



2020-2021 Annual Report

Division of Academic Affairs
June 2021

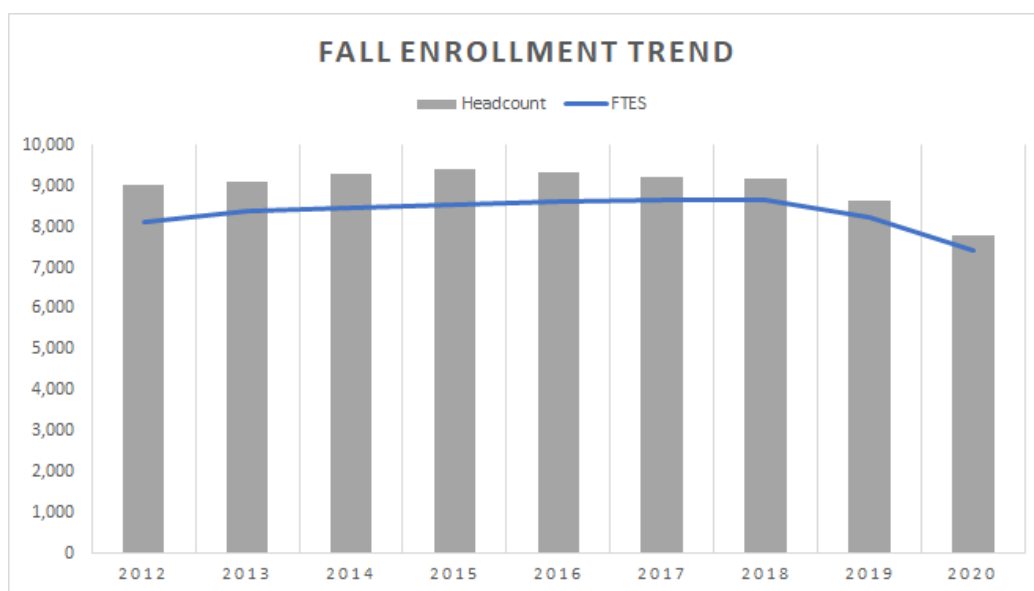
**SONOMA
STATE
UNIVERSITY**

**ACADEMIC
AFFAIRS**

Academic Affairs Annual Report 2020-2021

I. Strategic Enrollment Management

Since 2018, Sonoma State has experienced a general downward trend in enrollment. Impacts on that trend include demographic changes, new patterns of college-going with students staying closer to home, and outmoded recruitment tools and strategies. In addition, Sonoma State's enrollment has been affected to some degree by the fires that have occurred in Sonoma County and the surrounding regions for the last four years, reducing our out-of-region enrollment. In fall 2020, the pandemic had a significant negative impact on first-time, first-year (FTFY) enrollment, particularly for students who live out-of-region.



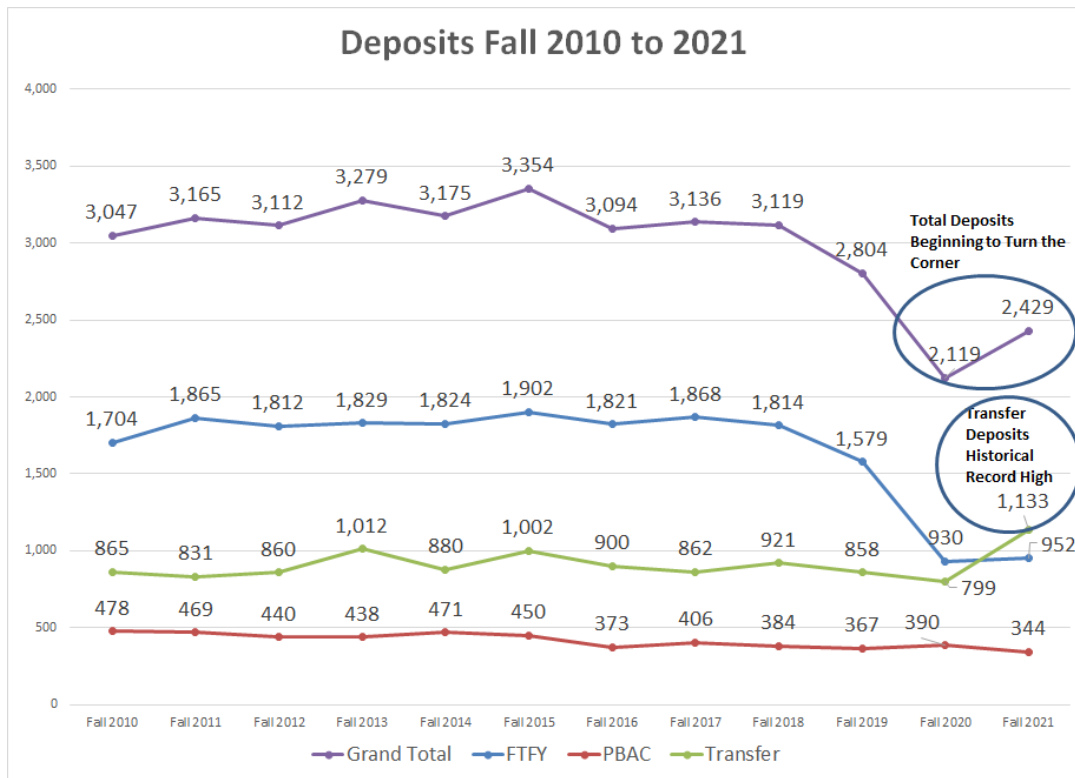
In response to the threats posed by declining enrollment and COVID, Sonoma State finalized its first [Strategic Enrollment Management Plan](#) (SEM) during this past year, supported by consultation with the American Association of Collegiate Registrars and Admission Officers (AACRAO) and aligned with Sonoma State's [Strategic Plan 2025](#). As a federally designated Hispanic-Serving Institution, we are committed to increasing our service to Latinx, Black, Indigenous, and Asian and Pacific Islander communities, as well as low-income students, with the intentional goal of serving a majority of students from historically underrepresented and Pell-eligible populations. Our SEM plan originally had a 10-year time frame, but we narrowed the scope to the period from 2021 to 2024 in recognition of the likely volatility of enrollment for the next few years. We have chosen to aim for modest yield targets over a shorter period, while focusing on enrollment strategies that position us for long-term, future growth.

During the last year, personnel changes in the Registrar position and in the leadership of the Office of Strategic Enrollment have led to renewed strategic thinking about enrollment goals, increased use of technology, increased outreach to high schools and community colleges, and increased marketing efforts

supported by new leadership in the Office of Strategic Communications. Clearly, Sonoma State is in a period of rebuilding as we work to attain our budgeted FTES target.

Strategies for managing continuing enrollment during this rebuilding phase include the successful use of EAB Navigate in the Division of Student Affairs to encourage 90% retention rates among continuing students from one semester to another. As of the most recent report, we have 91.5% of our students re-enrolled for fall 2021, a rate that belies the assumption that COVID-19 would negatively impact continuing enrollment.

Major strategies for new student recruitment include relieving impaction, recruitment scholarships, and outreach to community colleges, among others. For fall 2022, we have ended impaction for four majors, and we have plans to end impaction in at least three more majors for 2023. In addition, we have implemented a \$400,000 recruitment scholarship program, and 368 of the students who received scholarships have deposited. In an effort to focus more on our service region and more on transfer enrollment, President Sakaki, Provost Moranski, and Senior AVP for Strategic Enrollment Lopez have met with 11 community college presidents from Los Angeles and across Northern California, and we believe those renewed connections and collaborations are partially responsible for transfer deposits having reached a ten-year high for fall 2021 (an increase of nearly 30% over last fall's total transfer deposits; see below). Deposits for first-time first-year (FTFY) students are only slightly higher than last year, so our primary recruitment focuses include gradually increasing our FTFY numbers while continuing to grow transfer and PBAC populations.



II. Graduation Initiative 2025

Under the joint and collaborative leadership of the divisions of Academic Affairs and Student Affairs, Sonoma State continues to make important strides toward reaching our GI 2025 goals. The key tenets of our recently-implemented Strategic Plan 2025 - student success; academic excellence and innovation; leadership cultivation; and transformative impact - now permeate throughout the University. We are proud to have been commended on the impact of our strategic plan in the findings of WSCUC following our Special Visit in March 2021.

Sonoma State remains fourth in the CSU system for first-time, first-year graduation rates. At 39.5%, our four-year graduation rate is moving toward the 2025 goal of 54%, and that rate is up 10.2 percentage points from our starting position in 2011. To reach our six-year graduation rate target of 75%, there is room for improvement as we hold at 60.1%, up only 1.5 percentage points for the 2011 first-time first-year class. We continue to rank number one in the system for our two-year transfer graduation rates – 62.4% in two years and 84% in four years – and number nine in the United States for graduation of transfer students overall, according to *The Chronicle of Higher Education*.

This year our Graduation Initiative working group placed special focus on impaction with the goal of easing students' entry into the major of their choice. We worked closely with programs to make data-informed decisions about program needs. This resulted in the elimination of impaction for Biology, Business and pre-Business, Communications, and Liberal Studies - Hutchins, which are among our top ten most popular majors. We further modified impaction criteria for Nursing, Psychology, and Kinesiology to ensure transparency in admissions requirements for new and continuing students.

SSU's Graduation Initiative working group placed an additional focus on evaluating and revising registration holds, as part of our commitment to reducing administrative barriers to student success. We significantly reduced the number of holds, began work toward standardizing the timing of holds, and improved communications to students by integrating the 15 most heavily used holds into our EAB Navigate ("LoboConnect") Mobile App.

In a partnership between faculty and advisors in Student and Academic Affairs, we implemented Progress Reports through LoboConnect to identify and intervene with students who were struggling in the first few weeks of high D/F/W courses. Fifty-eight faculty responded, which is well-above the national average. Fifty-three unique students were identified and nearly half (21) these students responded by connecting with their advisor.

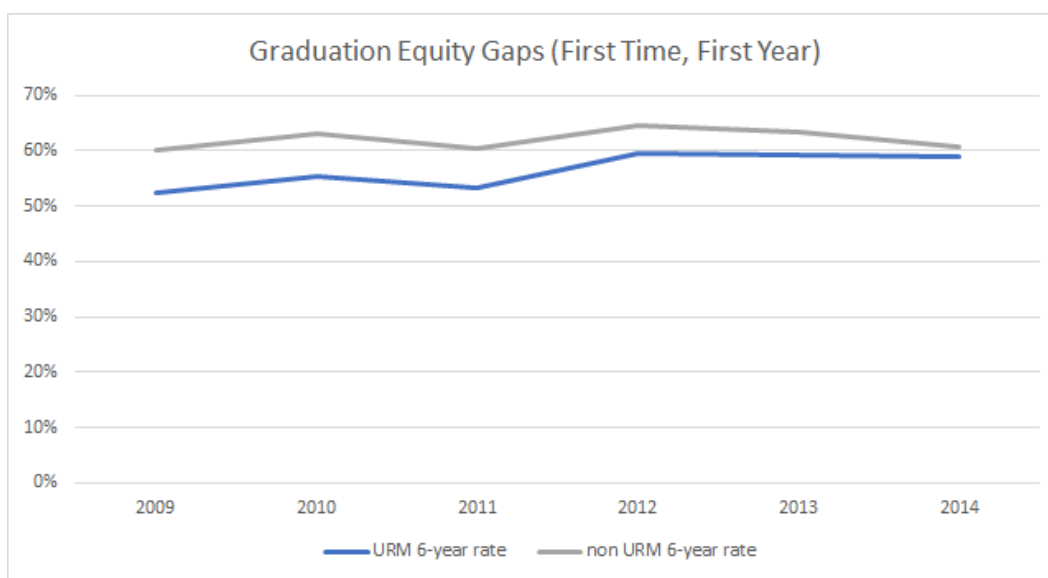
The Learning and Academic Resource Center (LARC) moved all tutoring and Supplemental Instruction (SI) services online with no lapse of service or academic support to students. The SI program supported 44 courses with approximately 11,520 student contact hours. The Tutorial Program provided student support to approximately 371 students across more than 50 courses. The Writing Center provided support to approximately 351 students through 1,277 one-on-one appointments.

Under the direction of the Center for Academic Access and Student Enrichment (CAASE) in the Division of Student Affairs, our Summer Bridge cohort was, once again, the largest in SSU history, with 261

students - 161 from the Educational Opportunity Program (EOP) and 100 from PUERTA (our Title 3 grant in support of Latinx students planning a teaching career). New this year, and with continued support from the Federated Indians of Graton Rancheria, these students earned a unit of course credit by successfully completing the Summer Bridge Program, starting them on strong footing for their first year.

We have made significant strides in addressing one of the contributing factors affecting graduation rates: increasing the number of first-year students who complete a full-load (15 units per semester) from 34% to 63%. Looking at early indicators for academic behaviors that help most with closing the equity gap, we have increased the number of first-year, first-generation students that advance to sophomore status in 1.5 years by 5 percentage points (67% to 72%).

SSU is proud that we continue to make good progress in closing the six-year graduation equity gap between first-time first-year students who come from underrepresented groups and those who do not. This gap has been reduced to 1.8% from our starting position of 7.8% in 2009, down 2.4 percentage points in the last year alone. This ranks us third in the CSU. SSU continues to move forward in closing the Pell equity gap, down 2.2 percentage points from last year and down 6.7% overall.



Our latest cross-divisional efforts to reduce equity gaps include:

- Expansion of Summer Bridge to include DREAM Center and Seawolf Scholars students. Programming will now earn students 6 units of credit which include fulfillment of GE area F, the CSU's new Ethnic Studies requirement. All Summer Bridge students will receive a \$250 book voucher and access to technology, e.g., laptops/chrome books, noise cancellation headphones, and/or hotspots.
- Seawolf Technology Program prioritizes BIPOC students to receive laptops/chrome books, noise cancellation headphones, and/or hotspots.
- More retention and continuing student scholarships are earmarked for BIPOC students, especially those participating in clubs, programs, and/or organizations.

- Center for Teaching and Educational Technology provided workshops covering evidence-based teaching practices known to reduce or eliminate equity gaps and improve BIPOC student success, which include assignment scaffolding, fostering a sense of belonging in the classroom, cultivating a growth mindset, and modeling reading comprehension and study skills.

III. Academic Affairs Accomplishments for 2020-2021

A. Student Success

Office of Academic Affairs

Academic Affairs has put student success front and center, actively working to ensure student success means success for all of our students. The Office of Academic Programs provided both in-person and remote academic support services for all SSU students during remote instruction; this included tutoring and supplemental instruction. We coordinated and implemented the Graduation Writing Assessment Requirement (GWAR) suspension process, using this as an opportunity to end the Writing English Proficiency Test on our campus, which was a barrier to timely graduation, and develop new means of demonstrating upper-division writing skills. We actively outreached former students who only needed to fulfill the GWAR requirement to graduate, and initiated a Dean's List for undeclared students.

We secured \$54,000 in Chancellor's Office funding to support coordination of Early Start and build an "embedded tutoring" model, and we are currently providing academic and college transition support to Early Start students and the largest-ever cohort of Summer Bridge students. Further, Academic Programs is currently implementing a Guided Registration process to ensure student enrollment in General Education (GE) A2 and B4 coursework to increase compliance with EO 1110 and allow students to have agency with their schedules.

Academic Programs also supported programs' curricular revisions for equitable success, leading Engineering through the approval process for an A3 GE waiver to increase equity for engineering transfer students and using funding by the Teagle and College Future Foundations to support the completion of three faculty-led curriculum redesigns and implement four new curriculum redesign projects.

Our efforts extended to our graduate students. Academic Programs developed Canvas-based resources for graduate student orientation and support and collaborated to build Academic Requirements Reports for graduate programs. We hosted the first annual SSU 3MT graduate student thesis competition and celebrated an SSU graduate student winning the CSU-wide competition. We also broke (virtual) ground by hosting our first-ever graduate student graduation celebration in June.

Office of Research and Sponsored Programs

Our Office of Research and Sponsored Programs boasts a number of successes this year. Three SSU students received First Place in the CSU-wide Student Research Competition, and 16 of our graduating McNair students were admitted to top tier graduate schools. We are currently managing over 45 grants whose current year spending amounts to \$5.4 million. Much of this funding directly supports student success through programs including Student Support Service, Upward Bound, McNair Scholars,

Academic Talent Search, PUERTA, Song Brown, and MESA. Our Virtual Research Gallery now contains over 360 current-year research presentations by faculty and students.

School of Arts & Humanities

Continuing its trend of high-profile placements, the School of Arts & Humanities (SAH) placed recent graduates in cinematic arts and technology jobs at locations including Marvel Studios. SAH has further secured an opportunity to bring the SSU Symphonic Choir to Carnegie Hall in April 2022.

School of Business and Economics

The School of Business and Economics (SBE) created a Center for Professional Engagement (CPE) to complement SSU-wide support through the Career Center housed in the Division of Student Affairs and serve SBE students in particular through career preparation, job searches, internships, industry projects in the classroom, and mentoring programs for URM and first generation students. This includes our Gateway to Professional Success (GPS) program promoting professionalism training for students. SBE also hosted a Seawolf Pitch Competition and, in collaboration with the Engineering Department, a Hackathon to build on our culture of success.

School of Education

The School of Education (SOE) initiated a Teacher Induction Ceremony in fall 2020. The purpose is to welcome teacher candidates into the teaching profession and provide words of encouragement for candidate success in the program and profession. We received a \$250,000 gift to support the Williamson Family Endowment Scholarship Fund for Future STEM Educators, which provides scholarships for students in the School of Science and Technology from historically underrepresented communities, to help them on a pathway to becoming credentialed teachers through the Sonoma State University STEM Teacher Education Pathways (STEP) program. We further established the STEP Center to promote STEM related programs for students on campus through scholarships, stipends, and added support for future STEM secondary teachers. Our PUERTA Grant continues to support Latinx and other historically underrepresented students to prepare for teaching careers and graduated its first cohort of students. Moreover, 15 of our faculty are receiving Quality Online Teaching professional development in summer 2021 to help ensure student success in a newly proposed online MA in Early Childhood Studies.

Office of Information Technology

The Office of Information Technology has implemented a number of changes geared toward student success during remote education and beyond. We have moved to an entirely online graduation application process, implemented a paperless payment plan option, automated workflows to increase efficiency of processes, and developed paperless means of storing student documentation. The LoboConnect Advising platform now allows students to make appointments, take surveys, view holds, resources, and find study buddies through their mobile devices. We have collaborated with Academic Affairs to implement Guided Registration, and launched several upgrades to our Wifi which have increased coverage to include a wider outdoor area, the student residence buildings, and our Student Health Center. We have upgraded our hardware across academic buildings and continue to provide Wifi Hotspots, Headphones, and Laptops to address the digital divide among our students.

School of Science and Technology

The Sonoma Mountain Connection program, funded by the Koret Foundation, supported Biology students in 2020 to engage in research with faculty the summer before their first year on campus. This summer 2021 the program is expanding to support Computer Sciences students. Moreover, the School of Science and Technology secured a \$450,000 Genentech grant to support MESA activities including peer mentoring and faculty/student research.

School of Social Sciences

In support of undergraduate research as a High Impact Practice (HIP), a new Social Science Student Research Committee (SSSRC) was charged with building out a robust student research program that builds on the highly impactful Social Sciences Undergraduate Research Initiative (SSURI) and supports students throughout their degree. The school also launched the Social Action Student Symposium (SASSy) during Social Justice Week, and next year SASSy will be open to the campus. The dean allocated \$5,000 for graduate student research fellowships. SSSRC Committee developed a strategic plan and mission to hit the ground running in fall 2021 with the goal of creating a culture of research in the School and supporting faculty to enhance student success. The school funded an Organizing Social Justice Week course in spring 2021 to provide students with leadership training related to social justice. Students planned and ran the five-day program that brought in social justice leaders from around the country. The school negotiated internships and collaborative research teams of students and faculty working with California Human Development on participatory action research projects.

University Library

Quickly pivoting to the remote environment, the Library began a curbside materials pickup and mail-delivery lending systems. The Library continued its successful laptop lending program, prioritizing need-based requests to hundreds of students. With generous support from the Chancellor's Office Chevron Foundation grant, the library provided funding and support for nearly 200 "maker kits" that were mailed to SSU students in science, philosophy, and general education courses. We continued our library instruction program through dozens of "just-in-time" online asynchronous information literacy instruction sessions, and we provided hundreds of hours of online research help to students and faculty.

B. Shared Governance

Academic Affairs has a strong relationship with governance, with Provost Office staff serving ex-officio on every Academic Senate Committee and Subcommittee. In addition, many Associate Vice Presidents, Deans, faculty, and other administrators serve on other cross-divisional committees, task forces, and working groups on campus or with state-wide or system-wide organizations like the California Faculty Association (CFA).

Below are some of the specific examples of how Academic Affairs is committed to shared governance:

Office of Academic Programs

- Academic Programs (OAP) administrators and staff served on the Educational Policy Committee, the Academic Planning, Assessment, and Resources Committee, and the Student Affairs Committee. Subcommittee work included the Academic Advising Subcommittee, the General

Education Subcommittee, the University Standards Subcommittee, the Overlay Subcommittee, and the Graduate Studies Subcommittee.

- OAP developed a 3-year transition plan with Senate committees to result in consistent curricular deadlines.
- OAP coordinated campus response to AB 1460 with Senate committees and brought campus into compliance for Fall 2021.
- OAP worked with EPC and its subcommittees to streamline a record number of GE course approvals, keep GE implementation on schedule, and roll out a GE assessment plan.
- The Learning and Academic Resource Center (LARC) Director serves on the Staff Council Executive Board.

Office of Faculty Affairs

- Work with California Faculty Association (CFA): Met regularly with CFA to discuss concerns or issues that faculty may have reported; work with CFA to provide ongoing workshops to faculty; provided CFA with member information; provided timely feedback on questions and/or initiatives.
- Consistently attended and contributed to Professional Development Subcommittee, Faculty Standards and Affairs Committee, University Reappointment, Tenure, and Promotion Subcommittee work.
- Provided information and workshops on reappointment, tenure, and promotion.
- Provide timely updates to all faculty on benefits and compensation.

Office of Information Technology

- ITAG (IT Governance Committee) voted for expanding voting membership to include more constituents of the university committee.
- IT Security Advisory Group and ISO adopted significant changes to core policies secure campus (Multifactor Authentication for all staff).

Office of Strategic Enrollment

In November 2020 the leaders of the Academic Senate, Associated Students, and Administration submitted a report to the Provost titled "General Purpose Classroom Refresh Initiative." This report is the culmination of almost three years of work and a model of shared governance. The report details new standards for classrooms and a way to track progress over time by allowing both students and faculty to rate their classroom in terms of cleanliness, physical condition, and technology. The report had over 50 contributors across campus.

School of Business and Economics

- The dean held a series of dialogues open to all faculty and staff in the context of a strategic discovery process that resulted in an improved sense of community and belonging.
- SBE departments revised departmental Reappointment, Tenure, and Promotion policies.
- The school developed new election guidelines for service opportunities within the school.

School of Education

A committee was established to re-envision and approve an Education Minor. This new committee is led by the Associate Dean who will help the Curriculum Committee continue this important initiative.

University Library

- In addition to all librarians participating in service roles, the Chair of the Library Faculty served as the Vice-Chair of the Academic Senate.
- The Dean of the Library served as Secretary of the CSU Council of Library Deans, which provides guidance and direction for several statewide services, including the centrally-funded Electronic Core Collection, the system-wide Unified Library Management System, and Scholarworks, the nascent CSU digital repository.
- The Dean of the Library served as Co-Chair of the President's Advisory Committee (PAC) on Diversity, Equity, Campus Climate, and Inclusion.

C. Strategic Planning and Strategic Budgeting

Sonoma State developed its Strategic Plan 2025 during the 2017-18 academic year, and has successfully imbedded the Strategic Priorities and Core Values identified in the plan into its strategic budStrategic planning and budgeting are the shared responsibilities of all divisions at Sonoma State, but the Chief Academic Officer (Provost) and Chief Financial Officer (Vice President for Administration and Finance) have typically been the leaders of those processes, represented through their co-chairship of the President's Advisory Committee on Budget and Planning (PBAC), a cross-divisional committee that offers a shared governance structure for budgetary planning, policy development, decision-making, and spending accountability. During the 2020-2021 academic year, this group managed a number of decisions related to the impacts of COVID-19 on budget and spending, including decisions about distribution of the three federal stimulus programs. In addition, PBAC met its goals to continue working towards all funds budgeting, to develop a multi-year budget, and to do budget planning for the next fiscal year. PBAC also developed a framework for cost of education analysis, reviewed Cabinet budget priorities, drafted a campus-wide Contingency Framework, revised the Operating Reserve Policy, and reviewed the SEM plan.

To reinforce the connection between strategic planning and budgeting, President's Cabinet leaders developed online budget forums in fall 2020 and spring 2021 to continue transparency and encourage communication to faculty, staff, administrators, and students about the budget, which was particularly important in a time of fiscal uncertainty. The Provost also conducted Academic Affairs budget forums with the chairs and deans both semesters

In fall 2021, the campus will conduct a refresh of its Strategic Plan at the halfway mark towards 2025. We will review our priorities and core values and focus on new action steps to meet goals that may have changed as a result of the pandemic.

Additional unit strategic planning efforts are outlined below:

Office of Academic Programs

- Began General Education course enrollment projections to inform budgeting needs.

- Dynamic planning of course modality planning in the COVID context.

Office of Budget and Planning

As a part of the strategic budgeting process we are looking at how to distribute tenure-track salary lines to the schools under a methodology that prioritizes student success. By evaluating positions based on the ability to deliver critically needed courses, curricular breadth, and accreditation requirements, we are able to address potential bottlenecks and ensure that our faculty are aligned with student pathways to graduation.

Office of Information Technology

- Started re-organization to reduce total MPP count in the department over two years.
- Updated accounting, budgeting, and tracking practices for IT cost centers (operating expenses) and departments
- Initiated staff development plan to address skill gaps, reorganization, and staff reduction goals
- Transformative Impact: launch of Universal Access Hub and Drupal Migration to address accessibility impact of the website and course content to the community.

Office of Institutional Effectiveness

- Contributed to the development of SSU's first Strategic Enrollment (SEM) Plan.
- Served on the Enrollment and Budgeting Workgroup. Leveraged the Chancellor's Office Enrollment Decay Model to develop and continually refine enrollment forecasts for the next three years.
- Developed a new Tableau dashboard to provide FTES at the university, school, department, course and section level. The dashboard is updated every weekday, available widely to schools and departments, and provides detail at the undergraduate and graduate levels. In addition to supporting enrollment planning, this dashboard eliminates hours of work on the part of staff (in OIE and schools) who previously ran PeopleSoft reports manually and distributed them to departments via email.

School of Arts & Humanities

We have streamlined and reallocated resources toward building technical support for our new Media Innovation Lab and our cinematic arts and technology major.

School of Business and Economics

- School developed a new mission and new strategic plan, through a collegial process that included all stakeholders (faculty, staff, students, alumni, external and internal SSU stakeholders) in alignment with and support of the university's strategic plan.
- Decreased cost of instruction by increasing average class sizes in Business Department in order to adjust for lower lecturer allocation.
- Created operational efficiencies by partially consolidating two EMBA cohorts.
- Prepared for re-accreditation by AACSB (visit in February 2022).

School of Education

- All School meetings to discuss the six goals established as priorities in SOE in 2019. These goals will be revisited in fall 2021, in our strategic envisioning for the school.
- Council of Chairs strategized and developed a model for using indirect (IDC) funds, distribution and use for future research and grant opportunities.
- Council of Chairs meeting time designed to address enrollment and retention of students. For example, faculty in Early Childhood Studies revisited impact for the major and reviewed the status as a factor in enrollment planning.
- Purposeful and Intentional use of social media (Facebook, Twitter, LinkedIn, Instagram) for recruitment of future students.

School of Science and Technology

- Worked with Academic Affairs to support guided enrollment, and considered the implications for math in particular (which is taken by all first-year students).
- Continued implementing the Strategic Plan and delivered our curriculum as efficiently as possible.

University Library

- The Library completed its five-year initiative to develop a library revitalization plan, including an illustrated LookBook and a cost book, that features nine student-focused building projects that include greater support for students from special populations, such as veterans, parents and new mothers, transfer, post-baccalaureate students, and gender-inclusive; makes the building more accessible and friendlier to our communities; and advances SSU as a premier academic institution.
- The Library contributed to the Stevenson renovation through ongoing work with Facilities, campus planners, and the incoming tenants to ensure a smooth onboarding in July.

D. Community Partnerships

The division has aggressively pursued community partnerships during this past year, for fundraising, for student retention and success, for faculty research and community service, and more. Some highlights of unit efforts at community partnerships include the following:

Office of Academic Programs

- Establishing partnership with the City of Petaluma to support SSU Graduate Student internships.
- LARC partnered with CCE and Service-Learning Faculty to create and host a digital Showcase of SSU students' [COVID Diary work](#).
- LARC Director serves on the board of the Northern California Writing Center Association; she also has actively participated with the CSU Learning Center Directors Group (newly formed and facilitated by the CO); and she presented at both the CSU's Math Council's Colloquium series and the 2021 ACTLA (Association of Colleges for Tutoring and Learning) Conference.

Office of Information Technology

Assisted in students organizations' e-sports rec groups to form semi-official teams and assisted student group to host local high school e-sports tournaments. Started process to form official e-sport committee mirroring other CSU institution.

Office of Research and Sponsored Programs

- The Center for Environmental Inquiry (CEI) manages 3 SSU preserves totaling over 4,100 acres. They coordinated faculty, students, and partners to work together to solve complex environmental challenges. The pandemic hit these efforts hard, challenging us to find new ways to support their work. CEI broadened its reach to include those who would not normally participate. Education and community partnerships involved 1,024 students, 40 faculty, 141 partnering organizations, and 3,264 community members in research.
- The Center also brought together 50 local and international field stations to secure a \$200,000 National Science Foundation grant to develop virtual field trips to continue a “hands-on” experience for students during the pandemic.

School of Arts and Humanities

- The Media Innovation Lab received \$75,000 from the Manitou Fund to support our new cinematic arts and technology major, in part to collaborate with the Sonoma International Film Festival. We expect another \$75,000 in Fall 2021.
- The School of Arts & Humanities successfully renewed for two years our Israel Fund \$100,000 annual faculty grant.

School of Business and Economics

- Created a Dean’s Advisory Council composed of regional business leaders.
- Continued to cultivate wine industry leaders through the Wine Business Institute (WBI) and its influential board.
- Outreach to purpose-driven businesses in the region.
- Leveraged partnerships with the Napa Valley Vintners Foundation, the Association of African American Vintners and the United Negro College Fund to support our DEI efforts (see below).
- Completed a \$100,000 matching gift challenge from the Johnson Scholarship foundation for first-generation, low-income students.
- Raised \$250,000 annual support from wine industry to support the WBI.
- Celebrating the 25th anniversary of the WBI, and 10 Executive Wine MBA cohorts since 2012.
- Held a wine business research conference with various webinars on responding to the impact of COVID-19 and wildfires.
- Created an entrepreneurship speakers series featuring high profile regional entrepreneurs.

School of Education

- Began the re-envisioning of a Dean’s Advisory Council. New members will be announced in fall 2021, comprised of community members, business partners, and SOE faculty and staff.
- Dean Alamillo met with over 20 district leaders and superintendents in Northern California to strengthen partnerships and district ties with the school.

- Launched our inaugural School of Education newsletter. The goal is to promote our faculty projects/scholarship, staff service on campus, student and alumni accomplishments. The newsletter will come out once a semester.
- Initiated the President's Commission on Teacher Education, led by President Sakaki and Dean Alamillo.
- North Bay Teacher Residency Program graduated STEM and bilingual teachers. The NBTRP partners with Santa Rosa City Schools and Napa Valley Schools in this teacher residency.
- Inclusion of a Santa Rosa City College member on Dean's Council.
- The dean is a board member on Elsie Allen Foundation.

School of Science and Technology

- Began discussions around Agricultural Sciences with possible community partners, including the Sonoma County Farm Board.
- Dean Wade is serving on the board of the Career Technical Education Foundation of Sonoma County, and works with them to run the Tinker Academy, a summer program for middle school girls.
- Worked with Expanding Your Horizons to run an annual workshop on STEM careers for middle school girls.
- Developed an MOU with Piner High School to bring STEM students to Sonoma State and bring SSU faculty to the high school.

Office of Information Technology

Assisted in students organizations' e-sports rec groups to form semi-official teams and assisted student group to host local high school e-sports tournaments. Started process to form official e-sport committee mirroring other CSU institution.

University Library

- The Library was awarded a grant from the California State Library in support of a K12 initiative from the Community Technical Education Foundation that will expand use of the SSU Makerspace for STEM summer and spring break workshops for K12 students in the region.
- The Dean of the Library worked with the Dean of the School of Education and School of Extended and International Education (SEIE) on a proposal to use CO Chevron grant funds to reimagine the maker certificate program run through SEIE.

E. Campus Climate, Community of Care, and Workforce Diversity

Academic Programs has engaged in a set of activities related to campus climate, the President's community of care, and workforce diversity. Workforce diversity has been hampered by our budgetary and enrollment-based decision not to hire tenure-track faculty for 2021-2022, but we hope to make some hires for the 2022-2023 academic year.

Specific initiatives include the following:

Office of Academic Programs

- Hosted regular Faculty Exchanges for faculty to lead discussions on topics they found relevant, including the shift to remote instruction and diversity, equity, and inclusion initiatives.
- First-year Learning Communities approved under new General Education program and now include consistent transition learning outcomes.
- Provided specialized training for all LARC student and professional staff, including implicit bias training, CAPS mental health & wellness training, DSS neurodiversity training, and Safe Zone training led by the HUB. New training this year included: the Office of DEI, Expanded library resources training, and CAPS.
- LARC employs 75+ student employees that represent a wide range of majors, and consciously hires to be inclusively representative of the SSU student body.
- LARC supported over 2,000 students in their academic work and provided social and emotional support throughout this remote year; sometimes LARC peer educators were the primary contact students had with the University.
- LARC collaborates with a wide-range of academic departments and units, including DSS, the CARE team, CAPS, EOP, TRIO, and more.

Office of Information Technology

- Started process to assess carbon footprint impact of our Data Center.
- Started to implement 10,000 feet smart sheets to assess IT workforce capacity and planning.
- Created Project Management Office to oversee, direct resources, prioritize, and assist university implementations of projects aligned with the strategic plan using PMI practices.
- Collaborated with HR and Faculty Affairs to implement the CHRS Recruiting system Distribution and support of remote work through the pandemic.

Office of Institutional Effectiveness

- AVP served on the advisory workgroup that reviewed and recommended a survey approach for climate survey of all students, faculty and staff. Continuing engagement with the AVP for Strategic Initiatives and Diversity during the summer by providing guidance on the synthesis, analysis, and communication of survey results.
- Developed a Tableau resource that mapped student home location in relation to the Silverado Fire in Southern California (Oct 2020), enabling the division to communicate directly with those students most likely to benefit from information and resources related to the disruption.

Office of Research and Sponsored Programs

SSU received a \$5 million dollar award from NASA titled Creating Inclusive Informal Learning Opportunities across the Spectrum. This is a five-year program to redevelop existing NASA resources for use with neurodiverse learners, with a special focus on autistic learners.

School of Business & Economics

- \$1 million in scholarships secured for URM students pursuing a course of study in Wine Business.
- Partnered with KPMG on an Accounting Inclusive Excellence fundraising campaign among SSU's KPMG alumni.

- Created an ambassadors' program aimed at mentoring first generation students not covered by other campus-wide mentoring initiatives.
- Articulated new core values in support of inclusive excellence: Courage, Curiosity, Kindness.
- Increased deposits in Business by 10% for URM applicants compared to last year (from 53% to 63% of all applicants), now better mirroring the state's demographic composition.

School of Science and Technology

- Began implementation of the NSF-funded TIPS toward Justice grant in Mathematics and Statistics, which will facilitate departmental conversations around equity and inclusion.
- We continue to work with Faculty Affairs to train our search committees around best practices in hiring diverse faculty.

University Library

- The Library established a Systemic Racism Response Committee, which is organizing the Library's first half-day all-library retreat on equity, diversity, and inclusion.
- The Library's Operational and Academic Continuity Committee provided guidance year-round for library logistics in response to the changing conditions of the pandemic, ensuring student needs were met.
- In the summer of 2020, the Dean established and led the Seawolf Initiative for Technology Equity, a joint effort by Academic Affairs, Campus IT, and the Division of Student Affairs that used CARES funds to purchase laptops, headsets, Internet hotspots, and other equipment for students in need throughout California. SITE continues to be a strategic thought partner in technology initiatives.

F. Leadership Transitions

Academic Affairs experienced a substantial number of leadership transitions during 2020-2021, starting with leadership at the divisional level. Dr. Karen Moranski was appointed Interim Provost in July 2020, having most recently served as Senior Associate Vice President for Academic Programs at Sonoma State. She spent 21 years at the University of Illinois at Springfield in a series of increasingly advancing faculty and administrative roles before coming to Sonoma State in September 2016. In spring 2021, after a national search, Dr. Moranski was named Provost of Sonoma State.

Four of the five academic schools had new deans begin during the pandemic in summer 2020, and a major focus for the Provost was the successful onboarding of those deans. Dr. Laura Alamillo, formerly Interim Dean at Fresno State University, became Dean of the School of Education. In the School of Social Sciences, Dr. Troi Carleton, formerly Associate Dean at San Francisco State, was appointed dean. Dr. Jean-Francois Coget, formerly Associate Dean at Cal Poly San Luis Obispo, became Dean of the School of Business and Economics. Finally, in the School of Science and Technology, Dr. Elisabeth Wade became Dean after serving as Associate Provost at Mills College.

In the Provost's Office, a number of organizational and leadership changes occurred. Dr. Elias Lopez, who had served as Senior Associate Vice President for Academic Resources, moved to the Office of Strategic Enrollment as the senior administrator in charge of the Offices of Admissions, Outreach, and Records and Registration. Mr. Mike Ogg was reassigned to the role of Executive Director of Budget and

Planning in the Provost's Office. Dr. Stacey Bosick, formerly Associate Dean of Undergraduate Studies, was appointed Interim Associate Vice President of Academic Programs, and Dr. Jenn Lillig, Professor of Chemistry, was appointed Interim Associate Dean of Undergraduate Studies. The AVP and Associate Dean positions will be filled in an ongoing capacity during the next academic year. Finally, our new Chief Information Officer and Associate Vice President of Information Technology is Mr. David Chun, who came to Sonoma State from Hamline College in Minnesota.

G. Recruitment and Retention

Office of Academic Programs

- Recruited faculty fellows to support roles in Academic Programs, including Director of Accreditation and Assessment and a faculty fellow for anti-racist curricular development. These positions are essential for promoting faculty leadership development.
- LARC recruited the largest number of graduate Writing Center tutors that the Writing Center has ever had, many of those are new grad students just entering SSU and several came from SRJC where we did outreach.
- LARC Director served on the Student Success Unit (EOC) to assist in retention efforts and support remote teaching and learning

Office of Faculty Affairs

- "From Voices to Action" URM faculty retention grant from CO. Working with the last three tenure-track cohorts of URM faculty on conversations around support and retention.
- Supported 13 successful lecturer pool searches.
- Supported 13 Sabbatical awards and one Fulbright award
- Yearlong virtual New tenure-track Faculty Orientation Series.
- Hosted 153 Faculty Participants in Canvas Design Institute Summer of 2020.
- Hosted 897 Faculty Participants in CTET workshops.
- Hosted 87 individual faculty teaching consultations by SSU Faculty Fellow for Teaching and Learning.
- Supported 11 Range Elevations
- Supported 49 Subsequent and/or new three year contract lecturers.
- Lauded by CO for largest percentage of URM TT Hires over the past three year period.

Office of Information Technology

- Admit Hub expanded adoption - Student-facing chatbot implemented to support recruitment and retention.
- In collaboration with Student Affairs, implemented a Stay on Track Activity Guide to improve admissions acceptance rates through clear messaging of next steps.
- Completion of the website rebranding templates and landing pages launch.

Office of Institutional Effectiveness

- Throughout the past year, OIE prioritized projects and requests aligned with these areas. The office developed a new Tableau dashboard (Admits to Enrolled), which provides clear and actionable data to viewers. During the pandemic, Tableau maps with city and county information

have provided crucial insight about the role location (i.e., distance from campus) has played on recent yield patterns.

- Provided statistical expertise to the Office of Admissions in advance of the fall 2021 admissions cycle in order to develop campus admissions criteria in the absence of standardized test scores.
- Convened and supported a working group charged with deploying roughly \$400K in new student scholarships as a conversion strategy. Developed eligibility criteria that could be implemented consistently and rapidly for multiple waves of FTFY and transfer admits. Currently engaged in analyzing the efficacy of this effort, which will inform recommendations to the President's Cabinet in June.

Office of Research and Sponsored Programs

- Office of Research managed funding from Koret Foundation on two programs;
- The Sonoma Mountain Connection (SMC) is a new and innovative approach improving the success of URM and first generation STEM students early in their university studies. This year's initial cohort of 18 biology students successfully did a virtual summer camp and were enrolled together in a common biology course with the aim of giving them a sense of place, a peer group that would be together for their first two years and research experiences. Each year another STEM field will be added so that by the end of the four year program a total of 240 SSU students will participate in this program.
- Koret Student Research: 100 SSU students teamed with 25 faculty members to participate in yearlong research projects culminating in presentations at the Virtual Research Gallery.

Office of Strategic Enrollment

- Implementing Strategic Enrollment Management plan approved by Cabinet.
- Arranged meetings with 11 community college partners in Northern California and Los Angeles; meetings included President Sakaki, Interim Provost Moranski, Senior AVP Elias Lopez, and President's Cabinet members in meetings with community college presidents and other leaders to discuss collaborations to increase transfer to Sonoma State. Included discussions of guaranteed admissions and instant admissions processes.
- Record high number of transfer deposits for fall 2021 over a 10-year time frame.
- Reorganized Office of Strategic Enrollment to enhance recruitment efforts and increase yield, including working with Strategic Communications on a number of marketing efforts.
- Implemented \$400,000 recruitment scholarship program, \$2,000 and \$1,000 scholarships designed to increase yield.
- Increased diversity of new undergraduate student cohort, with increases in Latinx, Black, and Asian populations.
- Outreach to 290 students who stopped out in recent years.

School of Arts and Humanities

Our growing Native American Studies Program led the first campus-wide celebration of Native American Heritage month, featuring speakers and participation by faculty and our student affinity groups.

School of Business and Economics

- Enhanced marketing and recruitment efforts for graduate programs, resulting in a 50% increase in the state-side MBA, and a maintenance of enrollment for our executive MBAs run through self support.
- Dropped the GMAT requirement to promote access to graduate programs.
- Eliminated impaction and pre-business major to facilitate access to the Business Major.
- Evolved curriculum and programming to make our majors and specializations more attractive, in support of enrollment.
- Offered application & statement essay writing workshops for applicants to our graduate program.

School of Education

- Bringing in over 100 credential candidates in the elementary, special education, and secondary credential program for fall 2021.
- Rebranding of our SOE programs by investing in brochures, social media time, promotional videos and other outward facing to our community.

School of Science and Technology

- We have been working with Admissions to provide information for prospective students and to connect department chairs with prospective students.
- We have worked with Advising to provide chairs with training on LoboConnect.