



**CSUSB'S Strategic Plan Progress Report  
Year 2  
2016-17**

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## EXECUTIVE SUMMARY

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Beginning in 2014, the campus community worked collegially and collectively to refine its vision and mission, developing core values and a strategic plan that would identify a five-year plan of action. The plan allowed CSUSB to focus resources to address our aspirations that will affect our campus, service area, region, state, nation and world. Five university-wide goals were described in CSUSB's Strategic Plan 2015-2020

(<https://www.csusb.edu/sites/csusb/files/CSUSB%20Strategic%20Plan%202015-2020.pdf>) that transcended the boundaries of colleges and administrative units. The goals that arose were: student success, faculty and staff success, resource sustainability and expansion, community engagement and partnerships, and identity. Each goal was associated with objectives and strategies that would serve as metrics for future accountability. In the second year of the Strategic Plan implementation, FY 2016-17, substantial progress was made on each goal.

Goal one, Student Success, is at the heart of our university's mission. With this goal, we aim to provide learning experiences that promote student success, achievement, and academic excellence while preparing students to contribute to a dynamic society. Significant advancement was made on this goal, with some notable achievements as follows.

- For those who began as first year students, the achievement gaps for 6-year graduation rates were less for PELL vs non-PELL recipients, which decreased from 6.2% to 4%.
- Our graduation rates for 4-year first-time students are on the rise by 2%, while our 6-year graduation rates have decreased by 1%. Our 2-year and 4-year transfer student graduation rates show 2% and 1% increases, respectively. All rates are on-track to meet our Graduation Initiative 2025 target goals.
- Grades of D, F, withdrawal and incomplete (DFWI) rates have remained consistent.
- As part of the process of converting the campus from quarters to semesters beginning in the academic year 2020-21, CSUSB offered faculty \$1,500 to support the integration of equity-minded, evidence-based teaching practices into their semester courses.
- The High Impact Practices (HIP) Community of Practice formed a steering committee to develop HIP priorities and assess its plan to meet goals.
- Data indicates 236 students participated in Study Abroad programs.
- The Department of Housing and Residential Education instituted multiple efforts such as the creation of themed living learning communities, establishment of the Academic Mentor Program that trained students to support on-campus students, and the launch of a Faculty-in-Residence program with four faculty members and their families living in the residential communities.
- The Teaching Resource Center (TRC) supported multiple Faculty Learning Communities focusing on new faculty, College of Natural Sciences hybrid/online teaching, Diversity and Principles of Program Design.
- The Orientation and First Year Experience Office provided transition programming for more than 5,500 newly admitted first year and transfer students.

- The Office of Graduate Studies and the Strategic Analysis Steering Committee completed needs assessment and preliminary strategic plans.

Faculty and Staff Success, the Strategic Plan's second goal, aims to foster innovation, scholarship and discovery for faculty and staff. Progress highlights for objectives and strategies included:

- Providing the Teaching Resource Center (TRC) with more than a 10% budget increase, which contributed this academic year to supporting 885 non-unique faculty, an increase of 36% over the number of faculty served by TRC in AY 2015-16.
- A Faculty Center of Excellence (FCE) Task Force, with representation across colleges and multiple campus offices, received approval for a pilot implementation of the FCE. The FCE opened during September 2017 in the Pfau Library.
- The Office of Student Research (OSR) awarded multiple faculty grants to redesign their courses by integrating research and creative activities (eight Course Redesign grants) and to support faculty conducting research and creative activities that will contribute to students' overall educational experience (10 Faculty Assigned Time grants).
- In an effort to develop additional training opportunities for staff, the Staff Development Center (SDC) was designed and opened September 2017. The SDC will provide staff training plans in multiple areas suggested by campus feedback.
- Recruitment strategies to strengthen diversity were instituted and the total spent in marketing positions far exceeded what was spent historically. Compared to last year's report, the percentage of tenure/tenure-track Asian faculty increased by 3%, although the percentage of Hispanic faculty remained fairly constant.
- 34 tenure/tenure-track faculty were hired, of which 14 were net new faculty.
- The tenure/tenure-track density slightly decreased by 1.6%.
- The student faculty ratio (SFR) decreased slightly and a new budget model based on FTES, SFR and target FTEF was developed to steadily continue this trend.

Next, goal three, Resource Sustainability and Expansion, stewards resources for sustainability and looks for ways to acquire new sources of funding. Notable progress on this goal included:

- The engagement of an independent global business advisory firm with Administration and Finance, the Palm Desert Campus (PDC), University Enterprises Corporation (UEC), and Facilities Planning and Management to evaluate campus assets, qualify potential public-private partnership opportunities and begin identifying key priorities.
- To increase the innovative entrepreneurial activities on campus, the Inland Empire Center for Entrepreneurship offers a Catalyst Business Accelerator, which provides support, office space and mentoring from a full-time Entrepreneur-in-Residence. Additionally, an inaugural Innovation Challenge event occurred this year, a competition on new ideas to solve social or business problems.
- The University launched the five-year \$50 million Campaign for CSUSB and raised 78% of the amount during this reporting period. Additionally, University Development received approximately \$9.2 million in philanthropic support.

- In striving to re-allocate existing resources efficiently, Facilities Planning and Management engaged in several projects across campus to repurpose underutilized space while Facilities Planning Design and Construction conducted an on-campus space utilization study. Multiple examples of process improvements that focused primarily on utilizing technology to streamline operations occurred this year as well.
- With the support of the Office of Research and Sponsored Programs, faculty and administrators secured a record high of approximately \$34 million in grants and contracts this year.

The fourth goal in the Strategic Plan is Community Engagement and Partnerships. Under this goal, CSUSB serves and engages communities (local, regional, state, national and global) to enhance social, economic and cultural well-being. Some prominent results included:

- The Office of Community Engagement appointed a new Faculty Associate to develop opportunities for faculty engagement as well as reviewing existing policies that impact community engagement.
- On the student side, the Associated Students, Inc. created a full-time professional position to support the development and enhancement of community engagement opportunities for CSUSB students.
- Students logged more than 95,000 hours of volunteer service and service learning.
- A pilot online system was utilized to record volunteer service hours, resulting in the Inaugural President's Volunteer Service Awards, presented to 339 students.
- Partnerships to actively connect with the community and provide guidance on college access and preparedness continued this AY, through events such as Counselor's Day, Super Sunday and Super Saturday, Ontario-Montclair Promise Scholars program, Black and Brown Conference, Black Student Leadership Symposium, and campus tours.

Identity, the fifth and final goal, strives to build an identity that celebrates the uniqueness of our university, promotes our accomplishments and inspires involvement. Some key progress during 2016-17 included:

- The Identity Task Force and consultant have completed two phases in the branding process: discovery and innovate. In the discovery phase, more than 1,500 individuals from campus stakeholder groups, including PDC, participated in workshops and discussions designed to validate key institutional strengths and weaknesses, uncover common misconceptions and identify potential areas of brand opportunity. In the innovate phase, a strategic requirements document was created, a brand platform developed, and three brand concepts evaluated by more than 2,000 individuals. *We Define the Future* emerged as the concept that best resonated with all key stakeholders, and a branding campaign will be the focus for year 3 of the Strategic Plan.
- The opening of three new outdoor gathering plazas, breaking ground on the Housing and Dining project, and approvals of the new College of Extended Learning building and Santos Manuel Student Union (SMSU) expansion took place, all part of the aim to increase student engagement by creating a vibrant student life experience that reinforces the campus' identity. The divisions of Student Affairs and Administration and

Finance worked collaboratively on the Alternative Consultation process to expand the SMSU, ensuring that student voices were heard when the designs were being developed. This year three new affinity cultural centers and a PDC fitness center opened, providing more opportunities for student gathering and engagement.

- In response to the Alumni Board's focus of supporting outreach as well as increasing all levels of alumni engagement, the total attendance at alumni events increased 334%, membership in the Alumni Association grew 221%, and alumni volunteer involvement rose 394%.

The progress and accomplishments of the implementation of the CSUSB Strategic Plan highlights substantial CSUSB investments and commitments in our focal areas of Student Success, Faculty and Staff Success, Resource Sustainability and Expansion, Community Engagement and Partnerships, and Identity. The second year of its implementation also showcased success through increasing graduation rates and participation in high impact practices as well as significant steps in supporting research, increasing tenure density, and investing in our faculty and staff through designing and preparing for the openings of centers created specifically for these distinct constituents of the campus community. Increasing financial support via grants and philanthropic endeavors for the university, the branding launch, as well as continuing alumni outreach, are also noteworthy. Efforts toward these goals will continue during the third year of the Strategic Plan.

# CSUSB'S STRATEGIC PLAN 2015-2020

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## VISION STATEMENT

CSUSB aspires to be a model for transforming lives.

## MISSION STATEMENT

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

## CORE VALUES

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

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

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

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

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

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

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

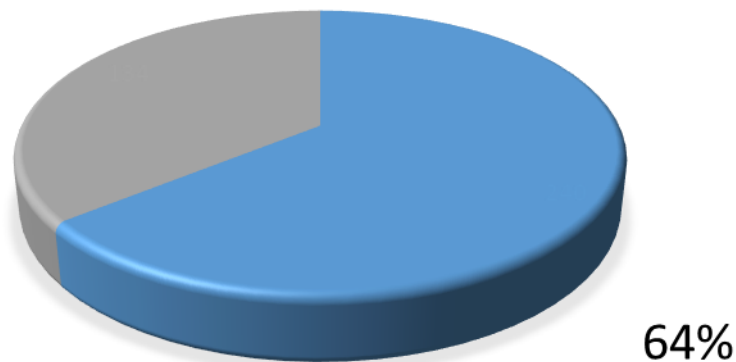
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**Objective 1:** All undergraduate students will participate in at least three High Impact Practices (HIPs) by graduation, starting with the Fall 2015 cohort of incoming first-year students, preferably including one HIP within the context of each student's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

**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.

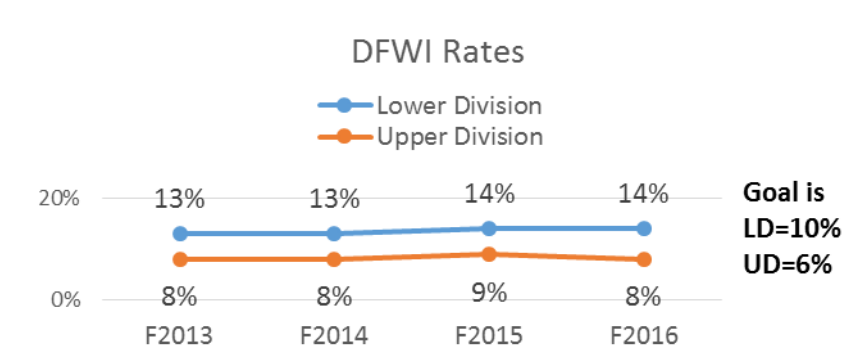
### I FEEL I BELONG TO THIS CAMPUS



End of First Year Survey, F2016 FTF

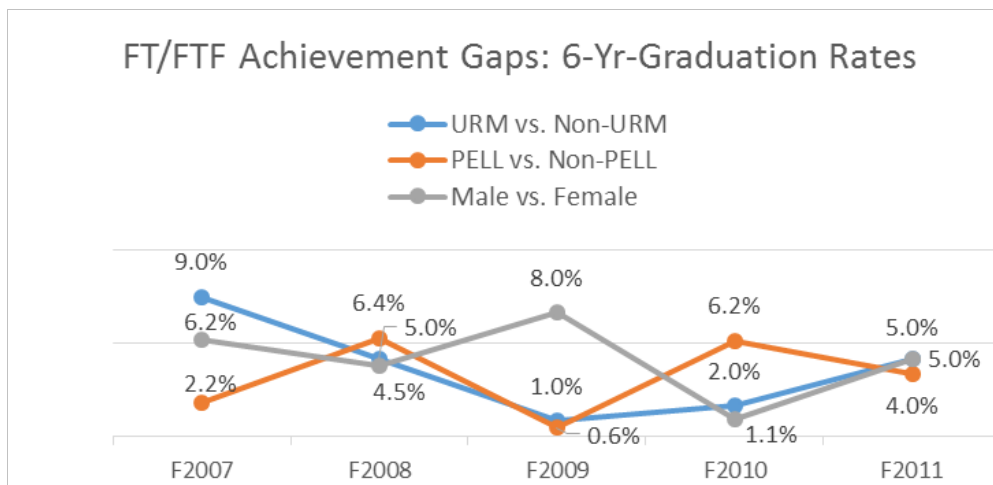
Although the results are three percentage points lower than the last year's cohort, still about 2 in 3 First Time Freshmen (FTF) felt that they belonged to this campus at the end of their first year (n=374). The Diverse Learning Environment Survey, which targeted juniors and seniors in last year's report, was not conducted this year.

**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.

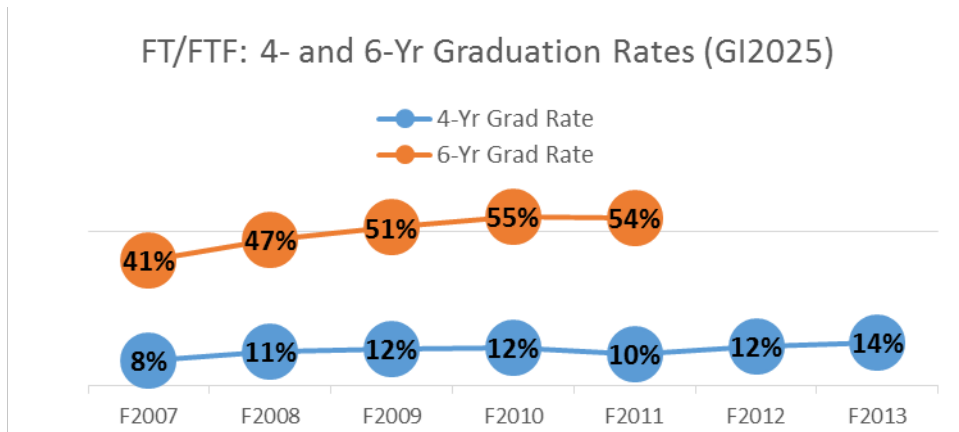


The DFWI rates have been consistent at about 14% for lower division courses and 8% for upper division courses. Concerted efforts will be made in 2017-18 to address this issue.

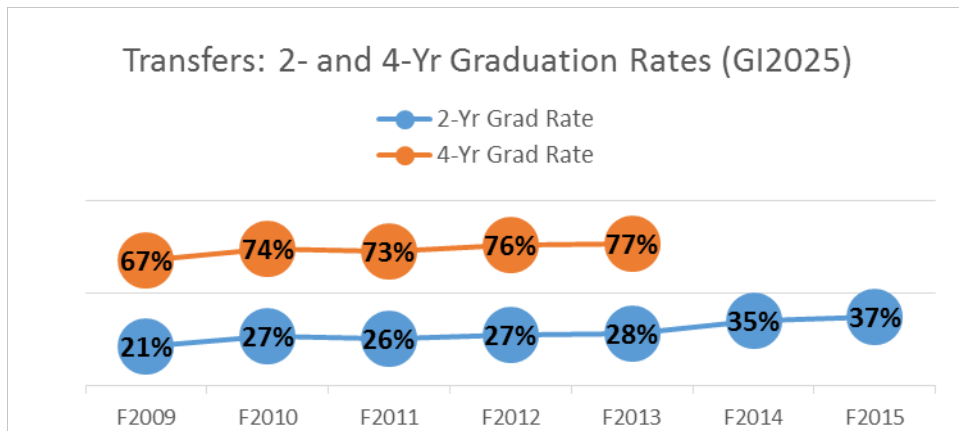
**Objective 5:** Stay on track to meet or exceed the CSU's Graduation Initiative 2025 targets with a four-year graduation rate in 2020 of 15% or higher, a six-year graduation rate of 52% or higher, and an underrepresented minority (URM)/non-URM achievement gap of 0%. For transfer students, by 2020 achieve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



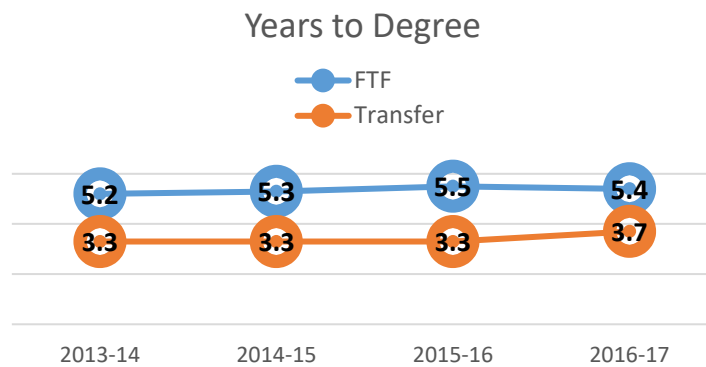
The achievement gap for PELL vs. Non-PELL decreased from 6.2% to 4.0%. The gaps for URM vs. Non-URM and Male vs. Female are currently at 5.0%.



The latest FT/FTF graduation rates increased by 2% for 4-year graduation rates, but decreased by 1% for the 6-year graduation rate. Both rates are on track to meet our GI2025 goals.



The latest transfer students' graduation rates show 1% and 2% increases for 4-year and 2-year graduation rates, respectively. These rates are on track to meet our GI2025 goals. (The numbers are slightly different from last year's report because the Chancellor's Office redefined transfers for GI2025 as all transfers who are coming in as a sophomore or higher level from California Community Colleges.)



Years to degree has slightly decreased for FTF, but it has increased for transfers.

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

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)*

- To encourage faculty to integrate equity-minded, evidence-based teaching practices into their semester courses, Quarter to Semester Conversion (Q2S) is making \$1,500 available to support each faculty member (full- and part-time) to participate in professional development regarding these practices. Faculty members have several options, including participating in "in-house" Q2S/TRC/ATI (Academic Technologies & Innovation) professional development opportunities, such as three-day institutes, faculty learning communities, and pedagogy workshop series; participating in off-campus professional learning opportunities regarding teaching and learning; or pooling their resources with other faculty members to bring national experts to campus to work with our faculty on discipline-specific pedagogical strategies and techniques.
- The College of Natural Sciences is dedicated to creating the systemic change necessary for STEM majors to be successful. The strategy is to create a culture of equity-minded, evidence-based teaching and learning strategies that foster deep learning in students, and provide sustained faculty development opportunities. This initiative began in Summer 2013 and was supported by funding from the National Science Foundation. Two types of professional development have been implemented, with a third type planned: 1) Short workshops on using the advising software have been created. One was offered in late spring. The second will be offered in late Summer/early Fall 2017 and will be given at department meetings. 2) A yearlong institute on advising was created for faculty and staff, beginning with an intensive three-day experience that took place Sept. 11-13, 2017. Applications were submitted for 14 participants (eight faculty members and six professional advisors). 3) The third type of professional development will be yearlong institutes focused on aligning community college and CSUSB courses and pedagogy. The initial institute will be offered in Summer 2018. Participants from both CSUSB and local community colleges will be invited to apply.

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)*

- A steering committee was formed for the HIPs Community of Practice. Committee members met on June 22 and plans were developed over summer. The committee will reconvene in Fall 2017 to develop HIP priorities and assess its plan to meet goals.
- The Office of Student Research (OSR) awarded students more than \$225,000 in AY 2016-17 to support their research and creative activities. Categories included:
  - Student Grants: Twenty-one students received \$500 grants to support their research projects or creative activities outside the classroom.

- Faculty/Student Grants: Twenty-two faculty, supporting 26 students, were awarded up to \$1,500 toward their collaborative research or creative projects.
- Student Success Initiative (SSI) Graduate Thesis Grant Writing Program: Six graduate students received \$2,000 to support the completion of their thesis, project or dissertation.
- SSI Graduate Innovative Scholars Fund: Seven graduate students were awarded \$3,500 to support an interdisciplinary project that identifies an unsolved problem and proposes a solution.
- Associated Students Inc. (ASI) Student Research and Travel: One hundred and six undergraduate students, presenting or attending a conference or requesting financial support to purchase supplies for research, were awarded up to \$1,000.
- Instructionally Related Programs (IRP) Student Research and Travel Grants: Forty-one graduate students were awarded a maximum of \$1,000 to present or attend a conference or request financial support to purchase supplies for research.
- Summer Research Program: Supports student-faculty teams that conduct research and creative activities over a 10-week period during the summer. Twenty-nine students participated in this program.
- The 6<sup>th</sup> Annual “Meeting of the Minds,” a symposium where undergraduate and graduate students can showcase their research and creative activities, took place in May 2017. The event featured 218 student presentations, composed of 81 oral presentations, 131 poster presentations and six art displays, and 17 faculty moderators.
- The Principles of Program Design Institutes that Q2S and the TRC offered during 2016-17 (and which met for four intensive days in the summer and monthly throughout the academic year) provided professional development regarding best practices for teaching and assessing this kind of integrated learning. They also covered the broader principles of backward program design that build in attention to alignment between Institutional Learning Outcomes (ILOs), General Education Learning Outcomes (GLOs), Program Level Outcomes (PLOs), and the courses that make up the curriculum. Attention to these issues was also integrated into the Cross-College Track meetings that took place over the course of the year that all transformation leaders were required to attend as part of their transformation funding.
- TRC has worked to disseminate innovative teaching methods through events such as the TRC Poster Session in Fall 2016, and has collaborated with ATI and the Library on dissemination events, Faculty Showcase being one example. TRC professional development includes a focus on evidence-based teaching practices, with faculty engaging in projects involving program- and classroom-based HIPs, such as active learning, research experiences and internships.
- Center for International Studies and Programs (CISP)-Study Abroad: A total of 236 students participated in Study Abroad programs in AY 2016-17 - 183 through 13 faculty-led study abroad programs and 53 students travelling independently to participate in study abroad exchange/IP/program providers.
- The Career Center collaborated with the academic colleges to facilitate internship placements of 210 students at 94 sites as part of the Stand Up for San Bernardino

Internship Award and the Student Success Initiative Internship Award. Students gained valuable professional preparation through this high-impact practice.

- An ASI Student Leadership Transition Retreat was facilitated on June 2-3, 2017 to further assist with the development of elected student leaders.

*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)*

- The Teaching Resource Center (TRC), in collaboration with the Q2S office, has provided funds for reassigned time and for overload stipends for faculty to engage in program and course (re)design. This work typically includes a rethinking of both pedagogy and content based on research on how people learn, with the goal of engaging all students in active learning environments and increasing student success for a diverse body of students.
- On the Palm Desert Campus (PDC), Lessons from Legends was offered as a leadership class that included sophomores, juniors and seniors. The campus also expanded its student leadership programs, such as the Ambassadors program and PEACH (peer health educators) program. PDC continued its efforts to build a strong service learning and community engagement program. Fifty students (35 in community service and 15 internships) participated in AY 2016-17, compared to 29 in 2015-16. Sixteen students participated in the Emerging Leaders program by the Palm Desert Chamber of Commerce.
- The Department of Housing and Residential Education (DHRE) created the Greenhouse LLC, a new sustainability-themed living learning community centered on sustainability awareness with students (N=49) and Faculty Advisors (N=2). DHRE created the Academic Mentor Program during which CSUSB students selected and trained to support on-campus students of all levels in their journey toward academic success and graduation. The peer-to-peer interaction and mentorship creates a purposeful, encouraging atmosphere for students seeking academic assistance.

*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)*

- In accordance with research on how practice is improved, the TRC has been engaging faculty in long-term learning communities, some of which begin with an intensive 3- or 4-day institute. These Faculty Learning Communities (FLCs) typically study research on topics, such as learning theory, disciplinary thinking, engaging students and teaching for diversity, equity and inclusion. They then discuss the literature in the context of their programs and our students, and design and implement innovations in teaching that involve evidence-based teaching practices and high impact practices as appropriate for the classes on which they have focused. In AY 2016-17, TRC supported and facilitated the following FLCs: New Faculty, College of Natural Sciences (CNS) hybrid/online teaching, Diversity, and Principles of Program Design, and collaborated with Q2S to support and facilitate three Principles of Program Design learning communities. Faculty

have overwhelmingly expressed interest in continuing and expanding these FLCs; these responses fed into the plans for the new Faculty Center for Excellence as a hub for campus-wide communities of practice supporting increased evidence-based teaching practices and HIPs.

- DHRE created the university's first Faculty-in-Residence program, in which four new faculty members and their families lived in a residential community with on-campus students, providing both students and professors the opportunity to get to know and learn from each other on a personal level.

*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)*

- See page 25 for data on the student-faculty ratio. Since Fall 2014, the ratio has decreased by 1.9%.
- Multiple colleges have accreditation requirements that guide the hiring of faculty.

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

- The Office of Undergraduate Studies (UGS) provides academic support to all undergraduate students and helps them establish and maintain a sense of belonging with the university in multiple academic support services and programs.
  - The Academic Resource Center (formerly the Tutoring Center) had 3,852 visits from 879 students that covered 5,059 hours. Center staff initiated a tutorial program with the Jack H. Brown College of Business and Public Administration, specifically with the departments of Accounting and Finance, to start a tutoring lab in Jack Brown Hall since most of their courses and students are in that location. The Center is also launching a pilot program to offer foundational skills building and refresher workshops in mathematics. The goal is to introduce the material to students prior to them learning the concepts in their classes. Workshops present the course material a week prior to the class discussion to help teach students in specific mathematic concepts that are integral to all levels of math (e.g., fractions, exponents and order of operations). Both workshops were open to all CSUSB students.
  - UGS was awarded a \$2.5 million Title V grant for Coyote First Step (CFS). CFS requires incoming first-year students who do not demonstrate readiness for college-level math and/or English to begin developmental coursework during the summer before coming to CSUSB. Ninety-one percent of Coyote First STEP 2016 students were successful in reducing their developmental mathematics requirements. In addition, CFS 2016 lowered the number of seats in developmental math courses needed by students from 2,954 to 1,130. This is equivalent to a reduction of 1,824 seats, or about 40 to 45 course sections, in precollege-level mathematics courses. UGS continued to track the CFS cohort and directed students to academic support services. Additionally, UGS worked

with Student Orientation, Advising and Registration (SOAR) to revise Summer 2018 SOAR/Early Start.

- Since the fall of 2016, UGS has intentionally focused most of its predictive analytic/intrusive advising efforts of our student success teams on issues related to the Graduation Initiative, specifically cohort-tracking, undeclared population, four-year pledge, supplemental instruction and the identification of “super seniors” and students with 90+ units with any risk level. UGS additionally coordinated an Advising Institute, utilized EAB as the Student Success Management System (SSMS), piloted myCAP, developed dashboards for supplemental instruction, student mentoring and tutoring to track the impact of programs on grades, retention and impact on underrepresented minorities (URM).
- Four graduation retention specialists were hired for each of the undergraduate colleges with the assistance of a \$4.5 million Title III grant from the U.S. Department of Education. UGS and CNS, with the assistance of a \$5 million grant, hired three STEM advising counselors and a project director to implement a HIP of intrusive advising.
- UGS initiated campaigns to work with colleges and department chairs to help move seniors toward timely graduation. The initiative began in September with 1,811 super seniors and through its efforts, around 400 or about 22% graduated in December 2016, another 270 students graduated in Winter 2017 and approximately 750 students were projected to graduate Summer 2017.
- The PDC Dean met with first year students with GPAs below 2.0 and increased the use of ISAs. Efforts continued in the expansion of the cohort model course registration for first year students; cohorts are in place for AY 2017-18. In addition, three new clubs were established in AY 2016-17, bringing the total to 20.
- In Summer 2017, the College of Extended Learning (CEL) enrollments decreased by 6% from Summer 2016, or 15.8% under the target with total FTES of 2056.03 (685 annualized). CEL is working with academic colleges offering Special Session programs to improve retention and graduation rates. To provide better learning environment and additional classroom space, CEL has integrated the Campus Facilities Master Plan recommendations into the design of the new CEL building (Center for Global Innovation) and advanced to the schematic design stage.
- The Orientation and First Year Experience Office welcomed and provided transition programming for more than 5,500 newly admitted first year students, and transfer students, at both the San Bernardino and Palm Desert campuses. This office also coordinated/participated in the following programs: Coyote First STEP (CFS) program, Week of Welcome, New Student Convocation, Ask Me! Campaign and the Re-Connect program. The Orientation and First Year Experience Office provides transitional programming for 550 CSUSB parent and family members by offering a summer orientation program in both English and Spanish.
- From July 1, 2016-May 31, 2017, the Campus Assessment, Response and Education (CARE) Team responded to a total of 315 unique referrals. Of these, 74 referrals involved possible mental health concerns, 15 cases involved possible substance abuse



(alcohol/drugs), 57 reports of disruptive or threatening behavior, 31 referrals for Title IX concerns, 34 cases involved students experiencing food and/or housing insecurity, 60 cases involved disruption or threatening behavior, and 84 cases involved general health and wellness concerns. Students were referred to various service providers within the university, community and state that ranged from counseling centers, health centers, non-profit organizations and academic resources.

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

- Via new expendable gifts to the university as well as the earnings from the endowment, University Advancement and the Philanthropic Foundation offered \$2,735,505 in AY 2016-17 to support scholarships across campus. This represents another increase over the previous year.
- The SBS Dean worked with the Provost to secure funding for an additional full-time lecturer in the Department of Psychology to address enrollment-based bottlenecks in Psychology, particularly in content areas negatively affecting student time toward graduation.
- A student exit survey was developed and implemented at PDC; analysis is in progress and will be shared in the next progress report.
- The Student Success Initiative Committee and Advisory Board awarded \$2.5 million in Student Success Initiative fees to support Advising and Academic Services and Peer Advising across CSUSB, Tutoring and Supplemental Instruction, Expanded Technologies, Career Services and Veterans Services as well as created a one-time fund of \$65,500 to support research grants for CSUSB graduate students.
- Departments throughout Student Affairs are using NSSE and other survey data to inform decisions and enhance services. Administration in Student Affairs regularly check-in to ensure departments are efficient and meeting student needs.

*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)*

- The Student Success Peer Advisors (SSPAs) within the Student Success Peer Advising Center provided peer-to-peer advising and support for undeclared first-year students with regard to the academic policies, regulations and procedures of CSUSB. The SSPAs are comprised of students from various academic levels and disciplines and in AY 2016-17 were available Monday – Friday from 8 am – 5 pm. The Center advised 344 unique students from September 2016 through March 2017, assisted in 17 undeclared workshops and helped 220 students during undeclared orientation.
- The Student Mentoring Program (SMP) recruited new mentors for the next academic year in partnership with the Department of Housing and Residential Education and a new grant-funded project led by faculty in the Department of Communications in the College of Arts and Letters. The most common topics/themes addressed in the 4,208

peer mentoring sessions conducted during the 2016-17 AY included goal setting, relationship building, the habits of successful students, reviewing PAWS, time management, connecting with student clubs, organizations, events and activities, and establishing connections with academic resources for support.

- Student Assistance in Learning (SAIL) had a Fall 2015 to Fall 2016 persistence rate of 93%. 54.3% of SAIL's active students qualified for the program's Spring Quarter 2017 Honor Roll by having earned a quarter GPA of 3.0 or higher, with 11 students having a GPA of 4.0.
- CISP designed a student support program services evaluation tool to be implemented in AY 2017-18 for all orientations and support programs.
- Pfau Library's Critical Information Literacy (CIL) Instruction Program continued its involvement in various initiatives meant to support first-year students. Librarians facilitated a library orientation for the EOP Summer Bridge students; were involved in the development of curriculum design and instructor professional development for Early Start English and the USTD 100 first-year seminar course; and piloted a peer-to-peer Library Ambassador program to support this course. The Library also worked with the Psychology and Chemistry departments to integrate CIL into upper-division courses. Finally, the Library supports students at all levels by offering basic, intermediate and advanced research workshops, and it frequently receives invitations from faculty to provide direct instruction. This past academic year, a total of 2,560 students were reached, and approximately 97% of surveyed students agreed that they expect their library instruction session to be helpful when completing their coursework.
- During AY 2016-17, the Supplemental Instruction (SI) program completed a full transition to the research-based University of Missouri, Kansas City model. Through the transition and the reporting period, the program expanded and currently supports 14 "high-risk" courses including BIO 100, BIO 200, BIO 201, BIO 220, BIO 223, BIO 224, GEOL 101, HIST 142, MATH 110, MATH 120, PHIL 200, PSCI 203, PSYC 100 and PSYC 210.
- For the SBS Statistics Lab, the college devoted space, funding and supplemental statistics instruction for any student enrolled in a SBS statistics course (regardless of major or college affiliation). Degree requirements in most SBS majors include at least one undergraduate statistics course, and these courses consistently rank toward the top of the DFWI list in SBS.

***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)*

- Departments and programs are required to link program and student learning outcomes with ILOs in their program review.

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

- A needs assessment has been conducted by the Office of Graduate Studies (OGS) and the Strategic Analysis Steering Committee. Surveys were administered to graduate

students, alumni, faculty and graduate coordinators. In addition to surveys, the interim dean held one-on-one meetings and small group meetings with graduate coordinators ("Conversations with Coordinators"). Information on student and program needs was also gathered through five open houses, six open forums, monthly meetings with associate deans and quarterly graduate coordinator meetings. OGS gathered and analyzed five years of application, admission and enrollment data; trends in student demographics; GPAs; and program SLOs, self-study and accreditation reports.

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

- The Office of Graduate Studies and the steering committee developed a preliminary strategic plan (five goals and related objectives, strategies and results). A publication for sharing the preliminary plan is under development.

*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)*

- In the College of Education, many programs are structured cohorts, while others are quasi-cohorts by track. Research on cohort models show increases in retention and graduation and decreased time to degree.
- One of the recommendations of the preliminary strategic plan for the Office of Graduate Studies is to develop G-HIPS. The data examined during the strategic analysis provides a benchmark and points to some barriers to timely graduation (e.g., financial challenges, course availability). Since the current literature on HIPS focuses on undergraduate students, developing G-HIPS will involve some initial research and experimentation before a solid program can be developed. Upon approval from campus administration, OGS and a steering committee will begin developing a strategic plan and G-HIPS in Fall 2017.

## **GOAL 2: Faculty and Staff Success**

FOSTER INNOVATION, SCHOLARSHIP, AND DISCOVERY FOR FACULTY AND STAFF SUCCESS.

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

**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).*

- The TRC was provided an additional \$40,000 to be used for AY 2015-16 and 2016-17 and \$30,000 for each of the next three years of the Strategic Plan. This is more than a 10% increase in budget, and allows for additional faculty to participate in professional development. The monies funded the activities that are described in the subsequent paragraph.
- Supported by the Strategic Plan funds, TRC baseline funds, Q2S funds and other sources (e.g., through collaboration with the University Diversity Committee, the Pfau Library and Academic Technology and Innovation), the TRC supported a total of 885 (non-unique) faculty in a variety of activities in AY 2016-17. This represents an increase of 36% over the number of (non-unique) faculty served by TRC in AY 2015-16. The faculty receiving these benefits include 153 who participated in long-term professional development, such as summer institutes and year-long learning communities; 14 in innovative course (re)design projects and travel to teaching-related conferences, community interest groups and teaching-related travel; 210 who participated in the September opening events, Teaching Academy activities and other workshops; 455 who participated in Track Meetings; and 67 who participated in other co-sponsored events. (See Appendix 1.)

**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.*

- This year, TRC provided a total of 24 grants to CSUSB faculty (see Appendix 1) and also provided support for a number of successful federal grant proposals including:
  - Title III grant “*Advising for Undergraduate Success*”
  - Title V “*Here to Career*” grant

**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.*

- In Spring 2016 and AY 2016-17, the Faculty Center of Excellence (FCE) Task Force, including representatives from all colleges as well as offices that support research, mentoring and community engagement, held discussions with the former and current Provost, the Faculty Senate Executive Committee and the Cabinet to finalize and obtain approval for a pilot plan for implementation of the FCE. It was agreed that this plan would be implemented and assessed for two years, in AY 2017-19.
- In order to create office space for the faculty and staff of the new FCE, the Provost obtained a suitable space on the fourth floor of the Pfau Library, including the design of additional office and archival storage areas. The FCE will be open and operational in September 2017. The details of the plan are available at <https://drive.google.com/file/d/0B53rQbvz8N3bVW5UZjJlamhPSIk/view>.

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

- The portfolio functions of CSUSB ScholarWorks through the Pfau Library were explored as a way to provide a tracking system for research and creative activities. The results will be available in AY 2017-18.

**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.*

- In AY 2015-16, a total of \$555,064 was disbursed in indirect cost recovery (IDC) for: GRIF, Provost Research Awards, Summer Research Fellowship Awards, IDCs to departments/institutes and IDCs to colleges. Comparatively, in AY 2016-17 a total of \$556,708 was disbursed in IDC for: GRIF, Provost Research Awards, Summer Research Fellowship Awards, IDCs to departments/institutes and IDCs to colleges.
- Academic Research's internal awards in AY 2016-17 were disbursed as follows: 20 summer fellowships (\$60,000); 14 Professors across Borders grants (\$30,000); and 20 Mini-grants (\$92,000).

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

- Through the College of Extended Learning's J-1 Scholar program, CSUSB has brought 17 scholars from international universities to campus.

- The PDC created an Emeriti Society. Additionally, two annual events and subgroup events (e.g., hiking) provided opportunities for networking with PDC faculty and students.
- The Office of Strategic Communications (OSC) continues to advance the success of our faculty and staff, celebrating their achievements via external print and electronic media as well as the CSUSB news site. Bi-weekly videos are distributed to more than 90,000 people (including alumni, faculty, staff, students, prospective students, counselors and friends/donors).

***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.***

- Space has been provided for the Office of Student Research at PDC and several information sessions have been held with the Dean of Graduate Studies.

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

- The Office of Student Research's Course Redesign program supports faculty who wish to redesign their courses by integrating research and creative activities. Any full-time faculty member, tenured or tenure-track, from any department is welcome to apply. Eight faculty were awarded a course redesign grant in AY 2016-17.
- The newly developed Faculty Assigned Time Grant provided support to faculty conducting research and creative activities that will contribute to students' overall educational experience. This grant supported 10 faculty this academic year.
- The Faculty Research and Creative Activities Mentor Award was designed to recognize the contributions of one faculty per college, whose mentoring has proven exemplary. Awardees received a \$2,000 award and were recognized at the annual Meeting of the Minds symposium.

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

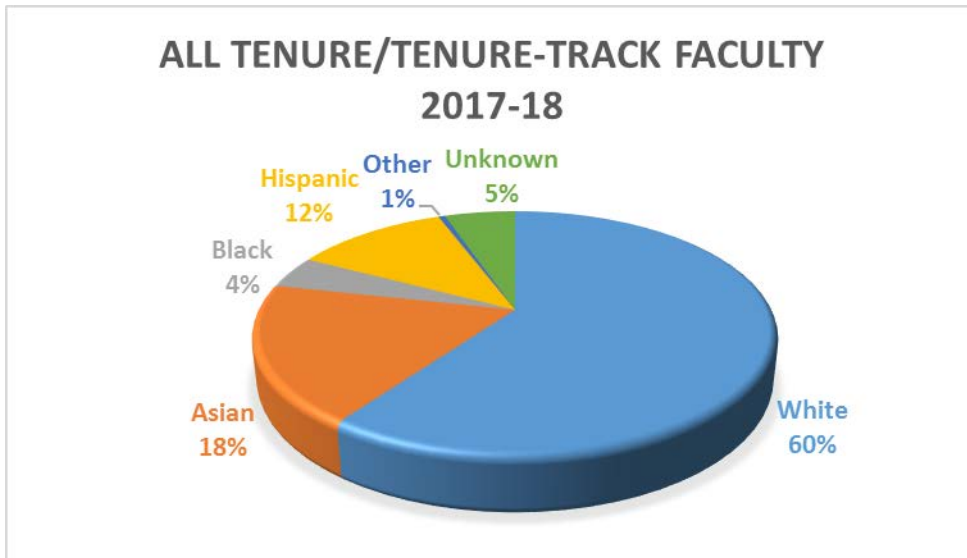
***Strategy 1. Through a university committee, create and implement a staff development and training plan by 2017.***

- Progress on the Staff Development Center made great strides in AY 2016-17. The Director was hired, an advisory committee was created which identified a purpose and mission, the location for the center (PL-1104) was renovated, and a ribbon cutting ceremony held in early Fall 2017. While staff training plans are still under development, four training areas have been identified through campus collaboration, surveys and meetings for initial consideration: job specific/ technical skills, personal/ professional effectiveness and life balance, diversity and inclusion and career focused. The Staff Development Center will offer opportunities in the areas of job-specific and technical

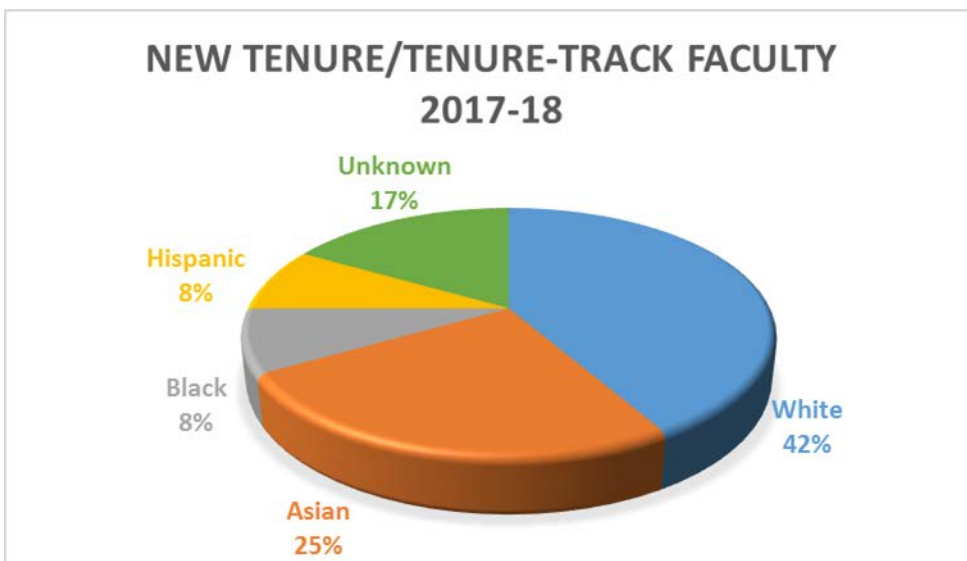
training, diversity and inclusion workshops, professional and personal sessions and career discussions including a resource for job-seeking staff regarding their resumes, cover letters and interview preparation.

- CEL offered a Summer Employee Discount Program to waive tuition fees for one course during the summer session. The CSU fee waiver does not apply to self-supported CEL.
- On the Palm Desert Campus, a menu of workshops was provided to staff during the summer, including health and wellness programs.

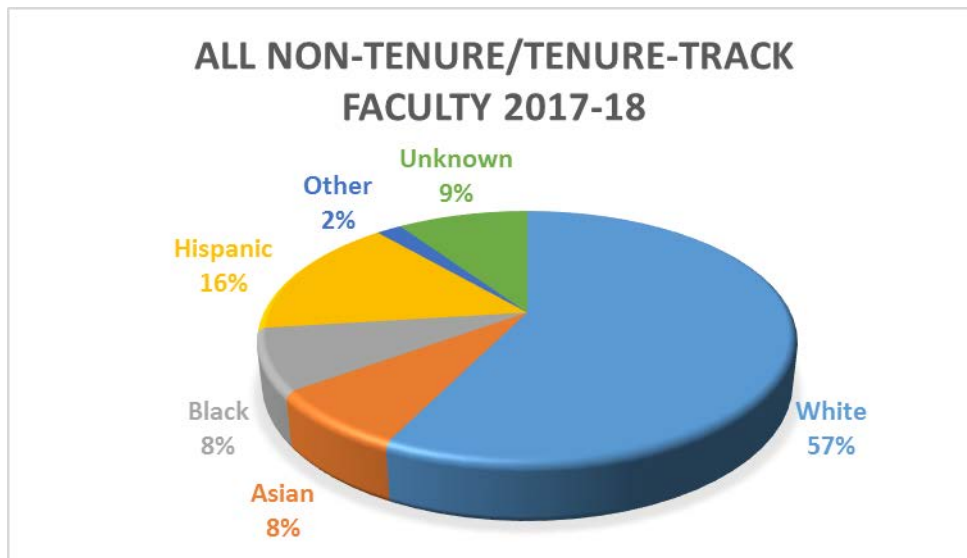
**Objective 6:** Increase the diversity of tenure/tenure-track faculty, non-tenure track faculty, and staff as well as improve the climate of inclusion and support.



Compared to 2015-16 in last year's report, the percentage of White and Black Tenure/Tenure-Track Faculty decreased by 1%, while that of Asian faculty increased by 3%. Hispanic faculty stayed the same.



The percentages of new Tenure/Tenure-Track Faculty increased for Asian by 2%. Other ethnic groups decreased by 5-6%.



The percentages of Non-Tenure/Tenure-Track Faculty decreased by 4% for White and increased by 1% for Asian, Black and Hispanic compared to last year's report.

See Appendix 2 for breakdown by College.

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

- Funding for staff recruitments has increased significantly. Combined, the total spent in marketing positions was more than \$42,000, from a low of approximately \$10,000.
- Colleges have also implemented new strategies:
  - The required language in all new College of Social and Behavioral Sciences (SBS) tenure-track faculty advertisements explicitly states interest in recruiting faculty from underrepresented groups.
  - SBS also implemented a requirement for prospective candidates to discuss (either in their letter of application or in a separate statement) their experience and interests in serving students from underrepresented backgrounds and first-generation college students.
  - SBS chairs incorporated new recruitment strategies that specifically target more diverse pools of prospective tenure-track faculty.
  - Communications and Business have hired FT faculty at PDC and faculty were identified by zip code who live close to PDC to entice them to teach at PDC. This outreach was also completed for staff.
  - The College of Arts and Letters (CAL) conducted one tenure-track search for the Director of Bands for the Music Department and successfully hired an individual who will add diversity to CSUSB.

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



- The University Faculty Mentoring Network (UFMN) completed its third fully operational year and its portfolio has now expanded to include active participation in New Faculty Orientation and responsibility for a series of workshops designed to help faculty, especially new faculty. UFMN mentors met with approximately 45 individuals for personalized mentoring. In addition to planning and outreach efforts, team members compiled a well-received Campus Resource Manual that was distributed to each new faculty member, containing an array of information such as calendars, course syllabi information, advising handbook, etc.
- The College of Education (COE) offers multiple supportive processes. COE mentors new faculty by assigning each a faculty member in the college, including chairs. The new faculty are also connected to Faculty Mentoring on campus. The dean has a lunch with the new faculty during the first quarter to ensure they are experiencing what they expected from the job search and to make sure they understand the open-door policy. Overall, the college has had excellent retention of new hires.
- SBS has continued their Beginning Faculty Fellowship-Organizational Mentoring Group Program (BFF-OMG) designed to offer mentoring and support to first- and second-year faculty members, and to improve faculty retention in the College. SBS also began "No-Agenda" college meetings open to all SBS faculty to voice their concerns about campus and professional issues affecting faculty and faculty morale.
- At PDC, staff meetings are held the first week of each month with breakfast provided by the dean. The meetings provide an opportunity to network, recognize accomplishments and keep everyone in the communications loop. Staff and faculty also receive invitations to dean's events.
- CEL and CISP have established regular staff and planning meetings to create a climate of inclusion and support. CISP also assigned self-directed staff work groups for projects and improvements.
- The Office of Diversity and Equity has been working diligently at developing processes and providing tools to search committees. More recently, they completed a guide for search committees and clarification of roles and responsibilities of decision makers in the position approval process.

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

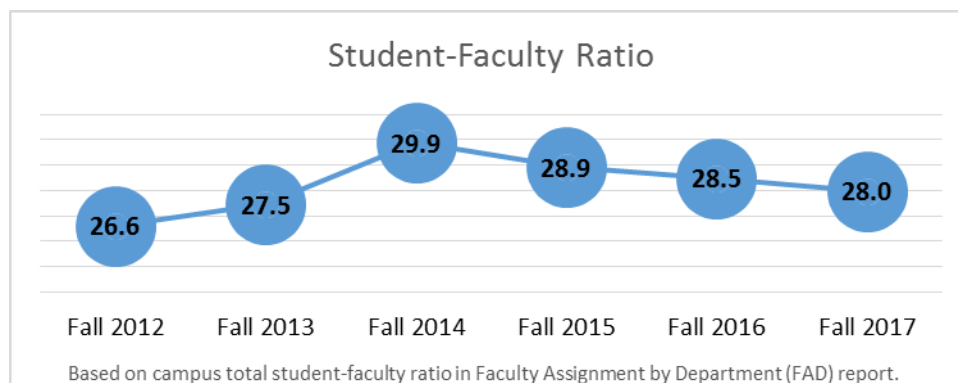
**Strategy 1.** Increase tenure/tenure-track density to at least 63.6% by the end of the five-year period.

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	373.7	372.7	380.5	387.1	384	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	612.2	629.7	643.5	685.5	693.5	699.9
	Tenure density	60.40%	65.90%	64.00%	64.20%	60.90%	60.40%	60.20%	56.00%	58.2%	56.6%

Note: In 2017, the tenure density slightly decreased. The target is 63.6%. (The Chancellor’s Office corrected their calculation methodology this year, so the numbers in this table have changed from last year’s report.)

- During AY 2016-17, 34 tenure/tenure-track faculty were hired. Of this total amount, 14 were net new faculty.
- Over the last three years, CSUSB has committed \$4.3 million towards the hiring of net new tenure/tenure-track faculty.
- For all new funds available for allocation over the past three years for all campus operations, 57.6% of that amount has been committed to hiring net new tenure/tenure-track faculty.
- Although the COE's formulas are designed to get each program to the targeted level, they have not been able to recruit sufficient numbers due to budgetary constraints or lack of qualified candidates.
- CAL conducted one successful tenure-track search for a Director of Bands for the Music Department.
- SBS funded from reserves six new SBS tenure-track faculty positions beginning AY 2017-18 to support critical need areas and increase TTD in SBS.

**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 about 2%. The target is 23.8.

- Based on data obtained from Institutional Research, the SFR for AY 2016-17 was 28.5. During AY 2016-17, a new budget model based on FTES, SFR and target FTEF was developed and implemented in three colleges and the SFR was 28.0. The plan is to steadily decrease the SFR from year to year to 23.8 using the new budget model. (See Appendix 3.)

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

- COE works to accommodate challenges related to family circumstances, religious observations and, if possible, provides flexibility with faculty work schedules.

- New this academic year, PDC staff and faculty are permitted to use the Recreation Center daily. In addition, more office space for faculty teaching at PDC has been created on campus and at UCR.
- In an effort to increase the health and wellness of our campus community, the President and SMSU offered faculty and staff use of the SMSU/Student Recreation and Wellness Center (SRWC) free of charge for one year. In 2016-17, a total of 12,986 visits were made by CSUSB faculty and staff to the SMSU/SRWC, including 3,954 faculty visits and 9,032 staff visits. These are not unique users, but rather the true number of wellness visits.

## **GOAL 3: Resource Sustainability and Expansion**

STEWARD RESOURCES FOR SUSTAINABILITY, AND ACQUIRE NEW SOURCES OF FUNDING.

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**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.*

- University Development's Office of Corporate and Foundation Relations continued its collaboration with the President's Office, College of Education, Office of Research and Sponsored Programs and regional community organizations to cultivate strategic partnerships, develop proposals and secure philanthropic support for Growing Inland Achievement (GIA), formerly the Governor's Award for Innovation in Higher Education initiative. A gift of \$270K was received in AY 2016-17 to support current activities, bringing the total received for this initiative over the past two years to \$720,000, along with an invitation to apply for a \$1.1 million renewal grant to be realized in Fall 2018. These efforts will further the goals of the GIA as they relate to college preparedness, degree completion and career readiness, and represent a true public-private partnership with funds coming from government, business and philanthropic sources.
- In February 2017, the campus began a relationship with FTI Consulting, an independent global business advisory firm. Work started with the Real Estate & Infrastructure group to evaluate the campus assets and potential public-private partnership opportunities. In March, campus representatives from Administration and Finance, University Enterprises Corporation, Facilities Planning and Management and the PDC met with FTI Consulting to begin the process of identifying key priorities for the campuses. This was the first stage in a multidisciplinary process to gather information and ideas from the campus community on possible partnership opportunities. In May, the first campus open forum was held to educate the campus community on P3 partnerships and CSUSB began to collect ideas from community members. The presentation by FTI Consulting was placed on the Facilities Planning web site.
- The PDC Dean was invited to join the Palm Springs Convention and Visitors Bureau Board, which will expand PDC's connections with businesses and other organizations in the Coachella Valley.
- The College of Education is working with a few entities to potentially partner on DigiCoach and on K-12 Measures, a training for district and school leaders through a vendor and the Association of California School Administrators (ACSA). Statewide, COE would be the continuing education institution, which would increase our revenue in ELT and the college.

*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.*

- In FY 2016-17, the College of Education and Office of Research and Sponsored Programs continued to build upon its work from the prior year and secured nearly \$5 million in state and federal grants to support a multi-institution partnership which includes Riverside County Office of Education, San Bernardino County Superintendent of Schools, Riverside Community College, four CSU's, and numerous high school districts throughout the Inland Empire. Through this partnership, CSUSB is leading the development of a 4<sup>th</sup> year math initiative to prepare students for college-level math and decrease the need for remediation. The program will reach more than 3,000 high school students in the region and in additional locations throughout California. The College of Education and Office of Research and Sponsored Programs partnered with University Development during 2016-17 to identify matching gifts for the federal i3 award supporting this work, and successfully secured funds from the Carnegie Foundation, which is a new relationship and first-time gift.
- University Development also worked with faculty in the Jack H. Brown College of Business and Public Administration (BPA) to secure support for the Consejo Latino Americano de Escuelas de Administración (CLADEA), resulting in new revenues of more than \$31K. CSUSB was selected as the host university for the prestigious annual CLADEA General Assembly in October 2017. This is the largest association of business and public administration schools in Latin America with more than 250 member schools. It is the first time a school in California has been chosen to host the international conference, and just the third time in 52 years the conference will be held in the continental United States. More than 10 sponsorships were secured towards these efforts.
- The Pfau Library created a partnership with the Smithsonian's National History Museum in conjunction with the Latino Baseball History Project.
- CAL and the Coyote Chronicle worked with the L.A. Times and received a \$5,000 gift from the daily newspaper for inclusion of community coverage in the Coyote Chronicle.
- CEL/CISP worked with the Consulate of Mexico in San Bernardino and the Cardenas Foundation to secure funds totaling more than \$50,000 to support Study Abroad in Mexico programs. A total of 47 students benefited from this additional funding and were able to participate in two Study Abroad programs in Mexico.
- Leonard Transportation Center established a relationship with the U.S. Department of Transportation and with UC Berkeley for a future of transportation project. U.S. Secretary of Transportation Anthony Foxx visited campus and named CSUSB one of two institutions in California and 18 nationally as host sites of Beyond Traffic Innovation Centers to study transportation issues facing the nation.
- The Center for Global Management established a relationship with the U.S. Department of Commerce, Small Business Administration and California Centers for International Trade Development (CITD) for global innovation awards, a global access program, and a world trade conference.
- Possible P3 Opportunities identified and discussed in AY 2016-17 included:

- Inland Empire Center of Latino Culture (building on Pfau Library efforts with the Smithsonian)
- Cyber Security Center
- Criminal Justice Center (tie-in with other government agencies and labs)
- Entrepreneurial Center for Excellence & Incubator (tie-in with IECE, tech transfer)
- Logistics Hub (tie-in with Ports of L.A. & Long Beach, railroads, Amazon, FedEx, UPS, freight companies)
- Center for Global Studies
- Hotel opportunities
- Student housing at PDC
- Athletics field expansion

***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.*

- Initial conversations have begun with the Inland Empire Center for Entrepreneurship (IECE) on how to partner and collaborate to create future student internships and programmatic opportunities between IECE and the campus.
- IECE hosted an inaugural Innovation Challenge event, during which students, faculty, staff and alumni came together to develop new ideas to solve social or business problems. Because it required two or more colleges, departments or divisions to partner on an entry, the results served to establish interdisciplinary learning and reinforce a culture of collaboration.
- IECE also has a Catalyst Business Accelerator that offers support, office space and mentoring from a full-time Entrepreneur-in-Residence.

***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.*

- An Entrepreneurship Faculty Fellows program was developed, which is a yearlong program where faculty from diverse areas collaborate on projects that weave entrepreneurial concepts into instruction, curriculum and research.
- In BPA, two teams won the innovation challenge and received grants. Additionally, an Entrepreneur-in-Residence was recruited to support the entrepreneurship program and the Catalyst Business Accelerator.
- The Advancement Board at PDC, which meets three times annually, increased to 50 members. A retreat was planned for October 2017.
- The associates and members of the Emeriti Society are contributing to the PDC Den and Clothes Closet.

- Representatives from Auxiliary Accounting, Accounts Payable, Internal Audit and the Psychology Department (chair and faculty) met to discuss streamlining participant payment for faculty research and surveys. It was decided that the faculty will be offered the opportunity to grant a credit to the participant using the campus card declining balance function instead of gift cards. This will simplify the process for the faculty researcher, minimize administrative work for accounts payable and allow campus auxiliary activities to increase revenue.

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

- Initial conversations have begun with IECE on how to partner and collaborate to create future student internships and programmatic opportunities between the Center and the campus.
- Workshops on the “Creating Business Opportunities” series were given throughout the year, free to students, faculty, staff and alumni. The workshops were a collaborative effort among the CSUSB Communication Society Club, Inland Empire Women’s Business Center and the *Here to Career* Title V grant. The workshops were geared toward those interested in, or wanting to learn about, launching their own business.

***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.***

- As discussed previously, in Summer 2017, CEL enrollments decreased by 6% from Summer 2016, or 15.8% under target with total FTES of 2056.03 (685 annualized). The decrease was due to external circumstances such as Saudi scholarship program cuts, travel bans and SEVIS immigration policy changes.
- Administration and Finance is collaborating with Academic Affairs to provide additional resources to International Programs to increase non-resident enrollment.

***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)***

- After a series of consultant-led evaluations and recommendations, CSUSB launched the public phase of its single largest fundraising initiative in university history – the five-year \$50 million Campaign for CSUSB in September 2016. By June 30, 2017, more than \$39 million had been raised (78%).

***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)***

- University Development experienced a transition in leadership, which resulted in the opportunity to leverage the prior year’s readiness assessment recommendations and implement a review of Development’s core processes, systems and organizational structure. A permanent Associate Vice President for Development was appointed and key front-line fundraising positions were filled, bringing the department to near full-capacity.
- Thanks to generous gifts as well as favorable returns, the market value of the endowment has grown from \$19.1M (June 2012) to \$37.7M (June 2017). The total assets of the CSUSB Philanthropic Foundation have exceeded \$50M for the first time in university history.
- University Development ended AY 2016-17 year with approximately \$9.2M in philanthropic support. The team’s success has positioned CSUSB in the top spot (based on a three-year average) among peer campuses in the Tier 1 bracket as identified by the Chancellor’s Office. CSUSB has averaged more than \$13M per year in fiscal years (FY) 2014-15, 2015-16 and 2016-17. In comparison, from FY 2009-10 through 2010-12 (three years), CSUSB averaged just better than \$4M per year. FY 2016-17 marked the greatest single year in actual cash receipts at \$15.8M.
- Over the past three years, University Advancement has averaged more than its annual fundraising goals, exceeding the target 10% of the university’s general fund operating budget as suggested by the Chancellor’s Office. CSUSB continues to set ambitious goals based on building a robust pipeline.
- These remarkable increases in fundraising productivity over the past three years represent significant progress toward the achievement of the objective outlined in the strategic plan to increase the five-year philanthropic productivity average by 12% at the end of 2020. Projections are currently being developed for the FY 2017-18 fundraising goal, and the pipeline currently includes 2-3 potential gifts in the multi-millions.

***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)*

- Facilities Planning and Management (FPM) has engaged in several projects to repurpose underutilized space in FY 2016-17:
  - College of Education transitioned predominantly office and administrative space into classrooms that were brought online in Winter 2017.
  - PE building will be repurposing old locker room space into a pedagogy lab for Kinesiology that is scheduled to open in Fall 2017.
  - Sierra Hall Atrium is being repurposed to create additional administrative space.



- Library, Archive and IT space are being reimagined to house the Faculty Center for Excellence and the Staff Development Center.
- FPM is currently in the hiring process to appoint a space utilization planner to provide direction and ongoing evaluation of campus space planning needs.
- Facilities Planning Design and Construction (FPDC) has conducted an on-campus space utilization study. Additionally, they have worked with the Master Plan Architects to explore current and future on- and off-campus use options. These evaluations have helped guide further discussion with the College of Extended Learning such that the new CEL design is incorporating larger lecture halls that will benefit programs campus-wide. Space being vacated in various areas by CEL will be repurposed to alleviate some of the space shortages that currently exist.
- Campus Master Planning has incorporated a “Discovery Park” to include the San Bernardino County Sheriff Crime Lab as well as space for public-private partnerships and centers. Concepts such as the Downtown Campus have been explored with campus centers that could benefit from being in closer proximity to the communities we serve.

***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.*

- Process Mapping needs to occur on a campus-wide scale to evaluate current resource allocation and potential efficiencies. Administration and Finance has made this one of their primary strategic goals and has continued to implement efficiencies across the division.
- In April 2017, the campus took a significant step toward a more sustainable future with the hiring of an Energy and Sustainability Manager. With a vision to build, operate and nurture a healthier and more resilient community for the San Bernardino and Palm Desert campuses, the emerging Office of Sustainability will facilitate development of the Resilient CSUSB Plan. Through campus-wide engagement, the Plan will be built around Roadmaps focused on Energy, Water, Food & Waste, Education & Sustainable Community, Transportation & Mobility and Land Use & Buildings. Specific strategies, actions, timeframes and resources will be identified through comprehensive campus-wide engagement, incorporated into the tactical Roadmaps by the associated Working Groups, refined by the Sustainability Taskforce and formulated into an actionable platform by the Office of Sustainability. Using the campus Strategic Plan and current system-wide policy as a foundation, the Plan will employ the triple bottom line (Economy, Environment and Equity/Community) to provide a balanced approach as specific strategies are examined. The planning process will incorporate stretch goals like Net Zero/Net Positive targets. The Resilient CSUSB Portal will provide ongoing reporting, intake of new ideas and points of refinement, and educational and programmatic outreach to keep the plan vital and successful. The engagement effort will begin in Fall 2017 and will also provide the framework for a campus Climate Action Plan. Additionally, a Resilient CSUSB steering committee is currently being formed and will assist in guiding future campus sustainability.

- The Jack H. Brown College of Business and Public Administration began an environmental sustainability talk show on Coyote Radio.
- Process Improvements have focused primarily on utilizing technology to streamline operations. There are several campus initiatives at various stages of implementation that highlight campus efforts to improve efficiency:
  - Concur Travel Approval – Expand Concur usage for candidates, moving/relocation expenses, guests (hospitality) of the university; develop training guides for the new Concur functionality and share information via the website and campus-wide trainings.
  - Decentralized Authorization System – Provides automatic updates to campus-wide databases utilizing PeopleSoft data.
  - Online Key Request and Access Management – Allows for better tracking and data for key control while reducing wait times and data entry.
  - Paperless Work Order System – Will allow Facilities Management to document work using wireless devices, reducing data entry and providing real time customer feedback, with an estimated completion of 2018.
  - Central Heating and Air Plant Automation and low temperature conversion – Will eliminate the need for 24/7 staffing of the Central Plant.
  - Scanning and digitizing facilities as-built drawings – Will reduce storage space and will offer a more efficient process to share drawings with project architects and consultants.
  - Updating websites to post status of building projects and Campus Master Plan revisions online.

***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 and Sponsored Programs, the university community secured 127 new and renewed multi-year awards during FY 2016-17 totaling \$33,980,573 (\$30,622,083 direct; \$3,358,490 indirect). During the year, 140 new proposals were submitted with first year requests totaling \$28,268,282 (\$25,112,546 direct; \$3,155,736 indirect).
- Through the newly formed Center for Faculty Excellence, the Interim AVP for Research expanded support for faculty professional development in the areas of grant writing, agency-specific proposal review protocols and related topics.
- In FY 2016-17 CSUSB saw an increase in proposals submitted to companies, foundations and other philanthropic funders (not including proposals submitted to individual donors). A total of 81 proposals resulted in approximately \$3.8M 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, including The Bill and Melinda Gates Foundation, The Give Something Back Foundation, and the Mellon Foundation.

## **GOAL 4: Community Engagement and Partnerships**

SERVE AND ENGAGE COMMUNITIES (LOCAL, REGIONAL, STATE, NATIONAL, GLOBAL) TO ENHANCE SOCIAL, ECONOMIC AND CULTURAL WELL-BEING.

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**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.*

- Office of Community Engagement (OCE) appointed the new Faculty Associate, who will begin a two-year appointment as of July 2017.
- In partnership with the OCE Director, SBS planned and hosted a "Community Engagement Workshop." It was designed to share successful university-specific approaches toward community engagement, exchange ideas about current best practices in community engagement, consider pathways to more fully engage faculty in CSUSB community engagement efforts, discuss international community engagement opportunities and issues and explore opportunities to support and promote Strategic Goal 4 of our University Strategic Plan.
- Multiple Academic Affairs departments are contributing to this Objective. The Pfau Library provided two ongoing community engagement activities: the Latino Baseball History Project and the Latino Book and Family Festival. It will also host the Literacy Fair in AY 2017-18 in conjunction with local school districts. New CEL partnerships include the Consulate of Mexico in San Bernardino, Taipei Economic and Cultural Office in Los Angeles and numerous international partnerships.
- Creating community partnerships is both the formal and informal work of Admissions and Student Recruitment (ASR). Through events like Counselor's Day, relationships built with our college and high school counterparts and engagement in Chancellor's Office programs, such as Super Sunday and Super Saturday, ASR is actively connecting with our community and providing guidance on college access and preparedness. Additionally, bringing groups to campus for tours and presentations allows ASR to further outreach into the community and provides participants a lens on the activities of our community. ASR is also working closely with community organizations such as the Ontario-Montclair Promise Scholars program to provide access and support to their students as they move through the pipeline of junior high and high school on their way to CSUSB or other educational opportunities.
- As part of the Stand Up for San Bernardino Internship Award, the Career Center, in collaboration with the academic colleges, cultivated important community partnerships that also contributed to the reinvestment in San Bernardino and surrounding communities.

- The Veterans Success Center (VSC) is one of the founding members of the Inland Empire Veterans Mental Health Collaborative that hosts activities that promote veterans affairs throughout the region.
- In May 2017, Associated Students, Inc. (ASI) created a full-time professional position to support the development and enhancement of community engagement opportunities for CSUSB students.
- During AY 2016-17, student clubs and Greek Letter organizations contributed to the 27,000 hours of community service that was coordinated through the OCE.

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

- As discussed previously, the OCE Faculty Associate began a two-year appointment in July and will collaborate with the OCE Director in the review process of existing campus policies that impact community engagement.
- Please see Strategy 1, above, on the work of the ASR in this area.

**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 OCE Faculty Associate will collaborate with the OCE Director to develop new opportunities for faculty engagement, including interdisciplinary work. Faculty professional development will be available through the new Faculty Center for Excellence.
- A total of 906 local, regional and national partnerships have been recorded in the S4 database. A collaborative survey for key agency stakeholders was created and distributed, with 22 out of 25 agencies responding. Specific short-term requests for service were addressed, and work continues to address longer-term and more complex requests, including technology requests.
- As discussed previously, student clubs and Greek Letter organizations contributed a significant amount of hours of community service.

***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.*

- A pilot online system was created to record volunteer service hours for CSUSB students, resulting in the awarding of the first annual CSUSB President's Volunteer Service Awards to 339 students (16 student clubs and 28 individual students). Further exploration to select an online system to record service hours occurred, with a launch for the entire CSUSB community in Fall 2017. Preliminary discussions with the new

Staff Development Center and Faculty Center for Excellence on staff/faculty recognition have occurred.

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

- As mentioned previously, the Office of Community Engagement's new Faculty Associate was hired to collaborate with the OCE Director to develop new opportunities for faculty engagement, including interdisciplinary work.

***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.*

- The Office of Community Engagement is exploring an online faculty grant application to streamline awards. Additional baseline funds for faculty grants will be available during the AY 2017-18.

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

- The new Faculty Associate and the OCE Director will be collaborating to develop new opportunities for faculty engagement.
- In October 2016, ASR collaborated with various campus departments to host the second annual Black and Brown Conference, which attracted more than 350 African American and Latino ninth-graders from our local area. The conference provided an opportunity for participants to gain knowledge and information and learn of resources available when applying to college.
- ASR collaborated with the Student African American Sisterhood and Student African American Brotherhood on the second annual Black Student Leadership Symposium. The event attracted 380 students from the Riverside Unified School District, which focused on college awareness and college preparedness, including financial aid and admissions workshops. Seniors were given the opportunity to submit their applications to CSUSB.
- ASR hosted CSU Super Saturday, a program of the Chancellor's Office African American Initiative. In 2017 CSUSB was asked to host the event for the first time and the team from the CO applauded our efforts as an example of a successful program. As a prospective student event, the program included information on how to apply to CSUSB and the CSU system, presentations on financial aid and housing, student panels (including a #BlackScholarsMatter panel), and presentations from faculty. The event hosted more than 200 students and family members from across the Inland Empire and 13 of the Cal State campuses (including CSUSB) participated in our college and resource fair for students.

- Four CSUSB administrators participated in Super Sunday activities at local churches throughout the Inland region in February 2017. Super Sunday is a part of the CSU African American Initiative, which partners with churches throughout California to deliver a message from the pulpit to encourage young people to pursue higher education in order to foster a college-going culture.
- In Spring 2017, the VSC and members of the CSUSB Veterans Writers Group participated in the Los Angeles Times Festival of Books at the University of Southern California, where they displayed their published works. This was the third year the Veterans Writers Group has represented CSUSB at the Book Festival.

**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.*

- An online pilot system to record volunteer service hours for CSUSB students was implemented. See Objective 2, Strategy 2, above, for details.
- The Office of Community Engagement continues to host various activities on and off campus connecting the campus community with opportunities to give back. Over the course of the year, they have hosted various Den Food Pantry donation event partnerships with Human Resources, college and campus departments, ASI and other student organizations, etc. as well as the annual Coyote Cares Day, which comprised approximately 675 students, faculty, staff and alumni volunteers at local community centers, schools and the Coyote Den.
- University Advancement and the Office of Strategic Communications played a significant role in promoting a number of high profile campus events including Coyote Cares Day, Latino Education Advocacy Days, Conversations on Diversity, the Arts and Music Festival and a myriad of special community opportunities.

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

- All vacant staff positions include a standard statement, listed below, about the university’s commitment to diversity, the role CSUSB plays in the community, and the community the university serves. All vacant positions are posted on the campus’ Human Resources website and are accessible by everyone, including community members. Human Resources also advertises in local venues such as the Inland Empire SPHR, the Inland Empire HERC and the local EEOC office, while also attending local community job fairs.

“CSUSB is a preeminent center of intellectual and cultural activity in Inland Southern California. Set at the foothills of the beautiful San Bernardino Mountains, the university serves more than 20,000 students each year and graduates about 4,000 students annually. CSUSB reflects the dynamic diversity of the region and has the

most diverse student population of any university in the Inland Empire, and it has the second highest African American and Hispanic enrollments of all public universities in California. Seventy percent of those who graduate are the first in their families to do so. For more information on the campus, please visit the CSUSB website.”

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

- In Spring 2017, Student Affairs re-initiated its annual awards program and included a community partner award to reaffirm the division’s commitment to community partnerships and to celebrate community partners.
- Preliminary work to create a community engagement annual report was completed by OCE, with an anticipated publication date of Fall 2017. Furthermore, OCE is exploring mechanisms for public feedback on engagement activities.



## GOAL 5: Identity

BUILD AN IDENTITY THAT CELEBRATES THE UNIQUENESS OF OUR UNIVERSITY, PROMOTES OUR ACCOMPLISHMENTS, AND INSPIRES INVOLVEMENT.

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

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

- At the PDC, an "Elevator Speech" was developed and training was provided to staff and faculty. Straightforward talking points about the campus that can be used at any time with any audience were also created. The messaging was changed to, "We are the Coachella Valley's Public Four-Year University."
- CSUSB continued the branding work done in AY 2015-16, utilizing the Identity Task Force and Brand IQ as our partner.
  - Phase 1 - Discovery: Brand IQ became familiar with CSUSB's history, programs, current marketing strategy and communications, additional university projects, strategic goals, enrollment statistics, environmental drivers and more. Secondly, a customized qualitative and quantitative survey instrument was created and implemented to gauge awareness of CSUSB and its attributes with the outside community. It was sent to California residents as well as prospective students. The third step in this process consisted of on-campus research during what was titled the "Campus Invasion," when the Brand IQ team met as many members of the campus community as possible including current and prospective students, faculty, the President, Cabinet, Faculty Senate, enrollment and admissions, deans, PDC, staff, the CSUSB Philanthropic Board, donors, alumni, friends and community members. The goal for Brand IQ was to engage each group in a series of audience-appropriate workshops and discussions designed to validate key institutional strengths and weaknesses, uncover common misperceptions and identify potential areas of brand opportunity. The goal was to get people actively engaged and to have these qualitative exercises provide Brand IQ with a sense of the potential new brand's tone and personality. Off-campus research also happened during this Phase and it continued to build excitement and inclusion in the process. Customized focus group guides, in-depth interview scripts and online survey instruments were used with the following audiences: general alumni, alumni leaders, current students (both SB and PD campuses) and CSUSB faculty, staff and administrators (both SB and PD campuses). More than 1,500 people in all key stakeholder groups participated in this process.
  - Phase 2 - Innovate: During this Phase, three important steps were completed: the creation of a Strategic Requirements Document; the development of our

Brand Platform; and the Development of three Brand Concepts, including researching, testing and surveying. The strategic requirements document provided the foundation for developing and formalizing brand concepts. For the Brand Platform, comprehensive brand architecture that included a brand value proposition and promise, positioning statements for key audiences, differentiating brand essence, supporting brand messages, brand tone and personality traits and tagline were created. As a result, the following positioning statement and brand promises were tested and finalized.

Positioning Statement - *Known for its resiliency, CSUSB is inspired to solve some of today's toughest global challenges by bringing out the best in every student through a practice-based education and dynamic experiences along with programs that are grounded in the rigor of a liberal arts curriculum.*

Brand Promises - Reflect credible, compelling messages that define the brand.

1. *Bold Vision.* CSUSB is a leader in higher education. Through rigorous and relevant programs, lively discourse, and open exchange of ideas, we ensure that all who engage with our university are challenged intellectually and well prepared for personal and professional success.
2. *Coyote Pride.* Coyote Pride is in all we do, recognizing the ability of selfless collaboration and unyielding determination to achieve our greatest aspirations. The transformative experiences that result are a bond that connect all in the CSUSB community.
3. *Affordable Excellence.* Providing the personal attention and access to resources, CSUSB delivers quality instruction and outstanding learning experiences, while allowing students to graduate with among the lowest debt.
4. *Life and Career Ready.* The value of a CSUSB education is measured in the success of our students, who leverage our academic strengths—a practice-based liberal arts curriculum and an experienced, industry-connected faculty—into lifelong learning and career opportunities.
5. *Human Impact.* Through award winning community engagement, innovative centers and institutes, and dynamic program offerings CSUSB finds creative uses of technology, benefits from its diverse community and robust study abroad offerings, we infuse global perspectives into our teaching, learning, and research. We take the knowledge we create to all corners of our state, country, and world, helping to influence national and international policy, promote cultural understanding, and develop tomorrow's leaders.

Three final concepts were presented for consideration and each concept included creative design including typography, color palette and distinctive

graphic elements. The three concept directions were:

Serious and Traditional – *Together We Will*.

Modern and Inspiring – *CSUSB. Unexpected*.

Bold and Aspirational – *We Define the Future*.

Each concept was tested with key stakeholder groups in the form of on-campus focus groups, town hall presentations and an online survey (these key stakeholder groups included faculty/staff/administration, current students, alumni, community members, friends and donors and prospective students (which included CSUSB prospects and also regional high school students who had no affiliation with CSUSB). More than 2,000 internal and external audience members provided feedback on the three concepts put forth and the research supported an overwhelming clear choice. *We Define the Future* emerged as the concept that most resonated with all key stakeholders (a full research analysis is available).

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

- In FY 2017-18, CSUSB will conduct the ‘Deliver’ phase consisting of rolling out the brand; incorporating the brand into all university communications; creating a brand manual and creating a communications plan; launching the entire brand package (e.g., photo shoots, videos, flip books, website enhancements, etc.) and campus brand workshops.

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

- As described previously, FY 2016-17 saw the successful completion of two unique phases of the Branding and Identity initiative – the discovery phase and the innovate phase.

***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.*

- The Student Affairs and Administration and Finance divisions worked diligently on the successful Alternative Consultation to expand the Santos Manuel Student Union, doubling the size of the current facility and serving multiple uses including a gathering place for students, clubs and organizations, as well as social spaces.
- Orientation and First Year Experience Office created a “Cody the Coyote” webpage to promote the university mascot and engage students with our university identity.
- During student orientation, students are brought to the “Wild Song” coyote statue to reinforce the tradition of rubbing the statue’s front paw for good luck on exams.
- The Office of Student Engagement redesigned its website to provide current and prospective students with accurate and student-centric images to excite students about getting involved on campus in student clubs and organizations.

- The Office of Student Engagement also developed a strategic communications plan with OSC with video number one developed in June 2017 for a Fall 2017 launch.
- The Santos Manuel Student Union (SMSU) team opened three new affinity centers, which included the Pan-African Student Success Center, The LatinX Center and the First Peoples' Center. Additionally, SMSU also started negotiations to create the first Asian American and Pacific Islander Student Success Center on the campus.
- SMSU moved the Interfaith Center from an isolated location into the Cross Cultural Center space to become a part of the Affinity Center cluster.
- The SMSU team hosted the official grand opening of the Fitness Center at the Palm Desert Campus.
- The campus continues to improve upon the student life experience with the expansion of available facilities. Three new outdoor gathering plazas were created: the Peace Garden at the College of Natural Sciences, the study plaza at the College of Social and Behavioral Sciences and the improved courtyard between SMSU and University Hall. The Housing and Dining project broke ground in Winter 2017; a new CEL Building has been approved with ground-breaking taking place in FY 2017-18; and a Student Union expansion has also been approved with plans in progress.

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

- CSUSB continued to work with partner Brand IQ on identifying and creating CSUSB traditions and events that are as unique as the campus.

***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.*

- The efforts ASR has made during AY 2016-17 around rebranding admissions materials, development of yield programming through Coyotes Connect and the use of the #Coyote4Life marketing has increased engagement and interest for CSUSB in our community of prospective students. As demonstrated by the high volume of enrollment confirmation deposits, eligible students are interested in and choosing CSUSB to pursue their higher education.
- Student Affairs will continue to partner with OSC to build on branding efforts and to work with the new brand standards to be provided in the coming months. Additionally, Student Affairs will plan to further engage social media platforms and utilize #Coyote4Life more deeply in communication efforts.

***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.*

- Although a significant amount of work has been done on new branding, the bulk of the promotional products will be done during AY 2017-18.

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

- In addition to leading a dedicated goal of the Strategic Plan – focused on branding and identity – the OSC team produced more video content in one year than had previously ever been delivered, while also developing and launching a new university news site. “Inside CSUSB” became a video vehicle that elevated the university, showcasing the remarkable impact of its students, faculty, staff and alumni. Running for 6-8 minutes, the new bi-weekly videos told behind-the-scenes stories of distinguished faculty, alumni and stellar students.
- OSC’s goal during FY 2016-17 was to continue to increase users of the official CSUSB Newsroom digital site. Doing so required news content to be more dynamic, timely and engaging. CSUSB experienced a 23% increase in users from FY15-16 (nearly 10,000 more users from the prior year).
- During FY 2016-17, OSC established objectives in order to develop targeted social media campaigns that would result in 10% more followers for each of the four major CSUSB social media outlets (Facebook, Twitter, YouTube, Instagram). OSC outperformed the 10% goal in three of the four categories – establishing 20% increases in both Facebook and Twitter while seeing a 51% increase on our Instagram format.

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

- The College of Arts and Letters hired a tenure track faculty member in Communication Studies who joined CSUSB in Fall 2016 and has done an excellent job elevating the presence of the newspaper.
- SBS launched the "Oh the Places You Will Go" campaign to identify and publicize success stories of recent SBS graduates. The college also enlisted the services of a special consultant to assist in strategically placing stories in local media outlets. The first installment was posted on the SBS homepage and ran in the San Bernardino Sun on July 1, 2017.

***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 AY 2014-15, 96 unique alumni attended our events. In AY 2016-17, Alumni Affairs hosted 23 events (down from 31 events for the 2015-2016 50th Anniversary Celebration) with 506 alumni in attendance; 417 attended at least one event (unique) and 89 came to more than one event. Percentage of growth: 334% for total attendance.

- The Winter 2017 Professional Development Workshop Series proved to be the most successful series to date. Alumni Affairs saw 140% growth in attendance for the webinar and 312% growth for the evening workshop attended by students and alumni. They also increased their engagement beyond the campus by hosting a series of meetups in Apple Valley, New York, Los Angeles, Ontario, Rancho Mirage, Yucaipa, Riverside, Redlands, San Bernardino and Claremont.
- At the end of AY 2014-15, CSUSB had 614 annual members of the Alumni Association. For AY 2016-17, the number is 1,971 annual members. CSUSB also had six new lifetime members, which now stands at 700, for a total of 2,671 association members. Alumni's student engagement initiatives are contributing to growing numbers of recent graduates joining the Alumni Association, with 1,531 signing up in AY 2016-17. Percentage of growth: 221%.

Strategy 2. Develop more career networking opportunities for alumni.

- The leadership in Alumni Relations recruited a new cadre of Alumni Board members to support outreach as well as increase all levels of alumni engagement.
- During AY 2014-15, 341 alumni indicated they were interested in volunteering; during AY 2016-17, that number is 670. Alumni Relations also had 499 unique volunteers in 2016-17, thanks to programs such as Alumni Professor for a Day (68) and the Mentor Program (30). This is up from 101 unique volunteers in AY 2014-15. Percentage of growth: 394% (unique volunteers).

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

- The total contactable alumni in total (degreed and non-degreed) is 80,638; 76,478 of those are degreed alumni.
- The reservation system for events has enabled Alumni Affairs to collect additional current data on alumni in an effort to update our database. The Office of Alumni Affairs is also asking alumni to provide additional information, such as other degrees received, employment updates and family members who are also alumni. A new "Birthday Club" has received more than 500 signups in May-June 2017, resulting in updated alumni data.
- See previous statement on Alumni Board recruitment.

**APPENDIX**

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Appendix 1

Institutes, Learning Communities, and Workshops

	CAL	CBPA	CNS	COE	SBS	Lib / others	Total		
Diversity, Equity, & Incl (w/ Q2S, UGS, UDC) 16	6	4	2	1	2		15		
Diversity, Equity, & Incl (w/ Q2S, UGS, UDC) 17	4		1	1	2	1	9		
CNS online/hybrid (w/ CNS)			11				11		
New Fac Learning Community 1	3	2	7		1	1	14		
New Fac Learning Community 2	2		9	2	2		15		
Principles of Program Design (w/Q2S)	24	9	23	1	6	8	71		
Facilitation PLC	8	2	4	1		2	17		
Tech Fellows	4		1				5	157	
Teaching Academy	13	12	13	3	8	6	55		
TRC Poster session	13	4	34	12	8	12	83		
Brownbags	3	2	7	1	3	1	17		
RTTP and other workshops	15	4	5		7	3	34		
CBPA Prog Design (w/ Q2S)		14					14		
Faculty Showcase (w/ ATI)	10	4	3	2	3	15	37		
Design Thinking (w/Q2S & CBPA)	3	10	5	3	4	3	31	271	
<b>Total</b>	<b>108</b>	<b>67</b>	<b>125</b>	<b>27</b>	<b>46</b>	<b>52</b>	<b>428</b>	<b>428</b>	Total voluntary participants
<b>Track meetings (w/ Q2S)</b>	<b>99</b>	<b>70</b>	<b>113</b>	<b>58</b>	<b>102</b>	<b>9</b>	<b>451</b>	<b>451</b>	Participants in required Track Meetings

	Grants					Lib / others	Total		
	CAL	CBPA	CNS	COE	SBS				
TSSAs (travel)	6		2	3	3		14		
Course (re)Design	2		4		4		10	14	
Overall total							893	37	Overall total Percent increase over last year



## Appendix 2

### Tenured/Tenure Track Faculty by College and Race/Ethnicity: Fall 2013 to Fall 2017

COLLEGE	2013-14	2014-15	2015-16	2016-17	2017-18
<b>A&amp;L</b>	<b>87</b>	<b>90</b>	<b>87</b>	<b>93</b>	<b>84</b>
Asian	8	7	6	7	8
Black	3	4	4	3	3
Hispanic	12	12	13	14	12
Other	1	1	0	0	0
Unknown	3	4	4	4	4
White	60	62	60	65	57
<b>BPA</b>	<b>55</b>	<b>55</b>	<b>50</b>	<b>53</b>	<b>54</b>
Asian	17	15	17	21	22
Black	3	4	4	4	4
Hispanic	3	3	2	2	1
Other	2	2	1	1	1
Unknown	4	4	3	3	2
White	26	27	23	22	24
<b>EDU</b>	<b>55</b>	<b>57</b>	<b>52</b>	<b>53</b>	<b>51</b>
Asian	6	6	7	9	9
Black	5	5	4	5	5
Hispanic	6	8	8	9	8
Other	1	0	0	0	0
Unknown	2	4	4	3	2
White	35	34	29	27	27
<b>NS</b>	<b>98</b>	<b>103</b>	<b>104</b>	<b>109</b>	<b>110</b>
Asian	18	19	21	24	26
Black	2	1	5	5	3
Hispanic	5	7	7	7	8
Unknown	6	8	7	7	5
White	67	68	64	66	68
<b>SBS</b>	<b>99</b>	<b>101</b>	<b>108</b>	<b>114</b>	<b>117</b>
Asian	10	10	10	11	12
Black	6	5	5	4	3
Hispanic	14	14	17	18	19
Other	2	2	2	2	1
Unknown	2	5	5	8	9
White	65	65	69	71	73
<b>Total</b>	<b>395</b>	<b>406</b>	<b>401</b>	<b>423</b>	<b>417</b>
Asian	59	57	61	72	77
Black	19	19	22	21	18
Hispanic	40	44	47	50	48
Other	6	5	3	3	2
Unknown	17	25	23	25	22
White	254	256	245	252	250

COLLEGE	2013-14	2014-15	2015-16	2016-17	2017-18
<b>A&amp;L</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
Asian	9.2%	7.8%	6.9%	7.5%	9.5%
Black	3.4%	4.4%	4.6%	3.2%	3.6%
Hispanic	13.8%	13.3%	14.9%	15.1%	14.3%
Other	1.1%	1.1%	0.0%	0.0%	0.0%
Unknown	3.4%	4.4%	4.6%	4.3%	4.8%
White	69.0%	68.9%	69.0%	69.9%	67.9%
<b>BPA</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
Asian	30.9%	27.3%	34.0%	39.6%	40.7%
Black	5.5%	7.3%	8.0%	7.5%	7.4%
Hispanic	5.5%	5.5%	4.0%	3.8%	1.9%
Other	3.6%	3.6%	2.0%	1.9%	1.9%
Unknown	7.3%	7.3%	6.0%	5.7%	3.7%
White	47.3%	49.1%	46.0%	41.5%	44.4%
<b>EDU</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
Asian	10.9%	10.5%	13.5%	17.0%	17.6%
Black	9.1%	8.8%	7.7%	9.4%	9.8%
Hispanic	10.9%	14.0%	15.4%	17.0%	15.7%
Other	1.8%	0.0%	0.0%	0.0%	0.0%
Unknown	3.6%	7.0%	7.7%	5.7%	3.9%
White	63.6%	59.6%	55.8%	50.9%	52.9%
<b>NS</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
Asian	18.4%	18.4%	20.2%	22.0%	23.6%
Black	2.0%	1.0%	4.8%	4.6%	2.7%
Hispanic	5.1%	6.8%	6.7%	6.4%	7.3%
Unknown	6.1%	7.8%	6.7%	6.4%	4.5%
White	68.4%	66.0%	61.5%	60.6%	61.8%
<b>SBS</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
Asian	10.1%	9.9%	9.3%	9.6%	10.3%
Black	6.1%	5.0%	4.6%	3.5%	2.6%
Hispanic	14.1%	13.9%	15.7%	15.8%	16.2%
Other	2.0%	2.0%	1.9%	1.8%	0.9%
Unknown	2.0%	5.0%	4.6%	7.0%	7.7%
White	65.7%	64.4%	63.9%	62.3%	62.4%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
Asian	14.9%	14.0%	15.2%	17.0%	18.5%
Black	4.8%	4.7%	5.5%	5.0%	4.3%
Hispanic	10.1%	10.8%	11.7%	11.8%	11.5%
Other	1.5%	1.2%	0.7%	0.7%	0.5%
Unknown	4.3%	6.2%	5.7%	5.9%	5.3%
White	64.3%	63.1%	61.1%	59.6%	60.0%

Faculty Data from CIRS data files provided by CSUSB Office of Academic Personnel

CSUSB Office of Institutional Research

11/20/2017

Appendix 3

2016-17: FTES, FTEF and SFR from FAD Report

	Term	FTES	FTEF	SFR
College of Social Behavioral Science	Su16	0.0	0.0	0.0
	F16	5278.5	135.4	39.0
	W17	5147.2	141.0	36.5
	Sp17	4801.2	140.2	34.3
	<b>AY16-17*</b>	<b>5075.6</b>	<b>138.9</b>	<b>36.5</b>
<b>FY16-17**</b>	<b>5075.6</b>	<b>138.9</b>	<b>36.5</b>	
College of Business & Public Administration	Su16	0.0	0.0	0.0
	F16	2276.5	75.7	30.1
	W17	2236.7	78.4	28.5
	Sp17	2296.6	84.4	27.2
	<b>AY16-17*</b>	<b>2269.9</b>	<b>79.5</b>	<b>28.5</b>
<b>FY16-17**</b>	<b>2269.9</b>	<b>79.5</b>	<b>28.5</b>	
College of Arts & Letters	Su16	105.4	6.2	17.0
	F16	4199.7	166.8	25.2
	W17	4012.7	167.7	23.9
	Sp17	3576.6	155.9	22.9
	<b>AY16-17*</b>	<b>3929.7</b>	<b>163.5</b>	<b>24.0</b>
<b>FY16-17**</b>	<b>3964.8</b>	<b>165.5</b>	<b>24.0</b>	
College of Education	Su16	44.7	1.5	30.6
	F16	996.0	64.0	15.6
	W17	1010.0	70.7	14.3
	Sp17	927.5	64.8	14.3
	<b>AY16-17*</b>	<b>977.8</b>	<b>66.5</b>	<b>14.7</b>
<b>FY16-17**</b>	<b>992.7</b>	<b>67.0</b>	<b>14.8</b>	
College of Natural Science	Su16	0.0	0.0	0.0
	F16	5085.6	184.0	27.6
	W17	4589.2	183.9	25.0
	Sp17	4416.6	178.9	24.7
	<b>AY16-17*</b>	<b>4697.1</b>	<b>182.3</b>	<b>25.8</b>
<b>FY16-17**</b>	<b>4697.1</b>	<b>182.3</b>	<b>25.8</b>	
University Studies	Su16	0.0	0.0	0.0
	F16	197.5	7.4	26.7
	W17	57.9	2.1	27.5
	Sp17	34.9	2.0	17.4
	<b>AY16-17*</b>	<b>96.8</b>	<b>3.8</b>	<b>25.2</b>
<b>FY16-17**</b>	<b>96.8</b>	<b>3.8</b>	<b>25.2</b>	
Campus Total	Su16	0.0	0.0	0.0
	F16	18033.7	633.3	28.5
	W17	17055.6	643.8	26.5
	Sp17	16053.4	626.2	25.6
	<b>AY16-17*</b>	<b>17047.6</b>	<b>634.4</b>	<b>26.9</b>
<b>FY16-17**</b>	<b>17047.6</b>	<b>634.4</b>	<b>26.9</b>	

\*AY numbers are calculated by (Fall+Winter+Spring)/3

\*\*FY numbers are calculated by (Summer+Fall+Winter+Spring)/3

2017-18: FTES, FTEF and SFR from FAD Report

	Term	FTES	FTEF	SFR
College of Social Behavioral Science	Su17	0.0	0.0	0.0
	F17	5151.5	134.1	38.4
	W18			
	Sp18			
	<b>AY17-18*</b>	<b>1717.2</b>	<b>44.7</b>	<b>38.4</b>
<b>FY17-18**</b>	<b>1717.2</b>	<b>44.7</b>	<b>38.4</b>	
College of Business & Public Administration	Su17	0.0	0.0	0.0
	F17	2368.2	81.8	29.0
	W18			
	Sp18			
	<b>AY17-18*</b>	<b>789.4</b>	<b>27.3</b>	<b>29.0</b>
<b>FY17-18**</b>	<b>789.4</b>	<b>27.3</b>	<b>29.0</b>	
College of Arts & Letters	Su17	0.0	0.0	0.0
	F17	4167.8	165.6	25.2
	W18			
	Sp18			
	<b>AY17-18*</b>	<b>1389.3</b>	<b>55.2</b>	<b>25.2</b>
<b>FY17-18**</b>	<b>1389.3</b>	<b>55.2</b>	<b>25.2</b>	
College of Education	Su17	29.9	1.7	18.0
	F17	985.7	63.6	15.5
	W18			
	Sp18			
	<b>AY17-18*</b>	<b>328.6</b>	<b>21.2</b>	<b>15.5</b>
<b>FY17-18**</b>	<b>338.5</b>	<b>21.8</b>	<b>15.6</b>	
College of Natural Science	Su17	0.0	0.0	0.0
	F17	5202.6	193.4	26.9
	W18			
	Sp18			
	<b>AY17-18*</b>	<b>1734.2</b>	<b>64.5</b>	<b>26.9</b>
<b>FY17-18**</b>	<b>1734.2</b>	<b>64.5</b>	<b>26.9</b>	
University Studies	Su17	0.0	0.0	0.0
	F17	91.6	3.7	24.8
	W18			
	Sp18			
	<b>AY17-18*</b>	<b>30.5</b>	<b>1.2</b>	<b>24.8</b>
<b>FY17-18**</b>	<b>30.5</b>	<b>1.2</b>	<b>24.8</b>	
Campus Total	Su17	0.0	0.0	0.0
	F17	17967.2	642.2	28.0
	W18			
	Sp18			
	<b>AY17-18*</b>	<b>5989.1</b>	<b>214.1</b>	<b>28.0</b>
<b>FY17-18**</b>	<b>5989.1</b>	<b>214.1</b>	<b>28.0</b>	

\*AY numbers are calculated by (Fall+Winter+Spring)/3

\*\*FY numbers are calculated by (Summer+Fall+Winter+Spring)/3