**Table 6 Worksheet**

**Facilitator:** Christie Maddux

**Proposal 6:** The “message” prospective and current students receive is that the university has high expectations and will help you achieve them.

**Table Members: Dr. Jim Towns, Communications; Brooklee Grant, Financial Aid; Bill Cox, Admissions; Dr. Marc Guidry, Liberal Arts; Dr. Casey Hart, Mass Communications; Gloria Montes, SFA 101; Dr. Daniel Scognamillo, Forestry**

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| 1. What actions or changes are being proposed? (start making the proposal more specific)   Samples of current message:  Currently SFA is reaching students through the admissions View Book, emails, brochure, a recently upgraded website and a new SFASU Mobile App.  SFA mails out a View Book to over 70,000 potential students.  This book highlights each college and features current students, faculty and graduates of SFA and their career path.  SFA will properly emphasize academic excellence and personal integrity.  Many students do not know their “path” and post- graduation plans.    With smartphone and tablet use at an all-time high, SFA should market the "higher expectation" message through more digital media and less print.  For example, focus more on WHY Lumberjacks make great nurses, accountants and journalists.  Advertise the opportunities for high impact practices.    Progress cannot be achieved unless we identify our high expectations. |
| 1. In measurable terms, what is the goal of the action?   The goal is to cultivate a message strategy that emphasizes high academic expectations while illustrating unique educational opportunities SFA offers both in and outside the classroom. Give examples of high expectations in advertisements and emphasize the message in the classrooms.    Internally, cultivate a message that faculty are empowered to hold students to a high academic level, while encourage them to implement effective strategies and high impact practices (HIP) to help current students reach those expectations. |
| 1. On a practical level, how will this goal be accomplished?   The goal for faculty and staff will be to help students develop realistic educational and career goals, assist with mentorships, internships and outside learning opportunities.  Although our staff has entered their profession to care for and develop students, we need to assess our programs and advertising to demonstrate impact and opportunity for student advancement. Academic excellence should be emphasized every day.  Each student should be knowledgeable of the AARC and other academic resources that are available and included their tuition and fees.  Incoming freshmen need a 'job description' of their responsibilities as a student.  Encourage good study habits.  Teach "How and why students should study" during SFA 101 and orientation. GPA and study habits should be discussed more than once with students. Students should be encouraged to accept responsibility for their academic decisions.  SFA should provide more research and job-skill opportunities and highlight the hands-on type atmosphere through its advertising. |
| 1. Where does this proposal fit in the Strategic Plan’s Vision Statement? (copies are on the table)   Section Two: Our students will be engaged and empowered. They will know we care about them and that we have high expectation for their performance and success….  Section Five: We will be an innovative university. We will reach our students where they are and prepare them for lifelong learning and career responsiveness…… |
| 1. In what way will this improve the undergraduate experience?   First, the Pygmalion Effect – higher expectations lead to increased performances.  Increased GPAs will yield more student engagement and higher retention rates.    Expectations should be high, even for students who don’t yet have high expectations for themselves. We will strive to keep students engaged and provide hands-on learning opportunities, especially in the freshman and sophomore classes.  Faculty and staff will strive for high, clear and reasonable expectations for students. Higher expectations for all students can be achieved.    A university education should increase the desire to learn.  We will encourage and develop their skills of inquiry and research, and enable them to find intellectual motivation. A “life-long learner” is a person who understands how to operationalize knowledge in their lives. They understand the benefit of what they know and the significance of what they still could learn. A life-long learner understands why learning is a life-long process. |
| 1. What units within the university will participate in bringing about the change?   Ultimately this will be a team effort between the Provost’s office, each academic college and their departments, Multicultural Affairs, Residence Life, Admissions, Orientation, AARC, Marketing/Communications, SFA 101, URC and professional and faculty advisors. |
| 1. Who will oversee the action and be responsible for ensuring things are accomplished?   Deans and Department Chairs  Department Chairs will oversee the gathering/listing of HIPs within their department so that they may be added to marketing material and their web pages. |
| 1. What resources (i.e., money, staff, material) are needed to carry out these changes?   Chairs of the department will identify opportunities for advancements, internships and research opportunities.  The new website will emphasize academic success and opportunities on campus.  HIPS – High Impact Practices.  UMC – University Marketing and Communications.  SFA will emphasize and encourage the opportunities for freshmen and sophomores, catch them young and catch them early. |
| 1. What might be a reasonable timeline for implementing these changes? (Be sure to include intermediate steps.)   The plan could be developed over the summer and begin implementation from the Provost’s office as early as fall 2017.  Update website and marketing campaign by Spring 2018  High Expectations will be emphasized during Orientation and SFA 101.  Give a year to revamp AARC and encourage, build, and revamp learning and engagement opportunities. |