

**Strategic Plan: Priority Metrics
Review Draft
May 23, 2023**

Coordinating Committees: Charge

The Coordinating Committees should develop 3-5 metrics by which the University can orient activity and measure success in the priority area. Following the adoption of the metrics, the coordinating committees should review current work in the area and prioritize initiatives that ensure that efforts are being made that directly impact the metrics and promise success.

A metric could be affirmative (expand an opportunity or program), active (establish a campaign or engagement), conceptual (focus or emphasize), retracting (eliminate or reduce an activity), as well as standard quantitative metrics. The metrics should be clear, concrete and measurable.

Strategic Priority 1: Educational Equity and Student Success

We strive to provide every student with transformative educational experiences that support their academic and future success.

- **Macro indicators**
 - Retention rates by demographics (by cohort) with goal of zero equity gaps.
 - Increase retention rates by 1% per year
 - Graduation rates by demographics (by cohort) with goal of zero equity gaps.
 - As per the GI 2025 initiative, first time freshmen 4 year graduation goal is 33%. The first time freshmen six year graduation goal is 69%. The two year transfer graduation goal is 49% and four year is 86%.
 - Improve outcomes of re-enrollment campaign for historically underrepresented and Pell grant eligible groups with a goal of achieving 20% return rate across all demographic categories.
 - Improve credit accumulation across all students by demographic group with a goal of 30 units per year and no equity gap.
- **Faculty support for students**
 - ⊖ Curricular and/or pedagogical changes in courses or programs (e.g. adopting contract grading) explicitly tied to goals for reducing failure rates and grade gaps in classes and increase retention and graduation rates
 - ⊖ Reduce the number of courses that have failure rates higher than 15%
 - ⊖ Reduce failure rates in the ten highest impact courses
 - For the courses with high DWF rates increase the number of students in those classes who seek out academic tutors, both in-person and online.
- **Environment needed for Equity and Student Success**
 - To create a more affirming environment for students, increase the diversity of the faculty so that it better reflects the demographics of our students.

- Reduce student administrative barriers (with particular attention to student financial matters) to promote increased retention of students from semester to semester.
 - Increase number of courses with zero cost materials
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Strategic Priority 2: Working with Purpose and Passion: An Improved Employee Experience

We strive to make our university a great place to work where everyone can meaningfully contribute to the success of our students and the SF State community

- **Workforce Planning**

- University Vice Presidents will:
 - perform a review of staffing levels (of all employee groups) and develop plan to address in fiscally sustainable ways
 - Assess needs of departments by reviewing organizational structures to ensure alignment with University priorities. Ex. position descriptions are in alignment to retain and recruit the best quality applicants.
- By the end of fiscal year 2024-2025, Vice Presidents, working with Human Resources, will provide recommendations to align staffing requirements across campus units with financial resources.

- **Campus Culture: Promoting equity and fostering fellowship**

- Train teams of DECI-certified managers to assist in areas where conflict is identified, and to develop best practices to help departments diffuse conflict. Assess, evaluate and implement timely changes within depts. where inequity lives and to ensure best practices.
- Analyze access to programs and resources available to employees. Assess how/where to publicize so employees know where to find support (ex: lists Faculty Affairs, HR, Labor Unions, EAP, Title IX, Safe Place, BIET, Ombuds, PERC, etc.).
- Review university policies, procedures and practices to facilitate optimal work/life flexibility and blended working and learning options to broaden the university's access to diverse talent.
- Assess, integrate/combine exemplary recognition programs and processes to adapt and scale, in partnership with Human Resources.

- **Operational Excellence: Continuous Process Improvement through Assessment, Transparency, and Accountability**

- Establish a collaborative workgroup to review processes and recommend Process Improvement training for each department to evaluate their own processes and invite participation from areas impacted and shared

governance groups such as Staff Council, Faculty Affairs Committee, and others.

- Ensure employee management training and accountability, encouraging on-going check-ins and feedback opportunities among managers and their teams.

Strategic Priority 3: Your University, Our University, One University

We strive to foster an inclusive community where all members—students, alumni, staff, faculty, and administrators—are welcomed and valued.

Inclusion and belonging

- Create a welcoming environment for students by:
 - supporting the established affinity and international groups at SF State by opening the new multicultural center of Student Services Building
 - supporting comprehensive review of peer mentoring results (First Year Experience, Peer2Peer, COES mentors as examples)
- Review practices to ensure increase in number and quality of diverse applicant pool and subsequent hire rates of BIPOC faculty, staff, and administrators
 - Support the hiring process for the Department of Diversity, Equity and Inclusion so that we show support for all communities at SF State
- Make progress on attaining [the Seal of Excelencia by developing support for framework](#) and coordinating activities across the university to support the campaign
- Make progress on new campus climate survey
 - Upon completion of campus climate survey, evaluate and compare with previous survey and set new goals for the future survey with attention to inclusion and belonging; determine success and examine shifts

Learning, creativity and exploration

- Increase coffee/tea engagements or other intentional events across divisions for faculty and staff
- Assess diversity training in student employment areas and provide skill building opportunities in fostering an inclusive community

Equity and justice

- Increase Title IX outreach to campus (including supportive measures) to assist reporting measures so that inclusion and belonging is viewed as the anticipated baseline

- Highlight training compliance, number of outreach events, and other campus awareness measures

Local and global engagement

- Work with ITS to ensure University Calendar can be optimized for one-stop-shop events and activities
- Examine and reduce barriers to event engagement
- Highlight San Francisco State University's study abroad programs.

Empowerment and transformation

- SMC quarterly or semester presentations/reports on the impact of marketing campaigns; include research on brand perception as available
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Strategic Priority 4: The Academic Edge: Relevant Education and Pathways to Success

We strive to ensure holistic student learning that reflects our commitment to social justice, integrates liberal and professional education, and leads to rewarding careers.

Address [Academic Master Plan Framework](#) Objective Area One: **Engaging Students**

- Support student's professional and career preparation in alignment with San Francisco Bay Area needs for an educated, engaged and creative community
 - Establish short term tracking through exit surveys or 4-month follow-ups with graduates
 - Develop departmental and college website and promotional material to identify career and future opportunities from degree
- Enhance degree completion by targeting place-bound students, Some Unit/No Unit Degree (SU/NU) learners, and 4+1 pipelines/credential pipelines
 - Examine credit for prior learning efforts and ways to expand
 - Explore optimal balance among online, hybrid, and in-person course offerings
- Expand meaningful and scalable co-curricular engagement or active/high-impact learning practices in the curriculum
 - Operationalize the following definition:
 - Experiential learning is an engaged learning process whereby students "learn by doing" and by reflecting on the experience. Experiential learning can include (but not limited to): hands-on laboratory experiments, internships, practicums, field exercises, study abroad, undergraduate research and studio performances, select on-campus student employment, and shared governance.
 - Reimagine the senior capstone requirement as an opportunity for or the site of reflection on experiential learning and student research
 - Make available a variety of interdisciplinary co-curricular or active/high impact practices throughout the curriculum
- Revise and rationalize the curriculum through intentional design informed by assessment of student learning at the program level

- Establish optimal scheduling in key time blocks with attention to course sequencing
 - Ensure intentional and reflexive curriculum design by:
 - Examining bottleneck courses
 - Articulating ADTs
 - Reducing barriers to graduation
 - Redesign high DFW rate courses
 - Minimizing/eliminating excessive units
 - Redesigning courses around student relevance
 - Developing program assessment checklists
 - Encourage DEI/decolonization focused redesign across the curriculum
 - Increase faculty and staff professional development opportunities
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Strategic Priority 5: Fiscal Sustainability: Transparency, Literacy and Shared Objectives

We strive to thoughtfully manage our resources and make strategic investments to implement a resilient, forward-looking financial model

- By the end of fiscal year 2027-2028, SF State's annual general operating fund budget will be balanced with recurring resources equal to recurring costs.
 - By the end of fiscal year 2027-2028, carryforward at the cabinet-division level will be minimized to encumbrances, legally required earmarks, and firm, documented future commitments.
 - Academic Affairs will align costs and resources to eliminate the use of carryforward to cover recurring costs
 - By the end of fiscal year 2023-2024, the University Budget Committee will recommend recurring alternative revenue sources to support the general operating fund and a target percentage for what portion of total operating revenues alternative revenues should provide. These revenues will be considered "additive" for SF State as one university and will be offset by any costs necessary to generate related alternative revenues.
 - Analyze the cost of litigation and implement measures to reduce the risk of future litigation. Key metrics are number of litigation claims and percent compliance for required trainings like Title IX, Risk Management, and Health & Safety and how the changes in these metrics correlate.
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Strategic Priority 6: An Engaged Community Partner: A Leading Force for Good in the Bay Area

We strive to serve our community by building strategic collaborations with a broad range of Bay Area partners and by modeling environmentally sustainable practices in the university's operations.

Workforce Development

- Develop reports to be available to the campus for use and review each September identifying the following:
 - Number of students served by Graduate Studies and Career Services and Leadership Development (CSLD) in some capacity including:
 - Number of employers actively recruiting/interviewing through CSLD
 - Metrics on Handshake activity - internships, job postings, career fairs
 - Metrics on Trello - Employer database
 - Metrics on graduating student job placement - First Destination Survey | surveys students 1 year after graduation
 - Number of students matriculating to Graduate and Professional schools
 - Number of students signing up for internship classes (via PeopleSoft)
 - Professional and Global Education (CPaGE; formerly CEL) examines:
 - Number of enrollments in programs for working professionals
 - Number of certificate program participants
 - Number of undergraduate participants in non-academic certificate programs
 - Number of new graduate programs developed (by CPaGE)
 - Number of University or SFSU Foundation sponsorships of community events (e.g., Bay Area Council, SF Chamber, SPUR)
 - Number of corporate funders (gift or grant) each year
- Report on-campus student employment
- Explore ways to incentivize "exit surveys" across all academic programs to learn about students' post-graduate plans (e.g., work, grad school, etc.)

Sustainability

Develop Office of Sustainability report available in September after May peer review

- Include Key data from AASHE Stars tracking and reporting system
 - 6 specific metrics selected include: increase sustainability focus in academics; increase student engagement around sustainability; increase student involvement in community service learning, assess diversity and equity; track and set greenhouse gas emissions reductions; incorporate sustainability in SFSU planning efforts/documents

Educational Outreach, Activism and Civic Engagement

- Coordinate engagement activities by:
 - Departments and colleges:
 - Annually report on community outreach programs at community colleges, K-12 districts – curriculum development, etc.

- Recommend faculty activity reports related to community engagement
- Office of Research and Sponsored Programs (ORSP) reports on:
 - number of external organizations involved in Research, Scholarship and Creative Activities (RSCA)
 - Grant activity relates to sustainability
- Institute for Civic & Community Engagement (ICCE) annual report examines:
 - Number of internships placements within non-profits, government agencies, other key areas
 - Number of advocacy events
 - Number of internship hours; courses taught; credit hours; faculty teaching
 - Includes information from Colleges and other relevant entities to identify:
 - Number of course sections, designated as Community Service Learning (CSLI) & Curriculum Community Engaged Learning (CCEL) in SF State's CIM system and taught each year
 - Number of faculty teaching courses designated Community Service Learning (CSLI) & Curriculum Community Engaged Learning (CCEL) in SF State's CIM system and taught each year
 - Number of students enrolled in courses designated as Community Service Learning (CSLI) & Curriculum Community Engaged Learning (CCEL) in SF State's CIM system each year