   When should this work start?
   · Yesterday

   Do any obvious milestones come to mind as useful indicators of progress toward achieving this goal?
   · 25% of the classrooms become wireless after one year
   · 25% of the classrooms become wireless after two years
   · 25% user substation as a unit after three years
   · In 2007, 50% of the classrooms are Smart classes
   · Integrated full degree and prerequisite audit system, i.e. GE by 12/31/04 and full implementation by Fall 2005

4. How do you suggest the team draw input from you and from the larger community?
· Academic technology inventory
· Appoint people from each department to communicate verbally and then have task force personnel log in inventory presented

How do you want information about progress toward this goal communicated to you and to the larger community?

· Same appointed person acts as a disseminator of the information
· State-of-the-Art report: Annual report to the campus/community that demonstrates progress toward goal and can then be used as a marketing tool for resources.

Table 8

Goal: SJSU is known as a leader in Academic Technology

1. When we achieve this goal, how will we know it? What are our specific success markers?

- More databases available in the library in two years
- Increased communication about available tech resources
- Remodeling that includes high tech equipment and multi-media resources that make learning easier (i.e., videos, PowerPoint, etc.) will be done
- The entire campus is wireless—students bring their own computers
- The business community hires SJSU students because of their tech skills
- SNAPs survey responses indicate students value and place high priority on tech skills

2. What specific actions do we need to take to achieve this goal? Identify the most important three.

Top three: Enrich the library collection/database, assess long term goals, and all buildings on campus will be wireless.

- Internal assessment of what we have; prioritize what you do/get and thread throughout the university
- Develop a communication plan that must include students (SJSU email for all students/alums)
- Know what skills are needed in the workplace AND what the student wants
- Incorporate the tech component into the core curriculum—not just GE courses but specific to the major (content driven by the major)

3. Who should be charged with addressing this goal? When?

- AVP of Academic Technology—Leader of the group
- Develop a Council that includes on/off-campus constituencies, Faculty, Staff, Students, Administrators, Alumni Association, Recruitment (i.e., Marshal Rose), community
members/business practitioners, and Alumni. The challenge is to find the “right” person for each group and passionate about the goal (risk it all) but not as passionate with respect to how to get there (i.e., come in without preconceived plans). The group must be open minded, geared to lead and able to listen. They also must be tech savvy and familiar with hard and software, pedagogy (i.e., education and curricula).

Note: The skill set needed in this team would include:

- Hardware/software expertise
- Pedagogy knowledge/skill
- Inside & outside view
- Leadership and communication skills
- Web design/implementation skills

When?
â€œNOW. Expand the Summer Bridge programs, recruit and advertise in elementary, middle and high schools.
â€œSJSU known as an â€œenablerâ€

Milestones: (Internet site needs to incorporate questions). SJSU students are involved with the recruitment process. Alumni transfer important information between on and off-campus communities. Alumni provided access and information regarding technology (i.e., email/listservs, etc.) even AFTER they graduate. Individual department updates and maintains Alumni databases. Feedback from internship sites. Incoming freshman and their families SEE the technology component RIGHT UP FRONT when they first explore/visit the campus, review the curriculum. Again, recruit at an earlier stage (i.e., Elementary, Middle and High School).

4. How we draw input from a larger Community: Take advantage of

email, hard copy newsletters, Spartan Daily, open forums, department meetings, etc. Develop Internship opportunities that cultivate long-term relationships between students and practitioner/business communities.

How information regarding progress is communicated: Spartan Daily, newsletters, listservs/emails, brochures, flyers, forums, daily announcements, parking garages (large screens), websites (clips, banners), Info Booth (other than in the Student Union), radio, TV and local business newsletters. Pay attention to the needs of the Disabled, other special needs population(s).

Redistribute information back out to the on/off-campus communities through alumni emails, listservs and every/all forms of communication (i.e., newspapers, radio, TV, email, etc.).
Goal: SJSU is known for our contributions to the city and the region, and for our connections to the Silicon Valley.

1. When we achieve this goal, how will we know it? What are our specific success markers?

- Faculty visibility in their field of expertise. Community and businesses perceive SJSU as a campus with experts.
- Publicity coverage of SJSU via the newspaper and media stations.
- Resources to collaborate with community looking for support and help.
- External support and partners (alumni, agencies, businesses) investing with SJSU. Businesses recognize SJSU as offering something valuable (educated students) willing to invest and support the university. Businesses/organizations lobbying on behalf of the university.
- Potential students will see SJSU as a university that will offer a better education and campus life.

2. What specific actions do we need to take to achieve this goal? Identify the most important three.

- Aggressive systematic fundraising, public relations and marketing SJSU’s strengths and contributions (e.g., call to action - giving something back/investing in SJSU).
- Accentuate depth/areas of specialization, e.g., engineering, nursing, teaching, arts, etc. Communicate existing specialties, develop/enhance further areas and market SJSU’s accomplishments in these diverse areas.
- SJSU community collaborates to communicate our story (e.g., create partnership with Spartan Daily to communicate with students the achievements and successes that SJSU has obtained.) address work overload issues (so that faculty can increase its community and consultant work) educate and lobby civic leaders and legislators.

3. Let’s talk about who we shall charge with addressing this goal.

a. What units should be represented on the team addressing this goal?
- University Advancement and Academic Affairs – building strengths within different Colleges
- Academic Senate – involvement in resources within multiple areas
- Students - involvement with Faculty on work overloads
- Lobbyist: - Government Affairs, government relations and Advancement
- Presidents Office – involvement needs to increase
- Unions (Faculty and Staff) – broader involvement with the campus
- Provost Office and Academic Senate – address faculty work overload

b. Who is the lead person in charge of overseeing working toward the goal?

- University Advancement and Academic Affairs – VP of Advancement
- Academic Senate – Academic Affairs
- Lobbyist: - Driven by the Presidents Office
- Unions (Faculty and Staff) –
- Faculty work overload – Depends if coming from Staff and Faculty
a. Faculty: Union, Senate and Academic
b. Staff: Union and MPP Group
c. When should this work start?
   · Should begin immediately. Work overloads should begin first, and then look at incentives. All ideas/specific actions should happen at the same time.
d. Do any obvious milestones come to mind as useful indicators of progress toward achieving this goal?
   · Work overloads: People spending time on strategic goals.
   · Lobbyist: Understanding what we want. The existence of a dialogue/working together.
   · Specialties: Student enrollment increases in specialization areas.
   · Goal of Marketing the University: Focusing on fundraising, businesses re-investing in the university, an increase of students applying, enrollment and media tracking system.

4. Let’s talk about how we will ensure broad-based input and wide dissemination of information related to achieving this goal.

a. How do you suggest the team draw input from you and from the larger community?
   · A commitment within the teams
   · A diverse team with representatives from various constituent groups.
   · Provide comparative data (campus community have the ability to review it).

b. How do you want information about progress toward this goal communicated to you and to the larger community?
   · 2-way communication with broader audience.
   · Provide a progress report of the goals and how close we are to obtain them
   · Website as a communications vehicle
   · Team communicating face to face, as well as progress of overall strategic plan and where we stand
   · The university needs to be proactive and not reactive when it comes to the strategic plan and the communications that are occurring
   · Being able to move towards the goals and adjusting the strategic plan to ensure that we get there (a review process)

---

**Table 10**

**Goal:** SJSU is known for services, programs and activities that meet the needs of our students.
1. When we achieve this goal, how will we know it? What are our specific success markers?

- Get feedback from students through satisfaction surveys. Important to get feedback from those who don’t get served as well as those who do. List programs and ask people who they like them.
- People know about the services and understand their value.
- More students utilize services, programs, activities.
- Students spend more time on campus.
- Housing may change emphasis/needs. (May need more weekend activities.)
- Services are marketed.
- Transfer students are served better (orientation, information).
- Faculty know about services and refer students appropriately.
- Higher retention rates.
- More students participate in/attend intermural sports
- ESL students feel included/supported.

2. What specific steps do we need to take to achieve this goal?

- Improve orientation for the 70% of students who enter as transfer students.
- Improve communication (website, brochures) and centralize information to reduce duplication.
- Plan space utilization better, particularly planning for public space that encourage interaction.
- Continue MUSE and expand to transfer students to improve information.
- Collect “best practices” from other universities.
- Increase services for non-traditional/evening students (e.g., bill paying, food services). (One person noted that evening services often underutilized when offered.)

3. Who we shall charge with addressing this goal?

a. Units. Student Affairs/IPAR (to conduct surveys)/Associated Students/President/Academic Services/MUSE.
b. Lead: Student Affairs (VP or designee).
c. When should the work start? Now (immediately).
d. Milestones:

more students utilize services
fewer students withdraw for medical reasons
fewer withdrawals for any reasons

4. How will we ensure broad-based input and wide dissemination?

a. Input: Needs assessment/surveys of students. Also solicit information about student needs from faculty and departments.
b. Communication about progress:
Web site.
Share information with department chairs and college deans.
Increase public exposure about successes (e.g. media stories about campus achievements/events).
More centralized sources of information.

Table 11

**Goal: SJSU is known as a contributor to Silicon Valley and surrounding community.**

**Markers of Success**

Student volunteerism = major connection
Partnerships with community â€œ such as City Year
Outreach to High Schools/Community Colleges/etc â€œ for events/education/etc
Partnerships with local museums
Local businesses = eager to support internships
SJSU = more well-known with a better identity (not just a commuter school)
SJSU = known as a â€œpracticalâ€ school
Joint MLK Library = model to expand partnerships
SJSU = more corporate/NASA partnerships
SJSU = becomes State-assisted, not State-supported
SJSU = has a clear identity = Metropolitan University (not just a tag-line)
SJSU programs = get community involved
Benchmarking = Stanford/Santa Clara universities
SJSU = University of the community/people
SJSU programs = get alums more involved/students aware
SJSU = offers lifelong email for alums = enhance networking
SJSU employees = rave about ability of students = PREPARED

**What actions should SJSU should engage in to make this happen?**

SJSU = must develop coherent definition of Metropolitan University
All SJSU classes = start off with meta-message about SJSU services for students
Establish a University-wide Success Group
Form a SJSU Strategic Planning Leadership Group = focus on the big picture
Conduct a broader survey of the Silicon Valley community
Get buy-in from SJSU Leadership = Strategic Planning
More involvement by SJSU community in SJSU athletics
Advancement = key to alumni
SJSU Career Center = focus on students/alums as lifelong learners
Develop a coherent SJSU Strategic Plan/Initiatives = SJSU leaders involved early on
Develop coherent approach to Public Affairs = not independent flyers about events
Integrate Academic Affair and SJSU Foundation relationship
Table 12

**Goal: SJSU is known for appreciating diversity; we are a model for how diversity works.**

1. **When we achieve this goal, how will we know it? What are our specific markers?**

   · % of faculty mentoring diverse undergraduate and graduate students
   · evidence that we understand ourselves as well as people who are *different than us.*
   · # of classes, activities, etc. that will attract students from diverse populations
   · social groups formed of students from diverse populations (ethnicity, age, sexual orientation, class, religion, etc.)

2. **What specific actions do we need to achieve this goal? Identify the most important three.**

   · faculty encourage group work for students that promotes cross-cultural understanding
   · training for faculty and staff around diversity issues in the classroom
   · equity across disciplines in equipment and facilities
   · hiring based on demonstrated experience in diversity issues for both faculty and staff
   · SJSU webpage is in multiple languages

3. **Let’s talk about who we shall charge with addressing this goal.**
   a) **What units should be represented on the team addressing this goal?**
      representation from all 4 campus units
      student representation from each College
   b) **Who is the lead person in charge of overseeing working toward the goal?**
      The President’s office, but NOT the campus climate committee as it currently functions
   c) **When should this work start?**
      A VERY LONG TIME AGO!!!

Table 13

**Goal: SJSU will be know for having well prepared, sought after, and successful graduates**

· More Systematic Data that *tracks* SJSU graduates for years after they leave campus.
   Before reporting details, it was apparent that the theme of *SJSU needs more data on its graduates* pervaded every topic. There is not a history of tracking of graduates in any systematic way at the university level, though some accredited programs are required to do regular alum surveys, etc. But even such individual surveys of alums are not compiled or cross-analyzed in any central office to paint a picture of the university. DATA, more of it, and
ASSIGN responsibility for it â€“ specifically â€“ probably jointly among Career P&P, IPAR and Development/Alumni Relations.

· Companies as used below means private employers, government, non-profits, K-12, any formal organization to which a graduate attaches in a formal way for a job, paid or volunteer.

Topic: Assuring that SJSUâ€™s graduates are well prepared, sought after and successful

1. Sought after by whom? (and judged prepared and successful, by whom?)

- Obviously Employers of all kind
- Graduate and Professional Schools
- The community to be leaders

2. How will we know our grads are successful, what are our measures?

a. The traditional CP&P survey what percent are employed by discipline in jobs related to their discipline. But donâ€™t do it just one year out, track graduates.
b. Position Titles, Salaries
c. Formal reports from employers of all kinds surveys, focus groups....
d. How many, and what kind of, companies elect to recruit here? Companies include non-profits, educational districts, etc., all categories.
e. Do graduates maintain formal contact with SJSU â€“ join the alumni, contribute, participate on advisory boards ---- this is an excellent measure of bonding between graduates and the university.
f. Participation in civic activities holding office, serving on advisory boards in the community, community organizers, volunteers in civic activities (info available pretty much only anecdotally and by survey)

3. What actions by SJSU would make our graduates more sought after?

a. Smaller Classes. This seemed to be the practical vehicle to assure
- more student-centered learning
- closer personal contact between faculty and students
- a more rewarding (and retaining) experience for those faculty who come here specifically because they WANT more student contact

b. Real World education. As many possible connections between classroom instruction and the real world as possible. Projects where students work with companies, internships and traineeships of all kinds, service learning, early field experiences, part-time employment in the discipline of the major, guest instructors from companies, career workshops in the discipline led by SJSU graduates now working in the field. Insist that students read newspapers and give analytic reports on their reading. (Smaller Classes would greatly facilitate this kind of education.)
c. Enhance the SJSU Reputation
   - as generated by the grads themselves â€“ as they report back on good facilities, good
     instructors, appropriate equipment and assignments, etc. If our graduates have had good
     experiences, they can influence others to seek after other SJSU graduates.

   - Tell the SJSU Story. More effective PR by the university to the community, to tell our story
     better and more widely than it is usually told.

d. Higher Standards. This was an elusive topic to pin down. By it the group seemed to mean
   more attention to feedback from employers on SJSU gradsâ€™ communication skills, ability to
   work in cross-disciplinary teams (in class, they only work within intra-disciplinary teams), better
   awareness of personal dynamics in the workplace â€“ more GE issues than academic major
   issues.

4. Who should be involved in making changes at SJSU, who should be in charge?

   a. The President must be the leader, the driving force, in getting the SJSU story to the world and
      setting this as a high priority for the campus
   b. Academic Senate
   c. Students
   d. Offices that systematically track graduates and collect useful data on their perceptions of SJSU
      over the years, and their career progress â€“ IPAR, CP&P, Alumni, Public Relations, Development
   e. Discipline faculty â€“ in helping to build databases of their own graduates, and contributing
      that information to central offices for the university

5. Benchmarks

   None possible without better data, better tracking. To set benchmarks, we need BASELINE data,
   and we donâ€™t have it.

   a. Employability (preference and level)
   b. Certification and licensure, where applicable
   c. Admissions to graduate and professional schools

<table>
<thead>
<tr>
<th>Table 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal: SJSU will be Known for its appreciation of diversity; being a model for how diversity works</td>
</tr>
<tr>
<td>Question 1 (Specific Success Markers):</td>
</tr>
<tr>
<td>1) Alumni will say it to us in surveys and by joining alumni organizations</td>
</tr>
<tr>
<td>2) Media portrayal of SJSU as diverse in TV, newspapers . . . no mention of ethnicity when</td>
</tr>
</tbody>
</table>
describing students at SJSU.
3) We need to question and consider what kind of diversity we are interested in -- is it programmatic, ethnic, cultural, etc.?
4) More people participating in each others' activities (different ethnic and cultural groups)
5) Faculty and staff reflect more about the student population and also reflect the student population (e.g. more representative).
6) Assess perception of new student, faculty and staff applicants.
7) If hate speech arises, response is immediate that "that is not appropriate".
8) UPD reports of hate crimes (reduction), have a zero tolerance policy toward hate crimes, quality of response sends a message.
9) Faculty ask feedback of students -- bring culture and ethnicity into the classroom.
10) Required diversity courses (we already meet this one)
11) Evidence of diverse learning/teaching practices (SOTES, Fac Affairs)
12) In publications/website we have evidence of student diversity
13) Have continued campus conversations about diversity -- consistently question ourselves.
14) Annual surveys of student perceptions about diversity

Question 2 (Specific Actions):

1) Monitor police reports
2) Proactively solicit information
3) Be aware and make others aware
4) Associated Students takes surveys of student opinions
5) Interactive website
6) Need attention of new president and president's staff
7) Have more public dialogue meetings that help keep us focused
8) Entrance and exit interviews of students
9) Diversity watch website -- people can make comments and highlight complements and concerns
10) Have a question about diversity on the graduation application

Question 3 (Specific Departments) on team:

Associated Students, Campus Climate, Institutional Research, President, Alumni, Advancement, Office of Equity and Diversity (HR), Ombudsman, Counseling, University Communications, Academic Technology, Study Abroad Program (International Program), Curriculum

Note: The Campus Climate position title should more aptly reflect diversity as a major part of its mission -- e.g. "Campus Diversity Officer". This person should be the leader of the initiatives suggested. This person should report to the President.

The work should begin ASAP with the start of the new president's term

As milestones, we should look to:
-responses to surveys about diversity
-annual assessment of diversity as reported by the task force (composed of people from the above named offices)
-results posted on the diversity watch website which should have an obvious link from the homepage
-reports in Washington Square and SJSU This Week

**Question 4 (Input and Dissemination of Info):**

1) ongoing surveys
2) campus event celebrating diversity (annual? beginning of year?)
3) Presidential address/message
4) Ongoing campus conversations
5) SJSU This Week and Washington Square articles
6) Spartan Daily articles?