

Work Team 4 – Strategic Planning –Professional Development Day-May 18, 2011

Notes from discussion:

All growth at the undergraduate level should be “smart”. Growth should be included with the understanding of what our capacity is.

Add more mention about the importance of the quality of the student at the TUG level in regards to the shaping of the student population.

What does a “small college feel” look like? Can that be better defined? Personal relationships with staff and faculty. Small class sizes. Place where a student’s name is known. Won’t be asked their student ID. Parents expect to talk to a person. Isn’t the small college feel defined by a number? What is that number? Should we define that number? Is there a range? Students expect they can get the classes they need.

Change the recommendation to include Monday Speaker Series and Freshman Seminar Friday as that time. Allow us to better use our classroom space. How do we accomplish both?

The feedback really isn’t “no growth” it really means, grow better. Support the growth in the right way.

Might the recommendation be to take a “time out” before we grow the student body? Grow the faculty, add support services, and increase the quality of the students. Slow down and take a breath.

How does the city of Thousand Oaks play into this? Is there an expectation from the city on the number of students that we have?

Growth should be tied to academic quality. Wasn’t the plan for the extra revenue to come from the Graduate and Adult programs?

Whatever the decision is made regarding enrollment size. Each decision comes with consequences?

Is there a recommendation to have students come in undeclared for the first two years? How do the majors that you need to start as a freshman play into this? Creating a culture of academic quality, when we think about majors how does that affect the academic culture. This also begs the question about adding new majors, should we add majors because we need more variety for our students.

Recruitment perspective: can we educate them before they get here about how to explore majors.

We need to expand how we are defining quality? Is it just SAT/ACT or GPA?
How do we do a better job of measuring the quality and ability of our prospective students?

It would help to have students think about this exploration before they start the two years of courses. (i.e. I want to be a doctor b/c I want to help people – I want to be a doctor because they want to be a scientist).

As a parent, if you advertise that you want to help the students explore their passion, you will have the parents' money faster.

This is who we are, you can major in anything and be anything let's help them figure it out.

Why are students saying they are leaving? Because of the reasons