



# STRENGTHS

## SELF-STUDY REVIEW

- 1 Students remark that with its faculty and staff dedicated to student success, and the small faculty-to-student ratio of 22:1, Stanislaus State provides a personalized education, with a family feel.
- 2 Stanislaus State is student-ready and provides a strong student support network – academic, psychosocial and emotional, physical, as well as supports that help address basic needs
- 3 Stanislaus State provides much-needed access to education in a region, both rural and urban, that is among the lowest in educational attainment rates in the state and the nation
- 4 The University’s Stockton Center provides access to an urban city that is among the lowest in educational attainment and income status in the state and nation. The Stockton Center programming is responsive to Stockton and the San Joaquin County regional needs, including upper division degree completion programs, teacher credential programs, master’s degree programs, and new and expanded programs on the horizon based on market research underway
- 5 As an intentionally un-impacted campus, Stanislaus State remains committed to growing enrollment to provide access to education within the region, and has land to accommodate additional buildings as growth demands and as capital funding allows.
- 6 Stanislaus State serves the regional job marketplace in fields such as education, nursing and public health, social and public service, and business/industry.
- 7 Stanislaus State serves the public good, within the region it directly serves, and beyond. Some examples include: service learning projects such as the VITA tax program that provides free tax services to low-income individuals; elementary school-age reading programs; science programming for students throughout the region; as well as senior and master’s theses and doctoral dissertations that examine research questions around agricultural issues, sustainability, violence and other crimes, diversity, mental health, social services, and public transportation
- 8 Stanislaus State offers several co-curricular opportunities for students, such as student leadership, student clubs and organizations, funded undergraduate and graduate research opportunities, athletics and intramurals, and the arts.
- 9 Stanislaus State is a place of diversity, with 58% of its students from underrepresented minorities, with a noticeably diversifying faculty, staff, and administration.
- 10 Stanislaus State has a tenure density of 60.4%, with a strong complement of tenured/tenure-track and lecturer faculty. We provide students with an essential mix of faculty researchers and practitioners who collectively provide a rich experience for our students.
- 11 Stanislaus State community members remark that the main campus is one of physical beauty, offering a park-like aesthetic that is not only visually appealing, but also feels safe.
- 12 Stanislaus State has become a place of positive campus climate, and in particular, one of healthy shared governance and shared decision-making that appropriately includes all stakeholder groups.
- 13 President Junn created a new division, Strategic Planning, Enrollment Management, and Innovation (SPEMI) which has transformed data collection, analysis, and application at the university.
- 14 Stanislaus State has taken significant proactive steps to grow and enhance our partnerships across the community and region; such efforts have resulted in increased private support for our educational programs (e.g., Family Nurse Practitioner master’s degree program).



# CHALLENGES

## SELF-STUDY REVIEW

- 1 Stanislaus State is an un-impacted campus; while this decision is perceived as a strength (in that it provides access to higher education), it poses challenges, as it requires discipline in our enrollment management and budget planning.
- 2 Stanislaus State serves a sprawling distance between its six service counties (Calaveras, Tuolumne, Mariposa, San Joaquin, Stanislaus, and Merced), spanning over 9,500 square miles, with limited public transportation.
- 3 Stanislaus State serves one of the most economically disadvantaged regions in the state and nation, with 66% of the University's students being Pell-eligible, many of whom work while in school, protracting time-to-degree.
- 4 Stanislaus State's service region is among the lowest in educational attainment rates in the state and the nation, with 74% of Stan State students being first-generation college students.
- 5 With just over 10,000 students (8,521 FTES), there are fixed operational costs, regardless of size, that must be maintained, impacting Stanislaus State's budget disproportionately compared to larger campuses. The University is known for offering and accomplishing much, with limited state resources.
- 6 While Stanislaus State sits in the midst of a sprawling rural service region, and has land to grow, it struggles with having enough building space, including instructional, office, and other, to accomplish all of its ambitious goals as quickly as we wish. Especially notable, there is not enough classroom and instructional lab space, particularly in STEM majors, making it difficult to address all our bottleneck courses.
- 7 In addition to instructional space being a limitation in our capacity to fully address bottleneck courses, not having enough STEM lab equipment (both science lab equipment and computer labs) is a limitation as well.
- 8 Related to its rural location, the University has limited access to qualified temporary faculty to help address critical bottleneck courses, particularly in STEM, to add needed sections to the course schedule.
- 9 Stanislaus State is perceived as lacking a strong identity and presence in the surrounding region, overshadowed by neighboring institutions.



# PRIORITIES MOVING FORWARD

## SELF-STUDY REVIEW

1

**Improvements in Physical Space:** The University has undergone and is continuing to pursue renovations and relocation of units to optimize space and enhance a sense of place and inclusiveness. Among these renovations are: the \$55.5 million University Library renovation; the \$52.0 million Student Union renovation funded through a student fee referendum (Exhibit #); the establishment of the Diversity Center (Exhibit #); the renovation and reorganization of the Academic Success Center to incorporate a team of Faculty Fellow Advisors and the University's new Career and Professional Development Center; the relocation of units dedicated to health and wellness to reside in proximity to one another in the Student Services Building; discussions regarding the establishment of a new instructional building at the Stockton Center; plans for a new instructional building at the Turlock campus; and discussions about plans for an Alumni House.

2

**Improvements in Instructional Technology:** To support innovative pedagogy that enables enhanced student engagement and inclusion of all learners, Stanislaus State has begun and is continuing to invest in improved instructional technology. The University is upgrading its Smart Classrooms (9 rooms on the Turlock campus and 2 on the Stockton campus have been updated thus far, with plans for 15 more in Turlock and 5 more in Stockton beginning Summer 2018). The University is also designing and developing Active Learning Classrooms; one has been installed on the Turlock campus thus far, and another is planned for a Summer 2018 installation.

3

**Enhancement of Social Networks:** The University has been increasing and is continuing to increase the organizations, activities, and events that provide important social networking opportunities that foster a sense of belonging and enhance a sense of place. A few examples include: Society for Advancement of Chicanos/Hispanics and Native Americans in Science; Queer, Transgender, People of Color (QTPOC) student club; the Untenured Faculty Organization; the Muslim Student Association; and the President's Commission on Diversity and Inclusion, as well as increased access to transportation between the Turlock campus and Downtown Turlock, made possible through an agreement through Associated Students, Inc. and the City of Turlock.

4

**Increased Resources and Supports to Enable All to Meet High Expectations:** The University is focusing on enhancing the resources and supports for everyone to meet high expectations. Examples of student supports include: increasing funding for academic tutoring and supplemental instruction (an increase of \$70,000 thus far); redesigning math and English remediation in compliance with Executive Orders 1100 and 1110; and increasing organizations and activities designed to foster engagement and enhance a sense of belonging. Examples of staff supports include: increasing funding from the President's Office for Staff Council activities and events; increasing funding (\$30,000) from the Provost's Office and University Extended Education for staff professional development; and increasing open communication channels between the President and staff. Examples of faculty supports include: the establishment of the Untenured Faculty Organization; an increase of \$75,000 from the Provost's Office (from \$100,000 to \$175,000) to support faculty research and grant-writing; the adoption of electronic management systems (Curriculog and Interfolio) to improve efficiency and effectiveness of the curriculum review and approval process and the retention, promotion, and tenure file reviews. And for administrators, to increase information flow, provide opportunities to share best practices, and to ensure units have access to the resources and supports necessary, new quarterly Administrative Council meetings have been established.

5

**Increased Inclusive Decision-Making:** The University has made and is continuing to focus on making concerted efforts to exercise decision-making that includes students, faculty, staff, and administrators, relying on standing committees, structures, and shared governance processes, and improving communication among stakeholders. The President and Provost participate in frequent and regular meetings with faculty leadership, the President meets regularly with student leadership, staff leadership, and union representation, the Provost holds monthly Deans/Department Chairs/Program Directors meetings, and the Provost established in Spring 2018 a twice-per-semester informal open forum, "Conversations with the Provost." Additionally, faculty leadership is included in the quarterly Administrative Council meetings. Strong efforts have been made to be inclusive in administratively appointed committees such as University Budget Advisory Committee (UBAC), University Strategic Planning Council (USPC), Campus Master Plan Committee (CMPC), Graduation Rate Excellence and Assessment Team (GREAT), Executive Strategic Assessment and Response Committee (ESARC), the Presidential Transition Team, and the President's Commission on Diversity and Inclusion (PCDI), without working around faculty governance processes, but rather, intersecting directly with them.

6

**Improved Data Capabilities and Increased Data-Driven Decision-Making:** Through innovations from the university's new SPEMI division, the University has, and is continuing to improve data-use capabilities to inform decisions. And with a renewed commitment to bridging program-level assessment data to institutional-level assessment, and closing the loop and using those data to inform decisions, the University is well-positioned to ensure that all students are being successful and that we are not disproportionately disadvantaging any one particular group.

7

**Increased Advocacy for and Improved Allocation of University Resources:** The university has been, and is continuing to increase efforts to build external resources, as well as reallocate internal resources in alignment with the new University Strategic Plan. Examples for augmenting external resources include: proactive and successful new fundraising and advancement strategies that are yielding significant donor contributions; positive engagement with the Chancellor's Office's top leadership team in assisting us with a strategic growth plan for our Stockton Center that includes contemplation of incremental FTES growth and new facilities; and examination of possible external grant and foundation grant opportunities. Some internal revenue reallocation processes include: reorganization of oversight of the Foundation Philanthropic Board with President Junn appointing the VP for University Advancement as the Foundation Executive Director; examination and redirection of resources within University Advancement; Cabinet and University Budget Advisory Committee engagement in identification of priority University Strategic Plan goals and budget alignment.