

Selected Strategic Planning Objectives, Strategies, Actions and Consequential Outcomes
Tracking Year-1 (2017-18)
Rev. 8/29/2018

Goal 1 // Be a student-ready university.

Objective A: Plan, implement, refine and institutionalize five or more specialized high quality programs and services that collectively offer wide accessibility and provide support to all of our students, though some may focus on specific set of needs (e.g., freshman, transfer, graduate students, first-generation, underserved and underrepresented minorities, Pell-eligible).

Strategy 1A1: Establish and implement a first-generation student success program.

SPEMI

Faculty Scholar/Practitioner Program. SPEMI created leadership opportunities for tenured and tenure track faculty interested in supporting campus programs and promoting campus improvement and understanding in the following areas: (1) Design studies and programs that facilitate the success of first generation and other at-risk students on campus, (2) Build campus-wide survey programs based on theory and practice of research to promote student retention, graduation, educational attainment on campus and improve effectiveness of co-curricular programs that support student success. These opportunities will have the dual purpose of improving University programs with faculty input, and support funded undergraduate and graduate student research.

An RFP process culminated in two faculty members being awarded resources to support their studies in retention and graduation of first generation students, men of color, LBGTQ and transgender students. Faculty research completed in 2017-18 informs campus programming for these student groups and one faculty fellow in this area organized and implemented a Transcend/Transverse conference to provide professional education to professionals in this area.

University Advancement

Formalized First Generation Presidential Scholar Criteria that aligns with Honors Programming.

Diversifying giving options and the ways in which donors can support and be recognized by Stanislaus State; growing the University's endowment and legacy giving; and improving the reputation and visibility of Stanislaus State.

Institutionalized annual Gala designed to raise support for First Generation Presidential Scholars from the Central Valley region.

Raised \$200k for Central Valley Region First Generation Presidential Scholarship since its launch in 2016-17 – bringing in two new during 2017-18: One 4-year at \$50k and one 2-year at \$25k.

Featured First Generation graduates during Commencement through Stan Grad profiles.

Student Affairs

All programmatic features of ELEVATE are geared toward supporting the academic, social, and emotional needs of at-risk students as they navigate and integrate into higher education. All Elevate students have access to a Faculty Advisor, Academic Advisor, three Peer Mentors specifically trained in ELEVATE's programmatic features, have their own session within the NSO program and participate in co-curricular programming coordinated specifically for ELEVATE participants.

The inaugural Elevate Cohort (2016-17) collectively had higher GPAs than Housing non-Elevate students and non-Housing students. At the conclusion of their first semester in college, fall 2016, 16% of ELEVATE students earned between a 3.5 and 4.0 GPA compared to 11% of Housing non-ELEVATE and 8% of non-Housing students. Of those students in the Elevate program, 24% earned a 3.0 to 3.49 GPA compared to 16% of Housing non-ELEVATE and 13% of non-Housing students.

ELEVATE students also had lower rates of students in probationary status and lower rates of disqualification than Housing non-ELEVATE students and non-Housing students. At the conclusion of their first semester in college, 8% of ELEVATE students were in probationary status compared to 16% of Housing non-ELEVATE students and 15% of non-Housing students.

No ELEVATE students were disqualified during their first year in college compared to 7% of Housing non-ELEVATE students and 8% of non-Housing disqualified after their first semester in college, and 9% of Housing non-ELEVATE students and 8% of non-Housing students disqualified at the conclusion of their second semester in college.

Student Affairs/Academic Affairs/Faculty Affairs

Design Your Tomorrow Program is a seven-session pop-up program that is a collaborative effort between Academic Affairs, Faculty Affairs, and Student Affairs. The program takes a holistic approach to vocational futures based on *Stanford University's Design Your Life Program*. Topics include design thinking, the integration of work and worldview, the realities of engaging in the workplace, and practices that support vocation formation throughout life.

In addition to a certification of completion, students earned 1.5 continuing education units through University Extended Education. This is noted on their academic transcript (1.B.10) and emphasizes the importance of life-long learning.

President Junn was instrumental in launching this pilot program at Stan State in spring 2018.

Future plans: Additional "Designing Your Life" workshops are being developed using a \$50,000 CSU Innovation Development Grant by Julie Sedlemeyer, Director of the Career & Professional Development Center, and Helene Caudill, Dean of University Extended Education, collaborated to submit the grant. The goal is to develop four targeted programs: (1) juniors, seniors, and graduate students exploring career opportunities, (2) freshmen and sophomores finalizing a choice of major, (3) alumni and community members wanting to explore alternative career and life choices, and (4) high school students exploring their higher education options.

In fall 2018, the focus is on a workshop for freshmen and sophomores, and one for juniors and seniors. Both will be team-taught certificate "pop-up courses" with Continuing Education (CEU) credit earned.

The students who completed this course acquired the following learning objectives:

- The ability to examine internal and external influences on career and life choices, and design future possibilities.
- Discovered an essential overview of design thinking and a design point of view to apply to career planning.
- Acquired methods for discovering and designing career and life.
- Enhanced communication and teamwork skills.
- 100% of the student participants completing the course would recommend this program to a friend.
- Students in the "closing circle" exercise stated the program had increased their confidence, lowered their stress and allowed them to voice shared fears of still-blurry futures.

"Many students do not have clear and definitive ideas of what they will do after graduation. First generation students, who make up 75 percent of our campus, likely will have less familiarity with university disciplines or what career options might exist for those majors".

-President Ellen Junn

Strategy 1A2: Close achievement gaps through strong developmental education programming (e.g., Early Start, Summer Bridge, Winter Session Mathematics, Stretch English).

Academic Affairs

In response to E.O. 1110, the Mathematics and English Departments have redesigned courses to enable students who need additional support to successfully complete GE Written Communication and Mathematics/Quantitative Reasoning requirements within the first year of enrollment. Courses have been redesigned to include additional support through expanded course hours or through a stretch sequence, all of which are credit-bearing courses that fulfill GE or Baccalaureate requirements.

Stanislaus State made solid progress in 2016-17 relative to the previous year on three of its Graduation Initiative 2025 goals: Freshman 4-year Graduation, Transfer 2-year Graduation, and eliminated its Underrepresented Minority (URM) Gap.

SPEMI

During fall 2017, the Retention and Graduation Dashboard was developed by the Institutional Research department. The dashboard provides users with the ability to drill down to specific sub-cohorts to assess equity gaps, including 1st generation, underrepresented minority (URM), and Pell recipients. The report is accessible to authorized users at <https://dwreports.csustan.edu/Reports/browse/Institutional%20Research>.

The dashboard has been useful for the GREAT committee in evaluating achievement gaps. As aforementioned, the URM gap was closed in 2016-17.

In response to E.O. 1110, which eliminate remediation and expands the use of multiple measures for math and English placement, the Enrollment Services office supported implementation, including:

- ensuring data integrity in determining new placements,
- re-configured remediation and registration processes in PeopleSoft,
- communicated to incoming freshman, high school counselors, campus advisors and Faculty Fellows about new policy and Early Start in person, via email and [online](https://www.csustan.edu/undergrad/early-start-program): <https://www.csustan.edu/undergrad/early-start-program>.

Being in the first year of implementation it is too early for outcomes but currently there are 297 freshman placed in Category 4 in either Math or Written Communication which requires Early Start participation. An additional 338 freshmen are Category 3 in either subject, being recommended for Early Start participation.

Regardless of the Early Start requirement, AOS has communicated to all freshman (currently 1,654) about their placements.

Admissions and Outreach Services (AOS) has presented to over 380 High School Teachers, Counselors, and Administrators on the Early Assessment Program. We communicate with them on a regular basis on EAP and EO 1110 updates. AOS has also presented to 7300 students and 480 parents.

Currently there are 62 schools in the service area; 42 schools have adopted the ERWC (Expository Reading and Writing Course), 7 within the last year. Students that complete the ERWC in their senior year are placed in college level English. The 20 schools that have not adopted the ERWC are in rural areas. We are attempting to coordinate with the Stanislaus County Office of Education (SCOE) on how to best communicate the importance of adopting ERWC.

Strategy 1A3: Create specialized programs to improve the success of underrepresented male students.

SPEMI

As previously mentioned (1A2), the Retention and Graduation Dashboard was developed in fall 2017. Users can drill down to URM cohorts by gender to assess retention and graduation rates of URM males in particular. The report is accessible to authorized users at <https://dwreports.csustan.edu/Reports/browse/Institutional%20Research>.

It is too early to identify outcomes as the establishment of specialized programs are currently under review.

Strategy 1A4: Enhance Financial Aid services and implement access to and delivery of, Financial Literacy Education opportunities for students.

SPEMI

The Financial Aid & Scholarship Office (FASO) has established a robust financial literacy program for all students. FASO held 23 workshops in 2017-18, and also created a [financial literacy webpage](https://www.csustan.edu/financial-aid-scholarship/financial-literacy) with information and additional tools: <https://www.csustan.edu/financial-aid-scholarship/financial-literacy>.

FASO held 65 financial aid workshops on campus and in the community to help students and families fill out their FAFSA or CADAA.

Students have information on how to budget their financial aid funds to ensure that they have funds available to them for the academic year.

Students are aware of their student loan amounts so they can plan adequately for repayment.

Students are given additional information on financial issues to help them transition from college to post-college. Workshops include: Credit, car-buying, home mortgage, and investing.

The community and campus workshops ensure students are aware of the application process.

Strategy 1A5: Reassess and reimagine orientation services and specialized programs for all new students (e.g., expand freshman year experience, transfer support program, graduate student success programs).

SPEMI

Enrollment Services received GREAT funding for the Transfer Welcome Program, a transfer support program geared toward new transfers to ensure their successful transition to the University. The program is in its second funding cycle. Through the use of a peer mentor, we are providing individual and group contact throughout the enrollment process. The program enables us to target CA Promise prospects.

A survey was conducted with first-time transfers to inform program activities, and will continue every two years as needed. The survey established baseline data and informed operational improvements in the admission process including offering a pre-orientation webinar in Fall 2017 and updating the [Transfer webpage](https://www.csustan.edu/undergrad/transfer): <https://www.csustan.edu/undergrad/transfer>.

Strategy 1A6: Develop an array of experiences, programs and services that increase opportunities for students to develop a sense of engagement and connectedness that enhance student life on campus.

Academic Affairs

Community Engagement & Service Learning:

- In AY17-18, 379 students performed 3,250 volunteer hours in our community; additionally, 2,985 students provided 11,600 hours of free STEM Instruction (Science in Our Community).
- 3,063 students were involved in Service Learning Courses.

Internships

- 396 students had internship experience.

HIPs:

- Began the development of a HIPs assessment plan.
- Coordinated the 2018 Stanislaus State HIPs Summit featuring presentations by participants of the HIPs Faculty Learning Community on HIPs they have developed for use in their classrooms as well as a keynote speech by nationally renowned student success scholar Dr. George Kuh.
- Sent teams to annual HIPs in the States conference and the AAC&U HIPs Institute to broaden and deepen understanding of HIPs particularly as it relates to assessment and large-scale campus integration.

TEALC :

- Courses were offered in the new classroom this academic year.
- A new TEALC will be created in S104 Summer 2018.

Business and Finance: UPD

The citizen police academy supports enhanced partnerships with our students by fostering educational opportunity outside the formal classroom setting.

The UPD held two citizen academy classes in 2017-18, one in the fall, and one in the spring. Popularity of the program with students has attracted participation by faculty; in spring 2018 academy two faculty from the Criminal Justice department attended all 7 weeks and provided a positive written review.

Business and Finance: Event Services

Event Services supports the coordination of NSO (New Student Orientation) through assisting with scheduling and creation of approved layouts. We also partner with Safety & Risk, Student Leadership & Development (SLD), & ASI by participating in weekly S.A.F.E. (Safe and Fun Events) meetings to collaborate with student organizations for scheduling, executing, and communicating the details of their event within the campus community.

In addition to continuing participation in S.A.F.E. meeting in Fall 2018, Event Services is currently collaborating with other campus partners to develop standardized layouts for frequently used spaces on campus which will allow us to continue with the large number of events on campus despite the significant reduction in event space that we are currently experiencing.

University Advancement

Secured seed funding to launch a Student Leadership Conference and progressing toward an estate gift to sustain it.

Improving the reputation and visibility of Stanislaus State; and growing the University's endowment and legacy giving.

Employed Stan State students for Call Center operations in fall 2017 and spring 2018.

Objective B: Enhance or establish five or more institutional structures and/or activities that support building intra-personal connections and resources by fostering important aspects of the educational experience outside of formal teaching settings, such as development of authentic relationships, a culture of care, sense of belongingness for students, faculty, staff and the community.

Strategy 1B3: Increase the number of, and participation in, academic and other university events for students, faculty, staff and the community.

Business and Finance: Safety & Risk Management

Provided risk and safety support for major and minor events throughout the year.

Facilitated weekly special event risk management meeting for all staff with event logistical responsibility to promote communication and streamlining.

Problem-solved to address the lack of event space after the USU building went off line. Promoted approved template layouts for various event types and spaces.

Worked efficiently and with good attitudes to accommodate spontaneous events.

University Advancement

Instituted an Inaugural Alumni Week celebration, bringing alumni, students, faculty and staff together for events such as Warrior Wisdom panel events, All Class Reunion, Golden Grad Brunch, Toast to "Alumni of the Year", in addition to the annual Homecoming activities.

Growing the ways the campus and the community come together to support student success and University engagement.

Strategy 1B8: Continue to seek ways to address students' food and housing insecurity.

University Advancement

Offered several Food and Housing Insecurities Appeals using Crowdfunding; Call Center; and Stan Mag Spring 2018 Insert.

Diversifying giving options and the ways in which donors can support and be recognized by Stanislaus State.

Strategy 1B11: Increase opportunities for students to engage in formal and informal educational and career mentorship with alumni in person and virtually (i.e. Dinners for Warriors, Warrior Wisdom, networking events, online mentoring).

University Advancement

Expanded the opportunities for alumni to provide formal and informal networking to students through the Warrior Wisdom and Dinners for Warriors programming.

Improving the Reputation and Visibility of Stanislaus State. Enhancing the alumni-student relationship through mentorship.

Purchased an online platform to connect alumni mentors to students and recent graduates. Warrior Mentoring will launch in 2018-19.

Further connecting alumni to their alma mater by providing additional ways to contribute therefore increasing their sense of belongingness.

Strategy 1B12: Prepare students for future success through opportunities advancing responsible leadership (e.g., ASI, USU, student organizations, residential life, Athletics).

SPEMI

AOS's long-standing University Ambassador program promotes student success by offering students leadership positions in the program.

Students in the Ambassador program work with prospective students through the application process. They give tours, give presentations, and attend tabling events. The students handled 547 tours to 11,385 students and families. They presented to parents at 17 PIQE presentations. Students also work at AOS events and serve on student panels to answer student and parent questions. As students gain experience they handle staff/tour schedules, training, and event planning.

Objective C: By 2025, we will meet and exceed our CSU graduation rate goals:

Graduation Initiative Goals	2025	Most Recent (2016-17)
Stan State Goals		
Freshman 4 yr Grad Rate	65%	55%
Freshman 6 yr Grad Rate	37%	12%
Transfer 2 yr Grad Rate	45%	33%
Transfer 4 yr Grad Rate	78%	68%
GAP Underrepresented	0	5 % points
GAP Pell	0	3 % points

Strategy 1C1: Assess and build on the encouraging outcomes from the first year of GREAT funded student success initiatives.

Academic Affairs

- Nine projects received continued GREAT funding in 2017-18 to continue their work: Course Embedded First-Year Experience (\$14,607); ELEVATE (\$38,735); High Impact Practices (\$21,000); Writing and Reading for Academic Preparedness (\$38,250); Faculty Mentor Program (\$41,000); First-Year Seminars (\$37,000); COEKSW Undergraduate Student Success Initiative (\$347.00); College Assessment Faculty Learning Communities (\$38,125); and Transfer Welcome Program (\$12,062).
- GREAT was reorganized Fall 2017 to include 10 workgroups that report to the Steering Committee. The workgroups are designed to examine potential barriers to student success, and make recommendations for reducing barriers and for developing strategies that promote and support student success. The workgroups are organized around specific topics, and include the following: *Student Communication; Student Transition Programs; Advising Practices; Academic Preparation and Achievement; Student Financial Stability; High Impact Practices; Reviewing Student Success Programs; On-the-Cusp Interventions; Inquiry and Analysis; and Budget and Tactical.*
- Participating in CO pilot – contacting all Stan State sophomores who did not complete 30 units this year; encouraging an online course Summer 2018.

GREAT membership includes nearly 80 faculty, students, staff, and administrators from across the University, focused on issues related to eliminating barriers and promoting and supporting student success.

GREAT Workgroups – Consequential Outcomes:

Student Communication – Conducted a student communications audit and student survey and developed a cross-divisional student communications plan that involves multiple communication platforms.

Student Transition Programs – Re-envisioned New Student Orientation, resulting in a new overnight program with strengthened partnerships across divisions.

Advising Practices – Reviewed previous reports on advising and student success and created the Advising Practices Workgroup Report with recommendations regarding advising for the University to consider moving forward.

Academic Preparation and Achievement – Responded to EO 1110 and Supported the Math and English Departments in the interpretation and corresponding curricular redesign to provide mandated credit-bearing supported GE for English and Math/Quantitative Reasoning within students' first year.

Student Financial Stability – Identified priorities and work plan for 2018/2019, including a priority of inventorying financial support programs across the University

High Impact Practices – In partnership with the FCETL, supported at 13-member Faculty Learning Community and HIPs Summit featuring keynote speaker Dr. George Kuh. In collaboration with the Inquiry and Analysis Workgroup and Reviewing Student Success Programs Workgroup, developed a draft HIPs/Student Success Programs Assessment Plan.

Reviewing Student Success Programs – Identified priorities and work plan for 2018/2019, including, in collaboration with the HIPs and Inquiry and Analysis Workgroups, a draft assessment plan.

On-the-Cusp Interventions – Due to OTC interventions, 274 more students are expected to graduate by Summer 2018 rather than Fall 2018 or later. A total of 355 OTC students across four cohorts

Strategic Planning Outcomes Year-1 (2017-18)

(4/6-Year Freshmen, and 2/4-Year Transfer) received OTC interventions, including intensive advising and/or Winter and/or Summer Session Tuition/Fees Waivers.

Inquiry and Analysis – Identified the need to coordinate institutional survey distribution to avoid survey fatigue. Partnered with HIPs and Reviewing Student Success Workgroups to develop the draft HIPs/Student Success Programs Assessment Plan.

Budget and Tactical – Made recommendations to the GREAT Steering Committee for the allocation of remaining one-time GI dollars. Remaining dollars were allocated to extend seven of the nine special projects into a third year.

GREAT-Funded Projects – Consequential Outcomes:

Transfer Welcome Program – Leaders of the Transfer Welcome Program focused intense efforts toward continuing to provide timelier and more engaging information to incoming transfers.

Faculty Mentor Program – The Faculty Mentor Program served 120 students in 17/18. All students self-identified as first-gen or educationally disadvantaged and re-established an office presence which engaged students and provided opportunities for greater service to students.

College Assessment FLCs -- In AY 2017-18, the work of the College Assessment Faculty Learning Communities was institutionalized through the review and approval of the Graduate Assessment Plan (all levels of approval) in spring 2018.

COEKSW Undergrad Student Success –

Spring 2018: Advisor saw 147 Kinesiology students who did not have pre-requisites to the Kinesiology degree program. Advisor also met with 24 LIBS students for individual major advising.

Summer 2017: Advisor assisted with 3 New Student Kinesiology Orientations for freshman and identified themselves as their advisor until students complete their pre-requisites. Advisor assisted with 3 New Student Orientations for 88 LIBS transfer students, including preparing Major Advising Plans, providing assistance with registration for Fall 2017 classes and planning for future semesters.

Fall 2017: Advisor saw a total of 207 Kinesiology majors. She provided advising workshops for freshmen and sophomores, and is continuing to conduct individual advising for junior and seniors that have not completed the Degree pre-requisites. Fall 2017: To date, advisor has met with 22 LIBS students

Strategic Planning Outcomes Year-1 (2017-18)

for individual major advising. She also provided advising support at the LIBS Advising Open House on October 25 (attendance: 175 students).

First Year Seminars

Students served in fall 2017: 218; Initial recruitment and orientation of faculty cohort in winter 2017, with 11 faculty members across 2 colleges. Second year orientation activities added a series of meetings, focusing on a common reading, that allowed participating faculty to connect with one another, learn more about different approaches to FY Seminars, and develop consensus on approaches to the ensuing year.

ELEVATE

Elevate First Year Community served 54 students AY 2017-2018. Students in the first year community lived on one floor in the residence halls, were enrolled across three designated sections of the English 1006/1007 stretch course, and designated Elevate sections of math 103 and/or math 106 dependent on student need.

Elevate Second Year Community served 17 students. Students participating in the second year community lived on one floor in the residence halls, were enrolled in an Elevate designated section of English 2000 (Fall) and English 1010 (Spring).

Elevate student demographics indicate they have a higher risk for attrition than the general Housing group and non-residential student, which indicates program outcomes have been successful in mitigating achievement and persistence gaps for these high need students. (For additional information, see 1A1.)

SPEMI

The Student Success Tracking Dashboard, i.e., HIPs Dashboard, was developed during spring 2018 by the Institutional Research office. This dashboard provides users with the ability to track and assess student participation in a specific HIPs program, e.g., Faculty Mentor Program (FMP), internships, living/learning communities, service learning, undergraduate research, and provides participation counts and demographic and academic characteristics of participants (see also 2B2). The report is accessible to authorized users at <https://dwreports.csustan.edu/Reports/browse/Institutional%20Research>.

The Student Success/HIPs dashboard was designed to assist the GREAT committee with evaluating outcomes of student success initiatives launched in the prior year. The GREAT committee will continue its evaluation efforts in 2018-19.

Strategy 1C2: Incorporate identification of on-the-cusp cohorts by Institutional Research, intrusive advising in the academic departments, and early graduation evaluations performed by Enrollment Services established during the first year of GI 2025 implementation into regular practices.

Academic Affairs

- Provost's Office developed an OTC database to more efficiently and effectively house OTC student information for OTC Advisors and the Provost's Office.
- Institutional Research and Enrollment Services designed a Mid-Year Refresh strategy for identifying additional On-the-Cusp students for whom a final Summer class and tuition waiver would enable a Summer graduation.
- Winter Session schedule continued to grow in offerings and enrollments, with 14 more courses offered Winter 2018 compared to Winter 2017 (a 23% increase), and an increase of 323 enrollments in Winter 2018 compared to Winter 2017 (a 38% increase).

The engagement in identifying On-the-Cusp students is increasing, with new solutions and possibilities being introduced that help eliminate unnecessary barriers while upholding meaning, quality, and integrity of degrees. Examples of solutions include: adding summer courses needed by OTC waiver students; considering possible course substitutions where commensurate learning outcomes can be achieved; and releasing registration holds for nonpayment so that OTC students can register for a final Summer course and complete all degree requirements while simultaneously entering into a payment plan agreement with the University (with a hold on transcripts and diploma until payment is received in full).

SPEMI

The Course Demand Analysis report was developed by a cross divisional team including deans, faculty and staff during AY 2017-18 and is managed by the Institutional Research office. It provides new data in dashboard formats for individual GE courses – enrollment trends by student level (freshmen, sophomore, junior, senior), wait list trends, and number of students still needing to meet the GE requirement. The report is accessible to authorized users at <https://dwreports.csustan.edu/Reports/browse/Institutional%20Research>.

This tool is new and campus usages needs to be determined as well as its effectiveness in aligning course availability with course demand.

Enrollment Services, with the list provided by Institutional Research, collaborated on the Mid-Year Refresh strategy for identifying additional On-the-Cusp students for whom a final Summer class and tuition waiver would enable a Summer graduation.

147 students were identified and graduation evaluations completed for On-the-Cusp advising. In addition, increased usage of STAN Degree Progress by advisors has been encouraged for earlier identification of course deficiencies.

Student Affairs

The Academic Success Center (ASC) provides a centralized location for undergraduate, undeclared and general education advising needs, where all students can obtain assistance regarding graduation requirements, academic disqualification and reinstatement, major exploration, undeclared and pre-nursing advising, class registration, university policies and procedures, and general education petitions. Serve as a liaison to advisors in academic departments, programs and colleges.

A new partnership in fall 2017 resulted with a team of faculty advisors placed in the Academic Success Center. The partnership includes:

Four faculty advisors reported to Faculty Director for Advising and Learning Cohorts (FDALC).

Faculty Fellows partnered with ASC staff and Enrollment Services to offer STAN Planner training opportunities for faculty.

Advise students participating in Structured Educational Experiences (SEE) and discuss SEE opportunities with students visiting the Advising Success Center (ASC),

Faculty Fellows partnered with ASC staff to update presentations for students on Probation and Undeclared students.

especially undeclared students and those seeking to change their major.

Serve as the ASC liaison to the SEE's affiliated Advisory Committee, attend all meetings and assist in meeting coordination if requested.

Share information with SEE faculty and students about campus events and program matters.

Organized at least one faculty gathering each academic year to discuss curricular and programmatic issues.

Assist the FDALC in compiling MOUs, developing catalog copy, and marketing and promoting the SEEs.

Assist the FDALC with the development of advising materials and implementing faculty/staff development workshops and training activities to promote effective advising models and practices throughout campus.

Provide support to students and faculty involved in First Year Intervention programs.

Support students participating in the California Promise Program.

Assist with orientation and outreach efforts.

Support new initiatives that include an advising component.

The Advising Success Center launched Supplemental Instruction (SI), an internationally recognized program that uses peer support to improve student retention and success. The Academic Success Center uses the traditional model of SI developed by Dr. Deanna Martin at what is now the International Center on Supplemental Instruction at the University of Missouri, Kansas City (UMKC). This model targets historically difficult, key gateway, and General Education courses; that have a large number of students receiving a grade of D, F, or W. Promotes peer collaborative learning within a diverse group:

- Students answers questions
- Students driven: Balance of wants and needs
- Voluntary
- Anonymous
- Identifies difficult classes.

Students who have successfully completed these difficult courses are identified and trained to be SI Leaders. These trained SI Leaders attend the course lectures, take notes, modeling to those students in the course, attend ongoing meetings, and facilitate three 50-minute voluntary review

Faculty Fellows partnered with ASC staff to complete comprehensive individual probation advising.

Faculty Fellows developed online advising guide for faculty.

Faculty Fellows acted as liaisons between ASC staff and major departments, helping to iron out advising issues as they arose.

Faculty Fellows were available to students on a drop-in basis for questions regarding General Education or major exploration.

Data comparing mean GPA and DFW rates:
SI attendees vs. non-SI attendees

According to data starting from spring 2014 to fall 2017:

Students who are attending SI are earning an average mean grade of .49 higher than those who have not attended SI.

DFW rate is 24% for SI attendees, compared to 47% for non-SI attendees.

sessions weekly. The SI Leaders undergo extensive SI training based on the UMKC model to plan and implement effective SI sessions. In these weekly SI sessions, the SI Leader engages students using interactive learning strategies, which encourage involvement, comprehension, and synthesis of subject content.

SPEMI

Course Demand Analysis report – See 1C2

Strategy 1C4: Increase emphasis on leveraging of Winter and Summer Sessions, including use of the waiver program.

Academic Affairs

86 students received summer 2017 waivers for a total of 265 SCUs):

- 252 summer sections were offered with 4,090 students enrolled;
- A total of 99 GE sections were offered; 1674 students enrolled in GE courses

102 students (3276 SCUs) received winter waivers:

- The College of the Arts, Humanities and Social Sciences accounted for the largest percentage of Winter Session 2018 enrollments with 35%. The College of Science had the second largest percentage of enrollments with 31%.
- GE sections accounted for 49% of all sections offered.
- Online classes accounted for 59% of total sections offered and 67% of GE sections offered.
- The majority (79%) of the waivers were completed through online courses.

Summer Bridge: UEE contributed \$34,476.80 to faculty salaries for Summer Bridge (2017-18) and funding for two student assistants (\$3,487.14); 70 students enrolled in 2 courses (4 sections).

Because of summer PELL, campus is educating students to Think 30 (communicated broadly – e.g., NSO, Freshman Convocation, academic advising).

SPEMI

As aforementioned (1C2), the Course Demand Analysis report was developed by a cross divisional team including deans, faculty and staff during AY 2017-18 and is managed by the Institutional Research office. The report will be expanded to include non-GE enrollment as well as winter and summer session enrollment trends to determine what (GE) courses should be offered during those particular sessions. The report is accessible to authorized users at <https://dwreports.csustan.edu/Reports/browse/Institutional%20Research>.

This tool is new and campus usage needs to be determined.

Strategy 1C7: Collaborate on P-20 initiatives to ensure seamless and successful transfer to Stan State (e.g., Outreach, parent programs, New Student Orientation).

SPEMI

New partnership with Parent Institute for Quality Education (PIQE), an organization focused on conducting in-depth workshops for K-12 first-generation student families. The new partnership involves co-locating a PIQE branch within SPEMI on Stan State campus to create additional synergies for joint programming.

The following new activities are being implemented: (1) Spring parent conference in collaboration with campus and PIQE staff, (2) enhanced parent outreach, (3) PIQE training for campus staff on how to communicate/reach out to parents, (4) coffee/cafecito w/parents, and (4) enhanced parent VIP tours, brochure and workshops for parents at Stan State.

Presented at 17 PIQE workshops to 630 parents.

AOS continuously works with local community colleges and provides advising, workshops, and tabling events to ensure students know how to transfer to Stan State. AOS informally works with FTF denied admissions and guides

This past year AOS had 90 community college visits, and met with 2,169 students and helped guide them on the transfer pathway. AOS also visited 26 elementary schools in the area and met with or presented to 2,463 elementary

them to the CCs and the transfer pathway. Admissions Counselors work with students as early as elementary school on academic preparedness, admissions, and financially planning for college.

school students, and held a Parent Symposium on campus. Workshops were held in English and Spanish.

Objective D: Increase graduate student enrollments to represent approximately 20% of total student body headcount (stateside).

Strategy 1D2: Consider creation of new cutting-edge, distinctive graduate programs.

University Advancement

Secured academic and programmatic seed funding for Masters in Family Nurse Practitioner; Established donor-funded RSCA grants

Growing the University’s endowment and legacy giving.

Objective E: Implement and institutionalize five or more cutting-edge advising and professional services and programs for students.

Strategy 1E1: Consistently and prominently promote the 30 units (Think 30) per year to achieve the goals of the Finish in Four campaign.

University Advancement

UA has a seat on the GREAT team, represented by Senior AVP for Communications & Public Affairs.

Improving the reputation and visibility of Stanislaus State.

Strategy 1E3: Develop a programming and communication plan for informing students about campus resources.

SPEMI

The Admissions Communication teams handles Radius and communicates with all prospective and current students. Our [viewbook](https://www.csustan.edu/undergrad/viewbook) is also online for easy review: <https://www.csustan.edu/undergrad/viewbook>.

Prospective students learn about our programs – both curricular and co-curricular.

AOS plans Open House, Warrior Welcome, Chicano Latino Youth Conference, and Parent Conferences to inform students and families all that Stan State has to offer. Last year AOS hosted over 2,800 students and family members. We also have partner breakfasts with community college counselors and high school counselors. Last year we hosted 237 counselors.

Enrollment Services implemented the Warrior Weekly newsletter which provides a consolidated email of weekly events and workshops. This was a result of collaboration with Communication & Public Affairs and Student Affairs.

To strategically communicate student success information and resources, the volume of emails going out to students first needed to be addressed. On average, students were receiving 8 campus-wide emails a week on a variety of uncoordinated topics. With student feedback a consolidated weekly email, called Warrior Weekly, launched fall 2017. Plans for social media and website incorporation are underway for 2018-19.

Strategy 1E4: Resurrect and institutionalize a Career Development Center.

Student Affairs

Career and Professional Development Center reestablished fall 2017 after 9 years (see also 3C3).

University Advancement

Supported the Career Development Center in various ways, such as the inaugural Dress for Success event at JC Penny. Highlighted the return of the re-envisioned CDC in Stan Magazine as well as a featured web story. Improving the reputation and visibility of Stanislaus State.

Strategy 1E5: Institutionalize comprehensive, integrated student professional development programs (e.g., soft skills certificates for students).

University Advancement

Identified, purchased and prepared to launch an online Alumni-student mentoring program that provides professional development webinars. Improving the reputation and visibility of Stanislaus State.

Strategy 1E6: Utilize the Alumni Association in collaboration with the Career Development Center to prepare students for the workplace through informational interviews and job shadowing.

University Advancement

Secured alumni mentors/volunteers to assist at Turlock and Stockton Career Fairs as career coaches. Improving the reputation and visibility of Stanislaus State.

Serve as a liaison and partner to connect alumni mentors with faculty and campus departments for professional development programs and career opportunities.

The Alumni Advisory Council, leaders of the Alumni Association, have developed an open line of communication with the Director of the Career Development Center to support the Center's efforts.

Goal 2 // Facilitate transformational learning experiences driven by faculty success.

Objective A: Provide three or more support programs to enable faculty to integrate the science of learning throughout the curriculum.

Strategy 2A2: Embrace innovation and creativity by promoting and supporting experimentation without professional consequences.

SPEMI

The Innovate, Design, Excel & Assess for Success (IDEAS) program developed and implemented in 2017-18 promotes inclusive, innovation and growth and is aimed at finding local solutions for local problems. This program offers small amounts of seed money to pilot test innovation in individual units that promote the goals of the University's new strategic plan. More information about the IDEAS program can be found at <https://www.csustan.edu/spemi/ideas>.

Eight proposals from faculty and staff totaling over \$50,000 were selected spring 2018 for implementation through an RFP process:

- Yo Puedo (I Can) Boot Camp
- "Next Steps" Video
- Powtoon Platform
- Simulation Pilot
- Body Positive
- Maker Space/Fab Lab
- LIFT Pilot Library, Faculty, and Tutoring Center
- Creative Project Coordination
- Sculpture Area

Additional award details can be found at the SPEMI website.

Objective B: Ensure every student participates in at least three High Impact Practices (HIPs) before graduation (3 for undergraduates and 1 for graduate students).

Strategy 2B2: Create and implement a system for measuring participation and assessing impact of Experiential Learning and High Impact Practices on retention/graduation.

SPEMI

The Student Success Tracking or HIPs Dashboard was developed during spring 2018. This dashboard provides users with the ability to track student participation in HIPs programs and outcomes (see also 1C1.) The report is accessible to authorized users at <https://dwreports.csustan.edu/Reports/browse/Institutional%20Research>.

The HIPs dashboard is currently awaiting approval from its primary user group, the GREAT HIPs workgroup.

Objective C: Implement at least three programs that leverage technology to help faculty improve student learning and access.

Strategy 2C1: Create regular opportunities for professional development for faculty to use technology to support/enhance exploration of growth and change in teaching practices, that effectively leverage new tools available for teaching and learning.

Business and Finance: OIT

The ATI Coordinator and Instructional Designer collaborated with Library faculty to offer recurring online workshops for faculty in multiple topics including Affordable Learning Solutions/Open Educational Resources, Copyright Concepts, Accessible Course Materials, and Open Access Publishing.

Faculty cohorts explored choosing and creating accessible course materials for the benefit of all students, including those with disabilities. Improved access to information improves learning outcomes for all students. Faculty received a stipend for course completion and presented to colleagues in blended learning environment. Faculty who completed the workshop are now members of the ATI Steering Committee and Instructional Materials Sub-Committee.

Lynda.com is provided as a free benefit to students, staff, and faculty. Of 3,258 users, 120 are faculty. This measure can be tracked and improved for 2018-19.

The training resources in Lynda.com support professional development for staff and faculty, and provide a deep pool of resources for students. Materials can be used by faculty as course support for students via inclusion in LMS or websites with recommended learning paths.

The Instructional Designers hold workshops and individual consultations with faculty. These are publicized along with a catalog of technical resources available to faculty. Affordable Learning Solutions and QOLT resources are also available.

Strategy 2C2: Locate Instructional Designers in the Faculty Development Center so they are accessible to faculty to integrate technology into their teaching.

Academic Affairs

One (1) instructional designer is back in FDC and plan to move the second designer soon. Goal is to create a help desk for faculty in FDC in 2018-19. Obtained base funding for a Director for Academic Technology – hire during summer 2018.

Campus exploring change in LMS.

Objective D: Promote, support and celebrate faculty excellence.

Strategy 2D1: Increase tenure density and percentage of tenure/tenure track faculty to part-time faculty from 60.7% to 70%.

SPEMI

The Delaware Study analysis and benchmarking provided by Institutional Research in 2017-18 assists academic departments in assessing student faculty ratios, part-time and tenure-track instructional needs, and appropriateness of financial resources.

The initial findings of the Delaware Study shared with college deans. They are discussing this information with department chairs in order to validate the data.

Delaware Study will be helpful to the institution as we work to reflect and respond to the Tenure Density Report in AY18-19. Departments may use the Delaware Study and additional data to support staffing requests for AY18-19.

The report is accessible to authorized users at <https://dwreports.csustan.edu/Reports/browse/Institutional%20Research>.

Strategy 2D4: Maintain low student to faculty ratios and class size necessary for transformational learning.

SPEMI

Delaware Study – See 2D1

Objective E: Champion diversity and inclusion in all that we do as a campus.

Strategy 2E1: Create and sustain a diverse campus community through recruitment, hiring, and retention of underrepresented faculty and staff, and enrollment, retention and graduation of underrepresented students (e.g. competitive salaries).

Student Affairs

The Diversity Center strives to develop our students intellectually, personally and spiritually, with regard to social justice and inclusion.

Social justice work is about both the intellect and the heart - perspective taking and intersectionality are foundational themes that run through the Diversity Center.

The work from the Center aims to empower underserved communities while challenging systems, hegemonic thinking and policies, and traditions that maintain inequities in our society.

We have firmly established a place on campus for students to find support, have courageous conversations about the things that matter to them in a supportive environment, and discuss what is happening on an individual, community, and national level.

SPEMI

Retention and Graduation Dashboard – See 1A2

Through partnering with many faculty, staff, and student organizations, the Diversity Center has co-sponsored or hosted over 100 workshops, forums, presentations, events, and guest speakers during the 2017-18 academic year. The Diversity Center empowers our community by educating students, campus stakeholders, and community partners with the goal of creating a socially just environment on campus that is inclusive, affirming, and builds strong community. This kind of work is foundational to the practice of Student Affairs, helping students to succeed in becoming global citizens.

Strategy 2E3: Create a campus culture that welcomes, supports, includes and values all campus community members.

University Advancement

Created an internal PR/messaging campaign to rally and unite the Stan State community, developing messages, slogans, other marketing collateral to counteract hate speech and rhetoric: We STAND Together for Unity and Inclusion Campaign.

Facilitated Unity & Inclusion Week designed to facilitate and start the dialogue and courageous conversations around the specific diversity and inclusion issues challenging Stan State.

Active Participant in the Accessible Technology Initiative (ATI) website compliance workgroup.

Improving the reputation and visibility of Stanislaus State.

Strategy 2E4: Build community partnerships and increase outreach, collaboration, and communication between the University and underrepresented and diverse groups from the local and regional communities.

SPEMI

AOS/FASO continuously holds conferences and workshops for our community: CLYC, Parent Workshops/conference, Financial aid Workshops, Open House, Warrior Pathways, and Warrior Welcome. Altogether, we help thousands of students and their families plan for college.

Stan State is seen as a regional leader for higher education. Our expertise is oftentimes sought out.

We also work with community partners and present at their events: MJC, Delta CC, Merced CC, Columbia CC, PIQE, SCOE, Cal-Soap, Mexican Consulate, and Transfer Days/College Night organizers.

Redesigned Institutional Research website; created specialized dashboards

Objective F: Create three or more new university processes and practices that support increased research, scholarship and creative activities (RSCA).

Strategy 2F4: Collaborate with University Advancement to develop and strengthen philanthropic resources to support Research, Scholarship, and Creative Activity (RSCA), teaching and public service.

Academic Affairs/University Advancement

Strengthened collaboration with Academic Affairs and University Advancement using monthly meetings, conference attendance, and consultation on opportunities to develop and strengthen philanthropic resources for Academic Programs as well as RSCA.

Collaboration between these two divisions is critically important and has resulted in important donations in support of academic programs and student scholarships (i.e., gifts from Livingston Health, Stanislaus Community Foundation, Champions of the American Dream).

University Advancement

Expanded the use of Crowdfunding as a platform to support faculty with smaller and more targeted fundraising needs.

Diversifying giving options and the ways in which donors can support and be recognized by Stanislaus State; growing the University's endowment and legacy giving; and improving the reputation and visibility of Stanislaus State.

Goal 3 // Boldly pursue innovation and creativity.

Objective A: Focus the campus on building a visionary future that will promote innovation and entrepreneurial initiatives, information technology, data informed decision-making, comparisons with other institutions; and build at least four new high quality programs, including cutting edge interdisciplinary programs.

Strategy 3A1: Use data in campus information systems to improve enrollment and student success initiatives at both the undergraduate and graduate level.

SPEMI

Developed a comprehensive book and data dashboards in Institutional Research that tell the campus story in numbers and examines trends to provide a prospective on how the campus has changed and grown. The Book of Trends and dashboards focus on an in-depth examination of campus standing in the past year with respect to certain frequently requested indicators on students, faculty, personnel, academic programs, co-curricular programs, strategic planning and finances.

The new comprehensive approach to policy analysis, assessment and data dissemination insures that all campus constituencies will be better informed and will play a larger role in implementing the campus strategic plan.

Strategy 3A3: Develop a speaker series to support public and private entrepreneurial activity on campus that promotes best practices and innovation from peer institutions.

University Advancement

Reinvigorated the Champions of the American Dream speaker series in partnership with the College of Business Administration and the Porges family.

Improving the reputation and visibility of Stanislaus State.

Objective B: Develop four new academic pathways and programs (e.g., undergraduate as well as graduate, interdisciplinary) that are responsive to community needs and that prepare students for a dynamic workplace with emergent new professions.

Strategy 3B3: Encourage the development of collaborative, multi-disciplinary degrees based on the demand for evolving and emergent skill sets and expertise.

Academic Affairs

Initial discussions amongst college deans to consider creation of a degree (undergraduate/graduate) in Public Health. Plan to organize a small campus conference on Public Health in the Central Valley to determine faculty interest across all four colleges.

Strategy 3B4: Develop new academic programs that prepare students for careers related to sustainability/environment which also address important issues unique to the Central Valley and Foothills of our service region (e.g., water resources/policy).

Business and Finance: ABS

Committee for Sustainable Futures established

Speaker and Film Series with focus on water resources introduced in 2017-18

Staff/Faculty survey administered in fall 2017

Survey provides a snapshot of staff/faculty knowledge of current campus sustainability initiatives and inclusion of sustainability in the curriculum.

Objective C: Improve investment in infrastructure, emphasizing the creation of physical and virtual spaces that optimize available contemporary tools and technology.

Strategy 3C2: Upgrade technology in classrooms and laboratories, converting 20 or more classrooms to smart classrooms per year until completed.

Academic Affairs

Over summer 2017, the following classrooms were upgraded: DBH 166 (P166), DBH 167 (P167), Drama 27, Drama 28, Art 06, Art 14, Art 40, Bizzini 102 (C102), Bizzini 115 (C115), Stockton- A1002, Stockton - A1062, ESB 23 (Active Learning Classroom Pilot).

Changes in technology and process will significantly improve organizational responsiveness in Academic Affairs and remove procedural roadblocks.

Classrooms upgraded in winter 2018: Naraghi 101 (N101), Bizzini 201 (C201), Bizzini 204 (C204), Bizzini 214 (C214), Bizzini 245 (C245), Science 104 (S104).

Turlock classrooms scheduled for upgrade in summer 2018: DBH 145, DBH 164, DBH 165, C208, C203, C111, C234, T110, C131, G010, C212, C233, C235, C210, C117, ESB 24, N322, N104, S135, M046.

Stockton classrooms scheduled for upgrade in summer 2018: 1116, 1122, 1072/1071, 1074, 1070.

Strategy 3C3: Improve organizational responsiveness through technology and elimination of procedural roadblocks.

Academic Affairs

Curriculog – Curriculum Management Software will integrate with the current online catalog and PeopleSoft in fall 2018; software being built/tested for Stan State spring and summer 2018.

Interfolio (electronic RPT) was piloted Spring 2018 – positive feedback; being rolled out to faculty fall 2018
Budget – Beginning April 2018, Position Control Authority and Budget Transfers returned to Academic Affairs.

Changes in technology and process will significantly improve organizational responsiveness in Academic Affairs and remove procedural roadblocks.

Student Affairs

Career and Professional Development Center was reestablished in fall 2017 after having been absent from University services for nine years.

Positive student feedback:

- “I just wanted to let you know that it was a helpful website.”

The Center is connected to the Academic Success Center (ASC) and is designed to help students across all majors make academic and career decisions, gain experience, and pursue employment or further education.

Students who are undeclared that attend a Choosing a Major workshop, complete Focus 2 assessments (new software tool), or have an appointment with a career coach can have their ASC hold lifted. These partnerships allow us to serve more students in a timely manner.

Focus 2 is a self-guided interactive program that helps students select a major and plan their academic and professional career based on their personal interests, values, skills, personality, and aspirations. In partnership with ASC, students who complete assessments in Focus 2 fulfill the requirement of the RAR hold for undeclared students.

Student Affairs

The Advising and Success Center developed new practices for the purposes of advising and empowering the increased number of students in specific population advising lists. New practices were implemented to ensure the large number of students on Probation, Undeclared, and Pre-Nursing advising lists were still able to see an advisor in a timely fashion and have mandated holds removed prior to registration.

- “This was especially helpful for trying to figure out what career field I wanted to go into.”
- “Thank you for providing a tool that I can utilize online without making an appointment to come to campus.”

Probation students can schedule a one-on-one with either an advisor (old practice) or a Faculty Fellow (new practice).

Pre-Nursing students could attend a group meeting in the Nursing department for hold removal, as opposed to being limited to those offered by ASC staff.

Undeclared students could meet with a Career and Professional Development Center (CPDC) advisor and/or complete a Focus assessment for hold removal, in addition to the prior options of workshop or individual ASC Advisor appointment.

Students enrolled in new Design Your Life program had Undeclared or Pre-Nursing hold removed.

Students received multiple phone calls in addition to the usual emails and holds placed in an attempt to encourage them to come in earlier to avoid crowds and long waits.

Received daily updates from CPDC during registration so holds would be removed in a timely fashion.

Strategy 3C4: Increase classroom space to reduce scheduling barriers and support timely graduation.

Business and Finance: Facilities

A new classroom building has been moved to be the campus' action year project on our 2019-2020 5-Year Facilities Renewal and Capital Improvement Plan that was submitted to the Chancellor's Office. Planning has started with architects to implement a contract for a feasibility study that will engage campus community in the collaborative planning of the building to support academic needs and student graduation initiatives.

This new facility will increase the number of classrooms and seats on campus to better support our enrollment numbers and will reduce scheduling barriers.

Objective E: Foster increased creativity, innovation, and entrepreneurship.

Strategy 3E5: Promote University Extended Education as a viable way to grow graduate education and increase the number of programs highly responsive to the workforce needs of the Central Valley.

University Advancement

Posted social media marketing of University Extended Education programs to University and alumni base.

Objective F: Recognize and celebrate achievements - and HAVE FUN!

Strategy 3F2: Create and support events on campus developed/designed to provide opportunities for social interaction (e.g., Staff picnic, Faculty BBQ, Family picnic).

University Advancement

UA is an active participant in University events that promote collegiality, such as the annual MSR window decorating contests (holiday and homecoming).

Improving the reputation and visibility of Stanislaus State.

Hosted and arranged annual lunch for Alumni employees of the University during Alumni Week activities.

Goal 4 // Hone administrative efficacy through thoughtful stewardship of resources.

Objective A: Improve at ten or more administrative practices and processes.

Strategy 4A1: Optimize academic scheduling with attention to degree completion, effective use of space, student and faculty needs, and financial efficiency.

Academic Affairs

Academic Space Planning Committee drafted new Guidelines for Classrooms and Labs that are being reviewed by governance committees. Draft Guidelines for Academic Office Space will be submitted to governance committees fall 2018. ASPC reviewing proposed language from Graduate Council on priority scheduling for graduate courses.

If accepted, new guidelines for scheduling hybrid courses will result in effective use of classroom space.

Strategy 4A2: Pursue paperless business processes, automate manual processes, and implement web-based systems that improve work-flow.

Strategy 4A3: Deploy technology to automate business processes that reduce redundancies and save time.

Strategy 4A4: Consolidate or redesign business services on campus for greater efficiency (e.g., merging positions or combining common functions in multiple offices).

SPEMI

A new service (Parchment) was contracted that enables Enrollment Services to receive electronic college transcripts. Electronic high school transcripts were already being received.

Improved timely receipt of transcripts while enabling the Enrollment Services' admission processing unit to continue in its plan to become paperless by 2020. Over the last 12 months we have received 3,407 transcripts compared to 1,450 in the prior year when only high school transcripts were being delivered.

Student paperwork is processed quickly and efficiently resulting in timely awards and disbursement.

FASO is as paperless as can be and maximizes the use of current technology. We use fillable forms online to provide easy access to students. Students can see their status on their portal account and can be directed to needed items. We have automated our processes so that awarding and communications are done quickly and efficiently.

Business and Finance: Finance

Implement workflow tied into DOA for accounts payable processing.

Initial testing of DOA process used at San Bernardino begun - testing and analysis of process will continue in 2018-19.

Implement paperless forms to replace existing paper forms/processes.

Paperless Campus Program Fund application form completed and put into use in 2018-19.

Implement automated online process for print shop ordering.

In progress

Objective B: Improve and implement at least six budgeting and financial innovations.

Strategy 4B2: Tie financial resources to strategic plan priorities.

Academic Affairs

Tied strategic priorities to budget requests.

University Advancement

Aligned/Mapped fundraising priorities and budgeting to the Strategic Plan.

Diversifying giving options and the ways in which donors can support and be recognized by Stanislaus State; Growing the University's endowment and legacy giving; and Improving the reputation and visibility of Stanislaus State.

Strategy 4B3: Reinvigorate the Academic Program Review (APR) and Support Unit Review (SUR) processes and use findings to inform budgeting across the institution. Similarly, utilize Delaware Study benchmarks for peer institutions in understanding the disciplinary needs of individual academic programs.

SPEMI

The SUR process was revived in 2017-18 after a hiatus of several years. A new schedule was developed, the process was revised and opened up for comment, including feedback from the Senate, and implementation was restarted with a key new component, i.e. use of external reviewers who conduct site visits and provide findings for each unit being reviewed.

During 2017-18 the following units completed SURs: Psychological Services, Athletics, Stockton Center, Enrollment Services, Office of the Provost, and Housing. A progress update for SUR programs can be found at https://www.csustan.edu/sites/default/files/groups/SPEMI/documents/sur_progress_update_061918.pdf.

Academic Affairs

SURs: Office of the Provost, Faculty Affairs, Faculty Development Center & Stockton Center;

Re-invigorating APR; closing the loop with three departments this year: Anthropology, Biology and Ethnic Studies.

Emphasizing the importance of these processes will result in improved understanding of academic and administrative programs. Such changes, when linked to the budgeting process, will result in better informed, more strategic decision making.

Delaware Study – See 2D1

Objective C: Create new and expand existing external revenue sources for the University by diversifying fiscal resources.

Strategy 4C4: Increase individual and corporate gifts.

University Advancement

Projected to exceed the 2017-18 target of \$3.25 million, raising more than \$5 million. Since President Junn's arrival, her goal from the Chancellor to Raise \$15 million in five years (2016 – 2021) is at an estimated \$9,171,385.

Diversifying giving options and the ways in which donors can support and be recognized by Stanislaus State; growing the University's endowment and legacy giving; and improving the reputation and visibility of Stanislaus State.

Received the largest gift from an "individual" toward the University Honors program, totaling \$2.3 million.

Increased and established annual gifts from corporations like AT&T, Wells Fargo, and E. & J. Gallo.

Strategy 4C5: Launch a capital campaign.

University Advancement

Initiated campaign readiness discussions to align a public launch with the University's 60th Anniversary in 2020.

Diversifying giving options and the ways in which donors can support and be recognized by Stanislaus State; growing the University's endowment and legacy giving; and improving the reputation and visibility of Stanislaus State.

Strategy 4C6: Involve the faculty, staff and community directly in fundraising.

University Advancement

Featured faculty on crowdfunding platforms; worked with School of Nursing on transformational gifts.

Diversifying giving options and the ways in which donors can support and be recognized by Stanislaus State; growing the University's endowment and legacy giving; and improving the reputation and visibility of Stanislaus State.

Launched employee giving with payroll deduction option.

Objective D: Enhance the aesthetics, accessibility, and functionality of our campus facilities.

Strategy 4D1: Establish and charge the Campus Master Plan, Academic Space Planning Committee (ASPC), University Budget Advisory Committee (UBAC), and other appropriate shared governance committees to improve, renovate and modernize classroom and laboratory buildings.

Academic Affairs

Campus Master Plan, Academic Space Planning Committee, and the University Budget Advisory Committee have all been re-invigorated in the previous academic year. All three governance committees are following their charges, and ASPC, in particular, has been focused on improving utilization of classrooms, labs, and academic offices. A new governance committee, Committee to Develop the Academic Technology Plan (name is tentative), will likely be charged with facilitating conversation about the creation of Technology Enhanced Active Learning Classrooms in the future.

University Advancement

Build out Facility and Space Naming Conventions.

Child Development Center case study build out, presented to Foundation Board spring 2018.

Diversifying giving options and the ways in which donors can support and be recognized by Stanislaus State; growing the University's endowment and legacy giving; and improving the reputation and visibility of Stanislaus State.

Strategy 4D5: Increase the university's commitment to building a "green" campus through enhanced sustainability efforts. Take steps annually to reduce waste and energy consumption.

Business and Finance: ABS

Campus membership in AASHE (Association for Advancement of Sustainability in Higher Education)

All members of campus community have access to AASHE resources for sustainability initiatives.

Released Dining Service RFP

RFP includes sustainability requirements including biodegradable dinnerware, compost and reduction of food waste, and recycling.

Business and Finance: Facilities

Completed the installation of photo voltaic panels at the Cafeteria building. Installed Phase I of LED pathway lighting

The Cafeteria PVs provide 241,272 kWh of electricity and reduce the campus carbon footprint by 62.2 tons annually.

and initiated Phase II which will be complete in 2018-19. Began campus wide interior LED bulb replacement with Bizzini Hall.

The LED lighting project thus far is saving 43,949 kWh of electricity annually. The project reduces the campus carbon footprint by 11.3 tons annually.

Objective E: Build three enrollment management strategies that provide sound financial foundations for meeting the University's mission.

Strategy 4E1: Pursue enrollment management that promotes the institutional mission of providing student access and inclusion for the campus as a whole, which includes the Stockton Center and Extended Education programs.

SPEMI

In 2017-18 a new Enrollment Management Committee was constituted with the goal of rallying around a common theme of harnessing data and making it actionable so enrollment management and all other University programs could be more effective. This data driven approach to managing enrollment impacts a wide range of issues related to campus recruiting, enrolling, retention and graduation, academic planning, budgeting, and overall student success. EMC provides leadership and policy analysis, and when needed the committee's data-driven work can create an urgency for change to help campus initiatives stay on track with strategic planning goals.

The work of the EMC has led to the development of various tools and dashboards on campus for managing enrollment targets and student success, which includes the academic unit profiles, Induced Course Load Matrix, benchmarks through the Delaware Study, other dashboards on course demand analysis, and HIPs. The charge of the committee, its membership, agendas and handouts can be found at <https://www.csustan.edu/spemi/enrollment-management-committee-emc>.

As the Cal State Apply administrator, Enrollment Services collaborated with the Graduate School, the Stockton Center and Extended Education to implement an online admission application. Specifically, enabling graduate applicants to submit supplemental documents online, application to Stockton Center-specific programs, and flexible application management as needed by Extended Education. August 2017 initiated the first admission cycle with Cal State Apply (for spring 2018) followed by the first Fall cycle (fall 2018) which opened October 2017.

Through customization in Cal State Apply, the following were all firsts in 2017-18:

- Applicants to two graduate programs were able to upload supplemental documents as part of their admission application.
- Interest in 15 Stockton Center-specific programs was collected.
- Five Extended Education programs moved to the online application.

Strategy 4E4: Develop robust schedules through SmartPlanner and Induced Course Load Matrix (ICLM).

SPEMI

The Induced Course Load Matrix (ICLM) was developed by the Institutional Research office as a multi-dimensional projection model on campus. It provides detailed forecasts of FTES targets by academic department. It forecasts FTE targets for each academic department categorized by the college associated with the students major. It is a helpful tool in assessing the change in demand for FTES from specific departments as the number of students in the majors change. The report is accessible to authorized users at <https://dwreports.csustan.edu/Reports/browse/Institutional%20Research>.

The ICLM was introduced on campus at Enrollment Management Committee meetings.

Under the CSU eAdvising initiative Enrollment Services implements technology that supports accurate and timely advising. In fall 2017 Enrollment Services implemented STAN Planner, the last of three M.A.P. (My Academic Pathways) tools

STAN Planner went live with 29 majors and 73 concentrations; an additional 39 minor went live 6 months later. Together with cross-campus collaboration we hope

(<https://www.csustan.edu/Myacademicpathway>). To build usage, we provided training to faculty and staff advisors, and partnered with Faculty Fellows for ongoing support.

to impact timely degree completion. To date, STAN Planner has been used by:

- 3,353 students and opened 17,334 times.
- 177 advisors and opened 2,702 times.

Goal 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.

Strategy 5A1: Develop a robust strategic action plan for the Stockton Center that is reflective of the community and the University.

Academic Affairs

Stockton Center Strategic Plan was completed March 2018; Projects significant enrollment growth, enhanced program development (expanding current programs and developing new undergraduate/graduate, state-supported/self-supported programs responsive to needs of Stockton community; and increased partnerships with many organizations in the Stockton community.

Development of the strategic plan, implementation of the Stockton Warrior Team, and strengthened relationships with the Stockton community will allow Stan State to better fulfill its commitment to the Stockton region.

As one part of the strategic plan, the Dean of the Stockton Center created the Public Higher Education Advisory Board of San Joaquin County; President Junn championed the Stockton Warrior Team (University Leadership, Community Leaders, Chancellor's Office Representatives to consider/plan for new building at University Park).

Stan State and San Joaquin Delta College created MOU to streamline transfer of students from Delta to Stan State (Warriors on the Way).

University Advancement

Proposed Marketing and Communications Plan was prepared and presented to Dean of the Stockton Center.

Improving the reputation and visibility of Stanislaus State.

Strategy 5A2: Galvanize and strengthen educational and business partnerships with the greater Stockton Community.

University Advancement

Active participation on the Center's Public Higher Education Advisory Board of San Joaquin County; and part of President Junn's Stockton Warrior Team (University Leadership, Community Leaders, Chancellor's Office Representatives to consider/plan for new building at University Park)

Improving the reputation and visibility of Stanislaus State.

Strategy 5A5: Integrate more student support services at the Stockton Center.

Academic Affairs

Student Support Services at the Stockton Center include: open computer labs, cahier, registration and general information, Testing Services, Designate General Academic Advisor, Admissions, Financial Aid, Disability Resources Support, Student Activities, Online Tutoring and Writing Services, Library Access Center, Transcript Evaluator, Career Development

Strategy 5A7: Articulate programs with Delta College for increased student enrollments and ease of transfer for students.

SPEMI

A new Memorandum of Understanding (MOU) between California State University, Stanislaus and San Joaquin Delta College formalizes new investments in staffing, resources and oversight that leads to academic coordination, faculty and administrative interactions, and student engagement. Additionally, the MOU expands the existing partnership to include a guaranteed sequence of courses in psychology, liberal studies and business administration areas leading to degree completion at the Stockton Center for Associate Degree for Transfer (ADT) students.

Coverage by press and response by local educational and civic organizations has been positive and implementation of the MOU begins in fall 2018.

Objective B: Advance the University through our increased connections to the region.

Strategy 5B1: Grow the pool of stakeholders and experts who can advocate on behalf of the California State University system and Stanislaus State for increased and sustained state, federal and private foundation support.

University Advancement

Reconfigured the role for federal and state government relations under Alumni Engagement to strengthen the connection between Alumni and broaden the pool of University and CSU System Advocates.

Improving the reputation and visibility of Stanislaus State.

On boarded two new members to the Philanthropic Foundation Board, which now resides under University Advancement.

Business and Finance

The University Budget Advisory Group (UBAC) was reconstituted to include membership from all constituents across the campus and community. UBAC Membership includes faculty, staff, students, administrators, and community representatives to provide input on budget priorities and recommendations from across the spectrum of views.

Budget Committee represents campus constituents

Strategy 5B2: Increase exposure of the University and its faculty, programs, and services via regional and national news outlets.

University Advancement

Expanded media pitch outreach to include higher education niche publications such as The Chronicle, Inside Higher Ed, Diverse Issues in Higher Education & University Business.

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Strategy 5B3: Establish and develop more avenues for delivering insightful and consistent messages on University initiatives and successes.

University Advancement

Organized and led the president-appointed University Communications Advisory Group, conducted a survey of faculty and staff to (1) Establish effective methods of communicating campus announcements; (2) Learn preferences when it comes to receiving University communications; (3) Better coordinate and facilitate the dissemination of campus messages; and (4) Identify ways to improve the way we communicate with the campus community

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The GREAT Student Communication workgroup conducted a survey to better understand student communication preferences and how the University can best interact with them.

Strategy 5B5: Develop and launch a transformational giving initiative that includes naming and seed-funding conventions for new and existing facilities and programs.

University Advancement

Completed review of system-wide facility and programmatic naming to inform the valuation and donor naming opportunities at Stanislaus State.

Growing the University's endowment and legacy giving.

Strategy 5B7: Fortify partnerships with deans, department chairs and faculty that will extend the reach and maximize opportunities for private support.

Academic Affairs/University Advancement

Shared projects between University Advancement and Academic Affairs: Creative Media Lab, Three Endowed Term Professorships in Innovation and Creativity, New Venture Management and Social Entrepreneurship, Center for Logistics and Distribution Research, Food Safety Concentration, MS Family Nurse Practitioner.

University Advancement

Initiated onboard plan for new Athletic Director (first 60-days).

Diversifying giving options and the ways in which donors can support and be recognized by Stanislaus State.

Organized participation for seven colleagues from Academic Affairs at the Academic Affairs Development Advancement Academy, offered by the Chancellor's Office. The group worked on developing a case for support for new funding opportunities, such as a Creative Media Lab, New Venture Management and Social Entrepreneurship; Child Development Center upgrade; Stockton Center.

Prepared donor stewardship portfolios to Library and College deans as part of the development of the President’s Philanthropy Circle.

Facilitated a \$1.6 million gift to establish an MS Family Nurse practitioner program (Legacy Health Endowment in partnership with Livingston Community Health). Progressed in partnership with the College of Science toward the establishment of a donor-supported Food Safety concentration.

Strategy 5B8: Increase the exposure of our alumni who contribute to the vitality of the region through marketing and personalized engagement.

University Advancement

Hosted an industry-based alumni reception at Foster Farms, organized by the Office of Alumni Engagement.

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Instituted an Inaugural Alumni Week celebration, bringing alumni and students together for events such as Warrior Wisdom panel events, All Class Reunion, Golden Grad Brunch, Toast to “Alumni of the Year”.

Featured regional Alumni industry leaders in Spring 2018 Stan Mag (Bronco Winery) and in Quarterly Alumni e-Newsletter.

Organized a reunion of Rogers Scholar Alumni.

Nominated and secured recognition of two alumni for the Chancellor’s Office marketing and recognition campaign, CSU Hospitality and Tourism Management Education Alliance and Made in the CSU website.

Objective C: Build on our current partnerships and increase responsiveness to the Central Valley, foothills, and surrounding regions.

Strategy 5C2: Create opportunities to place students in internships with local agencies and businesses.

SPEMI

Development of the CSU Stanislaus AAUW Student Chapter. Collaborated with faculty to establish a chartered student organization on campus, the American Association of University Women. The AAUW advances equity for women and girls through advocacy, education, philanthropy, and research (<https://www.aauw.org/>).

Students volunteered to take on roles as club officers. Student officers met twice during 2017-18 and attended necessary training.

Strategy 5C3: Increase and maintain our presence in local civic groups and identify opportunities to contribute to regional projects and programs.

Academic Affairs

University has increased its focus on increasing our presence in the region. Examples of AA support for contributing to regional projects/programs includes: Focus on Prevention Stewardship Council, Business Advisory Board, California Health Sciences University, Stanislaus

Increasing our presence with local civic groups and becoming committed partners increases the visibility of Stanislaus State.

Community Foundation, Stanislaus County Office of Education, Parent Institute for Quality Education (PIQE) Advisory Board, Le Grand Medical Academy Advisory Board, Ceres Unified Induction Program Advisory Board, Stanislaus Futures Leadership Team, Stanislaus Partners in Education – Board Member, San Joaquin Area Health Sectors Partnership, Merced County Health Career Pathways Coalition, Assyrian American Civic Club.

University Advancement

Co-Organized Warriors Giving Back with ASI and the Office of Alumni Engagement – alumni, students and the City of Turlock partnership for Earth Day Celebration.

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University has increased and strategically coordinated its presence and involvement in the region, creating a matrix that identifies University representatives for various community boards and service organizations.

Positioned President Junn to participate in local parades, such as the Turlock Christmas Parade and Modesto American Graffiti Parade; American Heart Association Walk; 4th of July City of Turlock Fireworks Show.

Maintain and grew membership in service groups in our region, like Modesto and Turlock Rotary.

Strategy 5C4: Identify opportunities to partner with regional efforts to improve educational outcomes for the region’s children (K-12).

SPEMI

New partnership with PIQE – See 1C7

AOS works with SCOE, local and regional schools on academic preparation of students in K-12. The Early Assessment Program (EAP) works with local and regional schools on assessing math and English so that students attending college are academically prepared at the end of their HS career.

Students are enrolling in the ERWC course their senior year.

Local and regional high schools have endorsed the program and are participating: 42 out of 62 schools are currently using the ERWC.

University Advancement

Cradle-to-Career partnership with Stanislaus Community Foundation, such as the Health Careers Navigator position funded by the Community Foundation to work in regional high schools and outreach on careers in nursing.

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Strategy 5C5: Create a pool of expert guest lecturers made up of alumni, government, civic, nonprofit, and industry leaders. Involve them in the life of our university by inviting them to guest lecture in appropriate courses so that they have opportunities to interact with students and faculty.

University Advancement

Serve as a partner with colleges by providing information on interested alumni guest speakers.

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