

California State University, Stanislaus

WSCUC Interim Report: Regarding Stockton Branch Campus



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I. Statement on Report Preparation

Briefly describe in narrative form the process of report preparation, providing the names and titles of those involved. Because of the focused nature of an Interim Report, the widespread and comprehensive involvement of all institutional constituencies is not normally required. Faculty, administrative staff, and others should be involved as appropriate to the topics being addressed in the preparation of the report. Campus constituencies, such as faculty leadership and, where appropriate, the governing board, should review the report before it is submitted to WSCUC, and such reviews should be indicated in this statement.

The approach for writing this Interim Report was to mobilize the campus' WSCUC writing team composed of Dr. Christopher J. Claüs (Principal Writer and Chair of the Department of Communication Studies) and Ms. Erin Littlepage (Student Success and Community Partnership Specialist, Provost's Office) with Dr. Stuart Wooley (Interim Associate Vice President of Academic Affairs & Accreditation Liaison Officer), to expand and consult more broadly in collaboration with Dr. Faimous Harrison (Dean of the Stockton Campus), Dr. Rich Ogle (Provost and Vice President for Academic Affairs), Dr. Ellen Junn (President), along with relevant Vice Presidents and key stakeholders across multiple divisions and offices. Many others participated in conversations with the WSCUC Writing Team and contributed to the development of content by issue (Attachment I.A: WSCUC Interim Report - Contributors by Issue).

Because of our strong shared governance commitment at Stanislaus State, the WSCUC writing team consulted and worked with multiple campus constituency groups to receive input and this Interim Report was reviewed by: Provost's Advisory Council (PAC, which includes Deans, Associate Vice Presidents, Director); members of the campus' Academic Senate Executive Committee (SEC) with the Senate Speaker; members of the Academic Senate; Associated Students, Inc., (ASI) Student Board; and the President's Cabinet and other key individuals.

Clarification Regarding the Preparation of this WSCUC Interim Report: Our campus acknowledges the fact that due to a variety of unanticipated factors, [Stanislaus State's 2018 WSCUC Institutional Report](#), did not fully highlight important aspects about our approach to the Stockton Campus. Because of this omission and the results of the Stockton Campus site visit, the [WSCUC Visiting Team Report](#) urged the campus to provide more information on a variety of key Stockton issues. The [WSCUC Commission Final Action Letter](#) concurred and noted that the Commission "expects the university, in conjunction with the CSU System leadership" (#4., p.2) to continue to address Stockton Campus issues. As a result, President Junn and the CSU's Chief Financial Officer, Steve Relyea met with WSCUC President Jamie Studley and WSCUC VP Liaison Tamela Hawley on 12-12-19 to provide a Stockton Campus update and submitted the [Stanislaus State Stockton Campus Action Steps 2017-19 Report](#).

In addition, since the Stockton Campus had endured significant past budget reductions, newly appointed President Junn implemented a few urgent interventions for the Stockton Campus to try to immediately improve the student experience there based on data collected from annual student surveys by the new Dean of Stockton, Dr. Faimous Harrison. As a result, beginning in 2017, several new smaller initiatives were launched and funded. The purpose of the 2017-19 Stockton Campus Actions Report was to catalog the multiple actions being implemented to enhance the Stockton Campus experience for students.

Note however, that the semester-by-semester chronology presented in the Stockton Campus Action Steps 2017-19 Report does not represent a more strategic, mature, comprehensive Stockton Master Planning Process integrated with our larger [University Strategic Plan](#) (see Goal 5, p. 17). Instead, the report was a necessary precursor designed to quickly improve some of the short-term challenges at the Stockton Campus. A much more formal, strategic, collaborative, integrative and funded Stockton Campus Master Planning process is starting in Spring 2022.

In summary, three things are important for the reader to consider. First, readers should review the [prior Stockton Campus Action Steps 2017-19 Report](#) and become familiar with the chronological summary of the specific action steps taken to try to immediately improve the Stockton Campus during that prior time period.

Second, Stanislaus State is exceptionally gratified by the outstanding and continuing level to support from the CSU Chancellor's Office for our Stockton Campus. For example, our current new Acting Chancellor Steve Relyea recently submitted his personal letter summarizing all the funding that the Chancellor's Office, Governor Newsom, and the CA Legislature has provided to us specifically for our Stockton Campus (Attachment I.B: Stockton Campus Support Letter, dated 2-25-22). This level of legislative and system attention and confidence in our work at our Stockton branch campus is truly remarkable, unparalleled, and vital to our continued success.

Third, we are pleased to present this current WSCUC Interim Report Regarding the Stockton Campus to describe, explain and focus specifically on addressing the more recent actions and data regarding the four issues specifically requested by the WSCUC Commission for this Interim WSCUC Report.

II. List of Topics Addressed in this Report

This Interim Report will address the following issues specifically identified and listed in the previous Commission Action Letter (dated 7-12-19, p.1) that pertain to the Stockton Campus:

1. ***Assessment of student support services, academic supports such as tutoring and supplemental instruction, classroom technology services, co-curricular experiences, high-impact practices, and other supports for engaged learning; and faculty support.***

2. ***Conditions of the existing physical plant and a system-wide decision on plans for a replacement facility.***
3. ***A financial plan and budget allocation that support a high-quality educational experience at this location.***
4. ***An updated strategic plan for the location with specific benchmarks that can assess the quality, rigor, and viability of this educational setting.***

III. Institutional Context

Very briefly describe the institution's background; mission; history, including the founding date and year first accredited; geographic locations; and other pertinent information so that the Interim Report Committee panel has the context to understand the issues discussed in the report.

California State University, Stanislaus, was officially established as the 15th CSU campus in 1960 and is one of 23 universities in The California State University (CSU) system. Today as a Hispanic-Serving Institution (HSI) since 2003, 57% of its student body identifies as Hispanic/Latinx. Stanislaus State serves a diverse student body (69% of its students self-identify as traditionally underrepresented minorities) of more than 10,000 with two campuses in the Central Valley — a 228-acre main campus in Turlock and the Stockton Campus located on 102 acres in Stockton's historic Magnolia District. Widely recognized for its dedicated faculty and high-quality academic programs, Stanislaus State offers 45 majors, 44 minors, and 183 areas of concentration, along with 14 master's degree programs, six credential programs, and a doctorate in educational leadership. Stanislaus State covers a service region that includes six counties (Calaveras, Tuolumne, Mariposa, San Joaquin, Stanislaus, and Merced), spanning over 9,500 square miles, capturing an expansive agrarian region, as well as the urban city of Stockton.

Stanislaus State is committed to providing students with a well-rounded experience that challenges them academically, allows them to cultivate professional and personal relationships, and encourages them to become culturally engaged. Graduates are prepared to continue applying the principles of our [mission, vision, values, and diversity, equity, inclusion, and social justice statements](#) which place emphasis on contributing positively to society and developing awareness of the evolving and interconnected world in which we live. Even more impressive is that within the last six years, Stanislaus State now [ranks as a national leader among both public and private institutions of higher education for the upward mobility and transformative power of our academic programs](#) by groups including *Washington Monthly*, *Money Magazine*, *Princeton Review*, *US News and World Reports* and others.

Brief Summary of History of Stanislaus State's Stockton Campus

The Stockton State Hospital, located in Stockton, was California's first state psychiatric hospital which originally opened in 1851. However, beginning in 1973, the hospital was transformed into a residential facility for developmentally disabled residents and was renamed the [Stockton Developmental Center](#).

By 1974, Stanislaus State began offering a small number of classes in a rented office space in Stockton. In 1981, Stanislaus State outgrew its downtown location and initially rented space in a downtown building to establish a satellite Stockton Center, and later classes expanded yet again and moved to the San Joaquin Delta Community College campus. The Stockton Center was granted substantive approval as a branch campus by WASC in 1989.

Then in 1996, the California Department of Developmental Services elected to permanently close the Stockton Developmental Center, and the state legislature offered the land and buildings to the CSU Board of Trustees and interested regional CSU campuses. At that time, President Marvalene Hughes worked closely with then California State Senator Patrick Johnston and the CSU Chancellor's Office to secure the [Stockton Campus](#), and all classes were moved to the newly leased buildings on the Stockton Campus in 1998.

In 2000, a joint powers agency was formed between the CSU Board of Trustees and the City of Stockton, known as the Stockton Campus Site Authority ([SCSA](#)), to be responsible for the development, operations, management, and financing of the site. In 2004, SCSA entered into a Master Ground Sublease agreement with the [Grupe Huber Commercial Company](#) who were permitted to completely renovate the original 102-acre Stockton land parcel. The site was renamed, [University Park](#) and the Grupe Huber Company currently manages, renovates, and leases existing structures, as well as builds new facilities not occupied by the Stanislaus State with a focus on office, retail, health care, education, and residential uses.

Presently, the campus occupies and leases only two buildings in University Park--the Acacia Court building facility where all academic degree programs and student services are located, and the historic (currently closed) Magnolia Mansion. Acacia Court was the largest, original, self-contained residential hospital building (89,425 SF) and we currently occupy most of the first floor (33,900 SF). The Stockton Campus currently has an enrollment of 1,234 students (Fall 2021) and offers [majors and programs](#) from four academic colleges, leading to baccalaureate (six stateside; four self-support/UEE), master's degrees (three), credentials (two) and a doctorate degree program. Online programs (three undergraduate and two graduate degree programs) are also available to students at the Stockton campus.

Unfortunately, from 2005 until 2015, a series of issues negatively impacted the Stockton Campus. For example, the complexities of the land agreement, differences in strategic vision, multiple Stanislaus' presidential leadership changes, the lack of a coherent vision and plan for the Stockton branch campus, severe economic difficulties in San Joaquin County (e.g., filing of Chapter 9 bankruptcy by the City of Stockton) fluctuating CSU budget dynamics, and the Great Recession of 2007-09 all combined to substantially erode funding, leaving many Stockton stakeholders frustrated and dissatisfied of the inconsistent support for the Stockton Campus.

When the new President, Dr. Ellen Junn, arrived she launched an inquiry into and began assembling a team to begin work on a comprehensive and incremental Stockton Campus Plan in 2017. She conferred with then-Chancellor Tim White and Executive Vice Chancellor and Chief

Financial Officer Steve Relyea to establish a high-level CSU-Stanislaus State Stockton Warrior Team in November of 2017 with the goal of meeting regularly to strategize and consult on Stockton Campus issues (Attachment III.A: Stockton Warrior Team Members and Agendas).

President Junn and Stockton Dean Faimous Harrison have continued and significantly expanded ongoing communication, interactions, meetings and partnerships with Stockton elected officials and other regional business leaders (e.g., Business Council San Joaquin), including meetings with the mayor of Stockton and state Senator, Susan Talamantes Eggman and state Assemblymember Carlos Villapudua, as well as with both Delta Community College and K-12 district superintendents and other key Stockton stakeholders (Attachment III.B: Meetings with Stockton Elected Officials 2016-present). These efforts have rebuilt trust and yielded many positive benefits, and the Stockton community is now re-energized and very appreciative of Stanislaus State's strong involvement in Stockton and with our Stockton Campus.

Significant efforts to gather meaningful data and input to better understand the needs of the Stockton Campus continue. For example, feedback from Stockton student surveys has been reviewed and actions taken, as evidenced throughout this report (e.g., HVAC, physical space, Library services, course availability), but there is still room for improvement. In addition, while some analyses of Stockton student survey data have been completed, the review and use of this data at the campus level has not always been consistent and the campus will continue to make improvements in multiple areas of data tracking and implementation of action steps. Ongoing conversations with campus leadership, students, faculty, staff, and community stakeholders remain a priority so that the data can be analyzed effectively, and results applied efficiently to develop decisions via consultation with those most impacted.

Important to note, over the past five years, the Stanislaus State campus has experienced significant high-level leadership changes (e.g., new Provost, new Chief Financial Officer, new College Deans). However, despite these leadership transitions, along with the challenges and disruptions of the COVID pandemic, the unwavering commitment to focusing on implementing positive change to improve our Stockton Campus experience by Stanislaus State's Presidential and Cabinet-level has remained laser focused. Stanislaus State's continued perseverance and commitment to systematically and incrementally improve conditions at our Stockton Campus has resulted in enormously positive responses from the Stockton community, the Governor and the state legislature as will be explained further below.

Response to Issues Identified by the Commission

Provide a full description of each issue, the actions taken by the institution that address this issue, and an analysis of the effectiveness of these actions to date. Have the actions taken been successful in resolving the problem? What is the evidence supporting progress? What further problems or issues remain? How will these concerns be addressed, by whom, and under what timetable? How will the institution know when the issue has been fully addressed? Please include a timeline that outlines planned additional steps with milestones and expected outcomes. Responses should be no longer than five pages per issue.

Issue 1: The Commission Action Letter recommended Stanislaus State to assess various support services at the Stockton Campus including “assessment of student support services, academic supports (including tutoring and Supplemental Instruction (SI)classroom technology services, co-curricular experiences, HIPs and other supports for engaged learning, and faculty support.”

The [2021-2022 GREAT Stockton Annual Report](#) and accompanying Stockton Student Services Benchmark Data serves as the framework for the [Graduation Rate Excellence and Assessment Team Stockton](#) (GREAT) Workgroup for annual review of data disaggregated by the Stockton Campus indicators. The GREAT Stockton Workgroup has a charge to “Ensure GREAT efforts to positively impact graduation rates and achievement gaps while maintaining student access to an engaging, high-quality education are inclusive of Stockton students, faculty, staff, programs, departments, and other community stakeholders.” The Stockton Workgroup is part of the overall campus efforts to “positively impact graduation rates and achievement gaps while maintaining student access to an engaging, high-quality education. Led by the Provost and Vice President for Academic Affairs and the Vice President for Student Affairs, the [GREAT Steering Committee](#) is a diverse, cross-divisional think tank that provides direction and leadership to a series of [workgroups](#) aimed at operationalizing the 6 systemwide [GI 2025 pillars](#). These areas were identified both through research and practice, as having significant impact on degree completion and student success.” Though assessment of programs and services occurs at the unit-level, these findings are shared and discussed at the institutional level via the GREAT workgroups.

A. Assessment of Student Support Services: Annual surveys were sent to Stockton students beginning in Fall 2016 (Attachment III.C: Stockton Campus Survey Results Snapshot 2017-2020) and efforts to close the loop are ongoing. Due to the pandemic, beginning in April 2020, student services began offering virtual services and programs. Anecdotal evidence indicates virtual offerings increased access to, and quantity of, services for students at Stockton through increased operational service hours and increased programming: in-person access to services vary by program and demand (Attachment 1.1: Stockton Student Services Operational Log; Attachment 1.2 Student Affairs Stockton Services Chronology). Additionally, Student Affairs created a department planning resource aligned to the Strategic Plan in 2019-2020, as well as department annual reports starting in 2019-2020. Five programs/departments also completed the Support Unit Review process, encompassing services provided at Stockton within these reports. An additional six departments will complete their Support Unit Review in 2022.

Additionally in 2017, Academic Affairs and Dean Harrison developed the five-year [Stockton Strategic Action Plan](#) which serves as a guide for action steps that align with the broader University Strategic Plan, to provide clear direction and focus relative to the necessary issues to support continuous improvement at the Stockton Campus. To make data driven decisions about the Stockton Campus, student and faculty data has been collected since 2016 to better understand the perceived strengths and weaknesses of the existing branch campus and allow for more opportunities for dialogue and intervention supports (Attachment III.D: Summary of

Stockton Student Comments 2016-2019). These surveys provided evidence that both faculty and students continue to support the growth and development of the Stockton Campus and indicate areas for improvement.

The [Supporting Student Success Pathway](#) includes twelve elements that have been identified as supporting student progress to and beyond graduation. These twelve elements are outlined below in the context of the Stockton Campus student experience and the narrative highlights actions and evidence; remaining issues, timeline, and assessment of actions can be found in the [2021-2022 GREAT Stockton Annual Report](#) and accompanying Stockton Student Services Benchmark Data.

1. ***Application and Admission Support:*** The transfer process has become a complex, multifaceted, and sometimes confusing experience. In recent years, Stanislaus State has noticed a steady increase in transfer applicants (Attachment 1.3 Transfer Admissions by County 2017-2021) and Admissions and Outreach Services (AOS) recognizes that incoming transfer students need targeted support to navigate the transfer process with confidence. A [MOU was signed with Delta College in June 2018](#) to create a transfer pathway. Beginning in 2019 the on-site transfer support program [Warriors on the Way \(WOW\)](#) (outlined in the [Stockton Campus Action Steps 2017-19](#)) has offered San Joaquin Delta College students a supported pathway to earn an Associate Degree for Transfer (ADT) that aligns with one of the [six bachelor's degree programs](#) offered at the Stockton Campus. Students have direct access to dedicated WOW admissions advisors at Delta College to assist them in the application process. A [Lead Admissions Counselor](#) was recently hired and is housed at the Delta College campus. Virtual application and admissions supports include online workshops, chat services, and offering of virtual meetings with admissions personnel and the [Transfer Center](#). Positions hired to support: a transfer evaluator, Student Success Coordinator, and success coaches in partnership with [College Possible](#), a non-profit college-access and success organization utilizing near-peer coaching, and [Reinvent Stockton](#) which supports students in pursuit of higher education and expands economic and investment opportunities in Stockton.
2. ***Transitioning to University Life:*** The WOW program has utilized [feedback from the Student Success Coaches](#) and shared stories from the mentees – several of whom have become [mentors](#) because of their engagement. The number of WOW students has increased from 67 (Fall 2020) to 144 (Fall 2021). In the first year of the College Possible partnership, 82% of the 366 students were retained at Stanislaus State the following Fall (Fall 2019-Fall 2020). From Fall 2020 to Fall 2021, 74% of the 533 students were retained at Stanislaus State. For 2020-2021, 1,462 successful coaching activities were logged in Salesforce and 74% of program students were served with at least one activity (Attachment 1.4 College Possible Report 2021; Attachment 1.5: WOW Admissions 2018-2022).
3. ***Academic Preparation:*** Stockton students have gained increased access to learning supports such as writing, tutoring, and supplemental instruction in a virtual format (See Academic Support Services below). Additional in-person services for students have increased, and more services will be added. For example, a Stockton Campus library and a Student Learning Commons have been developed. A full-time faculty librarian was hired during the 2020-21 academic year, and a second full-time librarian will be hired during the

2021-22 academic year. Student success is higher in Stockton (Average DFW rates last 5 years: 6.36% Stockton campus vs. 7.88% Turlock campus) compared with students that take courses only at the Turlock Campus. (Attachment 1.6: DFW Rates by Campus 2016-2021).

4. **Financial Aid and Literacy Programs:** The Stockton Campus offered individual and group financial aid services at the Stockton Campus before the pandemic, including during NSO and Open House events. Financial Aid Workshops on various financial wellness topics (e.g., budgeting, mortgage, student loans) are provided virtually and there are workshops for FAFSA in both English and Spanish. In AY 2020, 54 workshops, presentations, and Instagram Live sessions were offered. (Attachment 1.7: Financial Aid Recipients by Campus 2018-2021). The expansion of in-person financial aid and transcript evaluation are services that we plan to expand with a future goal of including an integrated student service model or one-stop shop in Stockton.
5. **Academic Support Services:** Stanislaus State has significantly expanded access to support services since 2018. Academic and Student services available in Stockton can be accessed on the [Stockton Student Services website](#). These services include advising, educational planning, accommodation for students with disabilities, campus recreation, financial aid, food pantry, career services, library services, psychological counseling services, tutoring, and more. Most services have increased access to both in person and virtual support. Additionally, the institution has made significant investments in the physical infrastructure needed to provide these services including the opening of the Stockton [University Library](#) in Fall 2021 (M-F 9am-5pm with hours extending to 10pm beginning in Fall 2022) with a FT librarian and student assistant to provide research support and to provide information literacy instruction. Additionally, the library has laptops and power packs for check-out and is building a collection of library materials for check-out.
6. **Advising:** Stanislaus State offers comprehensive advising services in Stockton. Like their peers on the Turlock campus, Stockton students receive academic advising from faculty in their major. Additionally, Stockton students benefit from the support of two additional academic advisors assigned to Stockton as well as support from several “near peer” success coaches funded through partnership with College Possible, and additional support from WOW peer mentors. Academic Advising was offered in-person in Stockton pre-pandemic and has been offered virtually during the pandemic. The university also hired a dedicated College of Business Advisor that meets with students online and in-person at the Stockton Campus. Two-year and three-year transfer rates, and the Mean Unit Load (MUL), at both the Turlock and Stockton are comparable (Attachment 1.8: MUL by Campus 2015-2019; Attachment 1.9: Two-year and Three-year Retention Rates by Campus; Attachment 1.10: Academic Success Center Annual Report Indicators).
7. **Student Life:** As indicated in the [Stockton Campus Action Steps 2017-2019](#) greater emphasis on in-person services at the Stockton Campus began in Fall 2017 and physical spaces were enhanced by refurbishing the two Student Center Warrior Lounges and the development of the Student Fitness Center. During the pandemic focus shifted to expanding remote services (Attachment 1.11: Stockton Student Affairs Operations Log). The Associated Students, Inc., (ASI) placed a full-time Programs and Services Coordinator and a Board Member at the Stockton Campus (2020; Attachment 1.12: ASI Annual Report Indicators). All efforts are

made to make the students at the Stockton Campus feel a greater sense of connection and inclusion within the university.

- 8. *Mentoring and Professional Development:*** Stanislaus State offers several mentorship and professional development opportunities in Stockton (Attachment 1.13: Career and Professional Development Stats), including the College Possible mentor program which provides “near peer” mentors who maintain a full-time presence in Stockton. This near-peer coaching model leverages recent college graduates to offer advice and mentorship as students navigate college completion (Attachment 1.14: College Possible Students Served).
- 9. *Psychological and Emotional Support:*** Psychological Counseling is not an in-person service at the Stockton Campus, but there is collaboration with the county to provide local options for students. Virtual services and appointments have been available since April 2020. Due to privacy concerns, disaggregation of services is by County vs. Campus (Attachment 1.15: Counseling and Health Center Appointments F2019-F2021) After-hours service is provided through Protocol. Student Affairs has added two counselors and funding has been identified for two clinical social workers to be hired in mid-2022.
- 10. *Physical Health and Wellness:*** In Spring 2020 it was determined that the Stockton Campus did not meet AAAC accreditation standards, therefore on-site student health services are not available. Currently, telemedicine options are available with plans to include an onsite mobile unit, if possible. For physical health, the [Stockton Campus Recreation Center](#) (2020) consists of three rooms on-site and provides students access to cardio machines and weight machines.
- 11. *Ensuring Basic Needs:*** Basic Needs services for students on the Stockton Campus were added in Fall 2019 and have expanded each year, including a food pantry, food box distribution, CalFresh, emergency housing, food grants, and access to a new on-site Care Lead who provides resources and referrals (Attachment 1.16: Basic Needs and Care Org. Chart; 1.17: Basic Needs Stockton Chronology).
- 12. *Graduation and Beyond:*** Career Ready U, launched in the Fall of 2020, provides a series of activities tailored to students that work with a career advisor either virtually or in person. Students continue to receive support with career services after graduation, with graduate school via the Center for Excellence in Graduate Education (CEGE) and are invited to join the Alumni Association. Out of 273 respondents to the Graduating Senior Exit survey collected in Fall 2021, only 28 were Stockton students (~10%), defined as taking at least one Stockton course. Out of those 28 Stockton students, 25 (89.3%) indicated they plan to seek employment after graduation; 18 (64.3%) indicated they plan to continue education (graduate school or professional school).

B. Assessment of co-curricular experiences, HIPs, and other supports for engaged learning

In Spring of 2019, the [GREAT Stockton Workgroup](#) undertook an audit of the availability of co-curricular experiences and high impact practices and found services comparable to those offered at Turlock (see Table 1 below). To further involve Stockton based students, the Community Equity Research Center ([CERC](#)) was established in Fall 2021. The Center was created from the existing Center for Public Policy and was specifically placed in Stockton to engage in

and support Participatory Action Research (PAR) and other community engagement endeavors that focus on diversity, equity, inclusion, and social justice in Stockton. PAR engages the community by discovering and then taking action to bring about positive change via community-centered action research on projects related to social justice and uncovering the lived experiences of those within the region. Students can serve in research activities, internship roles, as volunteers, or as part of their class or culminating assignments. Four faculty fellows have begun their projects and there is tremendous positive energy from the faculty and students involved. (Attachment 1.18: CERC Presentation to Academic Senate). CERC has been allocated an office (Acacia Room #1128) and will relocate to the Magnolia mansion.

Table 1: Curricular and Co-Curricular High-Impact Practices at Turlock and Stockton Campuses

High-Impact Practice	Curricular	Co-Curricular	Turlock	Stockton	Examples
Capstone Courses & Projects	x		x	x	Departments with Senior Capstone
Collaborative Assignments & Projects	x		x	x	CERC, Courses with Groupwork (e.g., Teacher Education)
Common Intellectual Experiences	x		x	x	General Education Courses
Diversity/Global Learning	x	x	x	x	Multicultural Requirement courses (curricular), Warrior Cross-Cultural Center (co-curricular), ASI & SC Events, Male Success Initiative
ePortfolios	x		x	x	Liberal Studies
First-Year Seminars & Experiences	x		x	X	Stretch Math courses (TRK – F2F; STK - Virtual)
Internships		x	x	x	Departmental Internship Coordinator

Table 1 (continued)

High-Impact Practice	Curricular	Co-Curricular	Turlock	Stockton	Examples
Learning Communities	x		x	x	Stretch courses (TRK); UEE Cohort model (STK)
Service Learning, Community-Based Learning	x		x	x	Projects with sites through Stanislaus and San Joaquin Counties
Undergraduate Research	x		x	x	Research Method Courses
Writing-Intensive Courses	x		x	x	WP Courses

C. Assessment of Technology Services (Faculty Training, Classroom Technology, OIT improvements)

Faculty Training: Since the pandemic, the Office of Academic Technology (OAT) has offered [virtual workshops/training/institutes](#) via Zoom, and most faculty (85%), including those based in Stockton, have participated in this modality. Faculty completed 710 [CSU Online Course virtual offerings](#) this past year with an additional 300 faculty participating in campus internal training. Post-training surveys are administered to participating faculty to determine effectiveness of the training, interest in future workshops, major takeaways, and potential impact on teaching. An assessment of the impact of these trainings on student learning outcomes has not been conducted; however, ongoing conversations with OAT and campus leadership will yield an assessment plan to capture information on student outcomes from this training. Moving forward, OAT will continue offering virtual workshops/training/one-on-one consultations with faculty to be more inclusive of Stockton faculty that may not otherwise be able to attend an in-person training at the Turlock Campus.

Classroom Technology: In 2019, OAT surveyed the classroom technology at Stockton and found minor issues (e.g., new cables, new projector, updated PC, and an upgrade to technology capable of web conferencing) all of which have since been addressed by OIT. OIT allocated about \$250,000 in equipment upgrades and has hired an additional IT consultant (ITC) and allocated about 50% of the ITC time to Stockton. However, no money/personnel were allocated to OAT specifically for Stockton. After receiving CARES and HEERF funds, the Internet Protocol Television (IPTV) classrooms (Stockton Classrooms 1070, 1122, 1130) were upgraded to [Stan Premium Rooms](#) capable of web conferencing, remote instruction, offer flexible furniture, and have multiple screens. Before the upgrade, faculty required personnel present in Turlock and Stockton to manage the IPTV equipment. Now, faculty can connect remotely into either campus to operate the equipment themselves. Personnel at the Stockton campus are available to provide support until 5pm. From 5-8pm M-Th faculty support is through the [Technology Helpdesk](#) located at the Turlock campus. There is ongoing consultation across campus divisions,

including faculty governance committees, to increase faculty technology support after 5pm at the Stockton campus. To support the classroom upgrades and provide faculty, students, and staff more reliable connectivity, the Office of Information Technology (OIT) dramatically increased the Wi-Fi access to cover the building and parking lot area (Attachment 1.19: Wireless Access Points Update)

D. Assessment of Faculty Support: The Faculty Center for Excellence in Teaching and Learning and the Office of Academic Technology provide training to support faculty in teaching through distance education. Due to the abrupt change in teaching modalities experienced during the pandemic, these trainings substantially increased. The Provost and Dean of the Stockton Campus hosted Stockton Campus faculty support meetings during the 2021-22 academic year virtually, with the goal of having them in-person in the future. The meetings provide valuable insights on how the university can better support faculty. In Fall 2021, the Faculty Affairs Committee held an open forum discussing Stockton faculty needs, principally focused on faculty morale. In Fall 2021 the Academic Senate established an ad hoc committee for Stockton faculty to discuss issues facing Stockton-based faculty and will report in Spring 2022. A Director of Stockton Campus Operations and evening services positions were recently approved by Human Resources with an anticipated hiring date of Spring 2022 (Attachment 1.20: Director of Stockton Campus Operations Position Description).

Issue 2: The Commission Action Letter recommended Stanislaus State to assess conditions of the existing physical plant and a system-wide decision on plans for a replacement facility.

Since 2016, President Junn has made concerted efforts to assess and improve facilities at the Stockton Campus because the need for updated, teaching-quality facilities is crucial. Acacia Court has experienced many minor renovations since then and underwent expansion to add rooms for occupancy. This section will address the survey of the existing physical plant from 2016 and the plans for a new facility.

A. Existing Physical Plant: A comprehensive assessment of the existing physical plant in 2016 identified the following deficiencies:

1. **Difficulties in Converting Spaces:** The structural support columns along the corridors are at approximately 20' spacing which was conducive for small residential patient rooms. However, this prevents altering the location of the corridor and creating large, barrier-free classroom spaces. The current instructional spaces include one small auditorium (66 seats) and 15 classrooms, which are primarily made up of long narrow rooms ranging in seating from 14 to 35 seats. Combined with the configuration of the building, fire-exiting rules for large rooms also limits expansion options for classrooms.
2. **Historical Designations:** The site currently has both California and National Historical Society designations which restrict the level of development possible for sections of the building.
3. **Mechanical Systems:** The existing heating, ventilation, and air conditioning (HVAC) system includes the original delivery system in place from hospital room configuration and has major deficiencies that hamper further expansion for instructional sized rooms. The system has antiquated controls that are limited to on or off settings and cannot be modified to keep up with changes in occupancy levels or types. Previous investigation for science laboratory additions found this antiquated system made it impossible and not cost effective, to provide adequate airflow in rooms that demand adjustable air flow to respond to room air pressure changes caused by fume hoods. Both the installation of up-to-date control systems and equipment, and multiple variable frequency drives would be necessary at both the room level and at the central equipment site. Significant parts of the equipment installation would have to travel through multiple floors. The building structure also makes it cumbersome and expensive to install equipment necessary to accomplish these goals.
4. **Hazardous Materials:** Hazardous materials such as lead paint, asbestos and contaminated soil have been identified throughout the building. Due to the age of the building and construction practices and materials at the time of construction, it is certain that these materials are extensively interwoven throughout the duct wrapping, plumbing, underground, and windows seals. While these materials are encapsulated and occupancy is acceptable without disturbance, their existence hinders expansion, basic maintenance, and ongoing necessary technology upgrades.
5. **Electrical:** The electrical infrastructure also provides challenges as electrical panels for sections of the building have been found to be at the maximum limits with no additional breaker space.

6. **Building Envelope:** The building envelope consists of plaster and single-paned windows; many windows have visible cracks in the seals. As indicated earlier, due to the materials sealing and surrounding the windows, repairs to air leaks can be costly and are currently avoided endeavors. These conditions will reduce the effectiveness of any improvement made to the HVAC system due to air leakage.
7. **Plumbing:** Plumbing fixture counts are below current plumbing code for the level of occupancy in the building and ADA accessibility is also below standards. The underfloor soil is contaminated, restricting access to plumbing lines for repairs, upgrades, and expansion projects.
8. **ADA Accessibility:** The building has multiple ADA issues that need to be addressed. The path of travel into the building is currently not compliant at all locations. Heavily used restrooms are not ADA compliant and minor renovations cannot correct the issues due to physical limitations. In addition, the building has significant amounts of original hardware throughout that must be replaced and adequate signage needs to be installed throughout the building for accessibility and general wayfinding.
9. **Fire Suppression:** Fire suppression systems need thorough evaluation to determine full compliance for placement of visible notification, manual activation devices, and proper illumination.
10. **Roofing:** Sections of the roof were reroofed during the 1990s renovation with a single-ply system which has now exceeded the roof warranty for the type of roofing installed.

Unprecedented Budgetary Support from the Governor and State Legislature for the Stockton Campus

Governor Newsom, has continued to show strong interest and commitment to supporting the Central Valley, especially his interest in supporting Stockton as the second largest city in America that suffered Chapter 9 bankruptcy. He clearly understands and is committed to improving conditions in Stockton, including budgetary priorities. The legislature has also demonstrated the same commitment in recent years. For example, the Governor and the Legislature allocated a one-time \$54 million dollars for building a small classroom building and continued renovation of Acacia for FY 21-22 budget.

The construction for an Acacia Replacement Building has been funded from the Governor's Deferred Maintenance funds for fiscal year 2021-2022. In addition, Systemwide Revenue Bond funding was approved to renew and improve Magnolia Mansion and Acacia Court. Moving forward, research is ongoing for grant opportunities from multiple sources for historical preservation, workforce development grants, opportunity zone funding, donations and additional infrastructure funding will continue to be requested from the CSU for future Infrastructure Improvement Program Project Lists. (Attachment 2.1: Stockton Campus Facilities) Table 2 provides a summary of Stockton Campus Funding for the last ten years.

Table 2: Stockton Funding Summary 2011/12-2021/22

Stanislaus State Stockton Campus Funding Summary			
Year	Source	Purpose	Amount
<u>2011/12</u>	<u>Site Authority</u>	<u>ADA & Deferred Maint.</u>	<u>\$300,000</u>
<u>2012/13</u>	<u>Site Authority</u>	<u>Deferred Maint. & HVAC</u>	<u>\$200,000</u>
<u>2018/19</u>	<u>Site Authority</u>	<u>Feasibility Study</u>	<u>\$56,140</u>
<u>2019/20</u>	<u>CSU Infrastructure</u>	<u>HVAC/Electrical/Plumbing</u>	<u>\$422,000</u>
<u>2019/20</u>	<u>Site Authority</u>	<u>Magnolia Mansion Roofing</u>	<u>\$150,000</u>
<u>2020/21</u>	<u>Site Authority</u>	<u>Magnolia Mansion Roofing</u>	<u>\$150,000</u>
<u>2020/21</u>	<u>Site Authority</u>	<u>Stockton Lecture Expansion</u>	<u>\$293,860</u>
<u>2020/21</u>	<u>Site Authority</u>	<u>Historical Consultants</u>	<u>\$50,000</u>
<u>2021/22</u>	<u>Site Authority</u>	<u>Magnolia Mansion Renewal</u>	<u>\$600,000</u>
<u>2021/22</u>	<u>Site Authority</u>	<u>Stockton Lecture Expansion</u>	<u>\$400,000</u>
<u>2021/22</u>	<u>Governor's Deferred Maint.</u>	<u>Acacia Court Replacement</u>	<u>\$54,000,000</u>
<u>2021/22</u>	<u>Systemwide Revenue Bonds</u>	<u>Magnolia Mansion</u>	<u>\$5,410,000</u>
<u>2021/22</u>	<u>Systemwide Revenue Bonds</u>	<u>Acacia Court Renovation</u>	<u>\$5,490,000</u>

Funding has been secured in the Governor's Budget, and including campus reserves, Site Authority and Systemwide Revenue Bonds. In addition, contracting efforts are underway for architects, historic consultants, and California Environmental Quality Act consultants. The project funding for HVAC/Electrical/Plumbing in 2020/21 has been used to improve heating, ventilation and air conditioning controls and design electrical for a generator installation. In addition, a detailed assessment of hazardous materials in Acacia has been commissioned and is underway to identify and provide guidelines for removal of hazardous materials.

Infrastructure improvements over the last few years include, but are not limited to:

- Gender neutral locker rooms and personal showers.
- Created a private lactation room with bathroom, lounge space with sofa, and refrigerator.
- Learning commons space for a future tutoring and writing center.
- Designated space for the food pantry.
- A faculty conference room.
- Updated an outdoor ASI student space for events, clubs, and social.
- Surveillance cameras in the parking lots and exterior portions of the building.
- Updated and improved outdoor parking lot lighting for safety and evening programs.
- Added a keycard security system to the entrance doors that locks automatically in emergencies or if the power is disrupted.

Despite all the great improvements at the Stockton Campus over a short period of time, there are still more enhancements forthcoming. For example, food services have been approved and are scheduled to be operational by Fall 2022; plans are underway for a back-up Main Distribution Frame (MDF) data center to ensure continuity of technology and services if power is lost, and renovation/remodeling of [ASI Spaces for student services in the Acacia Building](#).

Additionally, other physical environmental issues shall be addressed with the funding identified (see Table 3).

Table 3: Deferred Maintenance and Major Capital: Project Schedules

Deferred Maintenance & Major Capital		
Project Schedules		
Project	Schedule Milestone	Completion Date
Feasibility Study	Completed	May 2019
HVAC/Electrical/Plumbing	Multi-Project Design/Construction	December 2022
Magnolia Mansion Roofing	Construction Completed	February 2021
Historical Review	Work in Progress	June 2022
Magnolia Mansion Renovations	Preliminary Planning	February 2022
	Design	February 2023
	Construction	December 2024
Acacia Building Replacement Phase I	Preliminary Planning	January 2022
	Design	May 2023
	Construction	May 2025
Acacia Building Renovations	Multi-Project Design/Construction	August 2024
Stockton Site Academic Master Planning	Preliminary Planning	December 2023

B. **Plans for New Facility:** In addition to the improvements made to the existing campus, the Site Authority commissioned a feasibility study that would assess the needs at the Stockton Campus and develop a preliminary scope and budget for a building that would meet the entirety of the identified needs. An architectural firm was brought in to convene with all segments of the campus to ensure needs were identified and tied to programming needs for a future building. The study proposed the construction of a single building facility (housing all academic programs and student services) on the northeast corner of University Park. The building would include common and specialized academic instructional spaces, faculty and administration offices, student support services, library services, student fitness facilities, student psychological and medical health clinic, a large multipurpose assembly space and retail/food service tenant spaces. Stanislaus State students would benefit from modern spaces designed for current instructional pedagogy with appropriate technology. Stanislaus State UEE would develop spaces for specific programs and shared spaces with state-supported spaces. Funding was contingent on passage of Proposition 13. Due to the failure of Proposition 13 the campus, in conjunction with the Chancellor's Office Capital Planning, Design and Construction, immediately began to develop an alternative approach to support the academic programs at the Stockton Campus. The new approach will modernize the classroom environment and accommodate student services while opening space in Acacia Hall to address infrastructure issues and provide a full scope of student services. Fifty-four million dollars in funding for the new building has been secured at the state level from 2021/22 Governor's Deferred Maintenance Funding (see Table 3 above) and we have started the process of selecting a vendor.

Many issues that were raised in the previous report have been addressed (e.g., HVAC, roofing); however, additional funding is required to address the list of deficiencies not covered by the current plan. Ongoing review will evaluate issues as they arise in connection with current plans and physical facilities development will also tie into the Strategic Planning process that will continue through 2022. Finally, a master planning process will begin in Spring 2022, with those involved including campus leadership, community stakeholders, and other constituents.

Issue 3: A financial plan and budget allocation that supports a high-quality educational experience at the Stockton location.

The Stockton Campus is classified as a comprehensive branch campus of the CSU Stanislaus Turlock location. It is the case that having a financial plan and budget allocation that fits a comprehensive branch campus is, for reasons discussed in our historical context section, a work in progress. Historically, we have relied on, and have been successful in, planning to demand and an allocation process that relied on splitting positions between the campuses. Until recently, the CSU budgeting model has relied mostly on allocating resources to Stanislaus State as one bucket of money for the needs of both Turlock and Stockton without distinction for location. This worked well for much of the history of the Stockton Campus, yet more work needs to be done to move to a more strategic process for planning and budgeting that will allow the campus to operate as a branch campus.

Evolving Financial Plan

Recently there have been significant commitments from the Chancellor's Office, as well as the State Legislature regarding support for Stockton. For example, the State Legislature specifically allocated \$1 million in recurring state dollars to support enrollment at the Stockton Campus for 21/22. In addition, \$54 million was provided to build a new classroom building at the Stockton Campus. To support this work, Systemwide Revenue Bonds (SRB) funds (\$11.4 million) from the Chancellor's office were received to renovate the Magnolia Mansion and portions of the historic Acacia building.

The new \$1 million in funding provided to Stockton has been allocated to hire one transfer evaluator and six tenure-track faculty and three Academic Affairs staff people who will be working at the Stockton Campus. The job descriptions and other HR steps are currently in process, with the recruitment in the AY 22-23 (Attachment 3.1: Personnel hired for Stockton Campus). The [Stockton Campus Organizational Chart](#) indicates positions with a primary location at the Stockton Campus or Delta College. Careful consideration of Stockton expenses and funding over the past three years has guided efforts in creating a more detailed budget for 21-22 which we will compare to expenses at the end of the year (Attachment 3.2: Stockton Budget Combined; Attachment 3.3: Stockton Three-Year Trend). This consideration and analysis resulted in an estimated budget of \$6M for fiscal year 2021-22 for all divisions' activities at the Stockton campus. Once the campus has results for 2021-22, the campus will assess actuals versus the estimate and use the information to build a budget for 2022-23 and going forward.

The budget allocations allow for and necessitate a proactive financial plan which consists of three parts. First, use recent recurring allocations to expand current programs and to build programs that meet the demand of the region. Second, develop appropriate self-support programs to capitalize on the growing number of adult learners looking for advanced degrees. Third, create revenue streams through our Community Equity Research Center and leasing facilities space (e.g., Magnolia Mansion) to generate income to support high-quality educational practices. Campus leadership expects CERC to be a positive revenue stream moving forward

given the designation of Stockton as an opportunity zone with significant funding available for community and social revitalization. With this strategic and proactive financial plan, along with ongoing advocacy in this recent optimistic environment, we foresee the ability to appropriately allocate sustainable funding to a specific Stockton budget.

Evolving Budgeting Process

As mentioned above, the institution must evolve its budget model for Stockton. Historically, the financial budgeting model for Stan State has not supported a separate comprehensive budget for the Stockton campus. Generally, the Vice-President for Business and Finance works with campus Vice Presidents to estimate costs for the next academic year based on priorities derived from extensive input beginning at the program level. Considerable time and energy is spent to determine budget priorities, including for the Stockton Campus.

Most Stockton personnel work assignments are split between both campuses and our current financial system does not allow automation of the split, therefore estimates of required resources are made using a manual process that creates a budget and tracks Stockton-related expenses. For example, the budget allocation to Stockton activities varies semester-to-semester, faculty-to-faculty (salary, the salary-based benefits and retirement contributions change), and student-to-student due to the structure of programs offered, the need to share faculty resources, and a lack of specific, fixed allocations to the Stockton campus (except for the \$1 million recurring received in AY 21-22). The process has begun to develop a Stockton-specific budget.

With the recent aforementioned specific allocations, and as the Stockton campus continues to develop and grow, we are assessing different options available for managing the budget process. Toward this goal, we have reviewed the recent accounting of expenditures for Stockton and have specifically identified specific cost categories and estimates of these costs. We see this as the beginning of a base Stockton budget that will be utilized for near-term budget planning and specific allocations from our general institutional budget to the Stockton budget. In addition, the campus will be implementing new budget software in late fiscal year 2021-22, which will support more distinct positional tracking. We will continue to weigh the cost/benefit and overall accuracy of splitting positions for the resources utilized at both sites. Our movement toward hiring Stockton-specific positions will allow us to continue to separate funds into campus-specific budgets.

Stanislaus State will continue the development of the Stockton Campus into a comprehensive branch campus with distinct budget designations/allocations for each position, infrastructure, including benefits and compliance, along with a local stand-alone administration. This is a major aspect of the charge of the recently hired Provost and also the future CFO (to be hired).

Issue 4: An updated strategic plan for the location with specific benchmarks that can assess the quality, rigor, and viability of this educational setting.

Stockton Campus Plan and Alignment with Stanislaus State's University Strategic Plan and Tracking of Outcomes

Although all the elements of the larger [Stanislaus State Strategic Plan](#) apply to the Stockton Campus, a more specific and focused plan to address the unique needs of Stockton is identified in Goal 5, Objective A: *Fulfill our commitment to meet the higher education needs of the Stockton community through increased investment in the Stockton Campus*. Part of the instantiation of this Goal was to expand our specific Stockton strategy. As indicated in the campus response to the 2019 WASC Commission Letter, "[Stockton Campus Action Steps 2017-2019](#)", Stanislaus State initiated efforts to develop a strategic action plan to "support, grow and expand the Stockton Campus."

The five-year [Stockton Strategic Action Plan](#) serves as a guide for action steps, assessment of outcomes, and ongoing strategic visioning for Stockton relative to a number of opportunities and challenges including: updating infrastructure; student support and engagement services; strategic enrollment growth and program offerings identifying and integrating additional innovative and high demand programs and partnerships; marketing existing programs; hiring enough faculty to meet the demand; diversifying our portfolio; securing additional resources and partnerships; and advancing scholarship. Each of these represents a continuous improvement process for advancing Stanislaus State's mission. This five-year plan aligns with the broader University Strategic Plan where, annually, Vice Presidents submit progress on the Goals and Objectives outlined in the Strategic Plan to the Strategic Planning, Enrollment Management, and Innovation Division (SPEMI). These activities and actions are documented in the [Stanislaus State Book of Trends](#) (Attachment 4.1: Book of Trends – Goal 5 excerpt).

The COVID-19 pandemic, despite the many challenges it has presented, has provided an opportunity to pause and reassess our goals and vision for the campus. The community has been changed in many ways by the pandemic which means that Stanislaus State must be intentional in vision and goal setting as the community reorients itself in the later stages of the pandemic. To this end recently appointed Provost Ogle has engaged in an ongoing high-level visioning process and a reassessment of the needs of the community. Over the course of a week-long cabinet retreat prior to Fall 2021, an Academic Affairs leadership retreat, and multiple follow-up conversations, a compelling shared vision is evolving. It will solidify as it is brought to faculty, staff, and students for consultation. This vision is to integrate lessons-learned and new post-COVID realities with the additional funding allocation to develop the Stockton Campus into an intellectual and creative hub for the region, and a branch campus focused on providing programs that prepare students for career-ready occupations that meet the needs of the community. To be clear, this is not an overhaul of past planning, but a strategic recalibration, extension, and a reflection of the constant need to harness the impact of change in a positive way. Through this process, we will fully develop a comprehensive action plan that integrates a master plan, an updated strategic plan, and a strategic enrollment management

plan strategy that includes assessable benchmarks and provides opportunities to evaluate the viability of the educational setting and practices.

To do this, we re-engaged along six steps.

1. **Commence a Stockton-specific master planning process.** With the allocation of the aforementioned funds, Stanislaus State request permission and funding for a Stockton master planning process (see Table 3 above).
2. **Reassess the needs of the communities and regions we serve.** As the pandemic shifts, Stanislaus State will continue to meet with community leaders to listen to their experiences and hear their vision for the years ahead. All regional market scans were renewed to re-evaluate programmatic needs so that graduates are prepared for in-demand fields.
3. **Engage stakeholders (faculty, staff, students, community) to identify programs' enhancement opportunities.** Expansion of existing programs, as well as the development of innovative programs, taking into consideration preferred modalities, learner types, and finding the right balance between self-support and stateside programs.
4. **Develop programs and interventions to engage across the entire Strategic Enrollment Management (SEM) Team.** The campus [Enrollment Management Committee](#) (EMC) monitors enrollment projections for the Stockton Campus and promotes expedient reallocation of resources towards specific Stockton priorities and emerging opportunities. This committee engages campus leadership in linking Stockton student FTE trends to such things as instructional and staff cost, capital expenses, marketing, retention and graduation, and quality of student curricular and co-curricular experiences with such issues as revenue and other available financial investments. The EMC develops agreed upon enrollment and budgeting assumptions that have student success at their very core. Additional efforts, outside of the EMC, include increased outreach to middle and high school students and retention and persistence interventions which are critical to ensure that students stay engaged and can make timely progress towards graduation (Attachment 4.2: Undergraduate Recruitment Activities).
5. **Continue our P-20 engagement with Education partners.** As part of our evolving strategic enrollment planning process, Stanislaus State has engaged with educational partners with the goal of providing seamless educational pathways in Stockton and San Joaquin County. Due to the pandemic, most of the in-person events had to be postponed (Attachment 4.3: Examples of P20 Engagement) -- planning and development continue.
6. **Expand marketing efforts.** Our Senior Associate Vice President for Marketing, Communications and Media Relations' team has crafted and implemented a brand messaging specific to our Stockton Campus that was developed and tested as part of the brand development and research campaign in 2020 using both qualitative and quantitative methods. As new and expanded programs are identified for Stockton, the campus will engage in program marketing to support enrollment and retention goals and increase overall brand awareness at the Stockton Campus. The defined marketing campaigns will consist of metrics to measure effectiveness against stated goals.
 - a. ["I Choose Education – Warriors on The Way"](#) video to promote higher education in Stockton. The video included local high school students and our partnership with San Joaquin Delta College.

- b. The Office of Communications and Public Affairs will engage in conversations with colleges, departments, and programs to develop marketing plans to support new programs as they come online.

The Provost's Advisory Council retreat (Summer 2021) produced an Academic Affairs Strategic Capacity Report for Stockton Programs (Attachment 4.4: Academic Affairs Strategic Capacity Report for Stockton) which will continue to be reviewed and updated in collaboration with stakeholders across divisions and campus constituencies and an evaluation of data to set specific priorities for actions and interventions. In March 2022, the campus will host a town hall to share all that has been accomplished so far, plans, available resources, and to hear from the community their perspectives on how to move forward. Following thorough consultation, a post-pandemic strategic vision and action plan will be formalized and published by May 2022. This strategic action plan will integrate and align with the Campus Master Plan and the established Strategic Plan. These guiding documents will allow us to align funding priorities to formally implement programs, processes, and interventions.

IV. Identification of Other Changes and Issues Currently Facing the Institution

This brief section should identify any other significant changes that have occurred or issues that have arisen at the institution (e.g., changes in key personnel, addition of major new programs, modifications in the governance structure, unanticipated challenges, or significant financial results) that are not otherwise described in the preceding section. This information will help the Interim Report Committee panel gain a clearer sense of the status of the institution and understand the context in which the actions of the institution discussed in the previous section have taken place.

Changes in Key Personnel

In addition to responding to the impacts of the pandemic, Stanislaus State has had several key changes in leadership – from the Provost and Vice President for Academic Affairs to the Vice President for Business Affairs, to Senate leadership, to Extended Education and more. This too, while challenging, presents opportunities and demands that we are working toward a shared vision that reflects the perspectives of new leaders and aligns with new regional needs. Key personnel changes include:

- Provost and Vice President for Academic Affairs
- Vice President for Business and Finance
- Dean of University Extended Education and International Education
- Dean of Graduate Studies and Research (New position)
- Associate Vice President for Academic Affairs/Accreditation Liaison Officer
- Associate Vice President for Faculty Affairs

While this list may appear large, many of these leadership transitions were the result of personal or family changes, retirements that were accelerated due to COVID considerations, and some due to opportunities to transition to higher administrative positions elsewhere. (Attachment IV.A: Institutional Org. Chart; Attachment IV.B: Stockton Campus Org. Chart).

Review of Stockton Campus Data

The campus has established tracking mechanisms across divisions; however, we need to take additional steps to assess *impact*, particularly reviewing disaggregated data to assess the effectiveness and impact of initiatives focused on the Stockton Campus. The campus has acknowledged this opportunity and taken initial steps to address it. The Office of Assessment revised the [annual report template in 2020](#) in response to pandemic-related challenges. In this revision, an addition was made to the template to capture Stockton-specific program-level review. Concurrently, the Office of Institutional Effective and Analytics worked with Academic Affairs to significantly revise the Stockton data dashboard to provide both historic trends and most up-to-date information for better decision-making for the Stockton Campus. The updated dashboard presents the enrollment, course-taking, choice of majors and/or concentrations, student demographic, and equity gap trends over ten years. Depending on the locations where students are attending the courses, students are divided into three groups: Stockton-only, Stockton and Turlock, and Turlock-only. Each group has its own set of trends, which can be easily compared to the other two groups and the dashboard can be filtered for state- or self-

supported programs. Using these and other data we can begin to assess the *impact* of our efforts to increase enrollment. The next step is to track how we are improving and then communicate those improvements more clearly to students and faculty.

Using the WSCUC Interim Report as a springboard, efforts have begun to regularly review, and act based on an examination of Stockton Campus specific data. This review will occur at the program and division level, but also through the continued work of the GREAT Stockton workgroup. Recommendations from this workgroup will be submitted to the GREAT Steering Committee for action with work initiated through the [2021 GREAT annual report](#) acting as a model for other divisions. This GREAT Stockton workgroup will review both quantitative and qualitative data and align tracking mechanisms with work completed for the Strategic Plan and Graduation Initiative 2025.

Additional lessons were learned because the pandemic also provided new insights into the experiences of our Stockton students. For example, we learned that remote instruction can be an effective modality for students and provide greater access to Stockton students who have not previously had access to certain courses because they were taking classes at the Stockton Campus only. This was evident in the Stockton enrollment increases *during the pandemic* when all students were able to enroll in any class “on campus” because all Stanislaus classes were remote. Consequently, several programs are increasing their distance education offerings which is poised to offer additional access to students.

As recognized in our last Site review, the campus also acknowledges the need to look beyond the data to the lived experiences of Stockton Campus faculty, staff, and students. The Academic Senate has established an Ad Hoc committee on Stockton with the overarching mission to, “determine the status of the Stockton Campus, its relationship to the Turlock Campus faculty and faculty governance, and the role of faculty governance in better meeting the needs of the faculty, staff, and students at the Stockton Campus”. This ad hoc committee will meet over Spring 2022 and report to faculty governance in May 2022. Likewise, additional steps should be taken to meet with Stockton students – both current and prospective - to learn more about their expectations and support needs.

V. Concluding Statement

Reflect on how the institutional responses to the issues raised by the Commission have had an impact upon the institution, including future steps to be taken.

We are grateful to the Commission for raising important points of consideration for Stanislaus State leadership and all campus stakeholders. The process of constructing this report has facilitated countless conversations about what has already been done and what still needs our attention at the Stockton Campus. The pandemic, too, has necessitated a continued strategic evolution to meet the needs of the Stockton and San Joaquin County, particularly as it relates to the dramatically changed landscape as we approach what are hopefully the later stages of the pandemic. The impact of the pandemic on our region demands a refreshed and refocused approach to our work at the Stockton Campus. This interim report has been a critical tool in guiding our conversations and developing a shared vision for the future. Most importantly, we have concrete action steps in place to reach our shared objectives and we recognize where there are gaps and the need for continuous improvement.

The Commission letter's emphasis on infrastructure served to emphasize and align with previous priorities established by President Junn in 2016-17. The combination of previously laid groundwork, clear statements by the Commission for system-level decisions on facilities and infrastructure, the CSU's decision not to create a 24th CSU campus at this time ([CSU Campus Sites Legislative Report](#)), and ongoing efforts working with legislators and civic leaders, led to the budget appropriation and eventual allocation of resources for new facilities at the University Park Stockton Campus. This result is excellent, and momentum on infrastructure improvements at the system- and legislative-level is promising.

We believe once our comprehensive and collaborative action plan for the Stockton Campus is fully in place, we see an exciting future full of deepened opportunities. We learned a great deal during the pandemic and the challenges we faced have helped reposition and re-envision our plans for a more responsive and inclusive Stockton Campus. The new programs we are instituting, the revised and expanded policies we adapted, and the numerous points in which we pivoted on a dime in meeting students' needs has been invigorating and rewarding. We now know that one of our many strengths lies in the fact that we are nimble, agile and can make fast and effective decisions based on data. Our goal is to provide transformational leadership in Stockton to raise the educational attainment of students and build strong relationships in the community.

In addition, we are fortunate that since 2016, Stan State's faculty, staff, and senior leadership and all our Cabinet members have remained steadfast and committed to serving the San Joaquin County region and to the Stockton Campus. The faculty have deeply held values in removing artificial barriers for students and use inspiration and empathy to engage with the Stockton students. They are willing to make sacrifices to see higher levels of achievement for the Stockton area students by providing personalized learning experiences. Strong and high impact engagement by our faculty in support of the Stockton Campus is one of Stan State's

distinctive features and it is a very important part of turning the campus' vision into reality. Our faculty are committed to ongoing core investments in Stockton and building strategic research and instructional programs for the larger success of this region.

Perhaps even more striking and extraordinary is that Stanislaus State, despite the disruptions and challenges of the COVID pandemic, continued to hold the confidence of the Governor, the Legislature, the CSU Chancellor's Office, the Stockton city officials and other constituencies, and of course our own campus for our continued and sustained planning improvements for the Stockton Campus. Indeed, the level of attention and recent significant funding support for a branch campus from our CSU Chancellor's Office, the state legislature, and the Governor is unprecedented.

On final reflection, this all demonstrates a confluence of energy that already has and will continue to draw significant resources that will help us address current needs and grow future opportunities. Our task will continue to be to engage all voices to ensure there exists a comprehensive, integrated, collaborative, and executable vision for the Stockton Campus. Much work has been done to address the challenges faced in Stockton, and excitingly, much work is left to be done to capitalize on opportunities and instantiate our evolving shared vision. Stockton's designation as an opportunity zone will further strengthen our ability to engage the community through mutually beneficial endeavors and drive the development of additional high impact practices and community engaged learning.

We thank the Commission for the opportunity to provide WSCUC with more information and outcomes for our exciting work at our Stockton Campus in meeting the needs of our Stockton and San Joaquin communities.