EXECUTIVE SUMMARY
NDNU Academic Plan
April 2010

This academic plan, like all good plans, is a work in progress. It builds on, and indeed is central, to the strategic plan approved in 2007 by the Board of Trustees and is intended to answer key questions necessary to allow the institution to revise the total strategic plan in the next academic year. It is, by its nature, a document that addresses, the overarching questions relating to our academic programs, support services, faculty, and students. It addresses those questions in the context of the current environment with the clear understanding that not all the issues it raises can be answered in the current timeframe and that as the environment changes so too will the compelling issues facing the institution.

Context for the Plan
NDNU continues to have significant financial challenges. However, through hard work, tough choices, and extensive collaboration that have led to enrollment growth and lower expenses, NDNU is in the position of creating an academic plan that calls for growth based on investment of new revenues, rather than through reallocation of resources.

Term of the Plan
While many the strategies outlined in the plan are intended to have medium to long term impact, most of the action items in the plan have a generally short-term focus. That is deliberate. The Planning Council was faced with the need to craft a plan that addressed pressing enrollment and financial issues. Hence, in the prioritization section and in our first-year prioritization of funds, there is greater emphasis on professional and graduate programs than on traditional undergraduate programs. Two points should be stressed here. First, the new initiatives contemplated in the plan for FY 2011are intended to be funded from anticipated revenues above and beyond those available for FY 2010. This affects less than one (1) percent of the budget. This should not be read as an indication that the Council believes that these programs are more important or should be encouraged any more than undergraduate or liberal arts programs in general. Nor should this be interpreted to mean that the Planning Council is recommending a shift away from the current structure of the university which relies on a healthy mix of traditional day undergraduate, evening adult undergraduate and graduate programs. This is simply a recognition that, at this juncture, it is prudent for the university to invest more heavily in programs show the most promise for short-term growth and net revenue so that the entire institution may benefit. Indeed the plan acknowledges that there are capacity constraints on the continued growth of evening and graduate programs at the same time as excess capacity during the day argues for future strategies designed to increase the size of the traditional undergraduate day population. Additional marketing resources in the FY 2011 budget will be used to assure the growth all student populations. The first-year funding prioritizations (part of the FY2011 budget) focus on how best to invest incremental revenues above and beyond revenues available in FY 2010. As we are able to work with incremental revenue, the plan does not contemplate any diminution in spending for current programs, prioritized or not. However, the Planning Council does recommend that, going forward, all programs that seek incremental funding should be prepared to work with administration and enrollment staff to craft business plans to justify those expenditures.

Internal and External Factors and Big Questions
The plan is informed by a host of both internal and external factors including the state of the economy, demographic trends, market demand for academic programs, market opportunities, capacity issues, and

our own enrollment trends, to name a few. It also takes into account work done by other university bodies such as the General Education Committee, and the Graduate and Undergraduate Curriculum Committees. In creating this plan, the committee struggled with issues raised by the "big questions" outlined in the next paragraph. The committee has created strategies and, in many cases tactical plans to address those issues, or, where that wasn't possible has laid out a roadmap for reaching that point. Perhaps most importantly, the Council proposed measurable objectives for each strategy so that, as it moves forward, the institution will be able to gauge how well it is doing in reaching its goals.

Initially, the "big questions" considered by the Council were "What is/what should be our curriculum?", "Who are our students/who do we want to attract?", "How do we/how will we deliver our curriculum?", and "How do we/how will we embed the Mission, Vision, Core Values, and Hallmarks in the curriculum and co-curriculum?". With input from the Board and the community, the Council also focused on questions such as how to prioritize academic program growth, how we define ourselves as a Catholic institution, what compels students to attend NDNU, how to improve academic quality and rigor, how best to support students once they get here, what is the role of the liberal arts, what will we do about on-line education, what key performance indicators should we use, what institutions should we consider as a cohort, and more.

Assumptions and Aspirations

The middle sections of the plan provide context for understanding assumptions under which the Planning Council operated and aspirations the Council has for the university. The sections mentioned in the bullets below outline the current status and in some cases the desired status of the area discussed. In most cases where the status is desired rather than current, there is a corresponding strategy and measurable outcome to move toward the desired status.

- **Institutional learning outcomes** for written and oral communication, critical thinking, quantitative literacy and mission, values and engagement
- **Program level outcomes** which still need to be integrated into program review
- **General education learning outcomes,** which reflect the work of the General Education and Undergraduate Curriculum Committees
- **Mission in the curriculum and co-curriculum,** which is a major subject for the plan
- **The role of athletics**, which places athletics second to learning
- **The role of the arts,** which is seen as enriching the student experience
- **Our academic programs,** which outlines both the practical and character-enhancing results our programs attempt to achieve
- **Support services,** which are designed to help students succeed and grow
- **Our students**, for whom we have defined model characteristics consistent with our Mission
- **Our faculty,** which describes the qualities we believe our faculty do and should possess

Goals of the Academic Plan

It was the intention of the Planning Council to produce a document that answered the "big questions" and many others. In constructing the plan the Council hoped to find a roadmap that would allow NDNU to

- Maintain and improve its reputation and the reality of excellence and rigor across the institution
- Improve the success, retention, and graduation rates for all students, while reducing disparities of race and gender

- Foster student engagement with the mission in clearly defined ways within the curriculum and co-curriculum
- Create a distinctive and satisfying student experience
- Reach academic viability for all the programs offered by the university and fiscal viability for the programs taken as a whole

Strategies and Measurable Outcomes

The planning process allowed the Council to develop consensus on the most important academic issues to address over the next few years. While it was possible to be extremely specific in most areas, there were some that we recognized require further study and discussion to develop implementation plans and, where necessary, funding sources consistent with our financial and human resource capacities.

To reach the plan's goals the Council defined a set of primarily short-term strategies and then outlined measurable outcomes or objectives, designed to realize those strategies. These include:

- **Program Prioritization and Enrollment** strategies specify the standards that will be used to determine which programs should receive additional funding to increase enrollment along with support for marketing, advertising and the web site.

  Academic programs included in the prioritized clusters, which include a combination of traditional day, graduate and professional programs will be provided with marketing support in order to strengthen enrollments for each cluster. In addition, since the Academic Plan provides a comprehensive approach to boosting enrollment the continuation of standard marketing and enrollment support will be provided for all university programs. These strategies also call for the use of alternative delivery methods such as online education and the use of partnerships to increase enrollment.

  Measurable outcomes for these strategies include developing an enrollment plan to increase enrollment to 1,500 FTE on campus plus 300 students enrolled offsite and 500 students in on line courses. While recognizing that we retain a commitment to diversity in its broadest sense, the strategies take advantage of the fact that we have become eligible as a Hispanic Serving Institution, which allows us to apply for a multi-year grant from the federal government to support Hispanic and other students. Other outcomes include the development of enrollment plans for other high-priority programs.

- **Academic Quality and Rigor** strategies are aimed at increasing academic standards across the board in part by providing additional support for students and faculty.

  Measurable outcomes include establishment of evaluation methods for faculty that rely less on student evaluation and improving faculty assessment expertise. They also include creating plans and seeking grants to support broad use of multiple pedagogies, including information and communication technologies and funding for faculty development. In addition, grants obtained as a result of HSI status may be used to support all students. Other measurable outcomes specify dates by which plans will be created to improve quantitative literacy and information technology literacy of graduates.

- **Mission and Distinctiveness in the Curriculum and Co-curriculum** strategies call for the university to pursue a pedagogical strategy based on community engagement, make community engagement opportunities available to both traditional day students and adults enrolled in evening programs, and call for obtaining classification as a Community Engagement Institution by the Carnegie Foundation for the Advancement of Teaching. It recognizes that NDNU's

heritage as an institution founded by the Sisters of Notre Dame de Namur mean that it has an ongoing commitment to the values of the sisters, specifically social justice and world peace. At NDNU those commitments have traditionally found their expression in service to the community and community engagement. We also reflect this in our curriculum, exhibitions and performances. There are also strategies addressing the need for training of faculty and staff in the Hallmarks of the Sisters of Notre Dame de Namur and the university's position as a Catholic institution in today's environment.

Measurable outcomes require the university to assess its community engagement efforts in terms of the Carnegie Classification requirements, establish a definition and specific a criteria for community engagement courses, establish a graduation requirement relative to community engagement for traditional day undergraduate students. For graduate and evening adult students, the measurable outcomes call for making opportunities available to them, surveying participation in community engagement activities and providing information about such opportunities. Measurable outcomes also include the reestablishment of the Office of Spirituality and Mission and assembling a committee that will examine whether and how the Hallmarks and the Catholic Intellectual and Social Traditions should be reflected in the curriculum and co-curriculum. The committee will report back to the Planning Council by the end of the academic year.

- **Efficiency** strategies are designed to make more   productive use of campus facilities through program growth, scheduling, and partnerships.
  Measurable outcomes call for new processes for scheduling classrooms, redeployment of current space, review of parking facilities, improving student access to technology and move toward a slightly higher student /faculty/and student /staff ratio. The Planning Council stressed that the last point should not be interpreted as meaning it endorses a move to substantially larger class sizes. The Council recognizes the value of small class sizes, and notes that is one of the reasons students come to NDNU.

As noted, the Planning Council has had to wrestle with a multitude of issues. None has been more difficult than the need to prioritize programs for incremental funding. In making its decisions the Council looked at internal financial analyses, the academic demand study and other factors to select clusters of programs that showed the most promise for growth and revenue in the short term. Even though the dollar amounts for the individual programs are not large, the Council fully recognizes that the decisions it has made will be read for their larger meanings and scrutinized for their implications. We would urge the NDNU community to take a "WISYWIG" (What You See Is What You Get) approach to its review of this academic plan and not try to read more into it than what is there. In FY 2011 work on the overall strategic plan for the university will be taken up; that document should have far more to say about the long –term direction for NDNU.

Finally, with few exceptions, the Council has arrived at its recommendations by consensus. Hence, as a group we stand behind this document and support its recommendations and urge its acceptance by the NDNU faculty administration and Board of Trustees.

PLANNING PROCESS
NDNU Academic Plan
April 2010

This document chronicles how academic planning came to the fore at NDNU and describes the work of the Planning Council on the creation and endorsement of the Academic Plan.

Initial Stages – Spring 2007 to Spring 2009
The Strategic Plan 2007-10, approved by the Board of Trustees in April 2007, was a major step forward in planning for NDNU, including revised statements of the Mission, Vision, and Core Values, as well as three initiatives, including one entitled "Enhance the Academic Enterprise". While this initiative provided direction for academics, it was quickly recognized that a more in-depth academic plan was required to guide prioritization and development of academic strategies and programs. Noting that NDNU's previous academic plan was adopted in 1993, in December 2007 then-provost Judith Greig outlined a draft Academic Plan, pointing out the major issues that such a plan must address.

As Dr. Greig transitioned to interim president and then president, the responsibility for academic planning passed to interim provost Richard Giardina. In January 2009, Dr. Giardina authored a key document, "Towards a New Academic Plan for NDNU", that moved the institution toward a planning process and posited that an academic plan should address institutional values, areas of institutional specialization, academic levels at which programs are offered, and modes of delivery.

In March 2009 several factors came together to set the stage for discussion of prioritization of academic programs for growth. First, a final version of the Academic Program Demand Study became available. This study, conducted by Noel Levitz and commissioned by the Enrollment Office under the leadership of Vice President Hernan Bucheli, gave significant direction on which current or new programs could grow if NDNU invested in them.   At the same time, under the leadership of Interim Provost Giardina, recommendations for "re-engineering" (academic program reduction, restructuring, and strengthening) were finalized and sent to the Board of Trustees for action. Meanwhile, under the leadership of President Greig and Interim VP for Finance and Administration Henry Roth, the institution corrected its financial course through a set of austerity measures. Together these circumstances provided the impetus and basis for significant work in academic planning.

Seizing the opportunity, the Planning Council in April 2009 took the following actions:
- It started a "Nursing Task Force" and an "Online Task Force" to look into how NDNU might best take advantage of opportunities to start programs in these high demand areas either on its own or through partnerships.
- It made a strong call for a contribution/profitability analysis that could be paired with the Demand Study for purposes of understanding our best opportunities for investment in academic programs to stabilize our financial situation.

Preparing for Academic Planning – May to October 2009
The Strategic Plan 2007-10 was obviously envisioned as a three-year plan and hence it was expected that a new strategic planning effort would take place in the academic year 2009-10. With the WASC Special Visit scheduled in late September 2009 and growing understanding of the need for an academic plan, President Greig and the Cabinet decided during the summer that the right course was to put off strategic planning for one more year and to focus on academic planning in 2009-10. It was further decided that the Planning Council, under the leadership of Associate Provost Gregory White, was the right group to undertake this effort.

A Planning Council retreat, attended by key members of the Board of Trustees, was held on August 21, 2009 to outline the plan to create an academic plan to receive initial input from the Board and the Council on what they wanted to see in a plan. With the support of the Board, the Plan-to-Plan for 2009-10, included the following charge from the President to the Planning Council:

> Specific goals for the Planning Council for the 2009-2010 year include:
> 1. Modify the existing Strategic Plan 2007-2010, to extend its implementation for an additional year, with approval expected at the October 2009 Board meeting.
> 2. Finalize the list of institutional Key Performance Indicators (KPIs) to be monitored on a quarterly basis by the Board of Trustees, with final list to be presented at the October 2009 Board meeting.
> 3. Create an Academic Plan for NDNU to drive further strategic planning efforts, with approval expected at the April 2010 Board meeting.

The Planning Council began regular weekly two-hour Wednesday afternoon meetings in September and extended standing invitations to the Deans and members of the President's Cabinet. The Council discharged its first two responsibilities in advance of the October 2009 meeting of the Board of Trustees. In particular, at the October meeting the Board approved the updated Strategic Plan 2007-2011, including the following Objective within Strategic Direction 1 – Enhance the Academic Enterprise:

> **Objective 1D:** Create and adopt an academic plan with measurable goals that will enhance the effectiveness of academic programs, drive enrollment strategies, and direct investments in academic programs and infrastructure.

October 2009 to January 2010 – Gathering Data, Initial Questions, and Possible Answers
Following the approval of changes to the Strategic Plan at the October Board meeting, the Planning Council began work in earnest on the Academic Plan. Work of the Council in this period included:

- Reviewing Work Done Last Year – Work reviewed included: Program Growth Potential Matrix, Academic Program Demand Study, Student Satisfaction Inventory (SSI), Institutional Comparisons
- Academic vs. Strategic Plan – The Council developed an understanding of the focused nature of the Academic Plan to be developed and of the central questions to be answered: What is/what should be our curriculum? Who are our students/who do we want to attract? How do we/how will we deliver our curriculum? How do we/how will we embed the Mission and Hallmarks in the curriculum? Academic plan questions are phrased with the notion that transition/action plans are essential to making our desired outcomes reality.
- Focus Groups – Richard Rossi, Director of Communications, convened groups from various student populations to understand the "Value for Tuition" issue identified in the SSI.
- Online Task Force, Nursing Task Force – Looked at opportunities for enrollment enhancement in these areas and ways to move forward with them within our financial capacity.
- Academic and Support Program SWOTs, Program Reviews – The Council asked each academic and support program to provide a SWOT or recent program review. SWOTs and reviews were considered in a retreat and coalesced into an overall SWOT. (SWOT = Strengths, Weaknesses, Opportunities, and Threats, where strengths and weaknesses are internal to the program/institution and opportunities and threats are external to the institution.)
- Criteria for Program Prioritization – The Planning Council developed initial guidelines for academic program prioritization based on the NDNU Vision Statement, need for enrollment and financial growth, and curricular efficiency. Criteria: Integration of liberal learning and

professional outcomes; a clear path to a job or further study; program demand/growth potential; level of financial contribution; program groupings around curricular strengths
- Academic Plan Propositions – The Council developed an initial list of propositions (later called "measurable outcomes") that may answer Academic Plan Questions. Already seen as core issues: 1) A community engagement requirement; 2) Improved academic rigor; 3) Strategies for working with larger graduate and transfer populations.

The Planning Council supplemented its regular weekly two-hour Wednesday afternoon meetings with retreats during this period:
- November 13 (4 hours) – Reviewing Departmental SWOT Analyses
- December 11 (6 hours) – Review combined results from SWOT; Criteria for program prioritization; program clustering; preparation/topics for January Professional Development Day

Additionally there were the following presentations and opportunities for input:
- Community Forum, October 27 – Presentation on process, timeline, and focus for the Academic Plan by Greg White; Input on planning directions from community
- Professional Development Day (January 7) Presentation and Discussions – Presented work to date to the campus community and engaged them in discussions of the three core issues identified above in the Academic Plan Propositions bullet.

February through May 2010 – Program Prioritization, Final Plan, Measurable Outcomes, and Approval
The key areas of work for the Planning Council in this period included:
- Initial Prioritization of Academic Programs – At the end of February, the Council received the contribution analysis and so had actionable data for program prioritization. It also received reports from the Nursing and Online Task Forces. Prioritized clusters of programs were adopted at the February 26 retreat.
- Enrollment Action Plans – So that academic planning could affect the FY11 budget, the Council requested that a subset of the prioritized programs submit enrollment action plans for review and prioritization. Plans were not requested from all programs based limited funds to prioritize and based on input from program directors that many did not have time to engage in the work. Submitted plans were prioritized and most were funded within the proposed FY11 budget.
- Academic Plan Outline and Final Academic Plan – Interim Provost White proposed an outline for the Academic Plan in mid-February. The Academic Plan was fleshed out through assignments to subgroups of the Council, followed by meetings and retreats.
- Measurable Outcomes – For each of the strategies developed in the Academic Plan, a subgroup of the Council was assigned to detail appropriate measurable outcomes, drawing on the previous work on "propositions" and the many inputs to the planning process. Each section was then discussed and approved by the whole Council.
- Executive Summary – In advance of consideration of the Academic Plan by the Faculty Senate in April and the Board in May, an executive summary was developed to put the Plan in context.
- Endorsement by the Faculty Senate -   The Faculty Senate met on April 20 to consider and give input on the Academic Plan. Several revisions were made in response to faculty input. On April 27, the Faculty Senate reconvened to move on endorsement of the Plan. President Michael Schmitz led the faculty through a process whereby they endorsed the overall plan by endorsing the measurable outcomes associated with each strategy.   The votes by strategy were as follows:
    - Program Prioritization and Enrollment: 27 Yes, 6 No
    - Diversity: 35 Yes, 0 No
    - Academic Quality and Rigor: 25 Yes, 6 No

- o   Mission Distinctiveness: 32 Yes, 2 No
- o   Efficiency: 24 Yes, 6 No
- Recommendation of the Academic Plan by the Planning Council - On April 28, the Planning Council held its final meeting, at which it formally voted (9-0) to recommend the Academic Plan documents comprising the Executive Summary, Academic Plan, and Measurable Outcomes to the President for adoption by the Board of Trustees.
- Approval by Board of Trustees - The Academic Affairs Committee will consider the Plan on May 11 and the full Board will consider the Plan on May 12

The Planning Council supplemented its regular weekly two-hour Wednesday afternoon meetings with retreats during this period:
- February 26 (6 hours) – Initial Prioritization of Academic Programs; process for creating and submitting enrollment action plans; breakout sessions on detailed statements for sections in the academic plan outline
- March 26 (6 hours) – Work on fleshing out and agreeing on details of the Academic Plan
- April 9 (6 hours) – Finalized draft of Academic Plan; near-final draft of Measurable Outcomes; prioritized enrollment action plans for funding in FY11 budget

Additionally there were the following presentations and opportunities for input:
- Department Chairs and Program Directors Meeting, February 9, 12:30-1:50 – Input on process for creating enrollment action plans
- Faculty Senate, February 16 – brief report
- Community Forum – February 23, 12:30-1:50 – Presentations and input on Online Task Force recommendations and Contribution Analysis
- Faculty Senate, March 16 – brief report
- Community Forum – March 30, 12:30-1:50 – Presentation on structure and strategies of the Academic Plan as well as timeline and opportunities for input
- Board Academic Affairs Committee (by phone), April 14 – Discussed current draft of Plan
- Faculty Senate, April 20 – Academic Plan and Measurable Outcomes discussion and input
- Faculty Senate, April 27 – Endorsement of the Academic Plan

Membership of the Planning Council 2009-10:
- Greg White, Associate Provost/Interim Provost, Chair
- Richard Giardina, Interim Provost (through Dec. 2009)
- Alex Kramer, VP Finance and Administration
- Hernan Bucheli, VP Enrollment
- Chun-hwa Chu, Director of Institutional Research
- Arnell Etherington, Interim Dean, College of Arts & Sciences
- Michael Schmitz, President, Faculty Senate
- Roger Goodson, Faculty, School of Business and Management
- Barbara Caulley, Faculty, School of Education and Leadership
- Richard Carolan, Faculty, College of Arts & Sciences
- Betty Friedman, Faculty, College of Arts & Sciences
- Monica GuhaMajumdar, Faculty, College of Arts & Sciences
- Richard Rossi, Staff Representative
- Neal Pascua, Student Representative (joined Feb. 2010)

ACADEMIC PLAN
Notre Dame de Namur University
April 2010

In 2007 the Board of Trustees approved a three year strategic plan covering the fiscal years 2008 through 2010. Early in this year the Planning Council set out to reexamine that plan with the intention of revising it where needed and creating new strategies and tactical plans as necessary. However, early in the discussions of the Council it became clear that what was missing from the strategic plan was a coherent academic plan that would, at least, begin to describe what kind of an educational experience NDNU students would receive and would begin to answer the large overarching questions that face this institution, relating to our academic programs, support services, faculty, and students. The plan that follows is an attempt to address those questions in the context of the current environment with the clear understanding that not all the issues it raises can be answered today and that, as the environment changes, so too will the compelling issues facing the institution.

Hence, this academic plan, like all good plans, is a work in progress. It builds on the current strategic plan, is central to fulfillment of that plan, and the stage for a revision of the strategic plan in the next academic year. The Council fully expects next year to be taken up largely with the creation of that new strategic plan and that that part of the process of strategic planning in FY 2011 will be to flesh out parts of the academic plan that remain incomplete.

Structure of the Plan
The plan that follows begins by attempting to examine areas critical to the future of the university and then attempts to identify issues and problems relative to those areas. It sets out strategies that will address the issues raised and finally sets out measurable objectives (outcomes) to bring those strategies to fruition.

It is clear to the members of the Planning Council that some of the specific strategies are controversial and may be seen as cause for concern. Thus, it is important to distinguish between philosophical and strategic decisions the Council has made in arriving at this point. The sections that describe our institutional learning outcomes, program level outcomes, general education, the mission in the curriculum and co-curriculum, the roles of athletics and the arts, our academic programs, support services, our students and our faculty are all essentially philosophical statements because they go to the kind of academic institution we are and want to be.

The goals of the plan arise largely from that underlying philosophy and are long term in nature. They tell us what we aspire to and how we want to be perceived as an academic institution. Conversely, while some of the strategies and outcomes will have some long term implications they are, by their nature, meant to be short term. They are designed to begin moving us toward achieving our ultimate goals, but they also must address short term financial and enrollment issues that are discussed in the sections on the internal and external context.

Previous Planning and Accepted Understandings
The Council believes that the following statements represent values, principals and ideas that are generally accepted by the NDNU community and that are central to academic planning at NDNU.
- NDNU Mission, Vision, and Core Values, and the Hallmarks of a Notre Dame Learning Community
- NDNU is committed to academic excellence

- NDNU's core focus is on student learning (a "teaching university") and development of the whole person.
- NDNU is a learning community, inspired by the Hallmarks of a Notre Dame Learning Community
- NDNU Strategic Plan, especially Strategic Initiative #1, Enhance the Academic Enterprise and its objectives:
  - Objective 1A: Create a distinctive position for NDNU as a center for social justice-related education, service, and research.
  - Objective 1B: Create a distinctive, student-centered NDNU educational experience, involving the integration of community engagement, liberal education, and professional preparation.
  - Objective 1C: Improve success, retention, and graduation rates for all students with a focus on racial disparities.
  - Objective 1D: Enhance the effectiveness of academic programs.
- NDNU Strategic Plan, Strategic Initiative #2: NDNU is a collaborative community.
- NDNU Strategic Plan, Strategic Initiative #3: NDNU must identify, secure, manage, and grow financial resources – traditional and new, short- and long-term – to ensure the financial capacity to provide sufficient resources.
- The Academic Plan must find the fit between NDNU's mission, vision, and values and its opportunities in the educational market.

External Context
There are many external factors that impinge on the health of the university and will continue to in the future. The following are some that the Council believes to be especially relevant.
- Demographics shifts such that
  - Markets for freshman students are flat or declining slightly in California
  - Markets for adult learners continue to increase
  - Increasing numbers and percentages of Hispanic/Latinos both locally (San Mateo 25% 2010 to 28% 2020) and across California (37% 2010 to 41% 2020) and of Asians (San Mateo 24% 2010 to 26% 2020, California 12% 2010 to 13% 2020)
- Growth of online programs continues to outpace growth of on-ground programs.
- Economic downturn has caused and will continue to cause changes in student demand and ability to pay that may affect timing of implementation of the strategies in this plan (e.g. teacher layoffs may cause short-term lowering of demand for credential programs)
- State budget support decreasing for UC, CSU, and Community College systems.
- Uncertain funding for Cal Grants – possibility that grants for students at private institutions could be de-funded.
- Federal emphasis on increasing percentage of the population with college degrees
  - based on projections that by 2020, 60% of jobs will require college-level skills
  - Expected increases in availability and size of Pell Grants
- Pricing of private higher education continues to increase the affordability gap for middle and low-income students.
- Lower levels of philanthropy due to economic conditions
- Accountability movement
  - Continuing emphasis on student achievement, defined student learning outcomes, and assessment (WASC)
- Competition

- o Other institutions already positioned with Community Engagement (Dominican University, St. Mary's College, Santa Clara U., CSU Monterey Bay, SF State, San Jose State)
  - o Business focus/pursuit of AACSB accreditation – Menlo, Dominican
  - o Sustainability and undergraduate research - Dominican, St. Mary's
- Financial and local requirements (bond covenants, 1500 FTE enrollment cap)

Internal Context
Some of the following items come from internal university financial and operational data, some from various research conducted by the university and the Council, and some is shared wisdom among members of the community.

- Residence halls are not close to capacity. Some are in need of investment/upgrade.
- Classrooms are impacted on weekday evenings, year-round. Classrooms are not impacted during weekdays, except at peak times. Classrooms are generally open on the weekend and during the summer (except evenings).
- Need to support investment in infrastructure and personnel to ensure long-term academic quality, financial stability, and growth.
- NDNU is focused on becoming a "learning organization". Aspects include:
  - o clarification of goals, program review, assessment of learning outcomes, key performance indicators, closing the loop via planning and budget
  - o reflective practice regarding learning effectiveness throughout all levels of the institution.
- Need for ongoing education of the NDNU community on the values of the SNDs, especially the Hallmarks and their connection to the Catholic tradition of higher education.
- NDNU is currently engaged in creating a learning-outcomes based General Education program
- Need for coherence between program-level, institutional, GE, and co-curricular learning outcomes.

Institutional Learning Outcomes
NDNU has developed learning outcomes that apply in programs across the University. These outcomes are assessed on a four-year cycle.

- Written Communication
- Oral Communication
- Critical Thinking
- Quantitative Literacy
- Mission, Values, and Engagement

Issues:

- While Mission, Values, and Engagement outcomes are designed for assessment through the National Survey of Student Engagement, they are not specific to NDNU's mission and values.
- There is not yet agreement on the meaning of Quantitative Literacy and how it should be assessed.

Program-Level Outcomes
Program-level outcomes are student learning outcomes expected as a result completing the program. These outcomes are:

- Defined and assessed by each academic program
- Aligned with institutional outcomes to the extent practicable within the program content

Issues:
- Not yet fully integrated into program review, nor is program review fully integrated with planning and budget processes.

General Education Learning Outcomes
In addition to the Institutional Outcomes, the current version of the GE model proposed by the GE Subcommittee and being considered by the Undergraduate Curriculum Committee indicates the following learning outcomes.
- History, Language, and Human Culture (Note: This outcome may be associated with the "Fundamentals" section in the eventual GE model)
    - Students will think critically about the past and its relationship to the present. They will develop an understanding and appreciation of the political, economic, social, religious, intellectual, and artistic experiences of peoples around the world over time. They will develop their communication skills in a language other than English and gain an understanding of foreign cultures, including, religion, history, and politics.
- Social and Personal Responsibility
    - Students will explore the varied experiences that have shaped human culture and use that understanding to make informed, objective, and ethical decisions. Students will investigate their own and other value systems and apply them in practical ways to address world problems with creativity, intention, and compassion. They will understand their responsibility to advocate in their communities and professions in service of the common good.
- The Individual, Society, and the Environment
    - In order to contribute to a more equitable, ethical, and just society, students will gain a deep comprehension of the biological, psychological, social, and environmental forces that shape our lives and our global community. Students will develop analytical skills as they investigate the factors that have influenced our history, our place in the world today, and how we may manage our entry into the future. Students will develop habits of scientific reasoning as they explore factors that have shaped the natural environment as well as the influences and ethical consequences of science in the world.
- Creative Arts
    - Students will understand the practice, interpretation and analysis of the arts by experiencing the creative process in various media, literature, history, aesthetics, and criticism. Through the arts, students will develop skills for observation, personal expression and response to culture, social justice, and the environment around them.

Mission in the Curriculum and Co-curriculum
The Mission of the university and the Hallmarks of a Notre Dame Learning Community are evident in both the curriculum and co-curriculum, and are most vividly evident where the two overlap.

NDNU recognizes that the goal of embedding the mission in the curriculum and co-curriculum will have to be different for and appropriate to each of the main populations served by NDNU – traditional day undergraduates and adult students enrolled in graduate and degree completion programs.

NDNU curricular and co-curricular goals for students include developing:
- An understanding of the relationship between their academic discipline(s), careers, and the larger community.

- Global and cultural perspective that enables students to establish a connection with the larger community and contributes to a greater sense of social responsibility and citizenship.
- The ability to apply the knowledge and skills learned in coursework to address community and social problems.
- Life skills and attitudes that promote engagement and quality of life, such as physical and psychological wellness, aesthetic appreciation, spiritual faith, team spirit and cooperation, and leadership and community building.

Graduate and degree completion programs align with these curricular and co-curricular goals to the extent practicable within the context of each program.

Role of Athletics (Co-curricular)
Intercollegiate and intramural athletic programs contribute to building the "whole person", especially physical and emotional well-being. NDNU strongly encourages student participation. At the same time, athletic programs at NDNU are expected to align with our broader curricular and co-curricular goals. As such:
- Participation in intercollegiate athletics is a feature of student life at NDNU, not an end in itself.
- Students are learners first and athletes second. Students are responsible for keeping up with coursework and they are expected to prioritize academics over athletics when the two are in conflict. Participation in intercollegiate athletics is a reward for effective learning in coursework.

Role of the Arts (Co-curricular)
The Arts are integral to liberal learning and therefore to NDNU's Mission and Vision. Participation in the Arts develops creativity and confidence and enriches student lives. As practiced at NDNU, the Arts contribute to multicultural and global understanding and provide opportunities for community service and engagement.

Our Academic Programs
The following statements apply to all academic programs at the University. Our academic programs:
- Reflect the university's mission of social justice and community engagement.
- Reflect the university's vision of innovative synthesis of liberal education, professional education, and NDNU's Core Values.
- Are rooted in human-centered needs, concerns, and values
- Are delivered by means that serve the learning and life needs of students, whether on-campus, off-campus, on-line, day, or evening.
- Offer transformative education through curriculum that is innovative, challenging, relevant, and developmental. Every opportunity is taken to offer experiential learning through community-based learning and internships that further develop skills, habits, and knowledge and provide experiences and connections that link directly to jobs and the community.
- Produce graduates who are competitive with graduates of other high quality institutions. Programs are of sufficient size to provide an appropriate range of academic experiences and choices for students and are appropriately rigorous for students to achieve learning goals. An outcome common to all programs is preparedness for a profession or for further study.
- Foster personal growth. Programs maintain a personalized student experience through small classes and individual advising. Programs provide opportunities for ethical and spiritual development. Programs develop active learners who take responsibility for their own education.

- Are based on defined learning outcomes. Regular monitoring ensures that students are attaining those outcomes at appropriate levels.

Support Services
NDNU provides support services for all students that help them to
- transition into the institution
- succeed academically
- grow personally
- transition to work or further study

Such services are appropriate to each population including adult/evening students, day students, athletes, and off-campus and online students.

Our Students
NDNU seeks to attract and retain students who are:
- involved in their own communities;
- committed to social justice;
- ready to engage with diverse groups of people;
- interested in creative and intellectual pursuits;
- capable of engaging in rigorous academic work; and
- motivated to explore careers and/or to excel in a career.

NDNU recruits students regionally, nationally, and internationally, varying by program.
NDNU seeks to create a student body that
- embraces the diversity of our region, with emphasis on serving the growing Hispanic population of California. (Target: Hispanic Serving Institution)
- gains a global and cultural perspective through interaction with students from other countries and cultures. (Target: approximately 10% international students)
- engages with the broader community in mutually beneficial and respectful collaborations that address community-identified needs (Target: improved retention, Community Engagement classification)

Our Faculty
- Command significant expertise in their fields. Faculty possess appropriate educational qualifications and are active in scholarly and creative pursuits.
- Deliver effective and engaging instruction. NDNU supports instruction with faculty development in pedagogical and technological methods, appropriate academic support for students, and appropriate physical and technological infrastructure.
- Take responsibility for the nature and quality of the curriculum and student attainment of learning outcomes within their courses, within their programs, and within degree levels.
- Are sufficient in number and diversity to provide and maintain high quality programs which are welcoming to diverse populations of students.

Goals of the Academic Plan
- Maintain and improve reputation and reality of academic excellence and rigor across the institution.
- Improve success, retention, and graduation rates for all students, and simultaneously reduce disparities by race and gender.
- Foster student engagement with the mission in clearly defined and assessable ways within the curriculum and co-curriculum.
- Create a distinctive and satisfying student experience
- Reach academic viability and vitality for all academic programs offered by the University and fiscal viability for the programs taken as a whole.

Strategies
- Program Prioritization and Enrollment Initiatives:
  - Prioritize Programs: Prioritize programs consistent with mission and vision, clear pathways for graduates, net revenue and growth potential, and program clustering.
    - Prioritize current and possible new programs
    - Develop alternative delivery methods: Online, off-campus, partnerships
  - Enrollment Growth: Support enrollment initiatives for prioritized programs to create growth in enrollment and net revenues, as well as improved opportunities for marketing and institutional branding and positioning
    - Support marketing, advertising and website
    - Increase recruiting focus on adult/transfer markets
  - Partnerships: Pursue partnerships to increase enrollment (e.g. international, transfer)
  - Retention: Pursue retention strategies (as outlined in the Retention Plan)
  - Enrollment Targets: Define enrollment targets
- Diversity
  - Commitment to Diversity: Continue NDNU's long-term commitment to assuring diversity among all student populations as well as among faculty and staff.
  - Hispanic Serving Institution: Maintain Hispanic Serving Institution status (25% of UG enrollment) and pursue HSI-related grants to support the needs of this population.
- Academic Quality and Rigor:
  - Academic Standards: Define academic standards relative to learning outcomes ("levels of attainment") in all programs and at all levels and create transition plans, where necessary, to appropriately high academic expectations
  - Academic Support for Students and Faculty: Define, plan, and implement support systems for student success and faculty development that promote
    - expanded expertise with multiple pedagogies and continued acquisition of content knowledge for faculty
    - academic success, retention, and graduation rates for all students
    - improved qualifications of graduates for jobs and further study
    - technological learning, both at a general level and specific to the discipline (e.g. GIS, statistical, and web and graphic design software)
    - quantitative literacy
  - Program Review and Assessment: Continue to focus on program review and learning outcomes assessment and "close the loop" by establishing means by which these results are regularly integrated into planning and budgeting processes.
- Mission and Distinctiveness in the Curriculum and Co-curriculum:

- o Hallmarks: Provide faculty and staff initial orientation to the Hallmarks and create opportunities for ongoing discussion of the Hallmarks and links to the Catholic tradition of higher education.
    - o Community Engagement: Pursue a community engagement strategy, making community engagement a common thread through all NDNU programs to the extent possible. Pursue classification as a Community Engagement Institution by the Carnegie Foundation for the Advancement of Teaching.
    - o Requirements and Opportunities: Make available and in some cases require:
        - Participation in community-based learning, community-based research, internships, or community service projects.
        - Engagement in programs based in the social change model of leadership;
        - Participation in activities and coursework that promote cultural and international awareness
- Efficiency:
    - o Maximize Facilities Use: Maximize productive use of campus facilities through program growth, scheduling, and partnerships.

Prioritization of Academic Programs

The goal of program prioritization is to focus investment appropriately. We wish to focus on programs that fit with the Mission, Vision, and Core Values and that provide positive financial results that will allow NDNU to continue to pursue its mission.

NDNU has identified the following criteria for prioritization of academic programs:
- Integration of Liberal Learning and Professional Learning and Core Values (Fit with Mission, Vision, Core Values – qualitative contribution)
- Professional/Job Outcome, enhanced where appropriate with graduate school options
- Program Demand/Growth Potential (factoring in the competitive environment)
- Contribution Analysis (Profitability)
- Program Grouping (Synergies between programs for academic viability and marketing)

Initially, based on the prioritization criteria, the following clusters of academic programs have been prioritized within the Academic Plan. With the exception of Natural Sciences, organization is by graduate programs followed by programs that feed into them.

Business and Management
- MBA, MPA, UG Business Administration (Day and Intensive), Human Services, Accounting

Education
- Master's degrees (MA Ed., School Admin., Special Ed.), Single and Multiple Subject Credentials, Liberal Studies

Psychology
- Art Therapy Psychology, Clinical Psychology, UG Psychology, UG Art/Graphic Design

Natural Sciences and Allied Health
- Biology, Pre-nursing, Post-Bac Premed, Kinesiology

NDNU will continue to collect, analyze, and act on data regarding opportunities for program growth and development and alternative program delivery methods.

Setting Priorities for FY2011
It is important to recognize that the Planning Council was faced with the need to craft a plan that addressed pressing enrollment and financial issues. It was also faced with the very real limitation in resources. Therefore a decision was made to divide anticipated revenue in FY 2011 into three "pots" The first would be equal to the amount spent in the current fiscal year on all programs. The second would be to fund increased spending deemed essential, including salary step increases for faculty, enrollment-related staff positions, additional advertising, and a restoration of two percent of the 403b matching funds. That accounts for more than 99 percent of the revenue in the FY 2011 budget. A third pot was set aside consisting of less than one (1) percent of the budget. Those funds were prioritized according to a methodology specified in the prioritization section of this document.

In the first-year prioritization of funds, there is greater emphasis on professional and graduate programs than on traditional undergraduate programs and the enrollment strategy speaks specifically only about the adult and transfer markets. This should not be read as an indication that the Council believes that these programs are more important or should be encouraged any more than undergraduate or liberal arts programs in general. Nor should this be interpreted to mean that the Planning Council is recommending a shift away from the comprehensive nature of the university which relies on a healthy mix of traditional day undergraduate, evening adult undergraduate and graduate programs. This is simply a recognition that, at this juncture, it is prudent for the university to invest more heavily in programs that show the most promise for short-term growth and net revenue so that the entire institution may benefit. It cannot be stressed too strongly that that a shift away from being a comprehensive university is not the Council's intention and it is decidedly not the Council's recommendation.

Individual members of the Council, and of the faculty in general, hold a variety of opinions on the issue of which direction the university should follow. Some would advocate a shift or resources towards graduate and adult populations and others would argue just as passionately for shifting more heavily toward the undergraduate population. Both positions are irrelevant as far as this document is concerned. The Planning Council is not advocating either strategy; the Council and this plan assume that going forward, the institution will continue to grow undergraduate day populations as well as evening adult and graduate populations. Indeed the plan acknowledges that there are capacity constraints on the continued growth of evening and graduate programs at the same time as excess capacity during the day argues for future strategies designed to increase the size of the traditional undergraduate day population.

The specific programs that were funded each had to produce, in cooperation with the Enrollment Division, a business plan that specified how the funds were to be used and what return could be expected. The process was hurried this year because by the time we were ready to examine specific programs, we were very close to the end of our budget cycle. Nevertheless, the Planning Council continues to recommend that, going forward, all programs that seek incremental funding should be prepared to work with administration and enrollment staff to craft business plans to justify those expenditures. It is assumed the process will run more smoothly next year as individual academic programs will have a full year to make their case.

Items for the Strategic Plan
- Fundraising: Align institutional fundraising priorities with academic priorities
- Facilities: Repurpose, modify, or build facilities to meet academic needs.
- Technology Infrastructure

MEASURABLE OUTCOMES
NDNU Academic Plan
April 2010

For each strategy listed in the plan, measurable outcomes have been defined by the Planning Council and are detailed below. Each outcome is stated with a projected completion date and the action to be completed or result expected, followed by the responsible parties in parentheses.

In this draft, projected completion dates have not yet been cross-checked for dependence or for consistency with institutional capacity.

Program Prioritization and Enrollment Initiatives

STRATEGIES:
- **Prioritize programs consistent with mission and vision, clear pathways for graduates, net revenue and growth potential, and program clustering.**
    - **Prioritize current and possible new programs**
    - **Develop alternative delivery methods: Online, off-campus, partnerships**
- **Support enrollment initiatives for prioritized programs to create growth in enrollment and net revenues, as well as improved opportunities for marketing and institutional branding and positioning**
- **Support marketing, advertising and website**
- **Increase recruiting focus on adult/transfer markets**
- **Pursue partnerships to increase enrollment (e.g. international, transfer)**
- **Pursue retention strategies (as outlined in the Retention Plan)**
- **Define enrollment targets**

NDNU must increase net revenues to properly support its core liberal arts and professional programs, as well as academic support services, which can thereby improve its ability to effectively support student learning. As a tuition-driven institution, NDNU's main source of revenues is enrollment. Our central short-term strategy is targeted investment in programs that are consistent with our mission and vision, that have significant potential for growth, and that have significant potential to produce net revenues. This strategy of supporting programs that are growing will allow for new revenues that can sustain ongoing programs.

Measurable Outcomes
- In February 2010, NDNU created an initial prioritization of academic program clusters and identified programs ready for immediate growth or stabilization. (Planning Council)
- In April 2010, departments developed business/enrollment plans for immediately prioritized plans, the Planning Council prioritized funding for these plans, and the Budget Council recommended a budget consistent with that prioritization. (Departments, Provost, VP Enrollment, VP Finance and Administration)
- By July 2010, NDNU will begin the implementation of business/enrollment plans of prioritized programs which have been funded. (VP Enrollment, Provost, Departments)
- By November 2010, NDNU will develop a new strategic enrollment plan (encompassing recruitment and retention strategies) to grow enrollment within 5 years to on-campus capacity

(1500 FTE), plus 300 off site and 500 online headcount. (VP Enrollment, Provost, Associate Provost)
- By February 2011, NDNU will develop business/enrollment plans for remaining programs within prioritized clusters. The Planning Council will prioritize these plans for funding within the budget cycle. (Prioritization does not guarantee funding.) (Provost, VP Enrollment, Departments)
- NDNU will evaluate progress on funded business/enrollment plans and will re-evaluate prioritization as follows:
    - Annually in the Fall semester, NDNU will update the Contribution Analysis. (VP Finance and Administration)
    - Annually in the Fall semester, NDNU will evaluate funded business/enrollment plans in order to assess outcomes, metrics, and return on investment. (Planning Council)
    - Every 3 years, NDNU will commission an Academic Demand Study. (VP Enrollment)
    - Every 3 years, upon receipt of the Academic Demand Study, NDNU will re-evaluate prioritization of academic programs. (Planning Council)

  This process will allow NDNU to continue to use environmental scanning and internal financial data to assess revenue potential and overhead efficiencies of our academic programs and will assist with data driven decisions in regards to program prioritization and optimizing enrollment.
- On an ongoing basis, NDNU will consider and may fund opportunities that align with Academic Plan priorities, especially those that provide current fiscal year returns. (President, Cabinet)

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Diversity

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STRATEGY:
- **Commitment to Diversity: Continue NDNU's long-term commitment to assuring diversity among all student populations as well as among faculty and staff.**

Diversity is one of NDNU's Core Values. While diversity has not risen to be a major focal point of this plan, the Planning Council recognizes that as a core value, diversity must be considered in every aspect of planning.

Measurable Outcomes:
- On an ongoing basis, NDNU will integrate diversity considerations into every major plan it creates. (President, Cabinet, Diversity Council)

STRATEGY:
- **Hispanic Serving Institution: Maintain Hispanic Serving Institution (HSI) status (25% of UG enrollment) and pursue HSI-related grants to support the needs of this population.**

The federal definition of "Hispanic Serving Institution" is an institution at which 25% of the undergraduate population self-identifies as Hispanic/Latino. In fall 2009, NDNU reached this benchmark proportion and thereby becomes eligible to apply for federal grants under the Title V "Developing Hispanic Serving Institutions" program. NDNU has also moved from being an associate member to being a full member of the Hispanic Association of Colleges and Universities (HACU).

Measurable Outcomes

- By February 2011, NDNU will develop strategies for:
    - Maintaining Hispanic Serving Institution status (25% of undergraduate population) for the long term (VP Enrollment)
    - Serving the needs of first-generation and minority undergraduate students with a focus on Hispanic/Latino students, with a goal of promoting degree completion and successful articulation into graduate programs. (Provost, Associate Provost, Deans, Academic Success Center)
- By June 2011, NDNU will apply for a multi-year development grant from the federal Title V Developing Hispanic Serving Institutions. NDNU will continue to apply until funding is received, targeting receipt of a grant by August 2012. (Provost, VP Advancement)

Academic Quality and Rigor

STRATEGY:
- **Academic Standards: Define academic standards relative to learning outcomes ("levels of attainment") in all programs and at all levels and create transition plans, where necessary, to appropriately high academic expectations**

All programs have developed statements of expected learning outcomes and almost all have developed multi-year assessment plans to determine how well students are achieving those outcomes. However, very few programs have defined their expectations for how well they expect students to perform on these measures, either individually or as a group. Put simply, programs need to define what level of performance meets program standards. Meanwhile, capstone courses give a natural place to assess levels of student performance near graduation.

Defining these standards informs our discussion on academic quality and rigor and meets the expectation of our regional accrediting agency, WASC. Further, WASC expects every institution to develop significant expertise in assessment so that the institution can demonstrate how well it meets the standards it has set for itself. Our intent is to maintain or improve academic rigor by defining expected levels, assessing student performance, and modifying curriculum and/or pedagogy, as necessary, to obtain the expected results.

Related to this, our understanding is that some faculty feel such pressure to please and retain students that it affects the grades they give. Our intent is to create a culture in which appropriate standards are maintained in support of student learning.

Measurable Outcomes:
- By Fall 2011, the Rank and Tenure Committee will set, and the Deans and Provost will oversee processes for evaluation of instructors that encourage appropriate grading (e.g. decreased reliance on student evaluations).
- By September 2012, all academic programs will define expected levels of attainment for graduates relative to program-level learning outcomes that are competitive relative to external standards. (Programs, Deans, Provost)
- By September 2012, NDNU will define expected levels of attainment for graduates at each level and population (undergraduate traditional, undergraduate transfer and evening, graduate, and

credential) relative to institutional outcomes. (Assessment Committee/EETF, Curriculum Committees, Provost)
- By May 2013, at least one full-time faculty member in each School (Business and Management, Education and Leadership) and at least three faculty members in the College of Arts and Sciences will develop significant expertise in outcomes assessment through professional development (e.g. attendance at WASC-sponsored workshops) and involvement in campus assessment processes. (Faculty, Deans, Provost)
- By Fall 2013, all programs will have developed and implemented capstone courses.

STRATEGY:
- **Academic Support for Students and Faculty: Define, plan, and implement support systems for student success and faculty development that promote:**

o **expanded faculty expertise with multiple pedagogies and continued acquisition of content knowledge**

NDNU has provided limited funds for faculty development and the sparse funds available have generally been used in support of faculty expanding their disciplinary (content) knowledge. Our intent is to invest in faculty in support of their ability to provide effective instruction that maximizes student learning. This requires support of development of both pedagogical knowledge and content knowledge. Explicitly included in the pedagogical knowledge we wish to support is information and communication technology (ICT), both in support of face-to-face (f2f) instruction, and in support of online and blended (partially online) instruction.

Student convenience is an essential factor for our adult (mature learner) population, even more so in hard economic times. As our evening population grows, classroom and parking space have become limiting factors for growth. Blended learning (trading off of f2f class-time for online time) aligns institutional resources and student needs.

Measurable Outcomes:
- By February 2011, NDNU will create a faculty development plan to support broad use of multiple pedagogies and various media (including blended/online/ICT as appropriate). (Faculty Development Committee/Provost)
- By February 2011, NDNU will create a faculty development plan to support faculty in their scholarly and creative pursuits related to their disciplines. (Faculty Development Committee/Provost)
- By May 2011, NDNU will provide initial funding and will begin to seek grant funding for its faculty development plans. (Provost, VP Development, PBC)
- By October 2011, NDNU will develop standards for blended courses (e.g. 1/2 online, 1/2 f2f) that are consistent with academic standards (levels of learning outcome attainment) for face-to-face courses. (Provost, UGAS, GCASC)
- By September 2012, NDNU will create a plan, with implementation dates, for serving our adult students through blended courses with the goal of improving student convenience and allowing expanded enrollment within current facilities. This plan will address faculty training, course development and instructional design, and implementation issues. (Provost, Deans)

o **academic success, retention, and graduation rates for all students**

To improve student outcomes, NDNU must improve and expand its services in support of student success. We need a formal plan to justify internal funding and to attract external funding. The mentoring/coaching aspect of student advising is one that other institutions are beginning to focus on with significant positive results for retention. This model involves beginning with determination of student's academic goals at entrance and periodic revisiting of these goals, keeping academic success in focus.

Measurable Outcomes:
- By February 2011, NDNU will create a plan for improved support services for student learning and academic success. Dimensions of this plan may include staffing, facilities, a bridge program, advising, student portfolios, learning strategies requirements, etc. (Provost, Associate Provost, Academic Success Center)
- By May 2011, NDNU will begin to seek grant funding in support of its student learning support plan. (Provost, Development)
- By Fall 2012, NDNU will formalize the mentorship/coaching aspect of student advising, with student goals to be kept in the advising file or the advising module. (Provost, Deans)

o **improved qualifications of graduates for jobs and further study**

As part of its assessment processes and in support of its recruitment and development efforts, NDNU needs to track the success of its alumni.   Success factors include initial job placements, graduate school acceptance and success, licensure and credential pass rates, employer satisfaction with graduates, and longer term career satisfaction. Factors tracked should be evaluated relative to national data and trends and compared across programs internally and to data for cohort schools, as may be available.

At the same time, NDNU must improve and expand programs that support student connections to jobs.

Measurable Outcomes:
- By February 2011, NDNU will create a plan to track alumni success. (Alumni Office, Career Center, Deans, Provost)
- By May 2011, NDNU will begin to seek grant funding in support of its alumni tracking plan. (Provost, Development)
- By September 2011, NDNU will fund and begin to implement its alumni tracking plan. (Provost, PBC)
- By December 2011, each academic program, in coordination with the Career Center, will develop a relationship with at least one external organization that has significant possibilities for supporting internships and job opportunities. (Deans, Chairs/Program Directors, Career Center)

o **technological learning, both at a general level and specific to the discipline (e.g. GIS, statistical, and web and graphic design software)**

NDNU has not set standards for preparation of graduates relative to literacy in ICT (Information Communications Technologies) Literacy, but needs to do so to better prepare students for further academic work and for careers as effective professionals.

In January of 2000, the Information Literacy Competency Standards for Higher Education were approved by the Association of College and Research Libraries (ACRL) and in February of 2004, the American Association for Higher Education and the Council of Independent Colleges endorsed them.

Measurable Outcomes:
- By October 2010, NDNU will accept a definition of ICT literacy (e.g. the ACRL definition). (UGCC, GCASC)
- By February 2011, NDNU will consider whether and how to integrate ICT literacy into its institutional outcomes. (UGCC, GCASC)
- By December 2011, NDNU will determine how/whether it will integrate ICT literacy into its general education program. (UGCC)
- By May 2012, if ICT literacy has become an institutional outcome, NDNU will define appropriate assessment methods for ICT literacy and create an assessment plan in coordination with the rotating schedule of assessment of institutional outcomes. (UGCC)

o **Quantitative literacy**

NDNU has identified quantitative literacy as an institutional outcome and defined learning outcomes relative to quantitative literacy. However, it has not agreed on a definition of quantitative literacy to put those outcomes in context. As such, there is no consensus around whether assessment methods are appropriate in nature or scope.

Measurable Outcomes:
- By October 2010, NDNU will research definitions of quantitative literacy and accept a definition that will guide assessment. (UGCC)
- By February 2011, NDNU will define appropriate assessment methods and scope of assessment for quantitative literacy and will create an assessment plan in coordination with the rotating schedule of assessment of institutional outcomes. (UGCC)

STRATEGY:
- **Program Review and Assessment: Continue to focus on program review and learning outcomes assessment and "close the loop" by establishing means by which these results are regularly integrated into planning and budgeting processes.**

NDNU has reinvigorated its academic program review process and all academic programs have defined program-level learning outcomes. We are currently engaged in revising the template for academic program reviews to include results of assessment of student learning outcomes.

Measurable Outcomes:
- By May 2010, NDNU will define the process whereby assessment of student learning outcomes is integrated into academic program review. (UGCC, GCASC)
- By December 2010, NDNU will define a process whereby results of program reviews and learning outcomes assessment will be considered in the planning and budgeting processes. (Provost, PBC)

Mission and Distinctiveness in the Curriculum and Co-curriculum

STRATEGY
- **Hallmarks: Provide faculty and staff initial orientation to the Hallmarks and create opportunities for ongoing discussion of the Hallmarks and links to the Catholic tradition of higher education.**

With ever fewer Sisters of Notre Dame de Namur to influence and guide the university, it is incumbent upon us to maintain our understanding of and connection to the values of the Sisters and our place in Catholic higher education.

Measurable Outcomes
- By October 2010, NDNU will assemble a committee made up largely of faculty, but including representatives of other NDNU constituencies, to reflect on the Hallmarks and consider the question of whether and to what extent the Catholic Intellectual Tradition and Catholic Social Teaching should be reflected in the curricular and co-curricular lives of both undergraduate and graduate students as well as in the university as a whole. (President)
- By March 2011, the aforementioned committee will present to the Planning Council a recommendation relative to their inquiry which clarifies the place the Catholic Intellectual Tradition and Catholic Social Teaching have at NDNU and a recommendation on how maintain ongoing discussion of the Hallmarks and the meaning of being a Catholic university. (Committee Chair)

STRATEGY
- **Community Engagement: Pursue a community engagement strategy, making community engagement a common thread through all NDNU programs to the extent possible. Pursue classification as a Community Engagement Institution by the Carnegie Foundation for the Advancement of Teaching.**
- **Requirements and Opportunities: Make available and in some cases require:**
    - **Participation in community-based learning, community-based research, internships, or community service projects.**
    - **Engagement in programs based in the social change model of leadership;**
    - **Participation in activities and coursework that promote cultural and international awareness**

NDNU uses a pedagogy based in part on community engagement to advance the values of social justice and global peace expressed in its mission. This emphasis on community engagement is also one of the characteristics that make an NDNU education distinct from one that might be received at another university. Hence, it is important that community engagement be deeply embedded into the fabric of the NDNU curricular and co-curricular experience. NDNU recognizes that the goal of embedding the mission in the curriculum will have to be different for each of the main populations served by NDNU – traditional day undergraduates and adult students enrolled in graduate of degree completion programs.

With respect to achievement of the objective of embedding the mission into the curricular and co-curricular experience for the traditional day undergraduate population, NDNU currently:
    - Actively encourages faculty in all disciplines to develop community engagement and service learning courses and makes training in community engagement and community based learning available to faculty
    - Actively seeks service learning and community engagement opportunities for both curricular and co-curricular applications

- o Provides leadership opportunities through the Center for Student leadership and the Leadership and Public Service Minor
- o Provides career counseling services and career development courses, health and wellness services, and counseling

Additionally, NDNU will take the actions below.

<u>Measurable Outcomes</u>

- By September 2010, NDNU will increase opportunities for students to explore their faith and to receive spiritual guidance by reestablishing a Center for Spirituality and Mission under the direction of a campus minister. (President, Associate Provost)
- By October 2010, NDNU will assess itself relative to the Carnegie Foundation's Documentation Framework for Community Engagement Institutions. (Provost, Associate Provost, Stang Center)
- By December 2010, NDNU will create a plan for building resources, assessment procedures, and documentation required by the Carnegie Documentation Framework. (Provost, Associate Provost, Stang Center, Institutional Research)
- By March 2011, NDNU will create a system to assess community engagement with respect to impact on the local community and achievement of learning outcomes. (Provost, Associate Provost, Stang Center, UGCC, Institutional Research)
- By March 2011, NDNU will establish a definition for community engagement courses and specify criteria to determine which courses shall be so designated. (Provost, Associate Provost, Stang Center, UGCC)
- By March 2011 and effective Fall 2011, NDNU will establish a graduation requirement that all students entering as freshmen earn at least six units and all traditional day transfer students earn at least three units in courses designated as community based learning, service learning, or community engagement courses. (Provost, UGCC)
- By October 2011, NDNU will provide students with an opportunity to earn a community engagement notation on their transcripts through a combination of curricular and co-curricular activities. (Provost, UGCC)
- By 2015, NDNU will be ready for and will apply for designation by the Carnegie Foundation for the Advancement of Teaching as a "Community Engagement Institution". (Provost, Associate Provost, Stang Center)

With respect to achievement of the objective of embedding the mission into the curricular and co-curricular experience of the <u>graduate and evening degree completion populations</u>, NDNU currently:

- o Encourages faculty to incorporate social justice and community engagement material into their courses, to the extent possible. This could take the form of anything from making the course a true CBL course to including issues faced by community groups and nonprofits in their study of particular subjects
- o Provides career counseling services, health and wellness services, and counseling

Additionally, NDNU will take the actions below.

<u>Measurable Outcomes</u>

- By fall 2010 (and annually thereafter), NDNU will assure that assure that adult students receive information about the history, mission, and vision of the University, especially in regard to social justice and community engagement. NDNU will strongly encourage adult students to participate in service learning and community service activities both through NDNU and through other agencies or organizations. (Associate Provost)

- By fall 2010 (and annually thereafter), NDNU will survey adult students to learn the extent of their community service involvement and to determine in which programs community engagement is already strong and where it needs support. (Institutional Research)
- Annually in Spring, NDNU will review data on adult student involvement in community engagement and determine whether resources, support, or program changes are required to bolster involvement. (Planning Council)
- By March 2011, NDNU will create a plan to make opportunities to participate in service learning and community service activities available to adult students across all programs through arrangements with local service agencies. (Provost, Associate Provost, Stang Center, GCASC)

<div align="center">Efficiency</div>

STRATEGY
- **Maximize Use of Facilities: Maximize productive use of campus facilities through program growth, scheduling, and partnerships.**

NDNU needs to grow enrollments, but is already using all of its classroom spaces on some evenings and a large percentage of classrooms at some daytime hours. Additional traditional day courses that do not directly serve evening populations have been scheduled in the evening, exacerbating the situation. NDNU has under-utilized space in residence halls, certain labs, and the library which may be reconfigured for alternate use. Scheduling problems come to light at the Registrar's Office, but resolution is the responsibility of the Deans. Student access to technology, especially internet connections and printing, drives the need (or lack thereof) for open labs. There are opportunities for integrating open lab and technology access with library services. Meanwhile, NDNU is fortunate to be in the process of upgrading its science labs.

The closest parking lots fill completely at peak times, while other parking lots are unevenly used. Large events on campus at peak times can cause parking lots to completely fill, causing problems for students who are trying to attend courses.

While facilities issues will need to be addressed more broadly in the Strategic Plan, many are directly related to academic issues. Those most closely related are addressed here.

Also related to efficiency and revenue generation are standard ratios such as Student/Faculty Ratio, Student/Staff Ratio, and Credit hours/FTE Faculty Ratio. Based on Fall 2008 data, NDNU is well below the median of its 14 cohort institutions on each of these ratios:
- Student/Faculty Ratio: NDNU 10:1 vs. Cohort median 13:1;
- Student/Staff Ratio: NDNU 8.2:1 vs. Cohort median 9.4:1
- Credit Hours/FTE faculty: NDNU 327 vs. Cohort median 392

Measurable Outcomes
- By September 2010, NDNU will establish a new process for <u>classroom scheduling</u> and a policy for prioritization of use of classrooms with the goals of minimizing course conflicts, accommodating enrollment growth, and reaffirming that the overall responsibility for scheduling decisions lies with the deans and provost, in consultation with departments/programs and the Registrar. (It is not the intent to take responsibility for hiring and scheduling away from department chairs and

program directors. Rather, the intent is to create a framework within which they will perform their scheduling duties.) (Provost, Deans, Registrar)

- By December 2010, in coordination with the Enrollment Plan, NDNU will:
  - Develop plans for <u>redeployment of current space</u> to facilitate enrollment growth and revenue generation (VP Finance and Administration, VP Enrollment, Provost, Associate Provost, Registrar)
  - Review and revise its <u>parking and related safety plans</u> to accommodate enrollment growth and maximize use, convenience, and safety. (Associate Provost)
- By December 2010, NDNU will study student and course needs for <u>access to technology</u> (e.g. computers, software, printing, and internet connectivity/wireless) and create a plan for improved access and efficiency of space usage. (Provost, VP Finance and Administration, Director of OIT)
- By March 2011, in coordination with the Enrollment Plan and in consideration of classroom space issues and plans, NDNU will create and adopt a plan to move toward the respective cohort median (of our 14 cohort institutions) for Student/Faculty Ratio; Student/Staff Ratio; and Credit hours/FTE Faculty Ratio. NDNU will track these ratios as Key Performance Indicators.

Academic Plan Measurable Outcomes and Timeline
April 2010

Timeline	Program Prioritization and Enrollment Initiatives	Diversity	Academic Quality/Rigor and Assessment	Academic Support (Student and Faculty)	Mission and Distinctiveness	Efficiency
Spring 2010 February	Created initial prioritization of academic program clusters and identified programs ready for immediate growth or stabilization. (PC)					
Spring 2010 April	Departments developed business/enrollment plans for immediately prioritized plans, the Planning Council prioritized funding for these plans, and the Budget Council recommended a budget consistent with that prioritization. (PD, PV, VPE, VPFA)					
Spring 2010 May			Define the process whereby assessment of student learning outcomes is integrated into academic program review. (UGCC, GCASC)			
Summer 2010 July	Begin the implementation of business/enrollment plans of prioritized programs which have been funded. (VPE, PV, PD)					
Fall 2010					(Annually) Adult students receive information about the history, mission, and vision of the University, especially in regard to social justice and community engagement. NDNU will strongly encourage adult students to participate in service learning and community service activities both through NDNU and through other agencies or organizations. (APV) (Annually) Survey adult students to learn the extent of their community service involvement and to determine in which programs community engagement is already strong and where it needs support. (IR)	
Fall 2010 September			Increase opportunities for students to explore their faith and to receive spiritual guidance by reestablishing a Center for Spirituality and Mission under the direction of a campus minister. (PS, APV)			Establish a new process for classroom scheduling and a policy for prioritization of use of classrooms with the goals of minimizing course conflicts, accommodating enrollment growth, and reaffirming that the overall responsibility for scheduling decisions lies with

						the deans and provost, in consultation with departments/programs and the Registrar. (It is not the intent to take responsibility for hiring and scheduling away from department chairs and program directors. Rather, the intent is to create a framework within which they will perform their scheduling duties.) (PV, DN, RG)
Fall 2010 October			Accept a definition of ICT literacy (e.g. the ACRL definition). (UGCC, GCASC) Research definitions of quantitative literacy and accept a definition that guides assessment. (UGCC)		Assemble a committee made up largely of faculty, but including representatives of other NDNU constituencies, to reflect on the Hallmarks and consider the question of whether and to what extent the Catholic Intellectual Tradition and Catholic Social Teaching should be reflected in the curricular and co-curricular lives of both undergraduate and graduate students as well as in the university as a whole. (PS) Assess the Carnegie Foundation's Documentation Framework for Community Engagement Institutions. (PV, APV, SC)	
Fall 2010 November	Develop a new strategic enrollment plan (encompassing recruitment and retention strategies) to grow enrollment within 5 years to on-campus capacity (1500 FTE), plus 300 offsite and 500 online headcounts. (VPE, PV, APV)					
Fall 2010 December			Define a process whereby results of program reviews and learning outcomes assessment are considered in the planning and budgeting processes. (PV, PBC)		Create a plan for building resources, assessment procedures, and documentation required by the Carnegie Documentation Framework. (PV, APV, SC, IR)	In coordination with the Enrollment Plan: o Develop plans for <u>redeployment of current space</u> to facilitate enrollment growth and revenue generation (VPFA, VPE, PV, APV, RG) o Review and revise its <u>parking and related safety plans</u> to accommodate enrollment growth and maximize use, convenience, and safety (APV) Study student and course needs for <u>access to technology</u> (e.g. computers, software, printing, and internet connectivity/ wireless) and create a plan for

						improved access and efficiency of space usage. (PV, VPFA, OIT)
Spring 2011 February	Develop business/enrollment plans for remaining programs within prioritized clusters. The Planning Council prioritizes these plans for funding within the budget cycle. (Prioritization does not guarantee funding.) (PV, VPE, PD)	Develop strategies for: Maintaining Hispanic Serving Institution status (25% of UG population) for the long term (VPE) Serving the needs of first-generation and minority undergraduate students with a focus on Hispanic/Latino students, with a goal of promoting degree completion and successful articulation into graduate programs. (PV, APV, ASC)	Consider whether and how to integrate ICT literacy into its institutional outcomes. (UGCC, GCASC) Define appropriate assessment methods and scope of assessment for quantitative literacy and create an assessment plan in coordination with the rotating schedule of assessment of institutional outcomes. (UGCC)	Create a faculty development plan to support broad use of multiple pedagogies and various media (including blended/online/ICT as appropriate). (FDC, PV) Create a faculty development plan to support faculty in their scholarly and creative pursuits related to their disciplines. (FDC, PV) Create a plan for improved support services for student learning and academic success. Dimensions of this plan may include staffing, facilities, a bridge program, advising, student portfolios, learning strategies requirements, etc. (PV, APV, ASC) Create a plan to track alumni success. (AO, CC, DN, PV)		
Spring 2011 March					Committee presents to the Planning Council a recommendation relative to their inquiry which clarifies the place the Catholic Intellectual Tradition and Catholic Social Teaching have at NDNU and a recommendation on how maintain ongoing discussion of the Hallmarks and the meaning of being a Catholic university. (CMC) Create a system to assess community engagement with respect to impact on the local community and achievement of learning outcomes. (PV, APV, SC, UGCC, IR) Establish a definition for community engagement courses and specify criteria to determine which courses shall be so designated. (PV, APV, SC, UGCC) Establish a graduation requirement (effective Fall 2011) that all students entering as freshmen earn at least six units and all traditional day transfer students earn at least three units in courses designated as community based learning, service learning, or community engagement courses. (PV, UGCC)	In coordination with the Enrollment Plan and in consideration of classroom space issues and plans, create and adopt a plan to move toward the respective cohort median (of our 14 cohort institutions) for Student/Faculty Ratio; Student/Staff Ratio; and Credit hours/FTE Faculty Ratio. Track these ratios as Key Performance Indicators (PV, IR).

Date							
						Create a plan to make opportunities to participate in service learning and community service activities available to adult students across all programs through arrangements with local service agencies. (PV, APV, SC, GCASC)	
Spring 2011 May					Provide initial funding and begin to seek grant funding for its faculty development plans. (PV, VPA, PBC) Seek grant funding in support of its student learning support plan. (PV, VPA) Seek grant funding in support of its alumni tracking plan. (PV, VPA)		
Summer 2011 June			Apply for a multi-year development grant from the federal Title V Developing Hispanic Serving Institutions. Continue to apply until funding is received, targeting receipt of a grant by August 2012. (PV, VPA)				
Fall 2011				Rank and Tenure Committee sets, and the Deans and Provost oversees processes for evaluation of instructors that encourage appropriate grading (e.g. decreased reliance on student evaluations) (RTC, DN, PV)	Fund and begin to implement its alumni tracking plan. (PV, PBC)		
Fall 2011 October					Develop standards for blended courses (e.g. 1/2 online, 1/2 f2f) that are consistent with academic standards (levels of learning outcome attainment) for face-to-face courses. (PV, UGAS, GCASC)	Provide students with an opportunity to earn a community engagement notation on their transcripts through a combination of curricular and co-curricular activities. (PV, UGCC)	
Fall 2011 December				Determine whether and how to integrate ICT literacy into its general education program. (UGCC)	Each academic program, in coordination with the Career Center, develops a relationship with at least one external organization that has significant possibilities for supporting internships and job opportunities. (DN, PD, CC)		
Spring 2012 May				Define appropriate assessment methods for ICT literacy and create an assessment plan in coordination with the rotating schedule of assessment of institutional outcomes (if ICT literacy is an institutional outcome).			

				(UGCC)		
Fall 2012					Formalize the mentorship/coaching aspect of student advising, with student goals to be kept in the advising file or the advising module. (PV, DN)	
Fall 2012 September			All academic programs define expected levels of attainment for graduates relative to program-level learning outcomes that are competitive relative to external standards. (PD, DN, PV) Define expected levels of attainment for graduates at each level and population (undergraduate traditional, undergraduate transfer and evening, graduate, and credential) relative to institutional outcomes. (AC/EETF, CCM, PV)	Create a plan, with implementation dates, for serving our adult students through blended courses with the goal of improving student convenience and allowing expanded enrollment within current facilities. This plan will address faculty training, course development and instructional design, and implementation issues. (PV, DN)	
Spring 2013 May			At least one full-time faculty member in each School (Business and Management, Education and Leadership) and at least three faculty members in the College of Arts and Sciences develop significant expertise in outcomes assessment through professional development (e.g. attendance at WASC-sponsored workshops) and involvement in campus assessment processes. (FC, DN, PV)		
Fall 2013			All programs have developed and implemented capstone courses. (PD, DN, PV)		
2015				Apply for designation by the Carnegie Foundation for the Advancement of Teaching as a "Community Engagement Institution". (PV, APV, SC)	
On regular basis	Evaluate progress on funded business/enrollment plans and re-evaluate prioritization as follows: o Annually in the Fall semester, update the Contribution Analysis. (VPFA) o Annually in the Fall semester, evaluate funded business/enrollment plans in	Integrate diversity considerations into every major plan it creates. (PS, PSC, DC)		Annually in Spring, review data on adult student involvement in community engagement and determine whether resources, support, or program changes are required to bolster involvement. (PC) (Fall Annually) Adult students	

order to assess outcomes, metrics, and return on investment. (PC) o Every 3 years, commission an Academic Demand Study. (VPE) o Every 3 years, upon receipt of the Academic Demand Study, re-evaluate prioritization of academic programs. (PC) Consider and fund opportunities that align with Academic Plan priorities, especially those that provide current fiscal year returns. (PS, PSC)				receive information about the history, mission, and vision of the University, especially in regard to social justice and community engagement. NDNU will strongly encourage adult students to participate in service learning and community service activities both through NDNU and through other agencies or organizations. (APV) (Fall Annually) Survey adult students to learn the extent of their community service involvement and to determine in which programs community engagement is already strong and where it needs support. (IR)	

Abbreviations: AC-Assessment Committee, AO-Alumni Office, APV-Associate Provost, ASC-Academic Success Center , CC-Career Center , CCM-Curriculum Committees, CMC-Committee Chair, DC-Diversity Council , DN-Deans, FC-Faculty, FDC-Faculty Development Committee, IR-Institutional Research, PC-Planning Council, PD-Program Director (or Departments), PS-President, PSC-President Cabinet, PV-Provost, RG-Registrar, RTC-Rank and Tenure Committee, SC-Stang Center, VPA-VP Advancement, VPE-VP Enrollment, VPFA-VP Finance and Administration,