

## **CALS CAREER AND ACADEMIC SERVICES 2019-2025 STRATEGIC PLAN**

(Revised 11/6/2019)

*Career and Academic Services' Purpose (1):* We strive to effectively promote, facilitate and support excellence in instruction and all aspects of the CALS student experience toward the goal of graduation and launch of a successful career for every student.

*Career and Academic Services' 2025 Vision (2):* Our graduates are nationally competitive for career paths in their chosen fields.

*Career and Academic Services' Shared Values:*

- Sense of Community
- Diverse cultures
- Collaboration
- Accountable Responsible Behavior
- Delivering on our commitments
- Integrity
- Forward thinking
- Quality and excellence
- Innovation and Entrepreneurship
- Positive attitude in thinking
- Lifelong Learning

## **STRATEGIC GOAL ONE: OFFER APPLIED DEGREES THAT PUT SCIENCE TO WORK**

### **A. Current situation and gap between current situation and desired situation**

Central to the CALS instructional mission is our offering of degrees and academic programs that prepare students to do jobs that do not yet exist and create new jobs, at the same time fueling economic development for the state of Arizona. CALS offers 18 applied Bachelor of Science degrees and 40+ graduate degrees and certificates across 10 academic departments and schools. The applied nature of our degrees raises the employability of our students as they seek jobs after graduation. But, within each academic discipline, rapid technological advances and continual changes in global market forces continue to challenge our ability to prepare students to be nationally competitive for jobs in their chosen fields. Employer feedback reminds us that many graduates nationwide lack fundamental career skills that would allow them to more effectively leverage their technical expertise into workplace productivity. We must continually seek and respond to market feedback and changing industry conditions in order to be innovative and nimble in evolving new curriculum.

### **B. Strategies to achieve goal.**

- i. Establish multiple channels for seeking regular feedback from industry representatives as to the changing needs of the marketplace and the qualifications of our students, both undergraduates and graduate students (e.g., industry advisory boards for each of our major degree programs; Career Center advisory board; regular networking opportunities for faculty and industry representatives)
- ii. Facilitate the translation of market feedback into departmental action plans that regularly refresh existing curriculum and develop new programs (degrees, subplans, minors) in response to the changing needs of our employers and communities
- iii. Encourage units to develop new programs (possibly through multi-unit collaboration on certificates or minors) that target non-majors in order to deliver knowledge and skills in small bites to facilitate credential stacking tailored to each student's career aspirations.
- iv. Bring industry and the community virtually into the classroom to enhance student learning
- v. Provide stronger "hands-on" learning where students participate in "real-world" or virtual practical experiences (e.g., internships; out-of-class experiential learning)
- vi. Create an engaging student environment within CALS that establishes an expectation of student participation in clubs, leadership and experiential learning activities as the norm
- vii. Develop and implement a set of CALS Career Skill Competencies to bake into existing CALS curriculum and guide the development of new courses, across all majors
- viii. Facilitate the launch of CALS faculty learning communities to raise faculty awareness of career skill competencies and develop techniques for building those skills in students
- ix. Help departments identify new career-oriented B.S. programs that could be offered as joint efforts or in concert with the Community Colleges and the new College of Applied Sciences

## **STRATEGIC GOAL TWO: EXPAND UNDERGRADUATE DEGREE ENROLLMENT FOR STUDENTS BEYOND THE TUCSON CAMPUS**

### **A. Current situation and gap between current situation and desired situation**

CALS currently offers 18 undergraduate degrees that enroll about 3,000 majors, the vast majority of whom are located on the Tucson campus. However, we have comparatively small instructional outreach beyond the main campus, relative to other colleges on campus and given the available instructional technology at the UA. To deliver on our land-grant mission, CALS academic units must become increasingly entrepreneurial in distance, online and global arenas to broaden our instructional reach. Over the next five years CALS will seek to significantly expand the availability of our degree and certificate programs to place-bound students across Arizona and the southwest region as well as to national and global audiences.

### **B. Strategies to achieve goal**

- i. Encourage entrepreneurial program development throughout CALS by communicating to academic unit heads, faculty and advisors the opportunities and challenges (e.g., required resources, budgetary implications, potential enrollments) associated with expanded delivery of CALS instructional programs outside of Tucson.
- ii. Assist departments in developing relationships with UA Global, Arizona Online and UA Distance campus leaders and staff
- iii. Serve as CALS liaison with partner campuses in the UA Global micro-campus portfolio and the Arizona community college network to explore demand for CALS degrees and facilitate the launch of partner programs
- iv. Provide leadership to develop and improve distance, online and global curriculum delivery models that fit both CALS degree programs and niche student needs, including faculty training to effectively utilize these models

## **STRATEGIC GOAL THREE: EXPAND COMMUNITY COLLEGE TRANSFER OPPORTUNITIES AND INCREASE DEGREES AWARDED TO TRANSFER STUDENTS**

### **A. Current situation and gap between current situation and desired situation**

CALS has excellent relationships with many Arizona Community Colleges, especially in Yuma at Arizona Western College and in Casa Grande at Central Arizona College. About 35% of our incoming new students (freshmen + transfers) each Fall are transfer students, the large majority from Arizona community colleges. We have established some 2 + 2 programs and several CALS degrees can be completed via distance delivery through online course offerings. However, the nature of CALS applied degrees should appeal to a large number of community college students in Arizona's population centers in the greater Phoenix and Tucson areas. Consequently, we perceive significant potential for increasing transfer enrollments to our main campus, as well as distance campus degree programs for community college (CC) students who are place bound, especially in the Phoenix area.

### **B. Strategies to achieve goal.**

- i. Increase collaboration with UA Distance and the College of Applied Sciences to identify pockets of demand for our applied degrees
- ii. Develop deeper relationships with community college staff and faculty to improve course alignments, identify post-degree career aspirations of CC students, and increase communication regarding CALS degree options (estimated time to degree; career opportunities, etc)
- iii. Increase number of CALS degrees, certificates and other programs offered through UA Distance campuses
- iv. Work with UA Office of Digital Learning (ODL) to improve the quality and smooth the delivery of existing and new distance offerings
- v. Facilitate the smooth and predictable transfer of units with minimal duplication of effort, at the same time allowing for the reverse transfer of credits
- vi. Identify and alleviate economic barriers to transfer

## **STRATEGIC GOAL FOUR: ENHANCE CALS RECRUITMENT**

### **A. Current situation and gap between current situation and desired situation**

In 2016, CALS initiated the development of a recruitment marketing team. Since then, the team has built a foundation for recruitment marketing and the incoming class numbers have moved from being flat year-over-year to a 14% increase in 2019. We need to continue to build on these recruitment efforts with emphasis on under-enrolled majors, and those in areas with room to grow to reach a target growth goal of 7% - 10% year over year until 2025.

### **B. Strategies to achieve goal**

- i. Through major-specific marketing initiatives targeted to students and parents, increase awareness of how CALS degree programs prepare students to do jobs that do not yet exist and prepare them for 4IR
- ii. Educate students about options to help them find the right major for them earlier in their college experience
- iii. Increase affinity for CALS degree programs through partnerships with youth development programs including 4-H, FFA, DECA (Distributive Education Clubs of America), FBLA (Future Business Leaders of America)
- iv. Increase likelihood that counselors will recommend CALS majors to students by reaching out to HS and college counsellors through various marketing and communications initiatives
- v. Work with CALS schools and departments to improve the prospective and current student experiences on their units' websites
- vi. Support graduate recruitment through digital marketing

## **STRATEGIC GOAL FIVE: INCREASE RETENTION, PERSISTENCE AND GRADUATION**

### **A. Current situation and gap between current situation and desired situation**

A successful retention, persistence, and graduation strategy is an integrated, collaborative plan that starts with recruitment and continues with faculty, academic advisors, career development, student support staff, peer mentors, and alumni engagement. To be effective, the strategy must consider the entire student experience – from prospective student to alumni, must articulate student success outcomes (including for academic advising), and must rely on accurate and actionable dynamic student data. Our retention rate of 85.6% for the Fall 2018 entry cohort is higher than the University as a whole, but our goal is to increase that to 91% by 2025. Our 4-year graduation rate, based on the Fall 2015 entry cohort, is 50.4%. Our 6-year graduation rate, based on the Fall 2013 entry cohort, is 65.6%. Again, these are slightly higher than the University as a whole, but our goal is to increase the 4-year rate to 61% and the 6-year rate to 75% by 2025. Our in-migration has traditionally been much higher than our out-migration. However, this is not reflected in the retention rate because migration is not tracked along with the freshman cohort and several programs in CALS are pre-programs without a specific freshman cohort. As a unit, intentional tracking and support of these cohorts not accounted for in the retention rate, will be in place. We will infuse our core culture of CALS as family in all we do.

### **B. Strategies to achieve goal.**

- i. Infuse our core culture of CALS as family in all we do.
- ii. Utilizing a data-informed strategy of "precision retention", increase retention and graduation rates among all student groups (specifically FTFT, Schedule for Success, transfer, first generation, underrepresented minority, distance/online, and active non-enrolled students)
- iii. Maximize programs and services, at all campuses, for specific populations – new students, first generation, and probationary students
- iv. Advance quality academic advising focused on a developmental, proactive strengths-based philosophy as defined by NACADA
- v. Leverage the peer mentor model to achieve 100% peer-to-peer connection for CALS students.
- vi. Increase awareness of club membership as first step in leadership and career development

## **STRATEGIC GOAL SIX: ENHANCE CAREER DEVELOPMENT**

### **A. Current situation and gap between current situation and desired situation**

Career and Academic Services has a strong working relationship with UA Career Services Center. However, due to the wide range of unique majors in our college, there needs to be a greater effort put forward in engaging our students in career exploration and experience. This includes working with departments to develop more structured programs for internships, leadership development and other programs that will make our students more competitive in the industry.

### **B. Strategies to achieve goal.**

- i. Raise student awareness of opportunities for post-graduate employment and career paths associated with CALS degrees
- ii. Work with industry to increase the number of available internships and other experiential learning opportunities.
- iii. Develop a committee of representatives from all CALS academic units to inform and guide career activities.
- iv. Utilize input and feedback from CALS Career Center Industry Advisory Board to update and effectively implement career competencies.
- v. Partner with Student Engagement and Career Development to integrate technology and student experiences.
- vi. Through workshops and signature networking events, encourage students to interact with employer while improving essential career (soft) skills.
- vii. Encourage students to gain advanced career, management, and business skills through activities of the Dean's Leadership 50 (DL50) program.

## **STRATEGIC GOAL SEVEN: INCREASE FINANCIAL SUPPORT FOR INSTRUCTIONAL EXCELLENCE**

### **A. Current situation and gap between current situation and desired situation**

With scholarship development being a key part of the Pillar 1 “Wildcat Journey” section of the UA Strategic Plan, scholarship fundraising continues to be an integral goal for CALS. To further the teaching mission of Career and Academic Services, fundraising to assist academic units is also a priority, including renovation of laboratory spaces.

### **B. Strategies to achieve goal.**

- i. Develop a "needs" assessment across Career and Academic Services functional areas
- ii. In partnership with CALS academic units, develop a needs assessment for remodeling and updating of instructional spaces including lab areas and equipment
- iii. Identify and engage possible appropriate donors, in collaboration with CALS Alumni and Development
- iv. Partner with CALS Alumni and Development to create an easier path to online giving
- v. Develop a plan for doubling CALS scholarship endowments that will 1) encourage small dollar gifts from new CALS graduates, 2) specific scholarship segments such as a CALS student "unexpected expense" fund, 3) endowed position for the Assistant Dean of Career and Academic Services, 4) restricted operational account to encourage donations to support student programming



## **STRATEGIC GOAL EIGHT: PROMOTE FACULTY TEACHING EXCELLENCE**

### **A. Current situation and gap between current situation and desired situation**

Currently the two primary college-level tools for promoting instructional excellence are the Cardon Academy for Teaching Excellence (CATE) and the annual faculty awards for outstanding teaching. Both are effective, but can be further leveraged. Faculty instructional excellence can be promoted by supporting instructional training during sabbatical leaves; improving documentation of instructional excellence in the Promotion and Tenure process; increased recognition of faculty with regards to teaching. There are three awards currently given for instruction: Bart Cardon Award for Sustained Excellence in Teaching, Early Teacher, and the David E. Cox Teaching Award. However, very few apply for these awards. In addition, the Bart Cardon Teaching Academy sponsors faculty enhancement workshops which are marginally attended. Our goal is to continue offering teaching workshops and increase the number of participating faculty. This will also aid these instructors in the Promotion and Tenure process. Additionally, we strive to increase the number of applications for the teaching awards so that recognition may be given to our faculty for their excellence in teaching.

### **B. Strategies to achieve goal**

- i. Expand the criteria for documenting excellent teaching in the P&T process and promote the adoption of these criteria across CALS academic units
- ii. Increase the visibility of the Cardon Academy (CATE) fellows with representation across all 10 CALS academic units and a program for regular engagement with faculty in those units, including mentorship for new faculty
- iii. CATE sponsorship and leadership of CALS faculty learning communities focused on key CALS teaching initiatives such as promoting data literacy and other career skill competencies for all students
- iv. Leverage CALS participation in campus wide Faculty Learning Communities (FLC's) to position CALS as a leader in active learning and assessment.
- v. Initiate a program for promoting nomination of faculty for college, university, regional and national instructional awards
- vi. Identify external donors to support professional development for faculty adapting to active learning techniques, cutting edge technology for distance delivery and related innovations in instructional delivery

**STRATEGIC GOAL NINE: GRADUATE STUDENT INSTRUCTION**

**A. Current situation and gap between current situation and desired situation**

*To be completed by November 30.*

**B. Strategies to achieve goal**