

Develop guiding probes:

Offer accountability and assessment suggestions.

- New advising software should make it easier and automated
- EAB Analytics
- Make reports from advisors more readable and understandable for students, faculty and staff. PAWS
- More emphasis on Graduate advisement and student success
- Bring in different software to replace PAWS report should also a PAWS report or some equivalent for Graduate Students
- Advising should be for Undergraduate and Graduate Students
- Additional training for advisors including GE curriculum not just program curriculum.
- Require a list of materials that must be brought to an advising appointment
- Use coyote one card to track where students interact and use
- Swipe for service at each place
- Will need permission from students
- Are the services available when they needed them
- This is true for Graduate Students who have classes that begin after six.
- Surveys accountability reviews we needed a baseline
- Are services available when students need them- evening or Sat

Suggest how frequently we measure progress.

- Advising reports from the colleges or departments
 - Perhaps yearly perhaps departments every quarter
 - However more if possible would be better
- Require students to report in once a year
- Students at risk should be advised every quarter
- Quarterly but at minimal yearly

Identify key stakeholders that need to be involved in the implementation.

- students, faculty, staff, families (submarine parents)
- concerns - money, time, timeline to graduation
- advising - consider it teaching - about the institution, the program, lifeskills to help the student both academically and after graduation.
- Student Affairs
- Registrars Office
- Software Vendors

Raw Data- Academic Advising & Student Support

- Professional Advisors
- College Deans, Chairs and Program Coordinators
- Faculty Advisors
- SOAR
- Student Affairs
- Academic Affairs
- Technology Support
- Food services

Identify other factors to consider.

- change of majors,
- Technology Support
- Faculty incentives to become expert advisors
- Student or Peer advisors
- Train students to be good peer advisors
- Improved Graduate advisement
- Development of an online training module
- View module prior to having advising appointment for students
- The number of students will make it difficult
- Students who have classes at off hours they run 6-10 of 8-10PM
- Internship sites so data can be collected
- Use fairs held on campus to find out how better to support students

Identify external reviewers.

- WASC
- Chancellors Office
- NACADA
- Student users
- Faculty
- Business and community leaders
- Accrediting bodies
- State and Community organizations
- Invited experts or success stories with similar student constituency

Develop guiding probes:

Offer accountability and assessment suggestions.

- Define alumni engagement clearly so it can be tracked - coming back to campus, interacting with students, writing a check, being around other alumni, networking and helping others to network,
- Events & number of people at events
- Number of alumni coming to campus to speak etc.
- Number of alumni donating
- Growing affinity groups (local and in other locations)
- Alumni employed by the university
- Websites - all include opportunity to update information
- Resources for alumni - easily accessed on the website, University and the Colleges
- Social media involvement of alumni department?
- Survey entire campus on interaction with alumni

Suggest how frequently we measure progress.

- Quarterly
- Yearly

Identify key stakeholders that need to be involved in the implementation.

- IT, Advancement Services, Special Events and Guest Services
- Strategic Communications, Development
- Dean, Department chair, Professors/Staff, and individuals that maintain communication with students
- IR, Alumni Relations and Annual Giving
- Student Affairs

Identify other factors to consider.

- Connecting college strategic plan with university strategic plan
- How do students stay in touch with each other?
- Up-to-date tracking system of alumni (robust, centralized and cooperative)
- Communication needs to be adapted to the various alumni (different times had different experiences)
- Need to assess/know current baseline information for Alumni Department

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Raw Data- Alumni Engagement

- LinkedIn, FaceBook

Identify external reviewers.

- CSU alumni council
- Identify public universities (advanced) that can serve as advisors from advancement association (CASE)
- Chancellor's office

Raw Data- Community Engagement

Develop guiding probes:

Offer accountability and assessment suggestions.

- Hours Spent
- Number of Participants
 - Community Members vs
 - Staff vs
 - Faculty vs
 - Administrators

Suggest how frequently we measure progress.

- Continuous, quarterly, Summary by end of spring to drive decision for award at convocation

Identify key stakeholders that need to be involved in the implementation.

- Cal Trans, San Bag,
- Local Politicians
- Faculty and Staff and Administrators
- Officers in student organizations
- International Student Programs
- Strategic Communications Office
- Gradeschools
- Alumni

Identify other factors to consider.

- Current Policies
- Transportation
 - Signage
 - Parking Costs
- Facilities
 - Costs
- Event Promotion
- Support for Community Engagement Office
- Grant Writing

Identify external reviewers.

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Raw Data- Community Engagement

- City
- Businesses
- Same Stakeholders mentioned above
- Newspaper
- Rotary
- Qiwana
- Alumni

Raw Data- Faculty & Staff- Diversity, Retention & Support

Identify Issues:

- Objectives 5 and 6, which speak to diversity and retention (as well as support)
- By 2017, develop a plan to increase training opportunities for staff
- Increase diversity of tenure/tenure track faculty, adjunct faculty, and staff as well as improve the climate of inclusion and support

DIVERSITY:

- (6) Accountability and assessment suggestions (need to define accountability)—who monitors and how, show how we support them (define support)
 - o Diversity: looking at where we are recruiting, where we publicize, listservs to improve pool of applicants
 - o Have honest conversations with folks about how important this is, people say things like we want the best person, but what does that mean for our students, people who look like them, have similar experiences—what does it mean to be the best
 - o What current numbers are and what they should be at each phase
 - o Relate back to students, what they look like, what they value, resume attracts, be sure during the interviews the people are actually connected to the students—determine student populations and try to get folks to be role models
 - o Advertising—we are checking the boxes, but as a campus (CSU in total) doesn't have a recruiting mentality—there is a reason we hire search firms,. We are not used to going to recruit and looking for diverse pools. Do it this way because we are supposed to and always have. We need more people—need to restructure recruiting (beyond advertising. Bring someone in to do the targeting—the best people are not looking for jobs (we need to convince them to come here)
 - o Why would I want to come here? What can you offer that other places do not—research, incentives—lab space, departmental travel/conference attending
 - o Diversity is important, ok to look different, but should have similar experiences—want mentors that know where I am coming from (relate and guide)—everyone that looks like me does not necessarily have similar experiences
 - Check in on these assessments annually
 - Key stakeholders: students, deans, chairs, VPs, community folks for hiring processes
 - Other factors to consider: richer diversity in staff than faculty, do not have enough training opportunities, high percentage of staff that are alumni (approx. 50%). Students come from diverse backgrounds, staff that are alumni, strengthen diversity when we hire our own.

Raw Data- Faculty & Staff- Diversity, Retention & Support

- o Program to teach nurses to be teachers, since we are hiring our alumni, they can be part of faculty and staff, similar programs in different fields
- o On-boarding / orientation for staff and faculty—especially for new faculty and staff, need to help folks out getting connected
- o Mentors or guides, not just a one time thing, maybe goes on for a year (kind of like the fraternity sorority model)

RETENTION—how do we keep folks once they are here?

- Professional development \$
- What are others universities and companies doing for keeping people
 - Salaries that are competitive, compensation issues are usually what make people leave—universities nearby offer more money,
 - Initially survey faculty and staff—may not be money, but find out what are the things that people want to keep them here
 - Once they see we are making efforts to be sure they are happy, makes people want to stay, have a good experience overall, get involved—cake example
 - Managers actually have a say, they can not hire people if they feel the pool wasn't diverse enough, be clear about expectations—job is not to make folks happy, but to do the right thing
- o HR has some interest in this subject, and faculty hires go through HR similarly, they should also be directed to diversity—do they speak on it when the pool isn't diverse? (YES)

SUPPORT—similar to retention

- Training
- Resources they need for development and research
- Opportunities to grow—all falls together, professional, raises, don't feel stagnant, chance to do more
- o Regularly scheduled open forums to discuss support and retention and diversity
- o Consortiums with other universities, things like when the internet was born—let people do that kind of work

- Faculty exchange programs
- Staff exchange programs
 - We don't talk enough about work-life balance, it is incredibly important, but often escapes us
 - o Complicated jobs, not present enough in home life, create culture of expectation for these balances, not going to change the world overnight—people

Raw Data- Faculty & Staff- Diversity, Retention & Support

feel like they are coming into a 60-70 hour work week, they are going to look for opportunities to leave

- o Lets not forget mental health and emotional well-being—we are not focused on work if you are freaked out about home stuff
 - Support for faculty support and innovation, computer design and technology, classroom experiences
 - Parking, child care, food services, flexible hours, telecommuting, developing of faculty and staff traditions (carnival)
- o Appreciation week for staff and faculty
- o Staff council—leadership group that recommends how to get folks engaged and coordinates fun activities, takes care of staff awards
- o Need a university hour—time off for each day no teaching, no work—develop ASAP!

Goal 2

Objectives 5 and 6

5. By 2017, develop a plan to increase training opportunities for staff
6. Increase diversity of tenure/tenure track faculty, adjunct faculty, and staff as well as improve the climate of inclusion and support
 - Annual Assessment
 - Key stakeholders: students, deans, chairs, VPs, community folks for hiring processes
 - Diversity:
 - Look at what “the best person for the job means”
 - Consider our current numbers (faculty and staff) to determine what our numbers should be—have target numbers for each year of the plan
 - Campus recruiter—and or have a consultant come in to teach how to recruit (scouting)
 - Also consider folks with similar backgrounds as our students, not just those who look like them
 - Retention and Support:
 - On-boarding—campus wide suggestions
 - Tangibles for folks, as what they would like to see
 - Host open houses / open forums to discuss these topics (several per year)
 - Professional development funding
 - Faculty and staff appreciation week
 - Development of faculty/staff traditions
 - University Hour

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Raw Data- Faculty & Staff- Diversity, Retention & Support

Goal 2: Objective # 7 (pg 13)

Diversity and Density

Increase tenured track vs. adjunct (Density of tenure track)

Chuck: tenure track to tenure - 6 years, evaluated annually, at 6 years up for tenure. Committee process.

Taking adjunct and putting them on tenure track.

Challenges:

How do you count?

What measures can we use to count?

ie: some departments have many faculty members with only a small percent being tenure/tenure track.

1. Move adjunct to tenure track - Challenge - need terminal degree, some adjunct do not have degree with publication, and other requirements. Some not competitive because of heavy teaching load.
2. Hire tenure from the outside
3. workload & compensation

Assessment and Evaluation:

Offer Professional development to encourage adjunct to tenure track.

Diversity:

multi-dimensional approach

- Recruitment strategies- intentional outreach how we attract staff/faculty.

Once Hired - Making diverse staff feel part of the university

- Critical role of search committees play when hiring faculty/staff

Provide supports

How do we attract underrepresented groups?

Important of different types of diversity

Work load high and salary low

Hiring new staff/faculty at a higher rate of existing positions.

Assessment of Recruitment practices:

- Use baseline data to recognize opportunities

Look at reasons why people leave

- survey employees (ongoing input) Measures of how we treat people as to not marginalize

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Raw Data- Faculty & Staff- Diversity, Retention & Support

Facilities

- Welcoming inclusive environment
- Gender Neutral Restrooms?

Assessments will vary by department

Funds set aside for equity salary adjustments. Not enough funds set aside compared to external consultants. Faculty has expertise and can guide research.

Retention

- more cohesiveness between all faculty/staff/admin departments. Equal value - feeling respected.
- power - empowerment - recognition
- Ratio to staff to student by departments - level of diversity.
- celebrate
- success
- authentic mentoring
- building capacity as an opportunity for everyone

Search committee training

- Include junior faculty/staff in decision making process
- build capacity among all employees

Key Stakeholders:

Search Committee

Diversity Committee - Awards/Recognition

Student Voice (not just SOTE)

Support:

Become part of the fabric

Mentors - Problem with just assigning mentors but need mentoring system

Build capacity for all individuals

Responsibility to be a mentor -those with more experience (obligation)

Inequitable - UC's, and community colleges much higher salaries.

Budget - if we are looking at diversity, retention and support for faculty and staff only 70k is allocated toward staff. Speaks to uneven playing field of staff and faculty and further division-disproportionality allocation of resources

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Raw Data- Faculty & Staff- Diversity, Retention & Support

Staff with terminal degrees that could be mentored into faculty? How do we find out which staff have terminal degrees?

Research - recognizing the time that it takes, understanding that it cannot be done a few minutes a day and/or while carrying a 50 hour workload.

Listen to student voice. Does it change practice? Does it cause instruction to change (dumb down or change methods to increase score)?

External Reviewers -
Department Accrediting Agencies
Professional Associations

Factors to consider:
Benchmarking

Develop guiding probes:

Offer accountability and assessment suggestions.

- Professional development needs to be one-stop shopping to one area for grants, foundation grants, etc. for a seamless approach to writing a grant
- Student research needs to be recognized as professional development
- There is too heavy a teaching load, and service requirement without graduate students
- Allow for co-author research and publication to have high impact publication as a group
- Funding level for internal grants is too low
- Assigned time for faculty is not equally distributed, especially for small departments
- Faculty learning community and cooperation is good, more assigned time and resources/support for faculty to do research
- Faculty support needs to be in one place for success
- DOD can help faculty to get Foundation resources
- Faculty recognition and activities are not acknowledged or promoted so that the community and CO know what we are doing
- One-stop-shop center for students and faculty to allow for collaboration among departments
- Develop a list of faculty to do activities that students can go to so that they can be involved with faculty activities for those who want to be involved
- Expand the professional development activities to include activities not just limited to publications and grant. Leadership, scholarship work and student involvement with faculty activities and research that do not necessarily lead to publication
- Resources and grants that students can work with faculty for experience
- A central location on campus for faculty to come together to collaborate and work together. Some colleges have places for faculty to go but others don't
- We should have rooms for students and faculty to work together in- and have resources available for teaching, research and collaboration
- People that can be there for faculty/students and share an idea so that the center staff can give them the resources to get funds
- Applied learning lab in the Kinesiology department, with active learning classrooms and space
- FCE (Faculty Center for Excellence) is a space for faculty to get together to collaborate with resources available (space, reduce SFR so that there are adequate number of classrooms and office space for class size)

Raw Data- Faculty Center for Excellence

- FCE is a center that needs something to go somewhere where do we want it and how do we pay for it?
- Decentralized (sandboxes, media) process to allow faculty to experiment and get feedback
- where can we get funding to develop such FCE space
- SFR and class size reduction and today's practice of taking smaller classes and knocking walls to make them larger, what type of support from facilities need to be there
- flat classrooms are best to allow for different styles instead of stadium style
- can different components be combined and need to be defined and be in a central location
- master plan needs to consider the space for FCE.

Suggest how frequently we measure progress.

Identify key stakeholders that need to be involved in the implementation.

AA, Sponsored programs, TRC, Faculty Senate, students (including honors programs), Master Plan Committee, advancement for foundation funds and donors for structure, OSR, community engagement, faculty, Administration and Finance Division and Faculty Directors of different entities.

Identify other factors to consider.

Structural questions and budget: decentralized budget with a central location include different components included for faculty collaboration, support, resources, and students (Teaching, research, community engagement, service, etc). The TRC is working well; people know where to go to get help for teaching. Sponsored program also works well, but not sure how to get help for research. A fractionation of support exists.

Identify external reviewers.

Develop guiding probes:

Offer accountability and assessment suggestions.

- *We need a new HIPs Community of Practice Task Force to determine assessment metrics for each HIP and to define what HIPs will count towards this goal.*

Suggest how frequently we measure progress.

- *Annually*

Identify key stakeholders that need to be involved in the implementation.

- *Coordinated by Office of Undergraduate Studies. Campus-wide but voice from the students is essential, what the barriers they are finding to success. College and departments, students, CISP, Community Engagement, Career Center, Housing and Residential Life, First-Year Experience, World Languages and Literatures, Office Student Research, Student Affairs, Office of Orientation.*

Identify other factors to consider.

- *Additional resources need especially to support departments to compensate faculty for participation or leading HIP practices, curriculum especially soft study and social capital skills, student input.*

Identify external reviewers.

- *National Resource Council for the First Year Experience, each high impact educational practice might have a different external reviewer, but American Association of Colleges and Universities would be a possible external reviewer.*

1. Identify and agree what experiences at CSUSB we will adopt as high-impact
2. Ensure we have the ability to track and assess students who participate and those that don't. It must be available to advisors (Dashboard).
3. Review resource commitment to each high impact practice.
4. Ensure that students are not just checking the box, but we must measure how it impacted their learning.
5. Emphasize the importance of high engagement with faculty with each identified high impact practice. Assist faculty to identify if student advisors are participating.

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Raw Data- High Impact Practices

6. Evaluate role of Teaching Resource Center and Faculty Development Workshops assisting faculty with what high impact practices are and how to incorporate into the classroom.
7. Evaluate the role of high impact practices with post-graduation accomplishments including preparation for attainment.
8. Identify intrusive strategies to get to students who have no connection with high impact practices. This can't wait until senior status—First two years.
9. A university hour could help facilitate participation.
10. As we go along, importance of a program review from an entity like AAC&U to give us a score card of how we're doing as comparison with like universities.

Raw Data- Identity

Develop guiding probes:

Offer accountability and assessment suggestions.

- Did we complete the task? Then set up benchmarks down the road. Interview constituents - did we change their perception in the way we wanted them changed?
- Start assessments internally - assess how faculty, staff and students “see” SB and then assess the outside community
- For objective 1 - speaks to generalities. Need clear measurable goals to evaluate.
- 5.1 Evaluation data is not clear. Not operationalized. Not “SMART”

Suggest how frequently we measure progress.

- Every 6 months - Have perceptions changed or become more positive with key stakeholders both internally and externally
- Need to measure annually and after campaigns
- Too much of “by 2020” need smaller intervals
- Evaluative measurements are unclear
- 5.4 “measureable results.....” What are we measuring? How do we know that these are results?

Identify key stakeholders that need to be involved in the implementation.

- Faculty, Community, alumni, prospective students, current students, staff, K-12 partners, CC students, prospective donors
- Internal - faculty, staff, and students
- Invite the community to be a part of the conversation. Have the community have a say in how we brand CSUSB. Because how we brand CSUSB will affect how the community of CSUSB is perceived
- Prospective students and families
- HS Guidance Counselors and others involved in student recruitment and decision process
- Prospective faculty - what is the impression of CSUSB within the academy (by targeted disciplines)

Identify other factors to consider.

Raw Data- Identity

- Main concern is the allocation of the budget. First biggest gap there is no budget narrative it is subjective. Hard to speak on allocated line items.
- These are just advancement programs and the programming should be a part of student activities not solely one division - this should be a multiple division
- Need an explicit connection to the university master plan
- Missing funding for athletic programs.
- \$150,000 why so much money on external review? Need to share the process to support the expenditure.
- Why \$5,000 on branding process? This is the baseline now, what are they doing with it now? This should be increased up to \$15,000 and perhaps cut back on the \$150,000. There are mixed opinions on the issue of the amount of funding. We want an identity but issue of funding and who leads the initiative.
- \$5000 in career networking in baseline should have allocated more money to create additional opportunities for our students to engage and build relationships to expand their professional network. This is critical for us given our knowledge that most of our students are the first in their family to attend college.
- Need to understand that we have transfers - how do we build identity for transfer students
- Negative perception of San Bernardino
- System wide perceptions of CSU
- Inland Empire

Identify external reviewers.

- A committee made up of faculty, staff, students and community members
- Alumni
- Community Based Organizations
- City Officials
- Feeder Schools - High School Guidance Counselors and Community College Counselors/Faculty
- Employers
- Foundations
- Prospective Faculty
- Prospective Students

Raw Data- Non-Resident Revenue

Develop guiding probes:

Offer accountability and assessment suggestions.

- Number of international students and tuition revenues, track engagement, track participation in high impact practices, support services satisfaction survey,

Suggest how frequently we measure progress.

- Annually

Identify key stakeholders that need to be involved in the implementation.

- Academic Colleges, CISP, CEL, Students, Student Affairs, Strategic Communications, Community

Identify other factors to consider.

- See above

Identify external reviewers.

- Currently no external reviewing body for revenue assessment
- Invite feedback from international partner institutions and foreign dignitaries
- Phi Beta Delta
- ASI International Representative
- Seek recognition from NAFSA, apply for Simon Award for Campus Internationalization

Develop guiding probes:

Offer accountability and assessment suggestions.

- No budget allocated at this time
Can we utilize existing resources on campus?
- Movement from quarter to semester
This is the time to look at classroom space
Look at “zero base” teaching allocation
Reallocate space based upon student need
- Confirm that there are enough parking spaces to accommodate the population of students, staff, faculty, visitors
- Accountable for space
CPDC
Academic Scheduling
Vice Presidents
Deans (?)
Chairs (?)

Assessment

Space Utilization Report

Does not come back to local administrators - change

Establish a baseline

For a couple of years to get a baseline

Set a target for utilization

Space User Satisfaction Surveys (SUSS)

Housing Utilization Rates (HUR)

Measure the effectiveness of innovations

Create innovative ways to use space

(COE currently exploring ways to use vacant offices for student study areas)

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Raw Data- Process Improvements
Survey Students

Procure Project Portfolio Management Software (PPMS)

Suggest how frequently we measure progress.

- Provide measures on annual basis

Identify key stakeholders that need to be involved in the implementation.

- VP of Finance Freer
- People that are using space
- Advancement
- Assistant VPs of the unit
- External Stakeholder
- Chancellor's Office

Identify other factors to consider.

Implementation/Use of Technology

Improve signage / markers on campus that are easily identifiable

Interconnectivity of spaces

Improve interconnectivity between San Bernardino campus and other CSUSB resources

If efficiency can be established it may negate the immediate need for new space

To manage and change process we need an enterprise resource plan software (e.g. SAP, Project Portfolio Management System)

Consider the impact on other units when making decisions

Identify external reviewers.

Each unit should identify relevant reviewers

Use consultants from other universities

Develop guiding probes:

Offer accountability and assessment suggestions.

- Establish a timeline that can be used to assess the implementation of the activities being led by the task force.
- Second, later after implementation, measure the success and development of our students, faculty, staff and the campus community.

Suggest how frequently we measure progress.

- Timeline to be set by task force. Quarterly review.

Identify key stakeholders that need to be involved in the implementation.

- Academic Related - All college deans, provost, student representatives from each discipline, University Advancement.
- Environmental / Sustainability Related - VP for Administration & Finance, Facilities Services, Environmental Health & Safety, student representatives from related discipline, University Advancement, CSUSB Internship Center.

Identify other factors to consider.

- Other higher education experiences and outcomes with successful partnerships that provided growth and development. - To make a data driven decision.
- Effective long term plan defining the commitment to the partnership

Identify external reviewers.

- Other universities who implemented similar programs.

Develop guiding probes:

Offer accountability and assessment suggestions.

- Develop a mission and vision for the Staff Development Center;
- Build / identify a physical center
- Purpose: Increase staff retention, advancement (upward mobility), and overall satisfaction (through inclusion and development opportunities).
- “Staff” needs to be defined on who this center should focus their services on.
 - Ideas could be: Full-time represented employees, auxiliary employees, new employees of all classifications, confidential classification, administrators (?)
 - *There needs to be a differentiation between what this center offers versus what academic personnel and human resources offer.*
- Services Offered:
 - Training for a career track/ advancement;
 - Resource for managers for department team building;
 - Onboarding resources;
 - Resources for new employees to assist them on who to go to, how to navigate campus, how to be successful in their new positions;
 - Documented resource and business process guides to assist with succession planning and management;
 - Personal and wellness development;
 - Offering mentoring program;

 - Measure Usage and solicit feedback
 - Identify types of programs needed campus wide via staff survey to assess needs
 - Assess users before the course, after the course and several months after the course to assess retention
 - Survey supervisors and center participants on how the training has been implemented/used

Suggest how frequently we measure progress.

- Annual training opportunities;
- Annual employee satisfaction survey (use year one as baseline and keep confidential);
- Turnover rates, retention records, etc.

Raw Data- Faculty Center for Excellence

- To assess knowledge of participant, assess before the training, immediately after the training and several months after the training.
- Annually assess programs that are needed, beneficial and which other training might be available.

Identify key stakeholders that need to be involved in the implementation.

- Human resources, students (*feedback via climate survey*), student employees (*feedback via specific survey, self-select their role on campus*), faculty
- All management
- Staff
- Supervisors
- Faculty Resource Center to provide “lessons learned.”

Identify other factors to consider.

1. Release time of participants
2. Question on mission of the center:
 1. Is the Center supposed to create training or facilitate/coordinate
 2. Is it a resource library?
3. Leverage the use of currently offered courses and development opportunities throughout the campus inclusive of credit courses.
4. Avoid duplicating efforts or programs
5. Location, personnel structure of the center, service hours, define the needs of the staff to know what services would be most beneficial

Identify external reviewers.

- Members of SHRM, best practices, industry standards/ comparative data of other universities/ CSU's, Institutional Research.
We interpreted this as external feedback
1. Professional associations
 2. Training and Development Office at the CO
 3. Peer institutions with similar centers
 4. American Society for Training and Development

Develop guiding probes:

Offer accountability and assessment suggestions.

- Surveying students regarding their experiences both **inside** and **outside** of the classroom. Rate all the resources they use here: library, facilities, etc. Create a CSUSB survey. Put in PeopleSoft and student records to track (track by interests.) Pre and post assessment.
- NNSE. Utilize this information for us to make changes. Expand on its implementation on campus and more importantly use this information. Engage our expert faculty on Student Engagement.
- Maximize use of Technology where it applies: EAB/GradesFirst/Student Success Campus.
- High Impact Practices are identified in the Plan with the percentage of students participating
- 35% of seniors are not participating
- Students knowing what Practices need to be completed will help them achieve and satisfy the requirement
- Focus on the more easily achieved Practices by incorporating them into curriculum; study abroad may be hard while others are more available
- Opportunity to offer Practices through Housing by engaging student residents in existing and new programs
- Take advantage to define the breadth of existing Practices so students can enroll and progress through the program
- Have Web-based tracking so students can see their progress
- Have a faculty mentor or student advisor that students can go to for guidance
- Structure program so students want to complete Practices rather than feeling forced to do it
- Challenge to capture commuter or working students in order to have them engaged and excited by the opportunity to participate in a Practice
- Practice participants and leaders will hold each other accountable by being able to track students' progress toward Practice completion via the Web, or the satisfactory completion of a class or independent assignment
- Measuring student retention – especially at the Sophomore level will be an important milestone toward ensuring Practice completion
- Completing Practices should support student graduation rates at the 4yr and 6yr periods
- Other measures should track the “lingerers” to show that they are making satisfactory progress toward graduation

Raw Data- Student Engagement & Inclusion

Suggest how frequently we measure progress.

- Yearly.
- Give incentives, and most importantly tell students why it is so important that they provide feedback.
- Reports could be generated annually
- Continuous monitoring of participation and enrollment during the year; track hours involved in the Practice
- Focus groups could offer observations and feedback during the year
- Feedback from student clubs or organization toward Practices would be valuable
- Target a high engagement by student commuters by discovering how to keep them at campus and understanding their needs and off-campus commitments
- Offering more on-campus employment would likely provide more opportunity to complete Practices
- Surveys could be used to measure progress, but getting students to complete the instrument can be challenging; hope that students are honest answering the survey; perhaps students completing a survey is a graduation requirement
- Consider having an outside review or evaluation by an appropriate organization; other CSUs or out of State higher education organizations could be explored as sources

Identify key stakeholders that need to be involved in the implementation.

- Students, faculty, admin., and staff. Everyone on campus.
- Students, faculty, academic affairs, institutional research

Identify other factors to consider.

- ***Mentorship program***, already established mentorship program with alumni. Bring back the student-faculty mentoring program.
- ***Excellence Campaign***. Show students the facts and success of those students who were engaged.
- ***Commuter students*** where they are engaged most? In the classroom. What do we do to get them to stay? With only 1500, students living on campus, the majority are commuting, we need to hear from their student voice.
- ***Facilities*** do we have the space and the environment to make students want to be engaged in campus activities? We are maxed out currently, anytime space is added is immediately used.
- ***University Hour***- where there are no classes just a time for students to engage with the campus community. Provide time and have events and activities where students staff faculty admin. interact during this time.
- ***Faculty development*** opportunities to encourage student engagement.
- ***Expand internship opportunities*** which also enhances student engagement.
- Resources – will they be there?

Senior Leadership Retreat
October 29, 2015

Raw Data- Student Engagement & Inclusion

- Identify peer institutions that may have a similar program and assessments in place
- Ensure attention toward the Practices continues so the Program does not erode or diminish over time

Identify external reviewers.

- Alumni
- Community
- Parents
- Employers
- Institutional Research
- Student Affairs
- Strategic Plan as a benchmark to track progress
- Other CSU Representatives who are engaged or have experience in similar endeavors