

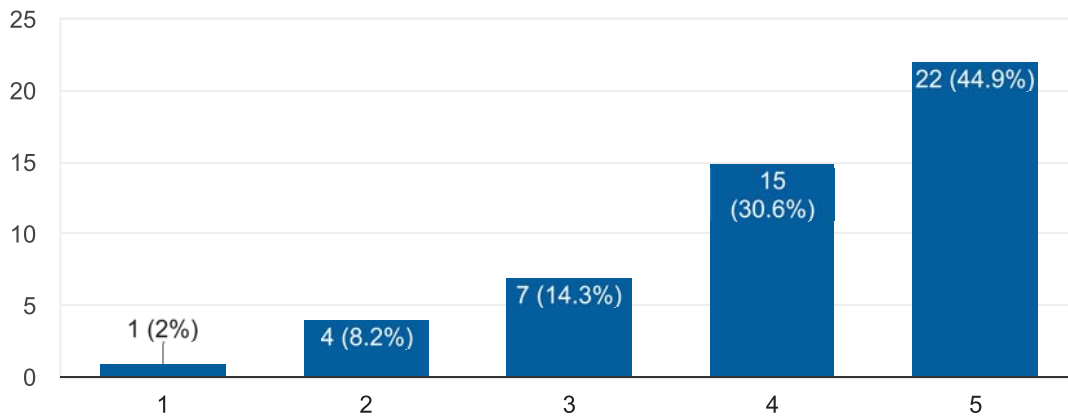
SJSU's DRAFT Desired Outcomes: Educate for Engagement and Innovation

53 responses



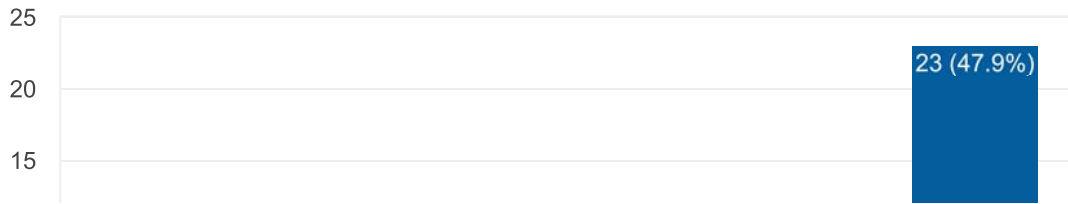
As you review the 7 desired outcomes, do they make sense to you?

49 responses



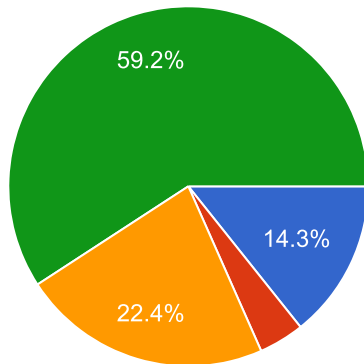
Do you feel that these desired outcomes include you?

48 responses



How would you prioritize the list of outcomes? Which outcome is MOST important?

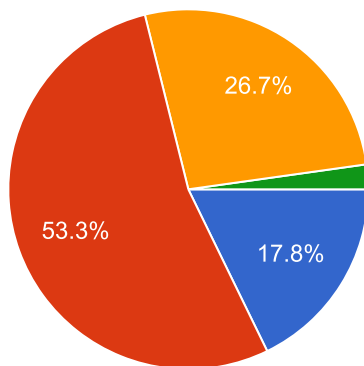
49 responses



- 1. A campus community that lives comfortably, has a sense of community, and is inclusive of all students
- 2. All students are aware and empowered to meaningfully engage within their community
- 3. Upon graduation, students are well-prepared to transition to the workforce or graduate school
- 4. All students develop lifelong skills: oral and written communication, critical thinking, and problem-solving

How would you prioritize the list of outcomes? Which outcome is LEAST important?

45 responses



- 1. All undergraduate and graduate students receive advising support at key academic milestones
- 2. All students are aware and empowered to meaningfully engage within their community
- 3. Upon graduation, students are well-prepared to transition to the workforce or graduate school
- 4. All students develop lifelong skills: oral and written communication, critical thinking, and problem-solving

Keeping within the limit of 5 desired outcomes for each goal, how can we improve these desired outcomes? Is there anything missing from these desired outcomes? Can anything be removed or merged?

38 responses

Quantitative reasoning is missing. Educational content, knowledge, is missing. What's the point of a major in this context? (2)

#2 does not make sense as written; do not see how #1 relates to educating for engagement (2)

These are all necessary outcomes. None is least important.

Outcome #1 will only work if the advisors on-campus step up. I graduated from SJSU in December 2014 and would see my advisor at the start of every term to make sure I had the correct amount of units and was on schedule to graduate. It was not until I filed for graduation that my advisor told me I was 1 unit short. This caused a problem as I had to take an extra class I was not prepared for. In addition, my sister also graduated from SJSU and her advisor misguided her as well and she found herself having to take 2 extra classes she did not anticipate having to take during her last semester. I have worked in the Bursar Office and experienced many students crying at my desk because they were suppose to graduate but it was not until they filed for graduation, that they were informed they were 1 or 2 classes short.

In the third point, listing iincreasing participation at career fair is less important than the last point which was giving students practical or RSCA experience. If SJSU can continue to increase those opportunities for our students they will be better prepared for the workforce. Those opportunities teach the critical thinking skills the students need for success

"Educate for Engagement and Innovation" is an interesting title. It leads me to think about community engagement and creativity. I see nothing about creativity in the outcomes, nor about authentic engagement. The phrasing of the advising outcome leaves me cold. It seems more about pushing students through than any kind of assurance that they are getting a good education. Shouldn't one of the action items here be "hire more advisors"? #2 sounds like it is about campus community (not the broader community), and I would indicate that in the statement. Right now this too seems groomed for career readiness, not for kinship, recreation, teamwork, relationships. #3 is also chilling; I see a lot of grooming students for work in the professional sector--professionalization over self discovery. Personal branding in year one?! What about more guidance for selecting a major based on your aptitudes and/or passions? Ultimately is our goal to get our students jobs or to provide them with a good education? Because I think these things can be in conflict. #4 is the most fundamental to my mind and should be top priority. Hiring more tenure track professor should be an action item here.

All are important and related. SJSU achieved Carnegie classification Community Engagement in 2008.

Can elaborate on students aware and meaningfully engaged with the community, the campus community and the city, and also transferred to other communities of cities, metropolis.

Make it clearer what is meant by "meaningfully engaging within their communities"

I like all four of the areas, and it was very difficult to prioritize

Both the campus and CSU system need to completely re-work the budget development and allocation process so that it is much more transparent and linked to strategic goals and strategies.

The university still allocates way to much budget and operating expenses to programs that serve very few students, such as clearly failing athletic programs, sports facilities, and central administration.

There seemed to be nothing in the plan to make SJSU more of a cosmopolitan partner, by setting up more off-campus centers for instruction and programs throughout the county and region, and especially by setting up partnerships with local community colleges to start operating jointly run facilities. This will reduce congestion at the main campus and build more support for SJSU regionally.

A goal should be added to have the legislature begin moves to shift SJSU from a CSU to a UC, San Jose campus. Silicon Valley has long deserved a full fledged UC campus and shifting it to the UC system would dramatically increase funding and enhance the prestige of the university's programs.

#4 should include 'financial essentials' or similar language

Outcome 2: There should be benchmarks/goals for extra-curricular activities that measure where the student should apply themselves (ex: Join 1 professional organization relating to your major, attend 2 clubs of interest in your Frosh year.) Outcome 3: You need to provide emotional support to students who are in an internship program. I participated in an internship as an undergrad, but never received counseling and support to handle the crazy demands of my employer and to assert myself in the workforce. I left the opportunity feeling deflated and less confident in my skills. Outcome 4: Allow staff and faculty to lead student workshops based on their personal and professional areas of expertise. Provide modest stipends for their work. Allow staff and faculty to get creative with their workshop ideas (look at how anime conventions solicit and choose panel discussions). Include these workshops in the co-curricular benchmarks worksheet.

a statement of support for faculty and staff to achieve excellent in teaching

change this: "Ensure all students are assigned an advisor during orientation". This bypasses (doing more harm than good) well developed processes at the department level that carefully match students with faculty advisors.

Not clear about the "seven" claimed outcomes versus the four listed.

I comment elsewhere (under Academic excellence) that teaching is mentioned exactly... nowhere in this plan. I suggest that beyond just advising (certainly critical), we add:

- Teaching: support for excellence. This requires lower teaching loads (or a combination of reduced loads and release to periodically revamp classes), and more support (good classroom facilities, etc.) Hiring focus on great teachers (as opposed to great researchers) would also better serve our students and should be a goal.
- Tutoring: paid, competent tutors accessible easily and regularly for all high-DFW classes that are bottlenecks for majors (e.g. EE98, Chem1A, Physics 50/51, Math 30/31, etc). Clean, inviting, study rooms available 24/7 (the library opening later is already a great start!) where such tutors are available 9-5, or at least 12-5 every weekday to support students. Etc.

Critical thinking is a desired outcome, but there are no potential action items listed to address this outcome. This should be corrected.

Please put outcome number 3 first, followed by 4 then 1 then 2

Mention ways faculty and staff will be better prepared to contribute.

There is no mention of the arts ANYWHERE in the strategic plan. This is unacceptable. To #4, add a clause about art, such as "experience with artistic expression"

I think the 4 you have are excellent and well stated. I don't think you hit the points fully on "diversity of perspectives" and "contribute to civic life". I think a fifth outcome should be added that addresses integration of knowledge (connecting content from their major, general education, and future careers all together) and ethical and social responsibility (along the lines of the WASC learning goal on social and global responsibilities).

For outcome 1, "Ensure all students are assigned an advisor during orientation" should be worded differently to emphasize that this is really institutionalizing a caseload advising model (that is, it isn't so much assigning a student to an advisor but making sure the number of students assigned to that advisor is reasonable for them to support them throughout their SJSU career). This could be something like: "Establish a caseload advising model across the university that ensures for best practices ratios of student:advisor." In regard to, "Require students to see an advisor at 30/60/90 unit milestones", this is adding in mandatory advising. Best practices in advising use a caseload model rather than mandatory advising. If we are going to have a hybrid (mix of caseload and mandatory), then this should at least read "before significant milestones such as 30/60/90" instead of "at 30/60/90". This will also involve more resources (to cover both caseload and mandatory).

Confused. Form says 7 items but only 4 are listed in this Google Form.

As a staff member, I would vote that thriving quality of life is the most important. Provide a healthy and clean workplace environment. There are many specific items which can be added to this list such as (providing a kitchen/lunch room in the administration building, or at least a proper sink to wash dishes. Also making sure that FD&O are cleaning the offices properly). These might sound unimportant but are basic necessities which are provided by employers across the valley.

Some are too general I'm not getting a clear articulation of the "innovation" element of this goal as there is no mention of cultivating creativity. #3 is particularly vague in this regard. #1 is clear and specific.

I cannot overstate how important it is for all Americans to be critical thinkers, especially after the outcome of horrendous 2016 presidential election. I think critical - and ethical - thinking needs to be taught in all subjects. Engineering students especially need critical thinking skills.

Either here in "Educate" or in "Thrive" or "Connect" there's needs further clarification or distinction of the oft-used word "community." There's not sufficient distinction/emphasis on the 'societal' community vis-a-vis the campus or local community. (See a similar comment under Thrive, Connect)

These four items aren't all essential. Difficult to rank.

I think what is missing is a SFR maximum. While the negative effects of large Math and Physics lectures are mitigated by workshops and labs, in engineering it is hard for medium performing students to engage with professors outside of class. Sure RSCA activities look great, and we do this somewhat in senior project, an SFR of 50 makes it hard to work with an individual and coach anyone to greatness. I think doctoral programs will make this worse because faculty will spend their time mentoring PhD students, rather than undergrads. PhD students are not a source of free labor. Grants need to be written and secured constantly to support the PhD student. It takes a lot of mental energy to mentor a PhD student. While SJSU profs who completed their undergrad degree from Stanford or MIT talk about a close relationship with professors, it seems that there was a low SFR supported by large tuition. The San Diego State program is help up a role model of excellence for their joint Doctoral program, but they have maintained a low SFR.

The goals are great, but the FTES funding model does not really take into account student success, but students in seats. Chairs seem to still be held accountable to the FTES funding model.

3 and 4 are redundant to some degree. Engage with their communities, not sure what is meant? campus community? San Jose community? A student's sub-community (by discipline, special interest, athletics etc..?)?

Do not focus on job-ready issues, as that turns SJSU into a trade school instead of a liberal arts university.

Yes, aside from advising where are the faculty and staff in this goal? What faculty support will be given to reach these outcomes?

How about students feel engaged at SJSU?

Where is the innovation part? Educate for innovation is inherently related to creativity. Studies showed that freshmen are more creative than the seniors. How can you improve creativity?

I am looking forward to seeing details regarding Desired Outcome 2 ("under development").

Clarity regarding students being "aware and empowered" to meaningfully engage within their communities doesn't seem very measurable or impactful. Would suggest stronger language indicating that our students have ample opportunity to meaningfully contribute to the vitality of the community and that many of them do.

What would convince you that we have achieved these desired outcomes?

34 responses

Alumni would report full engagement in meaningful lives using capabilities acquired at SJSU. (2)

Robust feedback from alumni 5, 10, and 20 years out.

Speaking to less students who find themselves in a situation where they were misguided by their advisors in terms of classes and unit they are required to complete instead of the student having to find out when applying for graduation

Feedback from students and assessment of their oral and written skills by faculty.

Improved graduation rates for underrepresented students.

The student outcomes in the immediate application after graduation. And also if tracked, then student outcomes for a decade or longer after. It shows career progression, job decisions, and cities and companies worked for.

Improving graduation rates is best way to measure #1. Tracking job placement for #3. #4 is hard to measure (yet important)

Feedback from my students that they are indeed getting the support that they need from the university.

confident, strong students

Spending much less money on athletics and sports and more on academic and student services functions.

Increasing the percentage of resources devoted to instruction from its current 40% to at least 60% over a several year period.

Setting up more community-based centers for students to take credit classes and finish programs of study.

Make progress in moving SJSU away from the CSU system and into the UC system.

increased graduation rates, increased internships, volunteering

Survey students 1 year after graduation and see if they are in a meaningful job and whether they felt prepared for their career.

increased participation in advising and co-curricular activities; positive feedback from employers regarding the graduates from SJSU they hire.

Once again, not sure how many outcomes are being discussed. Four versus seven? Did we pilot test this section of the survey before going live?

When I talk with colleagues industry in the local area, they regularly say good things about SJSU job candidates they interview. Right now, that is often not the case.

Accurate data tracking student progress and outcomes before and after graduation.

Timely graduation of students

Students find meaningful employment after graduating

the usual answers: exit interviews, graduate school acceptances, awards. National standardized field tests would be great, but expensive

"Be a university of choice" can be measured by admission statistics. "Lifelong success" can be measured (with great difficulty) by surveys of both alumni and employers. Some of the listed potential action items are fairly easy to assess; many of them are much more complicated to effectively assess their impact. Resources would need to be allocated to have staff to guide/run the assessment.

When both staff and students are equally looked after.

a robust ePortfolio system where students can collect educational artifacts and reflect on their growth (in these areas) as they pass through system.

Hard to assess post-graduation engagement; maybe measure senior students participation in voting/elections; or survey their engagements as alumni one year out.

Improved graduation rates, data on employment of graduates

The advising plans are easy now that we have my planner. Prof/Advisors have to use myplanner/progress and make sure the data is accurate.

Retention of current and future students, reduced time to degree, and post graduation outcomes measured by quality of life, not straight salary numbers.

More support for advising is needed: for trained faculty with significant ongoing release time to properly advise students.

Need to be clear about your metrics for success. When you say all students- do you mean literally all students? These are outcomes, not aspirational goals.

graduation rates for students, dealing with less exceptions and petitions to get students through

An audit of graduating senior to see if they have the skills listed in 4

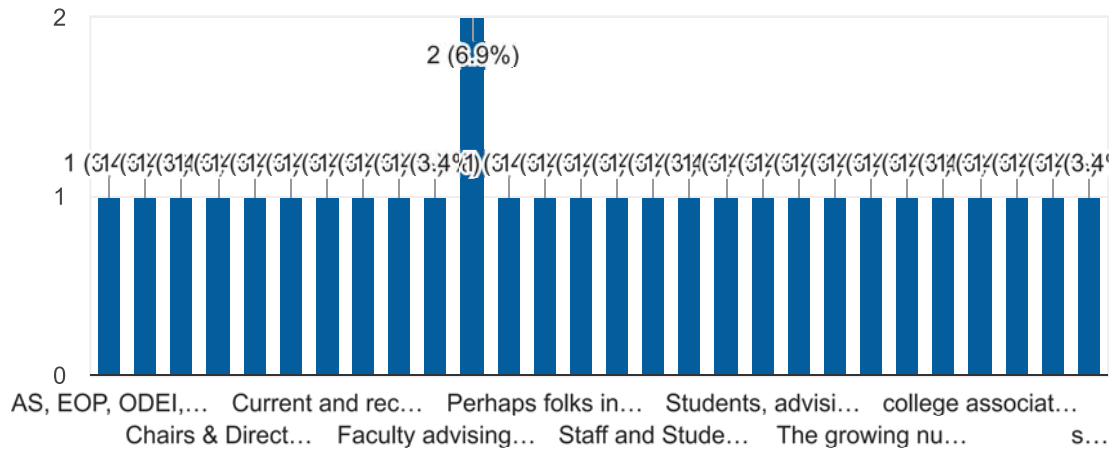
Solid data comparing previous years and other schools.

I will be convinced that we have received the outcomes when the Desired Outcome 1 and 2 statements are true. Desired Outcomes 3 and 4 need additional details to be SMART goals/outcomes.

Identifying metrics associated with each outcome and measuring progress towards achieving them (e.g., 100% of first year students have meaningful community engaged learning experience).

As we continue to develop the outcomes and action items, who should we talk to at SJSU?

29 responses



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