

CSUSB'S Strategic Plan 2015-2020

Year 3 Progress Report

2017-18

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EXECUTIVE SUMMARY

Year 3 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**

2017-18 SYNOPSIS: Through a cohort approach, the HIPs task force identified 2+ “known” HIP curricular activities with the Fall 2014 cohort. Other HIPs have been identified through co-curricular experiences. The committee's focus will be on proper identification and tracking using PeopleSoft (curricular) and the new Engage software (co-curricular) when we move to the semester system to allow us to adequately track all HIPs.

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

2017-18 SYNOPSIS: Campus Labs was purchased to serve as a tool to measure progress of Institutional Learning Outcomes (ILOs) and will be implemented in 2018-19. Spanish and Philosophy programs have been reviewed. Action plans are being developed based on the findings.

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**

2017-18 SYNOPSIS: About 4 in 5 first-time freshmen, or 80%, felt that they belonged to this campus at the end of their first year (n=273). This is 16 percentage points higher than last year's cohort. The result was similar for all undergraduates (n=2213).

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**

2017-18 SYNOPSIS: The DFWI rates have been consistent at about 14% for lower division courses and 8% for upper division courses. We continue to experiment on ways to increase student participation in supplemental instruction 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**

2017-18 SYNOPSIS: In 2018, results indicate that we are on track to meet our GI 2025 targets. Additional work is needed to close equity gaps. 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**

2017-18 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. In Fall 2018, SAGPSC will further review the draft plan with the goal to distribute it for campus-wide input in Winter 2019 and final approvals in Spring 2019.

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**

2017-18 SYNOPSIS: The Teaching Resource Center, which serves as a hub for faculty development activities, held 34 events. In all, there were 515 attendees. This is lower than AY 2016-17, which had 85 events and 808 attendees. The decrease is a result of special programming, four Principles in Program Design Institutes and several follow-up meetings to support Q2S program transformation in AY 2016-17.

***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*

2017-18 SYNOPSIS: In Fall 2017, CSUSB dedicated its new Faculty Center for Excellence, 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.

***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*

2017-18 SYNOPSIS: Q2S awarded \$181,070 in course releases, \$1,578,111 in stipends and \$49,115 in professional development for a total of \$1,808,296 this academic year. This is significantly higher than AY 2016-17's total of \$524,928.

Additionally, Academic Research awarded a total of \$171,000 to faculty. Eighteen summer fellowships, totaling \$54,000; 12 Professors Across Borders grants, totaling \$25,000; and 20 mini-grants, totaling \$92,000, were awarded. The total amount is \$9,000 less, compared to the office's total awards in AY 2016-17. However, Research Week was expanded in AY 2017-18 to include additional events that promote and recognize faculty and student research.

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

2017-18 SYNOPSIS: The Office of Student Research awarded \$252,646 to support students and \$188,000 was awarded to support faculty. This represents an increase of \$24,767 in student support and \$101,800 in faculty support, compared to AY 2016-17.

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

2017-18 SYNOPSIS: In Fall 2017, CSUSB dedicated its new Staff Development Center which will focus 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.

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**

2017-18 SYNOPSIS: Compared to AY 2016-17, the percentage of Black Tenure/Tenure-Track (T/TT) Faculty decreased by 1%, while that of White and Asian T/TT increased by 1%. Hispanic T/TT stayed the same. From last year, the percentages of new Tenure/Tenure-Track Faculty increased for Black T/TT by 2%. The percentage stayed the same for Hispanic T/TT, but that of White and Asian T/TT decreased by 3% and 8%, respectively. The percentages of Non-Tenure/Tenure-Track Faculty were very similar to last year; they decreased 2% for White and increased 1% for Asian and Black T/TT.

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**

2017-18 SYNOPSIS: In 2017, the tenure density decreased by 1.6% to 56.6%. The target is 63.6%.

Since Fall 2014, Student-Faculty Ratio has decreased by 1.9%; it is currently at 28.0 with a target of 23.8.

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**

2017-18 SYNOPSIS: The Division of Administration & Finance contracted with FTI Consulting, a national leader in the screening and selection of public-private partnership 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

2017-18 SYNOPSIS: The colleges continue to engage in a number of efforts to increase innovative, entrepreneurial activities. The Jack H. Brown College of Business and Public Administration's Inland Empire Center for Entrepreneurship (IECE), for example, offers a 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 2017-2018, IECE supported faculty members from different disciplines—including psychology, social work, kinesiology, art and theatre arts—since their professional initiative reflected the interface between their own academic discipline and entrepreneurship.

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**

2017-18 SYNOPSIS: In the third year of the plan, the Division of University Advancement has elevated itself into one of the highest performing development teams among Tier 1 CSU campuses. After just 22 months in the public phase, CSUSB has raised \$47.4 million towards the \$50 million Campaign for CSUSB, the largest single fundraising initiative in university history.

As set by the 2013-14 fiscal year baseline of \$5.9 million in philanthropic support, the university has since averaged \$11.8+ million, or a 100 percent improvement.

Non-resident revenue is \$8,230,606 in FY 2017-18, up from \$8,046,960 in FY 2016-17.

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**

2017-18 SYNOPSIS: The campus-wide master planning process for both the San Bernardino and Palm Desert campuses incorporated an evaluation of existing campus resources, specifically with respect to campus space allocation and utilization. Both plans have been approved by the CSU Board of Trustees and can be located at: <https://www.csusb.edu/master-plan>.

Campus process improvements have focused primarily on utilizing technology to streamline operations. Several campus initiatives were implemented that highlight campus efforts to improve efficiency such as: Concur Travel Approval; Centralized Authorization System; Online Key Request and Access Management; Paperless Work Order System; Central Heating and Air Plant Automation and low temperature conversion; scanning and digitizing facilities as-built drawings; updating office websites and posting status of building projects and campus master plan revisions online; Implemented Peer Transfer; automated record of Delegation of Authority (DA) repository; simplified workflow for various payment collection types for students and all services integrated into the payment portal; online services have improved with convenient locations and real-time interface with various subsystems; and incorporation of a Parent Pin for payment processing.

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**

2017-18 SYNOPSIS: The University Advancement division in 2017-18 saw an increase in proposals submitted to companies, foundations and other philanthropic funders (*not including proposals submitted to individual donors*). A total of 108 proposals resulted in approximately \$4.1M in funding for CSUSB, with several million expected next year. The Office of Corporate and Foundation Relations continues to engage faculty in new collaborative funding opportunities with major funders where no previous relationship existed.

Through the Office of Research & Sponsored Programs, the university secured a third annual all-time high during FY 2017-18 totaling \$38.3 million in newly awarded grant dollars. Of those new funds, more than \$32 million were awarded to the colleges within the Academic Affairs Division, compared to \$28 million the previous year. Overall, nearly 100 new proposals were developed and submitted, totaling more than \$28 million in new funds requested for FY 2018-19.

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**

2017-18 SYNOPSIS: The Office of Community Engagement (OCE) launched a new Community Engagement Faculty Associate program to assist faculty with community engagement in the classroom, for research and for other service activities. The program is based on national and CSU best practices. OCE also reinstated its Community Engagement Faculty Travel Grant program to encourage faculty to attend discipline and/or higher education community engagement conferences. Seven travel grants were awarded totaling \$11,054. In addition, an informal survey of faculty was conducted to determine barriers in campus policies and procedures.

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

2017-18 SYNOPSIS: The Office of Community Engagement staff continue to collect and update existing partnership information in a central database. Planning is also underway for a RPT professional development series to assist faculty with the preparation and review of documentation. Additionally, OCE generated \$251,552 in new funds. Of that, \$105,000 was received in one-time funds for the CSUSB Basic Needs Initiative.

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**

2017-18 SYNOPSIS: The Office of Community Engagement received \$25,000 this year in new Strategic Planning funds. These funds were distributed to faculty through a competitive grant process to develop new community partnerships with nonprofit agencies and schools.

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**

2017-18 SYNOPSIS: Through written, verbal and visual communications, the Office of Strategic Communication promotes 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.

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**

2017-18 SYNOPSIS: The Office of Strategic Communication launched 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.

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 increasing recognition of the university's contributions to the community.

This university-wide integrated marketing plan features advertising, media relations, public relations, promotion, partnerships, direct marketing and social network marketing—all coming together to create synergy around *We Define the Future*.

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**

2017-18 SYNOPSIS: Student Affairs departments delivered cultural, social, educational, and recreational activities on the San Bernardino and Palm Desert campuses that created a multifaceted and engaging student life experience. New programs focused on topics student

care deeply about including equity, sustainability, healthy living and meaningful connections as well as other fun and recreational activities.

The Santos Manuel Student Union (SMSU) continues to serve as a hub of student activity with a 28% increase in events and program participation from AY 2015-16 to 2016-17, and an additional 22% from AY 2016-17 to 2017-18. In an effort to expand tailored programming and services that promote cultural pluralism and ethnic diversity, the SMSU opened 4 new identity centers (Pan African Center, 2016; LatinX Center, 2017; First Peoples' Center, 2017; and Asian/Pacific Islander Center, 2018) under the umbrella of the Cross Cultural Center.

Participation in student government activities, clubs and organizations reflects students' connectedness to the campus and events, programs and services that match their needs and interests. Annual Associated Students, Inc. (ASI) election participation increased in each of the past 3 years (AY 2014-15 to 2015-16, 9%; AY 2015-16 to 2016-17, 5%; AY 2016-17 to 2017-18, 17%). The percentage of chartered student clubs and organizations increased by 4% from AY 2015-16 to 2016-17 and while it fell by 9% from AY 2016-17 to 2017-18, the overall percentage of student members in all chartered clubs and organizations increased by 13% for this same time period.

Several new efforts began in AY 2017-18, focusing on enhancing the student life experience. Recreation and Wellness introduced a unique adventure transition program for incoming first-year and transfer students that is designed to help new students meet other students and promote affiliation with the campus, fitness and fun. The Office of Student Engagement worked with staff and faculty to create Pathways to Student Engagement which highlight and encourage various entry points and continuous engagement opportunities. These pathways, including some HIPs, will complement curricular roadmaps. Additionally, assessment efforts are underway to learn more about various ways to engage commuter students; a new Student Engagement Coordinator will lead future programming efforts based on these data.

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**

2017-18 SYNOPSIS: In Spring 2020, the Office of Strategic Communication will partner with the Office of Institutional Research to conduct a comparative analysis of the 2012 Institutional Research (IR) 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**

2017-18 SYNOPSIS: In Spring 2020, the Office of Strategic Communication will contract with brand 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. **SCHEDULED FOR COMPLETION**

2017-18 SYNOPSIS: The Office of Alumni Relations has defined engagement based on four cornerstones: (1) Mail able or e-mail able alumni (up 12.69% and 10.10% respectively); (2) Membership in the Alumni Association (up 379%); (3) Unique Volunteers (up 377%); and (4) Unique Registrants at Alumni Events (up 470%). In addition, it's important to note that in AY 2017-18, University Advancement booked \$2.2 million in alumni giving. Its three-year averages of total number alumni donors has consistently exceeded the goals set by the Chancellor's Office.

Full Goal 5 Outcomes and Report

CSUSB'S STRATEGIC PLAN 2015-2020

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 confidentiality. 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

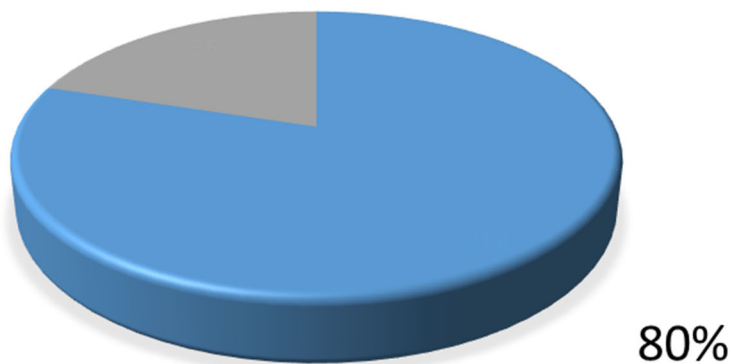
Provide learning experiences that promote student success, achievement, and academic excellence and prepare students to contribute to a dynamic society.

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

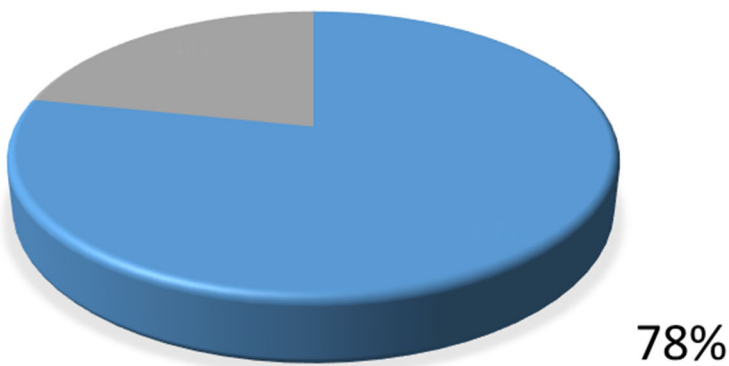
Objective 3: *Conduct annual surveys to assess students' sense of belonging, engagement, and inclusion. Establish baseline measures and then design programming to ensure continual improvement.*

I FEEL I BELONG AT THIS CAMPUS



Current Student Survey, F2017 First-time Freshmen

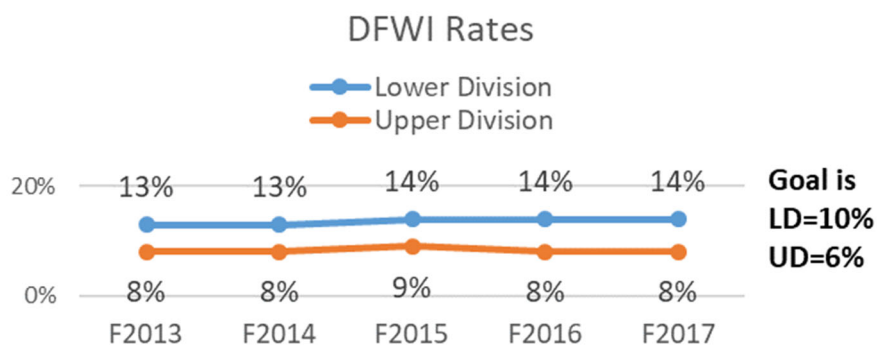
I FEEL I BELONG AT THIS CAMPUS



Current Student Survey, F2017 All Undergraduate

About 4 in 5 first time freshmen, or 80%, felt that they belong to this campus at the end of their first year (n=273). This is 16 percentage points higher than last year's cohort. The result was similar for all undergraduates (n=2213).

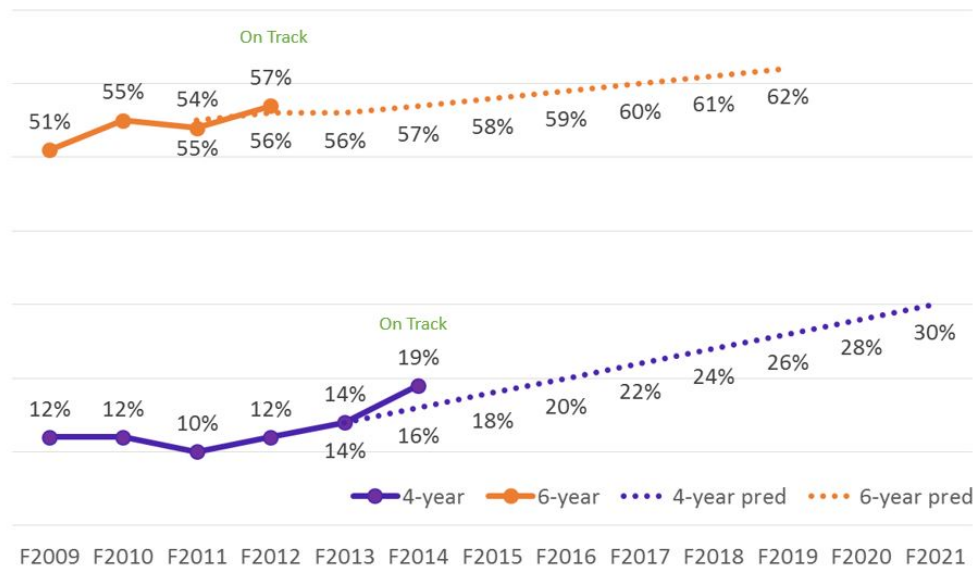
Objective 4: Increase student success by maintaining high academic standards while reducing the overall DFWI (grades of D, F, withdrawal, incomplete) rate through improved course learning conditions and enhanced co-curricular support. Aim to reduce the rate in lower division courses from 13% to 10%, 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.

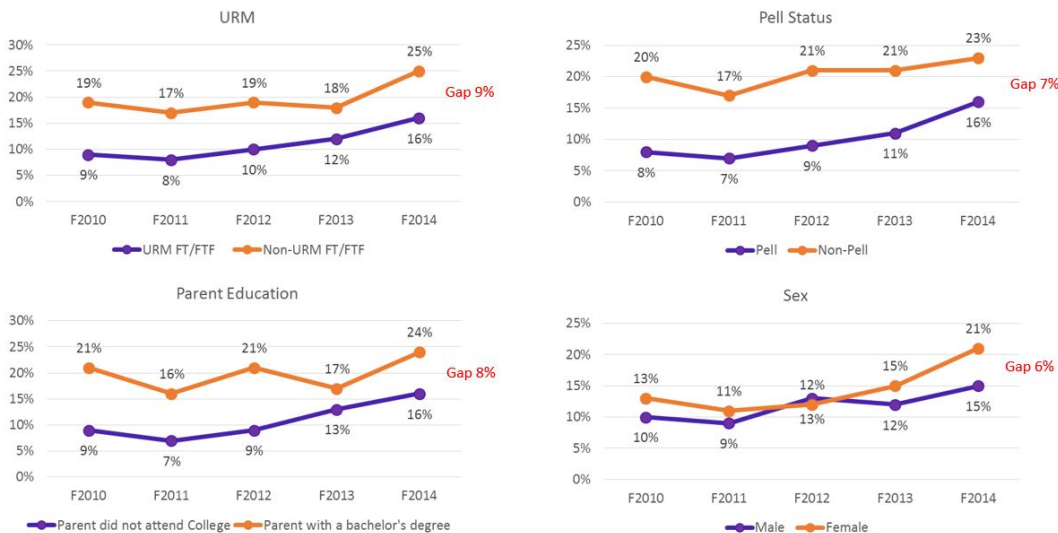
Objective 5: Stay on track to meet or exceed the CSU's Graduation Initiative 2025 targets with a four-year graduation rate in 2020 of 15% or higher, a six-year graduation rate of 52% or higher, and an underrepresented minority (URM)/non-URM achievement gap of 0%. For transfer students, by 2020 achieve 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.

FTFT Graduation Rates



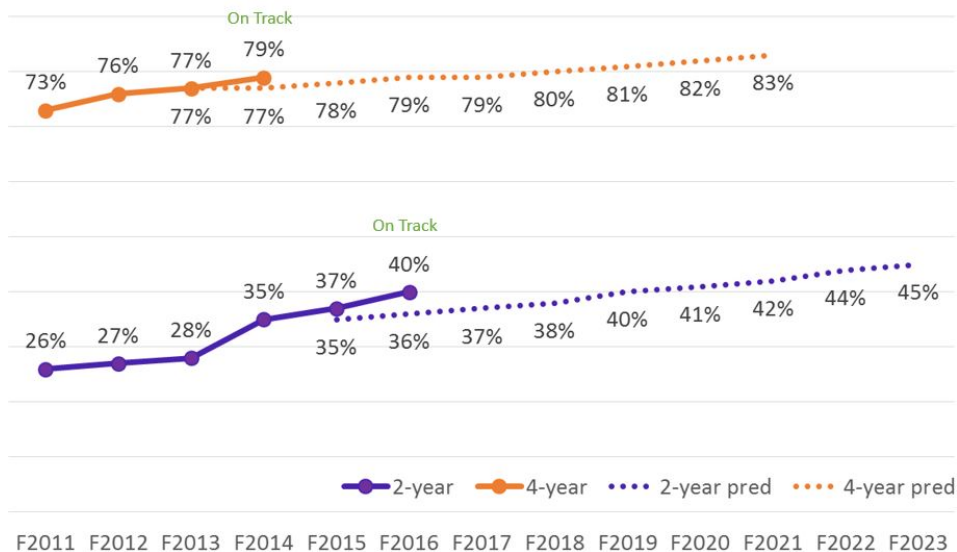
For the latest full time, first time freshmen (FTFT) cohorts, 4-year and 6-year graduation rates increased by 5% and 3%, respectively, from last year. Both graduation rates are on track for the GI2025 goals.

FTFT Equity Gaps on 4-Year Graduation Rate



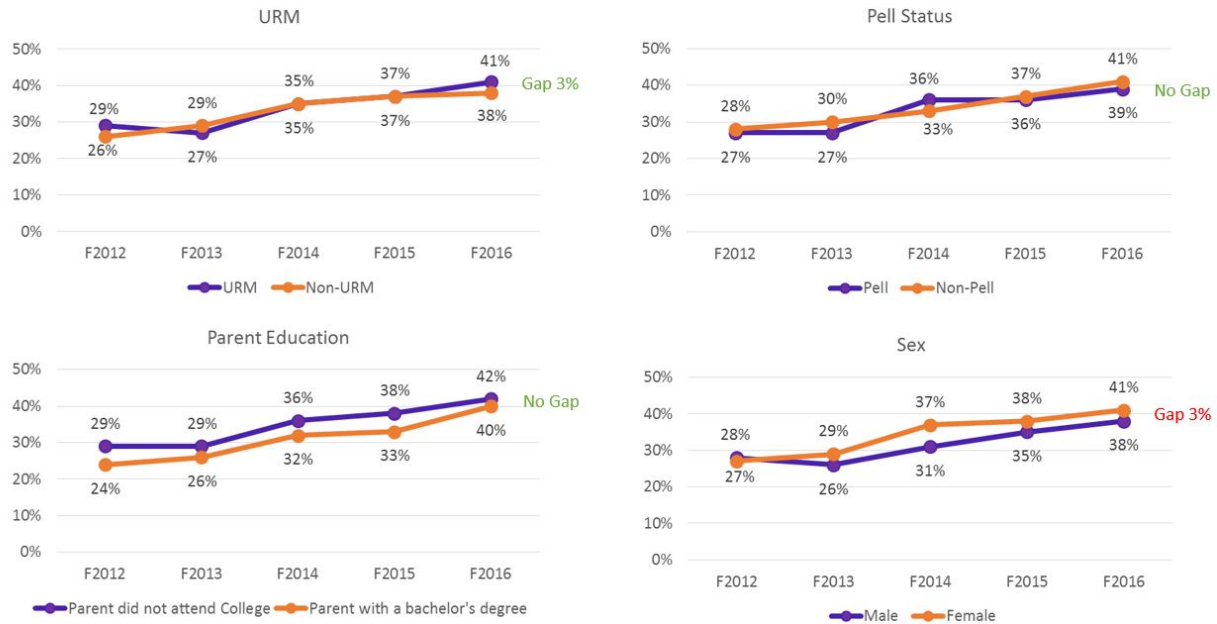
Although the achievement gap for Pell Status decreased from 10% to 7%, the gap for URM, Parent Education and Gender increased by 3% to 4%.

Transfer Graduation Rates



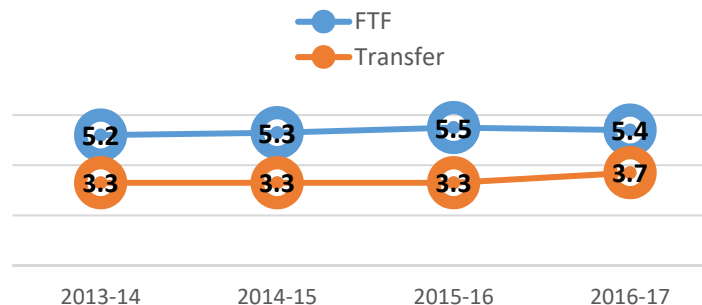
For the latest Transfer cohorts, 2-year and 4-year graduation rates increased by 3% and 2%, respectively, from last year. Both graduation rates are on track for the GI2025 goals.

TFR Equity Gaps on 2-Year Graduation Rate



There is no achievement gap for Pell Status and Parent Education. URM and Female students had 3% higher 2-year graduation rates than Non-URM and Male students, respectively.

Years to Degree



Years to degree has slightly decreased for FTF as compared to last year, but it has increased for transfers by 0.4 years.

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.

Strategy 1. *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)*

- In collaboration with the Teaching Resource Center (TRC), the Division of Information Technology Services (ITS) increased professional development opportunities for faculty to integrate technologies into their curriculum and the teaching learning processes.
- The College of Arts and Letters (CAL) developed the infrastructure for faculty reassigned time and produced general guidelines via the Reassigned Time Task Force. This Task Force had representation from each department and its charge was to make recommendations to the dean for appropriate reassigned time.
- In the College of Education (COE), a majority of the faculty have received stipends or release time to participate in the Quarter to Semester (Q2S) process since all of the masters programs needed to be submitted in Phase 1, which account for half of the programming in the college.
- A COE task force received funding to create the Advising Plan.
- COE provided reassigned time for the final year of the seven-year accreditation cycle, and each year faculty who are in the program coordination are provided funds.
- Due to both a new teaching performance assessment (TPA) and a major revision to the Educational Administration program, professional development funds were provided to the faculty to attend meetings with the Commission on Teacher Credentialing (CTC) and to address curricular and programmatic redesign.
- With support from the external IUSE grant, College of Natural Sciences (CNS) faculty have led and participated in a variety of faculty learning communities focused on improving classroom teaching through integrating evidence- and equity-based pedagogical strategies in STEM fields. Four teaching communities have been formed that include CNS department chairs, lecturers, non-tenured faculty and faculty who participated in earlier teaching learning communities. The chair learning community is preparing chairs to appropriately value and reward evidence-based teaching strategies.
- The Department of Geological Sciences hosted a teaching workshop on active learning strategies for large, introductory, lecture courses attended by 15 CSUSB faculty. The attendees included four lecturers in geology, three tenure/tenure-track faculty in geology and eight faculty members from other departments and colleges. CNS faculty have been participating in other Q2S professional development opportunities often including HIPs (e.g., integrative learning; writing-intensive; freshmen seminars). Participants in the teaching workshop met for two brown-bag lunches in November to discuss implementation of HIPs in their courses.
- For AY 2017-2018, the Jack H. Brown College (JHBC) approved a total amount of \$436,954 for stipends. The summary of reassigned times in the college is given below.

Quarter	ADMIN/CHAIR/DEAN Reassigned Time(Units/4)	Director Reassigned time(Units/4)	Faculty Reassigned time(units/4)	Total
Fall 2017	18	4	29.5	51.5
Winter 2018	18	8	34	60
Spring 2018	18.5	10	40	68.5
Total Reassigned time	54.5	22	103.5	180
Total value(reassigned time *4600)	\$250,700	\$101,200	\$476,100	\$828,000

- This past year, the College of Social and Behavioral Sciences (SBS) appointed a task force charged with evaluating existing reassigned time practices and making recommendations for the awarding of reassigned time going forward. The purpose of this was twofold: to more responsibly and equitably manage College resources and to distribute future reassigned time in ways that best promote excellence in teaching and research.
- SBS has begun planning a teaching training seminar to be held during the 2018-19 AY. This seminar's focus will be on enhancing student success and engagement in large lecture courses, those courses responsible for some of our College's highest DFWI rates. Faculty have reported challenges in engaging students in these courses, and this seminar seeks to address that challenge and others. Our leadership team has also reached out to the TRC for support and potential collaboration with this effort.
- SBS departments have also sought to support faculty interested in providing learning experiences that promote student success. For example, the Department of Psychology has worked to strategically support instructor's efforts to use ISAs and HIPs in high-enrollment courses. For example, students who complete the redesigned PSYC 530 course are intentionally exposed to HIPs, especially the two that can be implemented within a single course (intensive writing, collaborative projects). These students are also trained to develop and apply rubrics for both oral presentations and written work, to provide face-to-face feedback on both oral and written work, to write multiple choice test questions and to interpret item statistics from both the test center and BB. They are also trained to detect plagiarism using both available software and critical reasoning. This revamped ISA preparation creates space for instructors to better manage the workload involved in using HIPs with large classes. AY 2017-18 data suggest that ISAs trained through this course have done very well in supporting HIPs in large lecture sections.
- This past year, the Psychology B.A. was official designated as an impacted program. While this will necessarily restrict access to the program to a limited degree, it will more importantly promote student success through more manageable class sizes, enabling more instructors to

use time-intensive or work-intensive HIPs, and allow tenure-track faculty to provide more hands-on mentoring and advising to Psychology students.

- Several departments in SBS have also engaged in strategic course redesign to reduce bottlenecks and improve student success rates in the College. For example, PSYC 101 and our core research methods course (PSYC 311) have both undergone significant redesign over the past two years to address different concerns. PSYC 101 has had an ‘access’ problem. Designed to be one of the first courses taken in the major, freshmen and many sophomores were effectively locked out of the course because of excess demand. The newly designed course allows multiple sections to be offered each quarter by enlisting Psychology graduate students to serve as instructors of record under the direct supervision of a TT faculty member. PSYC 311 was an impediment to student success because of high DFWI rates. It has been redesigned for semester conversion and will now consist of two distinct courses, with one preparatory course being lower division (available on campus or at the community college level), and the other continuing to be upper division. The lower division course will also build in HIPs and include exercises that target specific skills preparatory to the writing of research reports featured in the upper division course.
- The TRC provided 4 awards for reassigned time in the Spring; 10 summer course development grants; and 16 stipends to travel to conferences to learn about evidence-based teaching techniques. Additionally the TRC offered Multi-Day Institutes: 3-Day Problem-Based Learning Institute (15 faculty); and 3-Day Advising Institute (83 faculty/advisors/administrators). The TRC included the Facilitators’ Learning Community for 12 faculty to assist in faculty development activities and co-sponsored a Diversity, Equity, and Inclusion Faculty Learning Community for 12 faculty to incorporate equity-based teaching in their courses.
- The Office of Community Engagement (OCE) awarded \$114,574 for 37 community-based faculty grants; faculty awardees represent all CSUSB academic colleges.
- Service learning was significant this year with 164 course sections with 1,953 students contributing 58,590 service hours resulting in a value of over \$1.7 million to local communities. The OCE additionally hosted a service learning roundtable with community partners and faculty to share best practices.
- Academic Personnel (AP) recruited and hired a full time faculty assessment coordinator and a full time faculty director for TRC. The new Director of the TRC has conducted a strategic planning process prioritizing the strategic planning goals to improve student success in courses with historically high DFW rates, outreach plan to lecturers, and integration of the work of Academic Technology Initiatives (ATI) with the TRC to increase the quality and quantity of hybrid and on-line courses. The faculty coordinator for assessment efforts and the faculty support for program reviews will help contribute to a successful WASC mid-cycle review and a campus climate of continuous improvement.

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)

- CNS Interim Associate Dean attended a conference on HIPs in February 2018. A presentation about HIPs was given to CNS department chairs and worked with chairs to identify HIPs that are being implemented within departments. A preliminary inventory was compiled, which has been shared with Undergraduate Studies to allow Institutional Research to track student participation in courses that include HIPs.
- Every CNS department engages in HIPs at one level or another. Most departments in the college offer undergraduate research opportunities for many students. Some of these courses are required for all students in the degree program. Many departments also offer grant-funded opportunities for students to engage in paid undergraduate research.
- Several CNS departments/programs require writing-intensive courses for all students in their programs. In some cases, this involves written research papers with multiple drafts, responding to written feedback from faculty. In other departments writing instruction is addressed through lab reports in required courses. The college also offers NSCI 306 in service of the campus-wide GE requirement that all students must complete an upper-division writing course.
- Several departments offer courses with collaborative assignments and projects, and some of these occur in courses that are required for all students in the major. Most departments offer credit for internships. Several departments offer service learning or community-based learning courses and Nursing requires several clinical courses that give students practical experience in hospitals and community health facilities. In Math, an interdisciplinary (with Philosophy), team-taught, Project-Based Learning version of Math 355 (Analysis and Proof) was taught.
- CNS chairs participated in the campus-based HIPs survey; Computer Science and Engineering re-designed the exit survey for seniors and a question related to HIPs is included. Chemistry has administered a survey containing HIPs questions to their senior students. Results are being evaluated.
- An Institutional Research (IR) workshop on the National Survey of Student Engagement (NSSE) survey was given, which will be used by CNS as one measure of the use of HIPs within the college.
- The JHBC Student Success Center (SSC) implemented and tracked a wide variety of HIPs, including: 141 total Internship placements; 482 students registered for the Career Workshop series including Internships, LinkedIn Basics, and Business Madness; and 1,127 students registered for advising hold workshops.
- The Research Institute of Public Management and Governance (RIPMG) conducted workshops and held conferences to inspire and promote research as HIPs for non-profit personal and professional growth. Some of the workshops/conferences included: Workshop on Ethics and Leadership and Team Building at the 2018 Conference of Minority Public Administrators; and the May 2018 Meeting of the Minds Conference at CSUSB.
- An undergraduate and graduate student team were coached for the International Collegiate Business Strategy Competition (ICBSC). ICBSC is a challenging competitive event that serves universities, their students and the business community. This competition provides

students with an exciting learning experience and the opportunity to network with business executives.

- The MBA Office organized and fully funded six graduate students and a staff member for a civic service learning trip to New Orleans called Track New Orleans.
- The JHBC student clubs and organizations provided students with valuable learning experience as well as professional and social networking opportunities. Many clubs have links to other social media sites. Clubs are supported with an aggregate budget of \$45,000. Following is a brief list of current Jack H. Brown College of Business and Public Administration 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; Financial Management Association (FMA); Future Business Leaders of America (FBLA); Information Security Club (InfoSec); Public Administration Organization (PAO); Society for Human Resources Management (SHRM) and Toastmasters.
- The JHBC has created an Undergraduate Passport Program to build life and professional skills essential to academic success and provided tools for smooth transition from college to career. The program offers activities and workshops that complement classroom learning giving students a competitive edge in career preparation and professional development. The passport program helps students to enhance communication skills needed in the business world, engage in networking opportunities and establish professional relationships.
- The JHBC offered 216 online courses at the undergraduate and graduate levels. Three JHBC faculty received Quality Matters (QM) certifications for their courses, and there were 25 faculty members who attended QM workshops. The Accounting and Finance Department also has undertaken training in department meetings so they can offer high quality online course offerings.
- Every fall and winter quarter, career services are provided to students to help them with their transition to successful careers. Three major components of these services are: Career Planning (October 2, 2017 and January 29, 2018); Speechcraft (October 16, 2017 and February 12, 2018); and Interview Skills (October 30, 2017 and February 26, 2018).
- The JHBC houses a Catalyst Business Accelerator Program, where student startups are supported and nurtured with office space, mentoring and seed funding.
- Marketing students under the direction of marketing faculty planned and hosted two events to raise money for scholarships, Coyotes of Comedy held at Fox Theatre in Redlands on March 16, 2018, and the Golf Tournament held at Canyon Crest Golf Course in Riverside on June 11, 2018. Apart from planning, these students found sponsors for the events and all the proceedings went towards scholarships for marketing students.
- Focused on information assurance education, the CyberCorps: Scholarship for Service (SFS) program gives students scholarship funds in exchange for service in federal government for a period equivalent to the length of their scholarship, typically two to three years. The SFS program is offered by the National Science Foundation (NSF) and co-sponsored by the Department of Homeland Security (DHS). The scholarship, offered to 10 students each year, covers in-state tuition, travel, professional certifications and books for up to three years of

study. In addition, students receive a stipend annually; \$34,000 for graduate students and \$22,500 for undergraduates.

- Undergraduate Studies (UGS) developed a list of potential HIPs courses by college/department/program aligned by the HIPs categories to provide a baseline of curricular high impact practices. UGS also integrated and expanded the Presidential Academic Excellence Scholarship (PAES) and Honors Programs. The new Honors Residence Hall was established and UGS developed the Honors Learning and Living Community. For fall 2018, there will be 141 incoming Honors Students, including 30 PAES students.
- In 2017-18, 203 students participated in Study Abroad programs, which is a HIP. Students went to the following 21 countries: Australia, Brazil, Canada, China, Colombia, Costa Rica, Denmark, France, Germany, Ghana, Ireland, Italy, Jamaica, Japan, Mexico, Panama, South Africa, South Korea, Spain, Sweden, and United Kingdom. The Center for International Studies and Programs (CISP) and the Center for Global Management, working with faculty in several departments, developed four new programs in the following countries: Colombia, United Kingdom (London), Mexico (Mexico D.F. & San Luis Potosi), and India. The Mexico program was developed in partnership with the Mexican Consulate in San Bernardino and the Inland Empire Hispanic Leadership Council. Through this partnership, \$15,000 was secured in additional scholarship funds for students.
- To promote Study Abroad, several recruitment events were held throughout the year, including Study Abroad fairs in November and February and a special presentation at the ASI Open Forum on April 25, 2018. On the administrative side, several advances have been made to improve overall study abroad program administration.
- Working across Divisions with Administration and Finance and Student Affairs, the Education Abroad Guidelines were developed to better prepare faculty and staff who take students abroad. Within the Guidelines, the following forms and documents were revised and improved, to be implemented next year: Budget Worksheet; Trip Emergency Action Plan was modified to include Clery crimes reporting; and the Timeline was revised to ensure earlier program approval and advertisement. The Study Abroad Faculty Pay Guide was developed and approved by the President to ensure consistency in compensation. An overall form with all programs was developed to monitor progress and to share program updates. A shared drive was created for Education Abroad programs to ensure accessibility to all documents. Weekly meetings were established to ensure timely resolution of all issues and to monitor all programs. The Faculty Orientation program was modified to provide a general orientation to all faculty taking students abroad (instead of individual one-on-one meetings). A CISP Faculty Director was hired to help promote Study Abroad programs and internationalization in general. Orientation, administered by CISP faculty director included Clery reporting training. Additional office space was allocated for Education Abroad to provide adequate advising space.
- TRC participated in the campus-based HIPs community. TRC brought “taxonomies” or assessment rubrics to the group from the HIPs in the States Conference, disseminated the

idea of “Assessment Labs” to the CLASS group as a way of involving undergraduate students in research around assessment.

- OCE actively participated on the HIPs Steering Committee, Student Wellness and Basic Needs Subcommittee, and Pathways for Engagement Subcommittee. OCE also developed and utilized a “HIP-High Impact Practice” stamp on event flyers to familiarize students with the High Impact Practice concept and are actively exploring the addition of service learning to new and existing study abroad/study away student experiences.
- The Career Center facilitated and funded 165 10-week student internships through the Career Center Internship Award and 75 10-week student internships through the Stand Up for San Bernardino Internship Award. As a high impact practice, students gained valuable experience, learned about the industry and internship site cultures, established networks with local employers and practiced their verbal and written communication skills in addition to their soft skills. The Career Center has established ongoing relationships with numerous internship sites.
- Annual Giving is the largest employer of student talent in the Division of University Advancement, creating a culture of philanthropy and supporting a myriad of student scholarship funds. 100 percent of our student callers, many of them from an economically disadvantaged background, made a personal contribution to our scholarships funds.

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)

- In March 2018, CAL appointed a new Dean’s Fellow for Assessment.
- COE has cohorts for many of its programs as well as writing sessions particularly for the Ed.D. students after they have completed qualifying exams and move into the dissertation phase.
- The JHBC Student Success Center launched a Student Ambassador Program during AY 2017-18 on the San Bernardino Campus. These Ambassadors help students gain structural support in terms of college resources and career events. The Student Success Center also kept track of student records like internship check-ins, advising check-ins, workshops, networking events, and peer advising every quarter along with providing survival packs to students during their final examination week. The MBA office also offers a Student Ambassador Program which assists students with peer mentoring, recruitment, program suggestions and events across campus.
- 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, peer advising etc.; administrative support for timely data analysis for academic advisors, 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; and using university supplementary instructional services.

- The JHBC Professional Writing Office utilizes writing consultants to help assist students (business majors or otherwise) at every stage of their business writing process. Writing consultants meet with students for 30-minute appointments in which they discuss writing concerns ranging from brainstorming, questions about format and genre (complaint letters, resumes, business reports, memos, emails, etc.), discussion of tone and style, as well as help with the grammatical and mechanical elements of writing for business. The Professional Writing Office has averaged a 72% utilization rate for the 2017-18 AY.
- Several CNS faculty members participated in the residential learning communities established by the Department of Housing and Residential Education; involvement included the Green Learning Community and Women in Science and Engineering Learning Community.
- Many CNS departments use a variety of supports for student learning offered through various offices on campus, including Supplemental Instruction (SI) offered through Undergraduate Studies, Peer Lab support offered through the Office of Student Research, and student support from SAIL. A number of CNS courses began taking advantage of SI support in 2016-17 or earlier, and continued or expanded the number of sections served in 2017-18. For example, in 2017-18, the Physics department continued their use of Peer Lab support in five Physics courses. Expansions of student support to new courses in Fall 2017 include the creation of a Peer Lab section and a SAIL section of CHEM 221A (leading to a 4-point drop in DFWI rates), the establishment of a Chemistry faculty coordinator for SI/SAIL/Peer Lab sections, the addition of SI to one section of Math 90 using an embedded SI model, and piloting of the embedded SI model in Math 110, as well as new Peer-Lab support for KINE 480.
- Two years ago, SBS created their SBS Student Statistics Tutoring and Support Center (SSTSC). Its purpose was to provide structured learning supports in quantitative methods courses across all college disciplines as these courses posed significant impediments to student success. The SSTSC provides a variety of tutoring services for students and, as of AY 2017-18, none of these courses had DFWI rates equal to or greater than 25% (the SBS DFWI threshold for unacceptable).
- At the department level, SBS faculty and chairs have also sought to improve student success in "high-risk" courses by working collaboratively with the Office of Undergraduate Studies to deliver SI each quarter. In AY 2017-18, SI components were added to dozens of individual course sections. For example, the Department of Psychology alone added SI to course sections in PSYC 100, 105, 210, 311, and 363. The Dean's office identified courses with unacceptably high DFWI rates. Two years ago, the College established a "red flag" threshold of 25% for SBS courses. Department chairs with courses above or near that threshold were asked to critically examine the causes of high DFWI rates, and to identify solutions.
- The Palm Desert Campus (PDC) continued to implement the cohort model of Learning Communities. This year was the second year of the implementation and continues to be successful. Each community is assigned a peer mentor that works with the cohort throughout

the year. Additionally, University Hour was held each Tuesday and Thursday from noon until 2:00 p.m., allowing students to go to the Student Success Studio, attend club meetings, volunteer, or attend special events held by the campus.

- Undergraduate Studies (UGS) piloted a pre-set course schedule for the PDC first time freshman orientation that will link the myCAP and Schedule Planner. UGS also expanded Supplemental Instruction and Student Mentoring (SM) programs and targeted tutoring toward high DWFI courses. This year a focus was on developing community and sense of belonging for Honors, Educational Opportunity Program (EOP) and Student Assistance in Learning (SAIL) Programs.
- The College of Extended Learning (CEL) worked with UGS to include Supplemental Instruction in the Coyote First Step program to enhance first-time freshman learning experience during the summer.
- The library established a Learning Community as part of its Innovation Lab. It is composed of students who use the lab and are willing to share their knowledge and skills with other students. Students who work in the Innovation Lab coordinate activities for the Learning Community.
- Academic Programs (AP) completed an external evaluation of academic advising with specific recommendations for review and implementation in 2018-19 AY.

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)

- COE provided mentors for new faculty and hosts a lunch with the dean at the end of fall or beginning of winter to see if their expectations have been met relative to their appointment.
- The externally funded learning communities initiated by prior CNS leadership have included a learning community for new faculty. There was a pilot in 2017-18 that had six participants - two from business, two from nursing and two from mathematics. The next one is due to start in September 2018.
- The JHBC held new faculty orientations on March 2 and May 4, 2018. The main topic of the orientations are faculty success. The panel discussions were focused on leadership, faculty success factors, knowledge discovery and scholarship excellence, teaching excellence, advising tools and best practice, SSC information and advising basics. The JHBC Faculty Guide 2018 has been updated to incorporate any revised changes regarding university and college policies and procedures.
- All new faculty members hired into SBS are specifically encouraged to participate in TRC training opportunities. Further, the importance of faculty participation in pedagogical training is stressed and acknowledged in the RPT process across SBS departments. At the beginning of each academic year, the College also offers an orientation for new lecturers in which a manual with various resources, including the TRC, are provided.
- TRC worked with Faculty Affairs and Development to create a year-long New Faculty Orientation Program and 2-day institute in Fall. TRC is responsible for the following curriculum: Intro to Faculty Center for Excellence and faculty development opportunities; Developing a Learner-Centered Syllabus; Learning Objectives; Accessibility; Syllabus

Policies; and Final Exam as a Learning Experience. 12 2-hour meetings took place during the academic year, at least 1/3 of which are devoted to pedagogical issues: Introduction to the TRC and faculty professional development around teaching; Diversity in the Multicultural Classroom; Supporting Students in the Classroom; Developing a Practice of Continuous Improvement in Teaching; and coordinating with the ISSUESX grant to offer a 2nd Year Learning Community for new faculty constructed around evidence-based teaching practices. This will also have a 2-day institute to launch in Fall. Participants will implement and evaluate the results of a new teaching practice. The curriculum includes: How People Learn & Metacognition; Deficit-Minded Thinking vs. Cultural Capital and Bandwidth Recovery; Backward Course Design - Threshold Concepts to Learning Outcomes; Identity and Its Effect on College Students (Stereotype Threat); Equity-Based Teaching Practices; Active Learning Pedagogies; and Evaluating Student Work.

- The OCE led a professional development session on community-engaged scholarship and service learning pedagogy for new tenure-track faculty hires. OCE additionally provided individualized consultation and assistance for new faculty to develop community networks and begin community-engagement work.

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)

- Most of COE's programs are 50% or more clinical which have an 8-1 maximum enrollment for a 4-WTU course. COE has no undergraduate programs and no large enrollment classes. Its methods (pedagogy) courses are structured in ways that maximize student learning.
- In part, decisions on new tenure-track positions within CNS have been based on tenure-track density, and growth in programs. Other tenure track hires were recommended based on replacing retired/resigned faculty and prior failed searches.
- In order to make decisions about hiring new JHBC tenure-track faculty, important factors like Student to Faculty Ratio (SFR), bottleneck courses, Tenure Track Density, accreditation requirements and areas of growth are considered. In addition to tenure-track faculty hiring criteria, the JHBC also uses the PHD Project as a hiring outlet (www.phdproject.org); its mission is to increase workplace diversity by increasing the diversity of business school faculty who encourage, mentor, support and enhance the preparation of tomorrow's leaders. Their main objective is to inform and educate underrepresented students about all aspects to a business doctoral program and encourage them to follow their dream of becoming a professor. PHD Project also aims to increase the number of minority business professors who can function as role models and mentors.

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

- COE has cohorts for many of their programs as well as writing sessions particularly for the Ed.D. students after they have completed qualifying exams and move into the dissertation

phase. Additionally, because many of the students in this area are FTF and may have experienced AVID as a K- 12 learner, COE helps them shift to AVID strategies and understandings as part of the teacher preparation. Many of the college's programs also have clubs associated with them such as the Teach Club, Educational Counseling Graduate Student Association, or student Association of California School Administrators.

- To support students' success, the CNS dean and chairs have identified courses with the highest DFWI rates. Many of these are now supported with SI (supplemental instruction) where student tutors attend lecture and then hold study sessions/office hours to assist students.
- The JHBC faculty have actively participated in student support programs to ensure student success. The accounting department conducted the Voluntary Income Tax Assistance (VITA) program from January 2018 to April 2018. VITA filed 352 tax forms to IRS and returned back \$469,523 to the community. This hands-on experience contributed fundamentally to student success and 60 students gained experience in filing taxes. Up to 15 students annually attend the week-long Specialty Equipment Market Association (SEMA) conference, the premier worldwide event showcasing hundreds of latest trends, tools and products from the automotive aftermarket.
- SBS faculty, particularly in programs offering online courses, have created virtual student communities and support programs to promote student success. For example, the Department of Criminal Justice created a "virtual lab" for all students enrolled in CJUS 101, Introduction to Criminal Justice. The Department also implemented TouchCast to integrate videos with questions to support student learning in CJUS 212 (Statistics in Criminal Justice).
- At PDC, Lessons from Leaders was expanded to two quarters, providing networking opportunities with the successful CEOs and community members who attend the lectures. Additionally, membership in the Ambassador Organization and PEACHes group have increased to 70 and 9, respectively. Student leadership opportunities increased with additional clubs: OPHELIA project, PDC Dance Club, History Club, PDC Photography Club, PDC Golf Club, PDC Paws Radio Club, and Catholic Club.
- PDC is working to create an independent study program for students to earn credit for completing service-learning and community engagement activities.
- PDC has made extensive progress in implementing proactive advising system – contacting "at risk" students identified by faculty and referring to campus resources such as advising and the Student Success Studio, which is well utilized, serving approximately 30% of the PDC student population this year.
- Additional PDC student events were held and there were increases in student participation: PDC Water Olympics; Fun Under the Rainbow; Movie events (i.e., Coco); Steel Drums concert; and the new radio station, PAWS Radio.
- 48 PDC students participated in internships this year, and combined with the summer numbers PDC will exceed the number of participants as compared to 2016-17. Additionally, the number of SOAR leaders was doubled this year.

- Recruitment and monitoring of the Leadership and Community Service Certificate program yielded 14 PDC students recognized with stoles/certificates at commencement – up from 4 the previous year.
- Incentives were offered to PDC students who participated in research showcase/poster sessions. Space and materials were made available to Academic Research to hold information sessions on the PDC.
- UGS redesigned Early Start Program (ESP)/Coyote First Step (CFS) to pilot the first in a 3-term GE math course that is at the collegiate level and provides baccalaureate credit. Additionally UGS is developing a series of curricular and co-curricular support programs for CFS (including enhance tutoring, mentoring, and SI). Student success metrics continued to be elevated in terms of completion of GE math, retention, and graduation and the impact of various curricular and co-curricular activities. Use of USTD 100 (for first time freshman) and 200 (for probation students) to help students with meta-cognition, cultural capital, critical literacy, and interactive learning occurred. UGS continued to promote proactive advising for Undeclared, Probation, 2/4-Year Pledge, Super Seniors, Honors, EOP, and SAIL students, as well as providing Peer Led Undergraduate Success Services in Supplemental Instruction, Student Mentoring, Tutoring, and Writing Center to support student success. A cohort-based proactive advising program for first time freshman, transfer students, and super seniors was provided through quarterly campaigns by our graduation and retention specialists. Published 2-year course schedules, and *Who is my advisor* flyers were published for all degree programs. UGS is also piloting the pre-loaded course schedules for PDC first time freshman, integrating the myCAP and Schedule Planner platforms.
- To help new international students integrate better into campus life, CISP implemented the inclusion of student volunteers into the new student orientation. CISP also sponsored several events such as i-Speak and Open Fora during Winter and Spring quarters. It has recruited 14 active volunteers as International Ambassadors.
- Pfau Library instruction includes an assessment component and data related to pre- and post-tests are regularly collected.
- Outcomes for at-risk EOP and USTD 100a students who participated in service learning included a statistically significant increase in service learning self-efficacy and 99% retention rate from Fall 2017 to Winter 2018.
- Over 1,500 bags of groceries (fresh and nonperishable items), 1,250 individual meals and 250 hygiene kits were distributed to students experiencing food insecurity through The Obershaw DEN. Additionally, over 200 students received CalFresh benefits to assist with purchasing healthy produce and other groceries. DEN students were educated about campus and community-based resources for assistance with basic needs and other social support programs. OCE hosted a variety of programs during National Hunger and Homelessness Week to raise awareness of campus and local community needs and to develop advocacy skills and behaviors.
- Academic Programs recruited and inducted 99 new members of the Phi Kappa Phi Honor Society, an increase from 68 new members in 2017-18. Also, a campus effort was initiated to collaborate with Stanford University on a growth mindset program for first time 2018 incoming

freshman. This 30-minute online program includes survey questions, short reading passages, and brief reflection exercises. Students learn that the brain is malleable and behaviors can increase abilities, along with the importance of effective study strategies. Stanford's findings demonstrate that this program can increase by 4 percentage points in continuous, full-time enrollment after a semester among underrepresented and first-generation college students.

- The Student Success Initiative ensured a student-majority committee provided oversight to the 2017-18 funding of \$3 million in student-fee funded projects and services related to advising, career services and student engagement. Funds supported numerous projects across campus including college-based advising initiatives, the Palm Desert Student Success Center, the annual "Know Your SSI Fee" Fair, undergraduate and graduate research, and the 2018 Social Justice Summit (csusb.edu/ssi).
- The Division of University Advancement expanded funding opportunities to support worthy scholars and high-impact practices. Thanks to the growth of the endowment as well as the outcomes of the Philanthropic Foundation Board's investment strategy, a record \$1.4+ million from the endowment will be made available for student scholarships and academic programs that enhance the student experience. In addition, over \$1.31 million will be made available from expendable funds to support scholarships, study abroad and other high impact practices. A record \$2.7+ million will be available to enhance the student experience and position many students to graduate debt free.
- Student success is also celebrated through the imagery of the CSUSB Branding Initiative. Via videos and stories, told on the Inside CSUSB newsmagazine as well as billboards, marketing collaterals and social media, students are showcased for their remarkable impact in their discipline and community.
- The Division of Student Affairs worked closely with Math and English department chairs, the new Dean of Undergraduate Studies and the former Interim AVP/Dean of Undergraduate Studies to implement the CFS 2017 summer program while also working with the CFS 2018 Core Team to adapt CFS 2018 to reflect new and evolving CSU Early Start Executive Order guidelines. The Summer 2017 program, per the external Cobblestone annual evaluation, resulted in 89% of 1,136 student participants reducing the number of developmental courses needed to be deemed CSU GE-ready by at least one course.
- Coyotes Rising, a new summer program for high achieving, African American high school students began this academic year. The program provided the 26 participants with tools and experiences on topics of togetherness, leadership, community, and academics. The goal of Coyotes Rising is to expose the students to the opportunities available at CSUSB and team members will be reaching out to students throughout their senior year to keep them in the pipeline for Fall 2019. These conversations will include individual help with the admissions application, answering financial aid questions, and updates on admissions deadlines with monthly calls through the point of matriculation to CSUSB.
- The Division of Student Affairs opened the Asian and Pacific Islander Center and at the request of CSUSB students, re-named the Pride Center to the Queer and Transgender Resource Center.

Strategy 2.2. *Ensure that student support programs are systematically delivered effectively and efficiently. (Contributes to objectives 1, 3, 4, 5, 6)*

- CNS faculty from Biology, Computer Science and Engineering, Geology, Health Science, Kinesiology and Physics attended CSUSB's Advising Institute, Dec. 12-14, 2017, and most CNS departments were represented at the Q2S advising training on April 6, 2018. CNS faculty and advisers were among the coordinators and presenters at the session. All CNS departments created Q2S advising plans to support students through the transition and to help those who can graduate before the transition to do so. The departmental advising plans were reviewed by the Dean and Associate Dean. Departments specified their Q2S lead advisers and began implementing their Q2S advising plans in Spring 2018. Many CNS faculty advisers have attended training sessions for PAWS, EAB and MyCAP and are using these tools in their advising. CNS departments have also submitted advising materials (road maps, lists of quarterly course offering for the next two years, Q2S translation tables, ADT (SB 1440)).
- CNS is also engaged in a controlled study of advising effectiveness funded by a Title III grant supporting Advising 4 Undergraduate Success (A4US). The A4US program includes three key activities: (a) intrusive academic advising for students supported by the use of new technology; (b) Professional Learning Community for STEM faculty members and STEM Counselors; and (c) participation in a STEM Network.
- The JHBC Student Success Center and the MBA Office conducted student support programs that helped students stay on track with their respective goals. On March 24, 2018, the MBA Spring 2018 student orientation and advising event occurred, with 18 new students attending the orientation session and 10 current students attending the advising session. Similar sessions are held each quarter. Throughout March and May 2018, the MBA Office had 28 and 50 advising appointments respectively and 56 student office visits for more information and answers to specific program questions. Summer and Fall advising sessions were conducted during the first two weeks of May, and each advising appointment is now done on an individual basis. The Student Success Center conducted five workshops for students: Resume workshop on Feb. 2, 2018; Interview skills workshop on Feb. 9, 2018; Intro to Internships on Feb. 16, 2018; LinkedIn/Networking Basics workshop on Feb. 23, 2018. More than 100 students participated in these workshops. The fourth annual Business Madness and Internship Networking Event was held in spring quarter where more than 300 students participated.
- Efforts to deliver effective and efficient student support programs in SBS are widely evident throughout the College. Examples include the Department of Political Science's hosting of a Department Student Writing Symposium that showcased undergraduate and graduate student research, SBS departments working in close partnership with our professional advising team to offer "intrusive advising" in order to help meet Graduate Initiative 2025 goals, and promoting student engagement through discipline-specific honor societies (e.g. the national-award-winning chapter of Political Science's Pi Sigma Alpha and

the National Security Club, a community for students interested in a career in national security).

- UGS utilized external evaluators for the CFS program, deployed i-Dashboards for SI and SM programs, began to use Population Health Dashboards (EAB), and developed Key Performance Indicators (KPI) for UGS.
- The Dean works in conjunction with all Coordinators (Department Heads) to ensure that all library functions run systematically and efficiently in support of student success. Some examples include aligning the acquisition of library materials with academic needs in each subject area; materials ordered, received, cataloged, and listed in the library's online catalog; providing research assistance to students efficiently and in a timely manner; and providing consultation research services by appointment.
- OCE frequently collaborated with other Academic Affairs, Student Affairs and University Advancement offices to co-fund student engagement programs for budget efficiencies. OCE employed 9 Federal workstudy students as a cost-reduction measure, and solicited donations of funds, food and hygiene items for The Obershaw DEN from the on- and off-campus community, including businesses and local grantors. New partnerships include Kaiser Foundation for grant funding and with Pepsi, GUM Dental Care and the Southern California Toyota Dealers group for in-kind donations. A new hot meal voucher program was launched in partnership with University Enterprises Corporation, Department of Housing and Residential Education and ASI funding. A presentation was provided on the effective practices and program outcomes of the CSUSB Basic Needs Initiative for the CSUSB GI 2025 conference.
- Academic Programs co-chaired the Instructional Media Subcommittee on Accessibility and linked that with efforts at early adoption and affordability. Timely adoption has increased; for example, as of May 24, 30% of Fall 2018 course book adoptions were in compared to 0% at the same time in 2017.
- The Children's Center engaged an outside agency to assess the Center, resulting in a rating of "quality plus." The assessment included teacher-child interactions, health screenings, teacher and leadership qualifications, ratios and groups sizes, and program environment. As a result of the score, the Center was awarded \$10,850 that was used to replace indoor and outdoor materials and equipment to enhance the learning environment.
- The Veterans Success Center (VSC) was ranked #1 in California and #18 nationally among public four-year universities colleges by Military Times, "Best for Vets: Colleges 2017." CSUSB undergraduate student-veteran retention and graduation rates exceeded the general student population.
- The GI2025 subcommittee on Nurturing Student Engagement, Advising and Wellness (NSEAW) conducted a Student Commuter Survey (n=3,000), a CSUSB-wide Think Tank for Pathways to develop Student Engagement and identified several wellness pilot initiatives to improve student wellness for 2018-2019.

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)

- CNS faculty have been highly involved in providing and participating in academically related co-curricular experiences for students. For example, 46 posters and 16 oral presentations were presented by CNS undergraduate and masters students at the Meeting of the Minds Symposium on May 17. Master of Public Health students presented their research posters on March 20. The event was attended by several faculty (tenured, tenure-track/part time) and over 25 students. A team comprised of a Kinesiology faculty member and two student business majors successfully pitched a product idea for an exercise and rehabilitation lap belt and came away with the top honors at the second annual Cal State San Bernardino Innovation Challenge hosted by the Inland Empire Center for Entrepreneurship. Computer Science and Engineering (CSE) student club offered four workshops to CSE students on the topic of basic Linux commands, programming basics, advanced Linux commands, building a full adder circuit and hosted a Mobile App Development with Flutter Workshop. CSE offered two Intro to Python Workshops and a Game Night in May and engaged a large number of students in this HIP. The IEEE WiE club received CSUSB 2017-2018 Club Leadership Award for Outstanding New Organization of the Year.
- JHBC students have been a part of several events/workshops that helped them exchange their ideas, enhance their experiences and prepare them for their future endeavors. On Oct. 13, 2017, the Cyber Security Center hosted an annual open house with nearly 300 people in attendance. The event gave current and future students the opportunity to participate in a diverse range of activities, including flying drones, working with Raspberry Pi's, and lock picking. On Feb. 27, 2018, an event was organized by Coyote Academy and the student chapter of the AMA in the Marketing Department. The event was attended by over 110 students. Student interacted with several company representatives from the Girl Scouts, Walmart, Target and many other companies, including the Career Center.
- Departments across SBS have added, enhanced, or are currently developing pathways to connect learning across curricular and co-curricular experiences. Most SBS departments require an internship or similar capstone experience, and several have worked to improve these experiences during the Q2S process. Examples of existing efforts and those underway include the successful Model UN program; expanding faculty-led study abroad programs including new summer 2018 programs in the United Kingdom, a revival of the South Africa program, and continuing programs in Panama and Jamaica; and the transformation of the psychology B.A. for Q2S to emphasize the status of psychology as a social and natural science, providing more consistent and sequenced exposure to psychological research across our full curriculum.
- PDC's Lesson from Leaders course is offered to promote student success beyond the classroom.
- UGS developed four learning outcomes ESP/CFS Program (math self-efficacy, connecting, navigation, and college skills) and mapped curricular and co-curricular programs to the learning outcomes.

- The library deliberately invites students to participate in many of its programs and activities. For example, over 80 students participated as volunteers during the Annual Latino Book and Family Festival. Additionally, the library employs over 50 student assistants who are provided with arduous training and are coached on important concepts, such as discipline and good attendance. Recently, the Dean and the LIT team established a Learning Community associated with the Innovation Lab. Additionally, the Dean mentors an average of four students per year.
- OCE co-hosted a Volunteer/Employment Fair with the Career Center to provide students with linkages to 17 local nonprofit agencies and 21 employers for future volunteer service, internships and employment opportunities. OCE also hosted volunteer projects for 9/11 National Day of Service, National Make a Difference Day, and National Volunteer Week (Coyote Cares Day) to connect students with nonprofit agencies for future volunteer service, internships and employment opportunities. Volunteer service and community networking opportunities were provided to 1,200+ students through weekly emails, OCE website posting and social media. OCE, in partnership with the local League of Women Voters Chapter and DHRE, sponsored voter registration on both campuses on National Voter Registration Day.

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)

- COE utilized the 50th anniversary for a speaker's series funded by Schools First Federal Credit Union to study Singaporean Educator prep, Finnish education, international testing and comparative data and upcoming changes to the California educator credentialing. The college then discussed programming, which informed the Q2S process.
- Most CNS departments have completed the Q2S curriculum in the Track 1 or Track 2 timeline. Only Physics, Math and Nursing are Track 3. Most CNS departments have built transformed curriculum for semesters based on lessons learned from prior assessment cycles. The Q2S curriculum materials submitted for both transformed and converted programs include alignment of departmental PLOs with the campus' ILOs. The CNS assessment coordinator has been working with TRC, the Q2S assessment director and the department assessment coordinators to ensure outcomes are measured appropriately.
- In March 2018, the JHBC Q2S Committee worked on designing a syllabus guide strategy that aligns the course learning goals with the JHBC learning goals.
- TRC coordinated with Q2S and GE 2020 to support GE Track meetings and information sessions on the Writing, Diversity, and Global course designations for Q2S curriculum development.
- OCE actively participated in the GE Pathways professional development subcommittee.
- AP coordinated with the General Education committee, the Chancellors Office and Faculty Senate to implement changes in the GE. AP also successfully negotiated an extension to implement certain components in timing with Q2S, revised area C (Arts and Humanities) to be more inclusive and allow for more student choice, and led efforts with the Math and

English Departments and UGS for CFS to revise curriculum to be in line with the new GE policy with the aim of improving student success in general education Math and English. AP chaired the Q2S subcommittee for the academic calendar and time block scheduling resulting in completion for semester system. An “opt out” waitlist was implemented, which will lead to better data for planning and timely degree completion as chairs will be able to add courses when there are bottlenecks. Furthermore, it assists students in the registration and course planning process.

- 193 programs and 1143 courses are in the workflow for review and approval at the close of the 2017-18 year, including 219 General Education courses to date. All programs are required to submit assessment plans which are being reviewed by the faculty Assessment Coordinator and chair of CLASS to ensure the program learning outcomes are measurable, in line with University Learning Outcomes, and designed to effectively “close the loop.”
- AP led a campus review of online assessment products which led to securing a contract with CampusLabs. This enables the campus to have an integrated system with our CMS and Blackboard, linking data across divisions for: Learning Outcomes Assessment Academic and Non-Academic Assessment Measures, Strategic Planning, Accreditation Program Review, Co-Curricular Pathways, Data Analytics & Visualizations. The JHBC and COE will now be integrated into the campus system for their college accreditation.

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

- Several CNS graduate programs are planning recruitment campaigns for the fall 2019-20 academic year. Some departments are providing financial support for graduate students such as hiring graduate students to teach lower-division lab sections and through externally funded grants obtained by faculty members. To maintain the current high retention rate for students in the MS in Nursing Program, the faculty have added technological strategies to engage students
- 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, and areas needed for improvements. The Public Administration Department conducts an exit survey for graduate students with PA 999 (Comprehensive Examination) course, helping with feedback regarding improvisation of the MPA program, themes and concepts, enhancing practical knowledge of field, curriculum, and careers. JHBC co-sponsored scholarship activities/events in AY 2017-18, including the following:
 - Establishing a new Master’s in Public Administration Alumni Scholarship to assist incoming and continuing MPA students achieve their degrees.
 - Bringing a CPA information session presented by CalCPA to CSUSB with over 100 students attending.
 - The 45th Annual JHBC Student Awards Ceremony was held on May 25, 2018 which recognizes outstanding students who are graduating, awards and scholarship

recipients who are continuing their studies with the JHBC, and donors who have provided financial support which empowers our students to achieve their ambitions. Over \$800,000 in scholarships, grants and awards were gifted this year.

- On May 20, 2018 the Pi Alpha Public Administration Honor Society inducted 39 students who had achieved excellence in their class performance.
- The office of Graduate Studies conducted a needs assessment from 2015-2017, which is available upon request. A Strategic Analysis of Graduate Programs Steering Committee (SAGPSC) was formed in Spring 2015 to engage in fact-finding regarding CSUSB graduate education. To ensure graduate programs were fairly represented, in 2016-2017, the steering committee expanded to include two faculty members from each college and a graduate student representative. During this fact finding stage, the SAGPSC compiled information to find patterns, practices, and relationships, and identified the strengths and challenges of graduate education at CSUSB. The committee drew from a variety of sources including CSUSB and CSU data, faculty and administrators directly involved with graduate students and programs, graduate students and alumni, the campus community and the Council of Graduate Schools (CGS). Representatives from the committee met with College Deans, Associate Deans, and faculty to share the committee's progress and gather feedback. Additionally, College Deans, Associate Deans, Department Chairs, Graduate Coordinators, and faculty were invited to five Open House events in Spring 2016 to share and discuss the data that the committee had collected. Graduate coordinators gained information on the analysis process during their quarterly meetings and were invited to one-on-one meetings to discuss individual program needs. Graduate Council also provided input on the analysis process. The strategic analysis process was presented to the Faculty Senate, Executive Committee, and Dean's Council. In addition, the SAGPSC developed, piloted, administered, and analyzed a graduate student survey, and after working with Alumni Relations to develop a contact list of master's program graduates from the past five years, the committee developed, piloted, administered, and analyzed an alumni survey. Additionally, Graduate Studies dedicated part of its website to the strategic analysis process. Steering committee meeting notes, campus events, and university data are available on the website. Throughout the 2016-17 academic year, the campus was invited to attend monthly Open Forums where staff, students, and faculty shared their ideas and concerns, which the committee then incorporated into the analysis. The committee also sought outside consultation. Data provided by Gray Associates allowed the committee to measure the demand for CSUSB graduate programs, allowing evaluation of the collective interest in CSUSB graduate programs to adjust for marketing and community needs. The committee used the data collected during the strategic analysis phase to create preliminary goals and objectives to develop a graduate studies strategic plan.

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

- SAGPSC met three times, once each quarter during the 2017-18 academic year to develop a graduate studies strategic plan. The latest draft of the Preliminary Graduate Education

Strategic Plan was completed on May 29, 2018. It includes a Vision statement, a Mission statement, and Needs/Recommendations, Goals, and Strategies/Actions. The Faculty Director of Graduate Studies presented the Preliminary Graduate Education Strategic Plan to the CSUSB Graduate Council in June 2018. Feedback obtained in this Graduate Council meeting will be incorporated into the Preliminary Graduate Education Strategic Plan, which the SAGPSC will review in Fall 2018. The SAGPSC will finalize the Graduate Education Strategic Plan in Fall 2018 including means of assessing strategies and actions identified in the plan to meet the goals. We will then present the Graduate Education Strategic Plan to the campus community through open forums and meetings with program coordinators, incorporating any feedback we receive. The Graduate Education Strategic Plan will be presented to the Faculty Senate in Winter 2019. The draft of the Preliminary Graduate Education Strategic Plan is available upon request.

- The goals identified in the Preliminary Graduate Education Strategic Plan include the following: 1. Enhance visibility, recruitment and enrollment; 2. Improve graduation and retention rates of graduate students; 3. Support and enrich educational experiences of graduate students and build a graduate education culture; 4. Initiate steps toward a graduate school, which provides direction and support for faculty; and 5. Increase visibility of CSUSB graduate programs and promote graduate culture off-campus.

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)

- Masters in Public Health students participate in a two-year long service-learning project (a HIP) where they work collaboratively with CSUSB's Student Health center to create public service announcements and health education products during their first year. The students implement a quasi-experimental study to evaluate knowledge, attitude, and practice related to identified college health needs, which includes novel instrument development, instrument validation, data collection, analysis, and presentation to key stakeholders in the form of an annual research poster symposium during their second year. Given that public health is an applied field, this service-based learning has attracted significant attention to our program from the local area, including local departments of public health, as well as growing interest from students wanting to transfer for this upcoming academic year. It has also allowed for practice based component and higher pass rates, leading to timely graduation, including those who were taking less classes their first year in order to complete RD internship-that is the second part. To ensure higher retention rates in the MPH and to make the program competitive, an RD internship has been incorporated as part of the competency thus allowing students to complete an interdisciplinary internship instead of a standard public health internship. Enrollment and retention rates in the MPH program are increasing. At least 80% of the MPH curriculum is surrounded upon a research project in the form of a literature review (including systematic), novel data collection, or secondary data analysis, to ensure HIP incorporation. This has led to a higher average grade in more science-based courses, such as Biostatistics, Epidemiology, and Research Methods, and thus more timely graduation rate.

- For the MS in Biology, the non-thesis (didactic only) degree option has been eliminated, to ensure that all Biology graduate students have hands-on faculty-supervised research as the central component to their graduate training. To improve retention and time to degree, the program has implemented more intrusive advising for graduate students, both in terms of the graduate coordinator and the faculty mentor. For Q2S, the MS in Biology has been substantially revamped to be more structured around research, so that students have a more scaffolded experience. The program continues to use journal clubs (both formally for unit credit as BIOL 691 and informally in small groups) as a best practice for training students in presentation and high-level reading comprehension skills.
- 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 which helps them finish their graduate program on time.
- The Office of Graduate Studies (GS) holds a yearly orientation, The Graduate Student Orientation and Resource Fair, for new graduate students to welcome them to the campus and to ensure that they know how to locate campus resources. 305 students attended orientation in Fall 2017. GS hosted the second annual Passing the Torch event on April 13, 2018 to promote graduate student community, which enhances the student experience and promotes retention. The event also showcased campus resources of interest to graduate students, such as the Graduate Writing Center, the Office of Student Research, and the Recreation Center. In 2018, 65 graduate students attended the Pass the Torch event. GS also holds thesis workshops for graduate students to promote retention, graduation, and professional development. To support graduate students writing a thesis, project, or dissertation, Graduate Studies held 10 workshops covering two topics: Avoiding Plagiarism in your Thesis, Project, or Dissertation, and Manuscript Submission and Review Process Workshops. In 2017-18, 40 students attended Office of Graduate Studies Thesis Workshops with 21 students attending workshops on Thesis Formatting/Submission and 19 attending workshops on Avoiding Plagiarism.
- Student Research and Travel Grants graduate student funding is a crucial issue for graduate student retention, graduation, and professional development. In 2017-18, 84 graduate students received Student Research and Travel grants through ASI and 52 through IRA.
- Graduate students enrolled in 70 service learning course sections.

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.*

Strategy 1. *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).*

- CNS strongly supports the mission of the TRC. Faculty are encouraged to participate in their workshops and apply for their course development grants. CNS faculty serve on the TRC Instructional Quality Committee. The dean supported staff to attend the February CSU HIPs conference at CSU Dominguez Hills as well as provided support for assessment activities.
- Strategic Planning Funds were used to expand TRC programming to include: facilitation of a 2-Day Institute (leading to a faculty learning community); Diversity, Equity, Inclusion 2-Day Institute (leading to a faculty learning community); Project Based Learning 3-day Institute; Advising 3-Day Institute Workshops/Brownbags; Choosing the Right Interactivity Tool; Reacting to the Past; Strategies for University Teaching; Teaching Academy Book Club; Food for Thought; and The Empathy Machine: 360 Degree Camera for Instruction.
- AP recruited and hired a faculty director for the TRC. The new director of the TRC has conducted a strategic planning process prioritizing the strategic planning goals to improve student success in courses with historically high DFW rates, outreach plan to lecturers, and integration of the work of ATI with the TRC to increase the quality and quantity of hybrid and on-line courses.

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.*

- CAL supported faculty-led study abroad programs, working with CEL and JHBC to increase faculty involvement. In Summer 2017, CAL faculty led programs in London, Valladolid, Granada, Ljubljana, and Mexico. In addition, CAL faculty developed a HealthCare Spanish program in Costa Rica. A schedule for appropriate faculty compensation was implemented in Summer 2017.

- CNS is currently involved in the first year of a 5-year, \$3 million, NSF IUSE grant that supports faculty development around innovative teaching. Additionally, Math faculty received a Chancellor's Office grant for curriculum redesign in GE and developmental math.
- In the academic year 2017-18, the JHBC awarded \$100K in Dean's Teaching Innovation Grants. This is a self-support grant program that requires faculty and staff from the JHBC and someone at least from one other college or division to work across boundaries and reach wider audiences. The grant demonstrates impact, engagement and innovation for the target audience and programs funded should be fiscally sustainable over time.
- Instruction librarians work collaboratively with faculty on the integration of information competency into the curriculum. A Critical Information Literacy Lab was established for use by faculty.

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.*

Strategy 1. *Create a Center of Excellence for research, creative activities, and scholarship.*

- The Division of Information Technology Services (ITS) worked on the technology infrastructure for the Faculty Center for Excellence (FCE) and the Staff Development Center (SDC).
- CNS supports the funding and activities of the FCE. Faculty from a number of departments are utilizing resources offered through the FCE, such as the Writing Group for preparation of grant proposals, manuscripts and conference presentations, the Women in Academia study group, Q2S, TRC and ATI workshops, as well as for collaborative work.
- The library worked diligently throughout the year to complete the relocation of the Special Collections Department, including its collections, to make space available for the new FCE.
- FCE opened in September 2017. TRC worked in collaboration with Academic Affairs, Community Engagement and the Office of Research and Graduate Studies to construct, furnish, and open the Center.
- FCE has served as a hub for faculty development activities. It has held 92 different types of events: Writing Accountability Groups; Grant Writing Workshops; R Institute (statistical analysis program); Information Literacy Institute; Smart Sparrow Institute (adaptive learning tool); Teaching Academy Events (Book Club, Food for Thought); Brownbags on Teaching Innovations; Faculty Mentoring Network; Quarter to Semester Transition meetings; Faculty Learning Communities; Community Engagement/Faculty Networking; Mindfulness Meditation. Hosting 1155 unique visitors (faculty, staff, students, administrators, and community visitors), with foot traffic of 3056 visits since October 2017 when tracking began. Visitors from over 200 different departments, chief among them: CNS - 736 visits; SBS - 644 visits; CAL - 603 visits; JHBC - 186 visits; and COE - 119 visits. It is also a meeting hub for faculty organizations and celebrations such as the Untenured Faculty Organization (UFO); Black Faculty Staff Student Association Awards; and the Spring Faculty Showcase.

- A new office of Faculty Research Development has been created to offer programs supporting development of faculty research and creative activities through FCE. The following programs were offered in 2017/18:
 - (1) JMP Institute, January 26-27, Attendance 22. During this two-day workshop, a JMP education specialist covered the following: (a) overview of JMP features; (b) hands-on demo of a statistical procedure of your choice; (c) strategies for classroom integration in the context of a methods or statistics course; (d) overview of specialized research-oriented features: market research; GIS integration; R integration; experiment design; data mining; and (e) Q&A sessions. JMP is an advanced statistical program that is rapidly replacing SPSS and CSUSB already has a site license.
 - (2) R Institute, March 21-23, Attendance 5. R is an open-source statistical language and environment for statistical computing. The Institute on R overviewed the R environment, taught participants the basics of statistical computing in R, and discussed classroom strategies for teaching R. The aim of the Institute was to provide participants with sufficient knowledge so that they are able to continue building on what they know once the Institute is over.
 - (3) Research in the Classroom, March 16, Attendance 8. Dr. Michele Schuster from New Mexico State, Las Cruces gave a presentation on bringing authentic research experiences to the classroom based on the results from her Howard Hughes Medical Institute award to enhance STEM education in introductory course and to increase persistence in science.
 - (4) Targeted Grant Proposal Writing Workshop, June 25-26, Attendance 5. This two-day workshop was designed to provide focused mentoring to a small number of faculty that already have an outline of a grant proposal. The workshop provided them with an overview of the grant process and assistance with writing all the sections of a grant proposal. Faculty in the workshop had a draft of all the major sections of the grant before the end of the workshop and a time line for submission in the next year.
 - (5) Writing Accountability Groups, from September to May. Faculty met once a week for two hours. These groups help provide protected time for faculty to write manuscripts, textbooks, and grants. Faculty who are successful in getting a paper published or a grant submitted are given a small professional development honorarium. Currently there are two groups of twelve faculty.
 - (6) Two intramural grant competitions in the last academic year using the InfoReady platform; Summer Faculty Fellowship 2018 (18); and the 2018 Mini Grant Competition (20).
- OCE provided key technical and leadership support for the launch of the new FCE, holding weekly office hours and availability by appointment for faculty consultation. OCE also attended FCE Advisory Board meetings and the FCE Strategic Planning retreat.
- AP developed an academic support coordinator position for the FCE and coordinated with the Provost on a FCE strategic planning retreat.

Strategy 2. *Create a university-wide tracking system for research, creative activities, and scholarship.*

- ITS implemented a Research, Scholarship & Creative Activities Tracking System, utilizing Interfolio.
- CAL continued to support the quarterly Faculty Colloquium; produced and distributed the CAL newsletter each quarter highlighting faculty and staff achievements; showcased via the website and new digital monitors in UH building, staff and student achievements and events. The Dean's Office continued to support the Dean's Fellow for Faculty Research, who works to support research, grant writing, study abroad innovation, and other activities that benefit faculty and students.
- COE has worked with Institutional Research (IR) and ITS to create PeopleSoft modules that will allow COE to track students from interest through program and working with digiCOACH to track performance of our teacher candidates using classroom walkthroughs during the two years of Induction.
- CNS supports the tracking of research, creative activities and scholarship and the college is creating a database on assignment of faculty involvement in these activities. CNS is supporting collaborative research on advanced functional materials between faculty in Physics and Chemistry by providing space for new equipment purchased with external funding this group has received. A number of faculty are involved in international research collaborations with Tokyo University, Chonnam National University, and Eulji University, among many others. CNS faculty also participated in numerous international conferences.
- JHBC uses a web-based activity called Digital Measures to efficiently document faculty research, creative and service activities, faculty presentations, qualifications and other relevant faculty information. Digital Measures allows the JHBC to manage their faculty portfolio more efficiently by using a streamlined and centralized approach for capturing information.
- Several exploratory steps have been taken to acquire the Faculty180 - Interfolio product to collect and track faculty research and creative activities in an accessible and efficient manner. Additionally, in collaboration with the ITS division, the Cayuse SP module is being reviewed/considered for tracking and reporting of the grant proposals submissions and grant awards.

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.*

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

- A baseline of scholarly activities is being created to track CNS scholarly activities and incentives/reassigned time for faculty. In 2017-18, 292 WTU were awarded to faculty for research and scholarly activities, including 99 WTU from external grants and 193 from state-funded sources. The state-funded sources included 96 WTU from departments, including

sabbaticals, new faculty and other research, 32 WTU from CNS (mostly new faculty assigned time plus one grant match), and 21 WTU from University sources (mini-grants, etc.). CNS continues to provide matching funds to some external grants. Between July 2017 and June 2018, CNS was awarded 12 external grants, totaling \$4.84 million. Between July 2017 and May 30, 2018, 10 external grant proposals totaling \$1.4 million were submitted from CNS that are still pending. The CNS Dean office and several departments will support faculty (assign time/grant writing) in the preparation of individual, multi-PI and center based proposals for both internal and external funding. The dean regularly distributes ORSP grant funding opportunities to chairs and faculty.

- In AY 2017-18 multiple grants were awarded to the JHBC faculty and staff. One of which was the Vital and Enhanced Technologies Initiative (VETI) grant, awarded to the Cyberlab Project for Enhanced Education and Research; Virtual Connectivity for Students (VCS); Google Jamboard: Smart Whiteboard for Small Classrooms; and the Personal Public Speaking Virtual Studio, with Physical Lab at VSC.
- SBS appointed a Dean's Fellow for Faculty Success, whose responsibilities include identifying areas where material support and recognition for faculty with robust and productive research agendas could be increased. SBS administered a survey of junior faculty in the college and analyzed their feedback to support this objective. Based on the feedback from faculty, the College launched a faculty colloquium series to highlight their research activities and inspire other faculty to "lean in" to their research. Additionally, the college offered summer 2018 research grants totaling \$25,000. The first of these grants was specifically designed to support faculty research already underway so that projects could be advanced to completion. The second grant supported a team of faculty working together to analyze social scientific research from across the College's disciplines and produce a report highlighting "why social science research matters." Beyond these efforts, SBS routinely celebrates the scholarly accomplishments of our faculty and passes information along to Strategic Communications; evidence of these efforts can be seen in internal and external media stories on the success of our faculty in SBS.
- Numerous Intramural Grant Program awards were provided by Academic Research (AR) including: 18 Summer fellowships (\$54,000); 12 Professors Across Borders (\$25,000); and 20 Mini grants (\$92,000). AR also scheduled a National Council on University Research Administrators (NCURA) consultant visit to help identify pre- and post-award improvements and efficiencies to increase the amount of indirect costs returned to Academic Affairs in support of faculty research and creative activities through funding, incentives and assigned time.
- AP awarded \$20,000 for the Intellectual Live and Visiting Scholars Program that supported 20 events.
- Strategic plan funds were used to provide six additional \$5,000 faculty mini-grants for community-based participatory research during AY 2017-18.

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

- COE and the dean worked with CCSAN (relative to research on Linked Learning and CTE pathways K-16), WestED, CDE, Jobs For the Future, Linked Learning, and CMRCI. In addition, faculty continued to serve on a variety of journals as editors, editorial board members, or reviewers. Faculty were active in a wide range of conferences from CABSE to AERA, APA, AAHE, AACTE, etc.
- CNS faculty attended the spring 2018 reception for grant funded faculty and for student research awards. The Provost provided \$1,000 for each tenure-track faculty, and the CNS dean provided \$1,000 in professional development funds for each of the CNS outstanding faculty in research, teaching, service and its outstanding lecturer. These faculty members were also recognized at the CNS outstanding student reception and at commencement in June 2018.
- Several workshops were conducted by the JHBC faculty in AY 2017-18 to promote creativity and partnerships. Some examples include the Research Institute of Public Management and Governance (RIPMG) roundtable/workshop entitled “The Engagement of Public Administration in Developing and Promoting Public Procurement Literature and Leaders in Collaboration with NIGP” at the ASPA Conference; a workshop “Leadership and Team Building” for the Inland Empire Chapter of NCMA; and providing the opening keynote speech at 2018 California Community Colleges Procurement Conference.
- SBS set aside \$1,500 in per-faculty professional development funding in AY 2017-18 specifically to support networking and other scholarship opportunities for College faculty. Over the past year, the College provided supplemental funding for faculty involved in research collaborations with students (e.g. MARC stipends). The College also appointed a Dean’s Fellow who has been charged with organizing programs geared towards junior faculty, with a particular emphasis on retention, promotion, teaching and research.
- UGS developed the UGS Research page (<https://www.csusb.edu/undergraduate-studies/research>) and continued to support staff research, professional development, and professional association networking.
- The library continued to work closely with regional scholars in its work related to the Latino Baseball History Project. The project has resulted in over ten books published for mass consumption and it will be collaborating with the Smithsonian in creating a traveling exhibit, including a study guide.
- To increase recognition and networking opportunities in research, creative activities and scholarship, the 1st Annual Research Week was launched in May 2018. The Research Week featured two new events recognizing faculty accomplishments: PI Recognition Reception (Attendance: 60) and the Faculty Research Mentors Brunch (Attendance: 35).
- OCE launched a new CSUSB Outstanding Community Engagement Award program to recognize one faculty member per year that demonstrates excellence in community engaged work. The faculty awardee will also be nominated for the national Campus Compact Thomas Ehrlich Civically Engaged Faculty Award. The CSUSB President's Volunteer Service Award (CPVSA) is available for faculty through the Faculty Center for Excellence. Additional publicity is planned for 2018 to promote participation in the faculty CPVSA award program. OCE hosted a photo exhibition and lecture on Veteran farmers as a model of successful

community engagement. The CSUSB Veterans' Writing Group and other campus and community partners were featured during the lecture event. OCE also developed a new partnership with the National Archives in Riverside/Perris to establish a future student and citizen archivist digitization project and other opportunities and hosted a LGBTQIA faculty, staff, student association meeting to plan a fall 2018 session to bring students, faculty, staff, and community partners together for a reception and speed networking around issues related to LGBTQIA.

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.

- JHBC has allocated approximately \$250K to appoint student research assistants. These student assistants help faculty with their research activities.
- The mission of the Office of Student Research (OSR) is to facilitate the engagement of students in scholarly and creative activities related to their disciplines by providing resources that support both student scholars and faculty mentors. Student research and creative activities are defined broadly and include research, scholarly activity, and creative activity, mentored by a faculty member, with the goal of publication, presentation, performance, or exhibition. The OSR is not housed within the Faculty Center of Excellence, however, where appropriate, it collaborates with FCE directors to offer OSR programs. The OSR is managed by a Faculty Director member, and overseen by the Associate Provost of Academic Research and Dean of Graduate Studies. The OSR director has actively participated in the FCE task force and meetings regarding the objectives and planning for the FCE to ensure collaboration and efficiency in opportunities offered to support faculty and student research. The OSR has an active advisory board, consisting of one faculty representative from each college and one graduate and undergraduate student selected from ASI.

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

- Nancy Acevedo-Gil (Faculty-ELT/Doc Studies) was the COE recipient of the "Faculty Research and Creative Activities Mentor Award" for the 2017-18 academic year, given by the Office of Student Research for faculty who display outstanding mentorship and commitment to student success. She also received an international faculty development grant for the "Professors Across Borders" program in the amount of \$2160 and as the Intellectual Life Fund recipient, she helped organize a speaker event with Doctoral Studies and ASI, titled "Critical Race Feminista Praxis: Transformative Ruptures in Community-Engaged Scholarship" on May 9 (with speaker/scholar/activist Dr. Delores Delgado Bernal).
- A committee of CNS chairs was formed, which made recommendations for assigned time for mentoring student research. CNS supported travel to accompany students to the CSU

Systemwide Research Competition at Sacramento State. Eighteen CREST students participated in an internal research symposium, and 46 posters and 16 oral presentations were made by CNS undergraduate and graduate students at the Meeting of the Minds, Office of Student Research (OSR) sponsored event. Dr. Sun received "outstanding research mentor award" during the Mentors brunch.

- In 2017-2018, the JHBC faculty received awards and recognition for their outstanding contribution towards students. Haakon Brown received the JHBC College Service Award on May 21, 2018. He has served as a chair of Q2S committee, Vice Chair of the Faculty Senate, University Budget Council as well as many department committees. Kathie Pelletier received the University's Golden Apple Award. This award recognizes outstanding teachers who are highly effective at their teaching and have a significant impact on the students' learning. Rami Tameez was recognized by Forbes (December 26, 2017 Issue) as top producer and financial services professional. He adds the ability to successfully mentor students in sales profession. Dr. Don Man Kim of the Accounting and Finance Department received formal recognition from the Provost for his "outstanding efforts in going significantly beyond the normal expectations of faculty." Helena Addae from the Management Department received the Outstanding Instructionally Related Activities Award. Kevin Guo from the Accounting and Finance received the Outstanding Research, Scholarly or Creative Contribution Award. Patrick Flaherty from the Management Department received Non-Tenure Track Faculty of the Year Award.
- The OSR has increased support and recognition for faculty mentoring of student research through the creation and continuation of the following grants and events:
 - Faculty Mentor Award, which is given annually to one faculty mentor for each college. Faculty are nominated from the award via self-nomination, other faculty and staff, or students. Awardees received recognition and the Faculty Mentor Brunch and a \$2,000 award. This year's awardees were: CAL - Allison Petty-Ragguette; COE - Nancy Acevedo-Gil; JHBC - Francisca Beer; SBS - Mark Agars; CNS - Qingquan Sun.
 - The OSR hosted the 1st annual Faculty Mentor Brunch. All faculty mentors of students supported by the OSR via grants and programs were invited to attend. Approximately 35 faculty attended.
 - 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. Funding was provided to 22 faculty and supported 26 students.
 - The Summer Research Program supports student-faculty teams that are interested in conducting research and creative activities over a ten-week period during the summer. This year, the OSR welcomed 27 students into the summer program.
- OCE offers Community-Based Participatory Research mini-grants, and proposals that include student researchers receive additional preference points in the grant review process.

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.*

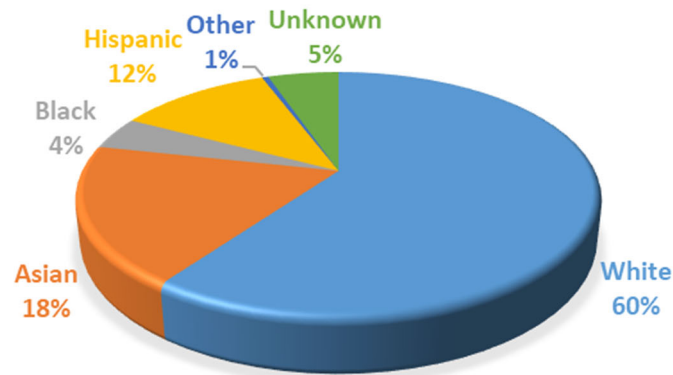
- ITS worked with Facilities and the Staff Development Center (SDC) staff to identify a location for the SDC in the Pfau Library Wedge and outfitted the Center with learning technologies.
- The SDC was opened in Fall 2017 and has already established itself as a critical new professional development opportunity for staff. A Career Track Series for Administrative Professionals was created with 26 employees accepted into the first cohort.
- The SDC has also established a Training Plan and continuously monitors and tracks course offerings. Training opportunities continue to be added to the SDC curriculum, with many having Zoom capabilities for more employees to attend and benefit from the available training
- The annual Employee Development Days continues to grow in training opportunities with topics ranging from career and professional development, diversity and inclusion, and health and wellness.
- The Division of University Advancement team has made a division-wide commitment to a culture of professional development, giving every interested staff member a meaningful opportunity to attend or engage in discipline-based continuing education. Staff are also encouraged to participate in the great number of opportunities made available via the Staff Development Center. UAD leadership also encourages staff members to pursue post-graduate degrees.
- COE staff have been provided time and resource support for professional development from a summer retreat to participation in staff development days, courses approved, conferences through the CSU system, and the Business Conference at CSUSB. Credential analysts all attended professional development with CTC, while some staff participated on the SDC planning and others on Staff Development Council. Separate staff-only meetings were held each quarter with college administration.
- CNS department ASCs attended training for the PeopleSoft 9.2 split. Various departments have completed “How to Survive and Act of Violence” training. To appreciate CNS Staff, the dean supported an “outing” for all staff members, with 40 staff visited the Palm Spring Aerial Tramway, explored Mount San Jacinto and had lunch on the mountain. CNS has developed a plan to support administrative staff attending the Academic Resources Conference (ARC) annually; this year CNS invited five office staff to attend. CNS has also supported its professional advisors attending relevant conferences, such as the National Career Development Conference. Department chairs regularly meet with their staff to elicit and disseminate information, new ideas and university policies. Department ASCs are copied on non-confidential communications to chairs.
- The JHBC has allocated \$18K towards staff general training and \$3K towards staff AACSB training and development during AY 2017-18.
- CEL, as self-support summer session administrator, provides Summer Employee Discount Program (SEDP). The discount waives fees for one course during the entire summer session. In October 2017, CISP and IEP staff participated in a NAFSA webinar entitled, “Alcohol and Marijuana Offenses: Potential Impact on Immigration Status and Visa Eligibility for Students

and Scholars.” International Admissions (IA) staff participated in WES webinar “Sri Lankan Education systems.” The IA lead evaluator participated in the CSU International Forum at San Francisco State on “International Credential Evaluation,” the “Canadian Education System and Student Mobility Trends” webinar by WES, and the Open Doors webinar “International Student Census.” IA processors participated in the webinar “Important News from Education USA Europe and Eurasia” training by ACCRAO. IA staff participated in “General Data Protection Regulation (GDPR) Comes into Force on May 25, 2018” AACRAO webinar. Three Professional And Continuing Education (PACE) employees attended ACHE West Conference. Two IA Evaluators participated in WES Webinar “At a Glance: Current Student Mobility Trends and What to Expect in 2018.” The Chancellor’s Office recognized Monvyl Berto, Graphics Designer for the Marketing department of CEL and member of the Web Team working on the official CSU Counterparts Oasis 2018 website for his expertise and diligence. Dr. Xin Chen was accepted to NAFSA Academy and participated in the first week-long program with other national-level international leaders. Dr. Eyad Alfattal received the Wayne B. James Outstanding Dissertation Award by the Association of North America Higher Education International (ANAHEI). CEL Professional Development Grants totaling \$6,873 were awarded to 10 staff members to further their professional development in fiscal year 2017-18. Five members of the International Education team, including CEL Dean and CISP Faculty Director, attended NAFSA national conference. CISP/IEP Student Services and DSOs attended Advising Workshop with Dr. Shannon Burton from NACADA. CISP assisted the local chapter of Phi Beta Delta with three events throughout the year, including the Spring Auction on May 17, 2018.

- UGS is in process of developing an integrative professional development curriculum for faculty, professional staff, and student paraprofessional advisors.

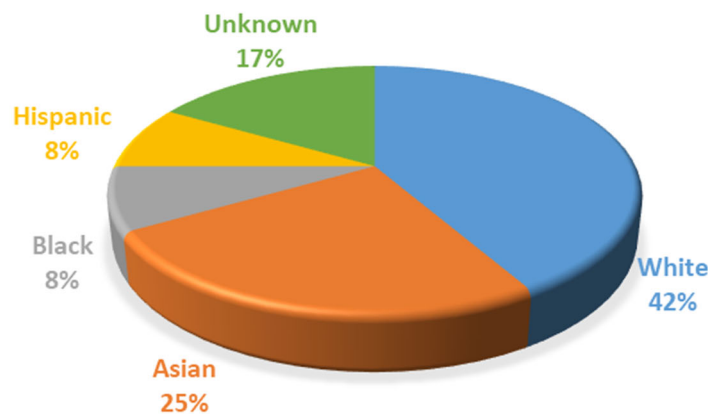
Objective 6: *Increase the diversity of tenure/tenure-track faculty, non-tenure track faculty, and staff as well as improve the climate of inclusion and support.*

ALL TENURE/TENURE-TRACK FACULTY 2017-18



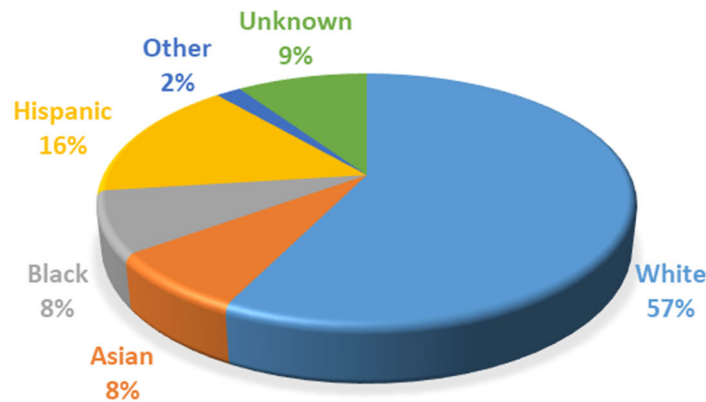
Compared to 2016-17, the percentage of Black Tenure/Tenure-Track Faculty decreased by 1%, while that of White and Asian faculty increased by 1%. Hispanic faculty stayed the same.

NEW TENURE/TENURE-TRACK FACULTY 2017-18



From last year, the percentages of new Tenure/Tenure-Track Faculty increased for Black by 2%. The percentage stayed the same for Hispanic, but that of White and Asian decreased by 3% and 8%, respectively.

ALL NON-TENURE/TENURE-TRACK FACULTY 2017-18



The percentages of Non-Tenure/Tenure-Track Faculty were very similar to last year. They decreased 2% for White and increased 1% for Asian and Black.

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

- The English Department successfully hired three tenure track positions – Creative Writing and (2) Composition/Rhetoric, while the Department of Communication Studies hired one tenure track position.
- A number of CNS chairs as well as the Dean and Associate Dean attended various events with William Harvey, related to recruiting and retaining diverse faculty. In the February meeting of the Chair's Learning Community, there was a reading and discussion on the strategies of increasing diversity and inclusion. A copy of William Harvey's book, "Diversifying the Faculty," has been ordered for each department. CNS gave each department that was recruiting new faculty additional recruiting funds this year. Two thirds of the new hires in CNS this year are from populations that are traditionally underrepresented in natural sciences and are women; this represents an increase in diversity for the college, compared to our current demographics which are about one-third underrepresented minorities and just under half women. CNS encourages early starts on faculty recruiting and timely completion of the process so as to not lose the strongest candidates to other universities.
- JHB allocated \$3000 to \$5000 for each department to support its recruitment activities in addition to sending faculty to academic conferences which have active job placement fairs.
- Three faculty from the Department of Psychology applied for a 2017 NSF ADVANCE grant titled, "Diversity and Equity in Promotion, Tenure, and Hiring (DEPTH) in STEM at CSUSB." SBS has been proactive in working with the various department search committees to ensure there are direct statements asking candidates about issues regarding diversity. Also, effective for all searches launched for AY 2017-18, the College has asked that all faculty search

committee members participate in various diversity and implicit bias training opportunities offered through SkillPort. SBS funded a CSUSB cohort to participate in the 2018 NCORE (The National Conference for Race and Ethnicity) in New Orleans. This group included two faculty members, six students, and a staff member. The NCORE conference series constitutes the leading and most comprehensive national forum on issues of race and ethnicity in American higher education. The conference focuses on the complex task of creating and sustaining comprehensive institutional change designed to improve racial and ethnic relations on campus and to expand opportunities for educational access and success by culturally diverse, traditionally underrepresented populations. NCORE is designed to provide a significant forum for discussion, critical dialogue, and exchange of information as institutions search for effective strategies to enhance access, social development, education, positive communication, and cross-cultural understanding in culturally diverse settings.

- The CEL dean successfully chaired the search for Associate Provost for Research and Dean of Graduate Studies that resulted in the hire of a female candidate.
- The library has increased its use of listing services by the American Library Association (ALA) and the dean participated with a recruitment booth at the Placement Center during the Annual Conference of the ALA.
- FCE and OCE co-sponsored Women in Academic events for both faculty and staff attendees to socialize and network. OCE enhanced efforts to recruit 32 faculty and staff site leaders for Coyote Cares Day, including both the San Bernardino and Palm Desert campuses.

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

- Climate was a regular agenda item at CAL chairs and other meetings. Quarterly Brown Bags with faculty and staff were hosted by the CAL dean. An Annual Appreciation Luncheon was held on Jan. 22, 2018. CAL continued to honor the CAL Outstanding Lecturer Award, with this year's recipient being Don Girard from Communication Studies, and the CAL Star Staff Award, with this year's recipient being Alysha Timmons, World Languages, and Literatures. • CAL continued to provide professional development support for 1-2 department ASCs to attend a professional conference with the college's analyst per year.
- COE had significant attendance at the Collegiality Summit. Additionally, three meetings are held each quarter; one for faculty-only to allow faculty to openly and freely discuss issues pertinent to faculty work; one for staff-only to allow staff the same opportunity for discussion; and one college-wide meeting that focuses on building community and connections across the college. COE also worked to create training opportunities and trial reassignments for staff to allow for more promotion through the ranks. Several of our positions have been filled internally and the decision process has been very transparent and inclusive of staff representation of those with whom the new person would work.
- CNS held a faculty open forum during spring quarter to meet with the President and Provost. The Dean and Associate Dean have an open-door policy for faculty and staff, which we believe has facilitated a climate of inclusion and support. Several faculty from underrepresented groups have taken advantage of this opportunity to come and discuss

diversity and collegiality issues. The Dean's office has been proactive about facilitating conflict resolution within departments. CNS is committed to better understanding faculty workload issues and staff have been compiling, organizing and reporting FAD (Faculty Assignments by Departments) data that are beginning to allow the dean and chairs to better understand faculty workload assignments. The CNS administrators, faculty and staff participated in the CNS Dean search. The process was as open and transparent as possible, and followed FAM 641.3, to the best of our knowledge. Each candidate had an open forum and a meeting with the CNS Council of Chairs. The CNS Dean's office was reorganized, with a new ASA hired in the front office. The Interim Dean and chairs have been following up with reminders to faculty to complete mandatory sexual harassment training. CNS supported a table at the Pioneer Breakfast. CNS and Chemistry have suggestion boxes. ASCs are now copied on all non-confidential communications from the Dean's office. The college office held Dean's office staff meetings each month and the departments of biology and chemistry have quarterly staff meetings. The College Office hosted a staff holiday party in December and a staff appreciation day in June.

- JHBC offers a variety of incentives or activities/events to support retention among faculty and staff: Summer research incentives support faculty research; graduate assistants support faculty research; and faculty reassigned times support faculty with their publications, and research activities. An Administrative Day celebration was held April 26th, 2018. Quarterly Staff Peer Recognition Awards have been instituted. PDF up to a maximum of \$5000 is made available to support research and teaching activities on a yearly basis. New Faculty Orientations were held in March and May. A Strategic Planning Retreat was held November 17, 2017 and a Senior Leadership Team (SLT) Retreat was held March 5, 2018. All JHBC meetings are held quarterly. Communication updates are emailed by the dean every two to three weeks. Transparency in decision-making by use of decision papers and an open budgetary process is also used in the college. A Dean's corner is held each quarter where faculty, staff and students can discuss issues with the dean. Our Faculty Strategic Planning Committee met during January and February to review the JHBC strategic plan. Once they made changes, they sent out the revised plan to college faculty, staff and external advisory boards and requested feedback using surveys.
- SBS has initiated a number of activities intended to maintain a culture of respect, collegiality, and high faculty and staff morale. Some of these activities included the annual SBS Chili Cook-off, a faculty and staff bowling night, and the inaugural SBS vs. JHBC softball game.
- PDC faculty and staff were invited to all campus events, such as Convocation and the annual retreat. The Annual holiday party was well attended by staff and faculty. Emeriti (for retired faculty) events included the beginning of the year reception, Leap into Polo, invitation to all theater events, and an in-progress intergenerational mentoring program through Emeriti/OLLI. The Emeriti Association is moving under the OLLI organization beginning summer 2018 so there will be more consistency in program offerings. There was 39 students who submitted HACU applications from PDC for 2018. Three PDC students were selected to attend the 32nd HACU National Conference in Atlanta, GA with PDC faculty. All PDC faculty are invited to attend monthly staff meetings. PDC staff have been attending professional

development and conferences as they request and as funds are available. Approximately five staff attended out of area conferences. Office space has been allocated to all faculty teaching at PDC.

- In CEL, an employee-led committee was established to foster positive organizational culture and bring suggestions for activities for staff meetings, convocation, annual retreat, staff appreciation, team-building, etc. The Staff Success Committee meets regularly and makes recommendations, which are implemented for quarterly staff meetings, after-hours events, and holiday and year-end celebrations. An example of a suggestion that was successfully implemented and was well received was a workshop presented by Vilayat Del Rossi on Developing Optimal Wellbeing at the winter quarter staff meeting. “Coffee with the Dean” is held quarterly with the first event taking place on March 20, 2018. Staff seem to enjoy this opportunity to chat with the dean in a relaxed atmosphere. Themed potlucks, quarterly staff meetings and staff appreciation events were held regularly to bring staff together and to acknowledge and show appreciation.
- The Dean of UGS met individually with all UGS staff members, provided open access to UGS Director's Council meeting notes and agendas, and promoted an open door policy and opportunity for staff to comment.
- The Pfau Library provided recognitions on a regular basis, held regular meetings to provide information and receive input, improved customer services for internal functions, and established a staff and professional development program.
- FCE and OCE co-sponsored Women in Academic events for both faculty and staff attendees to socialize and network. OCE enhanced efforts to recruit 32 faculty and staff site leaders for Coyote Cares Day, including both the San Bernardino and Palm Desert campuses.
- In coordination with the Provost, Academic Programs established the Untenured Faculty Organization to encourage faculty peer support and junior faculty leadership, and re-envisioned the faculty mentoring network to ensure that it continues to support faculty of color.
- Several professionals in the Division of Student Affairs collaborated across campus to launch CSUSB's first annual 50/50 Day, an international celebration of Gender Equality.
- In February 2018, the 2018 CSUSB Women's Leadership Conference was held, a one-day conference that provided students, staff and faculty with the opportunity to learn how they can positively contribute to gender equity in their own lives, at CSUSB and elsewhere.
- The Office of Strategic Communication leads our efforts in celebrating 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, raising the level of perceptions of CSUSB. Specific successes included:
 - Complete a revitalized CSUSB Magazine and launched the new online version.
 - Completed unique video projects via Inside CSUSB (15 editions in 2017-18).
 - Completed billboard project promoting 'We Define the Future' on 5-6 billboards targeted in the Inland Empire, Victorville and Palm Desert.

- Completed new series of banners throughout the campus community, bridging the “We Define the Future” to the success of stellar faculty and students.

Objective 7: Increase Tenure Track Density (TTD) based on projected student demand and FTES growth, and decrease Student to Faculty Ratio (SFR).

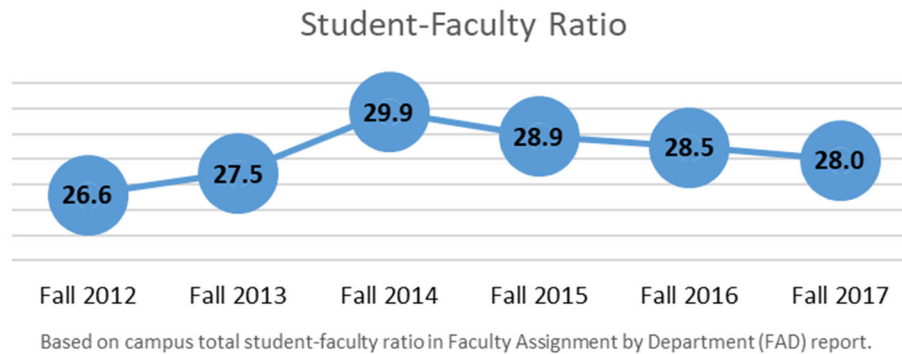
Strategy 1. Increase tenure/tenure-track density to at least 63.6% by the end of the five-year period.

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

In 2017, the tenure density decreased by 1.6%. The target is 63.6%.

- A Tenure Track Faculty Hiring Task Force has been developed and is meeting regularly under the leadership of Dr. George Georgiou. A report will be completed in Spring 2019 to provide recommendations to Academic Affairs.
- Even though the number of TT faculty in CNS increased from 109 in 2016-17 to 110 in 2017-18, their TTD decreased from 57% in 2016-17 to 54% in 2017-18. This may be due to increased course offerings to meet student demand as well as TT faculty being bought out for Q2S curriculum conversion work; both of these lead to increased reliance on lecturers.
- Overall the JHBC has maintained a TTD of 65.39% during AY 2017-2018.
- SBS has both the highest TTD and SFR on campus. During AY 2017-18, all but one approved tenure-line faculty searches in the College were successful and we will continue to strive to increase our percentage of tenure-track faculty in support of the campus’ strategic goals.
- The newly re-envisioned position of Vice Provost of Faculty Affairs and Development was launched and a successful searched hired Seval Yildirim, whose expertise will further the goals of increasing tenure density and recruitment and retention of diverse faculty.

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



Since Fall 2014, Student-Faculty Ratio has decreased by 1.9%. The target is 23.8.

- COE does not have undergraduate or large enrollment classes due to the accreditation restrictions on 50-60% of all classes being clinical with a maximum enrollment of 8/1.
- The CNS teaching SFR for 2017-18 was 28.2, and the SFR for overall workload was 22.8. The low SFR for overall workload may be a temporary effect of the large number of TT faculty bought out for Q2S curriculum development. According to the IR campus metric dashboard, the CNS SFR is 25.35, down from 25.77 in 2016-17.
- In AY 2017-2018, the SFR for the JHBC is 31.92.

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

- COE discusses the issue of family-first during the interviews for prospective hires. Many of their programs have spontaneous potlucks or social gatherings with one another. Additionally, all faculty are aware of the range of Affinity Groups and other groups and opportunities in the community.
- CNS is committed to better understanding faculty workload issues. Staff are working on compiling, organizing and reporting FAD (Faculty Assignments by Departments) data that assist the dean and chairs to better understand faculty workload assignments. CNS participated in several non-curricular activities for staff and faculty, including hosting a reception after CNS convocation, a department chairs' luncheon in fall, and several staff appreciation events during the year. CNS faculty participated in the faculty-student video game competition, and several departments host faculty-student year-end gatherings.
- In AY 2017-18, the JHBC organized and supported a variety of extra-curricular activities to maintain work-life culture balance. The AFSSA Fall 2017 Welcome Party invited new and returning faculty, staff, students, and visiting scholars to celebrate newly tenured/promoted colleagues. The JHBC challenged SBS to a softball game on May 11, 2018 and a rematch was held June 8, 2018. The JHBC Faculty/Staff Awards are announced yearly. A holiday party for the JHBC faculty and staff was held December 2017. Staff were released in order to attend a Faculty and Staff Appreciation Tailgate Lunch held on April 6, 2018 hosted by President Morales and Provost McMahan. A yearly staff retreat was held in September 2017.

This retreat discussed policy updates, technology reports, branding/Impact Magazine, team-building activities and a creation of a quarterly staff peer recognition award. Ms. Wendy Roland, an alumnae who owns her own human resources firm, presented a leadership development seminar on November 14, 2018 to the JHBC women's support network.

- The SBS Dean's office hosted the Beginning Faculty Fellowship – Organizational Mentoring Group (BFF-OMG) Meeting. Two meetings are scheduled each year: one prior to the start of fall quarter and one during the spring quarter. The meeting includes exclusively first- and second-year faculty members in the college. It is one way that the second-year faculty can share their first-year experiences at the University with our first-year faculty. This group also provides faculty an opportunity to ask questions, give advice, and offer suggestions. Near the end of the fall quarter, the Dean's office hosts a chili cook-off. This event provides an opportunity for faculty and staff to meet others in the college and maintain a sense of collegiality and a positive work environment. During the spring quarter, the Dean's office hosts a bowling party. As with the chili cook-off, this provides an opportunity for many in the college to socialize and enhance a sense of collegiality. This spring, SBS along with JHBC had an inter-college softball tournament. This was a wonderful opportunity for faculty, staff, and students from both colleges to engage in an event that promotes collegiality and a positive work environment. Ryan Keating, Dean's Fellow, coordinated the first annual Junior Faculty Research Symposium on May 15, 2017. This symposium provided junior faculty an opportunity to discuss their exciting research as well as gave them a platform to exchange ideas.
- OCE and the FCE co-sponsored Mindfulness sessions and Women in Academic networking events to promote faculty health and connection. OCE additionally co-sponsored with FCE for a professional development workshop on how to be a mentor and sponsor to other women in academia.

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.*

- COE participated in the CMRCI convening in Long Beach and presented on the MRWC with additional campuses expressing interest. The College and the Dean worked with CCSAN (relative to research on Linked Learning and CTE pathways for K-16), WestED, CDE, Jobs For the Future, Linked Learning, and CMRCI. In addition, faculty continue to serve on a variety of journals as editors, editorial board members, or reviewers. Faculty were active in a wide range of conferences such as CABSE, AERA, APA, AAHE, and AACTE. The CSRI, our long-running contract with the Department of Corrections and Rehabilitation, and DigiCoach are examples of public, public partnerships.
- During the 2017-18 AY, Math, CSE, Physics and Chemistry chairs, as well as the dean and development officer met with Sony to discuss student projects and internships. A Nursing DNP is being explored in anesthesiology in partnership with Eisenhower Hospital, Kaiser Permanente and CSU Fullerton. A Nursing RN to BSN collaboration between CSUSB, CSU Fullerton and Riverside Community College is planned for 2020. Between July 2017 and June 2018, CNS was awarded 12 external grants, totaling \$4.84 million. Between July 2017 and May 30, 2018, 10 external grant proposals totaling \$1.4 million were submitted from CNS that are still pending. New major grants include a \$2.7 million Stem Cell Scholars with PI Dr. Nicole Bournias. Continuing grants include a \$3 million NSF's IUSE grant that provides professional development in STEM via a holistic sustained faculty development program focused on equity-minded evidenced-based teaching practices and course re-design. Total indirect funds from new grants is \$526,463.
- The JHBC has expanded advisory boards beyond the Business Alliance. Now the JHBC has advisory boards for the MBA, MPA, Marketing, Finance, Accounting, Information and Decision Science and Leonard Transportation Center.
- The College holds regular meetings of the SBS Developmental Council, a group of alumni, retired faculty, and community stakeholders who come together quarterly to identify key priorities, identify opportunities for external support and partnerships, and attract interest to SBS activities and achievements. This year, the college also hosted its Tenth Annual Hall of Fame Event intended to recognize individuals who have positively represented the College as alumni and as business and community leaders.
- The PDC Advancement Board annually provides contacts and connections to public-private partnerships that will help advance the mission and vision of the campus.

- UGS met with Advancement to discuss the possibility to leverage Coyote Peer Led Undergraduate Success (PLUS) Programs to perspective donors and continued to collaborate with Advancement and EOP on the Pritzker Foundation, First Star Academy, and Give Something Back. Additionally, a UGS Foundation account was established.

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.

- The COE has identified a partnership with DigiCoach and is piloting the project now. COE also worked with campus partners to create the PS modules for credentials which could generate recovery funds and funds to allow continual refinement and renewal by contracting with other CSU or education colleges in California. Funding was received in January for a Linked Learning sub-award of \$25K and a research team of \$25K (students/faculty).
- CNS is working in coordination with the Office of Corporate and Foundation Relations (OCFR) and successfully acquired a \$75,000 gift from Edison International to fund STEM scholarships and support the Center for the Enhancement of Math Education (CEME). There is an interest to duplicate the DO and DDS pre-admission programs similar to the current DO/DSS programs at Western University Health Science in Pomona.
- This year the JHBC, for the first time, received donations and gifts/partnership from Facebook, Google, Cisco, and IBM to support the GenCyber Program. The JHBC also made 17 proposals for major gifts this year with a total asked amount of \$658,000. The total amount raised in College is anticipated to be \$458,000. The JHBC has generated over \$400,000 from CEL with several new programs being created and also obtained new or renewed external grants of nearly \$5 million in 2017-18.
- A partnership with the Ophelia Girls organization was created this year for the first time. The Greater Palm Springs CVB and local hotels are planning the 2019 Mardi Gras gala to support the hospitality program. The dean hosted lunch for three district superintendents and associate deans twice this academic year, with each district becoming a partner, contributing financially to the annual EXPO Career fair held exclusively for school districts. All superintendents spoke to PDC students in “Lessons from Leaders” class. Associate deans participated in district events (i.e. TREC, scholarship awards). The dean met with Desert Health Care District twice this past year to explore large donation possibilities for the Nursing program. PDC continued to align with high schools and community colleges in program offerings. This year, outreach included adding PDC visits to high school academy students.
- The library has been working on making its outreach projects self-sustaining; primarily the Latino Book and Family Festival, Latino Baseball History Project, and the Colton Oral History Project (grant funded).
- CEL Assistant Dean attended the Goodwill Partnership breakfast. PACE is also currently working with local Workforce Development Boards, vocational rehabilitation counselors, and insurance companies to provide job skills training to local residents. PACE received approval for a new partnership with Lambers offering financial industry continuing education (CPA

Review, Enrolled Agent, IRS Auditor). PACE met with Alumni Affairs to develop a strategic campaign to increase awareness about professional development.

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.*

- CAL: AY 2017-18 saw a change in the DOD for the college, resulting in a transition phase.
- CNS: CNS currently offers the ISPP and Foreign Trained Nurses Program continuing education programs through CEL. A CEL-based laboratory safety certificate and Med Tech certificate is being discussed. Faculty research labs occasionally bring in funds through contract work such as sample analysis. The Center of Excellence in Math Education will continue to submit K-12 PR grants for K-12 teachers. There is a discussion for expanded work (Dr. Art Concepcion) on campus apps. Progress is being made on submitting a patent application for CREST II for thin films. • The CNS Dean office and several departments will support faculty (assign time/grant writing) in the preparation of individual, multi-PI and center based proposals for both internal and external funding. The dean regularly distributes ORSP grant funding opportunities to chairs and faculty.
- Each academic year the IECE (Inland Empire Center for Entrepreneurship) offers an innovative program called Garner Holt Student Fast Pitch Competition. This competition gives CSUSB students an opportunity to jump-start their entrepreneurial dreams by presenting their business ventures to a panel of investors and entrepreneurs. The annual competition consists of up to 15 student entrepreneurs giving 90-second fast pitches to a panel of investors and other members of Southern California's entrepreneurial community. Each fast pitch is judged for the quality of the presentation and its investment potential and the top pitch student receives a \$4000 prize. On November 6th, 2017, five finalists were chosen based on 15 entries: 1st Place — Henessey Soto; 2nd Place — Mai Temraz; 3rd Place — Lisa Tucker; 4th Place — Lesley Gamby, and 5th Place — Brandon Bachman. The 15th Annual Spirit of Entrepreneur Awards Show was hosted at the Riverside Convention Center on Nov. 14, 2017. Approximately 900 people attended this entrepreneurship and networking event. Twenty-seven companies featured at this event were selected from a list of 196 nominees. This is one of the JHBC's signature events since 2003 that has touched every successful entrepreneurial story in the Inland Empire.
- SBS has been actively exploring ways to expand programming for non-matriculated students. In AY 2017-18, we created an "innovation fund" to support department efforts to create new degree and certificate programs offered through CEL. The aforementioned Psychology MACD Program offers an example of department conversations along these lines. The School of Social Work is also reinvesting some of its CEL generated revenue to improve its already very successful BASW and MSW pathways programs. Criminal Justice has done the same.

- The library's Innovation Lab is used by students involved in entrepreneurship classes on campus. It also promotes the cultivation of talent and innovation by students from all disciplines.

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.

- CAL continued to provide mentoring opportunities with successful grant writers to work with junior faculty on internal and external grant opportunities.
- COE worked with campus partners to create the PS modules for credentials, which could generate recovery funds and funds to allow continual refinement and renewal by contracting with other CSU or education colleges in California.
- CNS is working with CEL and the Director of International Admission and Student Services to increase international student application and admission. Considerable work on this has occurred with the graduate program in Computer Science and Engineering. CEME received a \$41K UCOP grant and a \$27K grant from ICMP for K-12 teacher professional development. Drs. Jeremy Mallari (Chemistry) and Sara Callori (Physics) are each submitting Cottrell Scholar proposals, and the Department of Biology is submitting a Keck proposal led by Dr. Dan Nickerson. Dr. Sally McGill was awarded a \$51,000 research grant from the U.S. Geological Survey. Drs. Kerry Cato, Angie Ontiniano-Verissimo, Laura Woodney, Geraldine Fike, Yun Fei Hou and Sara Callori have grant proposals that have been submitted and decisions are pending as of June 2018. Proposals for PREM (Callori) and preliminary proposal for CREST II (Cousins) have been submitted to the NSF for support for the Center for Advanced Functional Materials. Chemistry has begun discussions for submitting an MRI proposal for a new NMR. CSE faculty Dr. Hou submitted a SB1 proposal via the collaboration with Cal Poly. The project will involve students in research.
- The JHBC IECE offers a 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. Fellows are appointed to work on activities that link their specific disciplines to entrepreneurship or are focused on commercializing emerging research. Fellows will receive initial grounding in the discipline of entrepreneurship through a series of workshops, learning about the nature of entrepreneurs, entrepreneurial behavior, the fundamental components of the entrepreneurial process, and academic entrepreneurship. In AY 2017-18 faculty members from different disciplines like Psychology, Social Work, Kinesiology, Art and Theatre Arts were supported by IECE since their professional initiative reflected the interface between their own academic discipline and entrepreneurship. IECE hosted the second annual CSUSB Innovation Challenge on May 23, 2018. This all-inclusive community event gave students, faculty, staff and alumni of CSUSB the opportunity to collaborate and bring innovative solutions to real world problems in competition for \$20K in cash prizes. Winners of the 2nd annual CSUSB Innovation Challenge: First Place-\$10,000, Glute Gainz: Rehabilitation & Activation Product, Kinesiology

Faculty and the JHBC (Guillermo Escalante/Luis Navarrete/Chris Belloso); Second Place-\$5000, Probot Donor App: CSUSB Entrepreneurship, Alumni & SBS (Rachel Jimenez/Clemente Jimenez/Rebecca Marshall); Third Place-\$3000, AI to the Rescue! AI to Aid Student Success, ITS Department and the JHBC (Sam Sudhakar/Michael Casadonte/David Vasilis/Ricky Courtes); Fourth Place-\$1000, Lily Pads: Eco-Friendly Reusable Menstrual Pads, CSUSB Entrepreneurship, Accounting and CNS (Mai Temraz/Cindy Avelar/Caroline Nazarbegian/Thao Thi Phuong Le).

- On Jan. 16, CEL held a joint Strategic Planning Retreat with JHBC and continues to work with campus partners to identify and develop new programs and to improve existing programs. In partnership with JHBC, CEL developed the online Accounting Certificate program and is awaiting Chancellor's Office approval for a Masters in Finance Program. CEL received a \$50,000 CSU Commission on Extended University Grant Award for new self-support program in Nonprofit Leadership to be developed in partnership with JHBC.

Strategy 3. Develop policy reviews/updates and develop pathway/process to expand existing entrepreneurial activities and launch new initiatives to enhance contributions to CSUSB.

- Kinesiology faculty have developed a business model for enhancing revenues through community testing which was submitted this spring. The Department of Health Sciences is working on two grants in collaboration with UCLA on a tobacco/marijuana policy and with OCE and Cal Fresh (a local provider of produce) on providing education workshops with students and faculty. CNS faculty from the Center for Advanced Functional Materials are working with ORSP (Office of Research and Sponsored Programs) on streamlining the patent applications process, specifically for a current patent on thin layer films.
- In Spring 2018, IECE successfully developed a test pilot course called "The Improvisational Mind" in partnership with Theater Arts. This course offers training which is highly recommended for developing skills in areas like Salesforce, HR training etc. IECE has also established a free Entrepreneurial Technician course for those who are interested in learning how to combine basics of business and technical skills and to expand future career options through business ownership. Today's advanced manufacturers are looking for dual workforce with both technical and business knowledge (intechcenter.org/request-information).
- In collaboration with the Office of Strategic Communication, UEC, Staff Council, ASI and Faculty Senate, the Division of Student Affairs rolled out the first mandatory student meal plan policy this year. This new policy stabilized Sodexo's annual CSUSB profits. In turn, UEC was able to secure a competitive new Sodexo contract that has brought millions of dollars in needed revenue to UEC and CSUSB. The new mandatory meal plan will bring an additional \$1.5 million in revenue to the Division of Student Affairs.
- In collaboration with the Division of Administration and Finance, the Division of Student Affairs has advanced the \$88 million Student Union Expansion project through the schematic design phase on schedule.

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.

- The CSE chair is working with the CEL dean and director of International Admissions and Student Services to increase CSE international graduate enrollment. Dr. H. Qiao assisted with the MOA (academic course articulation section) development for the CS major from Jiangsu University. Interim Dean Williams attended a Committee on International Affairs meeting.
- The JHBC has maintained 13.57% of non-resident enrollment out of total enrollment in AY 2017-18 which contributes significantly to the financial wellbeing of the university. That accounts for over 60% of total university international enrollments.
- IA implemented processes to ensure timely processing of international student applications meeting the 3-day processing and 3-day evaluating turnaround times for almost all applications. The positive effect of those changes was the increase in new student enrollment of 24% for Fall 2017. However, there were many adverse external factors that are negatively impacting international enrollments. They include: drastic reduction in Saudi Arabian scholarship program; and the Cal State Apply system that replaced CSU Mentor in June of 2017 was not designed with international applicants needs in mind. Campuses were showing as closed for admissions. To remedy this, IA was accepting paper applications and querying the system to find applicants. The change in the U.S. immigration policies and the ban had also a negative effect. As a result of these factors, Winter applications were down by 13% and Spring applications are down by 41%. Enrollment for Winter was down by 11 students (both graduates and undergraduates) or 19%, and for Spring 22 students (14 of them graduates), or 31%, with the sharpest decline of 58% in Master's level programs. The overall headcount fell by 5% in Fall, 3% in Winter, and 6% in Spring. The largest losses are among continuing Freshman and Master's students, which warrants a closer look at the first year experience for international students. CEL has worked throughout the year with the Graduate Studies Dean and Computer Science department to look into recruitment and enrollment management there. To address the declining enrollments, IA developed an aggressive Community College Recruitment plan to target transfer students from local community Colleges. An admissions evaluator conducted information sessions, application workshops and onsite evaluations. The following recruitment activities were completed. (1) Glendale Community College Southern California recruitment fair Oct. 9, 2017. (2) East LA College Southern California recruitment fair Oct. 10, 2017. (3) Santa Monica Community College Southern California recruitment fair Oct. 10, 2017 (4) Fairmont High School Southern California recruitment fair Oct. 11, 2017. (5) Irvine Valley College Southern California recruitment fair Oct. 11, 2017. (6) Orange Coast Community College Southern California recruitment fair Oct. 11, 2017. (7) College of the Desert International transfer fair Nov. 15, 2017. (8) College of the Desert March 15, 2018. (9) Riverside Community College March 20, 2018. (10) College of the Desert on site evaluations May 16, 2018. CISP has also expanded

its recruitment activities, conducting, among other things, visa interview preparation session and pre-departure orientation for 44 1+2+1 CHEPD students who are coming to CSUSB this fall. CISP Partnership Programs prepared for and participated at the 1+2+1 CHEPD graduation; 18 students from 5 Chinese universities graduated in June 2018 with a CSUSB diploma. CSUSB was awarded the Faculty Training Center by China Center for International Education Exchanges (CCIEE) on June 12, 2018. Majors of Accounting and Computer Science were added as new experimental classes at Jiangsu University, which is a 1+2+1 CHEPD partner of CSUSB. Thirty (30) students are to be recruited for each major, and 60 students will join CSUSB campus in Fall 2019. CEL coordinated two instructors' teaching in China for 1+2+1 students who are coming to CSUSB in Fall 2018. To improve registration of partnership programs students, CISP coordinated and pre-registered partnership students in courses for Fall quarter (both for 1+2+1 and 2+2 partnerships). CISP also implemented an automated health insurance hold placement and a new process for health insurance review, which led to a decrease in waivers. For issuing and mailing immigration documents, CISP implemented the use of eShip Global which greatly reduced the mailing expenses and led to considerable savings.

***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)*

- CNS Director of Development met with department chairs early in 2017-18 to identify funding needs and opportunities. CNS has approached the Keck Foundation, Sloan Foundation, and Cottrell Scholars Program. Four concept papers (pre-application counseling stage) were submitted to the W.M. Keck Foundation from Geology (1) and Biology (3) with ask amounts ranging from \$150,000 to \$300,000 each. A letter of inquiry was submitted to the Alfred P. Sloan Foundation, with a \$225,000 ask amount. The purpose of this project is to improve the retention and graduation rates of STEM students, particularly underrepresented groups. The goal is to create a culture of equity-minded, evidenced-based teaching practice through sustained professional development for lecturers. Two CNS faculty (Sara Callori from Physics and Jeremy Mallari from Chemistry) have advanced to the second stage of the Cottrell Scholars competition. The college is exploring naming opportunity for spaces such as the newly constructed anatomy and physiology labs, a microscopy center, and a fundable research “center” to be based in the three Biology faculty research labs to be built in BI-328. CNS leadership and faculty from Physics have been involved in meetings to develop a multi-purpose room at the Murillo Family Observatory. Completion of this project would aid teaching of astronomy classes as well as provide community outreach opportunities. CNS is exploring professional and analytical services such as water testing, mineral assaying, mineral identification, lab safety training to schools and colleges.
- The PDC Advancement Board held its first annual retreat in October 2017 where they established the priorities for activities for the coming year. These priorities reflected the goals and priorities of PDC relative to fundraising and academic programming (specifically, hospitality management).

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 CNS Development Team has been conducting discovery and research, establishing contact and meeting with CNS alums and friends. To date, for example, they have secured a \$200,000 estate gift from Dr. Christine Choi, '79, an alum of our Health Science & Human Ecology Department. In addition, a grant application for \$75,000 was submitted and funded to Edison International for STEM scholarships. The DoD regularly attends alumni events as a representative of CNS and the University in order to meet potential new funding prospects. CSE Faculty Dr. Sun attended the CO Grant Proposal Development Program meeting as one of the three representatives of the CSUSB development program. Several CNS faculty and administrators have partnered with the Director of Development to meet with potential or existing donors.
- The PDC Dean, Development Officer, and the Advancement Board collaborated frequently on funding priorities for the campus throughout the academic year.

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)*

- The Department of Nursing is working with RCC and CSU Fullerton on a joint RN to BSN two-year degree program. If successful, this could be expanded to other community colleges. This project will supplement enrollment to the current CEL RN to BSN program. The Department of Kinesiology has repurposed the old equipment room in the PE building as a fitness assessment center or adapted physical education laboratory. The Associate Dean is working with FPDC and the chairs of Biology and Geology on the repurposing of the CNS Museum as anatomy and physiology labs and the repurposing of the old labs as student project labs. The college is also considering making offices in BI-020, which is currently storage. This could free up rooms that could be used for academic support facilities.
- SBS will empanel a "Space Utilization Task Force" at the beginning of the fall 2018 term to evaluate current space needs, concerns, and usage in the SBS building. It will also be charged with forecasting future space needs based on projected hiring schedules. Our priorities are meeting the office space needs of our growing faculty and making more efficient use of currently underutilized spaces in the SBS building.
- As part of the Campus Master Plan exercise, recommendations for the expansion of the College of Extended Learning were developed and are currently being implemented. Those recommendations were to include large classrooms for the campus use into the design of the

building as they represent the highest demand, and to select a central location for the building to strengthen the campus academic core. The groundbreaking for the new building, named Center for Global Innovation, took place on Dec. 5, 2017, with plans to complete construction for the Fall of 2019.

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.

- ITS worked with the Office of the Registrar, Financial Aid, Curriculum, and Events/Academic Scheduling for automation of forms and processes.
- CNS faculty from the Center for Advanced Functional Materials are working with ORSP on streamlining the patent applications process.
- The IAR (Institute of Applied Research and Policy Analysis) of the JHBC conducted many assessment activities during AY 2017-18. In September/October 2017, IAR conducted a survey of June 2017 graduates for the BA/BS, traditional MBA, Online MBA, Professional MBA, and MSA programs. This three-month follow-up survey included questions regarding: Enrollment in graduate programs; Assessment of how well the college prepared them in terms of writing/communication skills, quantitative skills, interview skills, leadership skills, global awareness, problem solving using IT, and knowledge of skills specific to their concentration; Student loans; Internship experience; Current employment status and salary; Perception of the strengths and weaknesses of their program and college support services. In March/April 2018, follow-up survey was conducted for December 2017 graduates.
- CAPS renewed its Memorandum of Understanding (MOU) with the San Bernardino County Department of Behavioral Health (SBDBH) that embeds a SBDBH social worker, free of charge, on the San Bern Bernardino campus to perform mental health case management assessment and crisis interventions. These services helped avert student psychiatric hospitalizations, reduced morbidity, and returned students to the academic environment more quickly and successfully.

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.

Strategy 1. 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)

- Through the Office of Research & Sponsored Programs, the university again eclipsed the historic total annual awarded grant dollars of \$38.3 million in FY 2017/18; new requested grant dollars (new submissions): \$26.5 million; projected expenditures: \$30,302,869; and active awards: 227.
- Dr. Amy Leh (Faculty-ELT) received a Winter 2018 Teaching Skills Study Award to attend the "Computer-Using Educators" on March 14-17, 2018 to learn more about pedagogical uses of

a variety of technologies in instruction. Based on the stellar ranking of her Mini Grant proposal entitled “College-Conocimiento: Developing an Engaging College Going Environment”, Dr. Nancy Acevedo-Gil (Faculty-ELT/Doc Studies) was selected to receive an Anthony and Louis Evans Faculty Development Award, which included \$2,000 in professional development funds and a \$1,000 stipend. Dr. Acevedo-Gil also received a plaque at the opening of the Faculty Center of Excellence. COE had three Summer Research Fellowship submissions/awards (Jordan Fullam, Jemma Kim, Priyanka Yalamanchili) and one Mini-Grant (Sang Nam). When a faculty’s proposal is considered merit-worthy by the Professional Development Awards Committee, the College will provide funding at 50% what OAR offered for the year in support of their work.

- CNS is developing corporate/foundation relationships as evidenced by grants from Kellogg last year and from Edison this year. Chemistry department’s discussions with CO lawyer and external lawyer have moved along the provisional patent for CREST IP. Several departments have met with the Associate Provost for Research to discuss grant writing opportunities.
- The JHBC offers a Deans Teaching Innovation Grant which is designed to underwrite new self-support programming and to enable faculty to collaborate with colleagues, create new ideas and act on them. The main goal of this grant is to increase engagement and collaboration across colleges and stakeholders along with the progression of University and College Strategic plans. Three grant proposals were selected for AY 2018-2019 funding for \$20,000 each: (1) “Improv for Leaders and Entrepreneurs” Certificate Program by Astrid Sheil (A&L), Johanna Smith (A&L) and Michael Stull (JHBC); (2) Early Childhood Administrative and Leadership (ECAL) Certificate Program by Amy Van Schagen (SBS) and Michael Stull (JHBC); and (3) Online Certificate in Nonprofit Management by Tony Silard (JHBC), Deirdre Thomas (CEL), Erica Lizano (SBS). Five external grants were awarded to the Information and Decision Science Department (GenCyber Middle School, Gencyber High School, 2018 CNRC Education, Insuring Cyber Security, DoD Cyber Scholarships). Ten Grants were awarded to IECE (County of Riverside, City of Corona CDBG, City of San Bernardino CDBG, 2017-2018 IE SBDC GO BIZ, CA Advanced Supply Chain Analysis and Diversification Effort, GoBiz Capital Infusion Grant, CDBG Inland Empire Small Business Development Center Technical Assistance Program, CVWBC Women’s Business Center). • Three grants were awarded to IAR (21st Inland Empire Annual Survey (Agency-OMNITRANS, SBCSS, Mojave Water Agency and CSUSB, “Community Health Needs Assessment”, CA Advance Supply Chain and Diversification Effort (CASCADE). Two grants were awarded to Leonard Transportation Center (Rialto Safe Routes to School, City of Rialto Project).
- Several SBS departments have historically been heavily involved in grant writing, and with considerable success. For example, in AY 2017-18, Psychology faculty were successful in securing nine external grants. Criminal Justice and Social Work faculty have also been rather successful in securing external funding. We look forward to expanding this culture to other departments in the College where their research and community work coincides with external

funding interests. Our new Dean's Fellow for Faculty Success, Dr. Ryan Keating, has also been tasked with coordinating research and grant support efforts among our junior faculty.

- A University Advancement lead was assigned for The Obershaw DEN and has provided prospect reports for new funding. Dining Services/Sodexo have identified grant opportunities for student food insecurity and have assisted with grant submission. OCFR has also identified DEN grant opportunities and provided grant writing support for foundation grants.
- Academic Research offered a Targeted Grant Proposal Writing Workshop, June 25-26 2018, with attendance of 5. The newly created Office of Faculty Research and Development offered the 1st annual grant writing academy. This two-day workshop was designed to provide focused mentoring to a small number of junior faculty to develop new grant proposals. The workshop provided them with an overview of the grant process and assistance with writing all the sections of a grant proposal. Faculty in the workshop created a draft of all the major sections of the grant proposals before the end of the workshop and a time line for submission in the next year.
- In just over five years, CSUSB's Division of University Advancement has elevated itself to the highest performing development team among Tier 1 CSU campuses.
- Giving and pipeline building continue as the highest priority for the development team. 2017-18 will record just under \$8.2 million, with a number of major gifts in the pipeline.
- After just 22 months in the public phase, University Advancement has raised almost 95%, \$47.3 million, towards the \$50 million Comprehensive Campaign for CSUSB, the largest single fundraising initiative in university history.
- The key to long-term sustainability is strengthening our endowment, which eclipsed \$40 million earlier this year, more than double of where it stood in 2012. As a result, University Advancement will distribute an unprecedented \$1.4 million to worthy scholars and academic programs this fall.
- Corporate and foundation giving went up 10% over the previous record year, raising nearly \$3.68 million in 2017-18, roughly \$1 million more than one year ago. The team has been able to bring fresh relationships to the table, acquiring new national foundation funding from national leaders including Kellogg, Carnegie, Toyota, Verizon and the Give Something Back Foundation.
- 2017-18 saw an increase in proposals submitted to companies, foundations and other philanthropic funders (not including proposals submitted to individual donors). A total of 108 proposals resulted in approximately \$4.1M in funding for CSUSB, with several million expected next year. The Office of Corporate and Foundation Relations continues to engage faculty in new collaborative funding opportunities with major funders where no previous relationship existed.
- A key metric via the Office of the Chancellor, alumni giving is growing as well. In 2017-18, we booked \$2.2 million in alumni giving, and our three year averages of total number alumni donors has consistently exceeded the goals set by the Chancellor's Office.
- A restructured Office of Annual Giving made a remarkable impact in 2017-18, with an inaugural Giving Tuesday Campaign that exceeded its \$50,000 goal, a \$108,000 Faculty

Staff Campaign including special funds to support emancipated foster youth, and the single largest phone gift of \$30,000. Its focus will always be on a pipeline of new donors.

- 2017-18 marked the largest single year in the number of gift receipts booked, which totaled 4,871.
- In May, the Foundation Board began a process that would set aside select carry-forward funds to create a scholarship reserve account. The Board will put into policy a cap of \$1.5 million on this fund, assuring the university can sustain scholarship opportunities should there be a downward shift in the economic markets.

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.*

- CAL encouraged increased engagement on community activities, including activities with the City of San Bernardino and City of Riverside.
- Dr. Becky Sumbera (Faculty-ELT) presented “Online Coaching, Training, and Communications Opportunities for the 21st Century” at the Superintendents' Symposium in Monterey. Dr. Sumbera is also a new member of the Faculty Center for Excellence (FCE) Advisory Board representing full-time lecturers.
- Two Kinesiology faculty received an internal grant from OCE to support experts in the field to talk on community support activities. Kinesiology faculty have worked with OCE to start a community exercise program. Thanks to Dr. Chen of HSCI, the campus was recognized by Tree Campus USA. CNS supported the 2018 Latino Book and Family Festival. Dr. Dave Maynard and several CNS students participated in various activities in Coyote Cares Day, and Dr. Nicole Henley organized a “5K Run Like a Mother” (which this year was dedicated to student Jordyn Rivera who died in the Las Vegas mass shooting) to support family issues. Geology students have led several classes from local schools on hikes to the San Andreas Fault. The first cohort of 18 transfer students of the S-STEM grant enrolled this fall and 15 new scholars have been recruited for next year. CNS started two new scholarship endowments: Dr. Alex Sokoloff and Dr. James Crum. CNS Supports the Arrowhead United Way STEM camp “Kids that Code” Workshops. Both Biology and Health Science and Human Ecology have internships program with San Antonio Hospital. CNS is planning a series of Scherba Lectures on women in astronomy. CSE Director has met with ITS to discuss the potential collaborations on STEM events to promote technology renovation of campus.
- The JHBC thrives on innovative partnerships and engagement. In AY 2017-18, the JHBC faculty developed workshops/events that had members joining within and outside the JHBC community. Some of the major activities follow: Tony Silard facilitated several workshops during Fall 2017: workshop titled “How to Develop Strategic Alliances to Make Your Nonprofit More Effective” for 50 Inland Empire nonprofit organizations at the Regional Access Project Foundation’s “Nonprofit Conference and Desert Fast Pitch” conference in Cathedral City, CA; four-hour training at The Community Foundation of Riverside and San Bernardino counties titled “How to Create an Emotionally Resonant Nonprofit Organization” for 45 Inland Empire nonprofit organizations in Riverside, CA; workshop for 75 disadvantaged youth in the Youth Grant Making Program, a program of The Community

Foundation of Riverside and San Bernardino counties, in Beaumont, CA. On April 2018, Leonard Transportation Center staff and students conducted surveys for intelligent intersection controllers, researching what 20 industry standards are involved and what infrastructures have been put into place. This helps to build networks with our local community members and furthering our research in the realm of cyber security. The JHBC hosted the 2017 Annual CLADEA Conference Oct. 17-19, 2017. CSU Chancellor Tim White, UC Riverside Chancellor Kim Wilcox, CSU San Bernardino President Morales and Provost McMahan along with 400 guests from over 30 countries attended the conference. On Oct. 18 2017, The Research Institute for Public Management and Governance (RIPMG), led by Dr. Alexandru V. Roman, conducted an ethics workshop. The training was completed at the invitation of the California Association of School Business Officials (CASBO) as part of CASBO's Vendor Show. The event was attended by over 50 school business officials and was a great success. The JHBC Center for Global Management hosted the 5th Annual Global Access Program. The main goal of this program was to accelerate the entry of export-ready business to overseas markets through customized global market student research and a conference connecting participants with key resources in select countries. The unique program is a collaboration between the college, Center for Global Management, Orange County/Inland Empire District SBA Office, Center for International Trade Development and Global Research Institute of International Trade. This year, more than 125 students, businesses, country specific experts and other professionals participated. The concluding conference featured keynote speaker Bryan A. O'Byrne, U.S. Small Business Administration Chief of International Affairs and Trade Policy, Office of International Trade along with more than a dozen virtual panelists from Africa. This year they focused on Botswana, Ghana, Kenya and South Africa. The JHBC Dean Rose along with the Vice President for University Advancement and Dean visited Chulalongkorn University in Bangkok, Thailand in December 2017 to attend the alumni reception. This also gave them the opportunity to establish external relations. They also visited Thammasat Business School.

- SBS has worked to expand our impact in local, regional, state, national, and global communities in a number of ways. Their philosophical approach is not one of "service" as much as it is one of "engagement," reciprocal learning, and promoting student growth through applied educational opportunities. Cherstin Lyon (History) also serves as the campus Faculty Associate for the Office of Community Engagement, and she has been rather active within the College to develop innovative curricular, high-impact, and extra-curricular community engagement opportunities. Toward these ends, a few examples of community engagement activities in or our college over the past year include: (1) SBS faculty and staff members served as a CSUSB/OCE delegation to AAC&U's Global Engagement Conference (Oct 12-14). (2) The SBS chairs council has held ongoing conversations to specifically discuss more uniform expectations for SBS internship courses as we move through the Q2S process. (3) SBS began work on compiling an SBS faculty experts list that could be presented in an accessible and visually appealing fashion. The

goal is to be a resource for both media and community agencies interested in partnering with our faculty on issues that benefit the community.

- OCE launched the new Community Engagement Faculty Associate program to assist faculty with community engagement in the classroom, for research and for other service activities. Faculty Associate program is based on national and CSU best practices.

Strategy 2. Review and recommend adjustments to campus policies, procedures and structures to eliminate barriers and provide support to community engagement activities.

- CAL continued to develop initiatives that encourage outreach with Alumni to return to campus, participate in Professor for a Day, give guest lectures and agree to be recorded for recruitment purposes. Work with Admissions and CAL academic programs took place to recruit students from our service area (secondary schools and colleges). CAL also encouraged department chairs to work with the Career Center to connect students with local employers.
- On March 15, 2018, the JHBC Office of Inclusion and Engagement put together a proposal asking President Morales to join CEO Action for Diversity & Inclusion: President's Circle on behalf of CSUSB.
- OCE conducted informal surveys of faculty to determine barriers in campus policies and procedures. OCE met with Parking Services and the Provost to determine a process for requesting guest parking permits for community partner visits to campus, wrote brief process guides for faculty for common requests, and worked individually with faculty on navigating University procedures. OCE also purchased community engagement publications and technical equipment to remove barriers from trying new approaches to service learning and community-based research. The Community Engagement Faculty Travel Grant program was reinstated to encourage faculty to attend discipline and/or higher education community engagement conferences. Seven travel grants were awarded totaling \$11,054.

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.

- The Director of Services to Students with Disabilities was asked by the San Bernardino County Election Office to serve as a member of the Voting Accessibility Advisory Committee that develop strategies to improve access to voting. Issues such as accessible voting systems, accessibility of polling places, and ways to improve the voting experience are addressed. The Director will assist the county with improving voter outreach to college students with disabilities.
- The Student Health Center in partnership with the Nursing Department and the San Bernardino County Department of Public Health provided flu clinics and vaccinated 883 students.

- The Student Health Center partnered with Western University to provide no-cost dental and optometry clinics for 84 students.
- Through written, verbal and visual communications, the Office of Strategic Communication 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.
- Alumni Relations continues to recognize the importance of building partnerships across the campus and community. It has been a key factor in the largest Homecoming attendance in CSUSB history, in addition to a year over year, record breaking food bank packing party in conjunction with Office of Community Engagement and Community Action Partnership. The office took the lead on bringing civic-minded alumni back to campus for a special food packing initiative as part of Coyote Cares Day.
- 2017-18 marked the first full year where a development officer was dedicated to supporting non-college based initiatives, including the Obershaw DEN. The DOD works seamlessly in bringing new resources from the community to our most underserved and disadvantaged students.
- The 11th Annual DisABILITY Sports Festival was held in October; over 600 volunteers and nearly 700 participants plus various vendors, and community related organizations were on campus for a full day of activities. In November, CSUSB hosted 166 third-and fifth-grade students and their parents / guardians. This event aimed to familiarize elementary school students and their family members with CSUSB. This was done in collaboration with CSUSB faculty, staff, and students, as well as local school district teachers and leaders and Ed.D. (Doctoral Program) students in the EDUC-780 "Special Topics along the PK-20 Pipeline" course, with Dr. Nancy Acevedo-Gil (Faculty-ELT/Doc Program) as the instructor. Dr. Kathy Howard (Chair-TEF) was director for Glocally Connected, a refugee-serving organization that teaches English to Afghanistan women and children while also connecting them with potential employers. Both founders of the organization are alumni of the College of Education's TESOL program (Selin Yildiz-Nielsen and Sherry MacKay). Dr. Kathy Howard (Chair-TEF) organized groups of students to volunteer tutoring English to the Afghani women and their families throughout the year. The finished result of the summer program, the product was a book that included the artwork, poetry and recipes that were created as a way to demonstrate the English they had learned. The Doctoral Studies Program hosted its Annual Educational Equity Dialogue Conference (exceeding its 120-planned guests that included community members, CSUSB students, University faculty and Norco College attendees). This year's focus, entitled "Lives in Limbo: Undocumented and Navigating Uncertain Futures" is the work of Dr. Roberto Gonzales. CSUSB/COE hosted an Alumni Mixer at Riverside City Hall in December. Attendees included community partners, CSUSB alumni, COE administration and college faculty. Had a second mixer in Redlands (June) for the first meet-up of the CSUSB Teacher Club, hosted by the Alumni Association and College of Education. CSUSB/COE supported the DEN through a college-wide holiday (December) campaign that raised 340 items for a total weight of 120 lbs. The Cal State San

Bernardino Reentry Initiative (CSRI) announced a new partnership with San Bernardino County Sheriff's department at the Open House event of CSRI's new San Bernardino location. The Sheriff's Parole- Reintegration Program assists the formerly incarcerated to re-enter society. CSRI has centers in Moreno Valley, San Bernardino, Indio and Victorville. Projects made using 3-D printers using coding skills, created by African-American and Latino middle school boys, were on display at the 2nd Annual Verizon Makers Faire on March 10 as part of the Verizon Innovative Learning Program at CSUSB. The work displayed by the students featured a culmination of what they learned during the latest Verizon Learning Camp held on campus last summer. Spearheaded by Dr. Xinying Yin (Faculty-TEF), Dr. Andrew Hughes (Faculty-ELT) and several other key players across the CSUSB campus, the Verizon Minority Male Makers Program exposes young black and brown students to technology, including coding and 3-D printing, providing invaluable STEM and entrepreneurship skills.

- Sisters Gloria Macías Harrison and Marta Macías Brown served as Honorary Chairs (madrinas de honor) at the 9th Annual Latino Education and Advocacy Days Summit (LEAD IX), held on Saturday, March 29 at the CSUSB campus. With the theme “¡Viva La Mujer!” honoring women, this one-day annual event brings together teaching professionals and educators, researchers, academics, scholars, administrators, independent writers and artists, policy and program specialists, students, parents, civic leaders, activists and advocates together. An estimated 1,700 people attended the summit at CSUSB, with livestreaming to remote Town Hall viewing locations worldwide to 424,585 viewers and an additional 60,655 via Facebook and YouTube. The annual LEAD Week (Monday, March 26, 2018 – Saturday, March 31, 2018) promotes making a difference in the Latino community, connecting with Latino educational leadership and improving the education and lives of all students.
- In Addition to the global activities mentioned above in Objective 1, there are some additional events that the JHBC faculty has developed to increase strategic community-university engagement. On October 5th, 2017, the JHBC hosted a Social Media and Security Workshop led by Dr. Victoria Seitz. This was the first program bringing all the JHBC advisory boards together to network and collaborate for the benefit of students, faculty and the College's programs. Eighty-four people attended. On Oct. 5, 2017, the Department of Accounting and Finance hosted the annual MTF (Meet the Firm) event. Twenty-nine Accounting and other firms attended and interacted with students to share various industrial and current information and to provide opportunities of internships and jobs. Around 200 students participated in the event. Leonard Transportation Center (LTC) delivered three out of six educational and interactive dialog series to address numerous regional projects and initiatives designed to improve mobility. Each dialogue series featured ideas and diverse opinions from well-known experts. The dialogue topics were: “Opportunities and trade-offs in transportation: Maintaining the region's competitiveness and quality of life” - February 20, 2018; “Can congestion pricing improve mobility?” – March 20, 2018; “Can technology save

us?” – May 22, 2018; “Autonomous and connected vehicles – Will they make things better or worse?” – July 31, 2018 (upcoming); “Transit and rail – Are they the answer?” – September 11, 2018 (upcoming); “The future of transportation funding – Gas tax, per mile fees and other ideas.” – November 13, 2018 (upcoming).

- Below is a partial list of community engagement activities across the SBS college over the past academic year:
 - [Anthropology] From May to December 2017, Dr. Guy Hepp along with Ana Yesenia Mendoza Sanchez, Dr. Russell Barber, and Dr. Frannie Berdan curated the Crafting Lives in the Americas exhibit.
 - [Anthropology/Sociology] Currently, Dr. Arianna Huhn and Annika Anderson curated the In | Dignity exhibit.
 - [Criminal Justice] Dr. Stephen Tibbetts submitted a five-year program evaluation proposal to the Riverside County Probation Department.
 - [Political Science] Several faculty members are regular commentators in the media and also participated in off-campus community events as guest speakers.
 - [Psychology] Developed an important Community Outreach student organization founded by Manijeh Badiie which identifies needs in the local community and then responds to those needs.
 - [Psychology] Science of Parenting. Laura Kamptner received funding from the San Bernardino School District for her Infant-Toddler parenting project.
 - [Psychology] Parental Intervention Program in Glen Helen Jails. The San Bernardino County Sheriff's Dept. has renewed funding for this initiative providing incarcerated parents with counseling and parent training. Laura Kamptner serves as the program director.
 - [Psychology] Infant Toddler Lab School received a substantial amount of funding from ASI to support its CCAMPIS program while it waits for this DOE grant to be renewed. CCAMPIS makes it possible for students with financial need to receive support for child care services.
 - [Psychology] First 5/Quality Rating and Improvement System. New funding was received from the SB County Schools to continue Early Childhood Education Site Assessment and Development work led by Amanda Wilcox-Herzog and Amy Van Schagen.
 - [Psychology] Cognitive Training. LRI and ICDFR faculty and Psychology/HD students are involved in providing cognitive training to college students and to children and adolescents through the Coyote First Step Program and through local school districts. This training aims to improve student's control over their attention and other learning-related cognitive processes as well as enhance aspects of working memory.
 - [Psychology] Foster Youth. Eugene Wong and Izzy Diaz received funds from Foster Youth Services to conduct program evaluation of services in SB County School Districts. (With Eugene and Izzy)

- [Psychology] Tutoring program for Homeless Youth. Developed by the faculty of the ICDFR.
- The Pfau Library continues to engage the community through several projects. Local and regional efforts follow: (1) The Latino Book and Family Festival; fosters literacy, education, and culture; (2) Colton Oral History Project; collects local history and images, makes presentations, and offers exhibits; (3) Summer Movie Series; provides entertainment and an opportunity for students and families to visit the campus in a relaxed manner; (4) Comic Expo; features a special collection, creates awareness of other resources. Regional/national efforts: Latino Baseball History Project; collects and makes available local and regional history. It has partnered with the Smithsonian to create a traveling exhibit.
- OCE staff continue to collect and update existing partnership information in a central database.

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.

- In October 2017, based on the stellar ranking of her Mini Grant proposal entitled “College-Conocimiento: Developing an Engaging College Going Environment”, Dr. Nancy Acevedo-Gil (Faculty-ELT/Doc Studies) was selected to receive an Anthony and Louis Evans Faculty Development Award, which includes \$2,000 in professional development funds and a \$1,000 stipend. In April 2018, Dr. Edna Martinez (Faculty-ELT/Doc Studies) received a Community Engagement Travel Grant through CSUSB’s Office of Community Engagement. “If properly incorporated, community engagement experiences are expected to yield higher levels of student critical thinking and problem analysis skills, increased social responsibility and commitment to service, interpersonal development, and moral development,” stated Dr. Martinez in her grant proposal. The award monies funded her attendance at the Teaching Professor Conference in Atlanta, GA on June 1-3. The TPAC conference includes significant focus on service learning and community engagement, with an explicit focus on the scholarship of teaching and learning.
- CNS is working with CSUSB Strategic Communication to identify faculty participation in community opportunities for professional advancement. Dr. Sally McGill is collaborating with a multi-institutional group on an NSF-INCLUDES proposal that would support joint geological activities between the local community colleges and high schools to strengthen the mentoring and signposting of educational pathways to earth science careers. Several CNS departments are involved in the S-STEM Open-House recruitment events for transfer scholars in the NSF Scholarship program.
- Planning is underway for a RPT professional development series to assist faculty with the preparation and review of documentation.

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

- The Inland Empire Small Business Development Center (SBDC) provides a vast array of technical assistance to small businesses and aspiring entrepreneurs. This includes no cost, extensive, one-on-one, long-term professional business advising, low-cost training and other specialized services. Beyond its core services, the Inland Empire SBDC provides specialized assistance in: QuickBooks, franchising and service-based operations, government contracting, website search engine optimization and securing funding from both traditional and nontraditional sources. By the end of May 2018, more than 630 entrepreneurs signed up at SBDC and SBDC had about 2288 hours of consulting. SBDC had 42 training workshops with 833 attendees along with 42 startups. SBDC also helped candidates in their job placements (about 130 jobs). They also helped with retaining 160 jobs and assisted with 27 government procurement certificates. They are also working towards finalizing their partnership with GoBiz (<http://business.ca.gov/>) for establishing a veteran procurement program. In 2017-2018, SBDC received a Capital Infusion of about 8 million with increased in sales of about 4 million (<https://inlandempiresbdc.org/>).
- The Women's Business Center (WBC) program promotes the growth of women-owned businesses through mentoring, business training and business counseling services, and assists women business owners with management issues, business startup, gaining access to capital, federal contracts and more. On April 2018, WBC hosted a Prosperity Conference at the Ontario Airport Hotel in partnership with Hispanic Lifestyle. The main purpose of this conference was to help existing and new women entrepreneurs. They also had a Women's panel to speak about their experiences and guide others. Every year WBC offers 200 to 300 workshops. They have two major programs IYT (It's Your Time) in conjunction with the City Bank and a next level program called IGNITE. About 3600 workshop attendee sign up each year at WBC (IEWBC.org).

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.*

- COE is very active in community engagement and service as a majority of most of our programs have clinical experiences and many of our faculty, staff and students also serve community agencies and organizations as members or on boards.
- CNS has identified existing service learning courses so that Institutional Research can track student participating in this type of community engagement activity. Currently HSCI runs ISPP (an internship program for prospective registered dietitians) during the year. There are 25 students per year. Department of Nursing runs a Foreign Trained Nurses program during summers with approximately 50 students. Biology and Biochemistry are exploring offering a medical technology certificate through CEL. The CNS Associate Dean attended a community engagement workshop at the FCE.

- There is ongoing coordination with Coachella Valley School Districts on academic strategic plans. PDC also had increased connection with high school academies and Pathways programs. On March 6, 2018 OLLI hosted the film 1948 in the IWT, in partnership with PDC. The film was open to the public and drew 300 people from OLLI, PDC students, and community members. Volunteer service fairs were held as well as career fair for nurses.
- OCE staff continue to collect and update existing partnership information in a central database.

Strategy 2. By fall 2017, significantly increase university funds to stimulate new curricular and co-curricular service learning activities.

- OCE received \$25,000 this year in new Strategic Planning funds, and they were distributed to faculty through a competitive grant process to develop new community partnerships with nonprofit agencies and schools.

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.

- ITS launched the MobileServe mobile application for tracking Community Engagement. The division additionally implemented the S4 System for record keeping and reporting of community engagement activities.
- OCE launched a new CSUSB Outstanding Community Engagement Award program to recognize one faculty member per year that demonstrates excellence in community engaged work. Fifteen student organizations and eight individuals were honored in four recognition events and on social media for receiving the CSUSB President's Volunteer Service Award (CPVSA) for their many contributions to local communities. CPVSA is also available for staff through the new Staff Development Center and for faculty through the Faculty Center for Excellence. Additional publicity is planned for 2018 for the faculty and staff CPVSA award program. CSUSB students contributed over 95,000 hours of volunteer service in local communities during the 2017-2018 academic year. A publication highlighting CSUSB faculty community engagement is in process and will be published during Fall 2018.

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

- The CNS Dean and Academic Affairs reviewed all 9 faculty search advertisements. To date, 6 tenure-track faculty have been hired for the fall 2018 quarter in Chemistry, Computer Science and Engineering, Health Science (2), Kinesiology, and Nursing.

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

- OCE's plan to establish the mechanisms is in the development stage.

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.*

Strategy 1. *Engage in a process that identifies what makes CSUSB distinctive, including unifying communication themes.*

- The Office of Strategic Communication (OSC) earned a CASE (Council for Advancement and Support of Education) Gold in the 2018 Circle of Excellence Awards for institution-wide CSUSB's Branding Initiative earned. CASE Circle of Excellence awards program recognizes outstanding work in advancement services, alumni relations, communications, fundraising and marketing at CASE member institutions worldwide. They are judged by peer professionals at schools, colleges and universities as well as by professionals from outside education. The judges commented on the strength of our We Define the Future proposal, including quantifiable measurable on planning and outcomes, the scope of stakeholder participation across multiple groups, an impressive plan, and the budget application in comparison to similar projects
- During 2017-18, OSC launched 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.
- 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.
- This university-wide integrated marketing plan featured advertising, media relations, public relations, promotion, partnerships, direct marketing and social network marketing — all coming together to create synergy around 'We Define the Future.'

Strategy 2. *Develop a centralized comprehensive integrated marketing communication plan to reinforce our identity with internal and external audiences by January 2017.*

- **TELL THE CSUSB STORY:**
 - OSC created a focused and clearly defined messaging platform that strategically appeals to the University's key audiences. Using the power of creative storytelling, OSC 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.

- During 2017-18, the Office of Strategic Communication, with assistance from Brand IQ, conducted the 'Deliver' phase consisting of rolling out the brand; incorporating the brand into all University communications; creating a brand manual; launching the entire brand package (i.e. photo shoots, videos, view books, website enhancements, etc.) and campus brand workshops.
- 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 faculty and alumni on social media channels and through digital media channels.
- 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 students (e.g., a CSUSB poster, copy of the latest issue of the CSUSB Magazine, a CSUSB promotional decal, fact sheets, video stories, etc.).

- **ESTABLISH AWARENESS:**

- Using the new brand, began 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.
- Developed a year-one media relations plan (including social media) 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 the media relations plan.
- 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.

- 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.
- Branded the new ‘Inside CSUSB’ news site with ‘*We Define the Future*’ imagery.
- Launched a ‘*We Define the Future*’ branded photo catalog available to the campus through Cumulus which is continually being updated with new branding photos.
- Launched branding toolkits available online which includes power point templates, brochure design and access to the CSUSB logos, ‘*We Define the Future*’ landmark and branding design resources.
- Open Forums were attended by a cross-section of representatives from many key departments and programs across the University to explain new branding and available resources.
- Consulted with colleges and departments in small groups to review branding and resources, which included Deans, Provost and Academic Affairs, JHBC, CEL, SBS, Student Affairs, Athletics, Department of Music, and Coyote Radio/Coyote Advertising. Consulted with Nursing Department on how to utilize in-house resources for increasing awareness and branding.
- **ESTABLISH A CULTURE OF ENGAGEMENT:**
 - The campus community currently is anchored in their individual islands within the university and for the long-term success of the strategic plan and to improve business and community initiatives; 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 schools 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.
 - Conducted campus brand open forums where we previewed the new brand platform, website, marketing campaign materials, and media schedule and for internal audiences.
- **INCREASE AND SHAPE ENROLLMENT:**
 - 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.
 - 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.
 - Assisted ASR with a ‘*We Define the Future*’ “road show” consisting of newly branded marketing material.

- Developed a social media marketing plan that included supporting ongoing undergraduate recruitment efforts.
- Regularly featured student stories across multiple social networks that were targeted to prospective students and their families.

Strategy 3. *Invest sufficient resources annually to perpetuate the university's identity.*

- Social media has become the living breathing expression of our brand. Increasingly students, faculty, and alumni are sharing their experiences through photos and videos in real-time on social media. When strategically managed, our social media pages can significantly impact and support recruiting, alumni relations, development, brand perception and brand awareness across our entire institution. During 2017-18, OSC established objectives in order to develop targeted social media campaigns that would result in 10 percent more followers for each of the four major CSUSB social media outlets (Facebook, Twitter, YouTube, and Instagram). OSC outperformed the 10% goal in all four categories:
 - Twitter experienced a 54% increase in followers adding 2,688 new followers in 2017-18;
 - YouTube experienced a 66% increase in followers adding 175 new followers in 2017-18;
 - Instagram experienced a 53% increase in followers adding 3,949 new followers in 2017-18;
 - Facebook experienced a 13% increase in followers adding 2,845 new followers in 2017-18.

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.*

- Administration and Finance implemented an aggressive capital construction campaign formed by the master plans for the Palm Desert and San Bernardino campuses that will add new student housing and campus dining venues by Fall 2018. The new housing and dining complex will elevate the student campus experience and provide space for social and formal student gatherings.
- Additional food service venues have been added to the campus to provide more options, additional gathering space, and improve the student experience. A full scale Starbucks has been added to the Pfau Library with an expected opening of July 2018. Einstein Bagels is expected to open in early September 2018 in the Social and Behavioral Sciences building.

Strategy 2. *Identify, define, and brand CSUSB traditions and signature events.*

- The Staff Development Center has continued to grow the now annual Employee Development Days & Appreciation Picnic that kick off the start of fall quarter, promoting professional and personal development and school spirit. In 2017, there were a total of 24 training sessions offered in the areas of health and wellness, technical skills, and sessions focused on resume review and mock interviews. Many of the sessions were facilitated/co-facilitated by campus subject matter experts including faculty, staff, and administrators. Most of the courses were repeated to allow staff from all over campus to participate, and employees from PDC joined via Zoom. Featured speakers from the community were invited to focus on emotional intelligence which was very well-received. Approximately 330 employees attended, including staff, faculty, and administrators and over 24 hours of training were provided.
- The Division of Student Affairs collaborated with University Police to bring to fruition the ASI annual Winter concert. The concert featured Khalid, MTV's 2017 Artist of the Year, and showcased CSUSB's ability to bring popular student-centered artists to campus in a safe environment.

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.*

- Admissions & Student Recruitment created the #Coyote4Life social media campaign – a distinctive, celebratory identifier for students to share good news about enrollment, successes and graduation from CSUSB.
- The Admissions packet was redesigned to include logos, tag lines and a celebratory feel through visual representation of the *We Define the Future* Brand.
- A unique CSUSB brochure was created in the form of a visual heavy, poster style that extends the product life beyond an initial review.
- A Campus Visits space was created and branded with CSUSB logos, images and the *We Define the Future* tag line.

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.*

- The CSUSB magazine continues to place a greater focus on philanthropic interests and celebrating the most meaningful stories on campus and in the community. It is dedicated to those friends and alumni who have given \$500+ over their lifetime. In 2017-18, OSC increased the print circulation to include 624 high school guidance counselors (an identified key stakeholder group) in San Bernardino and Riverside counties and 72 community college guidance counselors in San Bernardino County.
- This fiscal year saw the launch of a new digital online magazine that features more interactivity (i.e. videos, shareable content, etc.). The new online presence (<http://magazine.csusb.edu/>) now allows us to share the magazine with even more audiences (i.e. alumni, friends, donors, etc.) without added expense.
- Produced and distributed 14 campaign videos during 2017-18; five for the GI 2025 Campaign; four for the Faculty-Staff Fundraising Campaign; and five for the 'Giving Tuesday' Fundraising Campaign.

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

- CSUSB's website underwent further development using Drupal and innovative modules that allow flexibility of timely and effective messaging.
- In connection with the launch of a new brand also came the launch of a newly designed 'Inside CSUSB' newsroom page (<https://inside.csusb.edu>). CSUSB experienced a 49% increase in users from 2016-17 (increasing from 50,588 users in 2016-17 to 75,745 users in 2017-18).
- It is not enough to just increase Social Media Followers, CSUSB also needs to measure Social Media Engagement. This is defined as 'Audience Interactions' - in other words, are our followers in engaging with us on our social media platforms. Are they liking our information, re-tweeting interesting concepts, forwarding posts, etc. As such, OSC instituted several initiatives during 2017-18 to further engage with our audiences. These included:
 - Utilizing the official CSUSB Snapchat and Instagram account stories feature to begin promoting campus events by promoting them through the department/program going live on snapchat and Instagram.
 - Strengthened student, faculty, and alumni academic accomplishments to increase university identity.

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

- By building and maintaining good media relations, it will insure that, over time, CSUSB will be top of mind when a relevant topic or news story hits. The goal of media relations is to maximize positive coverage in the mass media without paying for it directly through advertising. During 2017-18, OSC secured 4,358 total non-paid media placements. Those

clips resulted in an 'Ad Value' of \$16.8 million – which specifically means how much advertising the University would have spent to receive the same amount of coverage. The final reporting category for outreach is "Estimated Audience Reach" for our non-paid media placements. Our 4,358 placements resulted in an estimated audience reach of approximately 1.8 million viewers, readers, etc. Through an independent third-party research partnership, we look closely at the breakdown of 'Positive/Neutral Trend Stories' versus 'Negative Trend Stories' for CSUSB and it has been determined that approximately 98% of our media stories were either positive or neutral (i.e. event listing, mentions, etc.) while only approximately 2% were deemed 'negative.'

- The OSC team in the media relations area added an additional 20 CSUSB faculty members as experts from the five colleges as we continue to recruit faculty through our contacts, relationship building and through media inquiries.

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 December 2017, a national search led to the hiring of the new Director of Alumni Relations. She was the unanimous choice of the search committee, which included alumni staff, alumni faculty and others. In just six months, the Director has led a remarkable renovation of our alumni practices, creating unprecedented engagement and development opportunities.
- In 2014-15, 174 unique alumni registered for our events. This year, we hosted and participated in over 40 events, with 992 unique alumni registrants (excluding Homecoming). We increased our engagement beyond the campus by hosting a series of regional meetups in Hesperia, Redlands, Rancho Cucamonga, Temecula Valley, Vallejo, and international events in Thailand and Hong Kong, in partnership with the CSU. Our largest mixer of the year, the annual Alumni Mixer in Riverside, welcomed more than 150 alumni. Homecoming had 1,500 alumni, students, family and friends in attendance. The June 2018 Grad Days captured over 70% of the Commencement registrants, making it the most successful Grad Days in CSUSB Alumni history. **Percentage of growth:** 470% unique registrants.
- The members of the former Hispanic Alumni Chapter convened for a meeting in early January to discuss the reformation of the chapter. The Latino Alumni Chapter launched in February. The board is comprised of 15 individuals, with monthly meetings. The first official interest meeting of the Faculty/Staff Alumni Chapter was held on Feb. 21. More than 40 Alumni who work on campus attended. The first board meeting was held on March 28. The launch of the African American Alumni Chapter is scheduled for late summer. CSUSB Alumni attended Black Grad on June 2 to sign up interested individuals. More than 200 new grads have expressed interest.

- CSUSB Alumni partnered with Coyote Athletics to host Alumni Night during their senior celebrations at Coyote Basketball in February. Board members, chapter members and retirees cheered the Coyotes on to victory over Sonoma State.
- On April 21, more than 100 alumni, students, faculty, staff and administrators attended the Alumni Packing Party at Coyote Cares Day. Guests packed 1,500 food boxes for local San Bernardino families in need in record-breaking time, and made over 500 yellow ribbons that were used at the Armed Forces Day & Yellow Ribbon Campaign on campus.
- CSUSB Alumni hosted three diploma packing parties on June 6, 7, and 9 to stuff diploma frames and put together the pin cards graduates will receive at Commencement.
- A special mixer was held for teachers on May 30 in Redlands. Attendees received specially designed “Proud CSUSB Alumni” classroom decorations. More than 50 alumni have signed up to participate in the Alumni Teacher’s Club.
- There were also college alumni mixers for MPA (February 7), Accounting and Finance (April 26), Social Work (May 11), and MBA (May 18).
- On Feb. 2, nine alumnae participated in a panel session for the Women’s Leadership Conference.
- On Feb. 9, members of the Alumni Association Board of Directors and the Latino Alumni Chapter attended a diversity discussion with Dr. William Harvey. The same day, the group went on a tour of the new housing and dining complex.
- On April 13, alumni attended the Cesar Chavez breakfast, honoring the activist’s life and work.
- The Alumni Professor for a Day program has matched more than 45 alumni guest professors with classrooms, making this the most successful program year to date. The Alumni Professor for a Day luncheon was held on May 9, with more than 50 participants attended the luncheon.

Strategy 2. Develop more career networking opportunities for alumni.

- CSUSB Alumni hosted five professional development workshops in the past few months. For the first time ever, all workshops were facilitated by alumni volunteers.
- The official launch of the Alumni Book Club started on March 1 as a complement to the Alumni Workshop Series. More than 150 alumni have signed up to participate.
- CSUSB Alumni partnered with the Career Center to launch a First Destination Survey to graduates.

Strategy 3. Increase the number of contactable alumni of record in the alumni database.

- ITS assisted with alumni database improvements and linking of information from various university sources.
- The Alumni Office hosted Grad Days in April at both the San Bernardino and Palm Desert campuses. More than 2,100 soon-to-be alumni attended, making this the largest Grad Days yet. Nearly 500 students purchased Grad Packs, contributing over \$2,400 to the Alumni Scholarship Fund. The new Alumni Spirit Cord program has been a massive success.

Hundreds of graduates attended Commencement with their blue and gray cords, showcasing their contribution to future student success.

- On May 31, hundreds of students attended Senior Send Off. Graduates decorated their caps and claimed their complimentary one year membership in the Alumni Association at this annual celebration.
- Since October of 2015, the Alumni Relations team has contributed to a growth of 12.69% in mail-able alumni and 10.10% in email-able alumni. Current numbers stand at 89,233 and 45,958, up from 74,200 and 38,789, respectively. **Percentage of growth:** 12.69% mail-able alumni, 10.10% email-able alumni
- At the end of 2014-2015, we had 614 annual members of the Alumni Association. For 2016-17, we currently have 2,239 annual members. We also had six new lifetime members, which now stands at 706, for a total of 2,945 association members. Our student engagement initiatives are contributing to growing numbers of recent grads joining the Alumni Association, with 34.7% of the December 2017 graduates claiming their membership. **Percentage of growth:** 379%
- During 2014-15, 101 unique volunteers participated in Alumni Office events. This year, 482 alumni donated more than 1,700 hours of volunteer time, worth more than \$42,000 (according to the "Value of Volunteer Time" calculated by the Independent Sector). Programs such as Alumni Professor for a Day, the Alumni Mentor Program, Coyote Cares Day and the Alumni Association Chapter Program attracted record numbers of alumni participants. Our third annual Coyote Cares Day event, in partnership with Office of Community Engagement, not only brought out more than 100 alumni, faculty and staff participants, but beat Community Action Partnership team packing party records. **Percentage of growth:** 377%