Essay 7 – Sustainability: Financial Viability; Preparing for the Changing Higher Education Environment

Introduction
Stanislaus State is positioned for financial stability and sustainability. Since 2012, the University increased its reserves by approximately $9M, from approximately $16M to $25 million. This strong footing is a result of several factors contributing to its overall financial picture.

1) Being one of 23 campuses within the largest higher education system in the country provides a well-established funding model, which minimizes variability from one year to the next. This enables our institution to anticipate and plan for upcoming budget years with relative certainty. When a shortfall is experienced and one-time funding cannot meet the shortfall, the University has adequate reserves to absorb the difference in any one given year.

2) The University received an increase of approximately $8 million in base funding in 2017/18, resulting from the following sources:
   a) an increase of 79 FTES during the 2017/18 academic year, generating $841,000 in additional funds;
   b) an increase in student tuition fees, generating $2,425,000; and
   c) base funding for mandated benefits increases.

3) Stanislaus State received $3,773,462 in gifts in 2016/17, which reflects a 91% increase over 2015/16, for which the gift total was $1,978,680 (Exhibit #).

4) The University has a projected net surplus increase in 2017/18 of $1,351,298 in University Extended Education (UEE) revenue, and has a healthy UEE reserve of $8,288,982. UEE is an important component to the University’s overall budget, as the revenue it generates enables the University to be responsive to immediate needs that have a nexus into UEE, as well as be strategic in meeting priorities of the future.

5) Stanislaus State was awarded $6,065,633 in sponsored programs funding in 2016/17, which is commensurate with the University’s 5-year annual average of $6,200,000 and reflects a consistent commitment to seeking, as well as a successful track record of securing, extramural funding.

6) Stanislaus State has established a robust annual budget call process that is inclusive and transparent.

7) The University is implementing a new budget practice that empowers units by allowing them to retain carry-forward, which encourages and incentivizes sound planning and prudent spending.

8) The University strategically reallocates one-time dollars to address one-time needs and priorities.

9) The current administration has acknowledged a longstanding practice of carrying unfunded ongoing commitments with one-time dollars, and is developing and implementing a 3-year plan, beginning 2018/19, to move unfunded ongoing commitments into the base budget.

University Budget Model
Stanislaus State operates with a primarily decentralized budget model, with an annual budget call process. Centrally, the university administers budgets associated with managing the entire institution such as benefits, risk management costs, and capital programming costs for general maintenance. Other aspects of the budget, such as labor wages and operational expenses related to programmatic supplies and services, are decentralized and are managed by units within the divisions.

Stanislaus State has a robust budget call process for the allocation of new base budget funds (see Figure # - develop/insert flow chart). Each division prioritizes items in connection to the University’s strategic plan. Once divisions have identified their priorities, the University Budget Advisory Committee (UBAC)
makes recommendations for the President’s approval. UBAC advises the President on broad policy and priority issues related to the University’s budget resources. UBAC reviews the university budget within the context of the University’s strategic plan and annual goals, considers specific budgetary issues as requested by the President, and organizes and holds open hearings to review the relationships among division budget requests, the university’s strategic priorities, and the President’s annual goals and/or priorities. UBAC holds public forums, soliciting feedback from the university community, and seeks input from the Faculty Budget Advisory Committee (FBAC). This rigorous process helps ensure that the University is judicious in its allocation process so that funds go to the initiatives with the greatest impact, particularly prioritizing initiatives that support student success, as well as help address our identified unfunded ongoing commitments supported by one-time dollars.

An important aspect of the University’s decentralized budget model includes the implementation of a new budget practice that empowers units through the practice of allowing them to retain carry-forward. This encourages and incentivizes sound planning and prudent spending among all the University stakeholders.

Another important aspect of the university’s budget practice is the development and implementation of a 3-year plan to move unfunded ongoing commitments into the base budget. The unfunded ongoing commitments are estimated to total approximately $3 million. The commitments are primarily connected to benefits and temporary faculty salaries, including instruction and reassigned time associated with professional development release time for new faculty hires. The 3-year plan entails first identifying and quantifying the underlying costs for which we have historically used reserves or one-time dollars to fund. After those costs have been identified and quantified, then we will take the necessary steps to adjust the funding model to incorporate those costs into base over time. It is anticipated that this process will require approximately three budget cycles. We are using this multi-year approach, beginning 2018/19, to minimize disruption in delivery of critical services, allowing for a strategic approach based on strategic plan priorities.

**Budget Alignment with the University’s Strategic Plan**

With the mid-year approval (November 28, 2017) of the University’s new strategic plan, the Vice Presidents have been asked to identify within their respective divisions short-term priorities in alignment with the new strategic plan. This process is intended to enable the divisions to identify budget priorities and strategically determine allocations. Because the strategic plan is an 8-year plan, this initial short-term prioritization is the first step in working toward a budget process where we are integrating our strategic plan into our annual budget call, where budget requests will be submitted to UBAC with the budget request items aligned specifically to goals and objectives within the strategic plan. This will enable the university to track dollars allocated to strategic goals and objectives, and a chart reflecting those allocations will be posted on the website annually for stakeholder access. The administration and university community, through established shared governance processes, will work together to outline how strategic priorities will be accomplished through 2025.

The University’s new strategic plan has five goals: 1) be a student-ready university; 2) provide transformational learning experiences driven by faculty success; 3) boldly pursue innovation and creativity; 4) hone administrative efficacy through thoughtful stewardship of resources; and 5) forge and strengthen bonds with our communities rooted in a shared future. In the first year of operating under the new strategic plan, it is clear that budget allocations are directly aligned with the priorities of the University. In Figure # [Financial Services will develop chart displaying allocation of 2017/18 budget](#)
Across the five strategic plan goals, the dollar amounts and percentages of the University’s total 2017/18 base budget are presented, reflecting the allocation across the five strategic goals.

**Academic Affairs Budget**

While all divisions serve to support and advance the University’s mission and strategic plan, and all operate within the University’s new budget model and process, the University’s improvement in budget process has had an especially positive impact on Academic Affairs, and the multi-year plan to address the unfunded ongoing commitments supported by one-time dollars is particularly relevant to this division.

The colleges are experiencing a more decentralized budget under the University’s new budget model, empowering the colleges to be more strategic in their planning and spending, as well as making the college deans more accountable for their respective college budgets. For the first time in recent history (reaching back to the period captured by the last full reaffirmation review), college deans now have a budget line in their college budgets for temporary faculty, rather than that line being centralized in the Provost’s Office. This modification, coupled with the new decentralized ability to carry-forward unexpended funds from one year to the next, has allowed colleges to exercise internal authority among the stakeholders to allocate resources accordingly. The 3-year plan within Academic Affairs to help to move unfunded ongoing commitments into the base budget, and specifically address the need to fully fund in base the temporary faculty costs, primarily involves three strategies: 1) when Academic Affairs receives new base funding, the Provost allocates that new base across the colleges into their temporary faculty budget lines based on a combination of historical trends and current identified need; 2) colleges make strategic decisions within their budgets to shift allocations to the temporary faculty lines as priorities dictate; and 3) the provost and deans are now able to make better data-informed decisions regarding allocation of resources based on data analytics provided by the University’s newest division, Strategic Planning, Enrollment Management, and Innovation (SPEMI), providing access to the new Academic Unit Profiles – dashboards that show historical and comparative trend analyses regarding student enrollment, credit hours production, FTES, faculty hiring and instructional cost. This enables the provost and deans to collaborate together to ensure that college allocations reflect student demand, regional needs for program growth and development, and other institutional priorities. This cross-college collaboration reflects Academic Affairs leadership’s commitment to its priorities (Exhibit #) in alignment with the new University strategic plan, and its commitment to addressing unfunded ongoing commitments currently supported by one-time dollars. Academic Affairs leadership is striving to appropriately align programs and resources across the colleges, as a division, to meet overall student and regional need.

**Enrollment Management: An Important Factor in the University’s Financial Picture**

Like other universities within the CSU system, Stanislaus State has continued to face enrollment pressures over the past several years. Despite these pressures, Stanislaus State affirms its intention to remain an un-impacted institution and has built an enrollment management strategy around this commitment to access to higher education in the California Central Valley. While enrollment management at the university follows the policies and practices outlined by the CSU Board of Trustees, remaining un-impacted has allowed steady enrollment growth over the last 6 years. While the University is committed to access and remaining un-impacted, careful monitoring and planning must be exercised to ensure the University can continue to deliver quality education to all its students, despite not receiving full funding to do so. Enrollment and capacity planning is addressed on campus by its Enrollment Management Committee. This committee is charged with a broad spectrum of responsibilities (Exhibit #). Among those responsibilities are two key aspects of its charge, particularly
relevant to financial stability, viability, and sustainability: to create a comprehensive strategic enrollment management plan with short-term and long-term goals aligned with budgetary resources; and to use enrollment data to advocate for appropriate and sustained Chancellor’s Office funding.

Given our commitment to the educational needs of the Stockton area, the University is developing programs in response to its specific needs (Exhibit #). With this program development, enrollment growth at the Stockton Center is anticipated (Exhibit #).

Additional Cornerstones of the University’s Financial Stability, Viability, and Sustainability
The following financial reports evidence the strong financial position of Stanislaus State, demonstrating an increase in reserves by approximately $9 million over the last five years: [link financial report included in May 2018 annual WASC report] (Exhibit #). In addition to a sound university budget model and strong enrollment management practices, there are other elements contributing to this solid financial foundation.

Financial Services Personnel and Business Practices.
Over the last two years, Stanislaus State has been refining position requirements within Financial Services to attract highly qualified professionals to apply, encouraging all accountants and managers to hold Certified Public Accountant (CPA) designation and/or a master’s degree. Additionally, professional development of current employees has been strongly encouraged and supported, including release time to pursue CPA, master’s degrees, and other relevant designations such as Certified Financial Research Administrator (CFRA). Evidence of the professionalism of the personnel and practices of Financial Services at Stanislaus State is epitomized by the University’s performance in the CSU system’s evaluation of its 23 campuses’ year-end closing process. For the last two years, Stanislaus State has been ranked as one of the top five performers in the system, placing the University on the cover of the CSU audited annual financial statements (2015, 2016).

Campus Master Planning.
Campus master planning is guided by the coordinated work of several key entities, including the Campus Master Plan Committee, the Academic Affairs Space Committee, the Committee for Sustainable Futures, and Capital Planning & Finance. These four entities have individual charges, but collectively, they inform the Cabinet and the President on decisions related to overall campus development.

The role of the Campus Master Plan Committee (CMPC), established September 2016 by President Junn (Exhibit #), is to assure that the President receives all relevant advice before making major and minor capital planning decisions, including the campus’ long-range plan for physical development. Specifically, the Committee will provide input on the following: university facilities master plan; university five-year major capital/infrastructure improvement plan; campus planning & design standards; campus tenant improvement projects; building renovation and construction plans (schematic level); alteration of the campus grounds (schematic level); and other areas of study as designated by the president. Members include representation across divisions, ensuring critical functions and perspectives are considered in space recommendations.

The Academic Space Planning Committee (ASPC), established September 2016 by President Junn (Exhibit #), was developed to efficiently manage academic space to benefit students, faculty, and research by using the latest technology for accuracy and judicious instructional space utilization. The ASPC reviews the utilization of classrooms and laboratory space with the objective of ensuring that space needs for the University’s academic programs are fully met. When decisions effect other campus constituencies,
ASPC recommendations will be forwarded to the CMPC for review and recommendation to the President. Members include representation across colleges and units within Academic Affairs, as well as other divisions, ensuring critical functions and perspectives are considered in academic space recommendations.

The Committee for Sustainable Futures (CSF) was established by President Junn Fall 2017 (Exhibit #) to serve in an advisory capacity to all campus departments, colleges, and other entities in an effort to advance environmental, social, and economic sustainability at the University. The CSF, reporting to the VP for Business and Finance, provides leadership in identifying mechanisms to integrate sustainability concepts into all core functions of the university, with six specific focus areas: sustainability and environmental issues in the curriculum; institutional sustainability (e.g., energy, water use, waste); educational events for the campus community and general public; research and scholarship-advancing collaboration among faculty; partnerships with local and regional organizations; and long-term planning for sustainability efforts on campus. Members include four faculty members, the Commercial Operations Manager, Director of Facilities Planning & Finance, and the VP for Business and Finance.

**Capital Planning & Finance** is charged with the following responsibilities: coordinates campus capital facility planning, department fiscal resources, and management of the Customer Service Center; maintenance of the Campus Physical Master Plan, a guide for the physical development of the campus designed to accommodate projected enrollment and educational programs consistent with the academic Master Plan; development of the Five-Year Capital Improvement Program, projected capital improvement needs, by project, for five years beyond the period covered by the latest Governor's budget each year; and maintenance of the campus Space & Facilities database. The decision to develop, place and prioritize projects in the Five-Year Capital Improvement Program is ultimately made by the President of Stanislaus State.

**Identifying and Enhancing Student Competencies for the Future**
At both the undergraduate and graduate level, Stanislaus State faculty have established Institutional Learning Goals that define expectations for graduates. At the undergraduate level, through university review and approval of the Baccalaureate Learning Goals, the University has clearly indicated outcomes for Stanislaus State graduates. Among these outcomes are the five WSCUC core competencies, plus a sixth signature competency, civic engagement, that was developed in consultation with Stanislaus State governance. Stanislaus State has dedicated six faculty learning communities (FLCs) to develop strategies for the assessment of these six competencies at or near graduation. The strategies, including methods and tools, will serve as resources available to faculty across all programs in the assessment of core competencies at or near graduation, within the context of their course- and program-level assessment. Core competencies and the work of the FLCs are described extensively in Essay 4.

At the graduate level, the University established Graduate Learning Goals for all graduate students at Stanislaus State. While the Graduate Learning Goals are distinct from the Baccalaureate Learning Goals in terms of intensity and level, both the undergraduate and graduate goals require competency in the core areas of written and oral communication, quantitative reasoning, critical thinking, information literacy, and civic engagement and responsibility. Essay 3 provides an extensive description of graduate education assessment, for which the Graduate Student Learning Goals, including these core competencies, serves as a foundation. Exhibit # displays the alignment between the graduate level core competencies, Program Learning Outcomes, and the Graduate Learning Goals, demonstrating how direct assessment of student learning in the core competencies is accomplished through regular program-level assessment described in Essay 3.
Commitment to Assessment and Program Review, with Connections to Institutional-level Assessment and Decision-making

As extensively described in Essay 6, Stanislaus State is committed to evidence-based continuous improvement through regular assessment, evaluation, and use of data to inform decisions. All units at Stanislaus State undergo regular review: academic programs undergo Academic Program Review (APR); administrative and other units undergo Support Unit Review (SUR), with some units within Student Affairs implementing the Council for the Advancement of Standards in Higher Education (CAS) assessment for co-curricular programs, and all CSU-designated centers and institutes undergo a specialized Centers and Institutes Review (CIR) process if they are not included in a larger administrative unit SUR process. This program-level review serves as the foundation for our institutional-level assessment. Ultimately, review at the program level informs progress on institutional level outcomes and the university’s strategic plan.

As described in Essay 6, Stanislaus State has conducted evaluations of our assessment and review processes, making adjustments to improve those processes, including adding infrastructure and support where gaps in systems were identified – particularly gaps between program-level and institutional-level assessment. The University has dedicated resources to maintain meaningful assessment systems. Table # below displays the University’s centrally allocated personnel infrastructure dedicated to assessment, with the corresponding time base dedicated to assessment associated with the position. In total, this infrastructure reflects an annual budget of more than $500,000. Beyond this central commitment, the four academic colleges allocate additional resources in response to individual program need.

<table>
<thead>
<tr>
<th>Position</th>
<th>Role/Responsibilities</th>
<th>Compensated Time Base</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Fellow for Assessment</td>
<td>Provides support to individual programs in the development of annual reports and/or APRs; works closely with the College Assessment FLCs; works with GE Subcommittee in the assessment of the GE program and developing corresponding reports; works with Graduate Council in the assessment of graduate education at the institutional level and developing corresponding reports; engages in the review of existing campus processes in coordination with ASL Subcommittee and the Office of Assessment; works with the Assessment Specialist to improve reporting requirements and program and institutional-level assessment processes based on feedback.</td>
<td>.45 FTE</td>
</tr>
<tr>
<td>Assessment Specialist</td>
<td>Provides support to individual programs in the development of course and program learning outcomes, and the development of annual reports and/or APRs; coordinates university-wide assessment efforts including the annual reporting and academic program review process. This coordination includes support and resources in the form of professional development, website resources, and management of the campus Accountability Management system, Campus Labs.</td>
<td>1 FTE</td>
</tr>
<tr>
<td>Academic Program Review Coordinators (1 per program)</td>
<td>Coordinates and writes the APR for the academic program.</td>
<td>.1 FTE in Year 6 of the APR cycle</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>----------------------------------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>External Reviewers for APRs and SURs</td>
<td>Serve as external consultants from other universities for individual programs.</td>
<td>1 day</td>
</tr>
<tr>
<td>Core Competencies FLCs</td>
<td>FLCs are developing resources, including methods and tools, available to faculty across all programs that can be incorporated into coursework and/or program-level assessment.</td>
<td>Facilitators = 5 days Members = 3 days</td>
</tr>
<tr>
<td>General Education Assessment Council (GEAC)</td>
<td>Development of an assessment plan for General Education based on the recently approved GE Goals and Outcomes. The draft assessment plan process includes a mechanism for GE course certification and recertification. Makes recommendations to GE Subcommittee for consideration and implementation, through its reporting structure to UEPC.</td>
<td>Lead = 6 days Members = 4 days</td>
</tr>
<tr>
<td>College Assessment FLCs</td>
<td>Reviews annual reports and APRs across all programs within their respective colleges, and then by facilitation from the Faculty Fellow, the College FLCs make observations across the colleges and report observations to Academic Affairs leadership.</td>
<td>Facilitators = 5 days Members = 3 days</td>
</tr>
<tr>
<td>Office of Institutional Research</td>
<td>Institutional Research (IR) serves the university community, both academic and administrative units, by providing accurate, relevant, and timely information in support of institutional effectiveness, decision making, and planning. IR provides analytical support to the administration and the academic community in areas of program assessment, accreditation, Academic Program Review, and strategic planning, including the design and development of surveys, primary data collection, and the secondary analysis of data.</td>
<td>5 FTE</td>
</tr>
<tr>
<td>Associate Vice President for Academic Affairs (AVPAA)</td>
<td>With the Office of Assessment reporting to the AVPAA, the AVP participates in regular meetings with the Faculty Fellow for Assessment and the Assessment Specialist, participates in College FLC facilitator meetings, and other key activities pertaining to program-level and institutional-level assessment. The AVP ensures resources are available to maintain adequate infrastructure for sustained, meaningful processes.</td>
<td>.1 FTE</td>
</tr>
</tbody>
</table>

**Stanislaus State Values Accreditation**

Beyond the university continuously maintaining WSCUC accreditation since 1963, several individual programs at Stanislaus State have achieved and maintained accreditation by professional accrediting bodies, including: Art, Business Administration, Teacher Education, Genetic Counseling, Music, Nursing,
Public Administration, Social Work, and Theatre. These programs value the process, both the self-examination as well as the peer review, and the University dedicates resources to help ensure individual programs are successful in sustaining the activities necessary to maintain their accreditation. Centrally, the Offices of Academic Programs, Assessment, and Accreditation in the Provost’s Office, and the Office of Institutional Research in the division of Strategic Planning, Enrollment Management, and Innovation, support individual programs as needed in their assessment and accreditation efforts. Within colleges and departments, resources are allocated to support efforts required to maintain standards of accreditation. For example, the College of Business Administration has a full-time accreditation specialist to coordinate ongoing activities, and faculty receive professional development funds to support their involvement in assessment activities that are maintained annually. And within the College of Education, Kinesiology, and Social Work, for the educator preparation programs, for example, .4 FTE of a staff member’s workload is dedicated to assessment and accreditation maintenance, along with assigned time and winter and summer compensation for faculty to maintain assessment and accreditation activities. In addition to academic programs, administrative units at Stanislaus State have sought and maintained external accreditation, including the Student Health Center, the lab within the Student Health Center, and Athletics.

A Focus on Educational Effectiveness
As highlighted in Essay 5, Stanislaus State firmly holds that student success, and subsequently educational effectiveness, are multi-faceted domains, and can be assessed in several ways, both quantitatively and qualitatively. To help ensure that our students are successful, while at the University and throughout life, we hold high expectations for all our students, and strive to remove barriers and provide appropriate supports to help ensure that all our graduates meet those high expectations. Removing barriers and providing supports come in a variety of forms at Stanislaus State, such as: providing academic supports such as tutoring, supplemental instruction, writing support in the Writing Center, access to high quality library resources and services that facilitate students’ quest for knowledge, and assurance that all students’ learning needs are addressed through Disability Resource Services; providing social networking opportunities through a variety of clubs and organizations, the new Diversity Center, the Student Veteran Center, Housing and Residential Life, and Associated Students Inc. with the Student Union; providing psychological and emotional support through Psychological Counseling Services and the Student Resource Assistant; providing a network for maintaining physical health and wellbeing, including robust Student Health Center services, the Campus Recreation Department with the Student Recreation Complex and a variety of intramural sport and other fitness and wellness programming, and a fitness activity requirement as part of the General Education program; and addressing essential needs by providing access to food through the Warrior Food Pantry, emergency funds through the Campus Cares program, and emergency housing and meal assistance through Student Housing. With the new infrastructure and capacity built into Institutional Research that is enabling improved sophistication, precision, and timeliness of data, the institution is well-positioned to maintain an informed focus on student success and educational effectiveness, and ensure, through the university’s annual budget process tied to its strategic plan, that resources are being allocated to effectively support its academic mission.

Stanislaus State describes student success as much more than graduation rates, but does acknowledge timely graduation as an ultimate outcome. To that end, Stanislaus State is proud of its successes from its first year of its efforts (Exhibit #) to meet its Graduation Initiative 2025 Goals (Table #), having increased our Freshmen 4-year graduation rate 4.3 percentage points, our Transfer 2-year graduation rate 1.2 percentage points, and having completely eliminated the graduation rate gap between our Underrepresented Minority (URM) and Non-URM students. The University strategically targeted its
efforts in the first year of the initiative to the student cohorts corresponding with these three metrics (to be responsive to statewide priorities, and to be intentional in the allocation of limited resources), and has now expanded its efforts to the student cohorts that correspond with all six metrics.

In addition to basic metrics such as these, other indications that Stanislaus State meets the public’s expectations of achieving educational effectiveness are the several accolades that Stanislaus State has received. Some recent examples include: the US Department of Education placed Stanislaus State on its 2016 list of institutions notable for advancing student outcomes; Money Magazine (2016) ranked Stanislaus State #1 for helping students exceed expectations; and National Public Radio (2016) ranked Stan State #5 in the nation for upward mobility of its students. While these are recent accolades, Stanislaus State has received this level of recognition for quality, affordability, and access for years, with several rankings being held for more than 10.

Table #. Graduation Rates per Graduation Initiative 2025 Metrics

<table>
<thead>
<tr>
<th>Metric</th>
<th>2015/16 Rate</th>
<th>2016/17 Rate</th>
<th>Change in Percentage Points</th>
<th>2025 Goals</th>
<th>Percentage Points to Reach 2025 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen 6-Year Graduation</td>
<td>57.2% Fall 2010</td>
<td>52.8% Fall 2011</td>
<td>-4.4</td>
<td>65%</td>
<td>12.2</td>
</tr>
<tr>
<td>Freshmen 4-Year Graduation</td>
<td>14.3% Fall 2012</td>
<td>18.6% Fall 2013</td>
<td>4.3</td>
<td>37%</td>
<td>18.4</td>
</tr>
<tr>
<td>Transfer 2-Year Graduation</td>
<td>34.8% Fall 2014</td>
<td>36.0% Fall 2015</td>
<td>1.2</td>
<td>45%</td>
<td>9.0</td>
</tr>
<tr>
<td>Transfer 4-Year Graduation</td>
<td>76.2% Fall 2012</td>
<td>75.3% Fall 2013</td>
<td>-0.9</td>
<td>78%</td>
<td>2.7</td>
</tr>
<tr>
<td>Gap – Underrepresented Minority</td>
<td>6.5% points Fall 2010</td>
<td>0.0% points Fall 2011</td>
<td>-6.5</td>
<td>0</td>
<td>0 = Target Met</td>
</tr>
<tr>
<td>Gap – Pell</td>
<td>1.9% points Fall 2010</td>
<td>3.6% points Fall 2011</td>
<td>1.7</td>
<td>0</td>
<td>3.6</td>
</tr>
</tbody>
</table>

Stanislaus State – A Learning Organization

Being a learning organization is central to our mission, vision, and values, which are the foundation of our strategic plan, and applies to all our university community members, including students, faculty, staff, and administrators. Our mission calls for our university community members to create an inclusive learning environment that encourages all members of the campus community to expand their intellectual, creative, and social horizons, and to develop a passion for lifelong learning. Our vision has us striving to become a major center of learning, intellectual pursuit, artistic excellence and cultural engagement. And to advance our mission and vision, we subscribe to values that call upon the members of our university community to demand more of self than we do of others, to attain new knowledge and challenge assumptions; to challenge one another to be fully engaged, responsible citizens with the ethics, knowledge, skills and desire to improve self and community; to value learning that encompasses lifelong exploration and discovery through intellectual integrity, personal responsibility, and global and
self-awareness; to embrace diversity, equity, inclusion, and social justice as vital components of educational quality; and to commit to a diverse, caring, inclusive, respectful learning-focused environment that fosters collegial, reflective and open exchange of ideas.

We embrace self-examination and welcome external review, with a focus on data to inform that examination. This is evidenced by the university’s commitment to all its units undergoing regular periodic review (Exhibits #, #, and #), as a matter of both policy and habit. Collectively, these practices represent Stanislaus State’s standard of inclusive excellence – holding everyone in the Stanislaus State community to high standards of excellence, while providing the support to achieve it. Regardless of demographics (e.g., entry as a freshman, entry as a transfer, Pell, URM, or first-generation status), every student is held to high standards, and has access to the supports (academic, psychosocial and emotional, physical, as well as supports that help address basic needs) to help meet those standards of excellence. Staff have access to a variety of professional development opportunities offered through the Campus Training and Professional Development Center (CTPDC) (Exhibit #), the array of online trainings available through the university’s subscription to Lynda.com (Exhibit #) and Skillport, as well as a thriving Staff Council (Exhibit #) that provides networking opportunities and creates opportunities to recognize the excellence that staff contribute to the university community. Faculty also have access to the variety of offerings through the CTPDC and online programming, as well as access to the Faculty Center for Excellence in Teaching and Learning (FCETL) (Exhibit #), which offers a variety of programming in support of effective pedagogy. Further, faculty serve as chairs and members of system-wide committees, availing opportunities for networking and sharing best practices. Administrators, in addition to access to all the opportunities provided through the CTPDC and online programming, also attend quarterly Administrative Council meetings at the University, and administrators in particular positions (such as Provost/VP Academic Affairs, Chief Financial Officer/VP Business and Finance, VP Advancement, VP Student Affairs, Chief Information Officer, Chief Research Officer, Registrar, Director of Admissions, Outreach, and Financial Aid, and AVP for Academic Affairs, among many others) attend regular meetings at the Chancellor’s Office (CO) with their 22-campus counterparts and the corresponding CO personnel, as well as chair and serve on system-wide committees, availing opportunities for system-wide networking to share best practices and other useful information.

Challenges, the Future, and Stanislaus State’s Responsive Vision

During the University’s intensive self-study process spanning from 2016 -2018, including the work of the Presidential Transition Team, the University Strategic Planning Council, and the WASC Steering Committee, several strengths, weaknesses, opportunities, and threats were identified (Exhibits #, #, and #). Through this comprehensive process of self-study, an interesting phenomenon presented itself. While things on one hand were identified as challenges, on another hand were identified as opportunities – opportunities to continue to improve our service to our region. The following is an overview of our greatest challenges and opportunities identified as a result of the University’s self-study process.

Our Greatest Challenges.
Emerging from the various dimensions of the self-study is a summary of the University’s greatest challenges.

- Stanislaus State is an un-impacted campus; while this decision is perceived as a strength (in that it provides access to higher education), it poses challenges, as it requires discipline in our enrollment management and budget planning.
• Stanislaus State serves a sprawling distance between its six service counties (Calaveras, Tuolumne, Mariposa, San Joaquin, Stanislaus, and Merced), spanning over 9,500 square miles, with limited public transportation. (CFRs #.#, #.#, #.#...)

• Stanislaus State serves one of the most economically disadvantaged regions in the state and nation (Exhibit #), with 66% of the University’s students being Pell-eligible, many of whom work while in school, protracting time-to-degree. (CFRs #.#, #.#, #.#...)

• Stanislaus State’s service region is among the lowest in educational attainment rates in the state and the nation (Exhibit #), with 74% of Stan State students being first-generation college students. (CFRs #.#, #.#, #.#...)

• With just over 10,000 students (8,521 FTES), there are fixed operational costs, regardless of size, that must be maintained, impacting Stanislaus State’s budget disproportionately compared to larger campuses. The University is known for offering and accomplishing much, with limited state resources. (CFRs #.#, #.#, #.#...)

• While Stanislaus State sits in the midst of a sprawling rural service region, and has land to grow, it struggles with having enough building space, including instructional, office, and other, to accomplish all of its ambitious goals as quickly as we wish. Especially notable, there is not enough classroom and instructional lab space, particularly in STEM majors, making it difficult to address all our bottleneck courses. (CFRs #.#, #.#, #.#...)

• In addition to instructional space being a limitation in our capacity to fully address bottleneck courses, not having enough STEM lab equipment (both science lab equipment and computer labs) is a limitation as well. (CFRs #.#, #.#, #.#...)

• Related to its rural location, the University has limited access to qualified temporary faculty to help address critical bottleneck courses, particularly in STEM, to add needed sections to the course schedule. (CFRs #.#, #.#, #.#...)

• Stanislaus State is perceived as lacking a strong identity and presence in the surrounding region, overshadowed by neighboring institutions. (CFRs #.#, #.#, #.#...)

Our Greatest Opportunities.
The challenges identified through our self-study process have shown us where opportunities exist and have given us the direction needed to create a clear responsive vision. We are working to establish an increased sense of place and identity, through inclusive excellence, in the ways outlined below. Estimated costs associated with supporting these priorities are identified in Exhibit #.

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

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

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

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

- Increased Inclusive Decision-Making:
The University has made and is continuing to focus on making concerted efforts to exercise decision-making that includes students, faculty, staff, and administrators, relying on standing committees, structures, and shared governance processes, and improving communication among stakeholders. The President and Provost participate in frequent and regular meetings with faculty leadership, the President meets regularly with student leadership, staff leadership, and union representation, the Provost holds monthly Deans/Department Chairs/Program Directors meetings, and the Provost established in Spring 2018 a twice-per-semester informal open forum, “Conversations with the Provost.” Additionally, faculty leadership is included in the quarterly Administrative Council meetings. Strong efforts have been made to be inclusive in administratively appointed committees such as University Budget Advisory Committee (UBAC), University Strategic Planning Council (USPC), Campus Master Plan Committee (CMPC), Graduation Rate Excellence and Assessment Team (GREAT), Executive Strategic Assessment and Response Committee (ESARC), the Presidential Transition Team, and the President’s Commission on Diversity and Inclusion (PCDI), without working around faculty governance processes, but rather, intersecting directly with them. [CFRs #.#, #.#, #.#...]
• Improved Data Capabilities and Increased Data-Driven Decision-Making:
Through innovations from the university’s new SPEMI division, the University has, and is continuing to improve data-use capabilities to inform decisions. And with a renewed commitment to bridging program-level assessment data to institutional-level assessment, and closing the loop and using those data to inform decisions, the University is well-positioned to ensure that all students are being successful and that we are not disproportionately disadvantaging any one particular group. *(CFRs #.#, #.#, #.#...)*

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