

## Student Success

Updated April 25, 2018

**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 universitywide 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, a total of \$29,431,964 in base funds has been expended to fund salaries and benefits of 239 tenured/tenure-track faculty. This includes \$21,009,467 from the university operating fund and \$8,422,092 from the revenue generated by the Student Success Fee. With an additional 73 faculty anticipated to be hired in the current hiring cycle, it is anticipated that an additional \$10,451,469 will be expended on their salaries and benefits in 18-19, of which \$7,649,120 will be from the university operating fund and \$2,802,347 from the revenue fund generated by the Student Success Fee.*

*Thus, it is anticipated that a total of 312 faculty will have been hired since 13-14, with a total expenditure for their salaries and benefits of \$39,883,431, of which \$28,658,586 was from the university operating fund and \$11,224,440 from the revenue generated by the Student Success Fee.*

*\$9.6M in base funding and \$2 million in one-time funds were allocated through the PBAC process to support 155 new staff positions between 13-14 and 17-18.*

- 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 consultations to faculty to support success with writing on campus. From fall 2014 through fall 2017, the center conducted 30,223 writing appointments with 9,649 students. Most appointments are 30-minute, individual tutoring sessions. A smaller percentage are for writing workshops. Of those appointments, 29 percent were with freshman, 11 percent with sophomores, 27 percent with juniors, 22 percent with seniors, and 11 percent with graduate students. Students who indicated English was their home or first language accounted for slightly more than half of the appointments. Students using the center came from a range of majors and programs, with more than 140 areas represented. Finally, students report high satisfaction with the sessions and workshops, with 92 percent of students providing*

feedback rating their work with a tutor as “excellent” and “very good.”

Since 13-14, \$288,950 in base funding and \$125,000 in one-time funding has been invested to create the Math & Stat Learning Center. Led by a tenured faculty member and housed in Love Library, the center provides drop-in tutoring and workshops in coordination with faculty in the Department of Mathematics and Statistics. Since its opening in fall 2015, over 6,260 students have visited the Math & Stat Learning Center, with an average of 1,252 unique students each semester. The center targets the three lower-division calculus series for STEM majors: Precalculus, Calculus I and Calculus II. On average, 35 percent of students from each of these target classes come to the MSLC. The average math course grade for visitors was 2.42, whereas the average course grade for non-visitors was 1.97 – just under a grade of 2.0, which is considered passing. Students who attended the MSLC were two to three times more likely to pass their math course than those who did not attend. Starting in fall 2018, the MSLC will add appointment services to support the Department of Mathematics and Statistics as it seeks to enact EO 1110.

- 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 to eliminate achievement gaps:*

*Four major changes have 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, removing an administrative barrier to class registration for students with minor debts and having minimal impact on the university’s unpaid balances.*

*At the end of fall 2016, 1,951 undergraduate students had cashier holds going into spring 2017, of which 1,351 students cleared their cashier holds (69.2 percent). Of remaining 600 students, 50 graduated in fall 2016 (8.3 percent), 226 were ineligible for aid (37.7 percent), and 324 did not register due to other reasons (54 percent).*

*Second, the Office of Financial Aid & Scholarships collaborated with the Student Account Services to clear cashier’s holds for students with sufficient financial aid/loans to cover outstanding and future semester billings (within federal law), as well as to provide financial counseling.*

*Third, an online form was created to assist students with unforeseen economic crises that can impede their success, such as housing and food insecurities. Information collected on the forms are delivered to the Economic Crisis Response Team in real time. A campus-wide resource database and workflow was also created to enable the ECRT to quickly mobilize and coordinate campus resources to assist students in crisis. In 16-17, 144 students were connected with ECRT and received assistance.*

*A fourth change, made in 16-17 through the Office of Financial Aid & Scholarships, identifies*

*and strategically uses financial aid funds to help cover summer tuition and fees for low-income students. In summer 2017, the OFAS awarded EOP grants to 88 sophomore and junior EOP students, a 203.4 percent increase, and awarded SEOG to 103 sophomore and junior low-income students, a 635.7 percent increase. A total 126 sophomore and junior EOP students enrolled in summer courses, a 28.6 percent increase. A total of 438 sophomore and junior low-income students enrolled in summer courses, a 56 percent increase, while a total of 2,629 low-income students enrolled in summer courses, a 13 percent increase.*

*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 to replace “crashing.” Students are prioritized by need for the course, and those already registered in a section of a class have lower priority than those who are not yet registered. Departments can discern course demand from the wait-list and adjust enrollment limits or add sections. While the number of wait-list transactions has remained constant, the number of students enrolled via the wait-list has increased and the number of students “stranded” without a course registration has been cut in half.*

*The Stop Out/Leave of Absence Policy was reviewed and amended for 16-17 to end the practice of students “stopping out” for a semester without notifying the university. In addition, students may file a leave of absence form for four semesters (no longer requiring these semesters to be consecutive). This allows the form to be filed from the time the class schedule is released until the end of the schedule adjustment period (instead of by the end of the semester in which the leave is requested). The intent was to provide a timeframe and mechanism for university intervention when a student decides not to attend for a semester. In the case of a financial issue or a class not being offered, etc. It is hoped that the intervention can provide a solution. The number of students stopping out for a semester dropped by 40 percent in 16-17, while the number taking leaves of absence increased 163 percent.*

*In addition, the Course Forgiveness policy was made less cumbersome in 16-17 by making course forgiveness automatic, and the Credit by Exam policy was modified to bring it in line with the requirements set by the Chancellor’s Office and sets a fee of \$100 for students to challenge a course by examination.*

*The timing of registration has changed, beginning with the fall 2018 semester. For students, this change will make it easier to meet with advisers, develop academic schedules and register during the regular semester. In addition, students will be able to better plan for other opportunities, such as work, internships and student organization participation. This also coincides with the revised plan for the publication of the course schedule so that the full academic year is available to students. For academic units, this change will provide more time to hire highly qualified lecturers and respond to demand for courses.*

*Finally, within the colleges, a number of interventions are being implemented to increase student success, specifically pass rates, while maintaining and strengthening the integrity of the student learning experience.*

*The Provost’s Advising Initiatives continue to focus on training and recognizing advisers, as well as on identifying advising challenges. In 17-18, the Provost's Academic Advising Forums continued the discussion of topics deemed most relevant to campus advisers, including CSU Graduation Initiative 2025 and the early registration initiative. New topics included the EAB Student Success Collaborative, CSU initiatives that support student success and graduation,*

such as EO1100 and EO1110, a college-based advising initiative and the data champions project.

The Provost's Academic Advising Awards and Luncheon also were reinstated as an annual event to recognize outstanding academic advisers.

In addition, Enrollment Services initiated targeted outreach to "super seniors" with 150-plus units. The number of "super seniors" declined from 160 in fall 2016 to 136 in fall 2017, and the number with 120-149 units declined from 1,122 to 1,103.

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. An additional \$33,650 in one-time funding has been invested in the center's communications and network infrastructure. Among many initiatives that support students' personal and academic development, the center has collaborated with the Universitywide Task Force on Sexual Violence to enhance campus safety and advance changes in campus culture. Through collaborative efforts, the university 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 16-17, the center launched the Brave Project, a certificate program that aims to create a violence-free campus by providing intensive and comprehensive training on sexual violence. Ninety-seven students, faculty and staff participated in the eight-hour comprehensive training, and an additional 305 students, faculty and staff participated in abbreviated versions tailored to specific needs. In addition, the center recorded more than 1,700 visits, 4,156 students attended 74 programs and events hosted by the WRC and 42 first-year students were enrolled in a WAGE commuter or residential learning package in fall 2016.

A new collaboration between SDSU and the San Diego Housing Commission was established in January 2015 to help close the housing-funding gap for students admitted into the SDSU Guardian Scholars program. The SDHC is using "Moving to Work" federal funding from HUD to provide \$200,000 annually to help fund the housing component, and it is providing a dollar-for-dollar match – up to \$400,000 annually – for funds raised by SDSU through philanthropy for the Guardian Scholars program. This potential \$1-million-per-year funding commenced in fall 2016 with a commitment for three years. With the success, there is the possibility of continuing beyond the initial commitment. These new funds from SDHC and philanthropy have freed financial aid money, such as Educational Opportunity Program Grants and federal Supplemental Educational Opportunity Grants, to be used to support additional low-income students.

In 16-17, 93 students were enrolled in the SDSU Guardian Scholars program, with 63 students (67.7 percent) eligible and awarded the housing grant that covered 100 percent of their housing costs. We also raised more than \$400,000 from philanthropic partners to maximize the matching funds. Based on estimated financial aid awards for the 17-18 academic year, the housing grant is decreasing the loan amounts that our Guardian Scholar students collectively need to borrow by 99 percent, from \$254,121 in 15-16 to \$158,420 in 16-17 and to less than \$3,000 (estimated) in 17-18.

- Invest funds to increase the recruitment and retention of under-represented students

through targeted recruitment and outreach to inform students of exceptional programmatic and co-curricular opportunities.

*Since the inception of the Aztec Scholars Initiative 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 to Student Affairs to support the recruitment and retention of students who are under-represented, both historically and currently, at San Diego State University. ASI recruitment initiatives have included targeted outreach to prospective students at 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 and the "Freshman for a Day" program. There has been a 49 percent increase in intent to enroll at San Diego State University for first-time freshmen African-American students (219 intents to enroll for 17-18) and a 200 percent increase in intent to enroll for first-time freshmen Native American students (27 intents for 17-18).*

*During the 16-17 recruitment cycle, Enrollment Services implemented several strategies to increase the number of under-represented populations at SDSU, and about \$35,000 was allocated for these activities. Recruitment efforts included maintaining established relationships with targeted high schools and community colleges; building connections with community-based organizations; and helping to plan and organize yield events, such as Harambee Weekend, admitted student receptions, and personalized campus visits in collaboration with the Division of Student Affairs.*

*ASI retention initiatives have included learning communities, such as Harambee or Elymash Yuuchaap, in which students are paired with mentors, enrolled in a university seminar class with other ASI students and offered other programs and events.*

*For 16-17, the first-year continuation rate of African American full-time first-time freshmen students participating in the Harambee program was 81.5 percent or 9.6 percent lower than nonparticipants. For the fall 2016 cohort, first-year continuation rate of Native American first-time full-time freshmen students in the Elymash Yuuchaap program was 100 percent. There were no Native American first-time full-time freshmen students who did not participate in the program.*

*At the end of fall 2016, the first-semester probation rate for African American students participating in the Harambee program was 12 percent, which is 1.4 percentage points lower than the previous year and 3.1 percentage points higher than nonparticipants and 1.6 percentage points higher than the total African American first-time freshman population. The average semester and overall GPA were 2.78 and 2.84, respectively, which is stable when compared to the 2015-16 academic year (2.80 and 2.85), lower when compared to nonparticipants (2.92 and 2.98) and lower when compared to the total African American first-time freshman population (2.86 and 2.91). Average units completed for the fall semester was 14.4, which is higher than the 13.7 in the previous year and nearly the same as nonparticipants (14.5) and the total African American first-time freshman population (14.5).*

*At the end of fall 2016, the first-semester probation rate for Native American students participating in the Elymash Yuuchaap program was 0.0 percent, which is 14.3 percentage points lower than the previous year. The average semester and overall GPA were 2.72 and 2.74, respectively, lower than the 15-16 academic year (2.85 and 3.00). Average units completed was 15.7, which is higher than 14.9 completed in the 15-16 academic year. There were no students in the nonparticipant population.*

- Invest in the recruitment and retention of under-represented faculty and staff through targeted activities.

*Since 13-14, \$236,000 in one-time funding has been invested to support increased outreach and training opportunities for search committees, and \$70,000 in base funds has been allocated for the Interfolio platform that supports assessment of the diversity matrix for SDSU applicant pools.*

*In 16-17, the Building on Inclusive Excellence plan was implemented. It allocates four tenure-track faculty hires to qualified candidates who demonstrate exceptional capacity to contribute to inclusive excellence at SDSU, provides proactive search training to search committees and chairs, supports departments and schools in developing their own diversity plans and provides new resources to under-represented faculty for professional development and advancement.*

*In the most recent hiring cycle, four faculty members in four disciplines (Digital Humanities, American Indian Studies, Public Health, Psychology) in three colleges (two in CAL, one in HHS, one in SCI) were hired through the Building of Inclusive Excellence program. Including the first four BIE hires, the 2017 cohort of newly hired tenured/tenure-track faculty has 39 percent faculty of color; 27 percent are under-represented racial/ethnic groups (Hispanic/Latino, Native American, Black/African American, Pacific Islander). In addition, 44 percent of newly hired faculty are female, bringing the total population of tenured/tenure-track female faculty to 42 percent. Of all 2017 T/TT faculty, 31 percent are faculty of color as compared to 30 percent in fall 2016 and 29 percent in fall 2015.*

*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 for 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.*

- 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 Conrad Prebys 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 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). Commuter student learning communities also offer shared classes and opportunities for social support. 903 freshman commuter students were enrolled in learning communities in 16-17, an increase of 173 students compared to the previous year.*

*For the 16-17 academic year, the first-year disqualification rate for commuter students who were not college-ready and enrolled in learning communities was 10.7 percent or 2.1 percent lower than comparable students who did not enroll in learning communities.*

*We supplemented these efforts with the creation of our Sophomore Surge program to maintain academic engagement and social connections for sophomore commuter students. A total 262 sophomore commuter students were paired with upper-division mentors. In fall 2016, the probation rate for Surge participants was 7.5 percent, which is 11.1 percentage points lower than for nonparticipants. The continuation rate from fall 2016 to spring 2017 for Surge participants was 96.6 percent, which is 15 percentage points higher than for nonparticipants.*

*In 16-17, the Alliance for Commuter Involvement was begun to provide a caring and supportive environment for commuter students. In the junior and senior years, these programs emphasize transformational high-impact practices, such as internships, study abroad and community service. Our goal is to enroll all freshmen commuter students in at least one commuter success pathway and to engage them in activities throughout their college career. (See information under Invest Funds on increasing four-year graduation rates of all students and eliminating achievement gaps for under-represented students to find additional information about programs supporting commuter students.)*

- Provide focused interventions for at-risk local first-time freshmen in order to increase continuation rates and four- and six-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, which got underway in 14-15 to bring together students from diverse backgrounds to understand each other's distinctive viewpoints and shared humanity. Since 2014, 23,800 students have participated in One SDSU Community programming. In addition, SDSU has received \$400,000 in philanthropic support, matched with an additional \$400,000 in one-time funds, to allow 3,002 students to participate in conflict resolution training through the National Conflict Resolution Center.*

- 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-free 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 \$199,065 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 the implementation and promotion of intervention techniques for students who are misusing drugs or alcohol (including, but not limited to, eCHECKUP TO GO and ASPIRE), increased alternate programming that does not*

*include alcohol and other drugs (including, but not limited to, Aztec Nights and Live Well Late Nights), and increased programming targeting high-risk groups (including, but not limited to, the expansion of the SISSTER & FratMANers programs and Aztec Choices for athletes). The funds have also been used to pilot efforts such as enhancement of effective enforcement techniques, recovery programs, SBIRT intervention (Screening, Brief Intervention, and Referral to Treatments), awareness campaigns, safe-ride programs, and efforts to support reducing risk in party environments.*

- 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 13-14, a total \$574,000 of one-time funding has been invested in various pilots, projects and programs (see examples below) through the Learning Analytics Working Group. For 17-18, \$90,000 of \$100,000 one-time funding and \$245,000 of new base funding was dedicated to establishing the Center for Supplemental Instruction as a standalone program. This evidence-based commitment of funds to SI will significantly increase student success across a broad suite of high-challenge (aka high-DFW) courses but markedly limit financial support for ongoing and new Learning Analytics Working Group endeavors. The group will serve as a “greenhouse” to develop, assess and integrate data-informed initiatives that (1) promote student engagement, success, and achievement (2) support faculty development of effective course and curriculum design, and (3) facilitate the infusion of learning analytics into campus discussions, decision-making and prioritization.*

*Supplemental Instruction is a voluntary, nonremedial, near-peer-based program that is open to all students enrolled in targeted high-challenge courses; it is grounded in active learning strategies supported by cognitive research. SI-participating students at SDSU have consistently outperformed non-SI-participating students in nearly all SI-supported courses.*

*The SI program at SDSU has grown from a pilot serving about 800 students in one high-challenge course in 2015 to a base-funded program serving 5,100-plus students to date in eight high-challenge courses in fall 2017. Our SI leadership and efforts garnered additional one-time 17-18 funding from the CSU Chancellor’s Office, which is supporting SI in the high-challenge CHEM 100/200/202/232 sequence.*

*An academic probation notification trail was launched in fall 2016 in coordination with other institutions in the College Transition Collaborative to increase students' return to good academic standing after placement on academic probation. The project is structured as a randomized controlled trial using SDSU’s established notification letter as a “control” and a revised notification letter as a “treatment.” This “treatment” letter’s content and structure is informed by the latest findings from psychological and educational research on belonging, ability, stereotype threat, etc., and is designed to reframe probation from a stigmatizing label to an institutionally supported pathway to academic success. Two of the four trial semesters have been launched, and cohort analyses are underway. Results will also provide a local example of the impact of institutional communications on student attitudes and mindset.*

*The Blackboard Predict pilot was launched in spring 2017 – the third phase of an ongoing effort to use learning analytics to forecast, and ultimately increase, student success within courses during the semester. SDSU is one of two CSU campuses piloting this Blackboard product with funding from Learning Analytics Working Group and the CSU Chancellor’s Office. The approach incorporates student demographic data and student course performance data into a decision*

*tree algorithm that places students into high-, medium- and low-risk categories. The approach enables faculty to provide more timely and targeted student interventions, messages and support. For example, in CHEM 100/200/202/232, Blackboard Predict is being used to encourage those students predicted or observed to be at greater risk to participate in SI sessions as a no-cost source of nonremedial student support.*

- 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. Campuswide education and dialogue fosters the development of student leadership skills. Since its opening, the Pride Center has hosted 149 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 Pride Center, which recorded 1,480 visits in 16-17, offers a LGBTQIA+ learning community that had a cohort of 31 students in 16-17. In addition, \$33,650 in one-time funding was invested in the Pride Center/Women's Resource Center's communications and network infrastructure in 16-17.*

## **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. 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. In fall 2017, 1,200 students enrolled in the Honors College. Honors College students now reside in the newly renovated Zura Hall.*

- Support the Honors College fundraising goal of a \$10-million-dollar endowment for student scholarships and faculty stipends.

*The Honors College endowment goal has been exceeded, thanks to a significant gift from SDSU supporter Darlene Shiley in April 2015, and the Honors College was named the Susan and Stephen Weber Honors College. The endowment now stands at \$11,274,787.*

- 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, 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 online systems to support internship and mentoring.*

*The Aztec Mentor Program had 2,569 participating student-mentor pairs in 17-18. This was a 21 percent increase over the prior year for this program, which was begun in 13-14. Participants included 852 first-generation students, 215 African American students and 44 Native American students. Since its start in 13-14, the Aztec Mentor Program (including Res-AMP) has had over 7,126 student-mentor pairs.*

*For the 17-18 year, there were 6,977 internship placements – an increase of 26 percent from the previous year. Since the start of tracking internships in 13-14, 20,900 placements have been verified.*

*In addition, \$108,100 in one-time funds in 16-17 and \$58,609 in one-time funds in 17-18 paid for promotion and expansion of the Aztecs Hiring Aztecs initiative with advertising in Southwest Airlines' and Alaska Airlines' magazines and in San Diego Magazine. Alumni, parents and students who saw the ads, which featured alumni involvement and mentoring opportunities, contacted the university about becoming more involved.*

- Increase the rate of undergraduate student participation in approved international experiences to 30 percent 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 students had international experiences. For 16-17, SDSU sent abroad 3,039 students on approved programs – the most ever and a 14.3 percent year-over-year increase and an 89 percent increase over baseline year 11-12. The undergraduate participation rate was 39.1 percent, and the university has surpassed the strategic plan goal of 30 percent for three consecutive years. The university is now ranked No. 8 in the nation for number of students studying abroad in the Open Doors rankings for all universities in the country.*

*The university had 12 Fulbright fellowship awardees in 13-14, eight in 14-15, nine in 15-16 and three in 16-17. Information on 17-18 is forthcoming.*

- 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. In 17-18, 524 students participated in the Student Research Symposium, which is a 40 percent increase since 13-14.*

*As part of the General Studies/Undergraduate Research Program, six new undergraduate courses were proposed to provide the necessary breadth of knowledge and skills for undergraduates to successfully engage in research within or beyond their academic departments. The Undergraduate Research/General Education Pathway Project, composed of a committee of faculty, developed proposals for 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. These courses were reviewed for the 17-18 General Catalog by the Undergraduate Curriculum Committee and the General Education Committee. GEN S 290 Introduction to Undergraduate Research is being offered, and GEN S 291 Scholarly Research Laboratory is currently under review at the Undergraduate Curriculum Committee. None of the others were approved until course enrollments could be reviewed from the two new courses and there could be consideration of the upcoming General Education revision.*

*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. In summer of 2018, it will fund 69 students who are working with 65 faculty members 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, field trips for in-site data collection and learning, performing arts productions, rocket/robots/electrical cars/submarines building and campus speaker series). Since 14-15, 325 student success fee co-curricular academic experience proposals have been funded with a cumulative allocation of \$3,646,322. For 17-18, \$1,525,000 in base funding was 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 million for the Lavin Center and \$5 million for the Zahn Innovation Platform. Over \$1.4 million in annual philanthropic support has supplemented these endowment gifts. This support has allowed us to continue to support campus teams pursuing startups, 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 reside in the William Leonhard Entrepreneurship Center in our new Engineering and Interdisciplinary Sciences Complex. San Diego State's entrepreneurship programs were ranked in the top 25 in the latest surveys by Forbes and U.S. News & World Report magazines.*

### **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, \$473,858 in base funding has been allocated to support course designers and faculty release time. In that time, 122 faculty members have created 102 online high-enrollment general education classes through the ITS Course Design Institute.*

*Since Fall 2013, 1,318 online sections have been offered, and these sections have included 123,104 student enrollments (average of 93.4 students per online course section). Over the course of the last five academic years, SDSU has offered an average of 264 online courses per academic year and has witnessed an average of 24,621 student enrollments in these online courses per academic year.*

*In 15-16, we completed a comprehensive evaluation of fully online courses created by faculty participating in the CDI. This evaluation compared failure rates in fully online courses to those from comparable face-to-face courses in order to determine whether the addition of online 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 percent since 2008. In addition, when comparing repeatable grades for courses taught by the same instructor both in face-to-face and online formats, there was no significant overall change in repeatable grades when courses taught by the same instructor moved from face-to-face to online delivery (11.11 percent v. 10.07 percent, respectively).*

### **Performance Analysis Measures for Student Success Goal:**

#### **Improved 4- and 6-Year Graduation Rates:**

The four-year graduation rate has improved from 30 percent in the baseline year of 2013 (class entering fall 2009) to 39.6 percent in 2017 (class entering fall 2013).

The six-year graduation rate has improved from 67 percent in the baseline year of 2013 (class entering fall 2007) to 75.3 percent in 2017 (class entering fall 2011).

#### **Improved Retention Rates:**

The freshman-to-sophomore continuation rate has improved from 87 percent in the baseline year of 2013 (class entering fall 2012) to 88.3 percent in 2017 (class entering fall 2016).

#### **Decreased Time to Degree:**

The average time to degree has improved from 4.9 years in the baseline year of 2013 (for degrees awarded in 12-13) to 4.7 years in 2017 (degrees awarded in 16-17).

#### **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)

2017 Baseline 6-year graduation (class entering fall 2011) with achievement gap computed by comparison to overall graduation rate

American Indian 50% – 25% achievement gap (n=10)

African American 72% – 3% achievement gap (n=107)

Latino 72.5% – 2% achievement gap (n=9)

\* Fall 2009 was the first cohort with the new federal ethnicity reporting guidelines in which 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.

### **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 percent

African American: number 24, percentage 3 percent

Latino: number 66, percentage 8.43 percent

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

American Indian: number 5, percentage <1 percent

African American: number 25, percentage 3.14 percent

Latino: number 68, percentage 8.55 percent

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

American Indian: number 3, percentage <1 percent

African American: number 24, percentage 2.99 percent

Latino: number 70, percentage 8.72 percent

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

American Indian: number 4, percentage <1 percent

African American: number 23, percentage 2.77 percent

Latino: number 72 percentage, 8.69 percent

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

American Indian: number 7, percentage < 1 percent

African American: number 112, percentage 6.6 percent

Latino: number 320 percentage, 19 percent

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

American Indian: number 8, percentage < 1 percent

African American: number 123, percentage 7.2 percent

Latino: number 345, percentage 20 percent

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.