Stockton Campus
STANISLAUS STATE

STRATEGIC PLAN

Five-Year: 2018-2023

The state of the Stockton Campus

FORGE AND STRENGTHEN BONDS WITH OUR COMMUNITIES ROOTED IN A SHARED FUTURE

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Chapter 1: Strategic Plan Process

The proceeding Stockton Campus Strategic Plan was prepared in conjunction with the California State University, Stanislaus, Strategic plan, with the focal point to better serve students, faculty, staff, and constituents within the greater San Joaquin County.

Stockton Campus Strategic Plan Purpose. California State University, Stanislaus - Stockton Campus Strategic Plan is part of the University's 2025 Strategic Plan, and supports the long-established need for public higher education across the region. As one of two campus locations of California State University, Stanislaus, the Stockton Campus provides access to affordable high-quality certificates, and state-side and accelerated degree opportunities.

The Stockton Campus is a regional campus that strives to be responsive to the needs of the community. Key focal points of the Stockton Campus are the emphasis on place-bound traditional and nontraditional students and working adults. In addition, supporting campus, community and civic engagement, and promoting economic development and career preparation in the region is another priority of the university. While collaborating with other educational partners, businesses and industries, the Stockton Campus is committed to academic excellence, research, credential attainment, lifelong learning, and answering the challenge of advancing the quality of lives for constituents.

Overarching Process. A key part of the Stockton Campus strategic planning process was to understand the history, background, relevant events and lessons learned while serving the community. This document analyzes a variety of qualitative and quantitative local, regional, state, and national data. The vast lenses, examination of the data, and the process of extrapolating, scrutinizing, and investigating reoccurring themes identified from the data, was important in the creation of this document. A consistent theme that came to the forefront from the data was that the region is underserved when it pertains to the percentage of the population that have earned an

advanced postsecondary credential. Collectively, the University goal is to build a comprehensive and progressive teaching and learning, and community-centric and engagement environment. The Stockton Campus aims to improve and expand access to public certificates, baccalaureate and graduate degree programs within the region. Simultaneously, developing strategies and programs that address issues associated with upward mobility will improve residents' quality of life. Providing future high skilled employees for local businesses and organizations, and encouraging new startup ventures and industries to expand in the region to generate economic development is also a priority. Access to high quality education will help prepare local talent for these opportunities.

A Snapshot of Stan State and the Stockton Campus. The University provides opportunities to create unique learning environments and to form strategic partnerships with various businesses, organizations, and institutions. The University is a proponent of higher education's role in improving the economic, social, and cultural life of the communities it serves. The Stockton Campus is an approved off-campus educational institution administered by Stan State. The campus is recognized as a full-service campus that advances the curricular and co-curricular experiences within a learning community. Students can earn a bachelor's degree, post-secondary teaching credential, graduate and a doctoral degree at the Stockton Campus.

Stan State's Commitment to Support the Stockton Campus. Stan State's University Strategic Planning Committee recognizes the value and role of the Stockton Campus in advancing the mission, vision and values of the institution. The Strategic Plan can be retrieved by visiting the following link https://www.csustan.edu/strategic-planning. In the 2017-2025 Strategic Plan, one of the objectives is to "fulfill our commitment to meet the higher education needs of the Stockton community through increased investment in the Stockton Campus" (p. 25). Specific Strategies to accomplish this objective are:

1. Develop a robust strategic action plan for the Stockton Campus that is reflective of the community and the University.

2. Galvanize and strengthen educational and business partnerships with the greater Stockton Community.

3. Identify opportunities that encourage innovation within the Stockton community, and promote curricular and co-curricular community engagement.

4. Identify the most appropriate multi-layered approach of High-Impact Practices (HIPs) for traditional, nontraditional, and adult learner students.

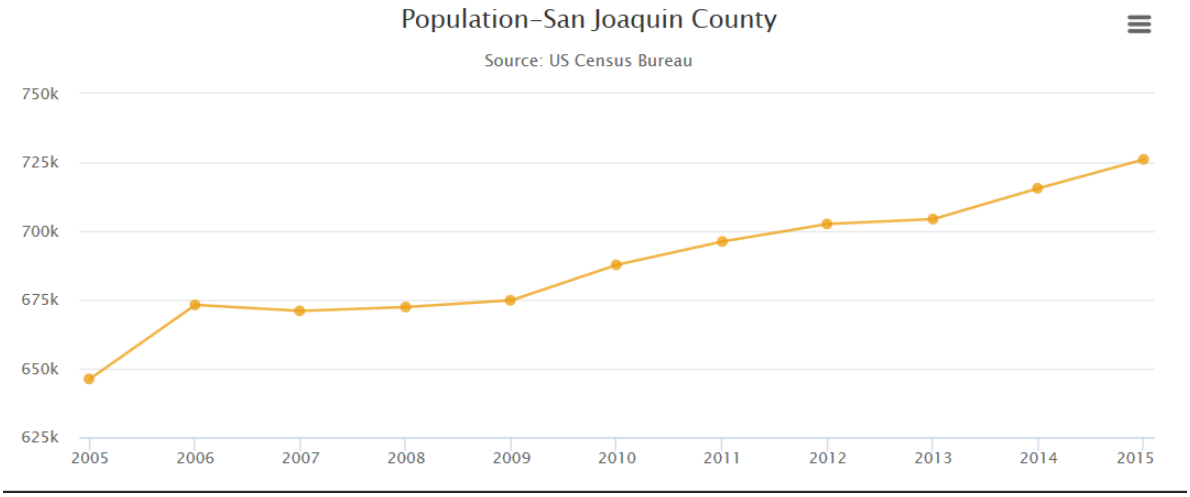
5. Integrate more student support services at the Stockton Campus.

6. Expand the number of residential faculty and staff at the Stockton Campus to support enrollment growth.

7. Articulate programs with Delta College for increased student enrollments and ease of transfer for students.

San Joaquin County Population. Students that attend the Stockton Campus travel from cities as far away as Fresno, Sacramento, and the Bay area. However, most of the individuals that enroll in courses at the Stockton Campus either live or work within the county. The greater San Joaquin County currently serves approximately 750,000 residents. The US Census Bureau shows the population growth from 2005-2015. **Exhibit A.** Demonstrates that the county's average annual population growth has been greater than 7,000 residents over the last decade. Based on the current growth rate, the county is expected to surpass 1,000,000 residents by 2030.

Exhibit A.



Source: San Joaquin Council of Governments, 2017.

Data USA reports that San Joaquin is currently the 15th largest of the 58 counties in the State of California. However, the 2017 Legislative Analyst Office (LAO), 2010-2014 five-year average for San Joaquin County reports that only 18% of adults within the county have a bachelor's degree or higher. The report referenced 2014 data statistics and made the following observations:

- California's bachelor's degree attainment rate is slightly above the national average.
- In 2014, 32 percent of adult Californians had a bachelor's degree or higher, compared to 30 percent of adults nationally.
- Educational attainment in California increases only slightly over the past decade.
- The number of transfer-prepared students have increased every year since 2001.
- CSU's are projected to experience modest enrollment growth within the next decade.

Chapter 2: About Us.

About Stockton. The City of Stockton is the largest city within the six counties that California State University, Stanislaus serves. As reported by San Joaquin Council of Governments, "its size, economy, population and residents make it attractive for development and growth. Stockton has fourteen fully improved industrial and business parks, nine of which contain rail access." Stockton is also home of the Port, which transports goods and supplies, and provides many jobs within the city core.

Our History. The Stockton Campus is the result of over forty years of dedicated service to both the City of Stockton and San Joaquin County. Beginning in 1974, California State University – Stanislaus (a.k.a. Stan State) established a local presence in a State of California building in downtown Stockton; offering just 19 classes the first year. By 1981, having outgrown its downtown location, the Center relocated to Locke Center at San Joaquin Delta College. Within ten years, over sixty courses per semester were offered. This led to seven baccalaureate degrees and eleven undergraduate concentrations necessitating the construction of portable classrooms to meet the needs of a growing student population. In 1996, then-Stanislaus State President Marvalene Hughes and the CSU Chancellor's Office shared their intent with the CSU Board of Trustees to collaborate with other interested parties to establish the Stanislaus State Stockton Campus on the grounds of the former State Hospital site, which is now the University Park. By 1998, all academic programs were relocated from San Joaquin Delta College to the new location and classes began with the Fall semester.

Visitors to the Stockton Campus will note the historic Magnolia Mansion, a 16-room, colonial-style home built in the late 1800s. Once a vibrant and elegant part of Stockton history, it stood in a serious state of disrepair when CSU assumed control of it in the late 1990s. As a steward of the Mansion, Stan State is committed to retaining its educational and historic value. The University needs financial support to restore this community jewel. Once resources are secured and on-going renovation is complete, the grand historical landmark and spacious grounds can become a venue for public art, exhibits, chamber music, ceremonies, seminars and performances. The University is open to other ideas and recommendations for this historic landmark.

Vision. California State University, Stanislaus strives to become a major center of learning, intellectual pursuit, artistic excellence and cultural engagement for California's greater Central Valley and beyond. We will serve our diverse student body, communities and state by creating programs, partnerships, and leaders that respond effectively to an evolving and interconnected world.

Mission. The faculty, staff, administrators and students of Stanislaus State are committed to creating a learning environment which encourages all members of the campus community to expand their intellectual, creative, and social horizons. We challenge one another to realize our potential, to appreciate and contribute to the enrichment of our diverse community, and to develop a passion for lifelong learning. The Stockton Campus Vision, Mission and Goals are:

- While advancing the core values of the University, we are a proponent of higher education's role in improving the economic, social and cultural life of San Joaquin County.

- Working with other institutions and constituents, we offer collaborative initiatives and programs to benefit the community.

- We provide an opportunity to create a unique environment for learning and to form strategic partnerships with various businesses, organizations and institutions in the City of Stockton and beyond.

Our Campus. Located in University Park, a 102-acre site in Stockton's historic Magnolia District, Stanislaus State Stockton Campus is San Joaquin County's only public higher education institution beyond community college. Most of the academic programs and services are located in Acacia Court. This nearly 220,000 square foot facility houses the Stockton Campus' Welcome Center, Office of Enrollment Services, faculty and staff offices, classrooms, computer and teaching labs, distance-learning classrooms, student lounges, study areas, Library Access Center, and an array of student services. Another building, Stockton's historic Magnolia Mansion, is located just across the street from Acacia Court. Additional programs and classes and programs are offered in the Webber and several other buildings on campus.

*Joint San Joaquin Delta College and Stanislaus State Student Services Retreat, July 9, 2018. One week after the public MOU signing ceremony.

The University Park is a unique campus with a variety of educational stakeholders. This campus is one of the few self-sustained P-20 models in the country. Students can start by participating in a preschool or kindergarten program, and continue their education to earn a high school, bachelors, graduate, and doctoral degree on the same campus. In addition to the business, education, health care, and specialized high demand programs and industries on campus, University Park is a community where research, theory, innovation, and industry leaders and practitioners are co-located together. This applied and comprehensive learning ecosystem environment provides opportunities for students to get involved on campus at any age, while also address some of the needs within the community, California, and nationally.

Our Programs. Stan State encourages academic freedom and provides resources to support faculty, staff, students, and community. Stockton Campus offers upper division courses that earn full academic credit that leads to selected baccalaureate and graduate degrees and credentials. National accolades of this fully accredited university builds hope and excitement from the community for future expansion. Students attending classes in Stockton can complete their degrees without the need to commute to the campus in Turlock. Additional courses that are aligned with other programs are offered at the Stockton Campus to determine the demand, and to compliment a well-rounded liberal arts education. Classes are offered during the day, late afternoon, evening, and weekend, in a variety of modalities, including traditional face-to-face, hybrid and online. The variety of class options makes the campus convenient for working adults and those with family obligations to attend. The Stockton Campus is also home to the University Wellness WORKs! community programs and services. To learn more about what Wellness WORKs! offers, please visit https://www.csustan.edu/wellness-works/about-us.

Our Students. From the mid-1970s to the present, more than 20,000 students have attended the Stockton Campus. There is no typical student that attends the campus. However, many of them are adults, employed, with family obligations, and are enrolled in college to complete an undergraduate or graduate degree, certificate, or credential. The majority of Stockton Campus students have completed their lower division courses at a community college prior to transferring to complete their degree. To a lesser degree, students may start at the Turlock campus location, and then transition to the Stockton Campus fulltime, or to take classes on both campuses. Stockton Campus students report they chose the Stockton Campus for its programs, small classroom sizes, location, and affordability, and the attentive faculty and staff.

Our Faculty. The most important resource that Stan State provides for students are faculty. Stan State has one of the higher tenure track faculty density rates within the California State Universities. The University receives numerous national accolades that are largely accomplished by faculty. Please visit www.csustan.edu for additional information. In addition to teaching, research and theory knowledge that faculty provide to students, many of them also have relevant industry experiences. The combination of applied research and theory, and the practicum application experiences provides a strong foundation and platform for preparing students for their future. One common attribute that Stan State's faculty have is their commitment to support and challenge students to be inquisitive critical thinkers. Over 80% of the classes at the Stockton Campus have less than 30 students, and very few have more than 40 students. Faculty are accessible to students and are actively engaged in the community. Annually, the Stockton Campus sponsors community events that faculty participate in. The Stockton Campus and its proximity to businesses, state and

government agencies, high-demand industries, and startups is attractive to students. Some of faculty are actively engaged in the community related to their discipline, which provides the opportunity for students to learn from applied practitioners.

Our Staff. Smaller campuses provide an increased opportunity for staff to establish meaningful relationship with students, faculty, other staff, and members of the community. Due to these regular interactions with the campus community and the public, staff at the Stockton Campus know students, faculty and many of the community stakeholders on a first name basis. The Stockton Campus provides tours for local K-12 schools, Delta College, and other educational and community organizations. Most of the staff live in the City of Stockton, or within the greater San Joaquin County.

Our Community. The diversity within the City of Stockton and San Joaquin County is different than the City of Turlock, Stanislaus County, or the other counties that the University serves. The Turlock campus is in a more rural area within the region. Whereas, the Stockton Campus is more urban. Stan State appreciates the similarities and differences between the communities that both campuses serve. The commitment to be responsive to a more urban environment, and the opportunities to collaborate with local constituents within the greater San Joaquin County are several reasons why the University created this Stockton Campus Strategic Plan. Serving local stakeholders is part of the mission of most progressive, regional and community-based learning institutions. Also, the Dean has regular meetings and serves on committees with elected officials, business organizations, community members, and other local, state-wide, national, and international stakeholders to increase the visibility and awareness of Stan State and the Stockton Campus. Faculty, staff, and administrators devote time and undivided attention to members of the community.

2017 Family Day at the Park

2018 Stockton Campus' Career Fair

Chapter 3: Diversity & Inclusion.

Statement on Diversity, Equity, Inclusion, and Social Justice. California State University, Stanislaus is a collegiate community that serves a diverse population of students, faculty, staff, and administration. These facets of diversity encompass but are not limited to race, ethnicity, nationality, sex, sexual orientation, gender, gender identity, creed, religion, age, social class, socio-economic status, physical and cognitive differences, political views, and veteran status. The University is intent on engaging with community members in meaningful ways that support the values and strengths that each individual brings to this campus. In building a community inclusive of everyone, more than recognition, tolerance, acceptance, and celebration are required; Stanislaus State also strives to teach, incorporate, mediate, and promote issues of diversity that go beyond the surface.

The ways in which the University actively embodies diversity include:

- Offering courses that are centered on or incorporate material for our diverse student, faculty, and staff populations, as well as educating us about one another.

- Recruiting and hiring students, faculty, staff and administrators to create a diverse campus community through employment practices and faculty/staff development opportunities.

- Recruiting and hiring faculty who are passionate about and committed to (l) sharing, as appropriate, course materials reflective of underrepresented histories and cultural issues; (2) participating in discussions related to these matters in the classroom on a regular, rather than occasional, basis; (3) honoring the complex diversity of this region; and/or (4) engaging colleagues and students in teaching and learning that promotes dialogue, critical reflection, and action focused on human dignity and worth.

- Encouraging, organizing, funding, and promoting workshops, trainings, clubs, lectures, forums, orientations, and other events that allow our community of students, administrators, staff, and faculty to come together to learn about and support one another and discuss experiences, understandings, and values en masse.

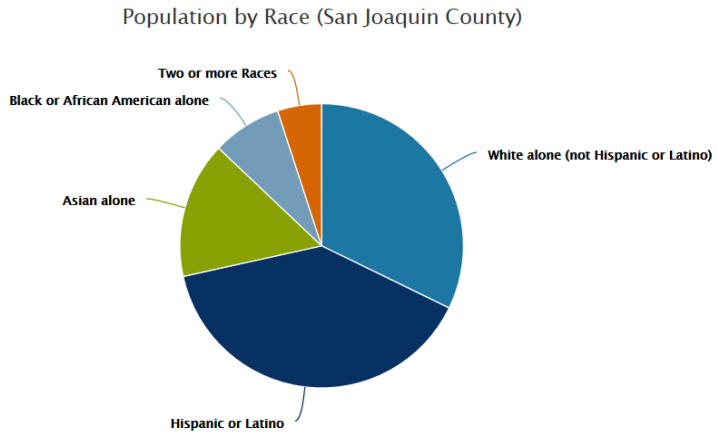
- Assembling services, activities, and committees that continually gauge the ways in which diversity is honored and promoted on campus and in neighboring communities.

- Offering targeted methods of outreach toward the recruitment, retention, and graduation of a diverse student body.

- Understanding that creating an inclusive community is an ongoing project, thus always requiring reassessment.

Diversity in San Joaquin County. Caucasian and the Hispanic and Latino population make up the largest ethnic group or race breakdown of the residents in San Joaquin County **(Exhibit B)**. According to the Census, the collective total of all ethnic groups is greater than 100%. This occurs since some residents identify in more than one ethnic group or racial category.

Exhibit B.



Source: San Joaquin Council of Governments, 2017.

The University appreciates the diversity among its constituents. **Exhibit C.** depicts the demographics within San Joaquin County, Stanislaus County, California State, and nationally. The percentages in bold highlights the ethnic group or race that is more dominant in the counties where the two campuses are located. Only differences 1% or greater are recognized.

Exhibit C.

Location	White Alone	Hispanic/ Latino	Asian	African Am. or Black	American Indian/Native	Hawaiian/ Pacific Isl.	Two or More Races	White not Hispanic	Total Population
San Joaquin Co.	67.6%	41.2%	**16.3%**	**8.2%**	2.0%	0.8%	**5.2%**	32.8%	733,709
Stanislaus Co.	**83.9%**	**45.6%**	5.9%	3.4%	2.0%	0.9%	4.0%	**42.8%**	541,560
California	72.7%	38.9%	14.8%	6.5%	1.7%	0.5%	3.8%	37.7%	39,250,017
Nationally	76.9%	17.8%	5.7%	13.3%	1.3%	0.2%	2.6%	61.3%	323,127,513

Source: United States Census Bureau, 2017.
Note: Data is based on 2016 statistics.
Note: The City of Stockton is within San Joaquin County.
Note: The City of Turlock is within Stanislaus County.
Note: Bold numbers represent the largest percentage of residents per ethnic group/race(s) based on the city's population.

Urban and Multi-Ethnic Community. The City of Stockton is an urban, multi-ethnic community. Stockton is the 13th largest of the 482 cities in the State of California, and the 62nd largest city in the United States. The City of Stockton makes up the largest percentage of the diversity in the six primary counties that Stan State serves. However, Stockton has one of the highest unemployment rates and lowest bachelor's degree educational attainment rates in California. As the only public degree-granting institution in the city and San Joaquin County, the community is dependent on Stanislaus State Stockton Campus to provide access to public degree granting education for its almost three-quarter of a million residents. Postsecondary education offers residents the opportunity to advance their knowledge and provides specialized training, so they can become more competitive in securing livable wage jobs.

In addition to the differences between the counties where the two campuses are located, Stan State recognizes the diversity associated with each local municipality. According to Surburbanstats.org, **Exhibit D.** shows the ethnic group or race breakdown within Stockton and Turlock. The differences must be greater than 1% to be recognized.

Exhibit D.

Location	White Alone	Hispanic/ Latino	Asian	African Am. or Black	American Indian/Native	Hawaiian/ Pacific Isl.	Two or More Races	Total Population
Stockton	37%	**40%**	**21%**	**12%**	1%	-	**6%**	**291,707**
Turlock	**69%**	36%	5%	1%	-	-	4%	68,549

Source: Surburbanstats.org, 2017.
Note: Percentages that are below 1% are identified with a dash (-) sign.
Note: Bold numbers represent the largest percentage of residents' ethnic group/race(s) based on the city's population.

The total amount of residents that make up the ethnicity and race, of each city, where the two campuses are located are highlighted in **Exhibit E.**

Exhibit E.

Location	White Alone	Hispanic/ Latino	Asian	African Am. or Black	American Indian/Native	Hawaiian/ Pacific Isl.	Two or More Races	Total Population
Stockton	**107,932**	**116,683**	**61,258**	**35,005**	**2,917**	-	**17,502**	**291,707**
Turlock	47,299	24,678	3,427	685	-	-	2,742	68,549

Source: Surburbanstats.org, 2017.
Note: Totals that are below 1% are not converted to a total population value and are identified with a dash (-) sign.
Note: Bold numbers represent the largest number of residents by ethnic group/race(s).

Languages Spoken. According to San Joaquin Council of Governments, there are 39 different languages spoken in the county. **Exhibit F.** displays the top ten spoken languages.

Exhibit F.

Rank	Language	Number of Speakers
1	English	388,373
2	Spanish	168,999
3	Tagalog	17,409
4	Mon-Khmer, Cambodian	9,282
5	Chinese	7,119
6	Hmong	6,996
7	Vietnamese	6,274
8	Hindi	2,926
9	Portuguese	2,878
10	Persian	2,831

Source: San Joaquin Council of Governments, 2017.

Age Distribution. The San Joaquin Council of Governments reports on the age distribution of residents. According to the 2017 report:

- 31.5% of the residents were between the age of 0-19
- 46.% of the residents were between the age of 20-54
- 10.5% of the residents were between the age of 55-64
- 11.0% of the residents were 65 and over

This Strategic Plan is geared around the needs and support of the greater San Joaquin County and the City of Stockton revitalization, quality of life, access to public education, and workforce and economic development efforts. The Stockton Campus is an upper division transfer university that calls upon local community colleges to provide students with their first two-years of courses. The age distribution shows that approximately two-thirds (67.5%) of the county residents are 20 years or older. Exhibit C. shows that there are 733,709 residents in San Joaquin County. 67.5% of this total which is 476,910 are residents 20 years or older. Furthermore, the California Community Colleges, 2017 Student Success Scorecard reports that San Joaquin Delta College currently enrolls approximately 20,000 students a year. Thus, 65% of the transfer-seeking students that were tracked for six years from 2010-11 to 2015-16 who completed a credential or transfer-related outcomes were eligible to attend Stan State. With only 18% of adults earning a bachelor's or graduate degree, the local demand to expand access to education is high.

Chapter 4: What Does the Data Say?

Legislative Analyst's Office (LAO) Report, 2017. There have been local, regional and state coverage regarding access to public higher education for the residents of San Joaquin County. According to Constantouros (2017), the Legislative Analyst's Office (LAO), "Assessing UC and CSU Enrollment and Capacity" report states:

> CSU is projected to grow a total of 15,000 students, we estimate it could accommodate 92,000 in its existing facilities and another 139,000 students were the campuses to construct new facilities according to their long-range plans. We find that every CSU region could accommodate projected enrollment growth (pg. 4).

The report does not support a 24th CSU campus. However, it does demonstrate the number of transfer-prepared students are increasing statewide. The report only recognized "state-funded enrollment" at the different offsite locations throughout California. According to the 2015-16 academic year, the Stockton Campus ranked last of the seven public-funded undergraduate CSU off-campus centers for full-time equivalent enrollment. **Exhibit G.** includes a list of the CSU's that have centers and state-funded programs.

Exhibit G.

CSU's Undergraduate-Serving Off-Campus Centers

Full-Time Equivalent Enrollment in 2015-16

Center	Main Campus	State-Funded Students[a]
Irvine	Fullerton	1,133
Imperial Valley (Calexico and Brawley)	San Diego	790
Palm Desert	San Bernardino	783
Concord	East Bay	467
Antelope Valley (Lancaster)	Bakersfield	413
Downtown San Francisco	San Francisco	351
Stockton	Stanislaus	189
College of the Canyons (Santa Clarita)	Bakersfield	—
Santa Barbara City College	Channel Islands	—
Cottage Health System (Goleta)	Channel Islands	—
Shata College University Center (Redding)	Chico	—
Oakland	East Bay	—
College of the Sequoias (Visalia)	Fresno	—
Downtown Los Angeles Campus	Los Angeles	—
Ukiah Center	Sonoma	—
Temecula	San Marcos	—
Canada College (Redwood City)	San Francisco	—
Total		**4,127**

[a] CSU does not compile data on extension enrollment at off-campus centers.

Source: Legislative Analyst's Office, 2017

Historically, CSU centers predominately offered upper division courses and programs, and relied on local community colleges to address the needs of lower division course offerings. In recent years, some of these centers have offered lower division classes and degree completion programs for incoming first-year students.

Stan State's 360° SWOT. Under the new leadership of President Ellen Junn, July 2016, the University Presidential Transition Team conducted sixteen open forums and focus group meetings that involved students, faculty, staff, and community stakeholders at the Turlock and Stockton

campus locations during the 2016-17 academic school year. The focal points of these meetings were to better understand the strengths, weaknesses, opportunities, and threats (SWOT) associated with the University. The process played an important role in identifying concerns, challenges, expectations, and opportunities available from internal and external constituents. Stan State's leadership also became more knowledgeable of the breadth of priorities for the University, the urgency and magnitude, and the level of importance as expressed by constituents. Each meeting included the Stockton Campus as one of the topics. Campus and community members submitted their feedback verbally which was transcribed, electronically by email or within the online feedback portal, or anonymously in writing. During this time frame, the Dean of the Stockton Campus scheduled individual and group meetings with local education, business, community, government, and elected officials within the City of Stockton and San Joaquin County.

2016-17 Stockton Campus Student Survey Summary Results. Stan State solicited feedback from students that were enrolled at the Stockton Campus during the Fall or Spring semester of the 2016-17 academic year. The survey was an essential element to help the University determine the needs and priorities of students. The 34-question data instrument was the first comprehensive survey that went out to every student that enrolled in one or more classes at the Stockton Campus. Listed below is a snapshot of some of the summary results:

- 33% (n = 362 out of 1095) of the students' responded to the 34-questions survey.
- 48% of the respondents took most of their courses at the Stockton Campus.
- 51% of the respondents prefer to have most of their classes offered at the Stockton Campus (26% prefer the Turlock campus).
- 49% of the respondents prefer to have all of their classes offered at the Stockton Campus (28% prefer the Turlock campus).
- 62% of the respondents would enroll in classes on Fridays if they were offered.
- 33% of the respondents have enrolled in fall or spring classes five or more semesters.
- 59% of the students that attend the Stockton Campus live in San Joaquin County.
- 52% of the students that attend the Stockton Campus work in San Joaquin County.
- 50% of the students that responded to the survey live within 20 miles of the Stockton Campus.
- 42% of the respondents indicate they have dependents.

2017-18 Stockton Campus Student Survey Summary Results. The Stockton Campus gives the same comprehensive student survey to each student every year. The results of the comparative analysis data provide the university with timely and relevant information that is essential for the Stockton Campus to the most appropriate data-driven decisions based on sound evidence.

- 30% (n = 377 out of 1224) of the students' responded to the 34-questions survey.
    - 129 additional students compared to 2017.
- 54% of the respondents took most of their courses at the Stockton Campus.
    - 6% increase compared to 2017.
- 55% of the respondents prefer to have most of their classes offered at the Stockton Campus (26% prefer the Turlock campus).

    - 3% increase in students compared to 2017.
- 50% of the respondents prefer to have all of their classes offered at the Stockton Campus (27.90 prefer the Turlock campus).
    - 1% increase compared to 2017.
- 63% of the respondents would enroll in classes on Fridays if they were offered.
    - 1% increase compared to 2017.
- 7% of the respondents have enrolled in fall or spring classes five or more semesters.
    - 26% decrease compared to 2017.
- 64% of the students that attend the Stockton Campus live in San Joaquin County.
    - 5% increase compared to 2017.
- 56% of the students that attend the Stockton Campus work in San Joaquin County.
    - 4% increase compared to 2017.
- 35% of the students that responded to the survey live within 20 miles of the Stockton Campus.
    - 15% decrease compared to 2017.
- 40% of the respondents indicate they have dependents.
    - 2% decrease compared to 2017.

The feedback received from the survey helps the University better understand the needs of students, faculty, staff, and community stakeholders. A consistent theme between the open forums, focus groups, and the survey was that the Stockton Campus plays an important role in expanding access to education and advance skills for students and community members who live or work in San Joaquin County. Moreover, the students appreciated the commitment and contributions that faculty and staff provide. Some of the repeatedly reported shortfalls of the Stockton Campus were the lack of student and faculty support and engagement services, resources, facilities, technology, and food services.

Chapter 5: Indicators of Future Enrollment Growth

Enrollment Growth Indicators. There are enrollment growth indicators unique to the City of Stockton and the greater San Joaquin County that contributes to the need for additional baccalaureate and graduate degrees, and advance credentials in this region. Several indicators documented are essential for responsible evidenced-base decision-making and strategic long-term planning. Whereas, other indicators are in the infancy stage of development, and are critical for forecasting the future enrollment growth demand. The indicators suggest that prospective student applications, enrollment, and degrees conferred will increase substantially over the next five-years. Listed below are some of the external indicators that supports this argument, and for additional resources to be allocated at the Stockton Campus:

1. Demand and Population Growth, Affordable Housing, and Commuters
2. Geographic Student Enrollment Map
3. Comparative Analysis of Applications for Fall/2018 and Fall/2017
4. The Stockton Promise
5. The Stockton Campus

Demand and Population Growth, Housing Costs, and Commuter Students

- **Demand and Population Growth.** The Stockton Campus is the only public undergraduate and graduate degree institution in a city with over 300,000 residents, and almost 750,000 county residents. The residences within the greater San Joaquin County, interurban commuters, and the impact of domestic and foreign commerce would increase the population number closer to 1,000,0000 geographical stakeholders. As documented in Chapter One, the enrollment trends from 2005-2015, demonstrates an annual increase of 7,000 residents per year. Now that the recession is over and unemployment rates have declined, the demand for affordable housing has increased. Therefore, more people are moving to San Joaquin County.

- **Housing Costs.** The City of Stockton is approximately 50 miles from Sacramento and 70 miles from the Bay. With the increase cost of housing in California, individuals and families are commuting longer distances from work to secure more affordable housing. Listed below are the median house/condo values in 2016 of a randomly chosen zip code within the cities of Stockton, Oakland, San Francisco, and Sacramento, as of January 2018:

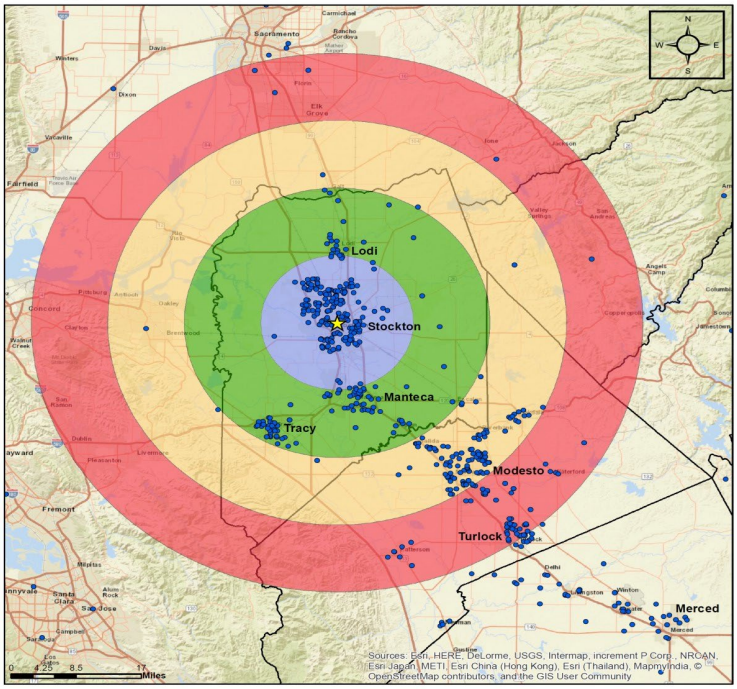
    - San Francisco (95811) $738,977
    - Sacramento (94102) $433530
    - Oakland (94601) $337,190
    - Stockton (95202) $178,473

        - Methodology: This is not a complete or comprehensive random sample of the zip codes. The approach used was choosing the first zip code that was represented for each city. Each zip code was recognized as 100% urban. The data was retrieved from City-Data.com.

Commuter Students. In 2015, the Office of Institutional Research created a geographic enrollment map of the students attending the Stockton Campus by using home zip codes on file to determine the commuting distances traveled. The university recognized that zip codes may not give an accurate picture of where students live. Furthermore, the data did not take in consideration other factors including place-of-employment data that may have also influenced why students attended the Stockton Campus. However, the results of the data did suggest that 33% of the students traveled ten or less miles; and 83% of the students traveled forty or less miles. **Exhibit H.** is a snapshot of the results from the data.

Exhibit H.

Geographic Enrollment of Students at the Stockton Campus, Fall 2015*



☆ Stockton Campus
• Current Mailing Address of Student Enrolled

*Data is based on mailing addresses provided by students in the fall 2015 ERSS Data.The locations do not necessarily reflect where students are commuting from.

Number of Students within Each Band

Band Distance (miles)	# in Band	Cumulative
0-10	191	191
11-20	112	303
21-30	120	423
31-40	62	485

Total Students Enrolled at Stockton Campus, Fall 2015: 585

Comparative Analysis of Applications for Fall/ 2018 and Fall/2017. The increase in prospective student applications and interests in attending the Stockton Campus increased substantially for Fall/2018 (518), in comparison to Fall 2017 (103). These applications are based on our state-funded programs only. Self-support University Extended Education programs are not reflected in this total. Listed below explains how the data was compiled.

- **Fall/2017.** The university extracted each student application by zip code and program within San Joaquin County. The data was cleansed and represented the degree programs offered at the Stockton Campus. The total number of identifiable applications was 103.

- **Fall/2018.** Instead of identifying prospective student applications by zip codes, the university implemented a system where individuals can self-select their interest in programs at the Stockton Campus; and they can apply directly to the Stockton Campus. This was the first time that Stan State had a separate location notification for the Stockton campus. The combined total of unduplicated prospective student applications that aligned with degree programs offered at the Stockton Campus was 518.

    - 382 applications received expressed an interest in the Stockton Campus
    - 136 applications received applied to the Stockton Campus

The Stockton Promise. The Stockton Promise is also known as the Stockton Scholars program. The program guarantees every student that attends and graduates from a high school in the Stockton Unified School District scholarships to attend a trade school, community college, or four-year university. This city-wide scholarship program strives to reduce or remove financial barriers that discourages high school students from pursing an advanced credential or a college degree. The program is a place-base and not a need-base program. To qualify for the scholarship(s), students must attend a local public high school or charter school in the City of Stockton; and meet the minimum criteria for the program. The scholarships follows the student and allows the recipients to start at a trade school or community college, and then transition to a four-year university. Each graduate is eligible for up to four-years of scholarship support if they remain in good standings with the school(s) they attend. The first recipients of this program will be the graduating class of 2019.

Funded with a $20 million private donation and additional support from other stakeholders, the program aims to secure $100 million endowment which "would provide tuition support to every Stockton high school graduate. According to the City of Stockton, "the Stockton Promise aims to triple the number of Stockton students who both enter and graduate from college over the next decade – with a significant number of them living and working back in the community." The program strives to develop a culture where students are encouraged and expected to go to college. The city recognizes the impact that education and an educated workforce has on human capital, and the program builds upon the "Cradle to Career" concept that many cities around the country have adopted. The Stockton Promise is one component of the "Reinvent Stockton Foundation" and plan.

The Stockton Campus. As the only public degree granting education facility in the City of Stockton and San Joaquin County, the Stockton Campus and Stan State will be called upon to support this city-wide program. In collaboration with local high schools, San Joaquin Delta College, University of Pacific, and other post-secondary learning institutions, Stan State will seek stronger relationships, new articulation agreements, and other opportunities to create seamless pathways for students to secure a baccalaureate or graduate degree. With Fall/2021 being the first two-year Stockton Promise transferring class, the Stockton Campus will need additional resources to support this increase demand. However, with a 400% increase in new applications for Fall/2018 in comparison to Fall/2017, the call to action is now. The following chapter gives an overview of some key components of the Stockton Campus Action Plan.

Chapter 6: Action Plan.

Process. After reviewing the data that supports this document, university officials met in 2017 to provide input for the development of this five-year action plan. The meetings provided a platform for critical assessment, awareness of opportunities, and ensured the university made informed evidence-base decisions. These efforts aligned with one of the University's objectives outlined in the 2017-2025 Strategic Plan, which is to "fulfill our commitment to meet the higher education needs of the Stockton community through increased investment in the Stockton Campus".

Next Steps. To fulfill our commitment and excel in the goals set forth in the University Strategic Plan, the Stockton Campus must transition to a progressive, vibrant, collaborative, and responsive 21st Century Learning community. The areas that need to improve that are displayed with timelines within this document include: (1) Updating infrastructure, (2) Student support and engagement services, and (3) Enrollment growth and program offerings. Other areas that are not outlined in this plan include identifying and integrating additional innovative and high demand programs and partnerships; marketing existing programs; hiring enough faculty to meet the demand, diversifying our portfolio, and securing additional resources and partnerships; and advancing scholarship which are all a continuous improvement process for advancing Stan State's mission.

Updating Infrastructure. This section includes facilities, technology, heating and cooling system, and any appropriate services that are contingent on the campus infrastructure being fully operational. The facility was partially remodeled and transitioned to an education learning facility in 1998. There have been remodel projects and updates that have taken place over the years. However, many of the facilities, classrooms, student service spaces, and open areas are still outdated, and some other spaces that have been updated had taken place almost two decades ago. To support enrollment growth, the Stockton Campus needs to be a more welcoming environment for current and prospective students, faculty, staff and the community. Additional space will also be needed to support the additional enrollment. **Exhibit J.** includes some of the remodel and facility improvement projects that are being scheduled to accomplish these objectives.

Exhibit J.

Stockton Campus Facility Improvement Updates								
#	Project	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
1	Remodel and create a Welcome Campus/ Learning Commons		Wi/2017					
2	Relocate the faculty staff mail room and convert in to a cafeteria/sit-in eating area		Wi/2017					
3	Remodel large copier room space and convert in to a coffee shop or deli (solicit a P3 agreement)		Wi/2017					
4	Remodel/repurpose other spaces within the building for classrooms, offices, and services		Su/2018					
5	Change from a key to a keyless campus (TBD)							
6	Update water systems and cancel bottled water rental services		Sp/2018					
7	Convert large DL in to multi-use classroom spaces, convert smaller spaces to DL			Su/2018				
8	Convert existing computer spaces in to multi-use classes, & identify smaller spaces for computer classrooms			Su//2018				
9	Identify and create more group study spaces			Su/2018				

Technology. In addition, to the progress that has been made, there are additional improvements in technology improvements that are needed. Some of the immediate goals includes making the Stockton Campus a wireless campus, including classrooms, hallways, courtyards, offices, conference rooms, and exterior areas of the building, and the future Student Services Resource Center/Learning Commons, food options, coffee shop, study areas, and student service areas. **Exhibit K.** displays the project timeline for updating technology is based on available resources.

Exhibit K.

Stockton Campus Technology Upgrades								
#	Project	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
1	(a) Add new cabling and wiring to additional spaces, (b) convert to usable spaces		Sp/2017 (a)	Su/2018 (b)				
2	Phase #1: Update classroom technology (Two + one classroom)		Su/2017 (2)	Wi/2018 (1)				
3	Phase #2: Update classroom technology (Three-five classrooms)			Su/2018				
4	Phase #3: Update classroom technology (Three classrooms)				Su/2019			
5	Phase #4: Update classroom technology (Three classrooms)					Su/2020		
6	Phase #5: Update classroom technology (Three classrooms)						Su/2021	
7	Add a second SIM lab for the nursing program		Fa/2017					
8	Phase #1: Wireless Tech. (Existing classrooms)		Fa/2017					
9	Phase #2: Wireless Tech. (Offices/Student Srv.)			Wi/2018				
10	Phase #3: Wireless Tech. (Courtyards/Open Ar.)			Su/2018				
11	Phase #4: Wireless Tech. (Additional spaces)			Su/2018				
12	Phase #5: Wireless Tech. (Exterior bldg. areas)				TBD			
13	Add a stand-alone back-up University server	Sp/2016						
14	Create Zoom/Skype Conference Rooms				TBD			
15	Create Zoom/Skype fac./Student Serv. Spaces			TBD				

Projected timeline of services not offered as of 2017. As mentioned previously in Section 4, according to the Legislative Analyst's Office, transfer-prepared students are increasing statewide. Therefore, more students will enroll at a local community college with the goal to transfer to a university to earn a bachelor's degree. As the following "Enrollment Growth and Program Offerings" section will demonstrate, we project the demand for degree completion programs will increase at the Stockton Campus. To support student success, increasing student support and engagement services at the Stockton Campus is a necessity. Equally important, is to employ a scalable and results-driven model to ensure that the appropriate services are offered during the times that are convenient for the students served.

The Stockton Campus provides an array of essential services for students, faculty, and staff, including parking, instructional and staff office spaces, security, technology infrastructure, library access center, student lounges, computer labs, game/activity room, and online tutoring and writing services. In addition to the need for these services to be extended later in the evening, or the frequency of the offerings adjusted based on demand, there are other services that students, faculty, and staff have identified as a need for the Stockton Campus. **Exhibit L.** list services that the Dean of the Stockton Campus has identified as important for a comprehensive 21st Century learning community.

Exhibit L.

Stockton Campus Student Support, Engagement, and Career Advancement Services, and Timeline									
	Services requested for the Stockton Campus and Timeline: (Most services below are offered on a limited basis)	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
1	Open Computer Labs	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
2	Cashier, Registration & General Information	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
3	Free Parking for Students	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
4	Testing Services	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
5	Designated General Academic Advisor			Yes	Yes	Yes	Yes	Yes	Yes
6	Admissions	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
7	Financial Aid	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
8	Disability Support		Yes	Yes	Yes	Yes	Yes	Yes	Yes
9	Student Activities	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
10	Online Tutoring and Writing Services***	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
11	Welcome Ctr./Learning Commons (Tutoring & Writing S.)			Yes	Yes	Yes	Yes	Yes	Yes
12	Library Access Center	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
13	Coffee Shop and/or Food Services					Yes	Yes	Yes	Yes
14	Clubs, Organizations, Student Activities/Events					Yes	Yes	Yes	Yes
15	Career Development			Yes	Yes	Yes	Yes	Yes	Yes
16	Student Success Resource Ctr. (tutoring & writing services)					Yes	Yes	Yes	Yes
17	Health and Counseling Services (Possible 3rd Party Contract)					Yes	Yes	Yes	Yes
18	Transcript Evaluator	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
19	Veterans Services				CD	CD	CD	CD	CD
20	Student Government Services				Yes	Yes	Yes	Yes	Yes
21	Resume Workshops and Drop-In Appointments			Yes	Yes	Yes	Yes	Yes	Yes
22	Graduate School Preparation Workshops			Yes	Yes	Yes	Yes	Yes	Yes
23	Recreation			Yes	Yes	Yes	Yes	Yes	Yes
24	Meet the Employer Events at the Stockton Campus			Yes	Yes	Yes	Yes	Yes	Yes
25	Speaker Series (faculty, students, professionals, and alumni)				Yes	Yes	Yes	Yes	Yes
26	Community Engagement Opportunities				Yes	Yes	Yes	Yes	Yes
27	Employer Supported Internships and Externships				Yes	Yes	Yes	Yes	Yes
28	Cultural Events				Yes	Yes	Yes	Yes	Yes
	Community Open House Events		Yes	Yes	Yes	Yes	Yes	Yes	Yes

Note: Services provide are contingent on available resources
Note: Services that are not highlighted by a color are not advertised or currently being offered at the Stockton Campus in 2017.
Note: Orange are services currently offered on a limited basis at the Stockton Campus (physically located), or online.
Note: Green are programs and services controlled by the Stockton Campus that can be adjusted based on staffing and demand.
Note: Programs and services not highlighted are goals.
Note: All recommendations are based on current student data. The demand, need, and timeline for services and programs may change.
Note: Contingent on demand (CD). The demand, need, and timeline for services and programs may change.
*Note: ***Services currently offered that are not being used efficiently by students (face-to-face services are preferred by students and faculty).*

Prioritizing of the services not offered as of 2017. The services offered are examined annually to determine relevancy and prioritized based on available resources and demand. Student enrollment density at the Stockton Campus is greater in the evening. In contrast, the Turlock campus student enrollment density is greater in the morning and earlier in the day. Thus, it is widely accepted that current and future student support and engagement services, and amenities offered at the Stockton Campus will need to be adjusted accordingly. The surveys, focus groups, campus and community forums, and feedback received during the 2016-17 academic year, was useful for the university. While taking in consideration the student support and engagement services and amenities that were not being offered at the Stockton Campus, we assigned them to a category, and prioritized them accordingly. A similar priority list was also created for facilities and infrastructure.

Group A: Student Support Services:

1. Health and Counseling Services
2. Veterans Services

Group B: Student Engagement Services:

1. Clubs, Organizations, Student Activities/Events
2. Speaker Series (faculty, students, professionals, and alumni)
3. Student Government Services
4. Cultural Events
5. Community Engagement Opportunities
6. Recreation

Group C: Career Preparedness or Advancement Services:

1. Meet the Employer Events at the Stockton Campus
2. Resume Workshops and Drop-In Appointments
3. Employer Supported Internships and Externships
4. Graduate School Preparation Workshops
5. Career Development

Group D: Facilities and Infrastructure:

1. Coffee Shop and/or Food Services
2. Student Success Resource Center/Learning Commons

Excluding Group D: Facilities and Infrastructure, the top seven services the Dean of the Stockton Campus would like to see added for students during the 2018-19 academic year are:

1. Tutoring Services (GREAT Initiative)
2. Writing Services (GREAT Initiative)
3. Career Development/Meet the Employer Events at the Stockton Campus
4. Clubs, Organizations, Student Activities/Events
5. Health and Counseling Services
6. Community Engagement Opportunities
7. Graduate School Preparation Workshops

Enrollment Demand. The need for increased access and additional bachelor and graduate degrees, and certificates has been made throughout this document. This section highlights a five-year enrollment growth plan and the programs needed to support the goals. The enrollment goals are attainable, and contingent on securing sustainable resources to support a comprehensive and robust teaching and learning environment; and implementing a progressive and comprehensive marketing program at the Stockton campus to increase awareness, additional campus events, and by increasing the outreach efforts. The enrollment plan is based on a progressive headcount growth rate.

Historical Enrollment Trends. Exhibit. M. displays the state-side enrollment trends from 2000/01 to 2017/18. During this time the headcount enrollment was as high as 1,140 in 2002/03, and as low as 251 in 2013/14. The state-side enrollment has grown to 663 in 2017/18. In addition to the state-side enrollment numbers, the Stockton Campus also offers University Extended Education accelerated and self-support programs. There are approximately 179 (annualized) additional University Extended Education Stockton Campus students that are not reflected in the state-side enrollment totals.

Exhibit M.

		Academic Year (4-1-4 Calendar)[1]									
		2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
Headcount (HC) Enrollment	Stockton HC[3]	1,054	1,125	1,140	1,069	906	905	937	950	733	593
	2-Yr % Increase			8	-5	-21	-15	3	5	-22	-38
FTES Enrollment	Stockton FTES[4]	526	575	586	550	423	433	436	422	324	230
	2-Yr. % Increase			12	-4	-28	-21	3	-3	-26	-46

Continue:

		Academic Year (Semester Calendar)[2]							
		2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
Headcount (HC) Enrollment	Stockton HC[3]	534	392	265	251.0	313	564	527	663
	2-Yr % Increase	-27	-34	-50	-36	18	125	542	18
FTES Enrollment	Stockton FTES[4]	384	285	205	194	251	462	435	TBD
	2-Yr. % Increase	19	24	-47	-32	23	138	74	TBD

Source: CSU Enrollment Reporting System-Student (ERSS) and -Off Campus Center (ERSO); Stanislaus State Data Warehouse CSU Stanislaus Office of Institutional Research (2017June27).

Note: Percentages are rounded to the closest whole number.

*Note: [1]Annualized AY (4-1-4 Calendar: Headcount Enrollment (Fall HC * 4333333) + (Winter HC * 1333333) + (Spring HC * 4333333).*

Note: Annualized 4-1-4 Calendar FTES: (Fall FTES + Winter FTES + Spring FTES)/2.

Note: [2]Annualized Semester Calendar Headcount Enrollment: (Fall HC + Spring HC)/2.

Note: Annualized Semester Calendar Headcount FTES: (Fall FTES + Spring HC)/2.

Note: [3]Stockton headcount enrollment represents the number of students enrolled in at least one course designated as a Stockton Campus course; the Stockton headcount includes students taking a mix of courses at Stockton and Turlock.

Note: [4]The Stockton FTES Enrollment for all students taking at least one course at the Stockton Campus. The FTES includes all courses taken by Stockton student; including a mix of Stockton and Turlock courses.

Note: State-Supported enrollment only. FTES enrollment is a measurement of enrollment derived by dividing total student credit hours for a term by 12 for graduate students (master's or doctoral) and by 15 for all other students since AY 2006/07. Prior to 2006/07, FTES enrollment was derived by dividing total student credit hours for a term by 15 for all students.

Projected Enrollment Growth. Contingent on securing additional resources, the university approved a progressive and ambitious 25% compound annual enrollment headcount growth for the Stockton Campus over next five-years. The 25% growth rate is based on an average of all state-funded programs. This takes in account that some programs will grow at a faster rate than others. Whereas, other program's growth will be controlled for a variety of reasons. For example, psychology, teacher education, communication, criminal justice, and business programs do not require labs or high-tech equipment. Therefore, the programs can generate continuous enrollment growth over time. However, nursing and other programs that require labs or specialized equipment are limited to the number of students that the programs can accommodate.

By implementing a comprehensive marketing strategy and building stronger P-20 pathways and relationships with educational partners, business community, residences, and other stakeholders, the university believes this goal is attainable. Enrollment growth can increase by 100% within five-

years, which would allow the Stockton Campus to serve 2,000 students. Another reason for the more progressive enrollment growth targets is the addition of new programs offered at the Stockton Campus starting in the Fall 2018 academic year.

As previously documented, the California State University system only recognizes state funded academic programs in the reported enrollment totals. Enrollment projections and targets from self-support programs are usually excluded. However, University Extended Education (UEE) self-support programs provide tremendous advantages for students and community members that are seeking an advance degree. Accelerated, hybrid, weekend, and online degree and certificate options are some of the services that self-support programs provide to individuals and organizations that are seeking advance credentials. Therefore, UEE data is included as part of the total enrollment for the campus. **Exhibit N.** gives a snapshot of the project enrollment headcount (HC) growth among the state-side and self-support programs, with the Fall 2017 census data representing the starting value. Recognizing that most of the self-support programs have complete cohorts, the annual enrollment growth rate was held to 5%. However, nursing will increase the cohort enrollment by 25% from 30 to 40 students starting in 2018.

Exhibit N. **25% Stateside Enrollment Growth = 2,000 Student Headcount Goal**

Academic Programs	Projected HC Growth Rate%	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Stateside	**25%**	**241**	**262** (+9%)	**585** (+123%)	**548** (-6%)	**647** (+18%)	**671** (+4%)	**839** (+25%)	**1049** (+25%)	**1311** (+25%)	**1639** (+25%)
Self-Support	**5%**				165	165	173	182	191	201	211
Total					713	812	844	1021	1240	1512	1850

Note: The projected headcount growth rate listed and highlighted in yellow are for the 2017/18-2022/23 academic years.
Note: 2017/18 and 2018/19 Stateside enrollment was adjusted after the census date.
Note: Adding new high demand programs and resources will increase the projected enrollment growth rate significantly.
Note: 2019/20-2022/23 Stateside annual enrollment growth is anticipated to be a minimum of 10%. Brand Refresh Marketing Campaign and RFP will be implemented.
Note: Approximately 50-100 additional students are enrolled and take classes in San Joaquin County that are not accounted for in the above projections.

Exhibit O. **10% Stateside Enrollment Growth = 1,300 Student Headcount Goal**

Academic Programs	Projected HC Growth Rate%	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Stateside	**10%**	**241**	**262** (+9%)	**585** (+123%)	**548** (-6%)	**647** (+18%)	**671** (+4%)	**738** (+10%)	**812** (+10%)	**893** (+10%)	**982** (+10%)
Self-Support	**5%**				165	165	173	182	191	201	211
Total					713	812	844	920	1003	1,820	1193

Note: The projected headcount growth rate listed and highlighted in yellow are for the 2017/18-2022/23 academic years.
Note: 2017/18 and 2018/19 Stateside enrollment was adjusted after the census date.
Note: Adding new high demand programs and resources will increase the projected enrollment growth rate significantly.
Note: 2019/20-2022/23 Stateside annual enrollment growth is anticipated to be a minimum of 10%. Brand Refresh Marketing Campaign and RFP will be implemented.
Note: Approximately 50-100 additional students are enrolled and take classes in San Joaquin County that are not accounted for in the above projections.

Academic Program Offerings. Listed below are the undergraduate and graduate programs and certificates offered at the Stockton Campus. The programs presented in this section includes new programs that will be offered starting in the Fall/2018. Additional programs may be added based on the demand and available resources.

Undergraduate Programs

Bachelor Degrees

- **Business Administration (BS)**
  - Accounting Concentration

  - General Business Concentration – ***New (Fall/2018)***
  - Management: Human Resources Concentration – ***New (Fall/2018)***
  - Finance - ***New (Fall/2019)***
- **Communication Studies (BA)**
  - Relational and Organizational Track – ***New (Fall/2018)***
- **Criminal Justice (BA)**
- **History (BA)**
- **Liberal Studies (BA)**[+]
  - Communications Concentration
  - History Concentration
  - TESOL Concentration – ***New (Fall/2018)***
- **Psychology (BA)**
  - Developmental Psychology

Accelerated Degree Programs (UEE)*

- Accelerated Second Bachelor of Science in Nursing (ASBSN)
- Criminal Justice (BA)
- Health Science (BS)
- Social Sciences (BA)

Integrated Programs**

- Liberal Studies (BA)
  + Multiple Subject Credential (Bilingual Authorization Option) – ***New (Fall/2019)*****
- Liberal Studies (BA)
  + Education Specialist Credential – ***New (Fall/2019)*****
- Liberal Studies (BA)
  + Multiple Subject Credential (Bilingual Authorization Option) – ***New (Fall/2019)*****
  + Education Specialist Credential

Graduate Programs

Master Degrees

- **Education (MA)**
  - Counselor Education concentration with Professional Clinical Counselor Option
  - School Administration concentration
- **Public Administration (MPA)**

Terminal Degrees

Doctorate of Education (Ed.D.) – (Cohort every three years)

Accelerated Degree Programs (UEE)*

- Executive Master of Business Administration (EMBA) – (Cohort every three years)
- Master of Social Work (MSW) – Hybrid

Notes:

**Denotes accelerated degree completion programs offered through University Extended Education (UEE).*

***New Integrated program starting Fall 2018 upon final approval.*

[+]*Liberal Arts is a CTC approved Subject Matter Waiver Program.*

Chapter 7: Assessment & Measurable Goals.

California State University System. The California State University System has a variety of assessment metrics and expected outcomes for each of the campuses within the system. Priorities that the university system wants to address aligns with its Graduation Initiative of 2025. As reported on the CSU System website:

> Graduation Initiative 2025 is the California State University's ambitious initiative to increase graduation rates for all CSU students while eliminating opportunity and achievement gaps. Through this initiative the CSU will ensure that all students have the opportunity to graduate in a timely manner according to their personal goals, positively impacting their future and producing the graduates needed to power California and the nation.

Stan State. In addition to the CSU System-wide initiatives and assessment metrics, Stan State also provides additional instruments to facilitate progress and student success. Stan State's specific 2025 initiatives are located at https://www.csustan.edu/institutional-research/csu-graduation-initiative-2025. The university also provides a comprehensive and systematic review process to ensure the academic rigors and expected learning outcomes and standards of performance are consistent at both locations. The Stockton Campus gathers data from a variety of sources to ensure the appropriate quality assurance processes are in place. The data retrieved from these assessment instruments supports Stan State's continuous improvement efforts. Listed below are examples assessment data that are retrieved and examined to support the Stockton Campus's continuous improvement efforts.

Assessment Data Examples:

1. Community feedback
2. Comparative Data Analytics – Both campuses per academic discipline and services
3. Comparative Data Analytics – Compared to other California State Universities
4. Comparative Data Analytics – Compared to the State of California
5. Comparative Data Analytics – Community College transfers per program for both campuses
6. Comparative Data Analytics – Student demographics for both campus locations
7. Course evaluations
8. Faculty and staff feedback
9. General student feedback
10. Graduation Rate Excellence and Assessment (GREAT) initiatives and goals
11. Integrated Postsecondary Education Data System
12. Student success surveys and focus groups
13. Stockton Campus activity and event feedback surveys
14. Stockton Campus New Student Orientation Surveys
15. Stockton Campus – Public Higher Education Advisory Board of San Joaquin County
16. Stockton Campus student feedback surveys
17. Student exit interviews
18. Visitors and Community Stakeholders feedback

Chapter 8: Community Relationships that Matter.

External Stakeholders. Building and nurturing authentic, trustworthy and healthy relationships with our community is essential for the success of Stan State. As a regional and public university, fostering collaborative partnerships with our community is a top priority. To fulfil Stan State's mission and to ensure that we are responsive to the community, the insights, recommendations, and feedback we receive from constituents is invaluable. Listed below are some of our valued Stockton Campus partnership groups. This is not an exhausted list, and we welcome the opportunity to establish new relationships with other constituents that aligns with the university's vision, mission, goals, and values; and is beneficial to the community we serve. However, fostering dialog to promote higher education, economic development, and improving residents' lives is encouraged with the following entities:

- Alumni/Donors
- Business organizations
- Business leaders
- Chambers of Commerce
- Churches and religious affiliations
- City Officials
- County Officials
- Displaced workers
- Economic development organizations
- Education partners (P-20)
- Elected officials
- For-profits and investors
- Media
- National organizations
- Not-for-profits and nonprofits
- Prospective students and families
- Public-Public Partnerships (PuP/P2P's)
- Public-Private Partnerships (P3's/PPP's)
- Residents/Voters
- San Joaquin County stakeholders

Community Engagement. Stan State's primary focus is teaching and learning. However, supporting local communities within our operational territory is also important. Annually, Stan State employees participate in more than 100 community events within San Joaquin County. Faculty, staff, administrators, alumni, and students serve on committees, and are actively involved in the betterment of the region. They also strive to integrate the academy with practical industry experiences for students, alumni, and residents. Internships, externships, presentations, leadership, mentorship, active learning communities, and other opportunities to work with faculty, businesses and organizations that provides relevant industry knowledge is encouraged and welcomed.

Public Higher Education Advisory Board of San Joaquin County. In 2017, with the support of local community stakeholders, the Stockton Campus created a Public Higher Education Advisory Board of San Joaquin County. The University leadership and the members of the advisory board understand the feedback received from the community, supported with data, is important in improving the quality of life for residents. The advisory board is a diverse group of stakeholders within San Joaquin County. The board consist of residents, businesses, elected officials, educational stakeholders, and organizations that have demonstrated a commitment or interest in serving the community.

Comprehensive Community Think Tank. The Public Higher Education Advisory Board of San Joaquin County is a comprehensive community think-tank and action-oriented group. The goal of the board is to research and investigate current and future initiatives, opportunities, and challenges that align with the Advisory Board "AEIOU" objectives:

- **A**dvocacy for advanced credential obtainment and postsecondary degree opportunities to support jobs for residents, and business and industry in the county; and
- **E**ducational opportunities that advance scholarship, critical thinking, teaching and learning; and
- **I**nnovative and creative forward-thinking collaborative partnership development; and
- **O**pportunities to attract new advance-skilled and livable wage industries; and
- **U**pward social and economic mobility for the county residents

Advisory Board Purpose. To ensure that the voices and interests of San Joaquin County are in the forefront, a minimum of 80 percent of the membership representation are local constituents (elected officials, or stakeholders that live or work within the county). Collectively, the advisory board supports the vision of growing locally to encourage residents and businesses to stay in the region. The advisory board also serves several high-demand purposes, which include:

- Environmental scanning of current and future post-secondary educational and credential needs for students, residents, businesses, educational partners, and other constituents; and
- Aligns with an overarching goal for Stan State which is to create seamless education pathways among the P-20 continuum. Collectively, supporting existing and new opportunities for increasing access to advanced credentials, baccalaureate and graduate degree programs for residents in Stockton and San Joaquin County; and
- Informing the Dean of the Stockton Campus and Stan State on opportunities where an advance credential, or innovative partnership, will support new livable wage jobs, upward economic and social mobility for residents and community stakeholders; and
- Supports the revitalizing Stockton and surrounding cities efforts. We believe this is an instrumental component for supporting local businesses, and encouraging potential employers to hire and utilize local talent, and invest in infrastructure; and
- Identifying initiatives, priorities, and determining annual goals and assessment outcomes that are measurable; and

- In collaboration with local stakeholders, exploring how we can support fellow and community constituents

Meeting Schedule and Subcommittees. The Advisory Board meets 2-4 times a year. Members of the board serve on different subcommittees that have specific purposes that meet more frequently. If a similar, local, transparent, and action-driven subcommittee or charge is discovered or already active in the community, the board may collaborate with the organization and mobilize resources to support a unified effort on behalf of the county; when applicable. Depending on relevancy, these committees and events can substitute one or more meetings.

Chapter 9: 2018 Site Authority Highlights.

Site Authority. The Stockton Campus is governed by a Site Authority Board that consists of representation from the California State University Chancellor's office, elected officials within the City of Stockton, President of Stanislaus State, and community leaders. Grupe is the managing developer and property manager, and the university is required to give an annual public presentation to discuss the accomplishments and challenges of the Stockton Campus throughout the academic year, and future objectives and goals. The public is provided the opportunity to ask questions and give comments. The Site Authority meeting is held at the Stockton Campus in late spring. Listed below are some of the Stockton Campus highlights for the 2017-18 academic year.

2017-18 Highlight Slides.

We are here to serve our students.

We are here to serve our community!

Keeping the focus on San Joaquin County

Two years in a row, Stanislaus State President & VP Cabinet's Retreat has been held in San Joaquin County:

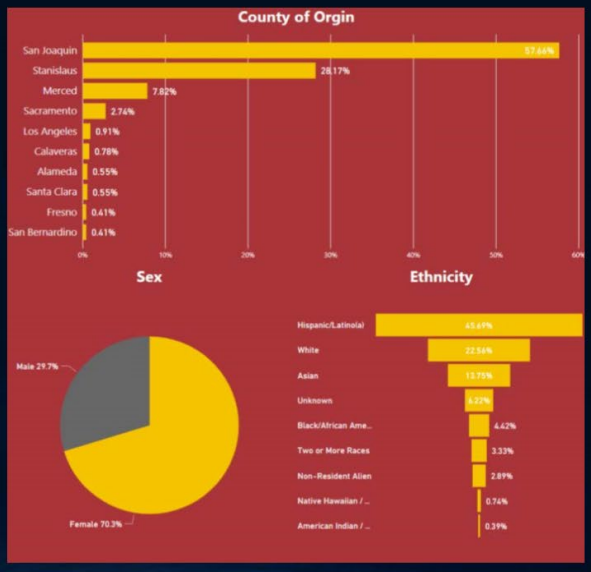
- *2018: City of Lodi (Wine & Roses)*
- *2017 City of Stockton (Stockton Center)*

March 14, 2018: President Ellen Junn's Conversations with students, faculty, and staff at the Stockton Center.

Agenda Overview

I. Enrollment Review and Update
II. Stan State's University Strategic Plan & Stockton Center
III. CSU-Stan State Stockton Warrior Team
IV. New MOU with Delta College and Stan State - "Warriors on the Way" (WOW)
V. Exploration of a New Facility for Our Stockton Center
VI. Celebrating Stockton Achievements and Activities

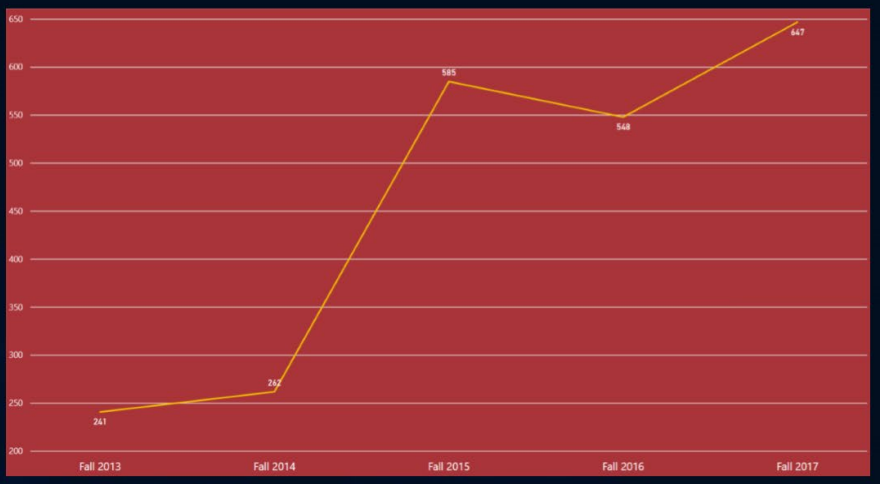
I. Enrollment Review: Who We Serve at Stockton Center



Note: Stockton student is defined as taking at least one course at Stockton Center

Stockton Center Enrollment Over Time

Enrollment at Stockton Center has increased by 168% over the past 5 years



Note: Stockton student is defined as taking at least one course at Stockton Center

II. Stan State 2025 Strategic Plan

II. STRATEGIC PLAN GOALS

Five overarching goals emerged as thematic areas that offer significant opportunities for the University to improve our current work and to plan for the future:

1. Be a student-ready university.
2. Provide transformational learning experiences driven by faculty success.
3. Boldly pursue innovation and creativity.
4. Hone administrative efficacy through thoughtful stewardship of resources.
5. Forge and strengthen bonds with our communities rooted in a shared future.

***Objective A:** Fulfill our commitment to meet the higher education needs of the Stockton community through increased investment in the Stockton Center.

Objective A -- Strategies:

- 1. Develop a robust strategic action plan for the Stockton Center that is reflective of the community and the University (2017-18 academic year).
- 2. Galvanize and strengthen educational and business partnerships with the greater Stockton Community (2017-).
- 3. Identify opportunities that encourage innovation within the Stockton community, and promote curricular and co-curricular community engagement (2018-).
- 4. Identify the most appropriate multi-layered approach of High-Impact Practices (HIPs) for traditional, nontraditional, and adult learner students (2018-).
- 5. Integrate more student support services at the Stockton Center (2018-).
- 6. Expand the number of residential faculty and staff at the Stockton Center to support enrollment growth (2018-).
- 7. Articulate programs with Delta College for increased student enrollments and ease of transfer for students (2018-).

1. Develop a robust strategic action plan for the Stockton Center that is reflective of the community and the University:

- SWOT Approach to gather feedback from stakeholders
  - **Key Takeaway:**
    - Increase demand for high quality CSU degrees in San Joaquin County.
  - **Strategic Implementation:**
    - Hired more designated faculty and staff.
    - Added more high-demand programs that can be completed in Stockton.
    - Increased investment in technology, facilities, and classrooms.
    - Created a robust five-year enrollment growth plan.

2. Galvanize and strengthen educational and business partnerships with the greater Stockton Community.

3. Identify opportunities that encourage innovation within the Stockton community, and promote curricular and co-curricular community engagement.

- Supporting San Joaquin County Partnership and becoming more involved with the Stockton Business Council's efforts.
- Championing the Reinvent Stockton and the Stockton Promise Program.
- Hosted the UOP Graduate Educational Leadership, "Collective Impact" Community Speakers class at the Stockton Center (Thursday, April 5th). Also, supports UOP "Beyond our Gates" Literacy Program.
- Conversations with postsecondary education institutions regarding supporting the efforts to expand educational access in Stockton (Touro University, UC Merced, and Delta College).
- Small group meetings with members of the Public Higher Education Advisory Board and other community stakeholders regarding education and economic development in the city, county, and region.
- Hosted a meet the employers "Spring Job Fair" event at the Stockton Center (April 12th, 2018)

CURRENT COMMITMENTS

*Stockton Center has **over 881 students** enrolled and 17 degree programs.*

9 baccalaureate upper division completion

1. COMM Studies BA
2. History BA
3. Lib Studies (conc Comm or Hist) BA
4. Psych BA
5. Bus Adm (conc Acct) BS
6. Accelerated Second BSNursing (UEE) BS
7. Health Sci BS (UEE)
8. Crim Justice BA (UEE)
9. Social Sci BA (UEE)

5 Master's degrees:

1. Counselor Ed – Conc Professional Clinical MS
2. Public Admin MPA
3. School Admin MS
4. Social Work – MSW (UEE Hybrid)
5. eMBA MS (UEE)

3 Credentials:

1. Mult Subj – Elem
2. Admin Services – Sch Admin
3. Internships & Trad Options

*Includes stateside and UEE headcount

NEW COMMITMENTS AND DEGREES

Approved for Academic Year 2017 – 2018

EXPANSION OF 13 EXISTING DEGREE PROGRAMS

6 baccalaureate upper division completion degrees:

1. Comm Studies BA;
2. Sociology BA;
3. Bus Adm (conc HR) BS;
4. Crim Justice BA (UEE)
5. Social Sci BA (UEE)
6. Accelerated Second BS Nursing (UEE) BS;

3 Master's degrees:

1. Behavioral Analysis MS (UEE)
2. eMBA MS (UEE)
3. Social Work – MSW (UEE hybrid)

4 Credentials:

1. Lib Studies BA + BCLAD MS
2. Lib Studies BA + Ed Spec Cred Prog MS
3. Lib Studies BA + Mult Subj Cred Prog MS
4. Lib Studies BA + Mult Subj (BCLAD opt) + Ed Spec Cred MS

FUNDING AUGMENTATION

- Allocating funding for new baseline faculty hires
- Allocating funding for infrastructure needs

COLLABORATION WITH COMMUNITY ON NEW DEGREE & CERTIFICATE PROGRAMS

FUTURE PROGRAM OPPORTUNITIES

	Employer Demand Growth 2013-2017	Projected Demand Growth 2016-2026
BS – Computer Science (degree completion) UEE	46%	31%
MS – Computer Science	56%	24%
RN to BSN UEE/F2F/Hybrid	71%	15%
BS Health Care Management	25%	20%
Cyber Security Certification	32%	29%
MS Nursing UEE	27%	31%
MS Health Care Management	14%	21%

Source: New and Existing Program Opportunities for the Stockton Center, EAB Report, March 23, 2018

GREATEST OPPORTUNITY FOR GROWTH

Nursing
Computer Science
Accounting
Business Analytics
Health Care Management
Cyber Security

Source: New and Existing Program Opportunities for the Stockton Center, EAB Report, March 23, 2018

III. Established CSU Chancellor's Office – Stan State Stockton Warrior Team

CSU

CALIFORNIA STATE UNIVERSITY Stanislaus

1) **Steve Lohr**, *CSU-Chief, Land Use Planning and Environmental Review*
2) **Robert Eaton**, *CSU-Assistant Vice Chancellor, Financing, Treasury & Risk Management*
3) **Elvyra San Juan**, *CSU-Assistant Vice Chancellor, Capital Planning, Design and Construction*
4) **Sheila Thomas**, *CSU- Assistant Vice Chancellor, Self-Support Strategy and Partnerships/Dean of Extended Education*
5) **Thy Monaco**, *CSU-University Counsel*
6) **Syrus En**, *CSU-Director of Short Term & Structured Finance*
7) **Francis Freire**, *CSU-Director of Real Estate Development*
8) **Ellen Junn**, *Stan State- President*
9) **Kimberly Greer**, *Stan State- Provost & VP for Acad Affairs*
10) **Darrell Haydon**, *Stan State- VP for Bus Fin & CFO*
11) **Gitanjali Kaul**, *Stan State- VP for Strategic Planning, Enrollment Management and Innovation*
12) **Suzanne Espinoza**, *Stan State- VP for Student Affairs*
13) **Michele Lahti**, *Stan State- VP for University Advancement*
14) **Faimous Harrison**, *Stan State- Dean of Stockton*
15) **Helene Caudill**, *Stan State- Dean of Extended Ed*
16) **Rosalee Rush**, *Stan State- Sr. AVP for Communications, Marketing & Media Relations*
17) **Melody Maffei**, *AVP for Capital Planning & Facilities Management*

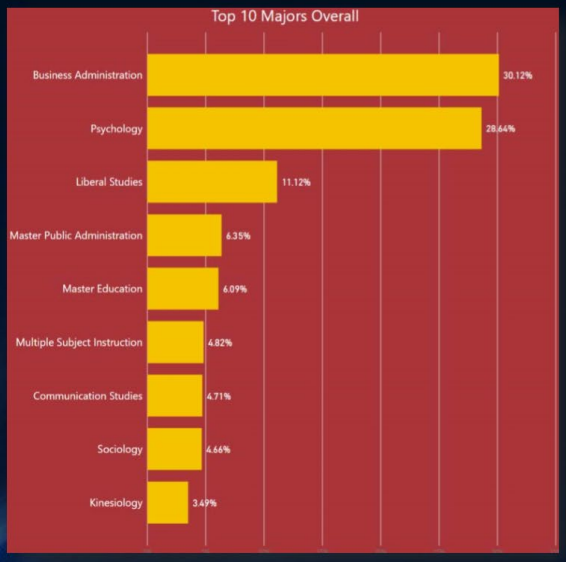
IV. New MOU with Delta College & Stan State: *"Warriors on the Way" (WOW)*

DELTA

Cal State Stanislaus WARRIORS

Top Majors at Stockton Center

These are the top majors at Stockton Center since Fall 2013



Top Majors for Females

Major	%
Psychology	32.04%
Business Administration	23.27%
Liberal Studies	12.57%
Master Education	6.25%
Sociology	6.02%
Multiple Subject Instruction	5.87%
Master Public Administration	5.72%
Communication Studies	4.39%
Child Development	3.87%
Total	**100.00%**

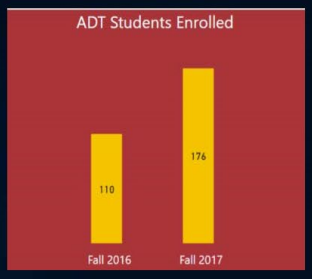
Top Majors for Males

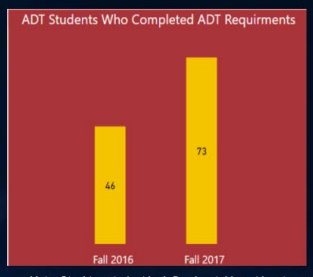
Major	%
Business Administration	45.07%
Psychology	19.37%
Master Public Administration	7.57%
Liberal Studies	7.22%
Master Education	5.46%
Communication Studies	5.28%
Kinesiology	3.87%
History	3.35%
Criminal Justice	2.82%
Total	**100.00%**

Note: Stockton student is defined as taking at least one course at Stockton Center

Associates Degree Transfer (ADT) Students at Stockton Center

The number of ADT Students enrolled at Stockton Center has more the doubled over the past year



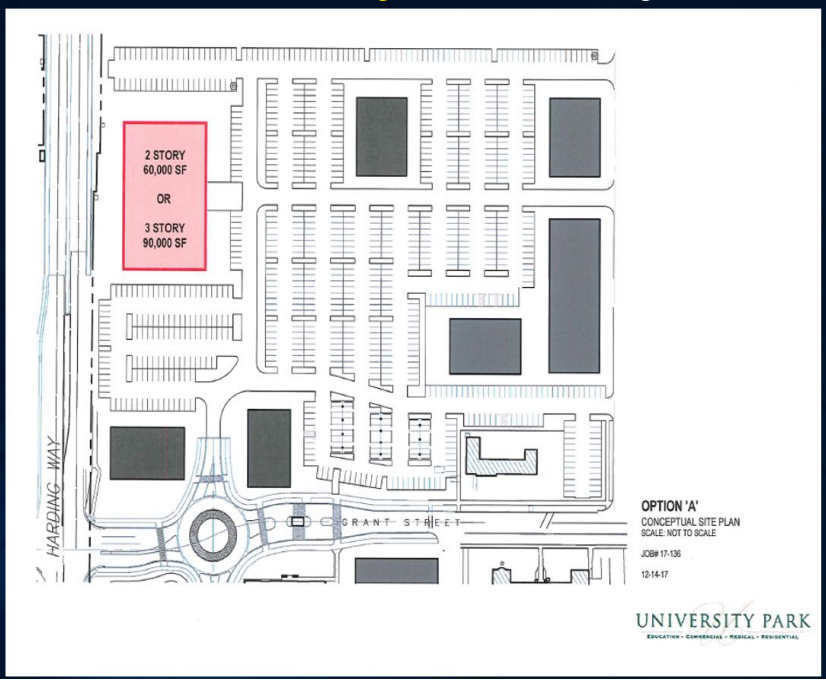


Term	Students	%
Fall 2016		
ADT Degree Completed	60	55%
ADT Degree Not Completed	50	45%
Total	**110**	**100%**
Fall 2017		
ADT Degree Completed	82	47%
ADT Degree Not Completed	94	53%
Total	**176**	**100%**
Total	**286**	**100%**

Note: Stockton student is defined as taking at least one course at Stockton Center
ADT Degree Completed – student applied as ADT student and completed their associate degree by time of enrollment at Stan State
ADT Degree Not Completed – student applied as ADT student and did not completed their associate degree by time of enrollment at Stan State

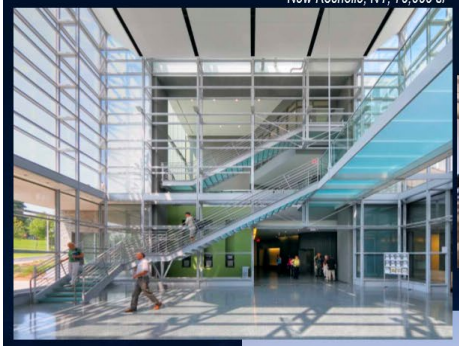
V. Exploration of a New Facility at University Park

GRUPE



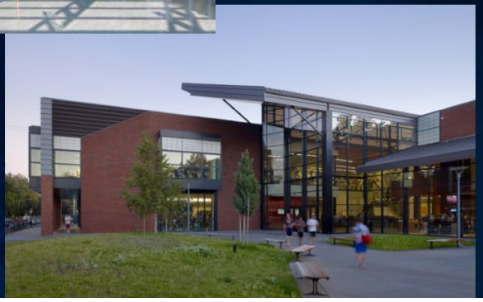
Contemplating Exciting New Learning Spaces

Westchester Community College – Gateway Center
New Rochelle, NY, 70,000 sf



New Mexico Highlands University – Student Center
Las Vegas, NM, 70,000 SF

CSU Chico – Wildcat Recreation Ctr
Chico, CA
111,000 sf, $43 M

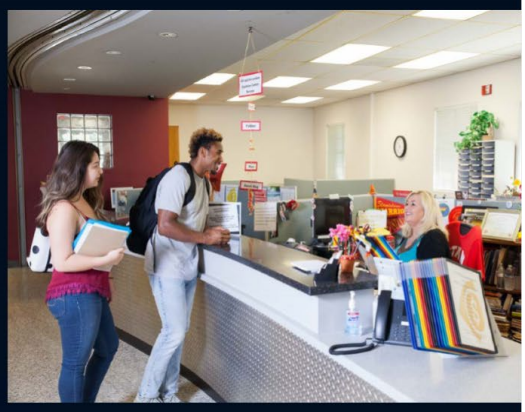


Memorial High School, Billerica, MA,
325,000 sf

Celebrating Other Activities at Stockton Center: 2017-18

Stockton Center Student Affairs Improvements

- Some food services provided, and possible Food Pantry
- Provide Psychological Counseling Services
- Offer tutoring and Supplemental Instruction
- Host Career Development Center events
- Provide Health Center Services
- Include Diversity programming
- Explore possibility of Student Recreation Workout Equipment



Stockton Center's 1st Career Fair: March 29, 2018

Enthusiastic student response with over 100 students and alumni attending!

Stockton Promise Scholars Launch at the Bob Hope Theatre January 16, 2018

2017-18 Summary Achievements at Stockton

1. **18% increase in student *enrollment* (n=828)** compared to the 2016-17 academic year (n=691).
2. ***Applications* for 2018-19 increased without advertising campaign (n=518)** compared to the 2017-18 academic year (n=103).
3. **100% increase in *community events* at the Stockton Center** compared to 2016-17 academic year.
4. Stockton Center is now a ***key component of the University's 2025 Strategic Plan*.**
5. ***Establishment of the CSU-Stockton Warrior Team*** with charge and goals for the Stockton Center.
6. ***Creation of Delta-Stan State "Warrior on the Way" MOU*** to support seamless student transition.
7. ***Greater regional leadership visibility*** with the appointment from Governor Brown, President Junn is serving as a member of the California Partnership for the San Joaquin Valley, and as President for the Central Valley Higher Education Consortium (CVHEC).

Faimous Harrison is the editor of this document. Please send correspondences to him at fharrison@csustan.edu.

Thank you!