

**BUILDING ON EXCELLENCE:
A STRATEGIC PLAN FOR SAN DIEGO STATE UNIVERSITY 2013-2018: July 1, 2016 UPDATE**

This document uses San Diego State’s strategic plan “Building on Excellence” as a framework for describing the university’s progress toward meeting the ambitious goals articulated in the plan. The document presents the original goals of the plan with proposed initiatives from the plan described under each relevant goal. For each proposed initiative, it provides updates regarding our progress on the initiative in *Italicized font*. By convention, updates on each initiative describe financial investments, specific details of pursued initiatives and relevant metrics of progress.

INTRODUCTION

Founded in 1897, San Diego State University has a distinguished history and tradition. From a teacher’s school, the university has grown and developed into a large research university offering Bachelor’s, Master’s and Doctoral degrees. Under the leadership of Presidents Thomas B. Day and Stephen L. Weber, the university developed a broad range of programs and facilities to support educational experiences and the scholarly aspiration of our students, faculty and staff. During this same period, there was significant growth in our scholarly achievements and external research funding.

On July 31, 2012, President Elliot Hirshman, Senate Chair Bill Eadie, and Associated Students President Rob O’Keefe announced a strategic planning process that would begin in the fall of 2012. The purpose of the strategic planning process was to consider how the university could build upon the above strengths, meet upcoming challenges, and seize emerging opportunities to continue its development as a leading public research university addressing issues of deep significance to California, the nation and the world. Dramatic reductions in financial support from the state had resulted in a compelling set of challenges, and created the imperative for a strategic utilization of resources. As described below, the planning process was designed to be broadly consultative, as well as adaptable to a range of future fiscal developments.

THE PLANNING PROCESS

As first outlined in the July 31 campus announcement, the strategic planning process focuses on five areas of importance to the university: Student Success and Academic Excellence, Research and Creative Endeavors, Diversity, Internationalization, and Community Engagement. A Task Force was established for each of these areas, with subsidiary Working Groups for Research and Creative Endeavors and Working Groups for Community Engagement. A Steering Committee was appointed with representatives from the university’s divisions, the University Senate,

Associated Students, and the community, and co-chaired by the Provost and the Vice President for Business and Financial Affairs (Appendix A).

CONSULTATIVE PROCESS

Consistent with the intent to be broadly consultative, participation was solicited in a variety of ways. The July 31 announcement requested nominations, including self-nominations, and constituent groups were asked to select representatives. Task Forces and subsidiary Working Groups included representatives from Academic Affairs, Student Affairs, Business and Financial Affairs, University Relations and Development, the University Senate, Associated Students, and the Alumni Association. A website (go.sdsu.edu/strategicplan/) was established to communicate about and receive input during the entire planning process *and is used currently to provide regular updates to the campus community*. Task Forces and Working Groups with an external focus also included representation from the broader community and applicable industries. The Task Forces and Working Groups each held numerous open forums to inform their efforts. Working Groups provided their draft reports to the campus and broader community for feedback on December 6, 2012. The Working Groups considered this input, finalized their reports, and provided them to their Task Forces on December 21, 2012. On January 17, 2013, the Task Forces provided their draft reports to the campus and broader community for feedback. Task Forces considered this input, finalized their reports, and provided them to the Steering Committee on February 1, 2013 (Appendix B-F). All reports were posted on the website and comments were solicited and shared with the appropriate group. The University Senate also hosted an open forum for additional feedback on the final Task Force reports on February 5, 2013.

ESTABLISH GUIDANCE

The Strategic Planning process is intended to establish guidance for strategic investment of resources in existing and developing areas of excellence. This guidance will complement, not replace, the normal university budget advisory process that relies on the work of the President's Budget Advisory Committee (PBAC) and subsequently on the budget processes in each of the university's divisions. Recommendations from the Strategic Plan, including recommendations to increase the number of tenure-track faculty and staff in critical areas, will be considered by PBAC in its discussion of annual budgets. *In this context, it is important to note that PBAC has followed its normal process of developing a recommended annual budget for the President's approval in each year of the plan's implementation.* In addition, to ensure that efforts on the Imperial Valley Campus are integrated within the broader planning framework, the Provost has instructed the Dean of the Imperial Valley Campus to review the plan and develop recommendations specific to SDSU IV within the Goals and Initiatives identified in the Strategic Plan. *The IVC planning effort has been completed.*

THE STRATEGIC PLAN

The planning process relied primarily on the work of the Steering Committee to bring the recommendations of the five Task Forces and their subsidiary Working Groups together into a final plan. Each Task Force and Working Group member, and the many members of the broader university community who participated in person or virtually (Appendix G), brought energy and commitment to the process. The Steering Committee reviewed, studied, and greatly valued the totality of the work accomplished by the Task Forces. Of necessity, the Steering Committee synthesized and prioritized the Task Force reports and recommendations into a set of Goals and Initiatives.

This final strategic plan presents three broad institutional Goals with specific Initiatives for the next 36-48 months. *We have now completed three years of the plan's implementation. Entering the fourth year of the plan's implementation, we are now in the latter stage of implementation.* Areas of investment of financial resources as well as mechanisms to assess success are presented as appropriate. A final section describes a suite of approaches for securing the necessary financial resources to support the initiatives, as well as a communication and assessment plan for the strategic plan.

Area: Student Success

Goal: San Diego State University will continue to focus on Student Success by emphasizing high-impact practices that produce transformational educational experiences and by fostering an institutional culture that recognizes and rewards student achievement.

Student Success is at the heart of San Diego State University's mission. Everything in which the university is engaged – research, teaching, internationalization, faculty and staff activities, diversity initiatives, campus life, facilities and outreach services – is intended to enable our diverse student population to achieve at the highest levels. Maintaining a university-wide commitment for our diverse community to ensure student academic achievement and personal well-being is highly valued and essential to student success.

Initiative 1. Promote Student Success Across the University

- Increase tenured/tenure-track faculty and staff levels to meet critical and strategic needs by investing significant resources over three years. *Since 13/14, \$11,932,157 in base funds have been allocated to support increases to tenured and tenure-track faculty levels, and \$7,137,824 in base funds and \$1,009,878 in one time funds have been allocated to support new staff. In 13/14, 63 new tenured and tenure-track faculty and 75 new staff were hired. 61 of those staff were funded through new allocations in the President's Budget Advisory Committee (PBAC) process. In 14/15, an additional 62 tenured and tenure-track faculty and 170 staff were hired. 20 of those staff were funded through the PBAC process. In 15/16, 56*

new tenured and tenure-track faculty and 288 new staff were hired. 14 of those staff were funded through the PBAC process.

- *Create Writing and Math Centers by investing in faculty, graduate assistants and support staff resources, with each Center directed by a tenured/tenure-track faculty member. Since 13-14 \$325,000 in base funding and \$100,000 in one-time funding has been invested to create the Writing Center. Led by a tenure –track faculty member and housed in Love Library, the Center provides tutoring to students and support to faculty to improve writing on campus. Since it’s opening in Fall 2014, over 6,400 students have visited the Writing Center. In Spring 2016, 311 students in RWS 200 participated in an early warning pilot. Of those 311 students, 35 students were referred to the Center through the early warning pilot and 11 students attended at least one appointment at the Center. The average GPA for students who independently visited the center was 3.0. The average GPA for students who were referred through the early warning was 2.7. The average GPA for students who did not visit the center was 2.5.*

\$288,950 in base funding and \$125,000 in one time funding has been invested to create the Math Center. Led by a tenure-track faculty member and housed in Love library, the Center provides tutoring and other forms of pedagogical support for students across a broad range of math and science courses. Since it’s opening in Fall 2015, over 1,900 students have visited the Math Center. The main courses supported in the MSLC are the lower division calculus series for STEM majors, including Precalculus, Calculus I, and Calculus II. The average grades for students visiting the MSLC are all above 2.0, which is the minimal grade required for advancement to the next class. Comparably, the average grade for non-visitors is below the 2.0 pass threshold for all classes.

- *Invest funds to increase the four-year graduation rates of all students and eliminate the achievement gaps of underrepresented students. See information on faculty and staff hiring, Aztecs Scholars Program, Commuter Resource Center, Learning Analytics Working Group, and Enhance the Campus Environment to Support Faculty and Staff herein.*

In addition to these planned initiatives, a number of additional initiatives have been pursued to increase the four-year graduation rate of all students and eliminate achievement gaps:

In 15-16, three major changes were made to policies/practices that support academic progress for students facing financial challenges. First, a new Cashier’s hold policy was implemented that raises the allowable unpaid balance to \$200. This allows more students facing financial challenges to register for classes. For Spring 2016, 553 students were able to register earlier, while having only a minimal impact on unpaid balances (an increase of approximately \$11.783 across the entire university). Second, an on-line application process was created for students who face significant, unexpected financial hardships. This process connects students with our Economic Crisis Response Team. For 15/16, 49 students who

were facing a form of immediate financial crisis were assisted. Third, the Office of Financial Aid & Scholarships partnered with the Cashier's Office to contact students with Cashier's holds and provide financial counseling. This resulted in outreach to 991 students on financial aid. Holds were cleared for 939 of these students and 796 of these students (85%) enrolled in the subsequent semester. 697 of the students who had holds were not on financial aid. 105 of these students were seniors and, following counseling, 69 of these students (66%) enrolled in the subsequent semester.

A series of policy and practice changes were pursued to support more rapid progress to degree. An electronic wait-list was successfully implemented in spring 2016. The university is currently reviewing policy changes that would lead to the implementation of a revised Leave of Absence policy. This change would require all students to receive advising prior to taking a leave and thus eliminate the current practice of allowing students to "stop-out" for one semester without any process. Finally, within the Colleges, a number of interventions are being implemented which are designed to increase student success, specifically pass rates, while maintaining and strengthening the integrity of the student learning experience.

The Provost's Advising initiative focused on training and recognition of advisors, as well as the identification of advising challenges. As part of this initiative, Enrollment Services initiated targeted outreach to "super-seniors," students with 150+ units. 63% of the targeted students graduated or applied to graduate. For 15/16, the total increased to 78%. In addition, outreach was done in 15/16 to 120-149 unit seniors. 69% of those students graduated or applied to graduate.

In addition to these general programs, efforts to support specific populations have been undertaken:

Through an investment of \$121,050 in base funding, the Women's Resource Center opened in Spring 2016. Among many initiatives designed to support student's personal and academic development, the Center has collaborated with the University-wide Task Force on Sexual Violence to enhance campus safety and advance changes in our campus culture. Through these collaborative efforts, our campus has obtained grant funding from the California Office of Emergency Services to support a sexual assault victim advocate and a police detective focused on sexual violence. In addition, \$33,650 has been allocated for 16/17 for infrastructure improvements to the Women's Resource Center/Pride Center.

Finally, a new collaboration between SDSU and the San Diego Housing Commission (SDHC) was established in January 2015. The SDHC will provide \$200,000 each year for the next three years to SDSU to fund the housing component of the SDSU Guardian Scholars program. In addition, SDHC will provide a dollar-for-dollar match to funds raised by SDSU through philanthropy for the Guardian Scholars program, up to a maximum of \$400,000 per year. This potential \$600,000 a year funding will commence in Fall 2016 with a commitment for 3

consecutive years. (See also Invest funds to staff an LGBT Center, develop programs, and fund related academic initiatives.)

- Invest funds to increase the recruitment and retention of underrepresented students through targeted recruitment and outreach to inform students of exceptional programmatic and co-curricular opportunities. *Since the inception of the Aztec Scholars Initiative (ASI) in 12-13, a total of \$314,000 (\$250,000 in 13-14 and \$64,000 in 14-15) in base funding has been committed. The ASI program is designed to support the recruitment and retention of students who are under-represented, both historically and currently, at San Diego State. ASI recruitment initiatives have included targeted outreach to prospective students at various events including regional receptions and yield events, tribal events, and personalized campus visits. The University has also sponsored cultivation related activities for prospective students such as Students With Academic Goals (SWAG) and the “Freshman for a Day” program. Since the inception of ASI there has been a 53% increase in intent to enroll enrollment at San Diego State University for FTF African-American students, and a 100% increase in intent to enroll for FTF Native American students. This growth is illustrated below:*

*For 14-15, intent to enroll for FTF African American students increased from 143 to 184
For 14-15, intent to enroll for FTF Native American students increased from 9 to 23*

*For 15-16, intent to enroll for FTF African American students increased from 184 to 236
For 15-16, intent to enroll for FTF Native American students decreased from 23 to 18*

*For 16-17, intent to enroll for FTF African American students decreased from 236 to 219
For 16-17, intent to enroll for FTF Native American students increased from 18 to 23*

ASI retention initiatives have included participation in learning communities such as Harambee or Elymash Yuuchaap. Students participating in ASI learning communities are paired with mentors and enrolled in a university seminar class with other ASI students. Other programs and events are also offered to enhance the climate and experiences of participants.

For 15/16, the fall to spring continuation rate for students participating in the Harambee program was 98.8%, 2.1% higher than non-participants and the fall to spring continuation rate for students participating in Elymaash Yuchap was 100%, 8.3% higher than non-participants. First semester probation rates for students participating in the Harambee program decreased to 13.4% when compared to the 2014-15 academic year (17.7%), and are 6.6% lower than non-participants (20.0%). The average total GPA after the first year decreased to 2.70 when compared to the 2014-15 academic year (2.77), and is lower than non-participants (2.80). The average total units earned after the first year decreased to 34.0 when compared to the 2014-15 academic year (34.3), and is lower than non-participants (38.1). First semester probation rates for students participating in the Elymaash Yuchap

program decreased to 14.3% when compared to the 2014-15 academic year (15%), and are 6% higher than non-participants (8.3%). The average total GPA after the first year increased to 2.98 when compared to the 2014-15 academic year (2.76), and is higher than non-participants (2.64). The average total units earned after their first year increased to 34.8 when compared to the 2014-15 academic year (34.4), and is lower than non-participants (35.0).

- *Invest in the recruitment and retention of underrepresented faculty and staff through targeted activities. Since 13/14, \$120,000 in one-time funding has been invested in the efforts of a Strategic Plan Working Group. This group is spearheading an initiative to enhance the diversity of our tenure-track faculty through increased outreach and training opportunities for search committees. (See also Increased Diversification of Faculty and Staff metrics herein.)*

Measures to improve recruitment have been implemented, including providing implicit bias/diversity training for all faculty search committee chairs (and search committee members in critical areas). In addition, faculty search committees receive NSF-supported implicit bias resources, and, with an investment of \$70,000 in base funds, will use Interfolio to assess whether SDSU is attracting applicant pools that match or exceed, in diversity, the national pool of available candidates, with data provided to search chairs. Finally, each faculty search applicant now receives a letter from the campus Chief Diversity Officer affirming SDSU's commitment to diversity. The incoming faculty cohort for Fall 2016 is 44% underrepresented faculty, as compared to 39% underrepresented faculty in Fall 2015 and 35% in Fall 2014.

For AY 16 - 17 RRUF will implement the Building on Inclusive Excellence plan, which will allocate four tenure-track faculty hires to qualified candidates who demonstrate exceptional capacity to contribute to inclusive excellence at SDSU, will provide proactive search training to search committees and chairs, will support departments and schools in developing their own diversity plans and provide new resources to underrepresented faculty for professional development and advancement.

- *Promote commuter student success based on results of an in-progress needs-assessment by the Divisions of Student Affairs and Academic Affairs, with relevant support and resources, and in association with the established Commuter Student Lounge of the Aztec Student Union. Since 13/14, \$189,713 in base funding and \$366,000 in one-time funding has been invested to support the Commuter Resource Center, commuter student learning communities and peer mentoring programs. The Commuter Resource Center offers a wide range of workshops and information sessions on study skills, time management, financial aid, and academic and professional opportunities (e.g., study abroad, internships) at the university. Commuter student learning communities offer shared classes and opportunities for social support. 730 freshman commuter students were enrolled in learning communities this past*

year, an increase of 280 students compared to last year. The first year disqualification rate for commuter students who were not college ready and enrolled in learning communities decreased to 6.7%, 4.4% lower than comparable students who did not enroll in learning communities. We supplemented these efforts with the creation of our Sophomore Surge program designed to maintain academic engagement and social connections for sophomore commuter students. Fall to spring continuation rates for the 235 participants in the program was 97.6%, 3% higher than comparable students who did not participate in Sophomore Surge. See information under Invest funds to increase the four-year graduation rates of all students and eliminate the achievement gaps of underrepresented students for additional information about programs supporting commuter students.

- Provide focused interventions for at-risk local first-time freshmen in order to increase continuation rates and 4- and 6-year graduation rates. *See Commuter Resource Center, Learning Analytics Working Group, Aztec Scholars Program.*
- Provide diverse educational experiences for all students by leveraging our campus's rich diversity. *Since 13/14, the university has invested a total of \$65,000 in base budget funding and \$300,000 in one-time funds to support the One SDSU Community program. The One SDSU program was created in 14/15 and brings together students from diverse backgrounds to understand each other's distinctive viewpoints and shared humanity. Since 2014, 16,099 students have participated in One SDSU Community programming. In addition, since 2014/15, SDSU has received \$400,000 in philanthropic support, matched with an additional \$400,000 in one-time funds, to allow 2140 students to participate in conflict resolution training through the National Conflict Resolution Center (NCRC).*
- Provide funding to continue the "Aztec Nights" program in support of student well-being. *In 13/14, \$211,500 in base funding was provided to continue this program, which offers a series of alcohol and drug free programs and social activities to the campus community during the first five weeks of the semester.*
- Convene a cross-divisional task force to review, assess, and implement additional support for programs addressing the negative academic and personal consequences of abuse of alcohol and other drugs. *Since 13/14 \$99,810 in one-time funds and \$43,363 in base funds have been invested in initiatives designed to support student well-being, and educate on the negative consequences of abusing alcohol and other drugs. These include eCHECKUP TO GO, ASPIRE, and the enhancement of effective enforcement techniques. In addition, program series such as Aztec Nights and Live Well Late Night provide students alternatives to events that involved alcohol and other drugs.*
- Convene a broad-based task force of faculty and staff to evaluate approaches to integrating learning-analytics and the student information system to allow timely interventions that

promote student success at course and curricular scales. Since 2013, \$357,000 in one time funds have been invested in this effort. During the first phase of their work, the Strategic Plan Learning Analytics Working Group completed an experimental study of the effect of measuring triggers (defined as events that would be expected to predict poor performance such as missing classes) and intervening in response to those triggers (defined as contacting students to inform them of ways to improve performance) on academic performance. This study led to the creation of the Supplemental Instruction Program (SI) for use in high-risk courses as a way to increase the effectiveness of the interventions on the Learning Analytics triggers. SI is regularly scheduled, informal review session that utilizes peer-assisted study sessions so that students can learn how to integrate course content and study skills while working together. The sessions are facilitated by “SI leaders”, students who have previously done well in the course. SI is a non-remedial approach to learning as the program targets high-risk courses rather than high-risk students. Students with varying levels of academic preparedness and diverse ethnicity participate.

Over 1,200 students have participated in SI since Fall 2015. Students who participated in SI saw improvement in their aggregate test scores when compared to students who did not participate in SI. For Fall 2015 the combined mean score for students participating in SI was 5.1% higher than students who did not participate (79.5% v. 74.4%), and for Spring 2016 the combined mean score across all test taken for SI students was 4.2% higher than their counterparts who did not participate in SI (78.4% v. 74.2%).

- Invest funds to staff an LGBT Center, develop programs, and fund related academic initiatives. With an investment of \$200,000 in base funding, The Pride Center opened in Spring 2014. The Center supports an open campus environment for persons of all sexual and gender identities. Campus-wide education and dialogue fosters the development of student leadership skills. Since its opening, the Pride Center has hosted 68 programs. In partnership with Counseling and Psychological Services, counseling is now offered in the Center on a weekly basis. The Center hosts monthly HIV testings. In addition, transgender awareness training has been occurring across campus for AS staff, University Police and the Student Affairs directors. The Center has developed an LGBTQA learning community with a cohort of 36 students for 15/16. In addition, \$33,650 has been allocated for 16/17 for improvements to the Pride Center/Women’s Resource Center infrastructure.

Initiative 2. Enhance Transformational Educational Experiences

- Establish a University Honors College with a goal of 1,200-1,400 students from diverse backgrounds through funding of an Associate Director and additional honors courses. The Honors College has been established and the endowment goal of \$10 million met (see below). The University has invested \$409,336 in base funding and \$40,300 in one-time funding since 13/14 to support an Associate Director, an academic adviser and faculty fellowships. The curriculum and the minor requirements have been revised to focus on

engagement and achievement. Enrollment for the Honors College for Fall 2016 is projected to be 1105 students. Honors College students now reside in the newly renovated Zura Hall.

- *Support the Honors College fundraising goal of a ten million dollar endowment for student scholarships and faculty stipends. The Honors College endowment goal has been exceeded. In April 2015, thanks to a significant gift from SDSU supporter Darlene Shiley, the Honors College was named the Susan and Stephen Weber Honors College. The endowment now stands at \$10,758,647.*
- *Strengthen internship and mentoring programs to foster students' professional development by working collaboratively with our alumni to create a network that supports life-long success for all alumni (see further information regarding Alumni Coordinator under Engage our Alumni and Community Supporters). Since 13-14, \$194,065 in base funding and \$231,999 in one-time funding have been invested in the creation of the Aztec Mentor Program (AMP) in which alumni and community supporters provide one-on-one professional mentoring to our students. In addition the funding has been invested in significant expansion of our support for internships, development of additional models for funding internships, and outreach to students enrolled in our EOP programs. These investments supported the hiring of a Career Opportunities Manager and the creation of on-line systems to support internship and mentoring. As of 15/16 there were 3,513 internship participants, a 25% increase compared to the prior year and a 48% increase relative to the 13/14 baseline year. The Aztec Mentor Program had 1,350 participating student-mentor pairs. This was a 62% increase over the prior year for this program, which was begun in 2013-14. \$108,100 in one-time funds has been allocated for 16/17 for the expansion of the Aztecs Hiring Aztecs (AHA) initiative.*
- *Increase the rate of undergraduate student participation in approved international experiences to 30% within five years by providing funds for support services. Since 11/12, \$233,139 in base funds has been invested to hire staff members to facilitate international experiences in the academic colleges and the Office of International Programs. To further these efforts, Associated Students allocated \$350,000 in base funds for study abroad scholarships. In the 11/12 baseline year, 1,610 had international experiences. In 15/16, 2,660 students had international experiences, a 65% increase over the baseline year. The five-year goal of 30% has been met. Fulbright fellowship awardees on the campus have remained stable at 12 in 13-14, 8 in 14-15 and 9 in 15-16. SDSU continues to rank among the top 25 public universities for study abroad experiences and Fulbright fellowships.*
- *Expand opportunities for undergraduate scholarship through innovative courses, experiences, and engagement. (See further information regarding Student Research Symposium under Reinforce the Value of Research for Student Success. See further information regarding Student Success Fee under Resource and Revenue Plans From 13-14 through 16-17, \$50,000 in base funding and \$429,000 in one-time funds has been allocated*

to support faculty-student collaborative research, student-initiated research, the Student Research Symposium and the development of courses focused on undergraduate research. 551 students participated in the Student Research Symposium in 15/16, an increase of 22% percent since 13-14.

As part of the General Studies/Undergraduate Research Program, six new undergraduate courses have been proposed to provide the necessary breadth of knowledge and skills for undergraduates to successfully engage in research within or beyond their academic departments. These courses are under review for the 2017-18 General Catalog by the Undergraduate Curriculum Committee and the General Education Committee as the Undergraduate Research/General Education Pathway Project. The project, in which a committee of faculty developed proposals for five new General Education courses: Introduction to Research, Research in the Natural Sciences, Research in Social and Behavioral Sciences, Research in the Humanities and Research in the Arts and Creative Practices. The committee also proposed a one-unit Research Scholarship Laboratory in partnership with the University Library and Information Access faculty. In addition, since its launch in 14/15, the faculty mini-grant program has allowed 66 students to participate in undergraduate research efforts with 56 faculty mentors.

With an investment of \$345,000 in one-time funds, the Summer Grant Program was launched in Summer 2015. The program was designed to provide students an opportunity to participate in faculty led research over the summer. Since its inception, 97 students have received grants to work with 84 faculty from across all colleges.

As part of the implementation of the Student Success Fee, our campus has significantly increased our students' participation in co-curricular academic experiences (e.g., academic conferences, academic competitions, and campus speaker series). Since 14/15, 144 student success fee co-curricular academic experience proposals have been funded. For 16-17, \$900,000 in base funding will be used to support co-curricular academic experiences.

- *Support the university's entrepreneurial centers to enhance students' entrepreneurial initiatives (see further information under Contribute to the Advancement of the San Diego Region section). \$400,00 in base funding and \$580,000 in one-time funding have been invested to support our entrepreneurship centers between 13-14 and 16-17. These funds have been supplemented by endowment gifts of \$5,000,000 for the Lavin Center and \$5,000,000 for the Zahn Innovation Platform. Over \$1,400,000 in annual philanthropic support has supplemented these endowment gifts. This support has allowed us to continue to support campus teams pursuing start-ups, expand the scope of our efforts in social entrepreneurship, develop our programs in Design Thinking and increase collaboration between the Zahn and Lavin programs. These programs will reside in the William Leonhard Entrepreneurship Center in our new Engineering & Inter-disciplinary Sciences Complex. San*

Diego State's entrepreneurship programs were ranked in the top 25 by Forbes, Fortune and USNews & World Report magazines in the current year.

Initiative 3. Pursue Pedagogical Innovation through Faculty Support

- Increase institutional commitment to design, development, assessment, and promotion of high-quality courses, programs and degrees through funding for Instructional Technology Services course designers and faculty-assigned time for participation in the Curriculum Design Institute. Since 13/14, \$344,890 in base funding *has been allocated to support course designers and faculty release time. In that time, 95 faculty members have created 102 on-line high enrollment general education classes through the ITS Course Design Institute (CDI).*

In 15-16, we completed a comprehensive evaluation of fully online courses created by faculty participating in the CDI. This evaluation, which compared failure rates in fully online courses to those from comparable face-to-face courses in order to determine whether the addition of on-line and hybrid courses have reduced course bottlenecks. This evaluation showed enrollment in summer session courses previously taught face to face and now offered online to have increased by 72% since 2008. In addition, when comparing repeatable grades for courses taught by the same instructor both in face-to-face and online formats, overall, there was no significant change in repeatable grades when courses taught by the same instructor moved from face to face to online delivery (11.11% v. 10.07%, respectively).

Performance Analysis Measures for Student Success Goal:

Improved Four- and Six-Year Graduation Rates:

*2013 Baseline 4-year graduation (class entering fall 2009)---30%
2013 Baseline 6-year graduation (class entering fall 2007)---67%
2014 4-year graduation (class entering fall 2010)---33.7%
2014 6-year graduation (class entering fall 2008)---66.6%
2015 4-year graduation (class entering fall 2011)---36%
2015 6-year graduation (class entering fall 2009)---68.5%
2016 4-year graduation (class entering fall 2012)--- 37%
2016 6-year graduation (class entering fall 2010)--- 74.1%*

Improved Retention Rates:

*2013 Baseline freshman-to-sophomore continuation (class entering fall 2012)---87%
2014 freshman-to-sophomore continuation (class entering fall 2013)---87.5%
2015 freshman-to-sophomore continuation (class entering fall 2014)---89.3%
2016 freshman-to-sophomore continuation (class entering fall 2015)—89.2%*

Decreased Time to Degree:

*2013 Baseline average years to degree (for degrees awarded in 12-13)---4.9 years
2014 average years to degree (for degrees awarded in 13-14)---4.9 years*

2015 average years to degree (for degrees awarded in 14-15)---4.8 years

2016 average years to degree (for degrees awarded in 15-16)---4.8 years

Elimination of Achievement Gaps in Graduation Rates, including the number of students (n):

2013 Baseline 6-year graduation (class entering fall 2007) with achievement gap computed by comparison to overall graduation rate

American Indian 70%---no achievement gap (n=27)

African American 64%---3% achievement gap (n=164)

Latino 60%---7% achievement gap (n=837)

2014 Baseline 6-year graduation (class entering fall 2008) with achievement gap computed by comparison to overall graduation rate

American Indian 70.4%---no achievement gap (n=27)

African American 57%---9.6% achievement gap (n=128)

Latino 59.1%---7.5% achievement gap (n=833)

***2015 Baseline 6-year graduation** (class entering fall 2009) with achievement gap computed by comparison to overall graduation rate

American Indian 25%---43% achievement gap (n=8)

African American 53%---15.5% achievement gap (n=100)

Latino 63%---5.5% achievement gap (n=886)

2016 Baseline 6-year graduation (class entering fall 2010) with achievement gap computed by comparison to overall graduation rate

American Indian 28.6%---45.5% achievement gap (n=7)

African American 64.6%---9.5% achievement gap (n=96)

Latino 70.1%---4% achievement gap (n=736)

** Fall 2009 was the first cohort with the new federal ethnicity reporting guidelines where applicants were instructed to report their ethnicity based on the two-part question (hispanic/latino yes,no, followed by race/ethnicity for non-hispanic/latino students allowing students to indicate more than one ethnicity/race). This resulted in a shift of some students from a single ethnicity category into the multiple ethnicities category.*

Growth in Student Honors and Achievements----Metrics/data collection tbd

Increased Diversification of Faculty and Staff:

Baseline number and percentage of tenure-track faculty (of 783) for 12-13*

American Indian: number 5 percentage <1%

African American: number 24 percentage 3%

Latino: number 66 percentage 8.43%

Baseline number and percentage of total tenure-track faculty (of 795) for 13-14

American Indian: number 5 percentage <1%

African American: number 25 percentage 3.14%

Latino: number 68 percentage 8.55%

Number and percentage of total tenure-track faculty (of 803) for 14-15

American Indian: number 3 percentage <1%

African American: number 24 percentage 2.99%

Latino: number 70 percentage 8.72%

Number and percentage of total tenure-track faculty (of 829) for 15-16

American Indian: number 4 percentage <1%

African American: number 23 percentage 2.77%

Latino: number 72 percentage 8.69%

****Baseline number and percentage of staff (of 1682) in 12-13**

American Indian: number 7 percentage < 1%

African American: number 112 percentage 6.6%

Latino: number 320 percentage 19%

Number and percentage of staff (of 1706) in 13-14

American Indian: number 8 percentage < 1%

African American: number 123 percentage 7.2%

Latino: number 345 percentage 20%

Number and percentage of staff (of 1712) in 14-15

American Indian: number 8 percentage < 1%

African American: number 132 percentage 7.7%

Latino: number 346 percentage 20%

Number and percentage of staff (of 1808) in 15-16

American Indian: number 9 percentage < 1%

African American: number 146 percentage 8%

Latino: number 386 percentage 21.3%

**for purposes of consistent comparison, calculation for a given year is based on the sum of faculty at start of the fiscal year and faculty recruited in prior year/hired in referenced fiscal year (includes FERP faculty)*

***Previously reported staff numbers included GA's and TA's. Updated numbers reflect their exclusion.*

Area: Research and Creative Endeavors

Goal: San Diego State University will continue to enhance its research and creative endeavors profile, with particular emphasis on building areas of excellence and addressing national and international challenges.

The university fulfills its mission to generate new knowledge and attains distinction through excellence in the research, scholarship, and creative activity of its faculty. The pursuit of innovative and interdisciplinary exploration is vital to the university's long-term academic and economic prosperity.

Initiative 1: Foster the Development and Growth of Excellence in Research and Creative Endeavors

- Invest funds for tenured and tenure-track faculty to advance existing and future areas of scholarly excellence. *From 13-14 to 16-17, a campus-wide process was conducted that identified seven multi-disciplinary areas of research excellence. The areas identified were: 1) Clinical and Cognitive Neurosciences; 2) Viromics; 3) Climate Change and Sustainability Studies; 4) Human Dynamics in a Mobile Age; 5) Blue Gold: Mitigating the Effects of Water Scarcity; 6) Digital Humanities and Global Diversity; 7) Smart Health Institute (SHI): Wearable Biomedical Sensors for Precision Medicine. The university has invested \$X in base funds to support faculty hiring in these areas and \$6,890,000 in one-time funding to support start-up costs and other seed funds for these areas.*
- Build a research endowment through private sources (see Resource and Revenue Plan section). *The research endowment is now at \$10,727,114.*
- Invest funds for improvements in facilities and equipment essential to sustaining scholarly activity and productivity (See also Enhancing Campus Climate in Support of Faculty and Staff). *\$21.5 million in one-time funds has been allocated to construct the new Engineering and Inter-disciplinary Sciences Complex. The schematic design is complete and has been approved by the Board of Trustees. Construction has begun and the building is scheduled for completion in January 2018. An additional \$388,000 in base funding has been allocated to staff the MRI facility in the complex and \$3,650,000 has been allocated to support the renovation of core facilities (e.g., the Life Sciences vivarium) and shared equipment.*

Since 13/14, over \$2 million in one-time funds and \$200,000 in base funding has been allocated in support of the library. Funds have been used to support the purchase of additional electronic journal subscriptions, replace large physical collections with more accessible technology, allow for upgrades to the student computing lab as well as make significant purchases to meet teaching and research needs.

- Foster interdisciplinary collaborative research and projects. (See also Areas of Excellence.) *Investments were made to help catalyze new areas with an emphasis on grant writing and development. \$200,000 in one-time funds has been allocated for assigned time since 15/16 to support cross-institutional grants or across units within SDSU. Examples include the Advanced Energy System interdisciplinary working group, the Bread and Roses Center in Women's Studies, the U54 Grant and the Integrative Graduate Education and Research Traineeship (IGERT) grant (see above description of areas of research excellence for further descriptions of investments in interdisciplinary collaboration).*
- Invest funds to strengthen and build infrastructure essential to sustaining scholarly activity and productivity including planned enhancements of research infrastructure envisioned in NCURA report. *A new Research Affairs Director has been hired, as well as a lead analyst for HRPP (Human Research Protection Program).*

\$207,000 in one-time funding and \$55,000 in base funding was invested in InfoEd as the platform to develop new electronic forms and to manage Institutional Review Board (IRB) protocols. The launch of the new streamlined form and new submission process is projected to be September 2016. The total number of Institutional Research Board (IRB) submissions increased by 9%. In addition, the IRB staff has streamlined the current review process which has resulted in IRB Exempt and Expedited protocol turnaround times decreasing by 39%. The IRB full committee review turnaround time decreased by 43%. Both of these metrics are now considerably below the national average.

A new Research Facilities and Operations Director has been hired in the College of Sciences to enhance collaboration between the Office of Laboratory Care, PIs, and the College of Science administration.

Since the hire of a full time export control officer for the University, educational outreach and training have been initiated to help provide clarity to faculty and staff relative to export control issues. Visual Compliance software for screening of all foreign nationals as well as international companies doing business with the University has been implemented to assess if any are named on US restricted party lists. Several policies and procedures regarding the use of commerce-controlled materials in research have been implemented.

Major revisions to the Institutional Animal Care and Use committee (IACUC) protocol forms as well as a more streamlined protocol submission process were implemented in 15/16. This has reduced turnaround times (time from submission to approval) from 40 business days (13/14) to 23 business days (15/16). Similarly the Institutional Biosafety Committee's (IBC) Biological Use Authorization form underwent a major revision. This streamlined submission process has reduced turnaround times from 70 business days (13/14) to 31 business days (15/16). In addition, all outdated policies for each committee have been revised to comply with regulatory changes and provide more clear guidance to researchers.

- Invest funds for faculty career-long scholarly productivity including peer-to-peer mentoring for junior and mid-career faculty, grant editing, external review of grants, and summer support programs. (See also investments in building new facilities.) *Since 13/14, we have provided \$700,000 in one-time funds for matching grants and \$225,000 in one-time funds for faculty bridge funding. We have increased startup funding for our new hires (see information in Foster the Development and Growth of Excellence in Research and Creative Endeavors) and created a grant proposal pre-submission review by external experts. We have invested \$154,000 in based funding and \$250,000 in one time funds for The Grants and Research Enterprise Writing Fellowship (GREW) program. Since its inception, this program has assisted 47 faculty in both the self-assessment components of preparing for a research career, as well as more concrete, practical exercises and cohort building to help identify and build relationships with potential mentors, collaborators and federal program officers. Workshops offered included topics such as “How to read an RFP” and “Outreach as part of research.” GREW Fellows have reported success in number of proposals submitted, success of proposals, total amount of funded proposals, as well as higher funding per capita when compared to new hires that did not participate in GREW during the same time period.*
- Invest funds in support of the University Grants Program. *In 13/14, \$350,000 in base funding was invested in the University Grants program.*
- Invest funds for competitive graduate stipends. *Institutional funding of \$300,000 in base funds and \$360,000 in one-time funds has been committed to support training grants and graduate student support for the Areas of Excellence. The President Graduate Research Fellowship (PGRF) was developed in 14/15. The PGRF is a university wide competitive fellowship program designed to recruit non-resident graduate students who demonstrate outstanding potential for achievement in research or creative activity. This improved the recruiting strategy for the use of Non-Resident Tuition Waivers (NRTW), with the endorsement of the Graduate Council, allowed Graduate and Research Affairs to manage 30% of the NRTWs directly, as opposed to the historical practice of departments allocating all NRTWs through their own priority system. X graduate students have received the fellowship from Research and Graduate Affairs. In addition, the PGRF was implemented to make early, competitive offers to the most promising graduate students. The average GPA of NRTW and PGRF students was 3.54 in 13/14, 3.61 in 15/16 and 3.5 for 16/17.*
- Build web-based resources to assist grant writers in incorporating SDSU diversity metrics into impact statements.

Initiative 2. Enhance Creative Arts on Campus

- Promote and leverage the visibility of the arts on campus and beyond the university by investing funds for “mini” arts events on campus, utilizing the Open Air Theatre, Aztec

Student Union, Aztec Green, and Love Library as appropriate. *Since 13-14, \$107,000 in base budget funding and \$236,500 in one-time funding has been invested in promoting and leveraging the visibility of arts on the campus and beyond the university. A faculty member was hired to lead this initiative in 13-14, with a primary focus of increasing access and visibility of the performing and visual arts at SDSU. To date, over 262,600 individuals have experienced a wide diversity of artistic initiatives, including “pop-up” musical, theatrical and performance art events at a variety of venues on the campus. In addition, visual works of art have been created throughout the campus, including the creation of 15 art benches. A number of major theatrical productions have been brought to the campus. In addition, University Relations and Development (URAD) supported the Arts Alive initiatives throughout 14/15 by featuring the arts in over 20 presidential level events throughout the region, including LA and New York. This allowed 2,000 university guests to be exposed to Arts Alive programming. Finally, we have supported faculty efforts to build art events into the university curriculum by piloting arts-awareness building strategies in the classroom.*

- Support faculty efforts to build art events into the university curriculum framework (e.g. integrate plays, art, and/or music into course content across disciplines). *In Spring of 2015, Arts Alive piloted an arts awareness-building strategy aimed at colleges, schools, and departments across campus that emphasize core curriculum. Since then, six faculty have engaged in this initiative to integrate arts opportunities into core curriculum syllabi. Over 100 students have participated in courses that include Assessing and Teaching Writing in Elementary Schools, Connection and Commitment: Self, Service and Society, Typography III and Design as a Social Process.*
- Develop a self-support youth summer arts camp. *In addition to taking over the management of marketing of camps offered through the School of Music and Dance, an international conducting symposium was launched in 2015 and a string camp called Bravo will be launched in 2016.*

Initiative 3: Reinforce the Value of Research for Student Success

- Invest funds to expand and support the Student Research and Scholarship Symposium as a signature SDSU program. (See also Enhance Transformational Educational Experiences section.)
- Expand opportunities for undergraduate scholarship across our diverse student population through innovative courses, experiences, and engagement. (See also Student Success Fee information, mini-grant program and summer grant program.) *In 14/15, through an investment of \$20,000 in one-time funds, The Aztec Research Fellows program was created as a partnership between the College of Education and Student Affairs. Fellows engage in research focused on improving outcomes for underserved populations. The culminating experience of the program is to produce a peer-reviewed publication. Since the fellowship was launched, four manuscripts have been accepted for publication.*

SDSU is also participating as a senior collaborator in a pending grant application with UCSD and CSUSM in the National Research Mentoring Network (NIH funded) program titled "San Diego County Regional Mentoring Network". NRMN is intended to enhance diversity in the biomedical research field. Cathie Atkins and Bill Tong will contribute as part of the MARC program, their diversity program at SDSU.

- Measure undergraduate scholarship engagement of our diverse student population and establish a goal to increase participation.
- Integrate faculty scholarship with internship and practicum experiences for our diverse student population.
- Improve student preparation for an innovation-based economy by fostering entrepreneurial experiences. *See information on entrepreneurial centers herein.*
- Prioritize support for student research and scholarly activity, scholarships, and fellowships through philanthropy. *See information on Honors College endowment and Research Endowment herein.*
- Develop methods to match student and faculty scholarly activities using web or social media (e.g., a campus-wide internship model). *In 13/14, the office of Career Services made updates to their Simplicity program to facilitate student/faculty mentorship matching. There has been no implementation or further utilization of this program.*
- Publicize SDSU's identity as a top research university that serves a diverse student body. *In 13/14, the Strategic Plan Working Group on Branding and Marketing began a major national campaign using low-cost social media to raise awareness of the university's academic excellence. Through the use of Facebook, Twitter, YouTube, Instagram and Google AdWords, messages regarding our academic achievements reach over 400,000 students, alumni, faculty, staff and prospective students every year. See information on Performance Analysis Measures for Community and Communication Goal.*

Performance Analysis Measures for Research and Creative Endeavors Goal:

Research Expenditures:

2012-2013 Baseline---\$108,364,049

2013-2014 Research expenditures---\$106,609,049

*2014-2015 Research expenditures---\$104,162,789**

2015-2016 Research expenditures---

**Pending audit*

Research Grants:

2012-2013 Baseline---\$ \$115,708,473

2013-2014 Research Grants---\$ \$107,857,290

2014-2015 Research Grants--- \$120,593,760

2015-2016 Research Grants--- \$130,000,000

Research Endowment:

2012-2013 Research Endowment Baseline---\$2,617,270

Research Endowment I---\$1,990,272

TCF Research Endowment---\$626,998

2013-2014 Research Endowment totals - end of the 13-14 year---\$4,360,310

Research Endowment I---\$2,232,277

TCF Research Endowment---\$2,128,033

2014-2015 Research Endowment totals - end of the 14-15 year---\$8,117,592

Research Endowment I---\$2,137,554

Research Endowment II---\$710,335*

TCF Research Endowment---\$5,269,703

2015-2016 Research endowment at the end of the 15-16 year---\$10,727,114

Research Endowment I---\$1,977,964

Research Endowment II---\$657,301*

TCF Research Endowment---\$8,091,849

**Endowment created from sale of property in 14/15*

Number of Undergraduate Students Involved in Research----*metrics/data collection TBD*

Number of Undergraduate Students Involved in Entrepreneurship

Time to Completion for Master and Doctoral Students:

2013 Baseline average years to Master's degree (for degrees awarded in 12-13)---2.56 years

2013 Baseline average years to Doctoral degree (for degrees awarded in 12-13)---5.25 years

2014 Baseline average years to Master's degree (for degrees awarded in 13-14)---2.59 years

2014 Baseline average years to Doctoral degree (for degrees awarded in 13-14)---5.4 years

2015 Baseline average years to Master's degree (for degrees awarded in 14-15)---2.4 years

2015 Baseline average years to Doctoral degree (for degrees awarded in 14-15)---5.33 years

2016 Baseline average years to Master's degree (for degrees awarded in 15-16)---2.54 years

2016 Baseline average years to Doctoral degree (for degrees awarded in 15-16)---4.95 years

Trends in Graduate Student Quantitative Metrics of Quality:

2013 Baseline average GPA for incoming Master's students---3.32

2013 Baseline average GPA for incoming Doctoral students---3.38

2014 average GPA for incoming Master's students---3.41

2014 average GPA for incoming Doctoral students---3.44

2015 average GPA for incoming Master's students---3.34

2015 average GPA for incoming Doctoral students---3.42

2016 average GPA for incoming Master's students--- 3.30

2016 average GPA for incoming Doctoral students--- 3.35

Area 3: Community and Communication

Goal: San Diego State University will become a center of community life and engagement for students, faculty, staff, alumni, and the public through events, activities, and communication designed to bring diverse participants together.

San Diego State University has a long tradition of community engagement. The university is a place of knowledge, experience and impact. The university will build on this foundation by enhancing our engagement with our alumni and our community supporters, continuing to support initiatives that advance the welfare of the broader San Diego region and creating a campus environment that supports our faculty and staff. Campus activities should be designed to increase Aztec pride.

Initiative 1: Engage our Alumni and Community Supporters

- Invest funds for an Alumni Coordinator to continue to build, maintain, and leverage connections between and among the alumni and university. (Alumni Association will assume funding in year four.) *Funds of \$180,000 were invested in 13/14 to support 3-years of salary for the Alumni Coordinator. This position transitioned into the Career Opportunities Manager and moved over to the Student Affairs division.*
- Strengthen the partnership between the Alumni Association and SDSU Career Services to expand mentorship and internship programs that benefit our diverse student population. *The Aztec Mentor Program was initiated; see description of internship and mentoring program herein.*

- Establish a working group to review and renew messages that foster Aztec Pride; a report should be presented no later than the end of the 2013/14 academic year. *The Strategic Plan Working Group on Branding and Marketing is pursuing these objectives and provides regular reports.*

Initiative 2: Enhance the Campus Environment to Support Faculty and Staff

- Invest funds and work to ensure that faculty and staff compensation is competitive within the context of collective bargaining agreements and university policy. *Since 13/14, the campus has provided \$6,219,612 in increases in compensation funds, with an additional \$10,029,400 for compensation increase provided through state appropriation during the same period. A breakdown of these funds is below:*

In 13/14, \$261,400 in base funding was invested in a faculty equity program, and \$578,751 in base funding was invested in an In-Range Progression (IRP) program for staff.

In 14/15, \$1,210,168 million in base funding was allocated for a faculty equity program, and \$479,708 was allocated for a staff IRP program. In addition, approximately \$1,669,200 in campus base funds were allocated to fund 1% of the General Salary Increase that was allocated through collective bargaining agreements for 14/15. In 15/16, an additional \$261,493 in base funding was allocated for a supplemental (to 14/15) equity program. In addition, approximately \$2,500,000 in campus base funds were committed to fund 1% of the General Salary Increase that was allocated through collective bargaining agreements for 16/17. These investments were in addition to the increases in base salary and benefits of \$2,796,000 (1.34%) in 13/14, \$4,927,400 (3%) in 14/15 and \$2,306,000 (2% for staff and MPP) in 15/16, mandated by collective bargaining agreements, that were funded by state appropriation in 13-14, 14-15, and 15-16.*

- Invest funds in staff professional development. *From 13/14 through 16/17, \$1 million in one-time funds has been invested in staff professional development. Many types of professional development programs are offered throughout the year. The SDSU Learning, Education and Development Series (SDSU LEADS) offer sessions on emotional intelligence, public speaking, civility and meeting management. The Management Information Exchange Learning Series (MIX) offers sessions on topics including managing employee work, staff recruitment, Title IX and harassment, discrimination and bullying. The Lunch and Learn program offers opportunities to get together over lunch and talk about topics like adopting a healthy lifestyle, planning ahead for retirement, stress management and effective communication. Finally, Academy Programs are offered for managers, supervisors and assistants who are nominated by staff and management.*
- Invest funds to conduct a periodic employee satisfaction survey. *\$10,000 in one-time funding was invested in 13/14. An Employee Satisfaction Survey was completed in Spring*

2013 and an SDSU Climate Survey was completed in Spring 2015. Representatives from CAFS, the Center for Human Resources, the Office of Employee Relations and Compliance and Faculty Advancement analyzed data from the Employee Climate Survey and, through discussions with campus leaders and union representatives, three focus areas for further engagement were identified - communication, workplace environment, and learning and development. Working groups around these areas are being assembled, and recommendations will be discussed by focus groups at a later date.

- *Create a faculty/staff advisory group to identify and recommend celebratory experiences to recognize institutional and individual excellence. In 2013/14, with an investment of \$40,000 in one-time funds, a Strategic Plan Working Group was convened to celebrate faculty and staff by hosting events focused on increasing employee morale and engagement. Because of the high level of positive feedback for these events, \$40,000 in base funding was allocated in 15/16 to continue to build on this success. Celebratory events include a welcome back social hour in September, a fall and a spring “get together, give back” event, a Spring Bowling Social and the SDSU Field Day in June. In Spring 2016, a Get Together, Give Back “Appreciation Station” was held during Explore SDSU as a way to thank the approximately 500 faculty and staff volunteers for their hard work at Explore SDSU and connect with faculty and staff that do not normally attend other events. In addition, faculty were engaged through new ‘Inside SDSU’ programming, an event open to the campus that features a faculty member and their research.*

In addition to the initiatives describe above, we have undertaken the following projects to enhance the campus environment to support our students, faculty and staff:

We have allocated \$3 million in one-time funds towards ADA improvements on campus since 13/14. Completed projects include accessibility improvements to our Education and Business Administration Building, expansion of our evening cart service to increase the accessibility of our campus community members, barrier removals in the Engineering Building, Hepner Hall, Physics Astronomy, and North Education as well as access improvements to various parking areas on campus. Projects underway include an interactive campus map, construction of accessible gender-neutral restrooms in Love library and Peterson Gym, and a barrier removal in the Music Recital Hall.

South Campus Plaza, a dynamic residential and retail development, is scheduled to open in spring 2017. Through an investment of \$142.7 million in system wide revenue bonds, this space will include student housing, a Trader Joe’s market, a full service restaurant, and other retail storefronts, to be announced, which will serve the campus and local community.

In addition to the projects mentioned above, we have completed the following campus enhancements since 13/14: the Conrad Prebys Aztec Student Union, with an investment of \$101 million in dedicated student fee revenue; Storm Nasatir Hostler Halls, with an

investment of \$54 million in state capital funding through lease revenue bonds; the Jeff Jacobs JAM Center, through \$15.5 million in private philanthropy; and Page Pavilion, with \$3.5 million in private philanthropy.

Since 13/14, \$4,250,000 in one-time funds has been invested in technology upgrades and laboratory renovations as part of our multi-year effort to eliminate bottlenecks arising from limitations in the number of classrooms and laboratories. Technology upgrades include the installation of smart technology interactive displays, airtouch tables, document cameras, collaborative tables with display and mediasite lecture capture. In addition, 48 classrooms and 17 labs have been upgraded with improvements such as ceiling and flooring replacements, painting, LED lighting, new seating and wide aspect projection screens.

Since 13/14, over \$42 million has been invested in campus deferred maintenance, funded through the State Infrastructure Improvements Program, PBAC Allocations as well as financing. Projects include the replacement of the underground high pressure steam line, renovation of the Chill Plant, replacement of the roof of the Engineering Building, replacement of the Love Library elevator and roof, upgrade of campus HVAC controls, replacement of the Student Services East Roof and phase 1 of the replacement of the Music Building HVAC.

Initiative 3: Contribute to the Advancement of the San Diego Region

- *Create an Industry Affiliates Partnership to advance support for the commercialization of products and service. A Strategic Plan Working Group was convened to explore this issue. Based on the group's research and discussion, a pilot program was launched in January 2015 in the College of Engineering. Current industry partners include Northrop Grumman, Lockheed Martin, United Technologies, Solar Turbines, and SDG&E. Future plans include expansion of the program to the College of Sciences, within the computer science department.*
- *Invest funds to strengthen SDSU's culture of entrepreneurship and innovation. Through an investment of \$125,000 in one-time funds in 14-15, a Professor of Practice was created to provide a post-doctoral research fellowship for a highly productive SDSU researcher to continue his entrepreneurial research work. In addition, through private philanthropic support, a Zahn Chair of Creativity and Innovation and Zahn Professor of Creativity and Innovation have been created to advance initiatives supporting innovation, creativity, and entrepreneurship across the university. (See also investment in the Zahn Innovation Platform and the Lavin Entrepreneurship Center.)*
- *Utilize the College of Extended Studies to facilitate rapid deployment of self-support novel and/or ongoing programs needed to match workforce development needs. In 13/14, the College of Extended Studies enrolled its first cohort in the online Master's Program in Public*

Administration. In 14/15, the Open University certificate in Entertainment Management as well as the Life Sciences Entrepreneurship Certificate was launched. In 15/16, an online certificate in Construction Project Management as well as an online certificate in Lean Six Sigma was launched.

- *Establish a cross-divisional working group to reassess and recommend ways to renew and revitalize good neighbor relationships with the surrounding community. A set of recommendations should be completed by December 1, 2013. A Strategic Plan Working Group was formed to enhance communication and relationships with our local neighbors. Since 13/14, we have undertaken the following initiatives to encourage positive relationships with the surrounding community. Facility improvements were made to reduce the impact of noise from our athletics events. In 14/15, \$300,000 in one-time funds was allocated to hire a Community Resource Office (CRO) to serve as a community liaison with our neighbors, local community groups and the San Diego Police Department for a three-year period.*

In September 2015, a community Ice Cream Social was held on campus to kick off the new school year. Through partnership with Associated Students, the Good Neighbor program was revitalized under the Campus Community Commission. New activities included dissemination of a new community brochure, a new community webpage, participation in frequent community clean ups and the hosting of a College Area Community Council meeting in the Conrad Prebys Aztec Student Union. A faculty incentive program was initiated to encourage faculty homeownership in the College Area and the President's Leadership Fund invested \$10,000 to support the College Area Community Garden, a campus based community organic garden/urban farm partnership between the College Area and SDSU.

In Fall 2015, work began on the Destination SDSU Program. This program is designed to enhance the experience of visitors to our campus with a special focus on navigation and way-finding. In January 2016, the Interstate 8 marquee renovation project was completed. In fall 2015, the Campanile Gateway project was presented to the University Senate, and received Board of Trustee approval in January 2016. Through an investment of \$1.6 million in non-university operating funds this project is scheduled to be completed in Summer 2016 and will help visitors identify the campus entrance and boundaries. In addition, the parking way-finding project will be rolled out in Summer 2016.

With an investment of \$50,000 in base funding, the Sage Project has featured collaborations between SDSU faculty, students and staff and local communities to enhance the quality of life in our surrounding communities. The Project has collaborated with National City on multiple projects and is currently collaborating with the city of Tijuana and local college students on a project called Comuniparques. The Comuniparques project is working to redesign two parks in underserved areas in Tijuana based on community input.

- Build and support partnerships that will establish SDSU as a national leader in specific areas of expertise in K-12 issues. *An NSF-funded NOYCE Program grant is providing professional development opportunities for local K-12 teachers. This \$3-million effort is being leveraged by a \$500,000 matching gift from Qualcomm. SDSU faculty have joined with researchers from the University of North Carolina – Chapel Hill and the University of Wisconsin – Madison to conduct controlled-trial study, funded by the U.S. Department of Education’s Institute of Educational Sciences, focused on preparing students with autism spectrum disorder for better post school outcomes.*

In November 2014, SDSU hosted a White House convening dedicated to the maximization of school counselors’ influence on student access to post-secondary education. In June 2015, two SDSU professors were named to the eight-person National Consortium for School Counseling and Postsecondary Success to focus on identifying and removing historical and pervasive barriers that students face as they seek post-secondary enrollment.

Initiative 4: Enhance Communication to Raise Awareness of our Excellence

- Invest funds to sharpen SDSU’s distinctive profile as a research-intensive public university through coordinated branding, marketing, and targeted communication. *Since 2013/14, \$951,000 in one-time funding, with an additional \$200,000 in base funding in 15/16 and \$100,000 in base funding for 16/17, has been allocated to support branding and marketing initiatives as described herein.*
- Work collaboratively with KPBS to highlight excellence at SDSU. *KPBS has coordinated with our branding and marketing efforts and is presenting regular advertisements highlighting our academic excellence on television and radio.*
- Convene a working group chaired by the Director of Government and Community Relations to strengthen effective connection to and from the University and our neighbors, the city, and the region. *See description of neighborhood outreach group above.*

Performance Analysis Measures for Community and Communication Goal:

Significant Increases in Favorable Media Coverage of SDSU:

2012-2013 Baseline National stories (defined as an appearance in a top-25 metro daily or online site with more than 1 million visitors per day) that cite SDSU---- 706

2012-2013 Major stories (defined as an appearance in a top-25 metro daily or online site with more than 1 million visitors per day) that focus primarily on SDSU ---- 129

2013-2014 National stories (defined as an appearance in a top-25 metro daily or online site with more than 1 million visitors per day) that cite SDSU---- 1913

2013-2014 Major stories (defined as an appearance in a top-25 metro daily or online site with more than 1 million visitors per day) that focus primarily on SDSU---- 156

2014-2015 National stories (defined as an appearance in a top-25 metro daily or online site with more than 1 million visitors per day) that cite SDSU---- 3185

2014-2015 Major stories (defined as an appearance in a top-25 metro daily or online site with more than 1 million visitors per day) that focus primarily on SDSU---- 193

2015-2016 National stories (defined as an appearance in a top-25 metro daily or online site with more than 1 million visitors per day) that cite SDSU---- 2,765 (YTD)

2015-2016 Major stories (defined as an appearance in a top-25 metro daily or online site with more than 1 million visitors per day) that focus primarily on SDSU---- 218 (YTD)

Surveys Showing SDSU is a Great Place to Work---survey method tbd

Increased Membership and Giving of Alumni

2013-2014 Baseline number of Alumni Donors----6,995

2014-2015 number of Alumni Donors----10,308

2015-2016 number of Alumni Donors---15,706

Number of Licenses

2012-2013 Baseline licenses executed---6

2013-2014 Licenses executed---10

2014-2015 Licenses executed---7

2015-2016 Licenses executed---10

Trends in Royalties

2012-2013 Baseline amount of royalty income---\$401,881

*2013-2014 Amount of royalty income ---\$612,965**

2014-2015 Amount of royalty income----\$585,537

2015-2016 Amount of royalty income----\$585,818

**13-14 royalty income excludes one-time royalty income of \$729,000 from litigation in 13-14. Total 13-14 royalty income was \$1,314,965*

RESOURCE AND REVENUE PLANS

Achieving the aspirational visions and initiatives described herein will require significant financial investments. While the funding environment has stabilized since the beginning of the planning process, it is crucial for the university to leverage its strengths to generate new and increased sources of revenue to support these Goals and Initiatives. The development of a continuing culture of philanthropy and a commitment to generating a significant percentage of

our revenue is crucial to the university's future success. Even with increased resources, it is essential to be ever-vigilant to control costs and increase effective use of resources whenever possible through elimination of duplicative and legacy programs and activities.

Generate Revenue through Private Funds

- Complete The Campaign for SDSU. *The \$500 million campaign goal was reached in early 14/15. The Campaign was extended and our goal was increased to \$750 million. The Campaign currently stands at \$710 million. Notable accomplishments from the Campaign include 123 gifts of \$1,000,000 or more and raising \$140 million to support scholarships. In 15/16, a record was set for planned giving, with \$35 million (YTD) raised throughout the year. The Campaign has also built our fundraising infrastructure through the screening and identification of over 15,000 additional major gift prospects and the establishment of seven regional councils.*
- Establish a \$15-million Research Endowment in five years. *Our Research Endowment is now \$10,727,114.*
- Reinforce the \$10-million fundraising goal to establish an Honors College. *Our Honors College Endowment is now \$10,758,647.*
- Establish a goal of \$10-million for support of student research, graduate fellowships, and internships.

Generate Revenue through Services and Fees in Self-Support Programs

- Establish a goal of \$2.5 million in additional revenue by investing in needed facilities for College of Extended Studies programs and activities. *Since 13/14, \$8.9 million has been invested in facilities for CES programs and activities. The College Square renovation, which created ten 25-student classrooms, was completed in Spring 2016, and the third floor remodel of the CES building, which will create six 70-student classrooms, will be completed by Fall 2016.*

CES non-credit revenue exceeded associated costs by \$6.7 million in 13/14, \$4.4 million in 14/15 and \$2.5 million in 15/16. Initiatives are underway for 16/17 to look at options for revenue generation and cost reduction

Generate Revenue through Auxiliary Organizations

- Establish a goal of \$2 million over five years in unrestricted net revenue to the university through approved commercial and real estate activities administered through Aztec Shops. *The goal of \$400,000 in additional revenue from Aztec Shops was met in 13/14, 14/15 and 15/16.*

Generate Revenue through Investment of University Funds

- Increase the number of non-resident students, including international students, by investing in necessary infrastructure. *\$155,584 in base funding was allocated in 14/15 to support the hiring of an international recruiter in enrollment services. Both non-resident and resident enrollment targets have been met in 13-14, 14-15 and 15-16. Additional efforts are being pursued to increase the retention of non-resident students.*
- Work collaboratively with Associated Students to establish a university excellence fee in support of transformative educational experiences (see section on Student Success). *We conducted a consultative process to establish our Student Success fee. The fee was implemented in 14/15. It generated approximately \$3 million in 14/15 and approximately \$6 million in 15/16. Upon full implementation in 17/18, the Student Success Fee will generate \$12 million annually to support faculty hiring and co-curricular programs.*

10% of the revenue from the fee supports transformational educational experiences. One-time funding is provided for initiatives that have the potential to be high impact student learning opportunities. Proposals are submitted by a lead student and require the support of a faculty member, staff member, and student organization adviser or campus administrator. The proposals are evaluated and ranked by the appropriate committee, then sent to the Campus Fee Advisory Committee for selection.

Since 14/15, \$1,953,000 has been allocated to fund 144 Student Success proposals such as lecture series, conference attendance opportunities, creative arts performances and networking events. Funds have also funded the addition of 210 course sections, the hiring of 53 new tenure track faculty and the execution of two Senate requested smaller class pilot projects – Math 141 and RWS 200.

- Invest \$125,000 in grant writers to increase the success rate of significant funding opportunities and associated facilities and administrative cost recovery. *See Research investment herein.*

The goal and cumulative impact of the above revenue efforts is to provide significant resources to support the aspirational initiatives described in this report. Cost estimate ranges and revenue targets associated with the Strategic Plan can be found in Appendix H.

IMPLEMENTATION FRAMEWORK

In order for this Strategic Plan to be successful, the university's budget and planning process must be integrated. In doing so, the Strategic Plan will be reviewed each year in conjunction with the budget recommendation process. Recommended allocations should take into account

the priorities of the strategic plan and should support the advancement of plan initiatives as well as critical needs. Plan details and updates will be communicated to the campus quarterly in the University Update. The strategic planning website (go.sdsu.edu/strategicplan/) will be maintained and updated regularly.

ASSESSMENT AND FOLLOW UP

The Provost and Vice Presidents will establish mechanisms to evaluate the outcome of investments in Strategic Plan initiatives in conjunction with the university's budget recommendation process as referenced above. The evaluation may include consideration of the effectiveness of the investment, the need for reorganization of functions and activities, the appropriateness of redirecting investments, and/or a determination of future investments including whether one-time investments should become a base budget investment. After the first year of the Strategic Plan implementation, *the 13/14 investments were evaluated as part of the 14/15 budget allocation process and allocations were made for 14/15 initiatives in the budget process. At the beginning of 14/15, to focus efforts, a list of goals and initiatives was formulated and broadly shared with the campus community. In preparation for 15/16, the goals and initiatives formulated the previous year were analyzed, and planning for 15/16 goals and initiatives was evaluated as part of the budget process.*

CONCLUSION

This Strategic Plan presents a committed vision for the future of San Diego State University that builds upon our 115-year record of progressive growth in excellence. The Steering Committee expresses its deep gratitude to the members of each Task Force, each Working Group, and all members of the community who provided input in the public forums and other forms of public comment. This report is based on your collective input and has benefitted immeasurably from our community's diverse perspectives. Through this broadly consultative process, we recognized anew the profound commitment to excellence and entrepreneurial spirit that are the hallmarks of San Diego State University. As one individual stated in a public forum, we are at a moment in time where we can make a profound difference. In pursuit of this goal, our diverse community unites in its aspirations to excellence.

RELATION TO CSU SYSTEM GOALS

This update describes the results of the implementation of our strategic plan "Building on Excellence" in the central areas of student success, research and creative endeavors and community engagement as of July 1, 2016. The update highlights substantial financial investments in our focal areas of Student Success, Research and Creative Endeavors and Community and Communication. It also highlights critical success in increasing retention and graduation rates and participation in high impact practices, as well as significant steps in supporting research and expanding creative endeavors on our campus. Our successes in increasing financial support for the university, as well as continuing outreach to our alumni and

campus communities, are also noteworthy. Efforts toward these goals will continue in the coming year with significant promise of enhancing our position as a leading public research university,