# CSUSB'S Strategic Plan 2015-2020

# Year 4 Progress Report

# 2018-19

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# EXECUTIVE SUMMARY
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Year 4 Outcomes – Executive Summary

## Goal 1: Student Success

**Provide learning experiences that promote student success, achievement, and academic excellence and prepare students to contribute to a dynamic society**.

⭐ ***Objective 1:*** *All undergraduate students will participate in at least three High Impact Practices (HIPs) by graduation, starting with the Fall 2015 cohort of incoming first-year students, preferably including one HIP within the context of each student's major*. **NOT COMPLETED YET – 40% completed**

**2018-19 SYNOPSIS: Through a cohort approach, the HIPs task force identified 2+ "known" HIP curricular activities with the Fall 2014 cohort (2.8). Other HIPs have been identified through co-curricular experiences. The task force's focus will be on proper identification and tracking using PeopleSoft (curricular) and the new Engage software (co-curricular) when the campus moves to the semester system to allow for adequately tracking of all HIPs.**

⭐ ***Objective 2:*** *Adopt the Institutional Learning Outcomes and use the assessment of them to guide continuous program improvement*. **SCHEDULED FOR COMPLETION – 60% completed**

**2018-19 SYNOPSIS: Campus Labs was purchased and implemented to serve as a tool to measure progress of Institutional Learning Outcomes (ILOs) and pilot programs in the Divisions of Student Affairs and Academic Affairs.**

⭐ ***Objective 3***: *Conduct annual surveys to assess students' sense of belonging, engagement, and inclusion. Establish baseline measures and then design programming to ensure continual improvement*. **SCHEDULED FOR COMPLETION – 80% completed**

**2018-19 SYNOPSIS: About 77% first-time freshmen felt that they belonged to this campus at the end of their first year, which was 3% lower than last year. The result was similar for all undergraduates.**

*KEY:*

⭐ **OBJECTIVE MET**
Elements are significantly on track for completion or completed

⭐ **OBJECTIVE ON TRACK**
Some elements are still pending due to additional work needed, but on track

⭐ **OBJECTIVE NOT MET**
Most of the elements are not met and/or do not appear they will be met

⭐ ***Objective 4:*** *Increase student success by maintaining high academic standards while reducing the overall DFWI (grades of D, F, withdrawal, incomplete) rate through improved course learning conditions and enhanced co-curricular support. Aim to reduce the rate in lower division courses from 13% to 10%, and aim to reduce the upper division rate from 8% to 6%, particularly through providing additional supports for students in courses with the highest DFWI rates.* **SCHEDULED FOR COMPLETION – 70% completed**

**2018-19 SYNOPSIS: The DFWI rates have been consistent at about 14% for lower division courses and 8% for upper division courses. CSUSB continues to experiment on ways to increase student participation in supplemental instruction and tutoring programs.**

⭐ ***Objective 5:*** *Stay on track to meet or exceed the CSU's Graduation Initiative 2025 targets with a four-year graduation rate in 2020 of 15% or higher, a six-year graduation rate of 52% or higher, and an underrepresented minority (URM)/non-URM achievement gap of 0%. For transfer students, by 2020 achieve a 36% two-year graduation rate and a 72% four-year graduation rate. Reduce by half the achievement gaps for males and Pell-eligible students. Decrease average time-to-completion for students who enroll as first time students from 5.6 to 5.0 years by 2020. For transfer students, decrease average time-to-completion from 3.1 to 2.7 years by 2020.* **NOT COMPLETED YET – 55% completed**

**2018-19 SYNOPSIS: In 2018, results indicate that we are on track to meet our GI 2025 targets. For first-time first-year students, the 6-year graduation rates are at 57% and 4-year rates are at 19%. For transfer students, the 4-year graduation rates are currently at 79% and 2-year rates are at 40%. Additional work is needed to close equity gaps. Average time-to-completion is currently at 5.4 years for first time students and 3.0 years for transfer students. See CSU GI 2025 report for details (calstate.edu/dashboard).**

⭐ ***Objective 6:*** *To foster the success of graduate students, by June 2017, the campus will complete a program evaluation of graduate education at CSUSB. From 2017 through 2020, these recommendations will be implemented.* **SCHEDULED FOR COMPLETION – 65% completed**

**2018-19 SYNOPSIS: A program evaluation and needs assessment were completed by the Strategic Analysis of Graduate Programs Steering Committee (SAGPSC) in 2017. The data from the needs assessment phase formed a basis for the SAGPSC to draft a preliminary Graduate Education Strategic Plan. Completed on May 29, 2018, the first draft of the strategic plan includes a mission statement, vision statement, goals and strategies and it continues through the vetting and approval processes.**

Full Goal 1 Outcomes and Report

## Goal 2: Faculty and Staff Success

**Foster innovation, scholarship, and discovery for faculty and staff success.**

⭐ **Objective 1:** *Foster excellence in teaching to increase High Impact Practices and promote course redesign for contemporary teaching practices by increasing the number of faculty served by the Teaching Resource Center.* **SCHEDULED FOR COMPLETION – 80% completed**

**2018-19 SYNOPSIS: The Teaching Resource Center (TRC), which serves as a hub for faculty development activities, held 19 events with 185 participants. It also supported 27 faculty from 13 departments through its Teaching Study Skills grant program, with a total of $25,024 awarded, representing an increase of 57% from last academic year. The TRC also funded 26 grants from 16 departments through its Innovative Course Development grants program. A total of $122,200 was awarded, double from last academic year.**

⭐ **Objective 2:** *By Fall 2017, create a Center of Excellence to promote high impact research, creative activities, and scholarship involving interdisciplinary and international collaborators, and develop a tracking system to do the same.* **COMPLETED**

**2018-19 SYNOPSIS: In Fall 2017, CSUSB dedicated its new Faculty Center for Excellence (FCE), providing coherent and comprehensive support for faculty to reach their personal and professional goals in the areas of research, scholarship, and creative activities; teaching; community engagement; and leadership. Led and driven by faculty, the FCE seeks to enhance the faculty experience by fostering creativity, learning, inquiry, and exploration through community, collaboration, and collegiality in a diverse, equitable, and inclusive atmosphere. This year, the FCE hosted nearly 150 events and had more than an estimated 3,600 visits. This represents an increase of 67% and 20%, respectively, from last academic year.**

⭐ **Objective 3:** *Increase funding, incentives, reassigned time, recognition for research, creative activities, and scholarship to enhance the university's reputation as a center of scholarship.* **SCHEDULED FOR COMPLETION – 80% completed**

**2018-19 SYNOPSIS: This year, the Division of Academic Affairs launched its newest unit, the Office of Research Development to assist faculty in strengthening their research agenda. Support efforts include the identification of funding opportunities and collaborators, grant writing academies, one-on-one mentoring, and more.**

**Additionally, Academic Research awarded $154,000 to faculty. Twenty faculty received a stipend of $3,000 each for the Summer Research Fellowship Program and 20 faculty were awarded a course release in the amount of $4,700 each through the office's Mini-Grant Program.**

**Funding was awarded for Q2S curriculum development, post-curriculum tasks, enhanced pedagogy and Q2S advising. A total of 288 faculty received grant awards, totaling $551,038.**

⭐ ***Objective 4:*** *Increase funding and faculty reassigned time to provide more student opportunities for supervised research and creative activities.* **SCHEDULED FOR COMPLETION – 80% completed**

**2018-19 SYNOPSIS: A total of 2,804 students participated in grant opportunities and programs offered by the Office of Student Research. This represents a 43% increase from last academic year. Almost $300,000 was awarded to support students, an increase of nearly $40,000 from the previous year, and over $165,000 was awarded to support faculty.**

⭐ ***Objective 5:*** *By 2017, develop a plan to increase training opportunities for staff.* **COMPLETED**

**2018-19 SYNOPSIS: In Fall 2017, CSUSB dedicated its new Staff Development Center which focuses on staff success by increasing training opportunities in the areas of job-specific and technical training, diversity and inclusion workshops, professional and personal sessions, and career discussions including a resource for job-seeking staff regarding their resumes, cover letters, and interview preparation. Numerous cohort career pathways programs were developed and implemented, including the Administrative Support Professionals Pathway, Student Services Professionals Pathway and the Finance Career Pathway.**

⭐ ***Objective 6:*** *Increase the diversity of tenure/tenure-track faculty, non-tenure track faculty, and staff as well as improve the climate of inclusion and support.* **SCHEDULED FOR COMPLETION – 80% completed**

**2018-19 SYNOPSIS: Academic Affairs hired new leadership this year with an associate provost of Faculty Affairs and Development and director of the University Faculty Mentoring Network. CSUSB welcomed 28 new faculty this academic year and the Office of Faculty Affairs and Development held its annual New Faculty Orientation, which included an overview of the university, campus tour, a panel session with second-year faculty peers, a resource fair and a networking lunch.**

**All tenure/tenure-track faculty of color increased by 0.3%. New tenure/tenure-track faculty diversity increased for African American and Hispanic groups by 5% and 21%, respectively, in comparison to last academic year. Additionally, non-tenure/tenure-track faculty increased for African American and Hispanic groups by 1% and 2%, respectively.**

***Objective 7:*** *Increase Tenure Track Density (TTD) based on projected student demand and FTES growth, and decrease Student to Faculty Ratio (SFR).* **NOT COMPLETED YET**

**2018-19 SYNOPSIS: In 2018, the tenure density decreased by 0.4% from 56.6 to 56.2. The target is 63.6%.**

**Since Fall 2014, Student-Faculty Ratio has decreased by 2.3% and is currently at 27.6%. The target is 23.8.**

**The university appointed 41 new tenure/tenure-track faculty for AY 2019-20.**

Full Goal 2 Outcomes and Report

## Goal 3: Resource Sustainability and Expansion
**Steward resources for sustainability, and acquire new sources of funding.**

***Objective 1:*** Secure at least two nationally recognized public and/or private partnerships to facilitate growth and innovation. **COMPLETED**

**2018-19 SYNOPSIS: The Division of Administration & Finance contracted with FTI Consulting, a national leader in the screening and selection of public-private partnership (P3) sites and opportunities. The firm has served a number of leading public universities on P3 opportunities.**

**As an outcome, the consultant analyzed potential uses and assessed the financial feasibility of multi-family construction, retail, office, hotel and sports field(s) on both the San Bernardino and Palm Desert campuses and discovered that these areas were either *not feasible* or *marginally feasible*. Opportunities may exist with the future Discovery Park on the San Bernardino campus, however those will not be realized until an advanced buildout of the newly approved master plan is completed.**

***Objective 2:*** Develop infrastructure; revise, update, and create new processes by Fall 2017 to enable the university to launch and increase innovative, entrepreneurial activities. **SCHEDULED FOR COMPLETION – 80% completed**

**2018-19 SYNOPSIS: The Inland Empire Center for Entrepreneurship (IECE) actively supports and promotes a culture of innovation and entrepreneurship in the JHBC, as well as campus-wide. During AY 2018-19, IECE continued its Faculty Fellows Program to support faculty who are interested in integrating an entrepreneurial mindset and related approaches into their**

specific discipline through curriculum development, teaching, research, commercialization of research or outreach activities. In AY 2018-19 faculty members from different disciplines, including music, anthropology, communication studies, public administration, special education, chemistry and biochemistry, theater arts, social work and kinesiology, were supported by IECE since their professional initiative reflected the interface between their own academic discipline and entrepreneurship. Additionally, IECE hosts the Garner Holt Student Fast Pitch Competition annually, which provides students an opportunity to jump-start their entrepreneurial dreams by presenting their business ventures to a panel of investors and entrepreneurs.

**Objective 3:** Increase non-resident revenue by 5% annually, and increase the five-year philanthropic productivity average by 12% at the end of 2020. **NOT COMPLETED YET – 50% completed**

**2018-19 SYNOPSIS: The Division of University Advancement exceeded its $50 million Campaign for CSUSB, the largest single fundraising initiative in university history. $54 million was raised towards university and student support.**

**Non-resident revenue is $7,494,201 for FY 2018-19, which represents a 9.8% decrease in revenue from $8,230,606 in FY 2017-18. The College for Extended and Global Education (CEGE) developed and implemented plans to increase non-resident revenue through expansion of partnerships and recruitment.**

**Objective 4:** Plan and implement a process by which existing resources (space, budget, staffing) are re-allocated efficiently, increase off-campus space utilization to 5% by 2020, and increase process efficiency by completing process mapping of 25 major and impactful functions across the university. **COMPLETED**

**2018-19 SYNOPSIS: The addition of the Coyote Commons (48,358 GSF) in 2018 and the Center for Global Innovation (88,351GSF) in 2019 add a total of 136,709 GSF to the campus space portfolio, increasing space on campus by 5.04%. The expansion of campus facilities has created additional on-campus space to meet space needs in Academic Affairs, specifically for faculty offices and advising. The planned expansion of the Student Union (119,974 GSF) will increase the campus space portfolio an additional 4.46% for a total campus growth of 9.5% by 2021. With the relocation of the campus bookstore to the student union expansion, an additional 13,369 ASF will be available for reallocation in 2021.**

**The Palm Desert campus has increased off-campus space utilization through leased facilities for faculty offices and lecture space from UC Riverside), as well as leased space for the**

**Student Recreation Center and the Cyber Security, Entrepreneurship and Hospitality Management programs.**

***Objective 5:*** Increase the number of proposal submissions of contracts, grants, and philanthropic sectors by at least 5% annually with a targeted increase of 25% by 2020. Increase new award funding to at least $25M/year by 2020. **SCHEDULED FOR COMPLETION – 80% completed**

**2018-19 SYNOPSIS: Through the Office of Research & Sponsored Programs, preliminary data indicates that faculty and staff submitted 95 proposals in 2018-19 totaling nearly $28 million, an increase of over $2 million from last AY. Overall, 90 grants awards were awarded, totaling $30 million.**

**University Advancement submitted 47 proposals to companies, foundations and other philanthropic funders (not including individual donor proposals). A total of 37 proposals resulted in approximately $3.4 million in funding for CSUSB.**

Full Goal 3 Outcomes and Report

## Goal 4: Community Engagement and Partnerships
**Serve and engage communities (local, regional, state, national, global) to enhance social, economic and cultural well-being.**

***Objective 1:*** By 2017, identify and prioritize strategic opportunities for aligning community needs with appropriate university resources for mutual benefit. **SCHEDULED FOR COMPLETION – 80% completed**

**2018-19 SYNOPSIS: The Office of Community Engagement (OCE) continues its Community Engagement Faculty Associate program to assist faculty with community engagement in the classroom, for research and for other service activities. Work completed in 2018-19 included faculty professional development workshops, RPT revision guidance, individual consultation with faculty, Faculty Center for Excellence co-leadership and the development of a faculty resource guide. Two new Faculty Associates have been hired for the 2019-21 academic years.**

**Additionally, OCE partnered with the FCE to launch the inaugural Community Engagement Faculty Learning Community composed of lecturers, tenure-track and tenured faculty from four colleges. Monthly meetings helped develop a network of community-engaged faculty**

leaders, with detailed discussions on the barriers to community engagement, both on- and off-campus.

A total of over $127,000 was awarded to 30 faculty through the OCE Faculty Grants Program in 2018-19, tripling the amount awarded in 2016-17.

In 2019, the campus included the Campus Emergency Response Team (CERT) program into the Emergency Preparedness Plan. A total of 45 cross-divisional campus members have currently been certified. The development of cross-training and joint exercises with local County and City CERT teams are being planned.

⭐ *Objective 2:* Increase the number of strategic community-university engagement activities by 2020. **SCHEDULED FOR COMPLETION – 80% completed**

2018-19 SYNOPSIS: Feedback from campus conversation sessions and other faculty meetings was compiled for community engagement changes to the RPT process. These suggested changes were forwarded to the Faculty Senate's Faculty Affairs Committee for their review, which will be addressed in Fall 2019.

The 2018-19 CSUSB President's Volunteer Service Award program recognized 183 participants that completed over 12,000 volunteer service hours. Participants were individuals and student organizations from both the San Bernardino and Palm Desert Campuses. A new President's Volunteer Service Award program for faculty will be launched in Fall 2019.

⭐ *Objective 3:* By 2020, build capacity to increase and sustain curricular and co-curricular service learning opportunities and/or community engagement activities. **SCHEDULED FOR COMPLETION – 80% completed**

2018-19 SYNOPSIS: 179 course sections were offered that included service learning, with a student enrollment of over 2,200. Two international service learning study abroad opportunities were provided to over 40 students in summer. Students went to Peru and Ensenada, Mexico to work in disadvantaged communities on construction projects, assisted with Amazon jungle reforestation and assisted on beautification projects.

This year's LEAD Summit had nearly 2,000 attendees at CSUSB and over 14.5 million online viewers, chapters, and social media engagements. The 12th Annual DisABILITY Sports Festival, one of the largest events showcasing adaptive sports, had its most successful event to date with 800 participants and 250 volunteers.

**Objective 4:** By Fall 2018, publicize CSUSB's commitment to community engagement as a key component of the university's culture and image with the establishment of a recognition and reward system for excellence in community engagement and collaborative work.
**SCHEDULED FOR COMPLETION – 80% completed**

**2018-19 SYNOPSIS: Through written, verbal and visual communications, the Office of Strategic Communication partners with campus entities to promote CSUSB as an educational leader, regional partner and community resource and serves to expand CSUSB's reach and influence with area residents, businesses, primary/secondary education and civic/state leadership.  Examples include the awarding of the first CSUSB Outstanding Community Engagement Award, which recognizes high quality, deeply engaged academic work; significant community collaboration and change; and lasting institutional impact. Another example was the naming of CSUSB to Washington Monthly's 2018 America's Best Colleges for Student Voting, a first-of-its-kind list of the schools doing the most to turn students into citizens and promoting CSUSB's commitment to promote civic engagement among the student body, encouraging students to vote and actively participate in community decisions.**

**OCE promoted the use of the MobileServe application for recording volunteer hours for the CSUSB President's Volunteer Service Award (CPVSA) for both San Bernardino and Palm Desert Campus students, faculty and staff. Twelve student organizations, six individuals and one staff member completed a total of almost 12,000 volunteer hours. The CPVSA recipients were honored at recognition events and on social media for their valuable service in local communities. Overall, CSUSB students contributed over 95,000 hours of volunteer service during the 2018-2019 academic year. A publication and photo display honoring the 20th anniversary of the Office of Community Engagement will be produced for the 2019-2020 academic year.**

**OCE launched the Educate & Serve quarterly breakfast series this academic year. The event connects faculty with key community stakeholders to identify opportunities for new collaborations and partnerships. The event promoted the sharing of common interests and the exploration of discipline specific responses to community needs, resulting in several of the community partners participating as new volunteer sites for Coyote Cares Day or other volunteer service events. Select student organizations were also invited with the intention of exposing students to short- and long-term volunteer service opportunities and internships.**

Full Goal 4 Outcomes and Report

## Goal 5: Identity

**Build an identity that celebrates the uniqueness of our university, promotes our accomplishments, and inspires involvement.**

*Objective 1:* CSUSB will have a well-defined and supported university identity as measured by students, faculty, staff, alumni and community perceptions by June 2020. **COMPLETED**

**2018-19 SYNOPSIS: The Office of Strategic Communication (OSC) continued the "*We Define the Future*" brand marketing rollout plan that focused on marketing and recruiting efforts on improving high school students' and parents' perceptions of the university's academic standards and quality.  Success will be measured through increasing both the perception and the actual academic quality of CSUSB's incoming freshman class; motivating current students, faculty, staff and alumni to become ambassadors to help build equity in the CSUSB brand; and increasing recognition of the university's contributions to the community – all to create synergy around *We Define the Future*.**

**Student and alumni experiences and innovative faculty stories continued to be highlighted this year through videos, magazines, social media, websites, releases, and other mechanisms. Partnerships between OSC and other campus departments continued; one example is the implementation of Platform Q Education with Admissions and Student Recruitment where the technology allowed for one transfer orientation session touching over 1200 transfer students via live and on demand viewing.**

*Objective 2:* Create a vibrant and memorable student life experience that reinforces the university's identity to increase student engagement in campus activities by 10% by 2020. **SCHEDULED FOR COMPLETION – 90% complete**

**2018-19 SYNOPSIS: Creating a thriving student life experience is a campus-wide effort. Beginning in 2018 with the addition of the Coyote Village, Coyote Commons, and the opening of Starbucks, Einstein's Bagels and Yotie Drinks, students have over 400 new housing opportunities, more dining options and additional social spaces to meet student, faculty and staff needs.**

**Multiple departments in the division of Student Affairs delivered cultural, social, educational, and recreational activities on the San Bernardino and Palm Desert campuses that created an engaging student life experience. ASI hosted over 60 programs that nurtured voter engagement, student advocacy, and community engagement and held signature events that included Cornel West, Dolores Huerta, Coyote Fest, and Voter Engagement Week. In addition, our Rancho Mirage Student Center and Palm Desert Campus Fitness Center**

continued to provide opportunities for engagement tailored to the specified needs of the PDC student population such as the Fall Fest, personal training and group exercises. The Basic needs Committee led an effort to create and implement the PDC Den to serve students' food insecurities at PDC. Participation in ASI student government elections increased by 17% in the last two years.

⭐ **Objective 3:** Increase prospective students' perceptions of CSUSB as a university of choice from 68% to 78% by 2020 as measured by 2012 Institutional Research (IR) Campus Quality Survey.  **SCHEDULED FOR COMPLETION - 60% completed**

**2018-19 SYNOPSIS: In Spring 2020, the Offices of Institutional Research and Strategic Communication will partner to conduct a comparative analysis of the 2012 Institutional Research Campus Quality Survey to best determine student perceptions.**

⭐ **Objective 4:** Increase positive perceptions of CSUSB with internal and external audiences by 10% over baseline by 2020. **SCHEDULED FOR COMPLETION - 85% completed**

**2018-19 SYNOPSIS: In Spring 2020, the Office of Strategic Communication will contract with the consulting firm Brand IQ to conduct a mirror analysis, following the same analytical procedures and audiences completed as part of the discovery process of the AY 2015-16 Branding Initiative. This will ultimately determine the market impact of the *We Define the Future* campaign.**

⭐ **Objective 5:**  Increase alumni engagement by 10% by 2020, as measured by the Alumni Affairs alumni activity report.  **COMPLETED**

**2018-19 SYNOPSIS: The Office of Alumni Relations increased alumni engagement by 738% over 2014-2015 levels. This reporting period touted the largest off-campus alumni event in University history, CSUSB Day at the Dodgers at which more than 500 alumni attended. Mail-able or e-mail-able alumni increased 30% and 39% respectively over 2014-15 levels. Alumni volunteered nearly 3,000 hours, equating to $72,181 (value of a volunteer), a 69% increase over the previous year. New alumni chapters were launched including the first Undocumented Alumni Chapter in the CSU System and the Pan African Alumni Chapter. More than 400 alumni were engaged in professional development activities.**

Full Goal 5 Outcomes and Report

# CSUSB'S STRATEGIC PLAN 2015-2020

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## VISION STATEMENT
CSUSB aspires to be a model for transforming lives.

## MISSION STATEMENT
CSUSB ensures student learning and success, conducts research, scholarly and creative activities, and is actively engaged in the vitality of our region. We cultivate the professional, ethical, and intellectual development of our students, faculty and staff so they thrive and contribute to a globally connected society.

## CORE VALUES

**Inclusivity -** We affirm and are committed to the value of all kinds of differences among students, faculty and staff. Inclusivity that is broad and deep makes us a healthier and more productive organization and builds a culture that fosters engagement and diverse perspectives.

**Innovation -** We support and believe in an innovative culture and attitude that fosters the creative and deliberate application of teaching, research, scholarship and service for effective education.

**Integrity -** We affirm and are committed to the truth. We demonstrate our integrity by being ethical, matching what we say with what we do, and by ultimately taking responsibility for our actions.

**Respect -** We believe in and are committed to the virtue of respect and will treat everyone with courtesy and kindness.

**Social Justice and Equity -** We believe in, affirm, and are committed to the equal value and dignity of all people. Fairness and equity are more than equality. We actively seek to eliminate barriers for those who are disadvantaged and disempowered so they may participate fully in university life.

**Sustainability -** We affirm and are committed to the sustainability of our university by forward thinking, learning from both successes and mistakes, being proactive in moving our university forward, and by providing opportunities for continued growth and development.

**Transparency -** We affirm and are committed to the importance of transparency both internally and externally. We believe in honesty and openness in our decisions and

processes, subject to legal and ethical confidentialities. Understanding we are a public institution, we are also up front and open to the community and residents that we serve about the decisions we make and the actions we take.

**Wellness and Safety -** We affirm and are committed to protecting and enhancing the health, wellness and safety of ourselves, our colleagues, our students and our stakeholders. We believe a healthy university is one in which there is collegial collaboration and uses continuous improvement processes that ensure a safe and healthy workplace for all.

## GOALS

**#1 – STUDENT SUCCESS:** Provide learning experiences that promote student success, achievement, and academic excellence and prepare students to contribute to a dynamic society.

**#2 – FACULTY AND STAFF SUCCESS:** Foster innovation, scholarship, and discovery for faculty and staff success.

**#3 – RESOURCE SUSTAINABILITY AND EXPANSION:** Steward resources for sustainability, and acquire new sources of funding.

**#4 – COMMUNITY ENGAGEMENT AND PARTNERSHIPS:** Serve and engage communities (local, regional, state, national, global) to enhance social, economic and cultural well-being.

**#5 – IDENTITY:** Build an identity that celebrates the uniqueness of our university, promotes our accomplishments, and inspires involvement.

## GOAL 1: Student Success

Provide learning experiences that promote student success, achievement, and academic excellence and prepare students to contribute to a dynamic society.

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***Objective 1:*** *All undergraduate students will participate in at least three High Impact Practices (HIPs) by graduation, starting with the Fall 2015 cohort of incoming first-year students, preferably including one HIP within the context of each student's major.*

- Preliminary pilot data shows that, on average, students participated in 2.8 HIPs.

***Objective 2:*** *Adopt the Institutional Learning Outcomes and use the assessment of them to guide continuous program improvement.*

- Breadth of Knowledge
- Depth of Knowledge
- Critical Literacies
- Ways of Reasoning and Inquiry
- Creativity and Innovation
- Integrative Learning
- Engagement in the Campus, Local and Global Communities
- Diversity and Inclusion

***Objective 3:*** *Conduct annual surveys to assess students' sense of belonging, engagement, and inclusion. Establish baseline measures and then design programming to ensure continual improvement.*
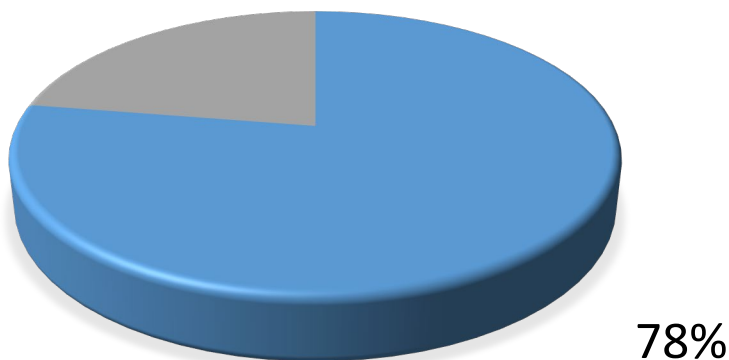
## I FEEL I BELONG AT THIS CAMPUS
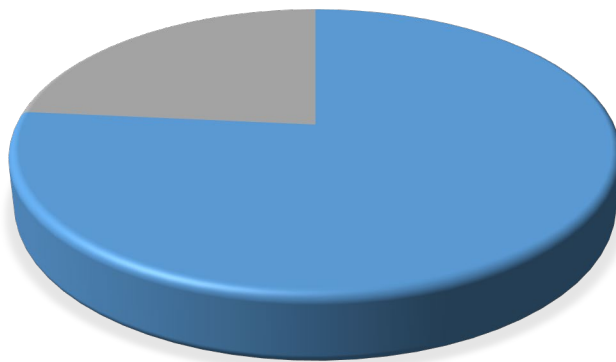
77%

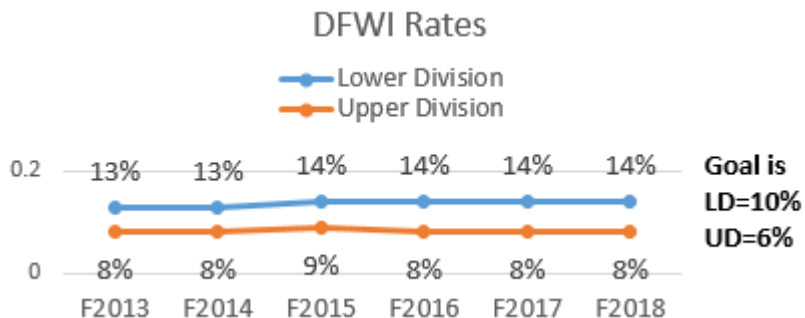Current Student Survey, F2018 First-time Freshmen

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# I FEEL I BELONG AT THIS CAMPUS



**78%**

Current Student Survey, F2018 All Undergraduate

Over 3 in 4 first time students, or 77%, felt that they belong to this campus at the end of their first year (n=234). This is 3 percentage points lower than last year's cohort, which was at 80%. The result was similar to last year for all undergraduates (n=1485).

**Objective 4:** *Increase student success by maintaining high academic standards while reducing the overall DFWI (grades of D, F, withdrawal, incomplete) rate through improved course learning conditions and enhanced co-curricular support. Aim to reduce the rate in lower division courses from 13% to 10%, and aim to reduce the upper division rate from 8% to 6%, particularly through providing additional supports for students in courses with the highest DFWI rates.*



The DFWI rates have been consistent at about 14% for lower division courses and 8% for upper division courses.

***Objective 5:*** *Stay on track to meet or exceed the CSU's Graduation Initiative 2025 targets with a four-year graduation rate in 2020 of 15% or higher, a six-year graduation rate of 52% or higher, and an underrepresented minority (URM)/non-URM achievement gap of 0%. For transfer students, by 2020 achieve a 36% two-year graduation rate and a 72% four-year graduation rate. Reduce by half the achievement gaps for males and Pell-eligible students. Decrease average time-to-completion for students who enroll as first time students from 5.6 to 5.0 years by 2020. For transfer students, decrease average time-to-completion from 3.1 to 2.7 years by 2020.*

### FT/FTF: 4- and 6-Yr Graduation Rates (GI2025)

- 4-Yr Grad Rate
- 6-Yr Grad Rate

| | F2007 | F2008 | F2009 | F2010 | F2011 | F2012 | F2013 | F2014 |
|---|---|---|---|---|---|---|---|---|
| 6-Yr Grad Rate | 41% | 47% | 51% | 55% | 54% | 57% | | |
| 4-Yr Grad Rate | 8% | 11% | 12% | 12% | 10% | 12% | 14% | 19% |
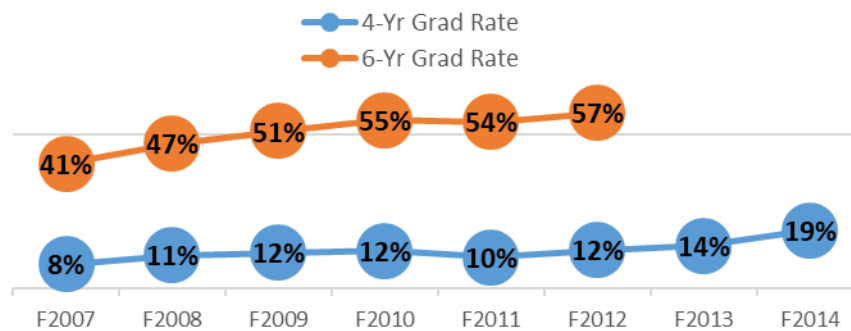
The latest FT/FTF graduation rates show 3% and 5% increase for 6-Yr and 4-Yr graduation rates, respectively. These rates are on track to meet our GI2025 goals.
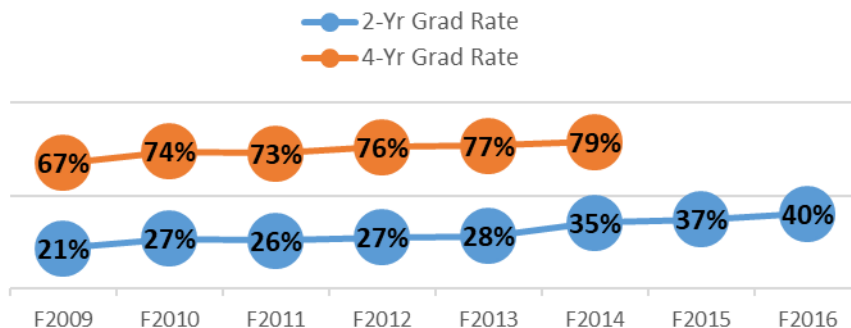
**Strategic Plan Goal:**
15% 4-year rate
52% 5-year rate

**GI 2025 Goal:**
30% 4-year rate
45% 2-year rate

### Transfers: 2- and 4-Yr Graduation Rates (GI2025)

- 2-Yr Grad Rate
- 4-Yr Grad Rate

| | F2009 | F2010 | F2011 | F2012 | F2013 | F2014 | F2015 | F2016 |
|---|---|---|---|---|---|---|---|---|
| 4-Yr Grad Rate | 67% | 74% | 73% | 76% | 77% | 79% | | |
| 2-Yr Grad Rate | 21% | 27% | 26% | 27% | 28% | 35% | 37% | 40% |

The latest Transfers graduation rates show 2% and 3% increase for 4-Yr and 2-Yr graduation rates, respectively. These rates are on track to meet our GI2025 goals.
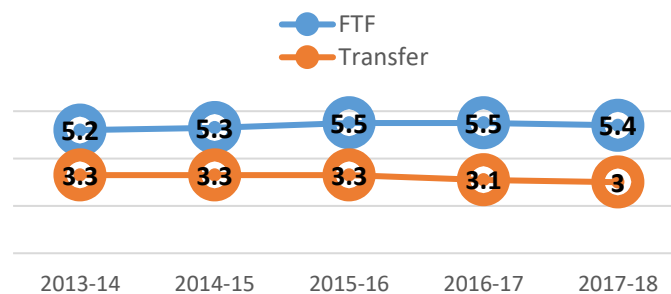
## FT/FTF Achievement Gaps: 6-Yr-Graduation Rates
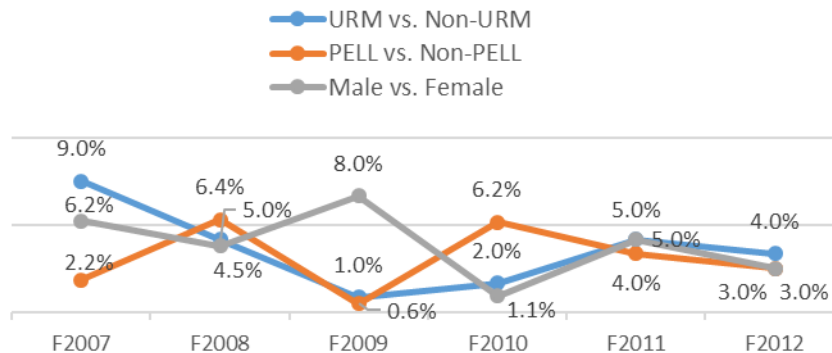


All achievement gaps decreased from Fall 2011 to Fall 2012 cohorts by 1 to 2%.

## Years to Degree



Years to degree has slightly decreased for both FTF and transfers.

**Objective 6:** *To foster the success of graduate students, by June 2017, the campus will complete a program evaluation of graduate education at CSUSB. From 2017 through 2020, these recommendations will be implemented.*

<u>Strategy 1.</u> *Intentionally offer additional administrative support, stipends, re-assigned time, etc., to encourage and reward faculty as they continually improve their classroom teaching through integrating evidence-based and/or equity-based pedagogical strategies that enhance student learning and success. (Contributes to objectives 1, 2, 4, 5, 6)*

- The College of Natural Sciences (CNS) developed a draft assigned-time policy that will include the option for departments to provide discretionary assigned time for faculty members to incorporate evidence-based teaching practices into their courses. The College of Arts and

Letters (CAL), the Jack H. Brown College of Business and Public Administration (JHBC) and the College of Social and Behavioral Sciences (SBS) finalized their assigned-time policies.

- The Teaching Resource Center (TRC) supported faculty with up to $1,000 to attend conferences and workshops focused on teaching, learning and pedagogy through its Teaching Study Skills grant award program. This year, TRC supported 27 faculty from 13 departments, awarding $25,024 in grants. This represents an increase of $9,100 from last year.
- TRC met all success benchmarks for its Innovative Course Development Grant. Applications increased 68 percent from last year (from 19 to 32). The number of grants funded increased 69 percent (from 16 to 27). The acceptance rate remained about the same (84 percent).  For the first time, lecture faculty were eligible for this grant; all six individuals who applied, were funded.
- CNS' National Science Foundation IUSE (ISSUES-X) grant supported two Faculty Learning Communities (FLCs), one for newer faculty (in cooperation with the TRC) and the other for lecturers in CNS. The Department of Education Title V grant (A4US) supported one FLC focused on active-learning techniques for large lecture, lower-division courses, using ACUE materials.
- CNS also offered competitive funding for faculty-initiated projects. A total of $38,418 was awarded in support of five different projects, with three of the funded projects directly benefitting students: one project will hire students and provide training for them to work as learning assistants in large lecture courses in a variety of CNS departments during 2019-20; another project will support technology to Zoom-based student hours for virtual access to faculty in chemistry; and a third project will provide support to enhance undergraduate student research in kinesiology.
- The Department of Mathematics provided professional development for lecturers and reassigned time for coordinators of multi-section courses.
- Several CNS departments (e.g., Mathematics, Kinesiology) are facilitating Faculty Learning Communities funded with Q2S funds to enhance pedagogy.

*Strategy 1.2.* *Create a campus-wide High Impact Practices (HIP) Community of Practice to support the implementation of HIPs. (Contributes to objectives 1, 2, 4, 5, 6)*

- SBS offers many internship opportunities:
  - Each department/school in SBS offers internships through their curriculum.
  - One student was named to the prestigious Panetta Internship program.
  - One student was named to the CSU Fullerton D.C. Internship program.
  - Two students participated in the Sacramento Semester program, earning units for graduation while working in the state legislature.
  - History students have held internships at various museums, archives, libraries, and national sites throughout the immediate area as part of their professional development and scholarship.
- During the 2018-2019 AY, SBS supported approximately 50 ISAs, 33 GAs, and 18 TAs.

- All CNS departments offer high-impact practices within their major. Seven of nine CNS departments have at least one HIP that is a part of a required course for all students in the major.
- The JHBC Student Success Center (SSC) organized and conducted several workshops, advising, events, etc. for undergraduate students. More than 3,275 students were served.
- A total of 2,804 students participated in grant opportunities and programs offered by the Office of Student Research. This represents a 43 percent increase from last academic year.
- Nearly 300 students participated in study abroad programs, representing a 50 percent increase from last academic year. Students visited 24 countries and there are eight new study abroad programs developed and are planned for this summer. The College of Extended and Global Education (CEGE) also awarded scholarships and grants totaling $244,188 to students. This represents an increase of 53 percent compared to last academic year.
- CEGE activities to increase student participation in study abroad programs included:
  - Development of new study abroad programs.
  - Promoted study abroad at International Education Week.
  - Clarified financial resources and procedures for students studying abroad, including information on financial aid, installment agreements, and earlier notification of costs.
  - Improved technology for tracking participation in study abroad programs through adding an attribute code in PeopleSoft and securing a new software solution (Terra Dotta) for use beginning Summer 2019. Terra Dotta will serve as a home for all international mobility for the university, mitigating risk management concerns and promoting study abroad.
  - Implemented study abroad fairs to provide immediate answers to students with study abroad advisors.

*Strategy 1.3. Create student Learning Communities (residential and non-residential) designed around evidence-based best practices that may include cohorts, block scheduling, intentionally connected courses, peer mentoring, and structured learning supports (e.g., tutoring and Supplemental Instruction). (Contributes to objectives 1, 2, 4, 5, 6)*
- An April 2019 report indicates the SBS Student Statistics Tutoring and Support Center (SSTSC):
  - Held 34 individual tutoring sessions in Fall 2018
  - Held 220 individual tutoring sessions in Winter 2019
  - Implemented an assessment survey after these sessions, in which it was reported that students' perceptions in terms of their knowledge and overall confidence in their ability improved.
  - On average, the SBS Writing Lab offers 650 writing sessions and makes appointments with over 320 unique individuals. Each quarter, the Writing Lab offers workshops on APA citation, APA formatting, and a grammar cram session.
  - The College offers the following internship opportunities:

- Embedded tutoring was offered for eight mathematics courses (MATH 111A had four and MATH 111B had four) in Winter 2019 and five mathematics courses (MATH 111B had four and MATH 120 had 1) in Spring 2019. The Department of Mathematics offers tutoring through The Math Gym.
- The Office of Undergraduate Studies (UGS) has grown supplemental instruction (SI) from a small program of eight classes to a portfolio of over 32 courses in 11 different departments. This academic year, SI exceeded expectations by offering personalized peer support in and out of the classroom. Through professional development activities, SI leaders were able to grow both their pedagogy and their professional selves. The impact is notable. For example, SI participants in Biology 100 had a DWFI rate of 6 percent and a GPA of 3.00, compared to non-SI participants who had a DWFI rate of 14 percent and a GPA of 2.57.
- The Office of Advising and Academic Services conducted the 'California Promise' and the 2-year and 4-year pledge programs. These programs grew headcount overall this year. Student participation in the two-year Promise Program grew by 11 percent while participation in the four-year Promise Program grew by 170 percent. The four-year Pledge Program grew by 62 percent.
- The JHBC professional Writing Office provided assistance to students toward their business writing process. In spring 2019, the Writing Office experienced a 90 percent utilization rate.
- CEGE achieved its goal to increase summer enrollment by 10 percent over last year's headcount of 4,258. As of May 29, CEGE registered 4,930 students and 2,912 FTES. The headcount is 11 percent higher and FTES is 10 percent higher than the numbers at the same time last year.
- Enrollment in CSUSB's University Honors increased by 33 percent, from 103 students AY 2017-18 to 137 students this academic year.
- Student-athletes now have their own dedicated, state-of-the art area in one location to study, work on projects, get academic advising and receive academic support through programs, such as tutoring and supplemental instruction. A ribbon-cutting ceremony took place on Oct. 27 to celebrate the opening of CSUSB's Student-Athlete Academic Success Center.
- The JHBC Student Success Center launched a Student Ambassador Program at San Bernardino Campus. These Ambassadors help the students gain structural support in terms of college resources and career events. Students are successfully able to participate in different HIPS like advising, workshops, networking events, etc. The Student Ambassadors are also responsible for organizing the JHBC Spring Festival, which encourages JHBC student engagement through the promotion of the JHBC student organization and resources.
- The JHBC student clubs and organizations provide students with valuable learning experience as well as professional and social networking opportunities. These clubs are supported with an aggregate budget of $45,000. Below is a list of JHBC clubs/organizations.
  - Accounting Association (AA) & Beta Alpha Psi (BAP)-National Scholastic Fraternity for Financial Information Professionals
  - American Marketing Association (AMA)
  - American Production and Inventory Control Society (APICS)
  - Entrepreneurship Club

- o Financial Management Association (FMA)
- o Future Business Leaders of America (FBLA)
- o Information Security Club (InfoSec)
- o Public Administration Organization (PAO)
- o Society for Human Resources Management (SHRM)
- o Toastmasters
- In 2018-19, CNS departments made use of Office of Student Research (OSR) funding for peer-lab support in 18 class sections and for peer research consultants in 8 class sections, including courses from Biology, Chemistry and Biochemistry, Kinesiology, and Physics.
- A Biology faculty member assisted the Women in Science and Engineering Living and Learning Community (LLC) in the dormitories for 1st and 2nd year women. A Geological Sciences faculty member has been active with the Green LLC, helping to re-build their community garden and planting it with new seeds and transplants.
- The S-STEM grant offers scholarships and faculty mentorship to incoming transfer students. Each fall quarter, the new cohort is enrolled in a class designed to orient transfer students to STEM research and CSUSB resources.

*Strategy 1.4. The orientation for new tenure-track faculty hires will include a substantial component on effective pedagogy in higher education. (Contributes to objectives 1, 2, 4, 5, 6)*

- The Office of Faculty Affairs and Development held its annual New Faculty Orientation in September. Twenty-six of the 28 new faculty participated in the two-day program. Highlights included information on the university and its resources, a panel discussion by peers, a resource fair, networking and more.
- The Teaching Resource Center (TRC) facilitates several workshops on pedagogy throughout the year. Workshops included: Building a Learner-Centered Syllabus and Evaluating Your Syllabus with a Rubric; Using the Transparency in Learning and Teaching (TILT) Framework; Diversity and the Multi-Cultural Classroom; and Building a Culture of Continuous Improvement.
- SBS offers an orientation for new lecturers annually and they are provided a manual with various resources available to them, including information on the TRC. At the beginning of the fall and spring quarters, the dean hosts the Beginning Faculty Fellowship – Organization Mentoring Group (BFF-OMG) meetings. This is for first and second year faculty to meet and establish/develop/build collaborative relations. All new faculty members hired into CSBS are specifically encouraged to participate in TRC training opportunities.
- During the academic year, the SBS dean hosts a "no agenda" meeting for faculty to discuss any issues or concerns they may have.
- JHBC and COE jointly facilitated new faculty orientation workshops during winter and spring. A total of 12 panels on various topics, such as faculty success, knowledge discovery and scholarship excellence, grant application, teaching excellence, student engagement, RPT (Retention, Promotion, and Tenure) process, community service and leadership,

inclusiveness and diversity, student grievance, etc. have been offered to new faculty members.
- New faculty members are provided with the JHBC Faculty Guide which includes university and college policies and procedures. JHBC has allocated over $112,000 towards faculty seminars, workshops, and conferences.
- Fifteen JHBC faculty members were supported to attend the AACSB Online Teaching Training and twelve faculty members signed up for learning academy to improve JHBC bottleneck courses.
- Two CNS faculty members participated in the Newer Faculty Learning Community offered jointly by TRC and CNS' ISSUES-X grant.
- The dean of CNS sends weekly email messages to pre-tenure faculty about teaching methods, writing for research and grant support, and time management.


*Strategy 1.5. In decisions about hiring new tenure-line faculty, consider what our institutional patterns and the research literature tell us about where decreased class size could have the greatest impact on teaching effectiveness and on student success.*
*(Contributes to objectives 1, 2, 4, 5, 6)*
- To support recruitment, the Tenure Track Faculty Hiring Task Force looked at data regarding faculty FERPS, retirements and resignations and created a three-year hiring plan to meet strategic plan goals. The task force also identified needed infrastructure and space that will result from increase faculty hiring and made recommendations on the search timeline and search process to efficiently ensure a diverse pool of candidates and capture the best qualified candidates.
- JHBC looks at important factors like student-to-faculty ratio (SFR), bottleneck courses, tenure track density, accreditation requirements and areas of growth in order to make decisions about hiring new tenure-track faculty.
- In addition to tenure-track faculty hiring criteria, JHBC also uses the PHD Project as a hiring outlet (www.phdproject.org). The mission of PHD project is to increase workplace diversity by increasing the diversity of business school faculty who encourage, mentor, support and enhance the preparation to tomorrow's leaders.

*Strategy 2.1. Provide evidence-based academic and social support programs to help students succeed. (Contributes to objectives 1, 3, 4, 5, 6)*

- The Division of Academic Affairs continues to prioritize the Affordable Learning Solutions program to help reduce some of the costs associated with going to college. The program, which allows faculty to provide free/low-cost textbook options to our students, has yielded substantial results. To date, CSUSB students have saved nearly $950,000 on course materials, which is more than double of last year's amount. The program has supported 138 faculty from 16 departments and has helped 12,347 students. New faculty receive special training to expose them early on before they chose their textbooks.

- The Division of Academic Affairs, in partnership with other divisions, is participating in a nationwide Student Success Initiative led by the American Association of State Colleges and Universities' (AASCU) Center for Student Success. The 14-month pilot cohort will work together to accelerate student success gains through reflection, the crafting of custom campus plans, data, targeted support and collaboration. CSUSB is the only CSU university participating in this pilot program.
- SBS sponsors study abroad programs to Jamaica, South Africa, London, Italy, Mexico, Panama, and the Czech Republic. Some of these programs are multidisciplinary across the college and the campus. The Office of Community Engagement (OCE) has also been a part of these programs to encourage and demonstrate the importance of community in the nations that our students travel. In Winter 2019, SBS sponsored an Egypt study abroad program.
- CSUSB accepts multiple students yearly into the Mellon Mays Fellowship program.
- The College of Arts and Letters (CAL) has adopted the advising caseload model put forward by UGS and implementation began in May. As part of this model, the college will hire an additional SSP who will onboard soon and that person's assignment will primarily be the Liberal Studies program.
- For the academic year, CAL advising has seen 2,647 students with 965 being advised by an SSP. Fourteen in-class student Q2S advising workshops have been held. Liberal Studies has advised 1,175 of its majors this year with over 4,800 walk-ins.
- SBS students have participated in numerous faculty-led community research projects including working to digitize Chinese Exclusion Act Case files, collection of oral histories, working at RAAFMA on artifacts, and researching global women's rights and civil war veterans' files.
- In 2018-19, CNS departments made use of Office of Student Research (OSR) funding for peer lab support in 18 class sections and for peer research consultants in 8 class sections, including courses from Biology, Chemistry and Biochemistry, Kinesiology, and Physics.
- Multiple CNS departments also routinely made use of Undergraduate Studies' Supplemental Instruction (SI) program. In 2018-19 117 CNS course sections were supported with 65 SI sessions. The number of SI sessions is the same as in 2017-18, but the number of course sections served increased from 71 in 2017-18 to 117 in 2018-19.
- The Department of Mathematics offers extensive out-of-class support for students. Faculty make themselves available to any student during their office hours (not just those in their own classes). The Math Gym (peer tutoring) is open five days a week. The Math Club offers a Study Marathon on the Saturday prior to finals with targeted tutoring (and food) available to all participants.
- CNS hired a new director of advising and one additional professional adviser in 2018-19 to support students. CNS also hired six STEM counselors in 2018-19 via the Department of Education A4US grant to support students with additional proactive advising.  In addition, CNS makes use of peer advisors to help with academic and non-academic resource questions. CNS Advising held an open house during Winter 2019.

- STEM Counselors continue to work on establishing connections with five surrounding community colleges. They have created materials (i.e., fact sheets, brochures, transfer patterns) to distribute at their upcoming meetings.
- CEGE offered co-curricular support workshops for international students:
    - The first Coyote Etiquette event for undergraduate international students to help international students understand U.S. academic culture and key elements of successful academic interactions.
    - Hosted Welcome Party for international students.
    - Hosted Halloween and Valentine's Day cultural events.
    - Organized several excursion trips for international students: Santa Monica Pier, Universal Studios City Walk, and the Grove.
    - Developed new curriculum for English Language Program (ELP).
    - Revised and updated the ELP program assessment materials to assess our international students' English proficiency more accurately.

*Strategy 2.2. Ensure that student support programs are systematically delivered effectively and efficiently. (Contributes to objectives 1, 3, 4, 5, 6)*
- A major shift occurred in the Office of Undergraduate Studies' messaging to students in the 2018-2019 academic year. Starting at the orientation experience, students were informed of the difference between full-time enrollment (12 units) and a full course load (15+ units). This message was continually reinforced by the college advisors throughout the year. As a result, we saw an overall increase in the number of students that were in range to reach sophomore status at the end of their first year (44 percent of students vs. 33 percent in previous years).
- Significant attention is being given to Q2S. This includes providing roadmaps, increasing technology use and advising efforts to decrease our student advisement ratios to 1:600. Every student now has the name of their advisor on their student portal.
- UGS compiled data and made recommendations for a campus-wide advising model that is consistent with institutions of the size and demographic make-up of CSUSB. These recommendations resulted in the hiring of five new college academic advisors. Students were assigned an academic advisor based on their major (ascribed in People Soft and EAB) and a plan for students to receive a touchpoint of academic advising at least once per year was developed. Long term this will mean more intentional and dedicated time for students resulting in more proactive advising on campus.
- To better support students during evening hours, UGS extended the hours of its Computer Lab in University Hall. The lab, which features 28 computer stations and computer assistance, is now open until 8 p.m. Mondays through Thursdays and until 5 p.m. on Fridays.
- Several offices within UGS ran progress report campaigns in the 2018-2019 academic year. The Graduation and Retention Specialists targeted classes (non-GE) with historically high DFWI rates/equity gaps. Courses selected were PSYCH 210, ADMIN 210 and CHEM 215. For these three courses the Graduation and Retention Specialist team sent a total of 735

evaluations (PSYCH 210 = 296, ADMIN 210 = 241, CHEM 215 = 198), received 431 responses (PSYCH 210 = 111, ADMIN 210 = 122, CHEM 215 = 198) from the professors, identified 126 students (PSYCH 210 = 36, ADMIN 210 = 16, CHEM 215 = 74) at risk. They reached out to the students identified via email to offer further academic resources and support. Due to the lack of time in the quarter calendar, this intervention was only about 48 percent successful (of the 126 students contacted 60 passed and 66 failed the course). It is our recommendation that this campaign be suspended until semesters begin, where there is more time to get assessment data from professors and in turn provide options for students at risk of failing. Additionally, we are still running course repeat campaigns for high DFWI courses and we are working with Institutional Research (IR) to use Blackboard as an early alert system.

- CNS faculty has participated in a variety of campus-wide opportunities supported by the Teaching Resource Center. For example, for 2018-19:
  - 10 CNS lecturers participated in the ACUE learning community on effective teaching practices;
  - 7 CNS faculty members participated in other TRC-supported Faculty Learning Communities such as the Problem-Based Learning Institute, the Newer Faculty Learning Community, and the Diversity, Equity, and Inclusion in the Classroom Learning Community;
  - 19 CNS faculty members participated in TRC workshops;
  - 14 CNS faculty members received course development grants or Teaching Skills Study Awards from the TRC
- CNS invited and supported Nobel laureate Dr. Carl Wieman to spend a day at CSUSB, including delivering a public lecture on evidence-based teaching practices, as well as meeting with CNS chairs, administration, and students.
- The JHBC faculty are working towards minimizing DFWI rates. Some of the strategies include:
  - Helping students understand the importance of class engagement by adding motivational speakers and suggesting best practices on study habits.
  - Providing resources like academic tutoring, teaching assistance, academic advising, faculty advising, etc.
  - Administrative support for timely data analysis for academic advisers, faculty, chairs and college to work collaboratively on minimizing the DFWI problem.
  - Enhancing the environment for active learning by using alternative assessment approaches for project participation and completion rather than normative assessment only.
  - Accounting department conducts VITA (Voluntary Income Tax Assistance) program every year from January to April. This hands-on experience contributes fundamentally towards student success since students gain practical experience in filing taxes.
- The SBS Advising Team has been involved in various activities to support students and their success:

- o Number of students advised from July 2, 2018 to June 11, 2019 - MAC: 1,974; PAC: 1,072
  - o 2019 Orientation Sessions: May 18 (170 students); June 8 (170 students); June 13 (180 students)
  - o For Q2S conversion, 32 Q2S advising workshops were held.
- In an effort to reduce the SBS Advising Team caseloads, two additional professional advisors were hired this spring. The revised caseloads went into effect early May 2019.
- CEGE ensured student support programs were systematically delivered effectively and efficiently. Recruitment and retention advising was implemented to ensure CEGE students have the support needed to complete their degree or certificate program. Specific activities included:
  - o Implementing best practices and developing procedural guides
  - o Achieving completion rates for certificate programs of 69%
  - o Achieving an average time to completion of 2.7 years for transfer students (CJ degree)
  - o Administering Summer Session for the campus with 4,258 students participating resulting in an increase of 20% in FTEs and 13% increase in headcount. Over $3 million was distributed to 1,917 students in the form of Graduation Initiative Grants or Summer Assistance Grants.

*Strategy 2.3. Intentionally and explicitly connect learning across curricular and co-curricular experiences so that students better understand the purposes of higher education and learn strategies that promote resilience and success beyond graduation. (Contributes to objectives 1, 3, 4, 5, 6)*

- Forty students participated in the Department of Accounting's VITA (Voluntary Income Tax Assistance) program, which offers free tax services to community members. The practice allows students to develop deep knowledge and provides hand-on experiences in taxation and filing.
- Kinesiology worked with the Student Recreation and Wellness and the Student Health Centers to develop an *Exercise is Medicine* program. CSUSB is now designated a Gold campus.
- Eighteen students were selected and completed the Emerging Leaders program. The program is led by the PDC Career Center in partnership with the Palm Desert Chamber of Commerce. The Palm Desert Campus also continued its Lesson from Leaders course. The program, also open to community members, brings together preeminent business and cultural leaders who share their successes and challenges. The personal presentations are designed to inspire PDC students to persevere, take chances and reach for goals they may never have thought possible.
- The Department of Mathematics developed and has begun offering co-requisite lab courses and stretch versions of Math 110 and Math 115 to support students who would previously have been directed to developmental math courses.

*Strategy 2.4.* *During the process of semester conversion, ensure that the Institutional Learning Outcomes are included among the guiding principles in curriculum redesign. (Contributes to objectives 1, 3, 4, 5, 6)*

- As part of the Q2S process, all departments were required to align their PLOs with the ILOs.
- Programs continued to submit semester curriculum, which includes assessing learning outcomes. To date, 98 programs have been transformed and 26 programs have been converted. These programs also conform to the guidelines established by the Chancellor's Office.
- The GE committee increased the meeting schedule in the fall to meet Q2S curriculum approval deadlines up to 1- 2 meetings a week ranging from 2 -4 hours. Courses were approved based on the fulfillment of GE learning outcomes and state mandated requirements. Courses that did not fulfill the requirements were sent back to the originators for revision or withdrawal. The committee also reviewed non-GE courses that fulfilled the new designations of diversity and inclusiveness, global perspectives, and writing intensive courses. The committee reviewed and approved 6 GE pathways and GE majors. The list of courses approved for GE can be found at: GE Course Listing 2020. All proposed GE courses and pathways were approved by the Faculty Senate by April 23, 2019.
- Q2S awarded funding for curriculum, post-curriculum, enhanced pedagogy and Q2S advising. A total of 288 faculty received grant awards, totaling $551,038.
- Pilot projects have been implemented in Campus Labs for assessment and continuous improvement.

*Strategy 3.1.* *Conduct a graduate studies needs assessment that includes feedback from graduate students and graduate programs. (Contributes to objectives 2, 3, 6)*

- The needs assessment was completed in academic year 2017-18.
- The Office of Graduate Studies developed promotional materials for graduate programs in CNS.
- The MBA Office conducts an exit survey for graduate students with their ADMN 995 course (MBA Portfolio) in conjunction with ADMN 691 course (Culminating Business Analyst Project). The main purpose of this survey is to get feedback from graduate students regarding their course structure, tracking their program, career outcomes of graduates, areas needed for improvements, etc.
- The Public Administration Department conducts an exit survey for graduate students with PA 999 (Comprehensive Examination) course. This survey helps with feedback regarding improvisation of MPA program, themes and concepts, enhancing practical knowledge of field, curriculum, and careers.

*Strategy 3.2.* *Develop, implement and disseminate a graduate studies strategic plan. (Contributes to objectives 2, 3, 6)*

- The Graduate Studies strategic plan continues through the vetting and approval process. Most recently, it was shared with the college deans. Additional revisions will be made based on their input.

_Strategy 3.3._ _Explore, develop and implement effective practices in graduate education (potentially to include HIPs at the graduate level) that promote retention, graduation and time to degree. (Contributes to objectives 2, 3, 6)_

- Six Ed.D. candidates along with a COE faculty member participated in a presentation at the 16th International Symposium on Social Communication, held in Santiago de Cuba in January 2019. Their presentation was entitled, "_Doctor of Education Degree in Educational Leadership - A Community of Practice._"
- The Ed.D. in Educational Leadership program hosted its 4th Annual Dissertation Writing Retreat and Workshop February 2, 2019. The event brought in over 70 students, alumni, and faculty participants - the largest yet.
- Twenty-five (25) graduate students from the College of Education presented their research at the _17th Annual COE Graduate Student Research & Scholarship Symposium_ on May 14, 2019. One student was selected as the Outstanding Ed.D. Student Presenter for her presentation entitled, "_Now Let Use Shift: A Case Study of Implementing Developmental Education Reform in a Hispanic Serving Community College._" Another student was selected as the master's Outstanding Student Presenter for his presentation entitled, "_Gay Black Men's Experiences of Prejudice from LGBT Community: Impact on Wellbeing._" Each outstanding student presenter was awarded a $500 scholarship/tuition waiver.
- COE hosted a Celebration of Teaching event, inviting potential students and teacher candidates to highlight what it means to pursue a career in teaching. Included in the event was a K-12 Educator Panel, with panelists Dr. Brian McDaniel (CA Teacher of the Year 2018 and teacher at Painted Hills MS), Nicole Robinson (Carlston Foundation Teacher of the Year 2017) and Acquillahs Muteti (Carlston Foundation Teacher of the Year 2009).
- A faculty/student collaboration resulted in an invitation to present at the 5th European Conference on Social Media in June 2019 in Limerick, Ireland. Their presentation, entitled "_Social Media and Digital Divide in China,_" was a culmination of research that was supported by CSUSB's Office of Academic Research and Professor's Across Borders.
- Graduate students continued to be supported through mini-grants. The Graduate Equity fellowship provided $66,500 to 46 graduates and five undergraduates.
- OSR offers numerous classroom- and grant-based programs to increase student engagement in research and scholarly activities. Research has shown that engagement in research and creative activities have been associated with improved retention and graduation rates (Kuh, 2008). During the 2018-2018 AY, the OSR had the following participation rates:
  - _Faculty/Student Grant:_ The faculty/student grants are designed to facilitate the initiation and development of collaborative research or creative activities between students and faculty. Faculty/student teams are awarded up to $1500 towards their research or creative projects. During the Fall quarter, the OSR received 28 applications and were able to provide funding to 21 faculty and student teams.
  - _SSI Graduate Culminating Program:_ The SSI Graduate Culminating Grant, funded by the Student Success Initiative, provided $2,000 to support graduate students

completing their thesis, project or dissertation. The OSR awarded this grant to 24 graduate students during the 2018-2019 AY.

- o *ASI Student Research and Travel:* Funded by Associated Students Incorporated (ASI) and managed by the OSR, a maximum of $1,000 is distributed to undergraduate and graduate students presenting or attending a conference, or requesting financial support to purchase supplies for research. During the 2018-2019 AY, 140 applications were received and reviewed. 131 were approved and awarded funding ($100,994).
- o *Peer Lab:* This program targets classes that have historically been difficult for many students. With the leadership and assistance of a Peer Lab leader, students meet weekly to develop learning strategies and improve their understanding of the material. During the Fall 2018 quarter, the OSR offered the program through 24 courses, that reached 1254 students. The Peer Lab Program will continue to be offered in the Spring and Summer 2019 terms during the 2018-2019 academic year (final numbers still pending).
- o *Workshops*: The OSR offers several workshops for undergraduate and graduate students. During the 2018-2019 AY OSR provided workshops to 1195 students.
- o *Assigned Time Grant:* The Assigned Time Grant provides faculty with a course release to support their research and mentorship of students in research, scholarly, and creative activities. The applications are still under review, however, the OSR received and accepted 11 applications during the 2018-2019 AY.
- o *CSUSB Research Competition:* The OSR had 43 students participate in the CSUSB Student Research Competition during the 2018-2019 AY. Twelve students were selected to represent CSUSB at the CSU Research Competition in April 2019. In total, 11 students participated in the state-wide CSU Research Competition.
- o *Meeting of the Minds:* Meeting of the Minds Student Research Symposium provides CSUSB graduate, and undergraduate students the opportunity to showcase their research and creative activities through oral and poster presentations. This event is an excellent opportunity for students to refine their presentation skills while sharing their talents and knowledge with others. During the Winter 2019 quarter, the OSR solicited proposals for presentations and exhibits. We received 68 oral presentation proposals, 119 poster presentation proposals, and 4 proposed art exhibits (Total = 191; Total number of individual student presenters =263; Total number of student volunteers = 64; Total number of faculty participants = 47; Total number of attendees = 426.
- o *Outstanding Faculty Research and Creative Activities Mentor Award:* The Outstanding Faculty Research and Creative Activities Mentor Award recognizes one faculty from each college whose mentoring is considered exemplary. Each Faculty RCA Mentor Award recipient will receive $2,000. During the Winter 2019 quarter, the OSR received 11 nominations. Four faculty awardees were announced during Research Week during Spring 2019.
- o *Total:* The total annual participation in grant opportunities and programs for the OSR during the 2018-2019 AY was 2,804 students (a 43% increase) and 116 faculty (a

19% decrease). The total annual participation in grant opportunities and programs for the OSR during the 2018-2019 AY was 2,804 students (a 43% increase).

- The JHBC Graduate Program mentor works with graduate assistants from MBA, MPA, MSA, and MSIST programs to help them gain skills in real-time projects, creating learning portfolios and assisting them with interviews and job searches and finishing their graduate program on time.

**GOAL 2: Faculty and Staff Success**
FOSTER INNOVATION, SCHOLARSHIP, AND DISCOVERY FOR FACULTY AND STAFF SUCCESS.

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*Objective 1:* *Foster excellence in teaching to increase High Impact Practices and promote course redesign for contemporary teaching practices by increasing the number of faculty served by the Teaching Resource Center.*

<u>*Strategy 1.*</u> *Provide a 10% increase in budget to the Teaching Resource Center (TRC) to increase the number of faculty members the TRC can support to participate in workshops, institutes, and other instructional training focused on high impact, evidence-based teaching practices, assessment of student learning, such as e-portfolio, the effective use of learning technologies, and redesigning courses, in ways that integrate these high-impact, evidence-based teaching practices as part of semester conversation and in conjunction with the new Institutional Learning Outcomes (ILOs) and General Education Outcomes (GEOs).*

- Teaching Study Skills Grants, with award amounts between $400 - $1,000, help to enhance faculty teaching by supporting attendance at conferences devoted to university teaching strategies or methods (e.g., case studies, problem-based learning, active learning, online teaching, collaborative learning, strategies for teaching multicultural classes), or to a high-impact, evidence-based or a newly developing teaching practice. All faculty with at least a 1-year contract are eligible. All teaching strategies must support courses in the Semester curriculum. The number of applications increased this year in comparison to last year (from 19 to 32) and 27 awards were given out to faculty in 13 departments, compared to 16 awards given out last year. Six lecturers applied for and received funding this year.
- The number of Innovative Course Development Grant applications increased 68% from last year (from 19 to 32) and funding awards increased 69% (from 16 to 27). The acceptance rate remained about the same, which was 84%. Faculty receiving this year's grants represented 16 departments.

| | AY 2018-19 | AY 2017-18 | Percent Change |
|---|---|---|---|
| Teaching Study Skills Grant | $25,024 | $15,924 | 57 percent increase |
| Innovative Couse Development Grant | $122,200 | $61,100 | 100 percent increase |
| Faculty Served by TRC | 185 | 500+ | 63 percent decrease |

The number of faculty served is lower than last year due to an inflation of TRC activity to support semester conversion and previously supported programming related to the general education curriculum.

- New full time faculty participate in a 2-day orientation with 12 follow-ups across the academic year. The orientation connects faculty to important information about benefits, campus

policies, campus resources, RPT processes and resources, teaching resources, etc. This program is offered through Faculty Affairs and Development and the Faculty Mentoring Network, and supported by ATI and TRC. TRC has a significant presence in the 2-day Institute, and facilitates several workshops on pedagogy throughout the year. TRC workshops included:

- o Building a Learner-Centered Syllabus and Evaluating Your Syllabus with a Rubric
- o Using the Transparency in Learning and Teaching (TILT) Framework
- o Diversity and the Multi-Cultural Classroom
- o Building a Culture of Continuous Improvement
- The Newer Faculty Learning Community is a one year learning community co-sponsored by the ISSUES-X IUSE grant from NSF and TRC. It is designed primarily for faculty members (lecturers and tenure track) beginning their second or third year at CSUSB in September 2018, but is also open to any probationary faculty members and lecturers at CSUSB. None of the faculty in this group are considered "STEM" faculty by the IUSE grant, but the purpose of their grant is to disseminate evidence-based teaching practices across campus. Participants will disseminate their projects via the Q2S ScholarShare archive, as well as in the TRC Opening Event poster session at the TRC Opener at the beginning of the next academic year. The goals of this learning community are:
  - o To provide faculty members with the time, space, support, and resources to integrate engaging, high-impact content and pedagogy into courses (particularly as we transition to semesters).
  - o To learn about the students at CSUSB, and how what they bring with them affects them and how we teach.
  - o To build community and a sense of belonging among the participants.
- Twenty-nine lecture faculty teaching large lecture courses participated in the Association of College and University Educators' (ACUE) online course in Effective Teaching Practices. Aligned with the latest research in cognition and adult learning, ACUE's courses address more than 200 evidence-based teaching practices, covering how to design an effective course; establish a productive learning environment; use active learning techniques; promote higher-order thinking; and utilize assessments to inform instruction and promote learning. Faculty completing the course will receive a nationally recognized Certificate in Effective Instruction co-endorsed by ACUE and the American Council on Education (ACE). The program cost $46,000.

*Strategy 2.* *Provide a 10% increase in budget to support more faculty members to create pilot programs that can then be used to obtain larger external grants on innovative teaching practices and to create collaborative projects across faculty units and disciplines to achieve national teaching standards in integrative learning.*

- CNS offered competitive funding for faculty-initiated projects. A total of $38,418 was awarded in support of five different projects. One of the funded projects is a pilot Learning Assistant program that will hire students and provide training for them to work as learning assistants in five to six large lecture courses in a variety of CNS departments during 2019-20.

- CNS has developed a draft assigned time policy that will include the option for departments to provide discretionary assigned time for faculty members to incorporate evidence-based teaching practices into their courses.
- In collaboration with OSR, CAL compiled listings of faculty books, book chapters, grant activities, journal articles and creative activities. These entries will then become part of a CSUSB compendium.

**Objective 2:** *By Fall 2017, create a Center of Excellence to promote high impact research, creative activities, and scholarship involving interdisciplinary and international collaborators, and develop a tracking system to do the same.*

<u>Strategy 1.</u> *Create a Center of Excellence for research, creative activities, and scholarship.*
- The Faculty Center for Excellence (FCE) hosted nearly 150 events and had more than an estimated 3,600 visits. (Numbers include events and participation from the TRC, the Office of Community Engagement and the Office of Research Development, as well as other faculty-related events such as the Faculty Showcase, Pastries with the Provost, Q2S Advising Subcommittee, etc., and walk-in visitors. This represents an increase of 67 percent and 20 percent, respectively, from last academic year. An online reservation program and an after-hours process/policy were also launched this term.

| | AY 2018-19 | AY 2017-18 | Percent Change |
|---|---|---|---|
| Total Events | 150 | 90 | 67 percent |
| Total Visits | 3,600 | 3,000 | 20 percent |

<u>Strategy 2.</u> *Create a university-wide tracking system for research, creative activities, and scholarship.*
- Interfolio is currently in use and ITS continues to work with Academic Research on collecting feedback and on improving the system. Faculty180 is progressing well at about 50% completed. ITS is currently configuring and creating instructions for each of the sections and building the faculty profiles using the information from PeopleSoft and other systems.
- Academic Research is near the end of implementing an additional component of the Cayuse grant database and proposal submission system that was originally acquired in 2015. The Cayuse SP component is a highly customizable 'front end' add-on to the Cayuse 424 base model of the software currently licensed. The Office of Research and Sponsored Programs (ORSP) continues working with the Cayuse implementation team to customize Cayuse SP. On July 10, the project will closed and Cayuse SP will be live after the cutover for the single sign-on (SSO).

*Objective 3:* *Increase funding, incentives, reassigned time, recognition for research, creative activities, and scholarship to enhance the university's reputation as a center of scholarship.*

<u>*Strategy 1.*</u> *Increase funding, incentives, and reassigned time to enhance the support system for research, creative activities and scholarship by 10% progressively over five years.*

- The Office of Research Development (ORD) was launched this academic year to assist faculty in strengthening their research agenda.
- ORD awarded $154,000 to faculty this academic year. Twenty faculty receive a stipend of $3,000 each for the Summer Research Fellowship program. Twenty faculty were awarded a course release in the amount of $4,700 each through the office's Mini-Grant program.
- Similar to last academic year, the Office of the Provost provided $1,000 for conference travel to every tenure-track faculty. This funding supports faculty success and advances our core values.
- CAL provided professional development funds to faculty in addition to the monies provided by the Provost.
- SBS distributed CERF funds in the amount of $1,500 for each faculty member to be used for professional development and/or travel.
- Sample recognition events include the Faculty and Staff Book Launch, Faculty Showcase and Faculty Publication Celebration
- SBS funded three college summer research grants and three "Why it Matters" grants, in addition to four summer research fellowships.
- SBS contributed over $230,000 for a new mass spectrometer to support faculty and student research in the biopsychology program.
- The SBS Dean's Fellow for Faculty Success:
    - Hosted the 2019 Research Slam (SBS faculty pitch their projects for a chance to beat out the competition and win funds to support their current research) (June 10, 2019)
    - Hosted two SBS Junior Faculty Research Symposiums (February 26, 2019 and June 4, 2019)
    - Initiating a project to produce one to two short videos every quarter focusing on SBS faculty research.
- JHBC offers a variety of grant opportunities to support faculty:
    - Contractual Funding - Most junior faculty are issued a non-competitive summer grant upon hiring, which is for several years.
    - PRJ Professional Development Funds - Each double-blind peer reviewed journal (PRJ) in a qualified journal (Cabell's Directory, SSCI, ABDC, ABA accredited law school journal, or equivalent pre-approved index) earns up to $1000.
    - Innovative Teaching Professional Development funds - JHBC Dean's Teaching Innovation grant program funds up to five interdisciplinary grants which creates new self-support programming. These self-support programs allow the university to expand

access to its educational programs and to reach wider audiences than those served by state-supported programs. To be successful, the grant application must demonstrate impact, engagement and innovation for the target audience and have a chance to be fiscally sustainable over time. About $100,000 has been allocated towards this grant.

- CAL launched the CAL Writing Intensive Group which meets every other Wednesday. Participants of the CAL Writing Intensive Group will showcase their book and research projects in Fall 2019.
- To motivate junior and senior faculty to start a new research or creative project, the CAL dean sent out a call for Dean's Mini-Grants. To enhance junior faculty's success in grant writing, CAL organized training workshops for first- and second-year junior faculty and invited faculty mentors to share their techniques and best practices in grant writing. The college also created a digital repository to share successful grant proposals. As a result, junior faculty have 100 percent acceptance rate for Summer Stipends and Mini-Grants in this academic year's internal competition cycle.
- CNS dean offered competitive funding for faculty-initiated projects. A total of $38,418 was awarded in support of five different projects. Two of the funded projects will support faculty and student research.
- In the 2018/19 academic year, COE's budget priorities were aligned to infuse innovation and creative activities. The COE awarded $226,491 in mini-grant funding to faculty and staff for creative and scholarship activities to improve student, faculty, and staff access and retention. The mini-grants included:
  o Writing and Professional Development Retreat for Junior Faculty ($14,600) - The retreat included various workshops and highly structured writing time. Reported outcomes include submission of journal articles for publication as well as works under revise and resubmit status.
  o Advancement Via Individual Determination (AVID) Professional Learning ($15,000) - Thirty-two students, alumni, and faculty participated in the June events.
  o Teacher Demonstration Room ($40,000) - Faculty created a place where teacher/counselor students can view and model best practices, strategies, and evidenced-based practices.
  o Lecture Series for Recruiting New Teacher Candidates from Diverse Backgrounds ($81,000) - A lecture series was created for faculty to be better equipped and have understanding of students from diverse backgrounds, eventually having a greater impact on the enrollment of students from diverse backgrounds.
  o Modernizing the STEM Education Program with New Technology and Expanding the Impact of STEM Education ($19,988) - Technology equipment and curriculum materials were updated to be current in the STEM field. Activities also involved community engagement to expand the program's impact in the Inland Empire. The long-term goal is to establish a "STEM Education Center" at CSUSB.
  o Counseling and Guidance Study Abroad Program ($9,000) - The study abroad program was reestablished, taking students to New Zealand and Australia to intern as counselors in high schools.

*Strategy 2.* *Increase recognition and networking opportunities to enhance the university's reputation for research, creative activities, and scholarship.*

- As a part of Research Week, the offices of Academic Research and Graduate Studies hosted the 2019 Faculty and Staff Book Launch on May 13. The biennial event honors faculty and staff members who have published a book in the past two years. This year's launch boasted 35 books and 40 contributing book chapters. The wide span of academic topics included cross-cultural languages, race and racism, Asian cultural traditions, the youth unemployment crisis and more.
- The CAL dean created a faculty learning community writing workshop and organized training workshops for 1st and 2nd year junior faculty and invited faculty mentors to share their techniques and best practices in grant writing. A digital repository was created to share successful grant proposals.
- SBS hired the first Harer Visiting Scholar in Winter 2019 and another visiting scholar for the next academic year.
- The CSUSB Women of Color in Academia and the John M. Pfau Library hosted a Faculty Publication Celebration on Feb. 6. The program featured a panel discussion, highlighting the recent works by five tenure-track faculty members who are part of the group.
- The works of 11 faculty members were spotlighted and celebrated on May 31 during the Spring 2019 Faculty Showcase. The program featured presentations on innovative pedagogies and learning technologies for instruction, and project findings and recommendations from faculty data fellows. More than 40 campus members attended the collaborative, multi-disciplinary event.
- Ten faculty members were recognized during a Night at the Theatre, a new faculty appreciation event launched this academic year. Hundreds of other faculty members received "Most Valuable Professor" awards from student-athletes during several faculty appreciation sporting events.
- The Office of Strategic Communications celebrates faculty and staff success on campus, via promoting the strengths and accomplishments of our faculty, staff, departments, etc. to regional, national and even international audiences. This is done through unique storytelling that showcases the strengths of CSUSB. By showcasing our distinct university attributes in regular and consistent communication, we ultimately raise the level of perceptions of CSUSB. Specific successes included:
    - In collaboration with Coyote Radio, added a 'Minute with the President' – public service announcements from President Morales on a variety of topics which aired monthly on Coyote Radio and was also posted to the president's website.
    - Produced eight branding commercials showcasing the strengths of the university and programs. Commercials include Palm Desert Campus, six colleges and cybersecurity.
    - From our media relations area, some highlights include coordinating and securing publicity for the following stories, the Coyote Village grand opening, Nobel Prize winner Carl Wieman's lecture, Cornell West's lecture, the Native American Speaker Series, the Rabbi Cohn Lecture Series, the InDignity exhibit at the Anthropology

Museum, the Women's Leadership Conference and the LEAD Summit. Additionally, two highlights from national and regional media coverage included The Chronicle of Higher Education's story on our Quarter to Semester Conversion and NPR's story on our Re-Entry program.

o Emphasis on story-focused marketing, showcasing our points of distinction through alumni, faculty and student stories via print, web, social media, email, and video. Continued utilizing storytelling to produced video to raise the awareness of CSUSB.

**Objective 4:** *Increase funding and faculty reassigned time to provide more student opportunities for supervised research and creative activities.*

Strategy 1. *Create an Office for Student Research within the Center of Excellence created in Objective 2, supervised by a faculty panel, to mentor and support undergraduate and graduate students, and be paired across divisions for collaboration of research activities.*

- The Office of Student Research is located within the Office of Academic Research. The Office of Research Development has an office in the Faculty Center for Excellence.

Strategy 2. *Increase support and recognition for faculty mentoring of student research.*

- OSR received and accepted 11 applications for its Assigned Time Grant this academic year; the applications are still under review. The Assigned Time Grant provides faculty with a course release to support their research and mentorship of students in research, scholarly, and creative activities.
- OSR received 28 applications for its Faculty/Student Grant; funding was provided to 21 faculty and student teams. The faculty/student grants are designed to facilitate the initiation and development of collaborative research or creative activities between students and faculty. Faculty/student teams are awarded up to $1,500 towards their research or creative projects.
- Twenty-six undergraduate students were awarded the Undergraduate Student Grant. These grants are designed to fund costs associated with faculty mentors and student-based research projects or creative activities outside of the classroom. Students awarded received a grant of $500 to support their research endeavors.

**Objective 5:** *By 2017, develop a plan to increase training opportunities for staff.*

Strategy 1. *Through a university committee, create and implement a staff development and training plan by 2017.*

- In 2018/19, the Staff Development Center (SDC) launched numerous career pathways for staff.
  - o Administrative Support Professionals Career Pathway

  - o Finance Career Pathway
  - o Student Services Professional (SSP) Career Pathway
- SDC collaborated with campus partners to provide 122 workshops, or 302 training hours with 1194 unique attendees (single attendance by one individual per course) and 1334 non-unique attendees (repeated attendance by one individual per course). The Coyote Learning Circle, a new way to look at traditional book clubs continued to be a well-attended monthly event providing learning opportunities to employees. Most recently, SDC's partnership with Human Resource's Diversity & Inclusion Specialist has brought opportunities to engage in topics aligned with our core values of inclusivity, social justice, and equity.
- The Human Resources Department successfully migrated its learning management system from SkillSoft to a new streamlined learning portal "CSULearn" for faculty, staff, and student employees. CSULearn allows campus-designated administrators to assign online content to employees for compliance training, as well as professional, and personal development. CSULearn includes a dynamic integration with PeopleSoft, our campus human capital management system, along with new compliance content, extensive reporting/analytics, and a simplified employee portal for ease of navigation and access to learning transcripts.
- CEGE created and implemented a staff development and training plan and encouraged staff to attend training at the SDC. This included:
  - o Awarded 13 professional development grants totaling $6,808 to 9 CEGE employees.
  - o All CEGE staff have attended at least two professional training opportunities, inclusive of conferences, webinars, role-specific trainings, and SDC.
  - o Co-hosted Counterparts for CSU Extended Education employees in Palm Springs with 285 attendees from all 23 campuses
- SBS distributed CERF funds in the amount of $1,500 per staff member to be used for professional development and/or travel.


**Objective 6:** *Increase the diversity of tenure/tenure-track faculty, non-tenure track faculty, and staff as well as improve the climate of inclusion and support.*

## ALL TENURE/TENURE-TRACK FACULTY
## 2018-19



Hispanic 12% · Other 1% · Unknown 6% · Black 5% · White 57% · Asian 19%
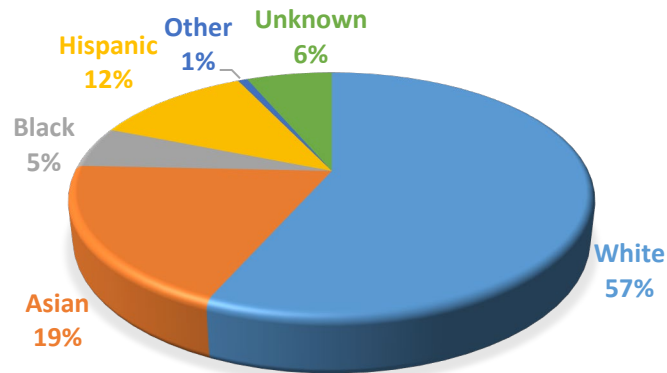
From last year, the percentage of White Tenure/Tenure-Track Faculty decreased by 3.4%, while that of other ethnic groups increased by 0.3 to 1.1%.

## NEW TENURE/TENURE-TRACK FACULTY
## 2018-19



Other 4% · Unknown 8% · White 29% · Hispanic 29% · Asian 17% · Black 13%
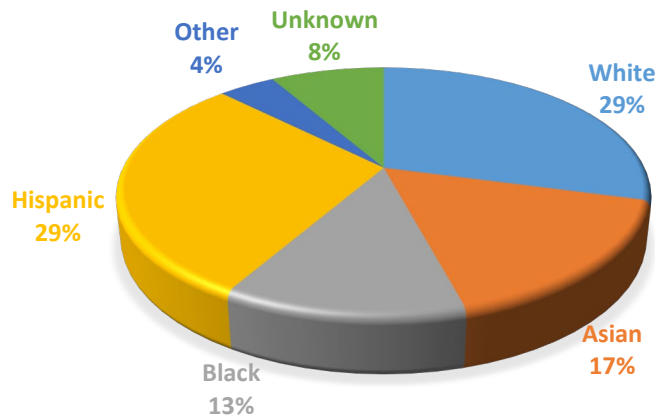
From last year, the percentages of new Tenure/Tenure-Track Faculty increased for Black and Hispanic by 5% and 21%, respectively. The percentages for White and Asian decreased by 13% and 8%, respectively.

## ALL NON-TENURE/TENURE-TRACK FACULTY 2018-19
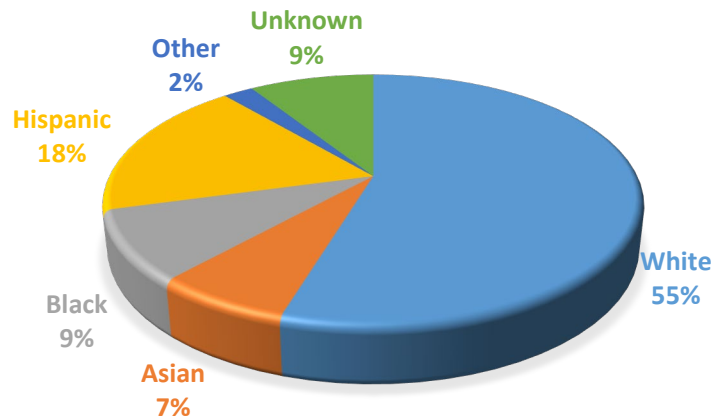


From last year, the percentages of Non-Tenure/Tenure-Track faculty increased for Black and Hispanic by 1% and 2%, respectively. The percentages for White and Asian decreased by 2% and 1%, respectively.

*Strategy 1.* Increase funding by 10% progressively over five years to support recruitment strategies to strengthen diversity.

- Faculty from the Department of Psychology were awarded a NSF ADVANCE grant titled, "Diversity and Equity in Promotion, Tenure, and Hiring (DEPTH) in STEM."
- Efforts continued on a $125,000 Chancellor's Office diversity grant. Several workshops on "Recruiting Quality Faulty" were held for search committees and focused on effective strategies to reduce unintended bias and best practices in creating and implementing rubrics.
- Departments were provided additional funding ($300 per search) to support targeted advertising costs. Search committees also developed recruitment plans that detailed the proactive efforts and strategies they would take to yield a robust, highly qualified and diverse pool of applicants.
- JHBC allocates $3,000 to $5,000 for each department to support its recruitment activities in addition to sending faculty to academic conferences which have active job placement fairs.
- For faculty searches conducted in 2018-19, CNS supplemented recruitment funds provided by Academic Affairs with additional funds.

*Strategy 2.* Improve the climate to support retention among faculty and staff.

- Similar to last academic year, campus climate/collegiality remained an Academic Affairs priority for deans/unit leaders.
- The Collegiality Committee developed the "Collegiality Matters" campaign that was launched in Fall 2018 at the campus picnic. Committee members staffed the collegiality booth, distributing copies of the collegiality statement, sunglasses and fans to picnic attendees. The

Collegiality Statement is now provided to new staff at the new staff orientation and will be added this fall to the new faculty orientation.

- "Collegiality Matters" T-shirts were handed out at the general faculty meeting and a copy of the statement was inserted into each faculty packet. Faculty were also provided an opportunity to write their own pledge to strengthen collegiality on campus. Their pledges were pinned to a collegiality board and is now displayed at the entrance of the provost office.

- Having successfully completing its charge, the Collegiality Committee voted to disband last fall. Collegiality-related matters and concerns are now being overseen and addressed by Faculty Affairs and Development.

- The Sanford Inspire Grant ($212,000) was awarded to prepare and retain a diverse teacher education workforce. This grant is to provide professional learning opportunities to current teacher who serve as our resident teachers, university supervisors, and credential alumni who are current teachers and current teacher candidates in our teacher preparation programs. These will include not only professional development workshops for these stakeholders, but also ongoing online professional learning communities for participants to deepen their implementation of their learning, and 'train-the-trainer' opportunities for some participants to disseminate what they have learned in their schools and districts.

- The Doctorate in Educational Leadership (Ed.D.) program hosted Educational Equity Dialogues in May 2019 with Julian Vasquez Heilig, an award-winning teacher, researcher, and blogger. The program, "*Do Charter Schools = Equity*" featured his work on charter schools and their implications for equity.

- A COE faculty was the recipient of this year's Outstanding Early Career Award from the Hispanic Research Special Interest Group at the American Educational Research Association (AERA) annual conference in April 2019. This award honors the research contributions of beginning national and international scholars who conduct research related to Hispanic/Latina/o issues in education.

- Dr. Monica Garcia, Associate Professor of Secondary Education at CSU Northridge and Project Director for the "*Future Minority Male Teachers of California Project*," funded by the W.K. Kellogg Foundation spoke on campus. Her six campus project aims to recruit and support male teachers of color as they enter the teaching profession, and to increase the pipeline of minority male educators in the CSU.

- CEGE increased the diversity of staff and improved the climate of inclusion and support through:
  - Providing continued support to the staff-led Staff Success Committee.
  - Holding monthly "Coffee with the Dean" events.
  - Increasing activities for staff interaction such as the Halloween Costume Contest, CEGE Walking Club, CEGE Holiday party, Holiday Gift Drive, and Holiday Breakfast.

- JHBC offers a variety of incentives or activities/events to support retention among faculty and staff. These include:
  - Summer research incentives and graduate assistant support faculty research.
  - Faculty reassigned times support faculty with their publications and research activities.
  - Quarterly Staff Peer Recognition Awards have been instituted.

- o Up to $5000 is made available to support research and teaching activities on a yearly basis.
  - o New Faculty Orientations are held every winter and spring.
  - o Strategic planning retreats are held every year.
  - o Senior Leadership Team (SLT) Retreats are held annually.
  - o All JHBC meetings are held quarterly.
  - o Transparency in decision making by use of decision papers and an open budgetary process is also used in JHBC.
  - o The JHBC Intranet hosts college policies, procedures, meeting documents and budget books.
  - o Women Faculty Collaborative fellowships are offered, mentoring and managing leadership roles, and hosting seminars on work-life balance.
  - o Office of Academic equity hosted "Paves the Way" Seminar.
  - o Annual faculty and staff awards.
  - o Deans Corner is held periodically and it is open to all faculty, staff and students.
  - o The JHBC Dean's office break room (New York Coffee House motif) is open to faculty and staff throughout the college.
- The dean holds brown bag lunches with the staff every quarter. In addition, the staff based CAL Social Committee holds potlucks several times during the year. This academic year the college has hosted staff in two celebratory lunches: CAL Holiday Luncheon and CAL Staff Appreciation Luncheon. Awards and prizes were given.
- CNS hosted a staff party in December 2018, a staff recharge event over Spring Break, and has planned a Staff Appreciation Day teambuilding event for June 25, 2019.
- CNS communicated policies about standard work hours to promote fair treatment and work conditions for all staff.
- SBS hosted its annual Bowling Party for faculty and staff as well as their families. SBS, along with JHBC, had their second annual inter-college softball game.

**Objective 7:** *Increase Tenure Track Density (TTD) based on projected student demand and FTES growth, and decrease Student to Faculty Ratio (SFR).*
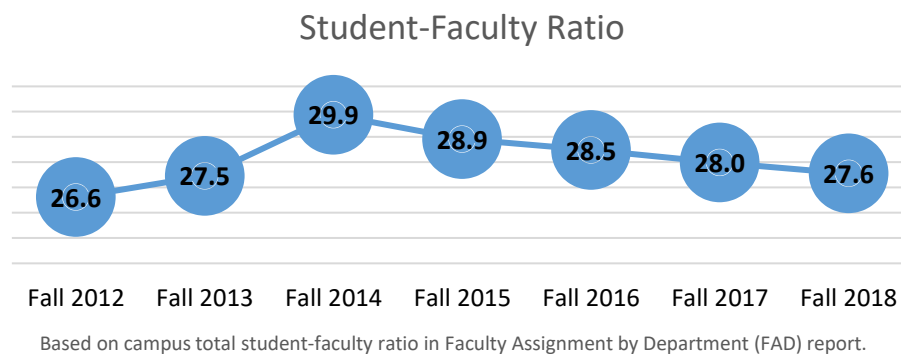
<u>Strategy 1.</u> *Increase tenure/tenure-track density to at least 63.6% by the end of the five-year period.*

| Campus | Tenure Status | Fall Instructional Faculty Full-time Equivalents (FTE) | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
| San Bernardino | Tenure-track | 400.8 | 397.1 | 374.0 | 373.7 | 372.7 | 380.5 | 387.1 | 384.0 | 403.7 | 396.4 | 398.2 |
| | Lecturers | 262.5 | 205.4 | 210.7 | 208.2 | 239.5 | 249.2 | 256.4 | 301.5 | 289.8 | 303.5 | 309.8 |
| | Total | 663.3 | 602.5 | 584.7 | 581.9 | 612.1 | 629.7 | 643.5 | 685.5 | 693.5 | 699.9 | 708.0 |
| | Tenure density | 60.4% | 65.9% | 64.0% | 64.2% | 60.9% | 60.4% | 60.2% | 56.0% | 58.2% | 56.6% | 56.2% |

In 2018, the tenure density decreased by 0.4%. The target is 63.6%.

- A Tenure Track Faculty Hiring Task Force was created by the Provost. The report will be completed in Spring 2019 to provide recommendations to Academic Affairs.
- CAL had 10 tenure-track searches and one full-time temporary faculty search this academic year.  An additional 10 searches are anticipated to take place in the next academic year.
- SBS hired 8 new faculty for the 2018/19 AY and have recruited 9 faculty for the 2019/20 AY. Two of the 9 new faculty for 2019/20 are for the Ethnic Studies Program.
- Tenure-track density within CNS has been steadily declining from a high of 64% in 2009-10 to a low of 54% in 2017-18. Tenure-track density improved slightly to 55% in 2018-19. CNS was approved for 19 new tenure-track faculty searches during 2019-20.

*Strategy 2.* *Reduce the student-faculty ratio (SFR) to 23.8 by the end of the five years.*

### Student-Faculty Ratio

| | 26.6 | 27.5 | 29.9 | 28.9 | 28.5 | 28.0 | 27.6 |
|---|---|---|---|---|---|---|---|
| | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 |

Based on campus total student-faculty ratio in Faculty Assignment by Department (FAD) report.

Since Fall 2014, Student-Faculty Ratio has decreased by 2.3%. The target is 23.8.

*Strategy 3.* *Create a positive/healthy work-life culture/balance to attract and retain faculty.*

- Approximately 65 members of Cal State San Bernardino's Faculty Senate, deans, department chairs and other faculty as well as university administrators gathered on May 10 for the first Academic Affairs and Faculty Senate Retreat. The one-day event, "Building a Shared Vision: Creating an Inclusive Environment," centered on achieving faculty diversity and closing equity gaps. Highlights included presentations, roundtable discussions and report outs.
- The Untenured Faculty Organization, established last academic year, continues to be a voice and area of support as faculty move through the retention, tenure and promotion process.
- The University Faculty Mentoring Network (UFMN) held 13 workshops for new faculty. Topics ranged from pedagogical techniques to motivate diverse adults to advancing research agendas. Tips were also provided on how to put together a FAR and how to

disagree in healthy and constructive ways. The UFMN also hosted a year-end celebration for new faculty.

- The Women of Color in Academia group hosted a panel discussion on Feb. 6 to highlight the recent works by tenure-track faculty members who are part of the organization. The Women of Color in Academia, which was established in Fall 2016, was created to converge teaching, research and social action, as well as to make a space in which women of color faculty can discuss these aspects of their professional careers through an intersectional perspective.
- JHBC organizes and supports a variety of extra-curricular activities to maintain work-life culture balance.
  - The AFSSA (Asian Faculty, Staff and Student Association) welcome party is held every fall. New and returning faculty, staff, students, and visiting scholars are invited.
  - The JHBC holds annual faculty/staff awards.
  - A holiday party is held for JHBC faculty and staff every year in December.
  - JHBC faculty and staff participate in the annual JHBC softball game with SBS.
  - A Dean's Corner is held each quarter where faculty, staff and students can discuss issues with the Dean.
- CNS has developed a draft assigned time/workload policy to promote an equitable workload among departments within the college.

# GOAL 3:  Resource Sustainability and Expansion
STEWARD RESOURCES FOR SUSTAINABILITY, AND ACQUIRE NEW SOURCES OF FUNDING.
_____

*Objective 1: Secure at least two nationally recognized public and/or private partnerships to facilitate growth and innovation.*

*Strategy 1. University stakeholders will engage in a collaborative process to identify key priorities and areas of expertise that are well positioned to attract interest and support from public-private partners.*
- The SBS Development Council awards the SBS Development Council Award to one student annually.
- At least two CNS faculty members are current Entrepreneurial Fellows, funded through the Jack H. Brown College of Business and Public Administration. One of them recently led the team that won the CSUSB Innovation Challenge for the second year in a row, and is looking for a business partner for the product. The work of the other Fellow has led to a patent that is currently being prepared.
- In collaboration with University Advancement, the Department of Geological Sciences secured a $325,000 gift from a private donor to purchase and obtain training on a variety of digital mapping technologies including hand-held, tripod-mounted, and drone-mounted LIDAR (Light Detection and Ranging) scanners. Additionally, the Department of Geological Sciences submitted a proposal to the W. M. Keck Foundation for research equipment.

*Strategy 2. Prospective partner entities will be identified, cultivated and solicited, utilizing existing and new relationships with campus leaders, to secure funding, recognition, and other tangible resources.*
- SBS holds regular meetings of the SBS Development Council, a group of retired faculty and community stakeholders.
- CAL secured an additional $80,000 from Seoul Cyber University to support our students' orchestra performance in Seoul, Korea.
- CAL established the Ellen Weisser Endowment for Theatre Showcase.
- The Department of Nursing entered into a tri-county collaborative between CSUSB, CSU Fullerton and Riverside City College.
- CNS established a relationship with the Arrowhead Regional Medical Center to explore the possibility of offering a BSN degree at its site.


*Objective 2: Develop infrastructure; revise, update, and create new processes by Fall 2017 to enable the university to launch and increase innovative, entrepreneurial activities.*

*Strategy 1.* *Cultivate a culture of entrepreneurship and innovation as a source of talent for innovation and as an incubator of business and social enterprises.*

- With the creation of an "innovation fund," SBS provides support to create degrees and programs through CEGE, such as the Psychology MACD Program, School of Social Work BASW and MSW pathway programs, and Criminal Justice.
- The Inland Empire Center for Entrepreneurship (IECE) actively supports and promotes a culture of innovation and entrepreneurship in the Jack H. Brown College as well as campus-wide. Several IECE activities were held in academic year 2018-19, including:
    - Statewide Trade Expansion Program
    - It's Your Time
    - Riverside Small Business Support Series
    - Catalyst Business Accelerator
    - Faculty Fellows Program
    - Garner Holt Student Fast Pitch Competition
    - CSUSB Innovation Challenge
- Spearheaded by COE faculty, the third annual **Verizon Makers' Fair** was hosted on March 16. This event features projects presented by middle school students as part of the Verizon Innovative Learning program, exposing young male African-American and Latino students to STEM and teaching entrepreneurial skills.

*Strategy 2.* *Develop collaboration between academic leadership, faculty, and administration to ensure an innovative, scalable approach to the development and delivery of entrepreneurial activities across the entire university.*

- The JHBC Entrepreneurship Program offered the OWN IT! Workshop, a program designed for social change-makers and influencers, potential small business owners and individuals looking for a starting point to build on their ideas. These workshops are held every year at the San Bernardino and Palm Desert campuses.
- IECE continued its Faculty Fellows Program to support faculty from across the university who are interested in integrating an entrepreneurial mindset and related approaches into their specific discipline through curriculum development, teaching, research, commercialization of research or outreach activities. In AY 2018-19, faculty members from different disciplines, including music, anthropology, communication studies, public administration, special education, chemistry and biochemistry, theater arts, social work and kinesiology, were supported by IECE.
- IECE held the annual Garner Holt Student Fast Pitch Competition, which provides CSUSB students an opportunity to jump-start their entrepreneurial dreams by presenting their business ventures to a panel of investors and entrepreneurs. Each fast pitch is judged for the quality of the presentation and its investment potential and the top pitch student receives a $4,000 prize.
- COE and IR staff collaborated to create a customized bolt-on in PeopleSoft (MyCOE) that processes admissions, monitors student progress, documents fieldwork placements, records comprehensive exam results and communications, facilitates credential evaluation and recommendations and facilitates communications with students, faculty, and staff. The team

has presented to other CSU campuses, the annual meeting of the CSU Credential Analysts, the CSU Technology Conference, and to the CSU Center for Teacher Quality (Ed Data). This project was supported by the COE by hundreds of hours of staff resources and expertise, dedication of graduate student assistants and $25,000 for external consultancy fees.
- CNS provides matching assigned time to faculty members who receive external funding for course buy-outs.
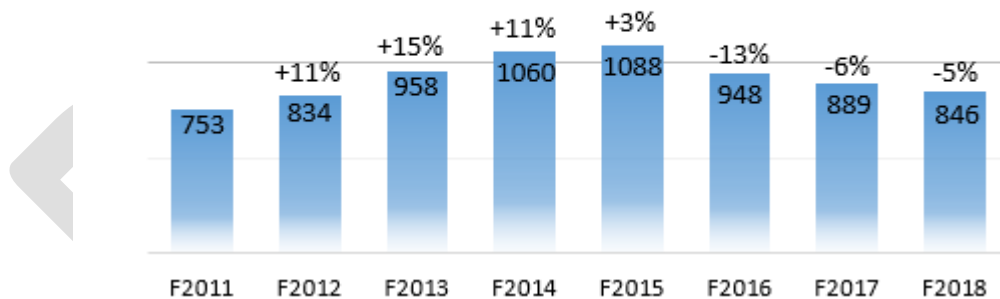
*Strategy 3. Develop policy reviews/updates and develop pathway/process to expand existing entrepreneurial activities and launch new initiatives to enhance contributions to CSUSB.*
- Many colleges such as CAL and CNS have initiated Reassigned Time Committees and drafted assigned-time policies that allow departments to provide discretionary assigned time to faculty members for entrepreneurial activities.

**Objective 3:** *Increase non-resident revenue by 5% annually, and increase the five-year philanthropic productivity average by 12% at the end of 2020.*

*Strategy 1. Continue current campus effort of increasing non-resident enrollment by 5% annually through 2020.*

## NON-RESIDENT ENROLLMENT



| | F2011 | F2012 | F2013 | F2014 | F2015 | F2016 | F2017 | F2018 |
|---|---|---|---|---|---|---|---|---|
| | 753 | +11% 834 | +15% 958 | +11% 1060 | +3% 1088 | -13% 948 | -6% 889 | -5% 846 |

Non-resident enrollments did not meet the planned 5% annual increase.

- CEGE developed and implemented plans to increase non-resident revenue through expansion of partnerships and recruitment. Examples include a comprehensive recruitment plan, hiring a full-time recruiter and admissions staff, conducting international agent webinars and workshops, obtaining approval of a non-resident merit based scholarship and developing new marketing recruitment videos to promote campus life for international students.

*Strategy 2. Lead a "visioning" process with internal and external stakeholders to identify fundable concepts based on the university's priorities, areas of strength, and strategic plan. (Contributes to goal #5)*

- The annual CSUSB Innovation Challenge competition gives faculty, staff, students and alumni the opportunity to present innovative ideas for new ventures, technologies, process improvements or social enterprises and compete for $20,000 in prize money. More than 100 people attended the main event, held on May 23, 2019.
- The PDC Academic Planning Task Force was formed with the objective of evaluating the potential for PDC academic expansion, and developing a strategically calculated roadmap for enhancing current offerings and establishing new programs that would best serve the students and communities of the Coachella Valley. The task force submitted their recommendations on programs that would effectively bring the PDC to its enrollment capacity.
- The Department of Nursing is working with the Office of Graduate Studies to submit a proposal for a Title V grant to support the development of a Doctor of Nursing Practice program with a FNP focus. Discussions are also underway regarding potential new programs in Materials Science (MS) and Physician Assistant.

_Strategy 3._ _Secure an academic and/or programmatic university champion for each funding priority, who is responsible for collaborating with University Advancement to pursue funding opportunities. (Contributes to goal #1 and 2)_
- The Department of Geological Sciences worked with University Advancement to secure a $325,000 gift from a private donor to purchase and obtain training on a variety of digital mapping technologies, including hand-held, tripod-mounted, and drone-mounted LIDAR (Light Detection and Ranging) scanners.
- University Advancement partnered with CNS to prepare proposals for the W. M. Keck Foundation and Howard Hughes Medical Institute.

**Objective 4:** _Plan and implement a process by which existing resources (space, budget, staffing) are re-allocated efficiently, increase off-campus space utilization to 5% by 2020, and increase process efficiency by completing process mapping of 25 major and impactful functions across the university._

_Strategy 1._ _Initiate a feasibility study with internal and external constituencies to evaluate current usage of space on and off campus. (Contributes to goal #4)_
- During this reporting period, an extensive inventory of the Division of Academic Affairs' space utilization occurred to identify areas of need and organize space utilization. A series of moves were finalized in preparation for the opening of the Center for Global Innovation building. The Academic Affairs Space Planning committee will be developing policies and procedures for requesting space.
- CAL collaborated with Academic Technologies and Innovation (ATI), ITS and a Title V grant principle investigator to renovate and launch the new Digital Media and Humanities Center, scheduled to open in Fall 2019.

- Construction will begin in summer 2019 on two new Anatomy and Physiology teaching labs to accommodate additional sections of this high-demand course sequence.
- CNS is working to identify appropriate teaching lab space to accommodate the rapidly growing Computer Engineering program.
- CNS implemented new operating and part-time faculty budget models in 2018-19.
- CNS acquired some additional space for the STEM Center for advising our students.
- SBS will be establishing a Space Utilization Task Force at the beginning of the Fall 2019 term and is actively involved in informing the college of the new policies and procedures regarding requests for renovations/space needs.
- The IT suite in SBS was completed during the 2018-2019 AY. This new space is more visible and accessible for faculty, students and staff. The college is currently in the process of completing two office suites for new faculty hires in the upcoming years for FERPs and Lecturers.
- A JHBC space committee has been established to supervise and propose college-wide space allocation and renovation issues.

*Strategy 2.* *By the end of 2017, complete and implement a campus process efficiency assessment to evaluate current campus inefficiencies and to execute process improvements.*
- The Office of Academic Resources, in collaboration with the Faculty Senate, developed a part-time budget model for allocation to the academic colleges.
- The Sponsored Programs Advisory Committee was formed in January to serve as an advisory body in evaluation and, where appropriate, implementation of the NCURA report recommendations. The committee passed four motions in February: (1) to accept the validity of the findings and recommendations as presented in the NCURA report; (2) to explore the model in which grant funds are received and managed by the university; (3) review the detailed cost allocation plan and methodology that is currently being used; and (4) to receive a copy of the report from the completed cost allocation review currently being conducted by the Chancellor's Office to help guide future recommendations.
- CEGE implemented plans to improve operational efficiency through re-allocating existing resources and improving processes.
    - Revamped marketing and utilization of the Yasuda facility, increasing rental revenue by over 700%.
    - Restructured its Financial Services department, improving processes for reporting and collections.
    - Identifying the need and process to go paperless for international students and scholars record keeping.

**Objective 5:** *Increase the number of proposal submissions of contracts, grants, and philanthropic sectors by at least 5% annually with a targeted increase of 25% by 2020. Increase new award funding to at least $25M/year by 2020.*

*<u>Strategy 1.</u> Develop and implement a process to provide increased grant writing support and program management to effectively propose and streamline management of grants, contracts, and extramural funding opportunities. (Contributes to goal #2)*

- Sponsored research grant proposals submitted and awarded from 2015-16 to 2018-19 are shown below:

**Grant Awards**

| Academic Year | No. | Total $ |
|---|---|---|
| 2015-16 | 95 | 25,980,291 |
| 2016-17 | 127 | 33,980,573 |
| 2017-18 | 126 | 38,316,911 |
| 2018-19* | 90 | 30,000,000 |

**Proposals Submitted**

| Academic Year | No. | Total $ |
|---|---|---|
| 2015-16 | 114 | $24,698,842 |
| 2016-17 | 140 | $28,268,282 |
| 2017-18 | 96 | $26,475,487 |
| 2018-19* | 95 | $28,800,000 |

*Preliminary figures to date.

- The Office of Research Development engaged in several efforts to increase grant writing support. Among them, (1) the office supported the year-long Writing Accountability Groups, in which 27 faculty participated; (2) held a Textbook and Academic Authors Writing Workshop; (3) obtained a campus license for publication quality graphic software (PRISM by Graphpad); (4) held a workshop on mini-grant proposals; (5) held the first Research in Groups meeting (team science); (6) held a workshop on Matlab; and (7) entered into an agreement with American Manuscript Editors to provide editing services for faculty.
- The CSUSB Philanthropic Foundation campaign goal of $50 million was exceeded in record time, with over $53M raised towards university and student support.
    - 36.6% increase in donations (871 donors in 2017 to 1,190 donors in 2018)
    - 71.5% increase in new donors (447 new donors in 2017 to 767 new donors in 2018)
    - 73.3% increase in dollar amount raised from new donors ($4,400 in 2017 to $7,600 in 2018)
    - 140% increase in dollar amount raised from students ($1,051.57 in 2017 to $2,523.89 in 2018)
    - 73% increase in participation from students (361 in 2017 to 625 in 2018)
- The Office of Government and Community Relations (OGCR) continued to represent to key federal policymakers the system and campus policy and funding interests. These included:
    - Annual cost-of-living increases to the Pell Grant to support low-income students;
    - Renewal of the expiring mandatory funding stream that promotes capacity building and STEM education at Minority-Serving Institutions;
    - Robust funding for pipeline programs, such as GEAR UP and TRIO;
    - A long-term solution for students and employees protected under the Deferred Action for Childhood Arrivals (DACA);

- Increased investment in cybersecurity education programs and students.

While none of the 12 spending bills that will fund the government in 2020 have been approved as of the end of July, Congress did reach a deal to raise budget caps on defense and non-defense spending bills, making funding in the coming year for CSU priorities more likely.

- Through an array of advocacy strategies that included campus one-on-one meetings with state legislators, engagement of volunteer leaders and community organizations as advocates, and use of social media, the CSU was successful in receiving a substantial General Fund budget augmentation of $332.8 million. This baseline augmentation, along with $312.7 million in one-time funding, will be invested in students, faculty, staff, and infrastructure. New funding for CSUSB will allow the university to:
  - Continue elevating student success through Graduation Initiative 2025 efforts;
  - Open seats to approximately 700 additional deserving students;
  - Compensate faculty and staff fairly;
  - Repair and renew our aging facilities and infrastructure;
  - Meet mandatory cost increases, such as healthcare; and
  - Support students experiencing food and housing insecurity.

**GOAL 4: Community Engagement and Partnerships**
SERVE AND ENGAGE COMMUNITIES (LOCAL, REGIONAL, STATE, NATIONAL, GLOBAL) TO ENHANCE SOCIAL, ECONOMIC AND CULTURAL WELL-BEING.
_____

*Objective 1: By 2017, identify and prioritize strategic opportunities for aligning community needs with appropriate university resources for mutual benefit.*

*Strategy 1. Incorporate faculty into the university structures that guide and implement community engagement, and provide increased staff support to the Office of Community Engagement.*
- The Office of Community Engagement launched the Educate & Serve quarterly breakfast series. The event connects faculty with key community stakeholders to identify opportunities for new collaborations and partnerships.
- A Faculty Associate position, for a two-year term, was created in 2017, and Dr. Cherstin Lyon (History) was hired to fill this position. Dr. Lyon's work included faculty professional development workshops, RPT revision guidance, individual consultation with faculty, Faculty Center for Excellence co-leadership and the development of a faculty resource guide. Two Faculty Associates, Drs. Jennifer Alford and Teresa Dodd-Butera, have been hired for the 2019-2021 academic years.

*Strategy 2. Review and recommend adjustments to campus policies, procedures and structures to eliminate barriers and provide support to community engagement activities.*
- Through written, verbal and visual communications, the Office of Strategic Communication (OSC) promotes the University as an educational leader, regional partner and community resource and serves to expand the reach and influence with area residents, businesses, primary/secondary education and civic/state leadership.
- CEGE identified and prioritized strategic opportunities for aligning community needs with university resources for mutual benefit through:
    - Increasing partnerships with local and state agencies utilizing WIOA funding for workforce development.
    - Developing relationships with insurance companies and vocational rehabilitation agencies to assist in the training of injured workers.
    - Developing 14 new community partnerships to provide educational services to their employees.
    - Delivering community orientations for prospective students interested in the special session degree programs.
    - Revamping marketing of the Yasuda facility to increase utilization and provide additional revenue.
- The Office of Community Engagement (OCE) held 12 faculty development seminars on a variety of community-engaged topics. Recorded faculty attendance ranged from eight to 24 per session. The office also held follow-up individual meetings with attendees to answer questions and promote progress.

- OCE partnered with the FCE to launch the inaugural Community Engagement Faculty Learning Community. Faculty facilitators and participants met monthly throughout the year to develop a cohort of community-engaged faculty leaders. A detailed discussion of the barriers to community engagement, both on and off campus, was conducted and work continues on reducing and removing barriers. Participants represent four colleges and include lecturers, tenure-track, tenured, and fully promoted faculty.
- Modification of the CSU Travel Policy was made to allow travel to Native American lands within travel-restricted states. Faculty and staff were trained on university policies and procedures for engaging with off-campus groups.
- CSUSB alumnus and Assemblymember James Ramos held his public swearing-in ceremony at the Santos Manuel Student Union, which is named after Ramos' great-grandfather. Congressional members, the Assembly Speaker, tribal leadership, and other state and local elected officials participated in this historic ceremony for the first California-born Native American elected to the state legislature.

**Objective 2:** *Increase the number of strategic community-university engagement activities by 2020.*

*Strategy 1.* *A baseline will be established as a result of strategies in objective 1. The percentage increase will be determined in relation to existing levels.*

- OGCR continued to raise the profile and visibility of the university and cultivate a base of support among business, education and community leaders through ongoing participation with these organizations and initiatives:
  - Greater Riverside Chambers of Commerce
  - Ontario Business Council
  - Inland Action
  - Inland Empire Economic Partnership
  - Riverside Mayor's Education Roundtable
  - Inland Economic Growth and Opportunity
  - San Bernardino County Schools Alliance Executive Network
- OGCR hosted three CSU trustee visits during the year. These visits offered an opportunity to familiarize members of the CSU governing board with the campus by showcasing academic programs, underscoring CSUSB's high-priority needs, and bringing together system decision-makers with faculty, staff and students.
- CEGE set a goal to develop 1-2 new community-based partnerships annually.
- Academic Affairs held numerous strategic community-university engagement activities this year.
  - This year's LEAD Summit had 1,895 attendees at CSUSB and 14,527,502 online viewers, chapters, and social media engagements.

- The 12th Annual DisABILITY Sports Festival, one of the largest events showcasing adaptive sports, had its most successful event to date with 800 participants and 250 volunteers.
- Approximately 3,500 books were given away to children and young adults during the Multicultural Book and Family Festival. Hosted on April 28 by the John M. Pfau Library, in partnership with the university's Black Faculty, Staff, and Student Association and the San Bernardino County Superintendent of Schools, the event featured author presentations, book readings, dance performances, learning activities for kids, a children's theater show, plus arts and crafts exhibitors.
- CAL worked closely with external agencies, such as KVCR, NPR, KCAL and other advertising agencies, to showcase our students' work and to provide internship opportunities for students.

*Strategy 2.* *By Fall 2017, develop and implement support systems for faculty and staff efforts to document, obtain recognition, and gain informed evaluation of community-engaged scholarship and/or activities for the purposes of professional advancement.*

- CAL worked with OCE to enhance student service learning and internships and to implement HIP courses.
- CAL worked closely with external agencies such as KVCR, NPR and KCAL and other advertising agencies to showcase our students' work and to provide internship opportunities for students.
- Feedback from campus conversation sessions and other faculty meetings/input was compiled for community engagement changes to the RPT process. These suggested changes were forwarded to the Faculty Senate's Faculty Affairs Committee for their review. The Faculty Affairs Committee will address these suggested changes in Fall 2019.
- The 2018-2019 CSUSB President's Volunteer Service Award program recognized 183 participants that completed over 12,000 volunteer service hours. Participants were individuals and student organizations from both the San Bernardino and Palm Desert campuses. A new President's Volunteer Service Award program for faculty will be launched in Fall 2019.

*Strategy 3.* *By Fall 2017, significantly increase university funds to stimulate new community engagement initiatives and community-engaged research above current levels.*

- CSUSB's MLK National Day of Service project featured the installation of 205 free smoke detectors and education to more than 215 residents in the Alta Loma Mobile Home Community in Rancho Cucamonga. The "Sound the Alarm" project was in partnership with the American Red Cross, the Rancho Cucamonga Fire Department, high school Fire Explorer Academies and the City of Rancho Cucamonga. The goal of the project was to save lives, reduce injuries and alleviate loss caused by home fires.
- The seventh annual Coyote Cares Day was held on April 13 with more than 600 students, faculty, staff and alumni volunteering at 18 sites in San Bernardino and surrounding

communities. Palm Desert Campus students drove to San Bernardino to join in the service and fun. The value of their volunteer service was $71,880, calculated with the current value of a volunteer hour in California at $29.95 per hour. Coyote Cares Day is held during National Volunteer Week in celebration of the impact of volunteers in tackling society's greatest challenges and building stronger communities.

• A total of $127,231 was awarded to 30 faculty through the OCE faculty grants program in 2018-2019. There were 179 course sections offered that included service learning, with a student enrollment of 2,208. The Establishing Partnerships and Community Engagement Travel Grant programs were new and popular programs.



Community Engagement Faculty Grants
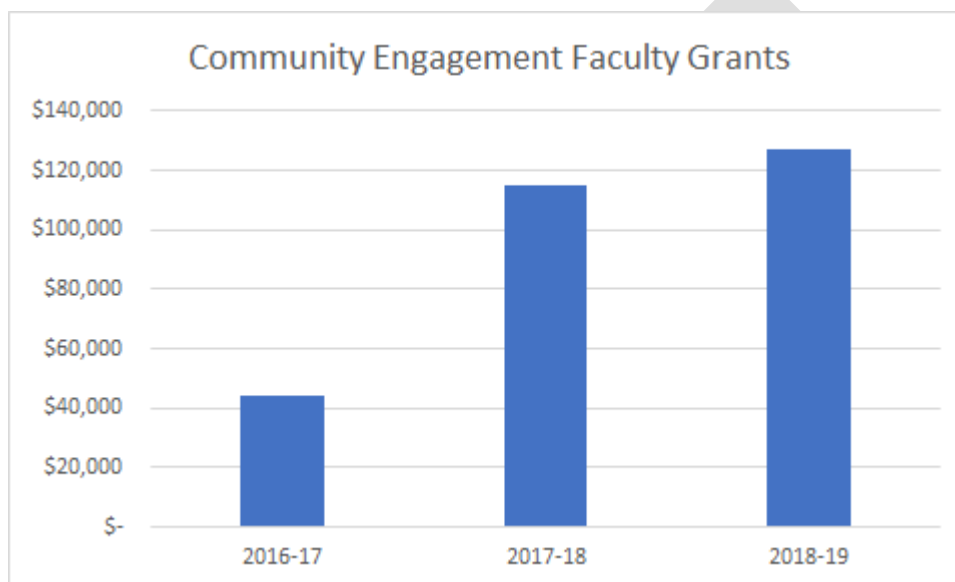
• In honor of Make a Difference Day, more than 100 CSUSB students volunteered at a "school makeover" at Live Oak Elementary School in Fontana. CSUSB students painted playground murals to encourage school pride and create a positive learning environment. The volunteer event was sponsored by Inland Empire United Way.

• CSUSB staff and students helped to pack more than 300,000 meals for veterans in need with L.A. Works on 9/11 National Day of Service & Remembrance. In honor of 9/11, our Veterans Success Center staff and students volunteered at the Disabled American Veterans Exploration Garden. In total we contributed over 210 hours of volunteer service.

• Admissions, Outreach and Transition enhanced partnerships with community organizations during the 2018-2019 year. This included an enhanced partnership with Promise Scholars – a program of the Ontario-Montclair School District. This partnership allowed for further engagement with middle school students, including bringing over 1200 eighth grade students to the campus for specialized visits. The partnership also allowed for the hiring of six student ambassadors, current CSUSB students who worked in a leadership capacity in the district providing mentorship and a role model for the Promise Scholars as they plan for college.

***Objective 3:*** *By 2020, build capacity to increase and sustain curricular and co-curricular service learning opportunities and/or community engagement activities.*

*Strategy 1. A baseline will be established as a result of strategy 2 under objective 1. The percentage increase will be determined in relation to existing levels.*
- Completed in Year 1

*Strategy 2. By fall 2017, significantly increase university funds to stimulate new curricular and co-curricular service learning activities.*
- In the 2018-19 academic year, students attended multiple service learning study abroad trips including:
    - 19 students went to Ensenada, Mexico to assist school children with science experiments and craft projects, a local police department with painting a blighted multipurpose court, a senior center to play Loteria and a local rehabilitation center beautification project.
    - 22 students assisted with construction projects in disadvantaged communities and with Amazon jungle reforestation, scientific research and wildlife monitoring in Peru.
- Five CNS departments offer service-learning courses, and the Nursing department requires multiple service-learning courses for their students.


***Objective 4:*** *By Fall 2018, publicize CSUSB's commitment to community engagement as a key component of the university's culture and image with the establishment of a recognition and reward system for excellence in community engagement and collaborative work.*

*Strategy 1. By January 2017, develop a process to track and report how faculty, staff, administrators, and students are publicly engaged.*
- OCE promoted the use of the MobileServe application for recording volunteer hours for the CSUSB President's Volunteer Service Award (CPVSA) for both San Bernardino and Palm Desert campus students, faculty and staff. Twelve student organizations, six individuals and one staff member completed a total of almost 12,000 volunteer hours. The CPVSA recipients were honored at recognition events and on social media for their valuable service in local communities. Overall, CSUSB students contributed over 95,000 hours of volunteer service during the 2018-2019 academic year.

- CSUSB was named to Washington Monthly's 2018 America's Best Colleges for Student Voting, a first-of-its-kind list of the schools doing the most to turn students into citizens. CSUSB's inclusion on the list of 132 four-year and two-year colleges demonstrates the university's commitment to promote civic engagement among the student body, encouraging students to vote and actively participate in community decisions.

*Strategy 2.* By Fall 2016, ensure all recruitment advertisements for faculty, staff and executive positions reflect the university's commitment to community engagement.

- Completed previously.
- Annie Buckley, CSUSB Professor of Art, received the first CSUSB Outstanding Community Engagement Award. The award recognizes high quality, deeply engaged academic work; significant community collaboration and change; and lasting institutional impact.

*Strategy 3.* By 2020, establish mechanisms for the systematic public feedback on university's engagement activities.

- OCE launched the Educate & Serve quarterly breakfast series this academic year. The event connects faculty with key community stakeholders to identify opportunities for new collaborations and partnerships. The event promoted the sharing of common interests and the exploration of discipline specific responses to community needs. Select student organizations were also invited with the intention of exposing students to short- and long-term volunteer service opportunities and internships. Several of the community partners participated as new volunteer sites for Coyote Cares Day or other volunteer service events sponsored by the campus.
- CAL met with Cajon High School in March 2019 and with Fontana High School in April to discuss a possible High School University Program partnership.
- CEGE implemented new programs to support community needs of workforce development, eliminating barriers and improved community engagement.
- The Hospitality Management program at Palm Desert Campus was developed to meet the growing needs of the hospitality industry in the Coachella Valley, which is home to numerous hotels, timeshares, golf courses, and major attractions and events, creating an estimated $6 billion industry.
- The 10th Annual Latino Education Advocacy Days (LEAD) was held March 2019. This international event is committed to enhancing the intellectual, cultural, and personal development of our community's educators, administrators, leaders, parents, and students. A theme this year was "¡Su Voto Es Su Voz!" Everyone Counts, with Alex Padilla, California's Secretary of State, and Maria del Rosario "Rosie" Castro, a Mexican-American civil rights activist and educator from Texas serving as speakers. LEAD has over 200 partners and international sponsors, along with 1700 chapters/viewing sites in 40 countries. The California Assembly, since 2010, has declared the last week of March every year as a statewide week of advocacy for Latino education.
- COE joined a nationwide movement of universities expanding the Sanford Inspire program to support the professional development of teachers. COE will connect with 23 local partner school districts as well as 50 additional districts with MOUs that are eligible to work with intern teachers and education specialist interns. CSUSB aims to reach approximately 100 in-service resident teachers, 250 teachers who are alumni and 40 current interns within the first 18-months of implementation. CSUSB joins the list of 21 additional institutions that are advancing Sanford Inspire.

- The Institute for Research, Assessment, and Professional Development took part in the Elementary School Neurofeedback Intervention Research Pilot Project with the North Shore Elementary School District to evaluate the clinical efficacy of neurofeedback training as a support to children identified with attention problems to improve their academic, behavior, and social-emotional functioning. We have provided 168 neurofeedback sessions to the initial 10 children.
- This same institute provided more than 500 neurofeedback sessions to children and adults treating anxiety, trauma, depression, and ADHD in the Coachella Valley region through funding from the Regional Access Project and provided high quality impact community-based services to individuals with disabilities via comprehensive vocational evaluations serving more than Department of Rehabilitation (DOR) clients.
- The 4th Annual Black and Brown Conference was held in November 2018, welcoming approximately 300 African American and Latino male high school students from various Inland Empire school districts. The annual event provides the students with early college awareness, preparedness and information to increase the number of minority males who enroll and graduate from college.
- The 12th Annual DisABILITY Sports Festival was held in October 2018, and is considered to be one of the largest events showcasing adaptive sports. 800 participants and 250 volunteers marked this free event as the most successful to-date. The festival featured more than 25 different sports, including archery, wheelchair and standing basketball, tennis, soccer, wall climbing, skateboarding, swimming and hand cycling; each coached by an athlete with a disability. New at this year's festival was the Light Saber Academy demonstrating adapted fencing, featuring performances of Imperial Stormtroopers and Jedi Knights.
- CSUSB hosted the 2019 Inland Empire Disabilities Conference in March 2019. The free conference, entitled "To Serve Me, You Must Know Me," provided training to 150 professionals who advocate for and provide services to approximately 450,000 seniors.
- In partnership with San Bernardino City Unified School District and the CSUSB Career Center, COE co-hosted a Teacher Career Fair in March 2019. The event provided students with the opportunity to explore internships and jobs in the K-12 teaching industry. This year, 47-districts were registered along with 383 students and alums (compared to 2018 with 37-districts registered and 289 students and alums).
- The University Center for Developmental Disabilities (UCDD) helps children with developmental disabilities and their families connect with each other and the community. The 2-year program is referral-based through either IRC or IEHP and currently serves about 100-families at the main campus and another 25 at PDC.

**GOAL 5:  Identity**
BUILD AN IDENTITY THAT CELEBRATES THE UNIQUENESS OF OUR UNIVERSITY, PROMOTES OUR ACCOMPLISHMENTS, AND INSPIRES INVOLVEMENT.

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***Objective 1:*** *CSUSB will have a well-defined and supported university identity as measured by students, faculty, staff, alumni and community perceptions by June 2020.*

*Strategy 1.* *Engage in a process that identifies what makes CSUSB distinctive, including unifying communication themes.*
- Tell the CSUSB story:
    - OSC continued a focused and clearly defined messaging platform that strategically appeals to the University's key audiences. Using the power of creative storytelling, we created personal and emotional marketing materials using the new brand and the five new brand promises to facilitate curiosity and engagement among our key stakeholder groups.
    - OSC used the university online community (integrated seamlessly with university social media channels and the university website) to consistently share profiles of professors and students highlighting star programs and experiences.
    - Regularly featured select student stories across multiple social networks. Stories that conveyed a variety of student experiences that were designed to convey the excitement and possibilities for future students at CSUSB.
    - Regularly highlighted successful alumni on social media channels and through digital media channels.
    - Regularly highlighted innovative faculty on social media channels and through digital media channels.
    - Assisted Admissions and Student Recruitment (ASR) to enhance materials, emails and other communications to align with and strengthen the CSUSB brand.
    - Built a communication plan to stay in regular touch with high school counselors in targeted regions, providing them with branded CSUSB materials that they can share with prospective students.
- Establish awareness:
    - Using the new brand, continue tactics designed to enhance positive recognition of the CSUSB institutional brand among key local and regional audiences by creating a focused and influential market position *(We Define the Future)*.
    - Present/distribute/share consistent messaging university-wide across all communication channels to support the new CSUSB Brand.
    - Further enhance the existing media relations plan (including social media) designed to ensure that media outreach efforts supported the brand messaging and were targeted to the right audiences in key geographic areas for prospective students, donors and influencers. These efforts included pitching opinions/unique programs of CSUSB's faculty experts connected to national trends, pitching accomplishments and unique

experiences of students and alumni, which included video visuals, and tracking hits in order to continually refine and improve media relations plan.

- o Developed a consistent, integrated advertising campaign to raise awareness and increase equity in the CSUSB brand among key target audiences in key geographic regions. Key targeted geographic areas include location of key feeder high schools, student recruitment areas and locations where a majority of alumni and important influencers reside. Advertising campaigns consisted of billboards, print, electronic and social media.
- o Conducted a '*We Define the Future*' professional photo shoot to get new imagery specifically art directed to illustrate the new look for print and online campaigns.
- o Continued consulting with colleges and departments in small groups to review branding and resources.
- Increase and shape enrollment:
  - o Partnered with Admissions & Student Recruitment (ASR) to utilize the newly established brand and messaging platform to not only increase enrollment but also shape the class with better-prepared students that will enhance CSUSB's reputation, improve institutional efficiency and reaffirm its commitment to the community it serves.
  - o Worked with ASR to ensure the placement of CSUSB advertising was in the geographic areas that contain the largest populations and highest concentrations of the most productive or desired target groups.
  - o Assisted ASR with a '*We Define the Future*' "road show" consisting of branded marketing material.
  - o Developed a social media marketing plan that included supporting ongoing undergraduate recruitment efforts.
  - o Regularly featured student stories across multiple social networks that were targeted to prospective students and their families.
  - o Funds were used to support the purchase and implementation of Platform Q Education as an enrollment engagement tool. The product allowed for ASR to implement a chat platform on their website, host webcasts – both live and on-demand – to support students navigating critical processes and to create a 24/7 recruitment presence via the student facing platform College Week Live. CSUSB utilized the tool to great effect, engaging with thousands of students in structure and unstructured spaces. Our work is being highlighted by PlatformQ as a best practice on their website and will be a featured case study for their organization.
  - o The plan was divided monthly and was individualized by media outlet and included target audiences, medium, notes (i.e. Call to action), dates, messaging information and desired results. The advertising campaign followed our brand identity concept and was designed to increase awareness, build brand image, increase web traffic, increase inquiries, etc. The campaigns were designed to both increase 'mindshare' as well as 'marketshare.'
  - o Funds were used to support a '*We Define the Future*' branding photo-shoot in order to continue and assemble a foundational library of brand images that will be used for

collateral material, brand microsite (on the CSUSB homepage), brand videos, student videos, etc. The photoshoot resulted in producing several hundred new branded images for use in recruitment and advancement material.

o CSUSB's identity was furthered bolstered this academic year, with the campus being selected as a finalist for the inaugural cohort of the Seal of Excelencia program, offered by Excelencia in Education. The CSUSB Center on Aging also applied and received the Age-Friendly University designation from the Age-Friendly University Global Network, a group of colleges and universities around the world committed to meeting and serving the needs of older adults.

_Strategy 2._ _Develop a centralized comprehensive integrated marketing communication plan to reinforce our identity with internal and external audiences by January 2017._

- '_We Define the Future_' Brand Marketing Rollout Plan:
    o The Integrated Marketing Plan provides a framework for the development and implementation of key marketing communication strategies and tactics that will help CSUSB stand out from the pack of California State institutions, and in particular from its closest competitors. Strategies and tactics are intended to build equity in the recently created CSUSB brand and to raise awareness of the university's value, contributions and commitment to the community among target audiences, internal stakeholder groups and key influencers.
    o This plan will assist the university in launching a sustained, multi-layered brand marketing campaign based on the recently adopted mission, vision and values statements, as well as the strategic directions that are the foundation of CSUSB's goals. Target audiences are prioritized by those who have the greatest influence on the recruitment, retention, resource - generation and reputation - building goals of the university.
    o The plan focuses marketing and recruiting efforts on improving high school students' and parents' perceptions of the university's academic standards and quality. Success will be measured through increasing both the perception and the actual academic quality of CSUSB's incoming freshman class; motivating current students, faculty, staff and alumni to become ambassadors to help build equity in the CSUSB brand; and to increase recognition of the university's contributions to the community.
    o This university - wide integrated, research - based approach not only provides cost savings in marketing dollars but also produces a gain in effectiveness from the concentration of power that results from advertising, media relations, public relations, promotion, fundraising, partnerships, direct marketing and social network marketing coming together to create synergy.

_Strategy 3._ _Invest sufficient resources annually to perpetuate the university's identity._

- Funds were used to purchase both radio advertising and billboards in the high desert to support an enrollment strategy designed to increase the CSUSB brand and presence in this targeted area.

- Funds were used to support a '*We Define the Future*' branding photo-shoot in order to continue and assemble a foundational library of brand images that will be used for collateral material, brand microsite (on the CSUSB homepage), brand videos, student videos, etc.

**Objective 2:** *Create a vibrant and memorable student life experience that reinforces the university's identity to increase student engagement in campus activities by 10% by 2020.*

*Strategy 1.* Create, identify, and update gathering spaces on campus to encourage student engagement.
- Establish a culture of engagement:
  - Clear avenues for involvement with the University were established with messaging and communication strategies that energized and engaged audiences.
  - OSC worked with university clients, similar to a marketing or public relations firm, providing consulting to various colleges and departments on how to incorporate and use the new brand. OSC guided clients in developing communications that support the brand promises, accurately apply the graphic identity and use resources efficiently.

*Strategy 2.* Identify, define, and brand CSUSB traditions and signature events.
- Students from all three Coachella Valley school districts participated in PDC's 10th Annual Environmental and Sustainabilty Expo in May. The day-long event featured a key note address, representatives from local green industries, interactive presentations, films, campus tours and more.
- The 10th Annual Latino Education Advocacy Days (LEAD) was held in March. The international event is committed to enhancing the intellectual, cultural and personal development of our community's educators, administrators, leaders, parents, and students.
- Approximately 3,500 books were given away to children and young adults during the Multicultural Book and Family Festival.
- The Spirit of Entrepreneur Awards is an Annual Awards show held every year to support entrepreneurship at all levels. It is a unique event that inspires student entrepreneurs with role models as well as cash prizes while honoring outstanding entrepreneurs.

**Objective 3:** *Increase prospective students' perceptions of CSUSB as a university of choice from 68% to 78% by 2020 as measured by 2012 Institutional Research (IR) Campus Quality Survey*

*Strategy 1.* Develop a student-to-prospective-student campaign to promote CSUSB as a first-choice option for all students including a "We Are CSUSB" YouTube video competition.

- OSC continued unique storytelling that showcased the strengths of CSUSB, ultimately raising the level of perceptions of CSUSB as a first-choice option for students. Specific successes included:

- In collaboration with Admissions, re-envisioned the recruitment viewbook into a wrap-around poster with inserts allowing the piece to be customized to individual student interests. Inserts include admissions process, five academic colleges, Native American, African-American and Athletics.
- Produced eight branding commercials showcasing the strengths of the university and programs. Commercials include Palm Desert Campus, six colleges and cybersecurity.
- Provided new marketing support for the Housing Marketing Campaign for Fall 2019 which included photography, large format print design, flyers, ads, brochure and email messaging and design.
- Developed advertising/sponsorship campaigns for the 'We Define the Future' brand. These included an ad radio campaign with KVCR focused on raising the brand, brand-driven marketing campaigns through billboards, and a recruitment ad campaign with Black Voice News via print, digital, podcast, and social media focused on African American recruitment.
- From our media relations area, some highlights include coordinating and securing publicity for the following stories, the Coyote Village grand opening, Nobel Prize winner Carl Wieman's lecture, Cornell West's lecture, the Native American Speaker Series, the Rabbi Cohn Lecture Series, the InDignity exhibit at the Anthropology Museum, the Women's Leadership Conference and the LEAD Summit. Additionally, two highlights from national and regional media coverage included The Chronicle of Higher Education's story on our Quarter to Semester Conversion and NPR's story on our Re-Entry program.

**Objective 4:** *Increase positive perceptions of CSUSB with internal and external audiences by 10% over baseline by 2020.*

Strategy 1. *Brand the university based on our uniqueness and values by creating communication tools including a media kit and other promotional products.*
- Long-time donors of CSUSB have gifted funds for various public arts projects for the campus. Among the items listed in the gift agreement is a ceramic mural to be placed on the concrete wall that leads to the entrance of the COE and two banners along the side entrance.
- JHBC has established several effective ways to promote its accomplishments and to engage internal and external audiences, such as:
  - Continuously distributing the *Impact Magazine*, which is published twice a year, to 20,000 alumni, donors and community partners.
  - A feature on the *Inland Empire magazine,* promoting the College's uniqueness through this distinguished premier publication in the nation's fastest growing markets.
  - Distribution to various stakeholders of the *Innovation, Engagement and Impact Booklet*, which compiles stories of the College's new methods for teaching, research and service, community engagement activities, and JHBC impacts on research, practices, education, as well as local, national and international communities.

o   Public Administration department promotes its programs on National Public Radio.

- CNS created a new position for the Director of Administrative Operations and Marketing and the number of news stories and internal and external visibility of CNS is already increasing. For example, the dean taped some messages to students on Coyote Radio and published a letter to the students in Coyote Chronicle.

*Strategy 2. Regularly update website and other distribution sources with real-time messaging to tell our story, promote our achievements and publicize campus events.*

- Office of Strategic Communication showcases the strengths of CSUSB in regular and consistent communication, ultimately raising the level of perceptions of CSUSB. Specific successes included:
  o   Produced eight branding commercials showcasing the strengths of the university and programs. Commercials include Palm Desert Campus, six colleges and cybersecurity.
  o   Provided new marketing support for the Housing Marketing Campaign for Fall 2019 which included photography, large format print design, flyers, ads, brochure and email messaging and design.
  o   From our media relations area, some highlights include coordinating and securing publicity for the following stories, the Coyote Village grand opening, Nobel Prize winner Carl Wieman's lecture, Cornell West's lecture, the Native American Speaker Series, the Rabbi Cohn Lecture Series, the InDignity exhibit at the Anthropology Museum, the Women's Leadership Conference and the LEAD Summit. Additionally, two highlights from national and regional media coverage included The Chronicle of Higher Education's story on our Quarter to Semester Conversion and NPR's story on our Re-Entry program.
  o   Collaborated with IT and ASR to incorporate the new brand look and messaging into a complete redesign of CSUSB's entire university website [to be rolled out in Summer 2019] to reflect the look and feel of the 'We Define the Future' brand.
  o   Emphasis on story-focused marketing, showcasing our points of distinction through alumni, faculty and student stories via print, web, social media, email, and video. Continued utilizing storytelling to produced video to raise the awareness of CSUSB.

*Strategy 3. Integrate the campus internet radio station with Media Services, the Coyote Chronicle, and the Communication Studies television studio.*

- JHBC's partnership with Principles for Responsible Management Education (PRME) launched a new joint venture called "The Sustainability Show." This is an informative radio talk show on environmental sustainability with an emphasis on conscious, responsible capitalism. Ideas presented here helps to link back to strategic global sustainability issues, as well as CSUSB strategies. The monthly program includes JHBC's commitment to PRME values in educating business students to be responsible future corporate leaders. The audience reaches out to the CSUSB campus, regional, and national stakeholders.

**Objective 5:** *Increase alumni engagement by 10% by 2020, as measured by the Alumni Affairs alumni activity report.*

*Strategy 1.* *Develop a minimum of 2 major annual events that celebrate alumni accomplishments and attract over 300 distinct alumni.*
- In 2018-2019, CSUSB Alumni increased alumni engagement by 738% over 2014-2015 levels.
- CSUSB Alumni hosted the largest ever off campus alumni event in University history in August 2018. More than 500 Alumni attended CSUSB Day at the Dodgers, and received special edition co-branded CSUSB and Dodgers shirts.
- Homecoming welcomed more than 2,000 faculty, staff, students, parents, alumni and community members. This was a growth of over 33%, contributing to the most well-attended Coyote Athletics game of the year. CSUSB Alumni, in partnership with the Office of Admissions and the Pan African Alumni Chapter, started a new campus tradition with the CSUSB Snapshot event as part of the Homecoming activities. This new program brought together African American high school juniors and seniors and their families with current students and alumni. More than 100 individuals were in attendance.
- December brought the annual Alumni Mixer in Riverside, with more than 170 alumni in attendance, a 25% increase in attendance over 2017.
- CSUSB Alumni hosted the first-ever Alumni Night at the Reign in January 2019, welcoming nearly 500 alumni and their families.
- CSUSB Alumni volunteered nearly 3,000 hours throughout 2018-2019, equating to $72,181 (value of a volunteer), a 69% increase over the previous year:
    - More than 120 alumni volunteered at the annual Coyote Cares Day Alumni Packing Party, packing 1,700 boxes in less than 2 hours.
    - The Alumni Professor for a Day program was the most successful year to date, with 120 alumni guest lecturing in classrooms, facilitating workshops and participating in panels. This is a 166% increase over last year. More than 80 alumni, faculty and campus partners attended the celebration luncheon, featuring a student and faculty speaker. This is a 166% increase in program participants, and a 36% increase in luncheon attendees.
    - More than 50 alumni participated in Commencement activities, volunteering to stuff diploma frames and pass out pins at graduation.
    - The Alumni Mentor program has engaged 279 alumni and 206 students, the most successful program year to date.

*Strategy 2.* *Develop more career networking opportunities for alumni.*
- CSUSB Alumni engaged more than 400 alumni in professional development activities in 2018-2019. CSUSB Alumni Association President hosted the largest Alumni Professional Development Workshop to date. In partnership with the Career Center, CSUSB Alumni launched a First Destination Survey to graduates, with more than 1,700 students participating.

- Every year IECE hosts a "Lunch + Entrepreneurs" event to give alumni the opportunity to meet, interview and network with well-versed entrepreneurs from various industries. This year the event was held on May 9th, 2019.
- JHBC hosts multiple alumni networking events annually, including the "Meet the Firm" event, Dinner with an Entrepreneur, and Spring Alumni Banquet.

*Strategy 3.* *Increase the number of contactable alumni of record in the alumni database.*
- CSUSB Alumni has contributed to increasing contactable alumni data. Mailing addresses have increased by 30%, and emails have increased by 39% over 2014-2015 levels.
- CSUSB Alumni social media strategies have engaged more alumni than ever before. Facebook followers have increased by 14%, Twitter has increased by 18% and Instagram has increased by 27%.
- In partnership with OSC, CSUSB Alumni has created Alumni Spotlights, a new initiative that highlights alumni successes on social media, in newsletters, the CSUSB magazine and as part of Inside CSUSB.
- In Spring 2019, CSUSB Alumni launched a Senior Newsletter. This new initiative encourages students to remain engaged with the university, and serves as an introduction to their life as an alum. Thousands of students engaged with the online communication.
- In February 2019, the Alumni Relations Office launched the first Undocumented Alumni Chapter in the CSU System. This chapter joins the previously established Latino Alumni Chapter, Faculty/Staff Alumni Chapter and EOP Alumni Chapter, which is also the first of its kind in the CSU. The Pan African Alumni Chapter was launched in Winter of 2019, and immediately began supporting the African American Task Force initiative.
- The Alumni Office hosted Grad Days in April at both the San Bernardino and Palm Desert campuses. More than 2,600 soon-to-be alumni attended, a growth of 24% over last year. More than 400 students purchased a grad pack, resulting in a $2,100 donation to the Alumni Scholarship Endowment. Hundreds of graduates attended Commencement with their blue and gray donor cords, showcasing their contribution to future student success.
- Senior Send Off was hosted in partnership with ASI, bringing distinguished alumnus Carl Christman to CSUSB for a mentalist performance in May 2019.
- In JHBC, the Development Office from Annual Giving maintains an updated record of MBA Alumni Database, currently at about 1200 MBA alumni.