



**“It’s important that you be thinking about what you can do to open doors for others. Because when you open doors for others, you are making it possible for everybody to advance.”**

**DR. MARVALENE HUGHES, FORMER STANISLAUS STATE PRESIDENT FROM AUGUST 1994 TO JUNE 2005, AT THE DEDICATION CEREMONY OF THE UNIVERSITY REFLECTING POND IN HER HONOR, SEPTEMBER 29, 2017**



## STRATEGIC PLANNING

A Sense of Place, Inclusion,  
Transformation, and Future

University Strategic Plan  
2017-2025

Tracking Year-2 (2018-19)

*Photo: Dr. Marvalene Hughes University Reflecting Pond*

# Top Achievements by Administrative Division, 2018-19

## DIVISION OF ACADEMIC AFFAIRS

### 1. *Center for Applied Spatial Analysis*

Faculty from the Department of Anthropology, Geography and Ethnic Studies successfully established and launched the Center for Applied Spatial Analysis, a transdisciplinary and collaborative geospatial research hub for faculty members as well as graduate and undergraduate students.

### 2. *Curriculum*

Under the direction of the Curriculum Specialist, the division saw a successful implementation of the new curriculum management system, Curriculog. The implementation of Curriculog led to the successful approval of 139 curricular proposals – a 37% increase over last year.

### 3. *Feasibility Studies and Library Renovation*

This year the planning process for the library renovation was finalized and construction began. Academic Affairs also embarked on two feasibility studies for a new academic building on the Turlock Campus and a replacement for Acacia Hall in Stockton. These two studies will pave the way for potential approval of these new buildings on both campuses.

### 4. *Faculty Center for Excellence in Teaching & Learning (FCETL)*

Total FCETL workshop attendance increased by 58% over last year and Instructional Institute Day attendance increased by 50% over last year. In addition, the New Faculty Orientation was expanded to two days and offers additional resources and support for new tenure-track faculty, and the FCETL launched a new Inclusive Teaching certificate program.

### 5. *High Impact Practices (HIPs)*

The HIPs Workgroup of the Graduation Rate Excellence and Assessment Team (GREAT) created a PeopleSoft table for tracking HIPs participation by student through imported class lists of course sections carrying the HIPs designation and manual entry of programmatic HIP participation. This tracking mechanism is critical to meeting Goal 2, Objective B, as well as informing the process of creating a HIPs/Student Success Assessment Plan. In addition, a successful HIPs Faculty Learning Community (FLC) culminated in the annual HIPs Summit, at which the 15 participants presented their newly developed courses to the campus community.

### 6. *Critical Personnel Additions*

The Division of Academic Affairs recruited for and filled three key positions that are critical to achieving the strategic plan goals. These include the Director of Academic Technology, the Director of Operations at the Stockton Campus and the Project Rebound Coordinator.

## DIVISION OF BUSINESS & FINANCE

### 1. *Establishing New Office of Information Technology (OIT) Governance Model*

OIT now has a governance body that includes representation from all campus constituents, including faculty, students, staff and administrators. The Governance committees are charged with creating a one-year, three-year, and five-year campus-wide technology plan that aligns with the University's strategic plan.

### 2. *Implementing Campus-Wide WiFi*

OIT, partnering with the Chancellor's Office and University Facilities, has installed and activated over 200 WiFi Access Points (AP) across campus. Of these AP's, 150 went into classrooms with 50 deployed outdoors. The additional, new models of AP's, have dramatically increased WiFi access and capacity across campus.

## DIVISION OF STUDENT AFFAIRS

**1. Expansion of Student Success Programs and Services**

Departments across the Student Affairs Division developed and enhanced programs and services to support students both inside and outside of the classroom. In the Academic Success Center, the Faculty Fellows program was expanded, two advisor positions were added, the Freshman Success Program was created, which included hiring four additional Peer Mentors, and the Educational Opportunity Program (including Summer Bridge) was redesigned. Additionally, academic advisors were assigned to specific colleges and programs to provide continuity for students and for liaison to campus departments/programs. New student orientation became mandatory and expanded to include an overnight component to facilitate sense of belonging and the creation of relationships with peers. The first coordinated Warrior Welcome Week was held. The Warrior Food Pantry tripled in size, a food share program was created in collaboration with Chartwells, and numerous additional services addressing food and housing insecurity were created and expanded.

**2. Diversity Center Staffing**

Three positions were developed to support students through the programming and advocacy of the Diversity Center: a Director, a Dreamers Project Coordinator (grant funded by the California Campus Catalyst Fund to support the needs of undocumented students), and a Males of Color Program Coordinator. In June 2019, Carolina Alfaro began her tenure as the Director, and Polet Hernandez was appointed as the Dreamers Project Coordinator. The Males of Color Program Coordinator is expected to be filled early in the 2019-20 Academic Year.

**3. Student Worker Appreciation Week**

The Career and Professional Development Center (CPDC) collaborated with Human Resources to celebrate, for the first time, Student Worker Appreciation Week. Student workers across campus were recognized and received a letter of appreciation from Human Resource that, when brought into the CPDC, resulted in receiving a thank you gift. It was a great success with 408 campus-employed students coming into the CPDC to spin the wheel and win a prize. This program grew out of the High Impact Practice initiative, Warriors at Work, that began as a pilot this year, providing 24 student workers monthly professional development as a cohort.

**4. Dr. Marvalene Hughes Leadership Conference**

The inaugural Dr. Marvalene Hughes Leadership Conference was developed through a partnership with Student Leadership and University Advancement. Forty-nine students attended the two-day conference in October 2018, which included keynote addresses, educational sessions, and experiential learning through both participation in a ropes/challenge course and community service. Dr. Marvalene Hughes, President Emerita, provided one of the keynote sessions, and the student feedback was overwhelmingly positive. Plans are underway to expand the conference in 2019-20.

**5. Housing Recycling Program and Earth Week Spring 2019**

Due to student interest and high service demand, Housing and Residential Life began administratively supporting the formerly volunteer-led recycling program in the residence halls. Recycling bins are provided in the rooms, and educational information about sustainability is shared with the residential community through a weekly newsletter and social media. Additionally, in April 2019, Housing and Residential Life launched its first Earth Week. This student-led initiative, themed "Think Locally, Act Locally," promoted sustainability and eco-consciousness, and activities were supported by a series of posters and a social media campaign.

**1. Preparing the Workforce with CareerReadyU**

In 2018-19, SPEMI helped shape the launch of a groundbreaking new initiative that seeks to link regional employers directly with current students to provide them with intentional career-connected learning while still in college. The program facilitates developing individualized relationships between the University and local businesses and other organizations. Through this program, the University hopes to co-create and co-fund new opportunities for students based on a common cause of building a top-notch labor workforce in all walks of life - healthcare, business and manufacturing, computer science and information technology, education, criminal justice, and social services. Promoting this program involves leading conversations about how the University and its partners can jointly prepare a workforce ready for innovation and growth along the Highway 99 corridor.

**2. Creating Community College to University Transfer Pathways for Student Success and Raised Funds**

Earlier, SPEMI had provided leadership for Stanislaus State and San Joaquin Delta College to sign a memorandum of understanding (MOU) that guarantees admission and specialized services to Associate Degree for Transfer (ADT) recipients in a 2+2 Warriors on the Way (WOW) Transfer Program. In 2018-19, as part of a similar initiative, Modesto Junior College and Stan State also signed a similar transfer agreement. Additionally, SPEMI collaborated with other divisions in the University to develop a grant proposal to the College Futures Foundation and secured two grants totaling \$864,000 to aid in aligning and promoting Associate Degree for Transfer Pathways with San Joaquin Delta College, Modesto Junior College (MJC), and Merced College. These awards and the Delta and MJC MOUs together form a strong backdrop of interlinked efforts on the part of the University to promote student transfer in California's Central Valley.

**3. Using PeopleSoft Functionality to Support Student Success**

Enrollment Services built and implemented the "Becoming a Warrior" activity guide for newly admitted students which provides a "step-by-step" guide through the admission and enrollment process. This new guide provides new students with dates and deadlines in one place so the admission confirmation, enrollment deposit, and new student orientation requirements are not missed.

Enrollment Services also implemented the online "Incomplete Contract" for faculty for students receiving an "incomplete" grade in a course. This process ensures that an automated contract and communication is provided to the student with the coursework required to complete the course.

**4. Implementing New AwardLetter Software; an online award letter for students**

AwardLetter is interactive and mobile-friendly, providing students with their financial aid award details and cost of attendance in one notice. Videos are embedded in the notice and award definitions are included to better inform students if the award is gift aid or self-help aid. The Financial Aid Office can view a variety of metrics, including the open rate of the award notifications.

**5. Implementing ChatBot - "Ask the Warrior" for Financial Aid**

ChatBot - "Ask the Warrior" was customized for Stan State's Financial Aid office to provide answers to routine student financial aid questions and help students complete documents, in some cases providing videos and links depending on what is being asked. Stan State's ChatBot is bilingual (English and Spanish) and available 24/7.

**6. Expanding the College Promise Program in Fall 2019**

Over 600 entering fall 2019 students were invited to participate in the California Promise program, and 269 students pledged to participate, a 180% increase over the prior year's pledges.

## DIVISION OF UNIVERSITY ADVANCEMENT

**1. Brand Refresh Campaign**

Launched research and discovery phase of brand refresh campaign. Presentation of findings shared with campus community and brand message platform expected in fall 2019.

**2. Philanthropic and Development Highlights**

1) Facilitated a Comprehensive Campaign Planning Session with the Academic colleges, Extended Education; the Stockton Campus; and Intercollegiate Athletics to develop preliminary campaign funding initiatives. The proposed projects totaled nearly \$50 million. 2) Collaborated with Cabinet in the submission of a transformational gift, totaling nearly \$700,000, from the College Futures Foundation. 3) Launched a \$1 million Athletic Scholarship initiative aimed at securing and sustaining annual scholarship support, closing two major gifts in support of the campaign.

**3. Inaugural First-Generation Alumnus of the Year Award**

Established criteria, formed award committee, and researched potential candidates. The Inaugural award was given to Sedrick Mitchell, Deputy Director of External Affairs for California State Parks.

**4. Developed Ways to Provide Consistent Messages on University Initiatives and Successes**

Implemented Stan News, Warrior Weekly newsletter, and RSS feed on MyStanState Portal. Created 15 marketing and communications plans to support events and initiatives across campus during 2018-19.

**5. Launched Crowdfunding Platform for SERSCA**

A crowdfunding platform for the Student Engagement in Research, Scholarship, and Creative Activity (SERSCA) program was launched, resulting in \$27,000 toward the program.

**6. Increased Alumni Participation and Engagement**

Increased alumni participation and engagement in various events including the newly implemented alumni mentoring program, Warrior Wisdom, Dinner with 12 Warriors, Vines, the Gala, Dress for Success, and the alumni employee luncheon.

## DIVISION OF HUMAN RESOURCES, EQUAL OPPORTUNITY, AND COMPLIANCE (HREOC)

**1. Implementation of CSU Recruit by PageUp**

The CSU Stanislaus HREOC team was chosen to be one of five campuses to assist with the development and implementation of the CSU Recruit by PageUp. The HREOC team spent the year working through new, lean recruiting processes and implemented the first Stanislaus State e-recruiting system on April 15, 2019.

**2. Implementation of CSU Learn by SumTotal**

The HREOC team has been one of the first CSU campuses to host the systemwide webinar training to groups which has led to a significant increase in learning opportunities through the Chancellor's Office Learning and Professional Development team. To further enhance compliance training completion and other learning platforms, Stanislaus State implemented CSU Learn by SumTotal.

**3. Implementation of 360-Degree Feedback Program**

In response to the April 2018 campus climate survey, the HREOC team implemented a 360-degree feedback program to enhance the development of administrators and provide a platform for feedback from the many constituent groups of the University.

**4. Implementation of Warriors at Work High Impact Practice**

HREOC implemented a new, robust program for onboarding Student Assistants and providing resources and training for Student Assistant supervisors. This effort included the first cohort of Warriors at Work student assistants to participate in a joint High Impact Practice with Academic Affairs and Student Affairs.

# Selected Strategic Planning Objectives, Strategies, and Actions and Outcomes by Division: Tracking Year-2 (2018-19)

The following provides a summary of **actions** taken by administrative division in support of the stated strategy (left side), and applicable consequential **outcomes** (right side).

## GOAL 1 • Be a student-ready University.

### ACTIONS

### OUTCOMES

GOAL 1  
BE STUDENT READY

#### 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 a 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.*

##### STRATEGIC PLANNING, ENROLLMENT MANAGEMENT AND INNOVATION (SPEMI)

###### Admissions & Outreach Services (AOS)

AOS and Financial Aid held multiple community workshops to inform prospective students about the University application process and funding opportunities. These workshops were greatly enhanced to strengthen the partnerships between the University and its regional community partners. The AOS and Financial Aid offices work with local community groups to enhance the academic preparedness of students. Such partnerships included Parent Institute for Quality Education (PIQE), Stanislaus County of Education (SCOE), Stan Futures, Chicanx Latinx Youth Conference (CLYC), and the Yo Puedo Boot camp.

Expanded outreach and partnerships with the community

###### STUDENT AFFAIRS

###### Academic Success Center (ASC)

Hired two additional advisors in ASC, allowing dedicated Educational Opportunity Program (EOP) advisors and the assignment of advisors by College. Hired four more Peer Mentors to work with freshmen in the newly created Freshman Success Program. Piloting new co-curricular High Impact Practices (HIPs): First Gen Fridays program for 2019-20.

EOP expanded Summer Bridge from 40 to serve all first-time EOP students of ~250 plus fall transition support through a First-Year Seminar course taught by EOP advisors.

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ACTIONS	OUTCOMES
<p><b>Housing &amp; Residential Life</b></p> <p>Housing Elevate-new memorandum of understanding (MOU) agreement between Student Affairs and Academic Affairs. Data dashboards with Institutional Effectiveness and Analytics for student success metrics. New Academic Initiatives Coordinator starting July 2019.</p>	
<p><b>Student Support Services (SSS)</b></p> <p>SSS maintains a minimum of 250 active participants annually, of which at least two-thirds must be first gen and low-income. Over 95% of currently active SSS participants are designated as first gen. SSS participants receive holistic supports related to transitioning to college, educational and career planning/ advising, financial literacy, tutoring, peer mentoring, health and wellness, academic skill-building, and campus referrals. SSS programming fosters student learning and academic development to increase good academic standing, persistence, and graduation of students. Minimum targets for these areas are 75%, 75%, and 52%, respectively. AY 2017-18 actuals were 98%, 96%, and 82%.</p>	
<p><b>UNIVERSITY ADVANCEMENT</b></p>	
<p><b>Alumni Engagement</b></p> <p>Established criteria for the Alumni Engagement Award for First-Generation Alumni, formed an award committee of alumni council members and researched potential candidates.</p>	<p>The Inaugural First-Generation Alumnus of the Year Award was given to Sedrick Mitchell, Deputy Director of External Affairs for California State Parks.</p>
<p><b>Communications &amp; Public Affairs (C&amp;PA)</b></p> <p>Published article in Stan Magazine on resources for students and what it means to be a “student-ready University.”</p> <p>Shared stories of first-generation students.</p> <p>Established a marketing plan for Warriors on the Way (WOW) initiative. Supported WOW events and Memorandum of Understanding (MOU) signing.</p>	<p>Magazine article shared at New Student Orientation and across campus with current and prospective students.</p> <p>Shared more than 10 stories on Web and in magazine of first-generation student stories</p> <p>Implemented a WOW marketing plan. Coordinated and produced a new WOW website, electronic signup forms, information cards and supported two MOU signing events.</p>
<p><b>Development</b></p> <p>Planned and held fundraising gala to raise funds for first-generation scholarships and identify major donors for this program.</p>	<p>Received \$86,000 in gift commitments at the gala</p>

GOAL 1  
BE STUDENT READY

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

### **STRATEGIC PLANNING, ENROLLMENT MANAGEMENT AND INNOVATION (SPEMI)**

#### **Enrollment Services**

Degree audits have been updated to reflect the new Executive Order (EO) 1100 and 1110 requirements. In addition, STAN Planner has also been updated to reflect the General Education (GE) changes.

Enrollment Services provided the campus community with revamped Degrees Progress Reports and STAN Planner to accurately track the EO 1100 and 1110 changes.

#### **Institutional Effectiveness & Analytics (IEA)**

Updated/enhanced existing dashboards in the Student Success series and implemented new dashboards:

- Retention and Graduation Rates dashboard (updated fall 2018)
- Student Program Tracking dashboard (launched fall 2018)
- Projected Graduation Rates dashboard (launched spring 2019)

IEA dashboards collectively provide campus users timely access to graduation and retention rates and equity gaps, and help inform the campus community of current and projected graduation rates with on-demand tracking of progress toward achieving the six Graduation Initiative (GI) metrics.

Participated in the EO 1110 Year-2 Chancellor's Office planning meetings with campus team and provided key performance indicators (KPI) to inform Student Success discussions.

Informed campus leadership of student course outcomes in GE Area A2 (Written Communication) and B4 (Mathematics/Quantitative Reasoning) courses and achievement gaps.

### **STUDENT AFFAIRS**

#### **Housing & Residential Life**

- Collaborated with the Office of Institutional Effectiveness and Analytics in creating data dashboards, including Housing Student Success and National Survey of Student Engagement (NSSE) dashboards with a housing resident filter.
- Created three-year implementation plan for a Residential Curricular Approach community-wide.

#### **Student Support Services (SSS)**

- Students receive ongoing writing and tutoring support throughout the academic year.
- SSS has a part-time Writing Specialist who works with student individuals at all points in their writing process.
- Writing workshops are also provided throughout the academic year (i.e., plagiarism, grammar, writing essays, WPST, citing sources).
- SSS partners with the Learning Commons to offer added tutoring support SSS students may need.
- SSS Peer Mentor workshops focused on academic development are offered throughout the year. Specific topics vary, but themes include student success tips, stress management, note-taking, goal setting, connecting with people on campus, learning styles, self-care, and time management.

ACTIONS

OUTCOMES

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

**STUDENT AFFAIRS**

**Diversity Center**

- Conducted focus groups in April 2019
- Search is underway for a Program Coordinator.
- New Diversity Center Director is on-board.

**Housing & Residential Life**

- Elevate data for the 2017-18 cohort highlight persistence and probation improvement over the general campus demographic.
- “Dealing with Differences” Support Group workshop

**Student Support Services (SSS)**

- Although SSS programming is not specialized to underrepresented males; academic standing, persistence, and graduation outcomes for males of color are similar to the overall program outcomes.
- AY 2017-18 overall SSS outcomes were 98%, 96%, and 82%, respectively (~25% of reported students were male). Disaggregated data for males of color were within 1-2% of SSS outcome.

**STRATEGY 1A4:** *Enhance Financial Aid services and implement access to, and delivery of, financial literacy education opportunities for students.*

**STRATEGIC PLANNING, ENROLLMENT MANAGEMENT AND INNOVATION (SPEMI)**

**Financial Aid & Scholarship Office (FASO)**

Financial Literacy changed its name to Financial Wellness so students feel it is more of a partnership.

The Financial Wellness program hired three Peer Mentors who table at the quad to meet students and answer basic questions.

Financial Wellness developed a social media campaign on Instagram. Peer Mentors also hold peer-to-peer workshops and are being trained to hold one-on-one budget sessions.

Increased the number of workshops and students served.

FASO tripled the number of in class presentations for First-Year Experience. Peer Mentors presenting was a success, as students felt comfortable asking questions of their peers.

- Increased number of individual advising sessions
- Lowering of default rate due to due diligence

**ACTIONS**

**OUTCOMES**

**GOAL 1  
BE STUDENT READY**

**STUDENT AFFAIRS**

**Academic Success Center (ASC) Student Leadership & Development (SLD); Vice President of Student Affairs (VPSA)**

Student Affairs commitment to financial literacy programming for all students at New Student Orientation (NSO) and beyond. Through online pre-orientation, thoughtfully place and provide student key financial aid information and testimonial videos. Financial Wellness breakout session at all NSOs. Financial Literacy workshops incorporated in Educational Opportunity Program (EOP) and Promise Scholars programs. “Money and Emotions” workshop presentation. Student Support Services (SSS) Peer Mentor workshops focused on financial literacy throughout the academic year. Topics vary each year, but themes include budgeting, financial aid, saving money, money habits, loans, and credit. SSS advisors work with students individually to address questions/financial concerns, refer students to appropriate resources, and help students navigate financial situations. An SSS advisor is on the planning committee for the California Forum for Diversity in Graduate Education and coordinates campus logistics for participation of underrepresented students at the conference. The conference includes content on financing graduate school.

**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).**

**STRATEGIC PLANNING, ENROLLMENT MANAGEMENT AND INNOVATION (SPEMI)**

**Enrollment Services**

As part of the Warriors on the Way program, the peer mentoring component was moved under the advising office (Academic Success Center), where it will be better positioned based on the strategic goals of the division and University.

Reimagined orientation services for specialized programs for all new students. The Warriors on the Way peer mentoring program now resides in the Academic Success Center because it is better aligned with goals and mission of the center.

**STUDENT AFFAIRS**

**Student Leadership & Development (SLD)**

Implemented redesigned orientation program in summer 2018 for Transfers, First-Years, and Parent/Families and created an extensive online pre-orientation program that was implemented in summer 2019. The professional program review is in progress.

Career and Professional Development Center (CPDC) provides breakout sessions and participates in showcase at 100% of New Student Orientation (NSO)/Transfer Orientation (TO).

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ACTIONS	OUTCOMES
<p>Student Support Services (SSS) redesigned the Steps 2 Success (S2S) program. S2S is a program orientation for fall Stan State admits who have been accepted into SSS. Fall SSS cohorts consisted primarily of incoming freshmen but also included few incoming transfers that previously participated in TRIO or Extended Opportunity Programs and Services (EOPS) at the community college. Participants connect with all SSS staff and each other, learn more about SSS and campus resources, receive tips/advice via a peer panel, and participate in team building.</p>	

**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.*

GOAL 1  
BE STUDENT READY

**BUSINESS & FINANCE**

**University Police Department (UPD)**

University Police presented two sessions of the Citizen Academy in 2018-19, one in fall and one in spring.

UPD continues to explore new content and will include a section on Emergency Management and the National Incident Management System in 2019-20.

Initial planning in progress of a partnership with UPD and the Criminal Justice program to provide the California POST Entry-Level Law Enforcement Test Battery (PELLETB) to students once a semester.

University Police presented two sessions of Rape Aggression Defense in 2018-19, one in fall and one in spring.

UPD continues to partner with the City of Turlock to bolster relationships between the campus and the community.

**STRATEGIC PLANNING, ENROLLMENT MANAGEMENT AND INNOVATION (SPEMI)**

**Enrollment Services**

The Transfer Welcome Program – funded by the Graduation Rates for Excellence Assessment Team (GREAT) – was designed to support new transfer students in their first semester at Stan State. The intention was to identify and remedy administrative barriers throughout the first semester of enrollment. With student feedback, opportunities for improvement were identified and implemented in years one and two.

The Transfer Welcome Program evolved into the Warriors on the Way (WOW) Welcome Program. While the Transfer Welcome Program was designed to provide additional support from the first day to the last day of the entering semester, the new WOW Welcome Program is now designed to provide additional support for transfer students while still enrolled at the community college. This increases opportunities for prospective transfers to engage and connect with the campus prior to their entering semester.

Moving into the 2018-19 academic year, the enhanced peer mentoring component and opportunity for an externally funded grant was incorporated into the Warriors on the Way (WOW) program. The new WOW program is designed to engage prospective transfers prior to their arrival and throughout all of their semesters.

The Academic Success Center (ASC), within the Student Affairs Division, will design and implement the peer mentoring aspect of the new WOW program.

**ACTIONS**

**OUTCOMES**

**STUDENT AFFAIRS**

**Student Leadership Development (SLD)**

Transition the Student Organization community management platform from StanSync (OrgSync) to Warrior Hub (Campus Labs Engage) and launched the new platform to all incoming and current students in summer 2019.

Coordinate the 1st annual campus-wide “Warrior Welcome Weeks” (August 18th – 30th, 2019) in collaboration with Student Affairs, Academic Affairs, and other campus departments.

Coordinate the Annual Student Organization Fair with over 50 student clubs and 15 Greek organizations tabling during the first full week of classes. Provided on-going oversight and advising for over 80 student organizations and 17 Greeks throughout the year.

Partnering with Associated Student, Inc. (ASI) to implement Stan Week (Stan Splash, Stan Fest, etc.) in September and Warrior Week (Smart Day, Greek Unity Day, Warrior Festival, etc.) in May.

Designed and implemented the 1st Annual two-day Dr. Marvalene Hughes Leadership Conference in October 2018 and in the process of planning the 2nd Annual for this fall.

Encourage and support student organization involvement in Homecoming events. Facilitate both the Student Organization Booth and Department Warrior Spirit decorating contests during Homecoming.

**Housing & Residential Life**

Housing held focus groups with Latinx and Black/African American students spring 2019 to gain insight into their perceptions of social, academic and cultural integration in housing, the campus, and Turlock community.

**Housing Welcome Week activities**

Creation of a new print Move-In Guide for housing students responsive to student feedback and data review. The purpose is to facilitate transition.

Transition of housing satisfaction survey from homegrown to system survey enabling cross campus comparison. Addition of a housing filter to the National Survey of Student Engagement (NSSE) data dashboards.

**Supplemental Instruction (SI)**

The SI Program has developed the SI Mentor component that provides students with professional development opportunities that extend beyond the SI Leader role. SI Mentors are engaged in trainings and meetings to be more involved on campus and within the department. This component is developing a sense of community among all SI Leaders and building a sense of connectedness to the program, department, division, and campus community.

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ACTIONS	OUTCOMES
<p><b>Health &amp; Wellness</b></p> <p>The Peer Health Educator Program is a volunteer experience where students are trained in various topics and educate students about general wellness. The experience provides students with the opportunity to become more involved on campus and engage in educational programming with various clubs/organizations and departments. The Peer Health Educator Program provides an internship experience for Master of Social Work students where they facilitate programming on campus specific to mental health and wellness, stigma reduction, and suicide prevention.</p> <p><b>Student Support Services (SSS)</b></p> <p>Programming SSS students receive is based on research and best practices for addressing the needs of underrepresented students including non-cognitive factors which impact self-efficacy and sense of belonging. Examples include holistic advising, peer mentoring, workshops and events, and the Steps 2 Success orientation (peer panel, team building).</p>	
<p><b>UNIVERSITY ADVANCEMENT</b></p>	
<p><b>Operations</b></p> <p>FY 2018-19 Call Center</p>	<p>FY 2018-19 Call Center was successful in raising more dollars than prior years. The focus was on calls to alumni.</p>

**OBJECTIVE B**

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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.

GOAL 1  
BE STUDENT READY

**STRATEGY 1B2:** *Enhance and implement more affinity organizations and clubs (e.g., Latino/a Faculty and Staff Association, African-American Faculty and Staff Association, Asian and Pacific Islander Faculty and Staff Association, Women’s Center).*

**AFFINITY GROUPS**

- President’s Commission on Diversity and Inclusion (PCDI)**
- Chicanx Latinx Faculty and Staff Association (CLFSA)**
- CLFSA increased in membership from 25 to 40 members. About half are paid members and are active in meetings.
  - Hosted eight CLFSA meetings in the 2018-19 academic year. Invited off and on campus guests to share resources/stories.

**ACTIONS**

**OUTCOMES**

- Hosted a winter meet and greet with 25 students and donated finals care packages to students.
- Co-hosted the human trafficking workshop with the Center for Human Services Organization on campus.
- Participated in the annual Chicanx Latinx Commencement Ceremony
- Created an Instagram account to promote CLFSA and help engage other staff and faculty.

**Black Faculty and Staff Association (BFSA)**

- Hosted four BFSA meetings
- Co-hosted a meet and greet with the Black Student Union (BSU).
- Co-hosted the Black Graduation Celebration with the Black Student Union.
- Developed a webpage and created a Facebook page to promote BFSA, engage faculty and staff, share resources, and other information regarding events and activities on campus and within the community.

**Women's Campus Connection** is an affinity group of campus women leaders who collaborate to schedule distinguished women to speak to faculty, staff, administrators and students about their stories and/or reflections on leadership. The Women's Campus Connection meetings are open to the entire campus community. Everyone is welcome to attend to experience this unique networking opportunity.

- Hosted three distinguished speakers in 2018-19
  - Stephanie Gallo, Vice President of Marketing for E. & J. Gallo Winery
  - Anita Hellam, Executive Director of Stanislaus County Habitat for Humanity
  - Jeani Ferrari, Founder and Principal Designer of Jeani Ferrari Design

**UNIVERSITY ADVANCEMENT**

**Communications & Public Affairs (C&PA)**

- Assisted in communications related to diversity and inclusion efforts across campus
- Provided marketing support for President's Commission on Diversity and Inclusion (PCDI) activities and University City Joint Taskforce
- Enhanced some affinity organizations by providing marketing materials and photographer

Increased social media sharing and engagement

## ACTIONS

## OUTCOMES

**STRATEGY 1B4: Utilize/adopt research findings and scholarship on belongingness and growth mindset.****STUDENT AFFAIRS****Academic Success Center (ASC)**

ASC reorganized to allow dedicated Educational Opportunity Program (EOP) advisors to redesign and create a sense of belonging through a community of peers and advisors.

**Associated Student, Inc. (ASI)**

ASI added a student pinning ceremony to New Student Orientation to reinforce the idea of belongingness.

**Diversity Center**

With the addition of the Dreamers Project Coordinator and the Males of Color Program Coordinator, the Diversity Center is focusing on belongingness across all student populations.

**Housing & Residential Life**

Housing is expanding their living/learning communities to foster a greater feeling of belongingness with on-campus residence.

**Psychological Counseling Services (PCS)**

PCS support group: "Body Positive Warriors."

**Student Support Services (SSS)**

SSS is a federal TRIO program and is guided by a grant proposal grounded in research practices related to supporting traditionally underrepresented students. Research related to non-cognitive factors that impact a sense of belonging are integrated throughout the design of the SSS program. Students who are accepted into SSS become part of a community that supports students diverse needs.

**STRATEGY 1B5:** *Foster the use of the Faculty Development Center for academic and social events, and grow the number of and participation in faculty development opportunities.*

### ACADEMIC AFFAIRS

Expansion of New Faculty Orientation to two days; improvement of program to offer additional resources and support for new tenure-track faculty.

Launch of new Inclusive Teaching certificate program

Instructional Institute Day attendance increased by 50% over last year.

Total Faculty Center for Excellence in Teaching and Learning (FCETL) workshop attendance increased by 58% over last year.

Doctoral Program Celebration Event held May 17.

Four professional learning events led by the College of Education, Kinesiology & Social Work faculty:

- Socio-Emotional Learning (SEL) Supports for Underserved Populations (November 6)
- How Inclusive is Your Syllabus – two sessions (February 28 and March 4)
- Transparent Teaching - two sessions (April 8 and 11)
- Facilitating Win-Win Conversations – part of The Collaboration for Inclusive and Engaging Curriculum, Instruction, and Achievement (CIENCIA) (May 28)

Multiple other faculty led events:

- New Faculty Orientation (August 15-16)
- Fear to Freedom: Facilitating Difficult Conversations in the Classroom (Instructional Institute Day) (January 23)
- Using Universal Design for Learning (UDL) to Adapt Curriculums with Learning Management System (LMS) in K-12 and Higher Ed (March 12)
- Working with First-Generation Students, Part 1
- Exploring Bias to Become Equity Minded (May 25)
- Writing Your Article in 12 Weeks (weekly meetings in fall 2018)
- Mindfulness Meditation (weekly meetings in spring 2018)
- Writing Days at Faculty Development Center (FDC)
- Faculty Mentor Program
- Retention, Promotion & Tenure Information (RPT) Workshop for Department Committee/Chairs
- RPT/Working Personnel Action File (WPAF) File Preparation (May 21)

In addition to base funding, an additional \$200,000 from self-support funds continues to be dedicated to faculty development initiatives each fiscal year.

Collaborative workshop between the College of Science and the Stanislaus County Office of Education to explore teaching strategies under the Next Generation Science Standards

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ACTIONS	OUTCOMES
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**STUDENT AFFAIRS**

**Career & Professional Development Center (CPDC)**

CPDC is collaborating with Dr. Ellen Bell and Dr. Bruce Hesse to introduce a Faculty Learning Community (FLC) in fall 2019 focused on Design Thinking methodology.

**STRATEGY 1B6: *Develop a wellness model that builds resilience through health education, mental health education, recreation and wellness coaches; and promotes club sports and intramural sports.***

**STUDENT AFFAIRS**

**Health & Wellness**

Development of two strategic teams:

The Student Wellness Group is comprised of the Student Recreation Center, Health Education and Promotion (HEP), Student Health Center (SHC), and Psychological Counseling Services (PCS) leadership. Its goals will include communicating programs, assessing for duplication and gaps, strategic planning for the short and long term.

Healthy Campus Coalition is comprised of faculty, staff, students, and other stakeholders in Health and Well-being. Goals are to lead health promotion action and collaboration and to embed health into all aspects of campus culture using evidence-based practices and campus data — model-based on Healthy Campus 2020, and the Okanagan Charter.

PCS “Grief and Loss” Support Groups, Self-Compassion Workshop, LGBTQ Counseling Group, Herstory Women’s Support Group, Body Positive Warriors Group, First Gen Fridays monthly educational workshop, PCS Collaboration with Associated Students, Inc. for “Speak Your Mind” and “Let’s Taco ‘Bout It”, (mental health events), Question, Persuade, and Refer (QPR) Suicide Prevention Workshops, Mindfulness Counseling Groups for managing Anxiety, Depression and for Building Self-Esteem

Student Support Services (SSS) uses a holistic/intrusive approach to advising and programming that builds resilience. SSS Wellness Zone was redesigned into an interactive informational area focused on topics related to holistic health and wellness.

Both the Student Wellness Group and the Healthy Campus Coalition are in the very early stages of development and therefore there are no outcomes to report

GOAL 1  
BE STUDENT READY

## STRATEGY 1B7: *Create and support study abroad opportunities for more students.*

### STUDENT AFFAIRS

#### Academic Success Center (ASC); Educational Opportunity Program (EOP); Student Support Services (SSS); Career & Professional Development Center (CPDC)

ASC/EOP promotes study abroad opportunities. CPDC promotes study abroad opportunities and added study abroad experiences on resume samples. SSS promotes study abroad opportunities through advising and peer mentor workshops.

SSS had 25 student contacts that involved study abroad content for AY 2017-18. Peer Mentors added a Study Abroad workshop for spring 2019.

### UNIVERSITY ADVANCEMENT

#### Development

Cultivated and solicited gifts in support of study abroad programs.

Very close to closing gift that will include annual support and alike estate gifts for the program.

## STRATEGY 1B8: *Continue to seek ways to address students' food and housing insecurity.*

### STUDENT AFFAIRS

#### Health & Wellness

- Transitioned the Warrior Food Pantry to Student Affairs and tripled the size.
- Provide a two-week emergency on campus housing program. Partnered with Chartwells to begin a meal sharing program.
- Partnered with Alumni Affairs to provide holiday care packages.
- Provide emergency meal cards for food insecure students.
- Began the food box distribution program, a partnership with the California Faculty Association (CFA) and the United Samaritans Foundation.
- Health Education and Promotion (HEP) increased the size of the food pantry and relocated the pantry to a more central location. HEP provided snack baskets during exams to nine campus locations. Continue to provide baskets year-round in Academic Success Center (ASC) and Psychological Counseling Services (PSC).
- Assisted students applying for CalFresh programs. HEP worked collaboratively with Educational Opportunity Program (EOP) and Promise Scholars coordinators to promote the food pantry, CalFresh assistance and other Basic Needs initiatives to first-generation and foster students.

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ACTIONS	OUTCOMES
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- Work with University Advancement on increasing donations to program. Use of a meal plan calculator for students to use to manage plan balances; distribution of meal plan use reports to students; monitoring of meal plan utilization trends; tracking of student plan selection and use from year-to-year with custom email addressing potential food insecurity. Integration of food and housing insecurity questions in the fall resident satisfaction survey.

**UNIVERSITY ADVANCEMENT**

**Development; Operations; Communications & Public Affairs**

Solicited multiple corporate and foundation grants to support the program.

Received multiple grants from companies and organizations such as Save Mart, Wells Fargo, United Way, and Gallo.

**STRATEGY 1B9:** *Institutionalize a co-curricular transcript that denotes students' co-curricular achievements, awards, certificates and integrated student professional development programs (e.g., soft skills certificates for students).*

**STUDENT AFFAIRS**

**Student Leadership Development (SLD)**

Designed and implemented the Warrior Leadership Program (WLP) in 2017-18 on the Turlock Campus, expanded the program to the Stockton Campus in spring 2019. Working in 2019-20 to build and increase the WLP, fully utilize the Warrior Hub platform, and institutionalize the co-curricular transcript.

GOAL 1  
BE STUDENT READY

**STRATEGY 1B10:** *Expand the number and variety of programs, certificates and workshops offered to our students that can be noted in a co-curricular transcript.*

### STUDENT AFFAIRS

#### Career & Professional Development Center (CPDC)

CPDC in partnership with faculty and the Office of Extended Education has developed and delivered the pop-up course "Designing Your Tomorrow."

Students receive 1.5 Continuing Education Units (CEUs), which are noted on the transcript.

#### Student Support Services (SSS)

Through the Warrior Leadership Program, work with campus partners to offer increased workshops and service opportunities in the areas of Leadership and Development, Career Development, Citizenship, Diversity and Inclusion, Wellness, and Warrior Spirit.

- Partner with Leadership Studies program coordinator to offer quality leadership programs and experiences for students.
- Facilitate the Dr. Marvalene Hughes Leadership Conference annually, continuing to expand the program session options.
- SSS workshops are designed to help students build academic and life skills needed to succeed in college and after graduation. SSS student participation in program and campus workshops are tied to eligibility for scholarships SSS awards each semester.

SSS tracking of student contact shows participation in 49 program and campus workshops for AY 2017-18.

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

### STUDENT AFFAIRS

#### Career & Professional Development Center (CPDC)

CPDC partners with the Office of Alumni Relations to connect with alumni. The CPDC provides services to recent alumni (within two years of graduation) at no cost.

- The CPDC brings back alumni to participate in career programming to support students in their career development.
- The CPDC co-markets alumni events and services
- The CPDC partnered with Academic Affairs and Human Resources to offer the first Warriors at Work program for student assistants.

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ACTIONS	OUTCOMES
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**UNIVERSITY ADVANCEMENT**

**Alumni Engagement**

Worked with Associated Students, Inc. and University Student Union to provide alumni programming in conjunction with student-led events (such as Stan Week) to increase connections. The Warrior Mentoring program will facilitate this, as well.

Alumni participation in Dress for Success, mock interviews, job fairs, resume critiques, and others.

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

**STRATEGIC PLANNING, ENROLLMENT MANAGEMENT AND INNOVATION (SPEMI)**

**Admissions & Outreach Services (AOS)**

In 2018-19 the University Ambassadors had additional experience in supervising staff, training and development. They also gained experience in large event planning.

The University Ambassador program prepares students for future success. Students moving on to graduate school can use the skills they have learned and use them during their job search.

**STUDENT AFFAIRS**

**Student Leadership Development (SLD)**

Dr. Marvalene Hughes Leadership Conference was held October 6-7, 2018. The conference program and detailed information are available in The Office of Student Leadership and Development. The second annual conference will be held October 2019.

**Psychological Counseling Services (PCS)**

PCS conducted a “Life Skills for Leaders” presentation

**UNIVERSITY ADVANCEMENT**

**Alumni Engagement**

Worked with Associated Student, Inc. (ASI) and University Student Union to provide alumni programming in conjunction with student-led events (such as Stan Week) to increase connections. The Warrior Mentoring program will facilitate this, as well.

Alumni participation in Dress for Success, mock interviews, job fairs, resume critiques, and other events.

GOAL 1  
BE STUDENT READY

**OBJECTIVE C**

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

**GRADUATION INITIATIVE GOALS**

STAN STATE GOALS	2025	Most Recent (2018-19)*
Freshman 4 yr Grad Rate	37%	19%
Freshman 6 yr Grad Rate	65%	59%
Transfer 2 yr Grad Rate	45%	45%
Transfer 4 yr Grad Rate	78%	77%
GAP URM	0	2% points
GAP Pell	0	2% points

\*Preliminary as of October 2019

**STRATEGY 1C1:** *Assess and build on the encouraging outcomes from the first year of GREAT funded student success initiatives. Implement strategies from the long term plan (<https://www.csustan.edu/great>). Because the strategic plan covers an eight-year period and work on the graduation initiative is ever evolving, these strategies represent a starting point but will also evolve over time.*

**ACADEMIC AFFAIRS**

Increased advising resources in the College of Education, Kinesiology, and Social Work by adding a Student Services Professional II (SSP-II), which gave release time for full-time lecturers. SSP-II held regular office hours on the Stockton Campus (one day every two weeks).

Added undergraduate summer and winter courses

Revised curriculum for early mathematics courses to eliminate remedial instruction that does not carry college credit.

Created PeopleSoft table for tracking High Impact Practices (HIPs) participation by student through imported class lists of course sections carrying the HIPs designation and manual entry of programmatic HIP participation. This tracking mechanism is critical to meeting Goal 2, Objective B, as well as informs the process of creating a HIPs/Student Success Assessment Plan.

- Developed stretch course for English Language Learners (ELL) and 1.5 students (subcategory of ELL) entitled "Reading and Writing for Multilingual Writers."
- Redesigned Early Start English and implemented English pathway for students.
- Hosted a series of Info. Literacy workshops for instructors teaching First-Year Course (FYC).
- Facilitated a HIPs Faculty Learning Community for 15 faculty.
- Built class schedules responsive to degree programs and General Education needs.
- Warriors at Work

**HUMAN RESOURCES, EQUAL OPPORTUNITY, AND COMPLIANCE (HREOC)**

HREOC implemented a new, robust program for onboarding Student Assistants and providing resources and training for Student Assistant supervisors. This effort included the first cohort of Warriors at Work student assistants to participate in a joint High Impact Practices with Academic Affairs and Student Affairs.

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ACTIONS	OUTCOMES
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**STRATEGIC PLANNING, ENROLLMENT MANAGEMENT AND INNOVATION (SPEMI)**

**Institutional Effectiveness & Analytics (IEA)**

- IEA updated or enhanced existing dashboards in Student Success series and implemented new dashboards:
- Retention and Graduation Rates dashboard (updated fall 2018)
  - Student Program Tracking dashboard (launched fall 2018)
  - Bottleneck Courses dashboard (updated/modified spring 2019)

IEA dashboards collectively provide campus users with timely access to graduation and retention rates

**STUDENT AFFAIRS**

**Academic Success Center (ASC)**

Expanding the advising network, the ASC started (summer 2019) the Advising Collaborative to engage faculty and staff advisors.

Improved communication amongst advising community in preparation for summer New Student Orientations.

Creation of housing data dashboards to monitor housing progression for Graduation Initiative (GI) 2025 goals.

April 2019, request sent to Institutional Effectiveness and Analytics for Student Affairs department program rosters on file, as well as what updated rosters are needed to integrate a broader segment of Student Affairs programs to the GI 2025 related dashboards.

GOAL 1  
BE STUDENT READY

**STRATEGY 1C2:** *Incorporate identification of on-the-cusp cohorts by Institutional Effectiveness & Analytics, 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**

**On-the-Cusp (OTC) Interventions Summary Table - OTC Student Graduation Rates Per Cohort**

OTC COHORTS	OTC INTERVENTIONS RECEIVED/ UTILIZED			TOTAL OTC STUDENTS	SPRING/SUMMER 2019 PROJECTED TO GRADUATE				PERCENT PROJECTED TO GRADUATE SPRING/SUMMER 2019 BY COHORT														
	INTENSIVE ADVISING ONLY (AO)	WINTER OR SUMMER WAIVER ONLY (WO)	INTENSIVE ADVISING + WAVIER (A+W)		AO	WO	A+W	Total	AO	WO	A+W	Total											
FTF 4.5	105	5	84	194																			
FTF 6.5	58	1	23	82																			
Transfer 2.5	221	6	221	448																			
Transfer 4.5	36	1	17	54																			
<b>TOTAL</b>	<b>420</b>	<b>13</b>	<b>345</b>	<b>778</b>	<b>246</b>	<b>9</b>	<b>297</b>	<b>552</b>	<b>58.6</b>	<b>69.2</b>	<b>86.1</b>	<b>71.0</b>											

**ACTIONS**

**OUTCOMES**

**STRATEGIC PLANNING, ENROLLMENT MANAGEMENT AND INNOVATION (SPEMI)**

**Enrollment Services**

Enrollment Services provided lists of on-the-cusp students to the Graduation Rate Excellence and Assessment Team (GREAT) committee. Providing on-the-cusp student involved verifying coursework in PeopleSoft, running degree audit programs and verifying the latest information was up to date. Additionally, evaluators answered any questions regarding graduation, including additional on-the-spot graduation evaluations.

Identification of on-the-cusp cohorts allowed intrusive advising by academic advisors and departments. This is one of the strategies that led to the GI Metrics being raised on campus in 2018-19.

**STRATEGY 1C3: Increase responsiveness of class schedules around student needs, including courses offered, times courses are offered, locations courses are offered, and modality courses are offered.**

**ACADEMIC AFFAIRS**

The number of online sections and enrollments increased in winter and summer sessions:

Winter Session

- Winter 2018 (43 sections, 804 enrollments); Percent of total sections: 59% (43/73); Percent of total enrollments: 68% (804/1,180)
- Winter 2019 (51 sections, 952 enrollments); Percent of total sections: 66% (51/77); Percent of total enrollments: 72% (952/1,324)
- Percent increase in winter 2018 vs. winter 2019 (18.6% increase in number of online sections; 18.4% increase in online enrollments; 7% point increase in the percent of online sections; 4% point increase in online enrollments)

Summer Session

- Summer 2017 (75 sections, 1,264 enrollments); Percent of total sections: 30% (75/252); Percent of total enrollments: 31% (1,264/4,090)
- Summer 2018 (91 sections, 1,694 enrollments); Percent of total sections: 37% (91/249); Percent of total enrollments: 40% (1,694/4,207)
- Percent increase in summer 2017 vs. summer 2018 (21.3% increase in number of online sections; 34% increase in online enrollments; 7% point increase in the percent of online sections; 9% point increase in online enrollments)

**STRATEGIC PLANNING, ENROLLMENT MANAGEMENT AND INNOVATION (SPEMI)**

**Enrollment Services**

Enrollment Services, Institutional Effectiveness and Analytics (IEA), and the GREAT Committee collaborated to increase responsiveness of class schedules in meeting student needs. Enrollment Services assisted IEA in monitoring courses offered, their time, location, and modality. On-demand dashboards were designed based on course demand analysis by GREAT participants.

The collaboration resulted in an increased use of STAN Planner by students, with the greatest usage during major advising and registration periods. Dashboards that track General Education (GE) course demand, by level, by student allow department chairs and academic departments to plan course offerings by time, location, and modality.

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ACTIONS	OUTCOMES
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**STUDENT AFFAIRS**

Student Affairs facilitates the New Student Orientation registration meetings before, during, and after.

**STRATEGY 1C4: Increase emphasis on leveraging of winter and summer sessions, including use of the waiver program.**

**STRATEGIC PLANNING, ENROLLMENT MANAGEMENT AND INNOVATION (SPEMI)**

**Institutional Effectiveness & Analytics (IEA)**

IEA consulted with college deans to collect feedback to improve the usability of the General Education (GE) Course Demand Dashboard.

Input from college deans has helped continuously improve the GE Course Demand Analysis Dashboard.

**STUDENT AFFAIRS**

Peer Mentors host winter and summer session workshops during appropriate registration times.

**STRATEGY 1C5: Sustain the new enrollment “hold” practice, increasing the threshold for “hold” to a \$200 outstanding debt to the University, and ensure it becomes campus policy.**

**STRATEGIC PLANNING, ENROLLMENT MANAGEMENT AND INNOVATION (SPEMI)**

**Enrollment Services**

Enrollment Services continues to review the list provided by Financial Services and supports campus policy. This allows students with minimal debt to continue to enroll.

This practice is currently in place and being adhered to.

**STRATEGY 1C6: Develop a micro grant program to assist students with short-term financial barriers.**

**STUDENT AFFAIRS**

**Associated Students, Inc. (ASI)**

ASI added a new budget line item to contribute to the Campus Cares program.

GOAL 1  
BE STUDENT READY

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

### **STRATEGIC PLANNING, ENROLLMENT MANAGEMENT AND INNOVATION (SPEMI)**

#### **Admissions & Outreach Services (AOS)**

The President and all divisions of the University collaborated to ensure the successful transfer of students to Stan State. The President invites the leadership of the four feeder campuses for a summit on transfer programming. SPEMI has been funded by College Futures to provide leadership and services in helping students transfer through a Warriors on the Way (WOW) program. This involved mentoring and advising for students who declared intent to enroll at Stan State. AOS provided enhanced application workshops at local community colleges. In 2018-19, SPEMI recruited three WOW counselors to be located on the campuses of its feeder institutions.

Outcomes are three community college coalition meetings in 2018-19; securing College Futures award to implement WOW program; establish permanent ongoing funding for WOW positions; as of November 1, 2019, enrollment in WOW program is as follows: Merced College-96, Modesto Junior College-118, San Joaquin Delta College-313.

### **STUDENT AFFAIRS**

#### **Academic Success Center (ASC)**

The ASC Director involved in Stan Futures Collaborative, involving Stanislaus County Office of Education and Modesto Junior College. Partnership with Stockton Scholars to support Stockton students using a near-peer coaching model.

#### **Disability Resource Services (DRS)**

DRS Orientation facilitates a smoother transition for both first-year and transfer students to getting and using accommodations in a 4-year institution.

#### **Student Leadership Development (SLD)**

A mandatory pre-orientation online program has been purchased, created, and implemented in the summer of 2019.

Redesigned First-Year and Transfer New Student Orientation (NSO) rated with 93% overall satisfaction. Redesigned Parent/Family Orientation rated with 100% overall satisfaction. A review of the NSO redesign is currently in progress.

## **STRATEGY 1C8: Expand the use of affordable course materials.**

### **BUSINESS & FINANCE**

#### **Financial & Support Services (F&SS)**

Continuing to work on fee database - will begin analysis in 2019-20.

ACTIONS

OUTCOMES

**OBJECTIVE D**

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

**STRATEGY 1D1:** *Through consultation with departments and market research, determine which programs have the greatest potential to grow graduate enrollments.*

**ACADEMIC AFFAIRS**

Preliminary draft of MS in Information Systems	Approved funding for a Dean of Graduates Studies
Preliminary draft of Certificate and Concentration in Human Resources in MBA; marketing research report through the Educational Advisory Board (EAB) is pending	
Need for MS in Healthcare Management identified	
Development of a Post-baccalaureate Online Non-profit Management Certificate through Extended Education has been initiated. These four classes can be transferred into the MPA program. Funding to develop the online courses is coming from a \$50,000 grant awarded by the Commission on the Extended University.	
Revised MS curriculum in Biological Sciences to be more attractive to a broader range of students	

**UNIVERSITY ADVANCEMENT**

**Communications & Public Affairs (C&PA)**

Worked with MBA programs to refresh their brochures	
Created a new graduate program brochure	
C&PA representative asked to join the subcommittee on graduate program strategy and promotion.	

**STRATEGY 1D3:** *Improve the pipeline of students moving from Stan State's baccalaureate programs to our master's and doctoral programs, with an emphasis on graduate programs with acute student under-representation based on gender and ethnicity.*

### STRATEGIC PLANNING, ENROLLMENT MANAGEMENT AND INNOVATION (SPEMI)

#### Institutional Effectiveness & Analytics (IEA)

Graduate Student Retention and Graduation Rate dashboard developed to track graduation rates by entering term/year, program and equity gaps.

IEA provided undergraduate to graduate pipeline by race/ethnicity for a Department of Education grant proposal in summer 2019 and will routinely update the results for the Book of Trends.

IEA will continue to track post-graduate outcomes using internal and external data sources (i.e., National Student Clearinghouse, StudentTracker) and provide results in an online dashboard and in the Book of Trends.

Routine tracking of the University's undergraduate to graduate pipeline helps inform campus leadership of post-graduate outcomes, including what graduate programs students enroll in and where.

### STUDENT AFFAIRS

#### Student Support Services (SSS)

SSS coordinates logistics to send a bus of underrepresented students to the California Forum for Diversity in Graduate Education. SSS collaborates with other campus programs such as Educational Opportunity Program (EOP), McNair Scholarship Program, Louis Stokes Alliance for Minority Participation Program (LSAMP), and Science, Technology, Engineering and Math (STEM) Success to identify students. SSS works with Teacher Education to promote the Student to Teacher conference for students considering a credential after graduation. SSS advising and workshops provide information on graduate school admissions and application processes, entrance exams, as well as academic and financial supports available for graduate students.

51 Stan State students participated in the California Forum for Diversity in Graduate Education

ACTIONS

OUTCOMES

**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.*

**STUDENT AFFAIRS**

**Academic Success Center (ASC)**

Through one-on-one advising, email and social media, and summer school workshops, ASC prominently promotes “Think 30.”

**STRATEGY 1E2:** *Implement recommendations of the Advising Task Force, including one-to-one faculty advising with students.*

**STUDENT AFFAIRS**

**Academic Succus Center (ASC)**

ASC as part of the Graduation Rate Excellence and Assessment Team (GREAT) Advising Practices Workgroup, helped draft an update to the advising policy. Remaining items have been prioritized, including a review of paperless workflow needs. Collaboration with major departments is also underway, which will build the framework for furthering professional development opportunities.

The policy advanced in the Academic Senate but ultimately did not have enough support for a vote. Prioritization of paperless workflow forms to remove administrative barriers were identified.

**STRATEGY 1E3:** *Develop a programming and communications plan for informing students about campus resources.*

**STRATEGIC PLANNING, ENROLLMENT MANAGEMENT AND INNOVATION (SPEMI)**

**Enrollment Services**

Enhanced collaboration with University Communications.

Enhanced collaboration has resulted in weekly news updates to campus and students.

**ACTIONS**

**OUTCOMES**

**STUDENT AFFAIRS**

Student Affairs formed a Communications Committee whose charge is to improve communication to students as well as between departments in the division. Scheduled a half-day Social Media training for departments in Student Affairs to learn to leverage and improve social media communications. Hired a marketing and communications staff member to work with the entire division on communication efforts, plans, and campaigns. Instituted the Student Affairs Showcase for students to learn about services and connect with departments in Student Affairs. All incoming students are required to go through the pre-orientation which reviews campus resources.

**Career & Professional Development (CPDC)**

CPDC launched a social media campaign to keep students and alumni informed about career events. In summer 2019, CPDC is launching the Handshake platform and will utilize the tool for promoting targeted events.

**Health Education & Promotion (HEP)**

HEP conducts a social norming campaign annually based on the results of the American College Health Association (ACHA) and the National College Health Assessment (NCHA) results. Over 60 posters are distributed across campus (including the Stockton Campus) with positive messages about healthy behaviors and attitudes. In the 2018-19 academic year, topics included healthy relationships, alcohol safety, vaping, sexual health, general health, and optimism. Previous years included nutrition, pregnancy prevention, and becoming smoke-free. HEP utilizes social media to target the general student population to promote and showcase Health Education and Promotion and Peer Health Educators events. Additionally, social media is used for the promotion of useful tools and resources on campus regarding health education.

**Housing & Residential Life**

Housing website re-design launched April 2019; access data utilized to inform timeline to transition pages to new design. Housing resident newsletter issued weekly. Housing's Instagram page users grew by over 800 to then later exceed 1,000 users. Creation of a new Move-In Guide for use fall 2019. Centralization of housing student communications through Communications and Marketing specialist for consistency of tone and format, as well as control of frequency of communication.

**Student Support Services (SSS)**

SSS has a detailed plan of operation, which includes student communication. At point of entry to the program, all students receive an orientation, which includes an overview of services and resources, details of how SSS contacts them, and how they can engage with SSS. A calendar of events is sent out monthly regarding SSS, other campus events, and important dates. Social media is leveraged for reminders.

**GOAL 1  
BE STUDENT READY**

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ACTIONS	OUTCOMES
<b>UNIVERSITY ADVANCEMENT</b>	
<b>Communications &amp; Public Affairs (C&amp;PA)</b>	
Implemented Warrior Weekly newsletter	Shared more than 100 events and news briefs via Warrior Weekly.
Implemented video round-up	Produced 29 weekly videos with a total of 447 views on YouTube, 19,595 views on Facebook, and 37,529 on Instagram.
In conjunction with Office of Information Technology (OIT), created newsfeed on Student Portal	
Work with various campus departments to establish student blogs.	Supported five student blogs/podcasts
In conjunction with Associated Student, Inc. (ASI), produced a bi-weekly Safety Podcast “Keeping it Safe” during fall 2018.	Produced seven safety podcasts
Created student social media volunteer program.	

**STRATEGY 1E4: Resurrect and institutionalize a Career Development Center.**

**STUDENT AFFAIRS**

**Career & Professional Development Center (CPDC)**

- CPDC opened in August 2017 after having been absent from University services for approximately nine years. The Director for the center was hired and began working in October 2017. The Administrative Support Assistant was brought on as an emergency hire in December 2017 and became a permanent employee in March 2018. The Employer Engagement Coordinator started in May 2018, and the Career Coach started in November 2018. This completes the recruitment for the CPDC professional team.
- The team has developed the CPDC Business Continuity Plan (BCP), Standard Operating Procedures and Policies.
- The CPDC is scheduled for a Support Unit Review in the spring of 2019.
- The CPDC purchased Grad leaders contract providing all students and alumni regardless of major access to online jobs and internship opportunities.

**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**

**Alumni Engagement**

Invited alumni to participate in Dress for Success, resume critique and mock interviews.	Alumni volunteers participated in each event.
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GOAL 1  
BE STUDENT READY

## GOAL 2 • Provide 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 2A1:** *Explore best practices in transformational learning—deep, constructive, and meaningful learning that goes beyond simple knowledge acquisition and supports the critical ways in which learners consciously make meaning of their lives.*

#### STUDENT AFFAIRS

##### Supplemental Instruction (SI)

SI engages students outside of the classroom, with an experienced SI Leader, with the course content through meaningful activities and collaborative learning. SI Leaders engage students to interact with the course content in a different way that develops deeper learning that can be transferred in study habits for future courses. The SI program has proven to be effective in creating class retention, lower D, F, and W grades. The program averages 29% attendance to SI sessions, with an average of .40 higher GPA for those who attend than those who did not attend.

**STRATEGY 2A2:** *Embrace innovation and creativity by promoting and supporting experimentation without professional consequences (e.g., IDEAS).*

#### ACADEMIC AFFAIRS

Faculty Learning Communities (FLCs) provide funded opportunities for faculty to work together on institutional initiatives around High Impact Practices (HIPs), core competencies, and assessment.

Academic Affairs supports the work of College Assessment FLCs, six core competency FLCs, and High-Impact Practice FLCs. Academic Affairs will continue to expand opportunities for innovation around teaching and learning with Student Success Faculty Scholar/Practitioner program.

continued from previous page

ACTIONS	OUTCOMES
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**STRATEGIC PLANNING, ENROLLMENT MANAGEMENT AND INNOVATION (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 can be found at <https://www.csustan.edu/spemi/ideas>.

11 proposals from faculty and staff were selected in spring 2019 for implementation through an RFP process:

- Visiting Artist Program
- Educational Opportunity Program (EOP) Community
- Career Closet
- Faculty Learning Community - Committee for Sustainable Futures
- Sustainability Literacy
- Learning Through Virtual Reality
- EOP Peer Mentor Program
- QLess - The Virtual Line Management System
- Yo Puedo Boot Camp for 6th-9th Grade Students
- University Ambassador Gear
- Online Course Study

Additional details can be found at the end of this section and on the SPEMI website.

GOAL 2  
TRANSFORMATIONAL LEARNING

**STRATEGY 2A4: *Develop leadership opportunities for students both through curriculum and courses and activities.***

**STUDENT AFFAIRS**

**Career & Professional Development Center (CPDC)**

- Partners with Human Resources (HR) and the Provost office to pilot a High Impact Practice, Warriors at Work for student workers.
- The CPDC Director is the Principal Investigator (PI) on Designing Your Tomorrow Innovation Grant, which provides a seven-week pop-up course. This allows Juniors and Seniors to earn 1.5 in Continuing Education Units (CEUs).
- Additionally, CPDC provides a list of workshops to be included in the Warrior leadership program along with Associated Students, Inc./University Student Union.
- Presented at Dr. Marvalene Hughes Leadership Conference and Student to Teacher conference. Student Leadership and Development (SLD): Warrior Leadership Programs (WLP), Dr. Marvalene Hughes Leadership Conference, and other leadership programs.

**Supplemental Instruction (SI)**

SI received a High Impact Practices (HIPs) grant to engage SI Mentors with other CSU SI program staff and faculty to obtain best practices in order to build the program capacity to connect with faculty and administration.

**Student Leadership and Development (SLD)**

Warrior Leadership Programs (WLP), Dr. Marvalene Hughes Leadership Conference, and other leadership programs.

**OBJECTIVE B**

Ensure every student participates in at least three High Impact Practices (HIPs) before graduation (three for undergraduates and one for graduate students).

**STRATEGY 2B1: Increase student participation in study abroad and study away opportunities.****UNIVERSITY ADVANCEMENT****Development**

Cultivated and solicited gifts in support of study abroad programs.

Very close to closing gift that will include annual support and alike estate gifts for the program.

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

- Developed High Impact Practices (HIPs) PeopleSoft table for tracking.
- HIPs Faculty Learning Community - Faculty redesigned/developed 15 new courses.
- Competitive funds for five programmatic HIPs and five pedagogical HIPs
- Hosted the 4th Annual HIPs summit to raise the profile of HIPs at Stan State and had over 75 participants.

**STRATEGIC PLANNING, ENROLLMENT MANAGEMENT AND INNOVATION (SPEMI)****Institutional Effectiveness & Analytics (IEA)**

Updated or enhanced existing dashboards in Student Success series and implemented new dashboards:

- Student Program Tracking dashboard (launched fall 2018)
- Retention and Graduation Rates dashboard (updated fall 2018)

IEA developed dashboards collectively provide campus users timely access to graduation and retention rates.

Participated in the CSU's Analytics Certificate Program and identified a team project in which National Survey of Student Engagement (NSSE) and Beginning College of Student Engagement (BCSSE) data, particularly participation in High Impact Practices would be analyzed to identify how HIPs participation affects retention rates.

Project on hold pending BCSSE and NSSE 2019-20 results

Participated in the CSU-NSSE workshop with a cross-divisional campus team to learn from NSSE experts, discussed how to apply campus NSSE/FSSE/BCSSE data to Graduation Initiative (GI) 2025 goals, and developed an action plan to shape student engagement on campus.

Established a NSSE data use team; mapped NSSE engagement indicators to GREAT.

continued from previous page

ACTIONS	OUTCOMES
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**STUDENT AFFAIRS**

- Set up the infrastructure for the use of direct housing student surveys, focus groups, demographic data, and institutional data to inform decision-making.
- Creating of data filters as appropriate. Move toward having the housing experience itself, rather than programs within housing (Elevate) be a High Impact Practice.
- Spring 2019 recommendation that a new Graduation Rate Excellence and Assessment Team (GREAT) committee - Student Engagement and Belonging be created.
- Outcome for NSSE data use team recommendations. Also, discussed the need to clarify the definition of a HIP institutionally as there appear to be different interpretations (also through NSSE workgroup).

**STRATEGY 2B3:** *Develop comprehensive bookend community engagement/ internship opportunities for more programs that provide field and work experiences to students throughout their educational experience.*

**BUSINESS & FINANCE**

**Financial & Support Services**

Currently working with College of Business Administration Accounting Department Chair and Office of Service Learning to pilot the accounting intern program beginning fall 2019.

**STUDENT AFFAIRS**

**Career & Professional Development Center (CPDC)**

CPDC is partnering with programs and faculty to increase internship awareness and promote opportunities.

**STRATEGY 2B4:** *Develop consistent parameters and practice for Service Learning and increase administrative support so that all faculty members may more easily find, create, develop and incorporate service learning opportunities throughout curricula.*

**ACADEMIC AFFAIRS**

**Office of the Provost**

- Added one new Full-Time Equivalent (FTE)
- 154 additional students engaged in service learning courses over last year
- Civic Engagement-Faculty Learning Community administered a survey; held a focus group for faculty.

GOAL 2  
TRANSFORMATIONAL LEARNING

ACTIONS	OUTCOMES
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**Service Learning**

Launched S4 Database - an online database used to manage student academic placements with approved community organizations for students enrolled in service learning, academic internships, and field trips. The database simplifies the student placement process while measuring students' impact on their community.

**GOAL 2  
TRANSFORMATIONAL LEARNING**

**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 & FINANCE**

**Office of Information Technology (OIT): Client Services; Learning Services**

Renewed license for LinkedIn Learning, added link to MyStanState Portal, and promoted to faculty during New Faculty Orientation (NFO).

**OIT: Client Services**

Pilot program with Communication Studies faculty in spring 2019 including research project by faculty.

Research indicates an increase in student engagement and benefit of telepresence robots as academic technology.

Marketing outreach using robots and participation in Science Day 2019 as activities for older student attendees.

Presentation of grant project and outcomes, including research project, at CalState Tech Conference in July 2019.

**OIT: Information Services; Learning Services**

IDEAS grant obtained for a demo AR/VR headset to support exploration of this technology for Faculty and Students. Equipment purchased.

Experience with emerging technology. A pilot VR/AR system has been purchased. Demos of the new technology will occur during the first week of classes in the Art building and Naraghi.

Several chairs and deans have expressed interest in MakerSpace on campus; will be in the Library.

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ACTIONS	OUTCOMES
<p><b>OIT: Learning Services</b> Partnering with Faculty Development Center (FDC), training is ongoing.</p>	<p>Metric has not yet been collected for the 2019 spring semester.</p>
<p><b>OIT (in collaboration with FDC)</b> Adobe licenses distribution mechanism has been set up.</p>	<p>Announcement to faculty has not yielded any interest from faculty for an Adobe workshop. Must try a different approach.</p>
<p><b>OIT (in collaboration with FDC and Faculty Affairs)</b> Event space schedule and resources designated for the Tech Fair event.</p>	<p>Improved engagement with the campus community, vendors, and students.</p>

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

**BUSINESS & FINANCE**

**Office of Information Technology (OIT): Learning Services**

<p>Both of OIT's Instructional Designers were moved into FDC as of fall 2018.</p>	<p>Faculty have increased access to Instructional Design support at FDC.</p>
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TRANSFORMATIONAL LEARNING  
GOAL 2

**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%.*

**STRATEGIC PLANNING, ENROLLMENT MANAGEMENT AND INNOVATION (SPEMI)****Institutional Effectiveness & Analytics (IEA)**

Delaware Study: 2016 Delaware Report distributed to Deans  
- pending review; 2017 Delaware Report in progress; 2018  
Delaware data files submitted January 2019 and results received  
in summer 2019.

Data to inform and support decision-making; data transparency

**STRATEGY 2D2:** *Support cross-disciplinary and inter-disciplinary teaching and research projects.*

**ACADEMIC AFFAIRS****Office of the Provost**

Four major, known interdisciplinary research projects underway across departments such as Social Work, Nursing, Psychology, Mathematics, Chemistry, and Ethnic Studies.

The campus doubled investment in RSCA funds for faculty research from \$100,000 to \$200,000. In addition, Dr. Matt Cover from Biological Sciences and Dr. Bjorg Johannsdottir from Mathematics secured large National Science Foundation (NSF) grants of \$1.4 million and \$745,997, respectively. Dr. Cover's grant seeks to develop inclusive and engaging curriculum and instruction to boost achievement in the science, technology, engineering, and math (STEM) fields and Dr. Johannsdottir's grant focuses on funding programs that provide educational opportunities for mathematics and science majors who are pursuing a K-12 teaching credential.

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ACTIONS	OUTCOMES
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**STRATEGIC PLANNING, ENROLLMENT MANAGEMENT AND INNOVATION (SPEMI)**

**Institutional Effectiveness & Analytics (IEA)**

Academic Unit Profile enhanced with a new course enrollment trends report displaying student-to-faculty ratio (SFR) and average class size by course.

Data to inform and support decision-making; data transparency

Delaware Study: 2016 Delaware Report distributed to Deans - pending review; 2017 Delaware Report in progress; 2018 Delaware data files submitted January 2019 and results received in summer 2019.

**STRATEGY 2D7: *Expand basic administrative and technological support for faculty (e.g., updated computers, software, adequate office space).***

**BUSINESS AND FINANCE**

**Office of Information Technology (OIT): Client Services**

Administrative staff for academic departments trained and migrated in advance of faculty migration of Microsoft Outlook Exchange to Office 365 email.

Currently, ~80% of administrative staff and ~20% of faculty have been converted to Microsoft Office 365. 95% of faculty and staff should be converted before the fall 2019 semester.

**OIT: Learning Services**

Outside consultant has been engaged. Currently reviewing structure and will help to develop an implementation plan for accessibility support.

Information Technology Consultant (ITC) in Client Services designated as training lead. Currently providing training to staff and faculty and collaborating with Human Resources for staff training and New Employee Orientation (NEO).

Logs available for Operations & Support Services (Unit 5) training, OneDrive, and Microsoft Office 365 training for staff and faculty.

**OIT**

Currently, in the planning stages for mobile desktop/classroom support in academic buildings. Available space is being discussed.

Created the IDEA Course Evaluation paperless form for Student Evaluations of Faculty selection process.

Improved workflow

Created Learning Management System (Canvas) pilot sign-up form using paperless. Other forms that faculty might use include Supervisor report of Injury, Facilities Key Request form, Alt Media Request, etc.

About 200 faculty workstations replaced or upgraded.

- Improved performance
- Improved customer satisfaction
- Improved security posture

The mechanism for Adobe distribution has been determined. No metrics yet

GOAL 2  
TRANSFORMATIONAL LEARNING

**OBJECTIVE E**

Champion diversity and inclusion in all that we do as a campus community.

**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).*

**ACADEMIC AFFAIRS****Office of the Provost**

- Female tenure-track faculty increased 4% over last year
- Asian tenure-track faculty increased 6.5% over last year
- Black/African American tenure-track faculty increased 27% over last year
- Hispanic/Latino tenure-track faculty increased 3.5% over last year

**STRATEGIC PLANNING, ENROLLMENT MANAGEMENT AND INNOVATION (SPEMI)****Institutional Effectiveness & Analytics (IEA)**

During 2018-19, IEA updated/enhanced existing dashboards and implemented new dashboards that display student and employee demographics.

Data to inform and support decision-making; data transparency

## Student Success

- Student Program Tracking dashboard (launched fall 2018)
- Retention and Graduation Rates dashboard (updated fall 2018).
- Graduate Student Retention and Graduation Rate dashboard (launched fall 2018)

## Faculty/Staff

- Integrated Postsecondary Education Data System (IPEDS) Faculty and Staff Trends report (updated fall 2018); available at <https://www.csustan.edu/iea/institutional-data>

SPEMI/IEA publishes demographic data for employees and students in the Book of Trends; the 2019 edition includes new hires by race/ethnicity and gender.

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ACTIONS	OUTCOMES
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**STUDENT AFFAIRS**

Student Affairs instituted a new recruiting procedure division-wide that will result in a more diverse pool of candidates.

Student Affairs provided funding for staff to attend professional conferences and facilitated team sharing of knowledge gained.

Student Affairs and Housing held several facilitator-led training focused on diversity and inclusion to educate and empower the team.

**Housing & Residential Life**

Housing integrated mission, vision, and values into hiring processes to inform candidates of philosophy and culture.

Housing completed conversations about workplace culture; ideal supervisory styles.

Housing encourages a culture of self-care, including the inclusion of Self-Care Plans in all staff performance evaluations effective summer 2019.

Housing issued two surveys to staff to inquire about (1) quality of offered training and (2) preferred style and training delivery.

TRANSFORMATIONAL LEARNING  
GOAL 2

**STRATEGY 2E2:** *Develop and broaden curriculum that reflects diversity, equity, inclusion, and social justice in all academic disciplines and through the General Education Program (GE Goal 3; Baccalaureate Learning Goals 4 and 5).*

**STUDENT AFFAIRS**

In partnership with Ethnic Studies developed a new social justice Living Learning Community (LLC) launching fall 2019. Connected to two courses. Part of the new First Gen Fridays program, will be including the Coalition for Diverse Educators to present their WOKESHop.

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

### **STUDENT AFFAIRS**

#### **Diversity Center**

- Housing revised the fall 2018 and spring 2019 Welcome Activities to incorporate “Meet your Neighbors” and “In the Neighborhood” nights. In spring 2018, outdoor tables were installed in the first-year community to outdoor gathering spaces.
- Health Education and Promotion (HEP) - Peer Health Educators (PHE) annual training includes a review of the American Health Association’s Cultural Competency Statement and PHEs spend time in reflection and discussion on this topic. PHEs are also educated on social justice and equity in health promotion. HEP professional staff completed trainings focusing on diversity, equity, and inclusion. A few of the trainings included:
  - Mental Health First Aid
  - Psychological First Aid
  - Gender Affirming Therapist-Meet the Needs of Trans College Students \*Social Justice Practices & Health Promotion HEP participates in the Campus LGBTQ+ Community Fair and have supported the Transcend/ Transverse Conference with funding support.
- Psychological Counseling Services (PCS) staff to complete and discuss online training course in “Multicultural Awareness & Diversity: Strategies to Improve Client Rapport & Cultural Competence” for six Continuing Education Units (CEUs). PCS’s “Women of Color Support Group” and LGBTQ Counseling Group will collaborate with Dreamers Project for “Know Your Rights” workshop and other workshops to be developed.
- Career and Professional Development Center (CPDC) team participated in a National Association of Colleges and Employers (NACE) Unconscious Bias webinar spring 2019 and attended the Undocumented Ally training and Diversity and Inclusion training.

### **UNIVERSITY ADVANCEMENT**

#### **Communications & Public Affairs (C&PA)**

Supported the development and launch of Common Human Resources System (CHRS) paperless recruitment and hiring platform.

Created a campus culture video with interviews with current employees.

ACTIONS

OUTCOMES

**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.*

**STRATEGIC PLANNING, ENROLLMENT MANAGEMENT AND INNOVATION (SPEMI)**

**Admissions & Outreach Services (AOS); Financial Aid**

AOS and Financial Aid held multiple community workshops to inform prospective students about the University application process and funding opportunities. These workshops were greatly enhanced to strengthen the partnerships between the University and its regional community partners. The AOS and Financial Aid offices work with local community groups to enhance the academic preparedness of students. Such partnerships included Parent Institute for Quality Education (PIQE), Stanislaus County of Education (SCOE), Stan Futures, Chicanx Latinx Youth Conference (CLYC), and the Yo Puedo Boot camp.

**Institutional Effectiveness & Analytics (IEA)**

IEA updated/enhanced existing dashboards and implemented new dashboards:

- Enrollment dashboard (updated fall 2018)
- First-Time Freshmen dashboard (updated/modified fall 2018)
- Community College Transfer dashboard (updated/modified fall 2018)
- Retention and Graduation Rates dashboard (updated fall 2018)

IEA developed dashboards collectively provide campus constituents with timely access to enrollment, graduation and retention rates.

Second edition of the Book of Trends provides information on the University's regional pipeline, regional degree attainment rates, and regional college-going rates to further examine the need for higher education in the service region.

Data to inform and support decision-making

**ACTIONS**

**OUTCOMES**

**GOAL 2**  
**TRANSFORMATIONAL LEARNING**

**STUDENT AFFAIRS**

**Diversity Center**

- With two new staff positions in the Diversity Center, the Dreamers Project Coordinator (in place) and the Males of Color Program Coordinator (currently searching), Student Affairs is building partnerships with various community organizations, conducting outreach and programming to underrepresented and diverse student populations and providing information and training to campus staff and faculty, such as the Undocumented Ally training. In spring 2019, Housing held focus groups with Latinx and Black/African American students (April).
- Partnered with Disability Resource Services (DRS) to attain session transcripts and embedded demographic data about participants. Housing is launching a new Social Justice Living Learning Community in fall 2019, in partnership with Ethnic Studies. It includes the creation of a brand new course to be offered in spring 2020. To further support differently-abled students, the DRS office has formed a partnership with the Disability Resource Agency for Independent Living (DRAIL), and Center of Vision Enhancement (COVE) for the visually impaired.
- Career and Professional Development (CPDC) presents to diversity student organizations upon request. Staff member are on the Central Valley Hispanic Chamber of Commerce and the Chicano/Latina Faculty and Staff Association.
- Psychological Counseling Services (PCS) to implement monthly "focus group" outreach program to diverse student groups and organization

**UNIVERSITY ADVANCEMENT**

**Communications & Public Affairs (C&PA)**

Supported President's Commission on Diversity and Inclusion (PCDI) and University/Town Joint Taskforce support.

Attended quarterly meeting with City of Turlock, Turlock Unified School District and University.

Participated in local and regional emergency operation planning.

**Development**

Donor prospecting and cultivation of diverse alumni, including seeking to add diversity to foundation and alumni boards.

More diverse pool of prospective donors and Board members.

ACTIONS

OUTCOMES

**STRATEGY 2E7:** *Build on our status as a Hispanic Serving Institution.*

**STUDENT AFFAIRS**

**Vice President of Student Affairs (VPSA)**

Career and Professional Development (CPDC) and Academic Success Center (ASC) offered a Hispanic Association for Colleges and Universities (HACU) Intern Alumni Panel to increase interest and applications for the HACU internship program fall 2018. HACU opportunities are shared through the Grad leaders platform (HIREStanState), Director of CPDC served on the HACU scholarship review committee spring 2019. In the future, ASC would like to apply for Examples of Excelencia for work in serving Latinx students.

**OBJECTIVE F**

Create three or more new University processes and practices that support increased Research, Scholarship and Creative Activities (RSCA).

GOAL 2  
TRANSFORMATIONAL LEARNING

**STRATEGY 2F1:** *Expand support of the Office of Research and Sponsored Programs (ORSP) to promote excellence in Research, Scholarship, and Creative Activity (RSCA) among students and faculty, as well as to assist faculty with grant writing.*

**ACADEMIC AFFAIRS**

**Office of the Provost**

- Added \$100,000 in new funding in 2017-18 and \$200,000 in new funding in 2018-19.
- Thirty-seven proposals funded in 2018-19, equaling 18 more funded projects over 2017-18.

ACTIONS

OUTCOMES

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

**STRATEGIC PLANNING, ENROLLMENT MANAGEMENT AND INNOVATION (SPEMI)**

**Institutional Effectiveness & Analytics (IEA)**

Annual Book of Trends publication

Provides campus constituents with an annual update of the University's progress in admitting, enrolling, retaining and graduating its students.

Iterative development of the Graduate Students Retention and Graduation Rates dashboard.

Data to inform and support decision-making

**UNIVERSITY ADVANCEMENT**

**Development; Operations**

Launched crowdfunding platform for Student Engagement in Research, Scholarship, and Creative Activity (SERSCA)

Crowdfunding resulted in \$27,000 toward the SERSCA program. These efforts included honorary gifts for Dr. Shawna Young.

## ACTIONS

## OUTCOMES

**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, and comparisons with other institutions. 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.*

**ACADEMIC AFFAIRS**

High Impact Practices (HIPs) inventory and developed PeopleSoft table for tracking

**STRATEGIC PLANNING, ENROLLMENT MANAGEMENT AND INNOVATION (SPEMI)**

The second edition of the Book of Trends includes a new Student Success Initiatives section and an enhanced Enrollment Management section, with trends on the University's regional pipeline, degree attainment rates, and college-going rates to better understand the need for higher education in the service region, and programs that aim to help retain and graduate students.

Data to inform and support decision-making, and tell the campus story with data.

**Institutional Effectiveness & Analytics (IEA)**

IEA updated/enhanced existing dashboards and implemented new dashboards in its Student Success series:

- Student Program Tracking dashboard (launched fall 2018)
- Retention and Graduation Rates dashboard (updated fall 2018)
- Graduate Student Retention and Graduation Rate dashboard (launched fall 2018)
- Student Success dashboard (updated fall 2018); available at <https://www.csustan.edu/iea/institutional-data>

IEA dashboards collectively provide campus constituents with timely access to graduation and retention rates for undergraduate and graduate programs.

**ACTIONS**

**OUTCOMES**

**STUDENT AFFAIRS**

**Academic Success Center (ASC); Housing & Residential Life; Student Support Services (SSS)**

Dashboards:

- ASC and Enrollment Services developed a query to run after New Student Orientations used to check on math enrollment. ASC identified two dashboards that track academic progress and is working with the Office of Institutional Effectiveness and Analytics (IEA) on data validation.
- Housing set up multiple dashboards with IEA and working with IEA through monthly meetings to implement addition reports and dashboards. One such board is a predictive student success dashboard based on identified risk factors. Housing set up reporting tools in Maxient and StarRez.
- SSS regularly uses campus data to determine student eligibility, track student progress, and compile reports.

**STRATEGY 3A2: *Develop a think-tank of individuals comprised of campus, community, and business leaders to develop public and private entrepreneurial activities that support the strategic plan and the community.***

**OFFICE OF THE PRESIDENT**

Held three President’s Community Ambassador Council (PCAC) meetings

Collected community feedback on campus initiatives such as the branding campaign, graduation rates, graduation keynote speakers, and economic development.

**OFFICE OF THE PRESIDENT; STRATEGIC PLANNING, ENROLLMENT MANAGEMENT AND INNOVATION (SPEMI); ACADEMIC AFFAIRS; STUDENT AFFAIRS**

The President’s Office, SPEMI, Academic Affairs and Student Affairs have provided leadership for launching a groundbreaking new initiative. This initiative seeks to link regional and local employers directly with current students to provide them with intentional career-connected learning while still in college. The new program is called CareerReadyU. The University now facilitates developing individualized and personalized relationship between the University and local business and other organizations. Through this program, the University hopes to co-create and co-fund opportunities for students based on a common cause of building a top-notch labor workforce in all walks of life—healthcare, business and manufacturing, computer science and information technology, education, criminal justice and social services, etc. Promoting this program involves leading conversations about how the University and its partners can jointly prepare a workforce ready for innovation and growth along the State Highway 99 corridor.

CareerReadyU was conceptualized through a series of brainstorming events that included several campus-wide groups over spring and summer 2019. These groups comprised of faculty, staff and administrators developed a concept paper on the goal of the new program and a memorandum of understanding (MOU) for partnering businesses and other organizations. Several organizations in Turlock, Modesto and Stockton have signed on as founding partners. The Academic Affairs and Student Service components of this program are scheduled to be developed in 2019-20.

ACTIONS

OUTCOMES

**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**

**Development**

Solicited and received funding for both speaker series events.  
Expanding donor base so as to ensure funding each year.

Both events had funding this year

**STRATEGY 3A4:** *Increase investments in information technology.*

**BUSINESS & FINANCE**

**Office of Information Technology (OIT)**

OIT sponsored the first on-campus Hackathon organized by the Computer Science Club (CS). Presenting at CSU Tech Conference.

Student CS Club partnership

Due to Library remodel and new Student Center construction, all classroom upgrades are on hold.

Migration to Microsoft Office 365, migrated 11 TB of data from local storage servers to cloud

About 80% of administrative staff and 20% of faculty have been converted to Microsoft Office 365 resulting in improved storage posture.

**OIT: Stockton Campus**

Pilot research project in process for telepresence based support

Faculty have gathered data and are in the process of analyzing.

**OIT: Technical Services**

Seven buildings with redundant fiber connectivity complete by July.

Improved Disaster Recovery (DR) capability, improved business continuity.

**OIT: Technical Services; Facilitates Services**

35 Outdoor Access Points (APs) installed.

Improved outdoor WiFi.

Upgraded WiFi coverage and capacity in Bizzini Hall, Demergasso-Bava Hall (DBH), Mary Stuart Rogers (MSR), Science One, Naraghi, and Art buildings.

Improved WiFi coverage (95%), improved capacity (100%). No errors reported.

**OIT: Information Security**

Phishing training events scheduled.

Improved security posture

ACTIONS	OUTCOMES
<p><b>University Police Department (UPD); OIT; Facilities Services</b></p> <ul style="list-style-type: none"> <li>• With University Police as the lead, planning meetings to replace the emergency blue light system with current technology are being held; product research is being done so that equipment can be ordered.</li> <li>• Office of Information Technology (OIT) has been identified as the department managing this project and research is underway to identify equipment and providers. Partial funding has been identified.</li> <li>• Investigated location, pre-ordering for parking lot facing items.</li> </ul> <p><b>STUDENT AFFAIRS</b></p> <p><b>Housing &amp; Residential Life</b></p> <p>Housing partnered with OIT to launch an internet improvement project for Housing summer 2019. Utilized resident use data to inform implementation, including tracking of use type (e.g., streaming, gaming, general use).</p> <p>Housing identified five year equipment replacement cycle.</p> <p>Housing is migrating StarRez to PortalX to increase efficiencies and access to information.</p>	

GOAL 3  
INNOVATION & CREATIVITY

**OBJECTIVE B**

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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 3B2:** *Explore the possibility of developing a fully online baccalaureate completion program.*

**ACADEMIC AFFAIRS**

**Extended Education**

- Online RN-BSN launched spring 2017; added a second cohort fall 2018.
- Continued efforts to develop a Health Sciences program.

ACTIONS

OUTCOMES

**OBJECTIVE C**

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

**STRATEGY 3C1: Upgrade faculty and staff personal computers on a 3- to 4-year cycle.**

**BUSINESS & FINANCE**

**Office of Information Technology (OIT): Client Services**

Old workstations are being replaced or upgraded.

- Improved business processes
- Improved customer satisfaction
- Improved security posture

**STUDENT AFFAIRS**

**Housing & Residential Life**

Housing upgraded staff computers in spring 2018 and spring 2019.

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

**BUSINESS & FINANCE**

**Office of Information Technology (OIT): Client Services; Learning Services**

All non-OIT supported computer labs have been upgraded except for grant-funded labs.

- Improved performance
- Improved customer satisfaction
- Improved security posture

**UNIVERSITY ADVANCEMENT**

**Development**

Created a pool of potential prospects and solicited gifts, including for technology in the remodeled Library.

## **STRATEGY 3C3: *Improve organizational responsiveness through technology and elimination of procedural roadblocks.***

### **BUSINESS & FINANCE**

#### **Office of Information Technology (OIT)**

Hired and training new Database Administrator (DBA)

Support for existing warehouse.

Three of four committees of the new OIT governance model have started meeting and are in the process of reviewing procedures, charters, and membership.

Improved project prioritization process.

TeamDynamix was purchased. Deployment is currently being planned.

- Improved project management
- Improved asset tracking
- Improved resources allocation
- Improved portfolio management

### **STRATEGIC PLANNING, ENROLLMENT MANAGEMENT AND INNOVATION (SPEMI)**

#### **Enrollment Services**

Enrollment Services provided leadership to the academic departments in developing an online program application. This application is web-based and tied to the online university application. Its strength is that it streamlines the number of times the student has to provide pertinent information. In addition, at the request of University Educational Policies Committee (UEPC), Enrollment Services developed an online contract for students receiving an “incomplete” grade. This process provides that the requirements needed to fulfill the incomplete in the class be documented and provided to the student.

A streamlined application for graduate programs has now been implemented. Similarly, an “incomplete grade” agreement has been implemented. It provides clear information regarding assignment(s) required to complete the class and the expected timeline for completion.

### **STUDENT AFFAIRS**

#### **Career & Professional Development (CPDC)**

In June 2019, CPDC was the 16th CSU to contract with Handshake (career management database system). Use of StarRez in Housing for facilities management, e.g., creation of inspection run to track quarterly carpet, vinyl, and upholstery cleaning. Planned expansion to include other manually kept processes. Launch fall 2019.

#### **Disability Resource Services (DRS)**

DRS is using Maxient to more easily track student accommodation records.

#### **Student Leadership & Development (SLD)**

Transitioned from StanSync to Warrior Hub in summer 2019. This provided a better platform for student organizational support and interaction, as well as the tracking system for the Warrior Leadership Program. Implemented online evaluations for New Student Orientations in summer 2019.

#### **Student Support Services (SSS)**

SSS uses Student Access to track participant contacts and compile annual reporting data for the Department of Education. Most SSS records are maintained electronically.

SSS record keeping practices ensure data security, minimize physical space storage for record keeping, and allows for timely access to data for reporting needs/requests.

ACTIONS

OUTCOMES

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

**ACADEMIC AFFAIRS**

- Made efforts to consolidate hybrid courses into shared classroom space.
- Established Ad Hoc Committee to review class schedule module in an effort to improve space utilization.

**BUSINESS & FINANCE**

**Facilities Services**

Secured funding for study, coordinated committee formation and committee meetings with Architects and campus constituents to inform the development of feasibility studies for Classroom II Building and Acacia Hall Replacement Building.

Feasibility Studies completed including programmed space for instruction, faculty offices and full University services at Stockton, as well as a new classroom building on the main campus. Submitted projects to Chancellor’s Office with Five-Year Capital Plan for funding. Pending prioritization and funding of projects at the CSU Chancellor’s Office.

**STRATEGIC PLANNING, ENROLLMENT MANAGEMENT AND INNOVATION (SPEMI)**

**Enrollment Services**

Enrollment Services facilitated the initial Academic Senate sub-committee working on the review of class scheduling. The scheduling analyst provided identified and comprehensive data of time conflicts and roadblocks that exist in the current scheduling system.

Dedicated time in Enrollment Services for analyst to assist with data collection and review to remove barriers for effective scheduling.

**Institutional Effectiveness & Analytics (IEA)**

Consulted with college deans to collect feedback to improve the usability of the General Education (GE) Course Demand dashboard.

Input from college deans has helped continuously improve the GE Course Demand Analysis dashboard and incited discussions of a Major Course Demand Analysis report.

**OBJECTIVE D**

Improve information technology annually.

**STRATEGY 3D1:** *Provide professional development for faculty who want to use technology to support/enhance their teaching, research, scholarship, creative activities, and service.*

**ACADEMIC AFFAIRS**

Quality Online Learning and Teaching (QOLT) boot camps funded through the Chancellor's Office (CO) and offered through the Faculty Center for Excellence in Teaching and Learning (FCETL) to support faculty teaching or planning on teaching online.

**BUSINESS & FINANCE****Office of Information Technology (OIT)**

Partnership with Geographic Information Systems (GIS) faculty on data collection using drone technology.

Experience with emerging technology

**STRATEGY 3D2:** *Explore strategies to increase use and integration of campus technology with student devices.*

**BUSINESS & FINANCE****Office of Information Technology (OIT)**

Computer Lab Availability app and Study Space Availability app launched.

Increased awareness of available space

OIT now has a regular presence at New Student Orientation, Warrior Wednesday, ASI Board Meetings, Union Board meetings, and open houses for both Turlock and Stockton Campuses.

Improved perception and awareness of OIT services, responsibilities and expertise

Azure Artificial Intelligence (AI) technology exploration.

Increased awareness of emerging technologies

ACTIONS

OUTCOMES

**STRATEGY 3D3:** *Harness the power of social, mobile, and video technologies to enhance University functions.*

**BUSINESS & FINANCE**

**Office of Information Technology (OIT)**

Committee formed to gather requirements for a centralized Digital Signage solution and evaluation rubric developed.

**UNIVERSITY ADVANCEMENT**

**Communications & Public Affairs (C&PR)**

Launched intentional strategy to engage with students on social. Increased number of and types of content shared on different social platforms. C&PR incorporated more visual and video stories.

Engagement on all the University’s official media accounts increased, particularly on Instagram.

**OBJECTIVE E**

Foster increased creativity, innovation and entrepreneurship.

GOAL 3  
INNOVATION & CREATIVITY

**STRATEGY 3E1:** *Increase exploration and adoption of technology-mediated learning and hybrid models of instruction in appropriate areas that support the academic offerings of the campus.*

**STUDENT AFFAIRS**

**Student Leadership & Development (SLD)**

SLD implemented an online pre-orientation program that requires all incoming students to complete prior to on-campus orientation in summer 2019.

**STRATEGY 3E4:** *Create a process by which students, faculty and staff can share their best ideas with the campus community.*

**HUMAN RESOURCES, EQUAL OPPORTUNITY, AND COMPLIANCE (HREOC)**

In response to the April 2018 campus climate survey, the HREOC team implemented a 360-degree feedback program to enhance the development of administrators and provide a platform for feedback from the many constituent groups of the University.

**STRATEGIC PLANNING, ENROLLMENT MANAGEMENT AND INNOVATION (SPEMI)**

Innovate, Design, Excel & Assess for Success (IDEAS) program - see Strategy 2A2

**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.*

**STRATEGIC PLANNING, ENROLLMENT MANAGEMENT AND INNOVATION (SPEMI); EXTENDED EDUCATION**

Extended Education's graduate program offerings, enrollment, degrees awarded, and fee revenues included in the Book of Trends publication.

The book tells the campus story with data.

ACTIONS

OUTCOMES

**OBJECTIVE F**

Recognize and celebrate achievements - and HAVE FUN!

**STRATEGY 3F1: Enhance and build upon current events on campus (e.g., Author Recognition, Faculty Awards, Commencement).**

**STUDENT AFFAIRS**

**Vice President of Student Affairs (VPSA)**

Student Affairs has begun to give annual recognition awards for those that work with and advance the mission of the division. Other awards include the Student Leadership Awards, Athlete Banquet, and Housing Faculty Appreciation.

Student Affairs has actively worked to increase faculty participation in both Freshman Convocation and Commencement.

Educational Opportunity Program (EOP) holds a graduation celebration to include students from the Program for Academic and Career Excellence (PACE) and Promise Scholars.

**UNIVERSITY ADVANCEMENT**

**Communications & Public Affairs (C&PR)**

- Shared national rankings internally (in Stan News) and externally.
- Infographic of national rankings shared in spring 2019 Stan Magazine and on social.
- Highlighted faculty and student achievements and research internally and on social.
- Created institutional profile highlighting University rankings shared internationally.
- Created fact sheets for three Trustee visits.
- Worked with Academic Affairs to develop a reaccreditation warm-up that engaged campus stakeholders in the regional accreditation site visit from the WASC Senior College and University Commission (WSCUC).

Information published in Chancellor’s Office Newsletter, American Association of State Colleges and Universities (AASCU) Credit Hour and Turlock Journal. Professor Arounsack’s documentary mentioned in The Chronicle.

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

### STUDENT AFFAIRS

#### Vice President of Student Affairs (VPSA)

Student Affairs is actively promoting social events for all staff in the division. These include an Ice Cream Social, semester kickoff events, all-division meetings with Student Affairs promo items for staff, and a Student Affairs staff movie night. Student Affairs instituted an on-boarding program for new staff that includes an on-boarding work buddy and welcome gifts.

### UNIVERSITY ADVANCEMENT

#### Alumni Engagement

- Planned and put on alumni employee luncheon as part of Homecoming week. Increased employee alumni participation
- Invited alumni employees to participate in other programs such as mentoring and Warrior Wisdom.

**STRATEGY 3F3:** *Increase campus participation in convocation and commencement by capitalizing on the joyful atmosphere built into such university-wide events.*

### STUDENT AFFAIRS

#### Vice President of Student Affairs (VPSA)

Student Affairs has increased the number of staff volunteers for Commencement as well as the number of departments that participate in Freshman Convocation.

ACTIONS

OUTCOMES

**GOAL 4 • Hone administrative efficacy through thoughtful stewardship of resources.**

**OBJECTIVE A**

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Improve at least 10 or more administrative practices and processes.

GOAL 4  
ADMINISTRATIVE EFFICACY

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

**STRATEGIC PLANNING, ENROLLMENT MANAGEMENT AND INNOVATION (SPEMI)**

**Enrollment Services**

Together with the Space Planning Committee, Enrollment Services provided data regarding classroom space/availability. Specifically, the committee looked at hybrid courses and how to maximize the efficiency of meeting patterns. In addition, Enrollment Services and the Office of Information Technology reviewed and assessed more robust scheduling software.

New changes in scheduling processes are underway to maximize space and use scheduling software for the hybrid class meetings. In addition, the use of an additional classroom was added to the room inventory. This represents a significant improvement as it provides additional meeting space. Further, a new 7 am timeslot will be added to the schedule.

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

**ACADEMIC AFFAIRS**

Pilot tested Adobe Sign for processing faculty special consultant agreements. Will move towards full adoption for AY 2019-20.

Reduced average processing time from 21 days to four days

**BUSINESS & FINANCE**

**Office of Information Technology (OIT); Financial Services**

Continued discussion of campus-wide imaging software led by the Chief Information Officer (CIO) and the Development Advisory Group.

Software that provides an online solution for incoming transcripts.

**ACTIONS**

**OUTCOMES**

**STRATEGIC PLANNING, ENROLLMENT MANAGEMENT AND INNOVATION (SPEMI)**

**Enrollment Services**

Enrollment Services participated in meetings involving the Office of Information Technology and Financial Services to collaborate on finalizing campus imaging software needs. The software will provide an online solution for incoming transcripts. There is continued discussion of campus-wide imaging software led by the Chief Information Officer, Rafael Espinoza, and the Development Advisory Group.

Three departments contributed toward the purchase of this software and monies have been set aside. The initial meeting resulted in finalizing an inventory of the needs of this software.

**STUDENT AFFAIRS**

**Housing & Residential Life**

Housing uses StarRez for Facilities operations, which is a move from paper record keeping. Housing transitioned to PortalX, which includes data subscriptions and the ability to automate communications across all housing functions.

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

**BUSINESS & FINANCE**

**Office of Information Technology (OIT)**

About 1,400 staff have been converted, 11 TB data has been migrated.

- Improved business processes
- Improved customer satisfaction
- Improved security posture

Launch of the PageUp eRecruiting module during spring 2019 that eliminated paper applications and is almost fully online

Completed migration to SumTotal for training renewal

- Improved business processes
- Improved customer satisfaction
- Improved security posture

**Procurement & Contracts; University Police Department (UPD)**

Body-worn cameras have been received, and UPD is in the process of implementation and deployment. Vehicle mounted cameras will be purchased in fall 2019.

No metrics available yet to determine the percentage of desktop computer purchases made via Campus Marketplace.

University Police is meeting with technology providers for permitless parking and exploring ways to integrate systems with Parking Management Bureau.

GOAL 4 ADMINISTRATIVE EFFICACY

ACTIONS

OUTCOMES

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

**BUSINESS & FINANCE**

Worked with the Office of Information Technology (OIT) in the development of a paperless Key Database. Implemented upgrade to Facilities Maintenance Information system from on-premise to cloud base database.

The paperless key request release date is September 1, 2019. FMM system has improved software reliability and functionality, while releasing OIT staff from maintenance of hardware and software. Piloting implementation of a paperless work order request system.

**University Police Department (UPD)**

In spring 2019, UPD successfully completed a mock assessment with an International Association of Campus Law Enforcement Administrators (IACLEA) auditor. Findings and recommendations from the mock assessment are being implemented, and a final assessment is scheduled prior to year-end.

**STRATEGIC PLANNING, ENROLLMENT MANAGEMENT AND INNOVATION (SPEMI)**

**Enrollment Services: Admissions**

Enrollment Services moved Admissions business processes online for greater efficiency. Enrollment Services was among the first in the system to move to Cal State Apply Web Admit functionality. This functionality provides online processing and a review of coursework for admission purposes. This allowed for less downloading of paper resulting in a significant reduction of paper and printing. Student records also changed their business processes and no longer requires “out cards” to be purchased and kept in the student file.

The changes and streamlined business processes have resulted in a considerable decrease in paper usage and printing, and student records have moved to digital format.

**STRATEGY 4A5:** *Select software and hardware to optimize cost and related training, and reduce unnecessary proliferation of individually selected technologies.*

**BUSINESS & FINANCE**

**Office of Information Technology (OIT)**

Met with procurement and have drafted a strawman document for an OIT review procurement process.

**OIT; Procurement & Contracts**

Common Software inventory list compiled and being refined.  
Service Catalog page updated on OIT Website.

Purchased TeamDynamix

**OBJECTIVE B**

Improve and implement at least six budgeting and financial innovations.

**STRATEGY 4B1:** *Build a budgeting model that incorporates the following: assessment of need, rightsizing units, assessment of performance against stated measures, incentives for efficiency and high outcomes, and funding for new initiatives.*

**STUDENT AFFAIRS****Housing & Residential Life**

Annual Housing rate scenarios: Effective fall 2019 new housing financial planning model.

**STRATEGY 4B2:** *Tie financial resources to strategic plan priorities.*

**STUDENT AFFAIRS****Housing & Residential Life**

Housing is creating a logic cross-walk to connect strategic plan, student success plan, assessment metrics, and implementation timelines.

- April 2019 initiated contact with Academic Affairs and Strategic Planning, Enrollment Management & Innovation (SPEMI).
- Campus Labs administrators to inquire about creating an online project management system.
- Consulted with Campus Labs representative.

ACTIONS

OUTCOMES

**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.*

**ACADEMIC AFFAIRS**

**Office of Assessment**

- Sought feedback from campus stakeholders on the Academic Program Review (APR) process; worked to develop work-flow tools for timely closing of the loop.

**STRATEGIC PLANNING, ENROLLMENT MANAGEMENT AND INNOVATION (SPEMI)**

**Institutional Effectiveness & Analytics (IEA)**

- Academic Unit Profile (AUP) updated in fall 2018 and effective spring 2019 includes spring term enrollment trend data. Data to inform and support decision-making; data transparency
- Delaware Study: 2016 Delaware Report distributed to Deans - pending review; 2017 Delaware Report in progress; 2018 Delaware data files submitted January 2019 - results received in summer 2019.

**STRATEGY 4B4:** *Develop transparent resource allocation and decision making processes.*

**STUDENT AFFAIRS**

Student Affairs and Business and Finance are working with Associated Student, Inc. (ASI) and Student Fee Advisory Committee (SFAC) to provide information via the campus website.

Housing mid-year and year-end financial review; use of student survey and focus groups; use of student success metrics and demographics

Inclusion of staff in consultation, brainstorming and creative sessions

Six-year strategic plan project to provide program consistency and inform the direction of resources.

Posting of budget summary in response to the November 2018 ASI resolution in support of budget transparency for units collecting student fees.

**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****Development**

Increased number of development officers to expand the ability to solicit major gifts.

Hiring of development officers expected in August or September 2019.

**STRATEGY 4C6: *Involve the faculty, staff and community directly in fundraising.*****UNIVERSITY ADVANCEMENT****Development & Operations**

Worked with Deans and other academic leaders to build "Case for Support" narratives of their top priorities.

College priorities are more clear and Deans better prepared to communicate those priorities to prospective donors.

ACTIONS

OUTCOMES

GOAL 4  
ADMINISTRATIVE EFFICACY

**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.*

*a. Renovate and modernize buildings such as the Library, Child Development Center, and Student Union. Design spaces as “hubs” for innovation, culture and student and community-ready spaces.*

*b. Renovate and modernize classroom and laboratory and applied studio space.*

**BUSINESS & FINANCE**

**Facilities Services**

Consultation with campus non-state operations and Campus Facilities Master Planning Committee for the development of projects.

Development of Five-Year Capital Plan with a priority list of projects for development.

**UNIVERSITY ADVANCEMENT**

**Development & Operations**

Develop naming menu for Library remodel.

## STRATEGY 4D2: *Rigorously maintain existing buildings and promptly address campus service requests.*

### BUSINESS & FINANCE

#### Facilities Services

Tracking of campus deferred maintenance needs through Deferred and Capital Renewal database. Submittal of priority project to Chancellor's Office (CO) and campus for funding.

Secured funding of \$1,700,000 from CO and \$1,000,000 from campus one-time funding for Deferred Maintenance and Infrastructure Improvement projects. Projects underway include:

- A 1,200 ton chiller in the Central Plant
- New transformers and switchgear at the Arts Complex have been installed.
- New air handlers at the Drama and Fieldhouse buildings are being installed.
- Repairs to service roads, elevators, flooring, and storefronts were performed.
- Americans With Disabilities Act (ADA) improvement projects were also completed.

## STRATEGY 4D3: *Expand efforts to create a pleasant safe campus for all students, staff and faculty.*

### BUSINESS & FINANCE

#### Facilities Services

Researched, prepared and submitted documentation for major capital project financing for University Student Center, Library Renovation, parking structure, and Classroom Building II.

Received construction progress funding (\$48.2M) to continue construction for University Student Union, which is scheduled to open spring 2020. Received further funding for Library Renovation with demolition underway and renovation construction expected to start in late fall 2019. Americans With Disabilities Act (ADA) Transition Plan was completed, as well as various ADA improvement projects.

### STUDENT AFFAIRS

- Student Affairs collaborates with the University Police Department (UPD) on providing a safe Warrior Day event.
- Partnership with Facilities on the installation of two new LED lights on Village II's exterior pathway. In response to student concern about evening safety.
- Partnership with UPD to maintain community policing model within Housing. UPD presence on critical resident dates including Move-In and during Welcome week.
- RAD (Rape Aggression Defense) session for Housing population. UPD provides an escort for the Resident Assistant (RA) team during rounds.
- Health Education and Promotion (HEP) assigns and manages student Title IX training for all enrolled students. This training includes bystander intervention skills as well as information on campus resources regarding incidents of sexual harassment, sexual assault, stalking, dating, and

continued from previous page

ACTIONS	OUTCOMES
<p>domestic violence. HEP conducts in-person training and workshops on Title IX topics and Healthy Relationships throughout the year with various student groups and departments. HEP initiatives include suicide prevention through QPR training, mental health first aid training, Step-UP Bystander Intervention program, Warriors Up at Night, and Aware, Awake Alive alcohol prevention programming. HEP staff serve on the Educational Prevention Awareness Committee (EPAC) and work collaboratively with other departments such as Housing, Student Leadership Development, UPD, Haven Women’s, Psychological Counseling Services, and Associated Students, Inc. to determine student programming and plan events. These events include SMART Day, Denim Day, Take Back the Night, Warrior Day, and other events. HEP staff serve on the new initiative, “Healthy Stan State,” a committee aiming to influence the health and well-being of the campus community.</p>	

GOAL 4  
ADMINISTRATIVE EFFICACY

**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 & FINANCE**

**Facilities Services; Sustainability Committee**

<ul style="list-style-type: none"> <li>Structure and charge of the Committee for Sustainable Futures (CSF) created.</li> <li>Sustainability website created.</li> </ul>	<p>With structure/charge established, CSF raised awareness and built a foundation for future efforts via a sustainability survey of students and faculty, staff, and administrators.</p>
<p>Joined Association for Advancement of Sustainability in Higher Education (AASHE).</p>	<p>AASHE membership links the campus community to global resources via campus sustainability website.</p>
<p>Hosted a lecture with the Faculty Center for Excellence in Teaching and Learning (FCETL), and hosted a Public Policy Institute of California (PPIC) water policy webinar. Campus Sustainability Leadership Professional Certified coordinator.</p>	<p>Guest lectures from an environmental scientist and a river conservationist; environmentally-focused film screenings; and contribution of sustainability information to the WASC Senior College and University Commission (WSCUC) essays.</p>
<p>CSF created draft sustainability strategic plan with goals for mitigating campus activities that contribute to climate change and establishing sustainable consumption and disposal methods. Purchased AASHE’s Strategic Tracking &amp; Assessment Reporting System (STARS) subscription to measure university’s performance.</p>	<p>STARS data collection to occur from September 2019 to October 2020. CSF will present draft sustainability strategic plan to cabinet in September 2019.</p>
<ul style="list-style-type: none"> <li>Plastic straw ban communicated through education and outreach.</li> <li>CSF supported University State Union/Associated Students, Inc. Earth Week activities.</li> <li>Presented results of surveys at Data Sharing &amp; Assessment Showcase Event Series.</li> </ul>	<p>Plastic straw ban, Earth Week activities, FECTL lecture, water webinar, and data-sharing contribute to awareness of importance of environmental sustainability/conservation among campus community.</p>
<p>Facilities continued efforts in waste diversion, energy conservation; conversion of pathway interior/exterior building lights to LED.</p>	<p>Procured quote from Turlock Scavenger for food waste composting in Turlock. 55.8% of waste diverted from waste stream; lighting savings of \$107,599/978,174 kWh/358 metric tons of carbon were realized with the replacement of 8,000+ LED lights.</p>

**ACTIONS**

**OUTCOMES**

**STUDENT AFFAIRS**

**Vice President of Student Affairs (VPSA)**

The Vice President of Student Affairs office installed a water dispenser to eliminate plastic bottles. Student Affairs installed a hydration fountain next to the Warrior Food Pantry. In April 2019, Housing launched a sustainability campaign around Earth Week, utilizing student use data.

**GOAL 4  
ADMINISTRATIVE EFFICACY**

**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 Campus and Extended Education programs.*

**ACADEMIC AFFAIRS**

Shared Graduation Initiative 2025 and other student success stories, such as trustee award recipients.

**STRATEGIC PLANNING, ENROLLMENT MANAGEMENT AND INNOVATION (SPEMI)**

**Institutional Effectiveness & Analytics (IEA)**

Updated/enhanced existing dashboards and implemented new dashboards:

- Enrollment dashboard (updated fall 2018 and modified to include self-support enrollment)
- First-Time Freshmen and Community College Transfer dashboards (updated/modified fall 2018)
- Academic Unit Profile (updated fall 2018, includes spring enrollment effective spring 2019)
- Retention and Graduation Rates dashboard (updated fall 2018)

IEA dashboards collectively provide campus users with timely access to student admission, enrollment and persistence rates and the ability to disaggregate for certain groups of students.

Stan State participated in the 2018 Delaware Study; IEA disseminated preliminary report to college deans for review/ approval.

2019 Book of Trends enhanced with information on the University’s regional pipeline, regional degree attainment rates, and regional college-going rates to further examine the need for higher education in the service region.

ACTIONS

OUTCOMES

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

**STRATEGIC PLANNING, ENROLLMENT MANAGEMENT AND INNOVATION (SPEMI)**

**Institutional Effectiveness & Analytics (IEA)**

The Induced Course Load Matrix (ICLM) was updated during 2018-19.

**OBJECTIVE F**

Fortify and grow at least two programs for staff development.

GOAL 4  
ADMINISTRATIVE EFFICACY

**STRATEGY 4F1:** *Develop exceptional staff development programs with career ladders and opportunities for advancement.*

**HUMAN RESOURCES, EQUAL OPPORTUNITY, AND COMPLIANCE (HREOC)**

The HREOC team has been one of the first CSU campuses to host the systemwide webinar training to groups which has led to a significant increase in learning opportunities through Chancellor's Office (CO) Learning and Professional Development team. To further enhance compliance training completion and other learning platforms, Stanislaus State implemented CSU Learn by SumTotal.

**ACTIONS**

**OUTCOMES**

**GOAL 4  
ADMINISTRATIVE EFFICACY**

**STUDENT AFFAIRS**

- Student Affairs created a divisional committee to address and respond to the professional development needs of all staff in the division and established a staff development fund to assist with this initiative. All directors in Student Affairs have participated in the Strengths Finders program to better understand how to work together and with staff.
- The Student Health Center has established the “Joy in the Workplace” series for its staff. Facilitate Social Justice Training with Rev. Dr. Jamie Washington in fall 2019 for Student Affairs Directors and staff members.
- 2018-19 “Better Together” theme.
- 2019-20 “Fields of Growth” theme.
- Use of 1:1 to explore staff career interests; use of personality and strength tools to explore talents and skills. Emphasis on growth mindset for growth and development.
- 2017-18 and 2018-19 utilized position re-assignments under the Professional Development section for California State University Employees Union (CSUEU) and Teamsters to provide opportunities for staff, resulting in permanent reclassification and in-range.
- Academic Success Center reorganization in 2018-19 allowed the development of career ladders and an ongoing professional development plan, including the involvement of an advising association with the National Academic Advising Association (NACADA).

**STRATEGY 4F2: *Recruit and attract talented staff to Stanislaus State with competitive compensation packages.***

**HUMAN RESOURCES, EQUAL OPPORTUNITY, AND COMPLIANCE (HREOC)**

The CSU Stanislaus HREOC team was chosen to be one of five campuses to assist with the development and implementation of the CSU Recruit by PageUp. The HREOC team spent the year working through new, lean recruiting processes and implemented the first Stanislaus State e-recruiting system on April 15, 2019.

ACTIONS

OUTCOMES

**GOAL 5 • Forge and strengthen bonds with our communities rooted in a shared future.**

GOAL 5  
COMMUNITY RELATIONS

**OBJECTIVE A**

Fulfill our commitment to meet the higher education needs of the Stockton community through increased investment in the Stockton Campus.

**STRATEGY 5A1:** *Develop a robust strategic plan for the Stockton Campus that is reflective of the community and the University.*

**ACADEMIC AFFAIRS**

- Revising Strategic Plan for Stockton
- Creating Stockton Budget Plan
- WASC Senior College and University Commission (WSCUC) Commission Letter – called for a 2-year report on Stockton
- Academic Affairs Plan for Stockton and the development of new programs
- Feasibility Study proposing a new, state-of-the-art, 116,000 square foot building has been submitted to the Chancellor’s Office.
- Progressive implementation of the full Business Administration major. Accounting, Management (Human Resources) and General Business Concentrations already in place. Finance concentration starting in 2019-20 and Marketing in 2020-21.
- Adding Special Education Credential Program in fall 2020
- Worked regularly with San Joaquin Delta College on transfer requirements
- Held six Liberal Studies/Teacher Education program orientations at the Stockton Campus
- Completed eight community/high school/San Joaquin Delta College Liberal Studies/Teacher Education program orientations in 2018-19
- Started work with Stockton Unified School District on a Teacher Credential residency program

**STUDENT AFFAIRS**

**Vice President of Student Affairs (VPSA)**

Student Affairs Stockton Plan is in progress.

ACTIONS	OUTCOMES
<b>UNIVERSITY ADVANCEMENT</b>	
<b>Communications &amp; Public Affairs (C&amp;PA)</b>	
<ul style="list-style-type: none"> <li>Support Stockton Campus Transfer Student Open Houses</li> <li>Promote Warriors on the Way (WOW) events and signing</li> <li>Developed WOW marketing communications plan</li> </ul>	Regional media coverage and participation at WOW events and Open Houses.
Held brand focus groups at Stockton Campus	Stockton Campus specific messaging to be completed as part of brand platform.
Worked collaboratively with Stockton Unified School District to produce video promoting education in the region.	Currently commissioning the development for a Case for Support for the Stockton Campus.

GOAL 5  
COMMUNITY RELATION

**STRATEGY 5A2: Galvanize and strengthen educational and business partnerships with the greater Stockton community.**

**UNIVERSITY ADVANCEMENT**

**Alumni Engagement**

- Participated in alumni job fair at the Stockton Campus
- Collaborated with the Dean to brainstorm other potential events.

**Communications & Public Affairs (C&PA)**

- Participated in Higher Education Advisory Board meetings  
Board participated in brand focus group.
- Attended various meetings and events with Stockton business, government leaders and school officials to support Stockton Campus initiatives and community engagement.

**STRATEGY 5A3: Identify opportunities that encourage innovation within the Stockton community, and promote curricular and co-curricular community engagement.**

**STUDENT AFFAIRS**

Participation in Warriors on the Way (WOW).

Academic Success Center, including Faculty Fellows and the Career and Professional Development Center (CPDC), will be facilitating discussions to begin to identify the opportunity for student and community engagement.

CPDC hosted the spring Stockton Career Fair in spring 2018 and spring 2019.

CPDC provides local employers with a menu of services to connect with students.

ACTIONS

OUTCOMES

**STRATEGY 5A5: *Integrate more student support services at the Stockton Campus.***

**STUDENT AFFAIRS**

**Career & Professional Development (CPDC)**

CPDC Provides career coaching on campus every Thursday during the semester starting spring 2018. Hosted career fairs, workshops, and classroom presentations at Stockton and participated in 100% of Stockton orientations and open-houses.

**Health Education & Promotion (HEP)**

HEP supported the Stockton Campus with free food bags and food distribution boxes.

**Health & Wellness**

Renovations to the Health Center space to allow for split time between a medical and mental health provider, with a shared full-time medical assistant. Renovations to five rooms to accommodate recreation activities, including cardio, weights, yoga, and meditation spaces. Planned to be open fall of 2019.

**Disability Resource Services (DRS)**

DRS currently provides services to Stockton students. Students can receive the same accommodations as students on the main campus, with the exception of on-campus transportation. Students can meet with DRS Advisors in-person, via Zoom video conference, or telephone.

**Student Leadership & Development (SLD)**

SLD began holding office hours every other Tuesday in April and will continue. Plan to introduce to Student Fee Committee 2019.

**STRATEGY 5A6: *Expand the number of residential faculty and staff at the Stockton Campus to support enrollment growth.***

**STUDENT AFFAIRS - STOCKTON**

The Student Affairs Stockton Campus staffing proposals are in progress.

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

#### STRATEGIC PLANNING, ENROLLMENT MANAGEMENT AND INNOVATION (SPEMI)

##### Enrollment Services

Ongoing articulation for the four major feeder community colleges is jointly accomplished by teams from Enrollment Services, Academic Affairs, and relevant faculty. Enrollment Services has played a key role in facilitating and monitoring articulation agreements.

In the past year, facilitating articulation has resulted in focused effort devoted to developing clearer pathways for transferring students, both in Warriors on the Way (WOW), and general transfer.

#### 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 CSU system and Stanislaus State for increased and sustained state, federal and private foundation support.*

#### STUDENT AFFAIRS

##### Vice President of Student Affairs; Associated Student, Inc. (ASI)

ASI regularly attends Turlock City Council meetings.

ASI actively participated in two state lobby events in Sacramento.

ASI annually joins the University President and the Vice President for University Advancement in Washington DC to lobby at the federal level.

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

#### UNIVERSITY ADVANCEMENT

##### Communications & Public Affairs (C&PA)

Weekly pitches to 38 regional and local media outlets as well as niche publications and Chancellor's Office.

There were 434 media stories focused on Stan State. Twenty-five percent (109) of the stories published were direct result of weekly pitch, representing a 56.7% increase from 2018-19.

ACTIONS

OUTCOMES

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

**UNIVERSITY ADVANCEMENT**

**Communications & Public Affairs (C&PA)**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Implemented Stan News, Warrior Weekly, RSS feed on MyStanState Portal.</li> <li>• Established an editorial calendar and content strategy.</li> <li>• Created 15 marketing and communications plans to support events and initiatives across campus during 2018-19.</li> </ul> | <p>200% increase in marketing efforts during 2018-19.</p> |
|--|---|

**STRATEGY 5B4:** *Distinguish the University as a worthy recipient of public and private resources by developing and executing cohesive and creative branding, marketing and communication strategies.*

**UNIVERSITY ADVANCEMENT**

**Communications & Public Affairs (C&PA)**

<p>Launched research and discovery phase of brand refresh campaign</p>	<p>Presentation on brand refresh research findings in September 2019. Brand message platform expected in October 2019.</p>
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**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**

**Foundation; Development**

<p>Campaign planning and preparation, including a readiness assessment.</p>	<p>Better understand areas that need focus prior to launching a campaign.</p>
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ACTIONS

OUTCOMES

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

**UNIVERSITY ADVANCEMENT**

**Foundation; Development**

Continue to work with deans and departments to identify achievements and successes to publicize and share internally and externally.

Assisted with 102 publications and design projects across campus, which resulted in Deans communicating department and faculty achievements and successes more with Communications and Public Affairs.

**Development; Operations**

Worked with academic departments, deans and other academic leaders to build "Case for Support" narratives of their top priorities.

College priorities are more clear and deans better prepared to communicate those priorities to prospective donors.

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

**STUDENT AFFAIRS**

Alumni engagement is increasing with the "Buy a Brick" campaign for the new Student Center and these alumni will have their names displayed on the patio.

As part of the Hunger and Homelessness Awareness Week, held three alumni drop off events where, through alumni donations, put together and distributed 27 care packages for students in need. Alumni are engaged and donating to the Warrior Wardrobe through the Career and Professional Development Center's professional clothing drive. Alumni also participate in numerous career events throughout the year.

**UNIVERSITY ADVANCEMENT**

**Alumni Engagement**

Developed committees on the Alumni Council that will help to recognize and engage alumni for their personal and career accomplishments.

Alumni participation and recognition at events such as Vines and the Gala.

**Communications & Public Affairs (C&PA)**

- Alumni participation in brand research
- Alumni profiles in Stan Magazine
- Recognized alumni successes on social and in the Weekly Wrap.
- A staying Alumni in the News section added to the Alumni newsletter.
- Assisted with Warrior Mentoring.

Identification of more alumni stories. Alumni newsletters produced quarterly. Messages specific to alumni expected as part of the brand message platform.

ACTIONS

OUTCOMES

**OBJECTIVE C**

Build on our current partnerships and increase responsiveness to the Central Valley, Sierra Nevada foothills and surrounding regions.

**STRATEGY 5C1: *Become a cultural center for the Central Valley.***

**ACADEMIC AFFAIRS**

Annual Social Justice Conference

**STUDENT AFFAIRS**

**Diversity Center**

Diversity Center establishing relationships with community organizations to promote the center and its cultural opportunities.

Developed relationships with five community organizations to promote the Diversity Center and its cultural opportunities.

**UNIVERSITY ADVANCEMENT**

**Communications & Public Affairs (C&PA)**

- Promoted numerous university-wide events at both campuses, internally and externally.
- Shared internal events in StanNews, such as Office of Information Technology (OIT) Tech Fair, Warrior Mentoring, Executive Speaker Series.
- Weekly promotion of artistic and cultural events

Community engagement and attendance at events as well as media coverage. Significant participation at the Tech Fair. 146 Warrior advisors and 67 Advisees ready to connect through Warrior Mentoring and an estimated 340 people in attendance at the Speaker Series forum.

**Development**

Solicited and closed gifts and sponsorships for various institutional events, including the Gala and Fourth of July.

Brought alumni and friends to the campus community engagement.

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

### **STUDENT AFFAIRS**

#### **Career & Professional Development Center (CPDC)**

- CPDC is developing a Career Institute.
- CPDC provides local employers with a menu of services to connect with students from tables on the quads, online job posting platform (HIREStanState), fairs, to on-campus interviews.
- CPDC hosted the Warrior Career & Internship Fair in spring 2018 and spring 2019 to connect employers with internship opportunities with students.
- CPDC hosted the Stockton Spring Fair 2018 & 2019 and fall Career Expo in 2018 that included internship opportunities.
- The CPDC partnered with Academic Affairs and Human Resources to offer the first Warriors at Work program for Student Assistants

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

### **BUSINESS & FINANCE**

#### **University Police Department (UPD); Office of Information Technology (OIT)**

In March 2019, UPD and Turlock Police Department began the process of migrating to the new TriTech CAD/RMS systems. The process includes “building out” the new system with local, regional and state-specific customization. The new system is set to go live in March of 2020.

The new Motorola P25 compliant digital radio system is now in use by University Police and Building Marshals. The new system provides a significantly increased building penetration and a larger geographic coverage area. The partnership with the University and City of Turlock allows for seamless communications between emergency first responders within the city.

### **STUDENT AFFAIRS**

The Student Affairs leadership team attends numerous community events; for example, the Cesar Chavez Empowerment Luncheon, the Hispanic Chamber of Commerce, the El Concilio Latina Leadership Luncheon, and the Latino Community Round Table.

The Director of Disability Resource Services (DRS) has submitted an application to join the Advisory Board for Disability Resource Agency for Independent Living (DRAIL) and are awaiting the results.

### **UNIVERSITY ADVANCEMENT**

Strategic review of community events to align with initiatives and goals, such as increasing Stan State's presence in San Joaquin County/Stockton.

Attended Community Engagement events

ACTIONS

OUTCOMES

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

**ACADEMIC AFFAIRS**

- Partnership with Cradle 2 Career aligning regional initiatives to support college enrollment and post-secondary success in the region.
- Social Justice Week
- Climate Crisis Symposium

**STRATEGIC PLANNING, ENROLLMENT MANAGEMENT AND INNOVATION (SPEMI)**

**Outreach Services**

Partnership with Stanislaus County of Education (SCOE) and Stan Futures on academic preparedness. Working on data sharing and aligning goals.

**STUDENT AFFAIRS**

**Career & Professional Development Center (CPDC)**

CPDC presented at the Academy of Business Law & Education (ABLE) Charter High School in Stockton, Pitman High, and Roselawn High in spring 2019.

**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 they have opportunities to interact with students and faculty.*

**STUDENT AFFAIRS**

**Disability Resource Service (DRS)**

DRS is hosting the second annual alumni speaker. This is an alumnus who has a disability returns to campus to talk about his or her experiences as a person with a disability in the Central Valley.

**UNIVERSITY ADVANCEMENT**

**Alumni Engagement**

Worked with community leaders to start building the guest lecturer pool.

Had guest lecturer at multiple university events, including Champions of the American Dream and Executive Speaker Series.

**Operations; Public Affairs & Government Relations**

Advancement Operations to work on database coding/lists

# Innovate, Design, Excel & Assess for Success (IDEAS) Program

Stanislaus State's Innovate, Design, Excel & Assess for Success (IDEAS) Program was implemented academic year 2017-18 in an effort to promote inclusive innovation and growth. The program is aimed at finding local solutions for local problems by offering seed money up to \$5,000 to pilot test innovation in individual units that promote the goals of the University's Strategic Plan. IDEAS is open to faculty, staff and administrators university-wide who see a need for change in a variety of topics under the innovation umbrella, including but not limited to multi-disciplinary learning, industry partnerships, entrepreneurship, makerspaces, social and cultural innovation, health innovation, sustainability or emerging technologies.

## AWARDED IDEAS PROPOSALS

### Spring 2018 IDEAS - Year 1

IDEAS PROPOSAL TITLE	PROBLEM ADDRESSED	DIVISION(S)	PARTICIPANT(S)
Yo Puedo (I Can) Boot Camp	Creating a stronger pre-college going culture in San Joaquin County	Strategic Planning, Enrollment Management and Innovation (SPEMI)	Staff
"Next Steps" Video Powtoon Platform	Effective communication to students via social media platforms	SPEMI	Staff
Simulation Pilot	Workforce development using simulation and the collaboration of the Social Work, Nursing, and Theatre Departments	Academic Affairs	Faculty
Body Positive	Body image and disordered eating problems in college students, male and female	Academic Affairs	Staff
Maker Space/Fab Lab	A designated Maker Space/Fab Lab with 3D printers to stay abreast of current technology and development of the curriculum	Academic Affairs	Faculty
LIFT Pilot Library, Faculty, and Tutoring Center	Information sessions at the Library Access Center located at the Stockton Campus	Academic Affairs	Staff
Creative Project Coordination	The need to streamline the submission, management, review and approval of creative projects within several units across campus	University Advancement; Student Affairs; Academic Affairs	Staff
Sculpture Area	Space for students to completely develop their practice of contemporary art and sculpture through extended display of their work, curated of small group exhibitions and subsequent documentation for their professional portfolio	Academic Affairs	Faculty

### Spring 2019 IDEAS - Year 2

IDEAS PROPOSAL TITLE	PROBLEM ADDRESSED	DIVISION(S)	PARTICIPANT(S)
Visiting Artist Program	Outside of the regular faculty, a diverse and consistent visiting artist program is crucial to a student's development and embracing of their individual voices in the contemporary art world.	Academic Affairs	Faculty
EOP Community	EOP team to offer activities, and swag items to help build a sense of community and belonging for Stan State students.	Student Affairs	Staff

*continued from previous page*

Career Closet	Students have expressed an inability to purchase career related clothing or professional attire.	Student Affairs	Staff
Faculty Learning Community (Committee for Sustainable Futures)	Faculty Learning Community (FLC) to be held in fall 2019 to explore sustainability teaching methods using the campus and community as a living lab for active learning within current and future courses.	Business & Finance	Faculty and Staff
Sustainability Literacy	First step towards a campus culture of sustainability will be accomplished by engaging and empowering the campus community through sustainability literacy.	Business & Finance	Faculty and Staff
Learning Through Virtual Reality	Learning can be improved by the student engaging in the activity. Virtual Reality, sometimes referred to as immersive multimedia, is an environment that can simulate physical presence in places in the real world or imagined worlds.	Business & Finance	Staff
Peer Mentors	EOP Peer Mentor Program is being expanded. Growing capacity is a lack of technology and resources for a training program. Valued time and effort being spent on scheduling rather than direct student contact as advisors and mentors.	Student Affairs	Staff
QLess	Students, staff, and faculty time constraints will be addressed. Waiting in line for a service can hinder or even restrict a student from receiving assistance as they may only be available during certain and often limited times in their day or week to seek help; including, but not limited to a significant increase in walk-in advising at Stockton Campus creating decrease in quality of services students receive for Advising, Financial Aid, Evaluations, and other student services.	Business & Finance	Staff
Yo Puedo Boot Camp for 6th - 9th Grade Students	K-12th students need early on awareness of higher education.	SPEMI	Staff
University Ambassador Gear	Updating campus tour materials, equipment and gear will enhance the “first look” and experience for visitors, as well as, promote campus community and pride.	SPEMI	Staff
Online Course Study	Pilot study to understand how online students are connected through social networks.	Academic Affairs	Faculty

### ADDITIONAL PROGRAM INFORMATION

For more information on the IDEAS program, including more details about awarded proposals, visit the IDEAS website at <https://www.csustan.edu/spemi/ideas>.

### HOW TO SUBMIT YOUR IDEAS

The annual call for proposals occurs every January. For a link to the IDEAS Proposal Application Form and instructions for submitting the proposal, visit <https://www.csustan.edu/spemi/ideas/ideas-program-details>. For additional information about submitting your IDEAS proposal, contact Ashlea Eaton at [ideas@csustan.edu](mailto:ideas@csustan.edu).

# NOTES

1. Most of the data in the admission, enrollment, and degrees awarded sections are based on the Enrollment Reporting System files of the CSU Chancellor's Office, Division of Institutional Research and Analyses. The admission and enrollment figures represent state-supported data, unless otherwise noted. The degrees awarded figures include both state- and self-supported degree completions. See Data Sources of Information for additional information about the publication's data sources.
2. The fall term is generally representative of the academic year. Most enrollment, admission, and employee data tables and charts display a five-year fall trend or the most recent fall semester, unless otherwise noted.
3. The fall term is a snapshot of census date enrollment, defined as the twentieth day of actual instruction. Enrollments are in terms of the net number of students actively enrolled on the census date. See the Census Date definition in the glossary for more information.
4. Only officially enrolled students are included in the enrollment counts. Students who have taken a leave of absence or temporarily stopped out, dropped out, transferred out, or graduate students who have completed their coursework and working on their thesis, dissertation, project or preparing for comprehensive exams, are not included in the enrollment counts.
5. The composition of colleges in the Book of Trends may differ from other internal reports: 1) Data disaggregated at the college level represent first/primary majors as of the reporting snapshot date, unless otherwise noted. 2) All certificate-seeking, interdisciplinary degree seeking, and Pre-Nursing students are included in the Undeclared/Other category.
6. Data are reported down to the degree program level. For data disaggregated by concentration, area of emphasis, track, or other academic sub-plan, visit the Institutional Effectiveness & Analytics website at <https://www.csustan.edu/iea/institutional-data>.
7. **Disclaimer:** There may be slight differences between Stanislaus State's online dashboards and reports, data officially reported to oversight agencies, and data published in the Book of Trends due to different reporting criteria, guidelines, definitions, and/or dates.
8. The Office of Institutional Effectiveness and Analytics (formerly Institutional Research) - within the SPEMI division - is committed to providing the University community and its constituents with timely access to data. The data presented in the Book of Trends is the most recent available at the time of publication. Official fall enrollment data are generally available for analysis at the end of the fall semester, while official fall enrollment data for other institutions (for comparisons purposes) is generally available during the following spring semester.

# ACRONYMS & ABBREVIATIONS

## *College Acronyms*

**CAHSS:** College of the Arts, Humanities and Social Sciences

**CBA:** College of Business Administration

**COEKSW:** College of Education, Kinesiology and Social Work

**COS:** College of Science

## *Administrative Divisions Acronyms*

**AA:** Academic Affairs

**B&F:** Business and Finance

**HREOC:** Human Resources, Equal Opportunity and Compliance

**SPEMI:** Strategic Planning, Enrollment Management and Innovation

**UA:** University Advancement

## *Other Commonly Used Acronyms and Abbreviations*

**ADT:** Associate Degree for Transfer

**AY:** Academic Year or Aid Year (see Glossary for details)

**CCCT:** California Community College Transfer(s)

**CO:** CSU Office of the Chancellor or Chancellor's Office

**CY:** College Year (see Glossary for details)

**ERSX:** CSU Enrollment Reporting System (see Data Sources for details)

**FAFSA:** Free Application for Federal Student Aid

**FTES:** Full-Time Equivalent Student (see Glossary for details)

**FTF:** First-Time Freshman

**FTT:** First-Time (undergraduate) Transfer

**GI:** Graduation Initiative 2025

**HIP:** High Impact Practice

**HSI:** Hispanic-Serving Institution (see Glossary for details)

**IEA:** (Office of) Institutional Effectiveness & Analytics

**IPEDS:** Integrated Postsecondary Education Data System  
(see Data Sources for details)

**MUL:** Mean Unit Load

**SCH:** Student Credit Hour(s)

**SCU:** Student Credit Unit(s)

**UEE:** University Extended Education

**URM:** Traditionally Underrepresented Minority; includes American Indian or Alaska Native, Black or African American, and Hispanic/Latino race/ethnicity categories

**WOW:** Warriors on the Way transfer program (see the Enrollment Management section for details)

# DATA SOURCES OF INFORMATION

**CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE, MANAGEMENT INFORMATION SYSTEMS DATA MART:** [http://datamart.cccco.edu/Students/Student\\_Term\\_Annual\\_Count.aspx](http://datamart.cccco.edu/Students/Student_Term_Annual_Count.aspx)

**CSU EMPLOYEE PROFILE:** <https://www2.calstate.edu/csusystem/faculty-staff/employee-profile>

**CSU ENROLLMENT DASHBOARD:** <http://asd.calstate.edu/dashboard/enrollment-live.html>

## **CSU ENROLLMENT REPORTING SYSTEM (ERS):**

### **ENROLLMENT REPORTING SYSTEM,**

**APPLICANTS (ERSA):** This CSU database provides information on each applicant during the college year, whether or not the applicant enrolled. The principal purpose of ERSA is to provide the basis for comprehensive analysis of applications and admissions and their relation to CSU enrollment. Information from this database can be used to provide performance reports to feeder schools and colleges and is a source of data relating to proposed changes in admission criteria.

### **ENROLLMENT REPORTING SYSTEM, DEGREE**

**(ERSD):** This CSU database provides information on each degree awarded during the college year and on degree recipients. The ERSD provides the capability to create and maintain a single database containing information pertinent to all student granted degrees by any of the CSU campuses during a single college year. Information can be obtained on degree recipients on the basis of sex, ethnicity and age.

### **ENROLLMENT REPORTING SYSTEM, OFF-**

**CAMPUS CENTERS (ERSO):** This CSU database provides enrollment data for each enrolled student each term of the college year at designated off-campus centers. Note that units attempted at off-campus centers are included in both the Off-Campus Enrollment file and the Enrollment Reporting System Student file (ERSS).

### **ENROLLMENT REPORTING SYSTEM, STUDENT**

**(ERSS):** This CSU database provides enrollment data for each enrolled student each term of the college year. The CSU is required to report on various characteristics of students enrolled in the system. The information is used to support state budget requests, respond to federal information requests and to support research requirements. Information from this source can be obtained by ethnicity, major, citizenship, residence, gender, and age.

**CSU INSTITUTIONAL RESEARCH AND ANALYSES, STATISTICAL REPORTS:** <http://calstate.edu/as/stats.shtml>

**CSU STUDENT SUCCESS DASHBOARD:** <https://csusuccess.dashboards.calstate.edu/public/app/dashboard/dashboard-index.php>

## **INTEGRATED POSTSECONDARY EDUCATION**

**DATA SYSTEM (IPEDS):** A system of surveys established as the core postsecondary education data collection program for the National Center of Education Statistics (NCES). IPEDS Data Center: <https://nces.ed.gov/ipeds/datacenter/login.aspx>

**PEOPLESOFT:** Stanislaus State's student data system implemented fall 2008.

# GLOSSARY OF TERMS

## A

**ACADEMIC YEAR (AY):** An annual period beginning with the fall semester and ending with the spring semester. Summer sessions are not included in the Academic Year. (See also **College year**)

**ACADEMIC YEAR FTES (FULL-TIME EQUIVALENT STUDENT):** The sum of state-supported fall, winter, and spring term headcount enrollment divided by two. (Different calculation prior to AY 2010-11)

**ACADEMIC YEAR HEADCOUNT:** The sum of state-supported fall, winter, and spring term full-time equivalent student (FTES) enrollment divided by two.

### ADMISSION YIELD RATES

**ADMIT RATE:** Percent of applicants who were admitted.

**ADMIT YIELD:** Percent of admits who enrolled.

**APPLICANT YIELD:** Percent of applicants who enrolled.

**ADMITTED STUDENT:** A student who has been formally admitted to the university.

**AID YEAR:** A particular period of time for financial aid awards, from July 1 through June 30 (fall through summer term)

**ANNUAL FTES:** A measurement of full-time equivalent students, which is equal to 30 semester units for undergraduate and postbaccalaureate students and 24 semester units for graduate students. Annual FTES for the college year provides the base for the total support budget and is equal to the academic year plus the annual FTES for the summer quarter for campuses on year-round operations. See also Term FTES.

**APPLICANT:** A student who has submitted a CSU admission application to the University.

**ASSISTANT PROFESSOR:** See **Rank**

**ASSOCIATE PROFESSOR:** See **Rank**

## C

**CADAA:** California Dream Act Application. The CADAA allows students enrolled in eligible California Colleges, Universities and Career Education Programs to apply for state financial aid, and is unrelated to the federal Deferred Action for Childhood Arrivals (DACA) program. (<http://dream.csac.ca.gov/>).

**CENSUS DATE:** The date official enrollment is taken for the CSU. The census date for the summer, fall, and spring semester is at the end of four weeks following the first day of instruction. The end of the fourth week is defined as the twentieth day of actual instruction. Enrollments are in terms of the net number of students actively enrolled on the census date.

**CERTIFICATE-SEEKING:** Postbaccalaureate students enrolled exclusively in a postbaccalaureate/graduate certificate program. The certificate-seeking enrollment count is typically no more than 2-3 students in a fall term and are included in the Undeclared/Other and postbac categories.

**CLASSIFICATION:** See **Student Level**

**COHORT TYPES:** Retention and graduation rates are primarily reported for two cohort types: first-time freshmen and first-time transfer students.

**FULL-TIME FIRST-TIME FRESHMEN COHORTS:** The full-time first-time freshmen cohorts include students enrolled in at least 12 units as of the entering fall term census date, and include students who attended college for the first time in the prior summer term and students who entered with advanced standing. The freshmen rates follow the NCES IPEDS methodology for defining entering freshmen cohorts (<https://surveys.nces.ed.gov/ipeds/VisInstructions.aspx?survey=2&id=30084&show=all>).

**FIRST-TIME TRANSFER COHORTS:** The first-time transfer cohorts include first-time transfer students from a California Community College enrolled full- or part-time as of the entering fall term census date and entering at the sophomore level and above. The transfer rates follow the Consortium for Student Retention Data Exchange (CSRDE) conventions for transfer cohort definition (<https://csrde.ou.edu/>).

**COLLEGE:** Data reported by college are disaggregated based on the current four-college structure, e.g., College of the Arts, Humanities and Social Sciences, College of Business Administration, College of Education, Kinesiology and Social Work, and College of Science. The Undeclared/Other category includes interdisciplinary degree programs, Pre-Nursing students, and all other undeclared/unclassified students, unless otherwise noted.

**COLLEGE YEAR (CY):** The complete academic year. Includes summer, fall and spring semesters. Summer begins the college year.

**CONTINUING STUDENT:** A student who had units attempted at this campus during the prior term of the regular sessions at the same level, e.g., undergraduate, graduate.

**COST OF ATTENDANCE (COA):** The total amount (not including grants and scholarships) that it will cost to go to school during the school year. COA includes tuition and fees; housing and meals; and allowances for books, supplies, transportation, loan fees, and dependent care. It also includes miscellaneous and personal expenses, such as an allowance for the rental or purchase of a personal computer; costs related to a disability; and reasonable costs for eligible study-abroad programs. For students attending less than half-time, the COA includes tuition and fees; an allowance for books, supplies, and transportation; and dependent care expenses. (Definition source: [https://collegecost.ed.gov/shopping\\_sheet.pdf](https://collegecost.ed.gov/shopping_sheet.pdf))

**CREDENTIAL-SEEKING STUDENT:** A postbaccalaureate student admitted and enrolled in a CSU CCTC-Approved credential or subject matter waiver program as of census date (students concurrently enrolled in a Master's or Doctorate degree program are excluded).

**CREDIT UNIT:** A measure describing coursework at institutions of higher learning. The term unit means a semester unit.

**CSU (CAMPUS) TOTAL:** Includes all 23 CSU campuses, including Stanislaus. Summer Arts, International Programs, and CalState TEACH enrollments are not included in the CSU campus total. Most data tables and charts in this publication reflect the CSU campus total unless noted otherwise.

**CSU SYSTEMWIDE TOTAL:** Includes all 23 CSU campuses in addition to Summer Arts, International Programs, and CalState TEACH.

## D

**DEGREE LEVEL:** See **Degrees** and **Degree Program Level**

**DEGREE PROGRAM:** A CSU-approved degree program that identifies a student's primary degree program or major in which the student stated on their CSU admission application and/or enrolled in as of census date.

**DEGREES (AWARDED OR CONFERRED):** Generally reported for the College Year.

**BACHELOR'S:** An undergraduate degree granted for the completion of an undergraduate program of study.

**MASTER'S:** An earned degree carrying the title of Master requiring the student to complete a study program beyond the bachelor's degree. There are several kinds, including Master of Arts (M.A.), Master of Science (M.S.), or a professionally oriented program such as a Master of Business Administration (M.B.A.).

**DOCTORATE:** An earned degree carrying the title Doctor. Stanislaus State offers a Doctor of Education program.

**DEGREE PROGRAM LEVEL:** Classification by the level of program rather than the level of student. Primarily, this affects postbaccalaureate students who are seeking a second Bachelor's degree, as they are recorded in the undergraduate program level.

**DEGREE SEEKING:** Students enrolled in courses for credit who are recognized by the institution as seeking a degree or other formal award. For IPEDS reporting, transitory/visiting students are considered non degree-seeking.

## E

**ENROLLMENT (HEADCOUNT):** The actual number of students enrolled, generally as of the term census date; a total count of the student body. The headcount enrollment is an unduplicated count, unless otherwise noted.

**ENROLLMENT STATUS:** Classification of the current enrollment of a student as related to some prior enrollment or indicates the admission category for new students. Distinguishes between first time, continuing, returning, and transitory/visiting students.

**ETHNICITY:** See **Ethnic/Racial groups**

### ETHNIC/RACIAL GROUPS

**AMERICAN INDIAN OR ALASKAN NATIVE:** All persons having origins in any of the original people of North America, and who maintain cultural identification through tribal affiliation or community recognition.

**AFRICAN AMERICAN OR BLACK:** All persons with origins in any of the black racial groups of Africa (except those of Hispanic origin).

**ASIAN AMERICAN:** All persons descending from any of the original peoples of the Far East, Southeast Asian or the Indian subcontinent. For example, this includes China, Japan, Korea, Cambodia, Laos, Vietnam, Taiwan, Indian, or Thailand. Also includes all persons having origins in any of the original people of Asia not listed above.

**FILIPINO:** All persons descending from any of the original people of the Philippine Islands. Reported in the Asian category.

### HISPANIC/LATINO (INCLUDES THE FOLLOWING CATEGORIES):

**CHICANO (MEXICAN AMERICAN, MEXICAN):** All persons descending from any of the original people of Mexico.

**LATINO:** All persons descending from any of the original peoples of Mexico, Central America, South America, Cuba, Puerto Rico, Caribbean Islands, and all other persons having origins in any of the original people of the Caribbean Islands, or other persons of Spanish or Latino origin.

**PACIFIC ISLANDER:** All persons descending from any of the original people of the Pacific Islands (except Filipinos). This includes Hawaii, Samoa, Tahiti, Guam, Fiji and the Marshall Islands.

**SOUTHEAST ASIANS:** All persons descending from any of the original people of Laos, Cambodia, Thai, Vietnam, and all other persons having origins in any of the people of Southeast Asia.

**WHITE (NON-LATINO OR NON-HISPANIC):** All persons descending from any of the original people of Europe, North America, North Africa, and the Middle East (except those of Hispanic origin).

**OTHER:** All persons who do not fall into any of the above categories.

**NO RESPONSE:** Respondents not surveyed or who do not mark a choice of codes from the list provided.

**DECLINE TO STATE:** All persons who overtly decline to identify themselves with any ethnic category.

**NONRESIDENT ALIEN:** Non-U.S. citizens of any ethnicity.

**STANDARD TRANSFORMATION FOR REPORTING PURPOSES:**

- African American/Black=Black or African American
- American Indian=American Indian or Alaska Native
- Chinese, Japanese, Korean, Asian Indian, Other Asian, Laotian, Cambodian, Other Southeast Asian, Thai, and Vietnamese=Asian
- Filipino=Filipino
- Mexican American=Mexican American
- Central American, Mexican American, South American, Cuban, Puerto Rican, and Other Latino=Other Latino
- Guamanian, Hawaiian, Samoan, and Other Pacific Islander=Pacific Islander
- White, Non-Latino=White
- Other, No Response, and Decline to State=Unknown

*Note: For IPEDS reporting, Mexican American and Other Latino categories are combined to become Hispanic/Latino, and Filipinos are reported in the Asian category.*

**EXCLUSIVE APPLICANTS:** Applicants who apply to only one CSU campus.

**F** .....

**FACULTY:** All regular instructional faculty, including department chairs and lecturers. Excludes librarians, coaches and counselors. Also excludes extension or summer session faculty. See Rank for additional information about instructional faculty.

**FAFSA:** Free Application for Federal Student Aid

**FIRST-GENERATION COLLEGE STUDENT:** Students who reported their parent(s)/guardian(s) highest level of education on the CSU undergraduate admission application as less than a four-year college degree. This definition is most consistent with the Federal TRIO program’s first generation criteria and is used in this publication.

**FIRST-TIME FRESHMAN (FTF):** A student who has not previously enrolled in an institution of higher education, but may have earned some college units prior to matriculation. Also referred to as new freshman or entering freshman/student.

**FIRST-YEAR:** A student who is classified as a freshman, with fewer than 30 accumulated semester credit units as of census date. Also referred to as Freshman.

**FISCAL YEAR:** A period of time for financial reporting, starting July 1 and ending June 30.

**FRESHMAN:** See **First-Year**

**FULL-LOAD:** An undergraduate student enrolled in at least 15 units in a term.

**FULL-TIME EMPLOYEES:** Individuals employed “100% time”; includes full-time employees on leave with pay.

**FULL-TIME EQUIVALENT STUDENT (FTES):** A unit of measurement equal to 15 semester units per term for undergraduate or postbaccalaureate students and 12 semester units for graduate students. FTES is reached by dividing total semester hours (or units attempted) by 15, and 12 for graduate students (e.g., master’s, doctoral).

**FULL-TIME GRADUATE/POSTBAC:** A graduate or postbaccalaureate student attempting 9 or more semester credit units as of census date is considered full-time for enrollment reporting purposes.

**FULL-TIME UNDERGRADUATE:** An undergraduate student attempting 12 or more semester credit units as of census date is considered full-time for enrollment reporting purposes.

**G** .....

**GENDER:** Indicates the gender of a student or employee (e.g., female, male) as self-reported on the CSU admission application or employment paperwork. Effective fall 2017, new applicants/entrants/employees will have the option to self-report their sexual orientation, gender identity, and gender expression in addition to their legal sex.

**GEOGRAPHIC ORIGIN:** For California residents, the origin of the student is the country of residence at the time of application. For nonresidents who are U.S. citizens, the geographic origin is the state or U.S. possession in which the student resided at the time of application. For nonresident noncitizens, the origin is the country of citizenship.

**GRADUATE STUDENT:** A student who holds a baccalaureate or equivalent degree who has been officially admitted to a Master's or Doctorate degree program as of census date. Students concurrently enrolled in a credential program are only included in the Graduate category.

**GRADUATION RATE:** Graduation rate generally refers to the proportion of entering students who earned a degree in a specified number of years. All graduation rate computations reflect degrees earned through the summer, e.g., the six-year graduation rate for the fall 2011 cohort reflects the percent of the cohort earning their degree in summer 2017 or earlier. Reported rates are for degrees earned at the Stanislaus campus. See **Cohort Types** for additional information.

## H

**HEADCOUNT ENROLLMENT:** See **Enrollment**

**HISPANIC-SERVING INSTITUTION (HSI):** An institution of higher education that (1) is an eligible institution, and (2) has an enrollment of undergraduate full-time equivalent students that is at least 25 percent Hispanic students at the end of the award year immediately preceding the date of application. Retrieved from <https://www2.ed.gov/programs/idueshsi/definition.html>.

## I

**INSTITUTION OF ORIGIN:** Identifies the student's institution of origin, or the institution attended by the student immediately prior to enrolling in the CSU, whether it be a high school, community college, university, or other. Also referred to as Origin Institution.

**INTERDISCIPLINARY DEGREE PROGRAMS:** Special Major (BA/BS) and Interdisciplinary Studies (MA/MS) are interdisciplinary degree programs; enrollments are reported in the Undeclared/Other category unless otherwise noted.

## L

**LECTURER/LECTURE RANK:** Includes all instructional Faculty with temporary appointments only (non-tenure track).

## M

**MATRICULATION TYPE:** Identifies whether a student is matriculated in a state-supported program or a self-supported (UEE) degree program.

**MINORITY:** American Indian or Alaska Native, Asian American, Black or African American, Pacific Islander, and Hispanic/Latino race/ethnicity categories.

**MEAN UNIT LOAD (MUL):** Total term units attempted divided by the total headcount enrollment.

**MULTIPLE SUBJECT TEACHING CREDENTIAL:** The multiple subject teaching credential authorizes the teaching credential holder to teach in public elementary schools in a self-contained classroom teaching all subjects.

## N

**NEW GRADUATE STUDENT:** A postbaccalaureate student who enters a graduate program. Includes first-time and transfers.

**NEW STUDENT:** An individual attending a CSU campus as a matriculated student for the first time.

**NON-RESIDENT (FOR FEE PURPOSES):** A student with a Residence Status of "N" (another state or U.S. possession), "F" (foreign country) or "W" (Western Undergraduate Exchange (WUE)).

**NON-RESIDENT ALIEN:** A student who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and who does not have the right to remain indefinitely.

**NON-UNDERREPRESENTED MINORITY (NON-URM):** Asian, Pacific Islander, White, Two or More Races, Nonresident alien, and Unknown race/ethnicity categories.

## O

**OFFICIAL OFF-CAMPUS CENTER:** The Stanislaus State-Stockton Campus is the only official off-campus center. Stockton enrollment headcounts and FTES include students who are enrolled in one or more courses at the Stockton Campus as of census date.

**ORIGIN INSTITUTION:** See **Institution of Origin**

**OTHER (FACULTY RANK):** Includes Administrators and Volunteers who volunteer their time.

## P

**PART-TIME EMPLOYEES:** Includes employees whose assignments are less than "100% time."

**PART-TIME GRADUATE/POSTBACCALAUREATE:** A postbaccalaureate student attempting less than 9 semester units as of census date is considered part-time for enrollment reporting purposes. This definition is consistent with IPEDS reporting but differs from the financial aid part-time student definition (less than 8 units).

**PART-TIME UNDERGRADUATE:** An undergraduate student attempting less than 12 semester credit units as of census date is considered part-time for enrollment reporting purposes.

**PELL GRANT:** The federal Pell Grant program. Generally used as a proxy for low-income status.

**PELL GRANT ELIGIBLE:** Students who meet the University and federal guidelines. Eligibility does not indicate if a student was awarded/received a Pell Grant.

**PELL GRANT RECIPIENT/AWARD:** Students who meet the University and federal guidelines and were awarded/received a Pell Grant for a particular term or aid year.

**PERSISTENCE RATE:** A tracking rate which is the sum of those continuing as undergraduates plus those who earned a degree during a defined period of years. Also referred to as Tracking Rate.

**POSTBACCALAUREATE STUDENT:** A student who holds a baccalaureate or equivalent degree who is not enrolled in a graduate program.

**PROFESSOR:** See **Rank**

## R

### RANK (FACULTY)

**TENURE/TENURE TRACK FACULTY:** Includes Professors, Associate Professors, and Assistant Professors.

**PROFESSOR:** Tenured faculty member on the highest rung on the faculty tenure ladder. Includes persons appointed as Lecturer D.

**ASSOCIATE PROFESSOR:** Tenured faculty member. Includes faculty appointed as Lecturer C.

**ASSISTANT PROFESSOR:** Probationary faculty member. A faculty member's first rung on the tenure-track ladder. Includes faculty appointed as Lecturer B.

**RACE/ETHNICITY:** See **Ethnic/Racial groups**

**RESIDENT:** Identifies a student's residence status for fee purposes.

**RETENTION RATE:** A measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time degree-seeking undergraduates who enrolled in the subsequent fall term(s) as of census date. Also referred to as Continuation Rate. See **Cohort Types** for additional details.

**RETURNING STUDENT:** A former student returning at the same level, e.g., undergraduate, graduate, after an absence of one or more terms of the regular sessions who had no units attempted at another postsecondary institution during the absence from the campus. Returning students are combined with returning transfers in the "Returning" category in this publication.

**RETURNING TRANSFER:** A former student returning at the same level, e.g., undergraduate, graduate, after an absence of one or more terms of the regular sessions who had units attempted

at another postsecondary institution during the absence from the campus. Returning students are combined with returning transfers in the "Returning" category in this publication.

## S

**SEX:** See **Gender**.

**(SIX-COUNTY) SERVICE REGION:** The University's surrounding six-county region, including the Valley region of Stanislaus, San Joaquin, and Merced counties, and the foothill region of Mariposa, Calaveras, and Tuolumne counties. Also referred to as the (six-county) service area.

**SINGLE SUBJECT CREDENTIAL:** The single subject teaching credential authorizes the teaching credential holder to teach the specific subject(s) named on the credential in departmentalized classes, such as those in middle schools and high schools, in grades P-12, or in classes organized primarily for adults.

**SPECIAL EDUCATION TEACHING CREDENTIAL:** The special education (education specialist instruction) authorizes the teaching credential holder to teach in the disability areas of specialization, such as Mild/Moderate Disabilities, Moderate/Severe Disabilities, Deaf and Hard of Hearing, Visual Impairments, Physical and Health Impairments, and Early Childhood Special Education.

**STAFF EMPLOYEES:** Refers to all employees who are not 'faculty' as previously defined.

**STATE-SUPPORT(ED) STUDENT:** A student matriculated into a state-supported program and attempting units in state-supported courses.

**STUDENT CREDIT HOURS (SCH):** The amount of credit a student is given for completing a class during a semester in a typical lecture class, with the number of units equal to the number of class hours per week. For example, a three-unit class will be 45 hours during a 15-week semester. Classes may be scheduled to meet once, twice or three times per week, depending on the number of credit units. Also referred to as student credit units (SCU).

**STUDENT LEVEL:** The current academic level of a student as of the term census date, classified by level on the basis of total units earned. Also referred to as Classification or Academic Level.

**FRESHMAN/FIRST-YEAR:** A student with fewer than 30 accumulated semester credit units.

**SOPHOMORE:** A student with 30 to fewer than 60 accumulated semester credit units.

**JUNIOR:** A student with 60 to fewer than 90 accumulated semester credit units.

**SENIOR:** A student with 90 or more accumulated semester credit units.

**POSTBACCALAUREATE:** A student who holds a baccalaureate or its equivalent and it not enrolled in a graduate degree program.

**GRADUATE:** A student who holds a baccalaureate or its equivalent and enrolled in a graduate degree program.

*Note: The headcount enrollment for Credential, Graduate, and all other postbaccalaureate students (excluding postbacs seeking a 2nd bachelor's degree) are reported in the aggregate as Graduate level students for IPEDS reporting purposes, but typically disaggregated in internal reports.*

## T

**TENURE DENSITY:** Tenure-track FTE divided by total instructional FTE. Includes instructional faculty; excludes coaches, counselors, and librarians. Includes active faculty; excludes leave without pay. Tenure status based on class code. Source data: CIRS AN file.

**TENURED/TENURE-TRACK FACULTY:** Includes Professors, Associate Professors, and Assistant Professors.

**PROFESSOR:** Tenured faculty member on the highest rung on the faculty tenure ladder. Includes persons appointed as Lecturer D.

**ASSOCIATE PROFESSOR:** Tenured faculty member. Includes faculty appointed as Lecturer C.

**ASSISTANT PROFESSOR:** Probationary faculty member. A faculty member's first rung on the tenure-track ladder. Includes faculty appointed as Lecturer B.

**TERM FTES:** A measurement of full-time equivalent students. It is equivalent to 12 semester units per term for graduate students and 15 for all other students. See also Annual FTES.

**TOTAL UNITS ATTEMPTED:** The sum of lower division, upper division, and graduate units attempted for which the student is actively enrolled at the census date for the current term. Audit units are excluded.

**TRANSFER STUDENT:** A student new to the regular session of this campus who is not a first-time freshman, does not hold a baccalaureate degree or equivalent from any institution, and has earned course credit from another postsecondary institution.

**TRANSFER UNITS:** For undergraduate students, the total transferable units earned at all colleges or universities other than the CSU campus at which the student is enrolled. For postbaccalaureate students, the total transferable units earned at all colleges, prior to transfer and subsequent to receiving a baccalaureate degree.

**TRANSITORY/VISITING STUDENT:** A student who is admitted under special procedures but who has continuing status at another institution.

## U

**UNDERGRADUATE STUDENT:** A student not holding an acceptable baccalaureate degree. The student is classified based on the total units earned, including those earned at the current campus. The undergraduate category in this publication includes postbaccalaureate students seeking a second bachelor's degree, consistent with the IPEDS reporting definition, unless otherwise noted.

**UNDERREPRESENTED MINORITY (URM):** Traditionally Underrepresented minority include American Indian or Alaska Native, Black or African American, and Hispanic/Latino race/ethnicity categories, per CSU Office of the Chancellor for Graduation Initiative purposes.

**UNIT LOAD:** The total number of units attempted for which the student is actively enrolled at the census date for the current term. Also referred to as **(Total) Units Attempted**.

### UNIVERSITY EXTENDED EDUCATION (UEE) TERMS (FROM EXECUTIVE ORDER 1099):

**CERTIFICATE:** A certificate declares that a student has satisfactorily completed the prescribed course of study in a certificate program. (Title 5 section 40400)

**CERTIFICATE PROGRAMS:** A certificate program provides a set of learning experiences concentrated in a specific set of educational goals. At the discretion of the campus, academic credit earned in certificate programs may be awarded at the graduate and undergraduate levels. Certificate programs may grant Continuing Education Units (CEUs) or academic credit; or they may include non-credit offerings. (EO 806)

**CONTINUING EDUCATION UNIT (CEU):** Distinct from the semester or quarter unit defined in Title 5 section 40103, the CEU is a flexible unit of measurement for non-academic credit in extended education activities. One CEU is defined as ten hours of participation in an organized extended education experience under responsible sponsorship, capable direction and qualified instruction. CEUs can be used to record an individual's participation in non-credit courses, programs, and activities, which may include various forms of independent and informal study.

**CONTRACT CREDIT:** Contract credit is that for which an administrative fee is charged but no instructional costs are paid through CSU extended education. Contract credit shall apply to special sessions credit and extension credit. For example, contract credit is awarded for contracted professional development, as for teacher training when the CSU does not provide the actual instruction but does administer the awarding of credit. Contracted activities may also include non-credit for a specific audience, such as employees of a company. No more than 24 semester units of contract credit may be applied toward the degree. (Title 5 section 40407)

**COST-RECOVERY BUDGET MODEL:** A self-support cost-recovery budget ensures that costs incurred by the CSU Operating Fund for services, products, and facilities provided to extended education and to CSU auxiliary organizations are properly and consistently recovered with cash and/or a documented exchange of value. (EO 1000)

**EXTENDED EDUCATION:** Extended education is a means whereby the instructional courses and programs of the CSU can be provided on a self-support basis at times and in locations not supported by the CSU Operating Fund. Examples of extended education include but are not limited to: interim sessions between college year terms; course and degree program offerings scheduled at military bases, employment locations, organizations, correctional facilities, and other distant locations; and instructional programs for a specific client group requiring special services or scheduling accommodations.

**EXTENDED EDUCATION LOCAL TRUST FUND:** Formerly the Continuing Education Revenue Fund, the Extended Education Local Trust Fund (“EE Local Trust Fund”) is the fund into which revenues received by the Trustees of the California State University from extended education and other self-supporting instruction—excluding Cal State Online and auxiliary programs—shall be recorded.

**EXTENSION CREDIT:** Extension credit is often associated with professional development activities and is awarded (with limitations) for self-support courses, conferences, workshops and seminars. Title 5 section 40407 establishes limits for the application of extension credit toward CSU degrees and residency requirements.

**MATRICULATED STUDENT:** A matriculated student is a student who has, through normal procedures, been admitted formally at a CSU campus to pursue an authorized degree, credential or certificate (for academic credit) and who is enrolled in or is expected to enroll in courses. A student may be matriculated through state-support university enrollment or through self-support extended education enrollment, or both.

**NON-CREDIT CONTRACT PROGRAM:** A non-credit contract program offers non-academic credit activity for a specific audience, such as employees of a company.

**OPEN UNIVERSITY:** Open University (also called “open enrollment”) allows non-matriculated individuals paying self-support fees to enroll in state-supported course offerings on a space-available basis—after reasonable steps have been taken to provide full enrollment opportunity to eligible state-support matriculated students. (Title 5 section 40202; EO 805)

**OUT-OF-STATE OR OUT-OF-COUNTRY PROGRAMS:** Out-of-state and out-of-country programs are campus-based, self-supporting instructional activities of the CSU that provide instruction outside California. These programs provide a means of utilizing the expertise of the CSU faculty in activities benefiting both students and campuses. Students benefit from instruction not readily available from nearby educational institutions. The campus, staff, faculty and students benefit

from broadened understandings of other states’ and countries’ educational practices and cultures. Unless specifically excluded or clearly inapplicable, these programs are subject to policies and procedures governing self-supporting instructional programs and international programs. (Education Code section 89705; Trustee Resolution REP 07-84-04)

**SELF-SUPPORT MODE:** Instruction offered through self-support mode does not receive state general fund appropriations and instead collects non-state student fees that are adequate to meet the cost of maintaining operation in the long run. Such fees shall be required pursuant to rules and regulations prescribed by the trustees, including but not limited to fee policies such as Executive Order 1054 and Education Code section 89708.

**SERVICE AREAS:** Service areas are locations in which CSU campuses have traditionally delivered academic service. This includes but is not restricted to courses and programs transmitted by learning technologies, self-support “off-campus centers,” and face-to-face instruction. While the assignments of campus service areas was repealed by resolution of the Board of Trustees on January 30, 2002 (ROR 01-02-01), a campus president is to confer before delivering academic services in a community traditionally served by another CSU campus. (See article 11.1.2.5.1 in this executive order.)

**SPECIAL SESSIONS:** As defined in Education Code section 89708, Special Sessions are self-supporting instructional programs conducted by the California State University. For the sake of consistency in this executive order, “extended education” shall be the term used, primarily, for instruction that does not receive state appropriations.

**SPECIAL SESSIONS CREDIT (ACADEMIC CREDIT EARNED IN EXTENDED EDUCATION):** Students enrolled in extended education may earn academic credit (“special sessions credit”) applicable to degree, certificate and credential programs. Special sessions credit may be applied in fulfillment of graduation residence requirements, consistent with Title 5 section 40403.

**STATE-SUPPORT MODE:** State-support mode is the type of funding structure in which the university receives state appropriations for instruction offered.

**SUPLANT:** Self-supporting special sessions shall not supplant regular course offerings available on a non-self-supporting basis during the regular academic year. (Education Code section 89708)