ACADEMIC PLAN FOR ENROLLMENT

Exploring Cal Poly’s Future Leadership Opportunities

Workshop
October 24, 2014
PLANNING CONTEXT

UNIVERSITY STRATEGIC PLAN

1995 UPDATE - - - VISION 2022

ACADEMIC and ENROLLMENT PLANNING

1999-2000 ENROLLMENT GROWTH PLAN - - - ACADEMIC PLAN FOR ENROLLMENT, 2014-15

Focused Plans and Actions

e.g., Campus Climate, Housing/Residential Community, Information Systems

PHYSICAL MASTER PLAN

2001 UPDATE 2009 VISION PLAN MASTER PLAN UPDATE
INTERACTIVE ACADEMIC AND MASTER PLANNING ACTIVITIES

**Academic Plan**

Fall (2014): Apply *Vision 2022*; analyze program assets, explore future opportunities

*Program Narrative Due November 21 – Tier 1 and Tier 2 Questions (5-10 pages)*


Spring (2015): Develop phasing: two, five, ten and fifteen year actions

**Master Plan**

Fall (2014): Explore assumptions, constraints; campus and community outreach

Winter (2015): Set *Master Plan capacity*; translate programs into facilities

Spring, Summer (2015): Draft *Master Plan* elements, *Draft EIR*

Fall (2015), Winter (2016): Complete *Master Plan* and *Final EIR*
Norris, Donald et al. (2013), Transforming in an Age of Disruptive Change: Part 2: Getting Started, Getting it Done, *Planning in Higher Education*, 41:2, Figure 7 (redrawn)

1. What forces are shaping your discipline today?

2. In ten years, how will forces shape changes in your discipline? How will professional practice be affected?

3. What are the implications for your profession and continuing professional development?

4. How should the future developments affect the College/University? Our Strategic Planning process? Decisions over the next five years?
NARRATIVE

Tier 1 – Higher Education Today

• What forces are shaping Cal Poly (and your discipline) today (which are likely to continue into the future and what new forces may come into play by 2030)?

Tier 2 – Projections to 2030

• Who will your students be in 2030 (e.g., demographics, pre-college preparation)? What are their expectations and interests likely to be?
• What will the global economy be like in 2030? What will you be preparing your graduates to do (in general, and in your discipline)?
• What will your students need to learn to be successful (in general, and in your discipline)? What level(s) of education will they need (particularly in your discipline)?
• Nov. 7 FOCUS: What are the implications for emerging fields and integrated learning that goes beyond traditional disciplines?
### CHALLENGES

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<tr>
<th>Demographic Factors</th>
<th>Relevance?</th>
<th>Need More Information?</th>
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<tr>
<td>Costs and Funding</td>
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<td>Technology</td>
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<td>Higher Education</td>
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WITH PARTNER (5 MINUTES)

End

5 minutes
## OPPORTUNITIES

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<td>Programs and Curricula</td>
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<td>Cal Poly’s Advantage</td>
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<td>Other</td>
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WITH PARTNER (5 MORE MINUTES)

5 minutes

End
# FUTURE WORK ACTIVITIES IN YOUR DISCIPLINE

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<thead>
<tr>
<th>Careers &amp; Work Activities (please list)</th>
<th>Similarities to Today</th>
<th>Differences from Today</th>
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With Partner - 10 minutes
# KNOWLEDGE, COMPETENCIES, LEARNING PRACTICES

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<tr>
<th>Relevance to</th>
<th>Your Students?</th>
<th>Other Students?</th>
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<td>General Competencies</td>
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<td>Specialized Knowledge and Competencies</td>
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<td>Teaching and Learning Practices</td>
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<td>Other</td>
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With Partner - 10 minutes

End
REPORTS FROM TABLES

- Impact of the challenges and opportunities on your future graduates’ careers?

- Relevance of the challenges and opportunities to the disciplines represented at your table. Are there significant gaps that you would expect to have to fill?

- Relevance of the areas of knowledge and competencies to your disciplines and future graduates?
As a Table - 10 minutes
REPORTS FROM TABLES

2 minutes
NEXT STEPS

- College/department discussions
- Student councils and other student groups
- Advisory councils

Remaining Fall Quarter Meetings and Deadlines

- November 7 workshop
- **November 21, Narrative DUE (5-10 pages)**
- December 5 workshop
- **December 12, Worksheet for CSU 5-yr plan DUE from Colleges**