



SAN DIEGO STATE
UNIVERSITY

The 2017-2018 Strategic Plan

Division of Student Affairs

OFFICE OF THE VICE PRESIDENT

Eric Rivera

Vice President for Student Affairs

Antionette Marbray

Associate Vice President for Student Affairs

Christy Samarkos

Associate Vice President for Student Affairs

Tony Chung

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Introduction

The primary purpose of this document is to clarify the strategic framework, focus areas, goals and plans for the SDSU Division of Student Affairs from 2017 to 2018. The Strategic Plan consists of four primary sections. The first section includes the Mission, Vision and Value Statements that form the foundation of this plan (developed and revised during the 2016-2017 strategic planning process). The second section includes the Strategic Context and Framework that support the foundation of this plan. The third section includes a list of the 21 SMART goals that will represent the focus of the Division's activities over the next year. The last section includes the comprehensive action plans that describe the specific steps, key participants and completion dates needed to achieve each goal.

DSA Mission Statement

The Division of Student Affairs is a partner in the university learning community. Education is enhanced, both inside and outside of the classroom, through high-impact programs and services that advance student learning, development and success.

The Division facilitates the academic success, personal growth and well-being of all students. Student Affairs transitions and connects students to the university and to their future, building communities that foster progress toward degree completion and lifelong Aztec affinity.

DSA Vision Statement

The Division of Student Affairs facilitates the personal growth, welfare, intellectual development, academic achievement and career success of each individual student by:

- **Fostering** a campus culture that encourages each student to pursue excellence and articulate his or her own goals;
- **Creating** environments that leverage our rich diversity to maximize the success of students, faculty, staff and administrators through intentional integrative experiences;
- **Enhancing** the learning environment and expanding learning opportunities for all students inside and outside the classroom;
- **Developing** leaders who believe in and lead others toward supporting civility, mutual respect and diversity in our society and workplaces;
- **Expanding** and connecting opportunities for students to participate in transformational experiences;
- **Building** and expanding the human, technological, fiscal and physical resources that support the growth and development of student affairs.

DSA Values Statement

The primary purpose of the Division of Student Affairs is to facilitate the academic success, personal growth and well-being of all students. The desired outcomes of our work include (with a weighted ranking of the most important outcomes to DSA):

1. Enhanced student retention and timely completion (56)
2. Supporting the transition and integration of all students into the university (43)
3. Increased opportunities for student engagement (e.g., promote research opportunities, study abroad, student organizations, internships, mentoring and other high impact practices) (29)
4. Improved access and support for diverse student populations (29)
5. Improved intellectual and academic skills development (28)*
6. Improved citizenship and civic responsibility (15)
7. Increased multicultural awareness, communication skills and understanding (14)
8. A quality education at an affordable price (13)
9. Enhanced career development and career outcomes (9)
10. Increased sense of social agency/change (9)
11. Increased sense of social, personal and moral responsibility (8)
12. Increased purposeful partnerships (e.g., development of funds, talent, relationships and expertise) (6)
13. Enhanced spiritual development (4)
14. Creating lifelong learners (4)
15. Supporting international peace and understanding (3)
16. Facilitating student identity development (3)
17. Creating global citizens (2)
18. Developing emotional intelligence
19. Increased sense of philanthropy
20. Creating an environment that promotes health and safety*

NOTE: Due to facilitator compilation error during the Strategic Planning workshop, **“Creating an environment that promotes health and safety”** received 0 points when it should have received between 3 and 9 points. Likewise, **“Improved intellectual and academic skills development”** received 28 points when it should have received between 19 and 25 points.

DSA Context

As the landscape continues to change for institutions of public higher education, it is imperative for university leaders to strategically establish campus partnerships and engage the community to support the success of all students. Below are some of the compelling reasons universities must become more intentional and integrative in our efforts.

- Growing Accountability. Public colleges and university today are being held more accountable by legislators insisting we increase our graduation rates and decrease time to degree. Furthermore, parents are paying more for a public higher education today and are demanding not just increased graduation rates, but also a focused conversation on the quality of the overall student experience and quality of the degree. (Dougherty, K.J., et.al, 2013; Conner, T.W. and Rabovsky, T.M., 2011)
- Decreased Public Funding. Today, public colleges and universities overall receive declining State appropriations in support of higher education. Despite steadily growing student demand for higher education since the mid-1970s, public investment in higher education has been in retreat in the states since about 1980 (Mortenson, 2012). And even though levels of support in some states has begun to increase slightly, the prevailing trend remains a declining will to fund higher education -- which has resulted in students and families paying more. (Wexler, 2016).
- Increased Costs. According to researchers at the Delta Cost Project (Desrochers, D.M. and Hurlburt, S., 2016), there are two key reasons college costs continue to rise in spite of the fact we are in an era of low inflation.
 - ✓ First, students are demanding more services outside of the classroom and colleges are providing more amenities to attract applicants.
 - ✓ Second, students are absorbing more of the cost of their degree. In 2008, student tuition made up 50 percent of the educational costs at public research institutions. Today it covers nearly 63 percent (Desrochers, D.M. and Hurlburt, S., 2016).
- Changing Demographic. According to the U.S. Department of Education, the racial /ethnic make-up of college students is expected to change. Latinos are expected to grow by 42%, African American by 25%, Asian-Pacific Islander by 20% and Whites by only 4%. Furthermore, in addition to increased diversity, it is expected that colleges and universities will see less college ready college students and more students in need of financial assistance.

- Increased Health/Wellness Issues. Trends in data, across the country, show an increase in the number of students with behavioral health problems enrolling on college campuses. Therefore, it's important to assess how behavioral health conditions are impacting academic performance (De Luca, et.al. 2016). For example, substance use is strongly associated with poor academic performance and retention in college (Arria et.al., 2012). Depression was found to be a significant predictor of lower GPA (Eisenberg, et.al., 2009). However, given that suicide ideation is a growing problem on college campuses, it's surprising that studies examining suicide ideation have neglected to assess academic performance (De Luca, et.al. 2016). As a result, there is a growing need for more consistent and definitive causal estimates of the effects of mental health on college student success (Lipson and Eisenberg, 2015).

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DSA Strategic Framework

Student access, excellence, and success is at the core of the Student Affairs mission. Every aspect with which Student Affairs is engaged— scholarship, assessment, faculty, staff, research, teaching and learning, career preparation, internationalization, leadership, equity and inclusion, campus life, facilities, technology, Bursar’s office and outreach—is intended to enable our diverse student populations to achieve at the highest levels. Maintaining a division-wide commitment for our diverse community to ensure student academic achievement and personal well-being is highly valued and essential to student success.

Strategic Goals

In collaboration with colleagues and partners from Academic Affairs, Business and Financial Affairs, University Relations and Development, Student Affairs will continue to focus on student access, excellence, and success by strategically emphasizing on the following:

Enhance, develop, deliver and assess transformational educational experiences for our students.

- Transformational experiences provide students with skills that facilitate academic success, promote learning and growth, and set students apart in post-graduation activities.
- When students engage in high impact practices, such as internships, study abroad, learning communities and faculty-led research it facilitates deeper learning.
- Research shows that there are more pronounced positive impacts on historically underserved students who engage in high impact practices.
- These opportunities also promote and enhance the leadership skills that are critical and highly desired qualities by employers.

Supporting Research:

- ✓ High-impact practices have a pronounced effect on the experiences of underserved students (Kuh, 2008)
- ✓ However, Kuh (2008) also found that high-impact practices still reach only a fraction of today’s college students, especially underserved students
- ✓ In assessing underserved student’s engagement in high-impact practices, Finley and McNair (2013) concluded that more intentional practices within freshmen and junior years can connect high impact learning in the sophomore and senior years, resulting in expanded and integrative cornerstone-to-capstone experiences

- ✓ Although high-impact activities live up to their name, colleges and universities should design programs that fit their own culture and goals (Brownell and Swaner, 2009)
- ✓ AAC&U's Liberal Education and America's Promise (LEAP) (2015) initiative examines the essential capacities that employers are seeking from college graduates (refer to <https://www.aacu.org/leap/public-opinion-research>)

Identify innovative and creative approaches to support the success of historically underserved students.

- National research shows that demographic shifts in the K-12 pipeline will have direct implications for public universities, bringing more historically underserved students and students who are not college ready to public universities.
- This change in demographics requires the development of new strategies that maximize limited resources to promote the success of all of our students, as well as capitalizing on “universal design” concepts in which “rising tides lift all boats.” In other words, strategies that improve learning and success for underserved students will also benefit all students.
- Foundational to our approach is to use data-driven and evidence-based decision-making to identify needs and opportunities to improve student success for underserved students.
- Beyond programming and services, universities can support at-risk students by identifying and improving existing campus systems, policies, practices, operations and culture to optimally promote student retention, persistence and achievement and place the student experience at the center of planning, development, assessment, and quality improvement.

Supporting Research:

- ✓ According to Attwell et.al. (2006), many support programs for high-risk students in higher education focus on providing either course-specific content knowledge or study skills
- ✓ However, there is overwhelming evidence that these programs are ineffective (Charles A. Dana Center, 2012)
- ✓ Findings from the Dana Center (2012) also show an urgent need for the development and implementation of programs that enable high-risk students to receive both the academic and non-academic support necessary to obtain a “valued postsecondary credential”
- ✓ According to Yosso (2005), deficit thinking blames minority students and families for poor academic performance because: 1) students enter school without the normative cultural knowledge and skills and 2) parents neither value nor support their child's education

- ✓ In stark contrast, the concept of community cultural wealth calls attention to the unique aspects and contributions of marginalized groups (Yosso, 2005)

Leverage SDSU's rich diversity to maximize the success of all our students.

- San Diego State University (SDSU) is distinguished by its richly diverse student communities – reflective of the future of the US - with students from all racial/ethnic backgrounds with all levels of socio-economic status; varying sexual orientations and gender identities; broad range of physical, psychological and learning ability; and the full continuum of religious backgrounds and political affiliations.
- SDSU is a Hispanic Serving Institution with an international, global focus.
- Our diversity provides a unique environment to create broad opportunities for students to develop cultural competencies and cross-cultural communication skills, which will lead not only to success at the University but also in our increasingly global, interconnected society.
- Our campus diversity gives our students a rich experience in learning, problem-solving and collaborating with people from all backgrounds which results in them having a competitive edge in pursuing internships and future employment opportunities. It also better prepares our students to successfully navigate in diverse professional settings where debate, differences of opinion and dialogue contribute to better work-performance.

Supporting Research:

- ✓ The educational potential of an institution is directly related to the composition of its student body, faculty and staff (Milem et.al., 2005)
- ✓ As the compositional diversity of a campus increases the likelihood that students will engage with students who are from different backgrounds increases (Chang, 1999)
- ✓ College campuses that are more racially and ethnically diverse tend to create more richly varied educational experiences that enhance students' learning and better prepare them for participation in a democratic society (Milem et al. 2005)
- ✓ Institutional commitment to diversity needs to be highly visible and unambiguous if students are to view such interactions as contributing to the larger cultural norms of the campus (Antonio, 2004)
- ✓ Hurtado and colleagues (2003) emphasized that it's crucial for campus leaders to create conditions that maximize the learning and democratic outcomes associated with being educated in racially and ethnically diverse environments

Build communities and strengthen connections that support the personal and academic success of our students.

- Building community and connections is critical to the success of students and promotes the academic integration and social integration essential to persistence and retention.
- As college campuses become more diverse, inclusion and equity are paramount to the success of all students, as well as to closing the educational opportunity gap.
- Data shows that the majority of students who do not return to SDSU leave in good academic standing.
- Strategically using resources to develop programs that enhance sense of belonging, help students feel valued and validated, and develop capacities in students to navigate a world that may not always feel psychologically safe, will lead to both strengthened connections with the institution and increased retention and graduation rates.

Supporting Research:

- ✓ In a departure from traditional theories of student integration, researchers have generated alternative ways of understanding student experiences and outcomes, especially undergraduate students of color (Museus, 2014)
- ✓ For example, Hurtado and Carter (1997) defined the concept of sense of belonging as students' overall perception of social cohesion within the campus environment
- ✓ Rendon et.al., (2000) brings forth the concept of bicultural socialization to highlight that students can learn how to effectively navigate multiple cultures (e.g., campus and home cultures)
- ✓ Museus (2011) defines cultural integration as the incorporation of academic, social and cultural integration of students' lives into specific academic programs, courses, spaces and activities

Develop, cultivate and foster a campus environment that promotes optimal health and well-being of all students.

- Student health and wellness are foundational to student success, and students who are not healthy are unable to be active, engaged students in or out of the classroom.
- Our use of data has led us to reframe definitions of health and well-being to include all aspects of human wellness including physical and psychological, occupational, emotional and spiritual.

- Strategically using resources to create programs designed to challenge and formulate beliefs about health and well-being leads students to adopt behaviors that are compatible with increased academic success.
- Preliminary data on food and housing security reflects an emerging challenge to student welfare and health.
- Augmentation of efforts in support of Title IX and Executive Order 1095 to reduce the incidence of sexual violence on campuses, as well as provide more trauma-informed intervention services, can help improve campus climate and assist students with staying in school even after experiencing violence.
- Recent SDSU wide research shows that increasing numbers of students struggle with psychological and adjustment issues such as stress, anxiety and depression. Providing strategic allocations of resources to support students in these areas ultimately supports greater student success by minimizing the impact on persistence and achievement.

Supporting Research:

- ✓ University wellness programs have typically integrated and extended standard student services to support individual efforts and choices promoting health, well-being, and a balanced life style (Hyperton et.al., 1992)
- ✓ The increasing creation of wellness programs in higher education are evidence of institutional efforts to improve the quality of life, psychological well-being and holistic development of students (Hermon & Hazler, 1999)
- ✓ The university environment provides a setting in which formerly held attitudes and beliefs about one's health and well-being can be challenged and modified (Scheer and Lockee, 2003)
- ✓ Thus, the introduction of a total wellness program has the potential to influence 'positive lifestyle choices, making possible the achievement and maintenance of optimal wellness' (Johnson and Wernig, 1986)

Identify and develop robust research and assessment practices to gauge program and student learning outcomes, thereby fostering and advancing a culture of evidence in Student Affairs.

- Expand knowledge bases about student learning and development through comprehensive data collection and research activities such as causal comparative, quasi-experimental, and focus group studies and analyses

- Improve student services and development programs through ongoing assessment and evaluation practices
- Use evidence-based findings to facilitate critical conversations on student life, campus involvement, co-curricular learning and leadership development to better inform institutional practices.
- Build collaborative relationships and networks in order to create learning communities focused on co-curricular programs that are designed to enhance student engagement, persistence, and graduation.

Supporting Research:

- ✓ Maki (2002) contends: “Because learning and development occur over time and because all students don’t learn or develop what an institution values at precisely the same time or under the same kinds of pedagogy or educational experiences, assessing student learning and development is the responsibility of both academic and student affairs” (p.1)
- ✓ Knowledge of and ability to analyze research about students and their learning are critical components of good student affairs practice (Blimling and Whitt, 1998).
- ✓ It is strongly recommended that the learning goals be prominently displayed so that all stakeholders, internal and external, can clearly review them. Both curricular and co-curricular areas should be able to identify which classes, programs and services will provide the opportunity for students to achieve the intended learning outcomes. This type of transparency, intentionality and collaboration between curricular and co-curricular areas will help students understand the relationship between their courses and out-of-class activities (New Leadership, 2012).
- ✓ Bresciani (2011) contends: “Now is the opportune time to embrace assessment of student learning and development in all of the student affairs programs for which it is applicable” (p.4).
- ✓ Student Affairs and Academic Affairs working in cooperation can ensure that student learning and development are a priority. Reaching consensus on the competencies students need and will attain with a university degree and reaching an agreement on the curricular and co-curricular activities that will help them gain those competencies are the hallmark of a learning organization (Keeling, 2004).

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The 2017-2018 SMART Goals

6 Strategic Focus Areas

Continue to:

1. Enhance and develop transformational educational experiences for our students.
 2. Leverage SDSU's rich diversity to maximize the success of all of our students.
 3. Build communities and strengthen connections that support the personal and academic success of our students.
 4. Identify creative approaches to support the academic success of at-risk students.
 5. Develop, cultivate, and foster a campus environment that promotes optimal health and wellness for all students.
 6. Eliminating administrative barriers that impede student success.
-
1. By August 25, 2017, the Center for Student Rights and Responsibilities, in collaboration with Technology Services and Business and Financial Affairs, will implement the Maxient data management program as demonstrated by full migration from the current data management system to Maxient and automation of response protocols concerning student behaviors, student conduct adjudications and Title IX-related complaints and matters.
 2. By August 31, 2017, the Office of Financial Aid and Scholarships, in collaboration with Educational Opportunity Programs and Ethnic Affairs will identify and strategically utilize financial aid funds to help cover summer tuition and fees for our low-income students, in support of the university's effort to increase our graduation rates and reduce time-to-degree, as demonstrated by increasing the number of Sophomores and Junior low-income students from 281 in Summer 2016 to 500 for Summer 2017.
 3. By September 1, 2017, Student Disability Services, in collaboration with Communication Services, will successfully develop a comprehensive implementation plan to complete a department name change from Student Disability Services (SDS) to Student Ability Success Center (SASC), as demonstrated by the approval of the implementation plan by the Office of the Vice President and the subsequent execution by SDS.

4. By September 30, 2017, the Office of Financial Aid and Scholarships, in collaboration with Educational Opportunity Programs and Ethnic Affairs will identify and strategically utilize financial aid funds and enhance outreach efforts to increase access for First-Time Full-Time Freshman (FT-FTF) Non-Local EOP students, as demonstrated by a 10% increase in the enrollment of FT-FTF Non-Local EOP students from 66 in Fall 2016 to 72 in Fall 2017.
5. By October 1, 2017, the Residential Education Office, in collaboration with the Office of Advising and Evaluation, will launch a pilot peer academic advising program for sophomores living on campus designed to clarify their academic goals, as demonstrated by reducing the number of students changing their major in their Junior and Senior year by 30% (from 252 to 177).
6. By October 2, 2017, the Center for Intercultural Relations, in collaboration with Africana Studies and the Office of Student Life & Leadership, will increase the participation rates of first-time freshmen African American students in a peer-mentoring program focused on transitional and academic initiatives, as demonstrated by an increase in enrollment from 97 to 116 (20%).
7. By October 2, 2017, the Office of Educational Opportunity Programs and Ethnic Affairs, in collaboration with American Indian Studies and the Office of Student Life & Leadership, will increase the participation rates of Native American students in a peer-mentoring program focused on transitional and academic initiatives, as demonstrated by enrolling all incoming first-time freshmen Native American students in the program.
8. By October 2, 2017, the Office of Student Life and Leadership, in collaboration with Enrollment Services and Undergraduate Studies, will increase learning community offerings for commuter, college ready and non-college ready freshmen students, as demonstrated by a 20% increase in learning community package enrollment from 900 students in 2016-2017 to 1080 in 2017-2018.
9. By October 16, 2017, Student Life and Leadership in collaboration with Associated Students, Academic Affairs, SDSU Alumni and the Center for Intercultural Relations will develop a comprehensive Aztec culture educational plan as demonstrated by the approval of the plan by the Office of the Vice President for Student Affairs.

10. By February 21, 2018, the International Student Center, in collaboration with Enrollment Services, will target international first-time freshmen (FTF) Chinese students by utilizing a mentoring program that will lower the first semester academic probation (AP) rate, as demonstrated by a 20% reduction in the number of international Chinese FTF on academic probation at the end of their first semester from 44% to 24%.
11. By March 1, 2018, the Office of Student Life and Leadership, in collaboration with the Office of Advising and Evaluations and the Assistant Deans for Student Affairs, will support the academic success of 500 commuter students by pairing them with upper-division mentors in an academically-based peer mentoring program, as demonstrated by reducing the number of students changing their majors in their junior and senior years by 15% (from 222 to 189).
12. By March 30, 2018, Career Services, in collaboration with the Center for Intercultural Relations, EOP, the Office of Student Life and Leadership, and the office of SDSU Alumni, will increase the number of first-generation low-income students participating in the Aztec Mentor Program by strategically outreaching EOP and commuter students, as demonstrated by increasing the targeted group's participation by 10% from 464 to 510.
13. By March 30, 2018, Career Services, in collaboration with the Center for Intercultural Relations and the Office of Educational Opportunity Programs and Ethnic Affairs, will increase the number of African American and Native American Students participating in the Aztec Mentor Program by developing and implementing a comprehensive outreach program, as demonstrated by increasing the targeted group's participation by 20% from 103 matches in 2016 – 2017 to 124 matches in 2017 – 2018.
14. By April 27, 2018, Career Services, in collaboration with the office of SDSU Alumni and New Student and Parent Programs, will implement a marketing and recruitment strategy targeting Aztec Parents for mentors, as demonstrated by increasing mentor pairings by 20% from 2,120 in 2016-2017 to 2,544 in 2017-2018.
15. By May 15, 2018, Counseling & Psychological Services, in collaboration with Residential Education, will implement Aztecs Reaching Aztecs, an initiative designed to make a positive impact on peer-to-peer relationships for 500 out-of-state students, to better understand perceptions of social connection and

connection to SDSU, as demonstrated by higher continuation rates of the participants compared to the non-participants.

16. By May 25, 2018, Career Services, in collaboration with the Colleges, SDSU Alumni and New Student and Parent Programs, will implement a strategic outreach plan focusing on campus and community partners to increase internship opportunities for students, as demonstrated by an increase in the number of SDSU student internship placements by 10% (502) from 5,015 in 2016 – 2017 to 5,517 in 2017 – 2018.
17. By May 30, 2018, Health Promotion, in collaboration with Student Life and Leadership, will complete and assess a *Risk Management Workshop series* called *HOUSE (Helping Ourselves Understand Safe Environments) Party*, targeting environmental and cultural change regarding alcohol use at fraternity-hosted parties, as demonstrated by 70% organizational participation of all fraternity executive officers responsible for risk management and social events in the Interfraternity Council, National Pan-Hellenic Council and United Sorority & Fraternity Council in the series during 2017-18.
18. By June 1, 2018, the Division of Student Affairs, in collaboration with Academic Affairs, will increase intent to enroll by assessing, revising and implementing a plan for the recruitment of underrepresented students with a focus on African-American and Native-American students, as demonstrated by increasing the intent to enroll by 5% for each targeted group from 327 and 39 respectively in Spring 2017 to 376 and 41 respectively in Spring 2018.
19. By July 27, 2018, the International Student Center, in collaboration with the Center for Intercultural Relations and Educational Opportunity Programs and Ethnic Affairs, will increase the number of African American students and Native American students studying abroad in 2017-2018 through direct outreach to students, as demonstrated by a 10% increase in African American and Native American students participating in an international experience over the previous year.
20. By August 11, 2018, the Office of Financial Aid and Scholarships (OFAS), in collaboration with Educational Opportunity Programs and Ethnic Affairs, Student Life and Leadership, and Technology Services will create and promote summer 2018 estimated award notifications for low-income Sophomore and Junior students, in support of the university's effort to increase our graduation rates and reduce time-to-degree,

as demonstrated by a 20% increase in the enrollment of Sophomore and Junior low-income students from 500 in Summer 2017 to 600 in Summer 2018.

21. By October 1, 2018, the Center for Intercultural Relations, in collaboration with the Office of Student Life & Leadership and Academic Affairs, will increase learning community package enrollment by developing two additional learning community packages for first-time freshmen African American students, as demonstrated by a 20% increase in learning community package enrollment from 116 to 139.

SDSU Division of Student Affairs

Action Plan for SMART Goal #1 – Antionette Marbray

By August 25, 2017, the Center for Student Rights and Responsibilities, in collaboration with Technology Services and Business and Financial Affairs, will implement the Maxient data management program as demonstrated by full migration from the current data management system to Maxient and automation of response protocols concerning student behaviors, student conduct adjudications and Title IX-related complaints and matters.

| Action | Key Person(s) | Complete By |
|--|--|--------------------|
| Complete Maxient Startup Packet | Lee Mintz Savannah McCully Jessica Rentto Heather Bendinelli Kyle Farace | May 20, 2017 |
| Create Customized Software Installation for SDSU (System Design) | Lee Mintz Savannah McCully Jessica Rentto Marcus Jeffers | June 15, 2017 |
| Complete Implementation Process for securely drawing necessary fields from SIMS into Maxient | Kyle Farace Marcus Jeffers | June 15, 2017 |
| Complete Migration of Legacy Data into Maxient | Kyle Farace Lee Mintz Savannah McCully | June 28, 2017 |
| Complete One-day Training Session | Antionette Marbray Jessica Rentto Lee Mintz Savannah McCully Kyle Farace | June 29, 2017 |
| Complete Period of Testing | Lee Mintz Savannah McCully Jessica Rentto Marcus Jeffers | July 10, 2017 |

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|---|--|-----------------|
| Complete Implementation (Live) | Lee Mintz Savannah McCully Jessica Rentto Marcus Jeffers | July 11, 2017 |
| Complete Essential Personnel Training | Lee Mintz Savannah McCully Deputy Title IX Coordinators CSRR Staff REO Admin | July 17, 2017 |
| Complete REO Professional Staff Training | Residence Hall Coordinators Jenna Hazelton Ray Savage Anwar Cruter | August 1, 2017 |
| Complete REO Graduate and Student Staff Training | REO Graduate Assistants Resident Advisors | August 25, 2017 |

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Action Plan for SMART Goal #2 – Tony Chung

By August 31, 2017, the Office of Financial Aid and Scholarships, in collaboration with Educational Opportunity Programs and Ethnic Affairs will identify and strategically utilize financial aid funds to help cover summer tuition and fees for our low-income students, in support of the university's effort to increase our graduation rates and reduce time-to-degree, as demonstrated by increasing the number of Sophomores and Junior low-income students from 281 in Summer 2016 to 500 for Summer 2017.

| Action | Key Person(s) | Complete By |
|---|--|--------------------|
| Review prior summer awarding practices and identify available aid funds | Rose Pasenelli Chip Pierce Laura Heimbach Paula Cross | October 10, 2016 |
| Collect and evaluate prior year summer data for students in the same targeted population | Rose Pasenelli Chip Pierce Kyle Farace Rey Monzon | March 1, 2017 |
| Prepare written summer financial aid packaging philosophy that supports the goal | Rose Pasenelli Chip Pierce Kyle Farace | March 5, 2017 |
| Develop a “stay on track” to graduate communication plan to notify EOP students of the availability of summer grant aid | Rose Pasenelli Adolfo Garcia Miriam Castañón | March 20, 2017 |
| Plan approval | Rose Pasenelli Tony Chung | March 27 2017 |
| Communicate and engage population | Rose Pasenelli, Miriam Castañón | April 28, 2017 |

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|--|---|-----------------|
| Implement new summer packaging practices | Rose Pasenelli Kyle Farace Miriam Castañón Adolfo Garcia | May 26, 2017 |
| Track and report on summer enrollment | Rose Pasenelli Chip Pierce Kyle Farace Miriam Castañón | August 31, 2017 |

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Action Plan for SMART Goal #3 – Antionette Marbray

By September 1, 2017, Student Disability Services, in collaboration with Communication Services, will successfully develop a comprehensive implementation plan to complete a department name change from Student Disability Services (SDS) to Student Ability Success Center (SASC), as demonstrated by the approval of the implementation plan by the Office of the Vice President and the subsequent execution by SDS.

| Action | Key Person(s) | Complete By |
|---|---|--------------------|
| Retain vendor to assist with department name change | Pamela J Starr Rashmi Praba Antionette Marbray Tony Chung | July 17, 2017 |
| Confirm who will assist with execution of plan | Vendor Pamela J Starr Antionette Marbray Gina Jacobs Jessica Rentto Sandra Cook Joanna Brooks Christina Brown | July 21, 2017 |
| Meeting with stakeholders | Vendor Pamela J. Starr Sharon Penny Gina Jacobs Wade Curry Grace Francisco Polly Sipper Andrea Dooley Joan Putnam AS Executive Vitaliano Figueroa | July 28, 2017 |
| Identify locations, sources, etc. for name change | Vendor Pamela J. Starr Sharon Penny Gina Jacobs Wade Curry Grace Francisco Polly Sipper Andrea Dooley | July 30, 2017 |

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|--|---|--------------------------|
| <p>Develop implementation timeline</p> | <p>Vendor Pamela J. Starr Sharon Penny Gina Jacobs Wade Curry Grace Francisco Polly Sipper Andrea Dooley</p> | <p>July 30, 2017</p> |
| <p>Draft implementation plan and present to AVP for review</p> | <p>Vendor Pamela J. Starr</p> | <p>August 7, 2017</p> |
| <p>Deliver comprehensive implementation plan to VPSA</p> | <p>Pamela J. Starr Antionette Marbray</p> | <p>September 1, 2017</p> |

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Action Plan for SMART Goal #4 – Tony Chung

By September 30, 2017, the Office of Financial Aid and Scholarships, in collaboration with Educational Opportunity Programs and Ethnic Affairs will identify and strategically utilize financial aid funds and enhance outreach efforts to increase access for First-Time Full-Time Freshman (FT-FTF) Non-Local EOP students, as demonstrated by a 10% increase in the enrollment of FT-FTF Non-Local EOP students from 66 in Fall 2016 to 72 in Fall 2017.

| Action | Key Person(s) | Complete By |
|---|---|--------------------|
| Review awarding practices and identify available aid funds to support the goal | Rose Pasenelli Chip Pierce Laura Heimbach | October 10, 2016 |
| Collect and evaluate prior year data for students in the same targeted population | Rose Pasenelli Chip Pierce Kyle Farace | November 1, 2016 |
| Prepare written EOP financial aid packaging philosophy to support the goal | Rose Pasenelli Chip Pierce | March 1, 2017 |
| Packaging approval | Rose Pasenelli Tony Chung | March 6, 2017 |
| Implement new packaging practices for fall 2017 | Rose Pasenelli Chip Pierce Kyle Farace | March 17, 2017 |
| Develop a communication plan to notify non-local FTF EOP of their financial aid options to reside on campus | Rose Pasenelli Adolfo Garcia Miriam Castanon Shareka White | March 20, 2017 |

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|---|---|---------------------------|
| <p>Develop targeted messages introducing Adolfo Garcia as their EOP Financial Aid Counselor</p> | <p>Rose Pasenelli Adolfo Garcia Miriam Castanon Shareka White</p> | <p>March 20, 2017</p> |
| <p>Communicate and engage targeted population</p> | <p>Rose Pasenelli Miriam Castanon Shareka White Adolfo Garcia</p> | <p>March 31, 2017</p> |
| <p>Track and report on fall 2018 enrollment</p> | <p>Rose Pasenelli Chip Pierce Miriam Castanon Kyle Farace</p> | <p>September 30, 2017</p> |

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Action Plan for SMART Goal #5 – Christy Samarkos

By October 1, 2017, the Residential Education Office, in collaboration with the Office of Advising and Evaluation, will launch a pilot peer academic advising program for sophomores living on campus designed to clarify their academic goals, as demonstrated by reducing the number of students changing their major in their Junior and Senior year by 30% (from 252 to 177).

| Action | Key Person(s) | Complete By |
|--|--|--------------------|
| Recruit Community Assistants (CAs) | Kara Bauer Anwar Cruter | March 24, 2017 |
| Design peer mentor (CA) training | Kara Bauer Christine Molina Randy Timm Miriam Castañón Erica Aros James Tarbox Edwin Darrell | July 17, 2017 |
| Create peer mentor (CA) meeting guide | Kara Bauer Christine Molina Anwar Cruter Ray Savage | July 17, 2017 |
| Identify residential sophomores for '17-'18 | Kara Bauer Cynthia Cervantes | July 17, 2017 |
| Assistant Dean Presentation (to get information to the advisors) | Kara Bauer Christine Molina Vitaliano Figueroa | August 1, 2017 |

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| Receive list of pre-major, academic probation and GPA for residential sophomores. | Kara Bauer Randy Timm Sandra T-V Miriam Castañón | August 1, 2017 |
| Create tracking and reporting functions | Kara Bauer Christine Molina Rey Monzon | August 15, 2017 |
| Implement/complete peer mentor training #1 | Kara Bauer Christine Molina Academic Advising Interns | August 24, 2017 |
| Host meeting with Sophomore Students | Anwar Cruter Community Assistants Residence Hall Coordinators | September 22, 2017 |
| Implement/complete peer mentor training #2 | Kara Bauer Christine Molina Academic Advising Interns | September 29, 2017 |
| Host advising sessions in halls with peer advisors | Kara Bauer Christine Molina Academic Advising Interns Community Assistants | Monthly in each hall throughout academic year |
| Receive list of pre-major, academic probation and GPA for residential sophomores. | Kara Bauer Randy Timm Sandra T-V Miriam Castañón | January 8, 2018 |
| Complete report on outcomes of the goal | Kara Bauer Christine Molina Rey Monzon | June 1, 2018 |

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Action Plan for SMART Goal #6 – Christy Samarkos

By October 2, 2017, the Center for Intercultural Relations, in collaboration with Africana Studies and the Office of Student Life & Leadership, will increase the participation rates of first-time freshmen African American students in a peer-mentoring program focused on transitional and academic initiatives, as demonstrated by an increase in enrollment from 97 to 116 (20%).

| Action | Key Person(s) | Complete By |
|--|---|--------------------|
| Review and revise previous components of the Harambee mentoring program | Vitaliano Figueroa Antionette Marbray Christy Samarkos Quincey Penn Edwin Darrell | June 16, 2017 |
| Identify and finalize mentor pool for Harambee mentoring program | Quincey Penn Edwin Darrell | June 30, 2017 |
| Create the communication plan for mentees | Vitaliano Figueroa Antionette Marbray Christy Samarkos Quincey Penn Edwin Darrell | July 1, 2017 |
| Match students with Harambee Mentors | Quincey Penn Edwin Darrell | July 15, 2017 |
| Notify students they are matched with a Harambee Mentor | Quincey Penn Edwin Darrell | August 1, 2017 |
| Implement communication plan to inform mentees about expectations and about important events | Quincey Penn Edwin Darrell | August 1, 2017 |

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|---|---|-----------------|
| Train Harambee Mentors | Quincey Penn Edwin Darrell | August 18, 2017 |
| Check on goals and verify enrollment in Harambee program | Quincey Penn Edwin Darrell | August 18, 2017 |
| Create and implement communication plan to inform mentors about expectations and about important events | Quincey Penn Edwin Darrell | August 18, 2017 |
| Complete report on outcomes of SMART Goal | Quincey Penn Edwin Darrell Rey Monzon | October 2, 2017 |

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Action Plan for SMART Goal #7 – Tony Chung

By October 2, 2017, the Office of Educational Opportunity Programs and Ethnic Affairs, in collaboration with American Indian Studies and the Office of Student Life & Leadership, will increase the participation rates of Native American students in a peer-mentoring program focused on transitional and academic initiatives, as demonstrated by enrolling all incoming first-time freshmen Native American students in the program.

| Action | Key Person(s) | Complete By |
|---|--|--------------------|
| Review and revise previous components of the EY mentoring program | Tony Chung Miriam Castañón Randy Timm Shareka White Chris Medellin David Kamper | June 16, 2017 |
| Identify and finalize mentor pool for EY mentoring program | Miriam Castañón Shareka White Chris Medellin David Kamper | June 30, 2017 |
| Create the communication plan for mentees | Miriam Castañón Shareka White Chris Medellin David Kamper | June 30, 2017 |
| Match students with EY mentors | Shareka White Chris Medellin David Kamper | July 14, 2017 |
| Notify students they are matched with an EY Mentor | Shareka White Chris Medellin David Kamper | August 1, 2017 |

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| Train EY Mentors | Shareka White Chris Medellin David Kamper | August 18, 2017 |
| Check on goals and verify enrollment in EY mentoring program | Shareka White Chris Medellin David Kamper | August 18, 2017 |
| Create and implement plan to inform mentors about expectations and about important events | Shareka White Chris Medellin David Kamper | August 18, 2017 |
| Complete report on outcomes of SMART goals | Miriam Castañón Shareka White Chris Medellin David Kamper | October 2, 2017 |

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Action Plan for SMART Goal #8 – Christy Samarkos

By October 2, 2017, the Office of Student Life and Leadership, in collaboration with Enrollment Services and Undergraduate Studies, will increase learning community offerings for commuter, college ready and non-college ready freshmen students, as demonstrated by a 20% increase in learning community package enrollment from 900 students in 2016-2017 to 1080 in 2017-2018.

| Action | Key Person(s) | Complete By |
|---|---|--------------------|
| Complete Commuter Pre-Placement Communication and Reception Plan | Randy Timm Christine Molina Michelle Guerra Erica Aros Janet Abbott Henry Villegas | June 30, 2017 |
| Update Omnibus Assessment Survey | Rey Monzon Erica Aros Janet Abbott Henry Villegas Stephen Schellenberg Jeanne Stronach | June 30, 2017 |
| Complete Commuter Learning Communities Batch-load | Erica Aros Janet Abbott Henry Villegas Colette Gannaway | July 9, 2017 |
| Edit and Implement Omnibus Assessment Survey | Rey Monzon Erica Aros Janet Abbott Henry Villegas Stephen Schellenberg Jeanne Stronach | July 15, 2017 |
| Implement Daily Support for Commuter Placements & Review Initial Enrollment Numbers | Michelle Guerra Erica Aros Janet Abbott Henry Villegas Assistant Deans | August 8, 2017 |

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| Complete In College Shape Seminar | Erica Aros Melissa Gonzalez | August 25, 2017 |
| Implement Training Plan for Instructional, Mentor and Staff Support | Randy Timm Christine Molina Erica Aros Janet Abbott Henry Villegas Amanda Fuller | August 31, 2017 |
| Administer Pre-Test Omnibus | Rey Monzon Erica Aros Janet Abbott Henry Villegas | September 9, 2017 |
| Code Student Records with new Special Program Codes | Erica Aros Janet Abbott Henry Villegas Jenna Hazelton Rayanne Williams | October 2, 2017 |
| Provide Report of Commuter Student Success program enrollments | Randy Timm Rey Monzon Erica Aros Janet Abbott Henry Villegas Jeanne Stronach | October 2, 2017 |

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Action Plan for SMART Goal #9 – Christy Samarkos

By October 16, 2017, Student Life and Leadership in collaboration with Associated Students, Academic Affairs, SDSU Alumni and the Center for Intercultural Relations will develop a comprehensive Aztec culture educational plan as demonstrated by the approval of the plan by the Office of the Vice President for Student Affairs.

| Action | Key Person(s) | Complete By |
|---|---|----------------|
| Initial Meeting with Committee | Christy Samarkos Dan Montoya Randy Timm Edwin Darrell | May 22, 2017 |
| Develop goals and educational outcomes | Chimezie Eberiekwe, Dr. Seth Mallios, Dr. Ramona Perez Dr. Robert Pozos Dan Montoya Leo Morales Patty Chavez Edwin Darrell Randy Timm Steve Schnall Christina Brown Christy Samarkos 2 Student Reps (TBD) | June 22, 2017 |
| Develop action plans for identified goals | Chimezie Eberiekwe, Dr. Seth Mallios, Dr. Ramona Perez Dr. Robert Pozos Dan Montoya Leo Morales Patty Chavez Edwin Darrell Randy Timm Steve Schnall Christina Brown Christy Samarkos 2 Student Reps (TBD) | August 1, 2017 |

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|--|---|--------------------|
| Research and Report Estimated Resource Allocations | Christina Brown Christy Samarkos Dan Montoya Randy Timm | September 1, 2017 |
| Prepare Plan | Randy Timm Edwin Darrell Dan Montoya Christy Samarkos | September 15, 2017 |
| Present Plan for approval | Chimezie Ebiriekwe Dr. Seth Mallios Dr. Ramona Perez Dr. Robert Pozos Dan Montoya Leo Morales Patty Chavez Edwin Darrell Randy Timm Steve Schnall Christina Brown Christy Samarkos 2 Student Reps (TBD) | October 15, 2017 |

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Action Plan for SMART Goal #10 – Vitaliano Figueroa

By February 21, 2018, the International Student Center, in collaboration with Enrollment Services, will target international first-time freshmen (FTF) Chinese students by utilizing a mentoring program that will lower the first semester academic probation (AP) rate, as demonstrated by a 20% reduction in the number of international Chinese FTF on academic probation at the end of their first semester from 44% to 24%.

| Action | Key Person(s) | Complete By |
|--|---|--------------------|
| Recruit ISC Mentors | Noah Hansen Roselyn Enwemeka Allison Peppers | May 1, 2017 |
| Mentor Training Session #1 | Roselyn Enwemeka Alison Peppers | May 19, 2017 |
| Identify and Review Fall 2016 international Chinese FTF probation data and Fall 2016 Mentor Program data | Noah Hansen Jane Kalionzes Roselyn Enwemeka Sandra Temores-Valdez American Language Institute (ALI) | June 1, 2017 |
| Mentor Training Session #2 | Roselyn Enwemeka Alison Peppers | June 30, 2017 |
| Summer Outreach to Chinese Students | International Student Advisors and Program Staff | July 28, 2017 |
| Mentor Training Session #3 | Roselyn Enwemeka Alison Peppers | July 31, 2017 |

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| Meet with campus partners in the Transition and Retention Plan | Noah Hansen Jane Kalionzes Roselyn Enwemeka Sandra Temores-Valdez Writing Center ALI Rhetoric and Writing Studies | August 9, 2017 |
| Begin Mentor/Mentee Matching | Roselyn Enwemeka Allison Pepper | August 4, 2017 |
| Mentors Begin Peer to Peer Communications with Mentees | Mentors | August 9, 2017 |
| Complete Matching of Chinese students with Mentors | Roselyn Enwemeka Allison Pepper | August 26, 2017 |
| Fall 2017 International Student Mentor Program "Meet and Greet Kick-Off Event" | Noah Hansen Roselyn Enwemeka Allison Pepper | August 26, 2017 |
| Implement Transition and Retention Plan to include: Mentor Program, RWS classroom visits, NSPP Orientation, CSSA Partnership | Noah Hansen Jane Kalionzes Roselyn Enwemeka Writing Center ALI CSSA NSPP RWS Chinese Faculty Association | August 29, 2017 |
| Review of plan and strategy – make changes as needed | ISC in collaboration with campus partners identified by the plan | September 29, 2017 |
| Test Preparation and Mid-Term Study Session(s) | Noah Hansen Roselyn Enwemeka Allison Peppers | October 20, 2017 |

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|---|--|-------------------|
| Mid-Semester Grade Checks | Noah Hansen Roselyn Enwemeka Allison Peppers | November 10, 2017 |
| International Student Mentor Program – “End of Semester Get Together” | Noah Hansen Roselyn Enwemeka Allison Peppers | December 1, 2017 |
| Finish collection of data and compilation/review | Noah Hansen Sandra Temores-Valdez Jane Kalionzes Roselyn Enwemeka | January 15, 2018 |
| Assess Program and Student Success Metrics | Noah Hansen Jane Kalionzes Roselyn Enwemeka Vitaliano Figueroa Sandra Temores-Valdez | January 30, 2018 |
| Generate Summary Report and Recommendations | Noah Hansen Jane Kalionzes Roselyn Enwemeka | February 21, 2018 |

SDSU Division of Student Affairs

Action Plan for SMART Goal #11 – Christy Samarkos

By March 1, 2018, the Office of Student Life and Leadership, in collaboration with the Office of Advising and Evaluations and the Assistant Deans for Student Affairs, will support the academic success of 500 commuter students by pairing them with upper-division mentors in an academically-based peer mentoring program, as demonstrated by reducing the number of students changing their majors in their junior and senior years by 15% (from 222 to 189).

| Action | Key Person(s) | Complete By |
|--|---|--|
| Identify New Sophomore Mentoring Theme or Topic Areas | Randy Timm Erica Aros Christine Molina | (Three benchmark dates) June 15, June 30 & July 31, 2017 |
| Develop Sophomore Mentoring Marketing Plan | Randy Timm Erica Aros | June 15, 2017 |
| Discuss Sophomore Mentoring with Compact Scholars Community and EOP | Randy Timm Janet Abbott Erica Aros Miriam Castañón | June 22, 2017 |
| Discuss Sophomore Mentoring, Academic Probation and Pre-Major Mentoring with Assistant Deans | Randy Timm Christine Molina Erica Aros Miriam Castañón James Tarbox Vitaliano Figueroa | July 1, 2017 |
| Mail First Commuter Newsletter & Sophomore Mentoring Promo Letter | Randy Timm Erica Aros | August 15, 2017 |

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|---|---|--------------------|
| Train Mentors | Erica Aros | August 25, 2017 |
| Complete First Round Mentor Pairing | Erica Aros Commuter Life Graduate Student Affairs Staff Assistants | August 25, 2017 |
| Complete Second Round Mentor Pairing | Erica Aros Commuter Life Graduate Student Affairs Staff Assistants | September 1, 2017 |
| Complete Third Round Mentor Pairing | Erica Aros Commuter Life Graduate Student Affairs Staff Assistants | September 15, 2017 |
| Discuss Academic Probation, GPA and Pre-Major Sophomore Mentoring | Randy Timm Christine Molina Erica Aros Miriam Castañón James Tarbox Vitaliano Figueroa | December 1, 2017 |
| Develop List of Academic Probation, GPA and Pre-Major Sophomore Mentoring Participants | Randy Timm Christine Molina Erica Aros Miriam Castañón James Tarbox Vitaliano Figueroa | January 8, 2018 |
| Market Sophomore Mentoring to Spring Semester Participants | Erica Aros Commuter Life Graduate Student Affairs Staff Assistants | January 20, 2018 |
| Academic Probation, GPA and Pre-Major Mentor Pairing | Erica Aros Commuter Life Graduate Student Affairs Staff Assistants | January 30, 2018 |

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|--|---|------------------|
| Complete Spring Semester Sophomore Mentor Pairing | Erica Aros Commuter Life Graduate Student Affairs Staff Assistants | February 7, 2018 |
| Assess and report on SMART Goal Outcomes | Randy Timm Erica Aros Rey Monzon | March 1, 2018 |

SDSU Division of Student Affairs

Action Plan for SMART Goal #12 – Antionette Marbray

By March 30, 2018, Career Services, in collaboration with the Center for Intercultural Relations, EOP, the Office of Student Life and Leadership, and the office of SDSU Alumni, will increase the number of first-generation low-income students participating in the Aztec Mentor Program by strategically outreaching EOP and commuter students, as demonstrated by increasing the targeted group’s participation by 10% from 464 to 510.

| Action | Key Person(s) | Complete By |
|---|---|--------------------|
| Develop strategic marketing plan for (first-generation and low-income) EOP and commuter students who are juniors and seniors | James Tarbox Edwin Darrell Miriam Castañón Randy Timm Dan Montoya | July 28, 2018 |
| Implement strategic marketing plan to involve first-generation and low-income EOP and commuter Students who are juniors and seniors in AMP for Fall 2017 | James Tarbox Edwin Darrell Miriam Castañón Randy Timm Dan Montoya | August 11, 2017 |
| Review and revise Fall 2017 strategic marketing plan to involve first-generation and low-income EOP and commuter Students who are juniors and seniors in AMP, to plan Spring 2018 strategic marketing | James Tarbox Edwin Darrell Miriam Castañón Randy Timm Dan Montoya | November 3, 2017 |
| Implement strategic marketing plan to involve first-generation and low-income EOP and commuter Students who are juniors and seniors in AMP for Spring 2018 | James Tarbox Edwin Darrell Miriam Castañón Randy Timm Dan Montoya | January 12, 2018 |

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|---|--|-----------------------|
| <p>Review and revise Fall 2017 and Spring 2018 strategic marketing plans to involve first-generation and low-income EOP and commuter Students who are juniors and seniors in AMP, to plan 2018 - 2019 strategic marketing to these students</p> | <p>James Tarbox Edwin Darrell Miriam Castañón Randy Timm Dan Montoya</p> | <p>March 30, 2018</p> |
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SDSU Division of Student Affairs

Action Plan for SMART Goal #13 – Antionette Marbray

By March 30, 2018, Career Services, in collaboration with the Center for Intercultural Relations and the Office of Educational Opportunity Programs and Ethnic Affairs, will increase the number of African American and Native American Students participating in the Aztec Mentor Program by developing and implementing a comprehensive outreach program, as demonstrated by increasing the targeted group's participation by 20% from 103 matches in 2016 – 2017 to 124 matches in 2017 – 2018.

| Action | Key Person(s) | Complete By |
|---|---|--------------------|
| Develop a comprehensive outreach program for African American and Native American students who are juniors and seniors to participate in the Aztec Mentor Program for Fall 2017 | James Tarbox Edwin Darrell Miriam Castañón Quincey Penn Chris Medellin Caryl Montero-Adams | August 4, 2017 |
| Implement the comprehensive outreach program for African American and Native American students who are juniors and seniors to participate in the Aztec Mentor Program for Fall 2017 | James Tarbox Edwin Darrell Miriam Castañón Quincey Penn Chris Medellin Caryl Montero-Adams | August 17, 2017 |
| Review and revise the comprehensive outreach program for African American and Native American students who are juniors and seniors to participate in the Aztec Mentor Program for Fall 2017, to plan for Spring 2018 comprehensive outreach | James Tarbox Edwin Darrell Miriam Castañón Quincey Penn Chris Medellin Caryl Montero-Adams | November 10, 2017 |
| Implement the updated comprehensive outreach program for African American and Native American students who are juniors and seniors to participate in the Aztec Mentor Program for Spring 2018 | James Tarbox Edwin Darrell Miriam Castañón Quincey Penn Chris Medellin Caryl Montero-Adams | January 12, 2018 |

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|---|---|-----------------------|
| <p>Review and revise the Fall 2017 and Spring 2018 Develop comprehensive outreach programs for African American and Native American students who are juniors and seniors to participate in the Aztec Mentor Program, to plan for 2018 – 2019 outreach to these students</p> | <p>James Tarbox Edwin Darrell Miriam Castañón Quincey Penn Chris Medellin Caryl Montero-Adams</p> | <p>March 30, 2018</p> |
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SDSU Division of Student Affairs

Action Plan for SMART Goal #14 – Antionette Marbray

By April 27, 2018, Career Services, in collaboration with the office of SDSU Alumni and New Student and Parent Programs, will implement a marketing and recruitment strategy targeting Aztec Parents for mentors, as demonstrated by increasing mentor pairings by 20% from 2,120 in 2016-2017 to 2,544 in 2017-2018.

| Action | Key Person(s) | Complete By |
|---|--|--------------------|
| Develop a marketing and recruitment strategy to involve parents as mentors for Fall 2017 AMP | James Tarbox Dan Montoya Michelle Guerra Steve Sanders Diane Marin | July 14, 2017 |
| Implement marketing and recruitment strategy to involve parents as mentors | James Tarbox Dan Montoya Michelle Guerra Steve Sanders Diane Marin | August 4, 2017 |
| Complete Fall 2017 AMP Registration and Matching | James Tarbox Dan Montoya Diane Marin | September 25, 2017 |
| Review and revise Fall 2017 marketing and recruitment strategy to plan for Spring 2018 marketing and recruitment strategy to involve parents as mentors | James Tarbox Dan Montoya Michelle Guerra Steve Sanders Diane Marin | October 27, 2017 |
| Implement revised marketing and recruitment strategy to involve parents as mentors for Fall 2017 AMP | James Tarbox Dan Montoya Michelle Guerra Steve Sanders Diane Marin | December 1, 2017 |
| Complete Spring 2018 AMP Registration and Matching | James Tarbox Dan Montoya Diane Marin | February 23, 2018 |

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| Review and report on outcomes of marketing and recruitment strategy to enroll parents as mentors for AMP 2017 - 2018 | James Tarbox Dan Montoya Michelle Guerra Steve Sanders Diane Marin | March 30, 2018 |
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SDSU Division of Student Affairs

Action Plan for SMART Goal #15 – Antionette Marbray

By May 15, 2018, Counseling & Psychological Services, in collaboration with Residential Education, will implement Aztecs Reaching Aztecs, an initiative designed to make a positive impact on peer-to-peer relationships for 500 out-of-state students, to better understand perceptions of social connection and connection to SDSU, as demonstrated by higher continuation rates of the participants compared to the non-participants.

| Action | Key Person(s) | Complete By |
|--|--|--------------------|
| Create program overview with emphasis on needs of target population (out of state freshmen and sophomores) | Diana Bull Todd Carson Jen Rikard Andrea Dooley | July 1, 2017 |
| Write description of duties for peer facilitators | Diana Bull Todd Carson | July 1, 2017 |
| Create and implement recruitment plan for ARA peer facilitators | Diana Bull Todd Carson | July 1, 2017 |
| Conduct peer facilitator interviews and make selections | Diana Bull Todd Carson | July 21, 2017 |
| Develop training content for peer facilitators | Diana Bull Todd Carson | August 1, 2017 |
| Create assessment and evaluation forms; make plan for follow-up contact with participants | Diana Bull Todd Carson Jen Rikard | August 10, 2017 |

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| Create outreach events and timeline for academic year | Diana Bull Todd Carson C&PS counselors Kara Bauer Anwar Cruter Andrea Dooley Jen Rikard | August 10, 2017 |
| Create marketing plan for ARA events, focused on target groups (OOS freshmen and sophomores) | Diana Bull Todd Carson Kara Bauer Anwar Cruter Andrea Dooley Jen Rikard | August 10, 2017 |
| Develop strategy for outreach to the target populations and identify key stakeholders | Diana Bull Todd Carson Kara Bauer Anwar Cruter Renzo Lara Rose Pasenelli Michelle Guerra Andrea Dooley Jen Rikard | August 10, 2017 |
| Execute strategy for outreach | Diana Bull Todd Carson Kara Bauer Anwar Cruter Renzo Lara Rose Pasenelli Michelle Guerra | September 10, 2017 |
| Implement programming | Jen Rikard Diana Bull Todd Carson C&PS counselors ARA facilitators | Begin September 2017, complete by May 10, 2018 |
| Follow up with participants one month following events to reassess outcomes | Diana Bull ARA peer-facilitators | Ongoing throughout year, complete by June 10, 2018 |
| Compile data; assess OOS participation rates and results | Diana Bull Todd Carson | January 10, 2018 and June 20, 2018 |

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| Assess continuation rates of OOS participants to the next year | Diana Bull Todd Carson Jen Rikard Rey Monzon Andrea Dooley | September 30, 2018 (following Fall census) |
| Complete final report | Diana Bull Todd Carson Jen Rikard | September 30, 2018 |

SDSU Division of Student Affairs

Action Plan for SMART Goal #16 – Antionette Marbray

By May 25, 2018, Career Services, in collaboration with the Colleges, SDSU Alumni and New Student and Parent Programs, will implement a strategic outreach plan focusing on campus and community partners to increase internship opportunities for students, as demonstrated by an increase in the number of SDSU student internship placements by 10% (502) from 5,015 in 2016 – 2017 to 5,517 in 2017 – 2018.

| Action | Key Person(s) | Complete By |
|---|--|--------------------|
| Review and revise current marketing strategies to increase employer internship postings in Aztec Career Connection | James Tarbox Heather LaPerle Dan Montoya Michelle Guerra Juliana Todesco Saenz Nora Schultz | July 17, 2017 |
| Review and revise current methods for verifying and reporting for internship placements of SDSU students | James Tarbox Heather LaPerle Dan Montoya Michelle Guerra Juliana Todesco Saenz Nora Schultz | August 11, 2017 |
| Launch updated marketing strategies on an ongoing basis to campus and community partners to increase internship opportunities for SDSU students | James Tarbox Heather LaPerle Dan Montoya Michelle Guerra Juliana Todesco Saenz Nora Schultz | August 14, 2017 |
| Launch updated methods for verifying and reporting for internship placements on an ongoing basis of SDSU students | James Tarbox Heather LaPerle Dan Montoya Michelle Guerra Juliana Todesco Saenz Nora Schultz | August 25, 2017 |
| Review (and where needed revise) effectiveness of updated marketing strategies and methods for verifying and reporting for internship placements of SDSU students | James Tarbox Heather LaPerle Dan Montoya Michelle Guerra Juliana Todesco Saenz Nora Schultz | October 13, 2017 |

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| <p>Complete internship placement reporting for 2017 – 2018</p> | <p>James Tarbox Heather LaPerle Dan Montoya Michelle Guerra Juliana Todesco Saenz Nora Schultz</p> | <p>May 18, 2018</p> |
| <p>Complete final review of updated marketing strategies and methods for verifying and reporting for internship placements of SDSU students, and recommend changes for 2018 – 2019</p> | <p>James Tarbox Heather LaPerle Dan Montoya Michelle Guerra Juliana Todesco Saenz Nora Schultz</p> | <p>May 25, 2018</p> |

SDSU Division of Student Affairs

Action Plan for SMART Goal #17 – Antionette Marbray

By May 30, 2018, Health Promotion, in collaboration with Student Life and Leadership, will complete and assess a *Risk Management Workshop series* called *HOUSE (Helping Ourselves Understand Safe Environments) Party*, targeting environmental and cultural change regarding alcohol use at fraternity-hosted parties, as demonstrated by 70% organizational participation of all fraternity executive officers responsible for risk management and social events in the Interfraternity Council, National Pan-Hellenic Council and United Sorority & Fraternity Council in the series during 2017-18.

| Action | Key Person(s) | Complete By |
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| Create draft of workshop facilitator guide | Stephanie Waits Galia Samantha Greeney-Hamlin James Lange | July 15, 2017 |
| Announce the HOUSE Party workshop series to Chapter advisors | Caryl Montero-Adams Matt Garcia | July 31, 2017 |
| Meet with SLL to review workshop facilitator guide | Samantha Greeney-Hamlin Caryl Montero-Adams | August 1, 2017 |
| Identify workshop participation incentives & create proposed incentives budget | Samantha Greeney-Hamlin Stephanie Waits | August 1, 2017 |
| Create drafts of marketing material and dissemination plan to promote workshops | Samantha Greeney-Hamlin HP Staff | August 1, 2017 |

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| Identify key stakeholders of fraternity community | Samantha Greeney-Hamlin Caryl Montero Adams Matt Garcia | August 11, 2017 |
| Create measurement tool to evaluate increased knowledge and skills of workshop attendees and suggestions for content or facilitation improvements | Stephanie Waits Galia Jim Lange Samantha Greeney-Hamlin | August 11, 2017 |
| Meet with fraternity members identified as key stakeholders to review workshop facilitator guide | Samantha Greeney-Hamlin Caryl Montero Adams Matt Garcia | August 18, 2017 |
| Utilize key stakeholders and social media platforms to obtain feedback on marketing material and create final versions | Samantha Greeney-Hamlin | August 18, 2017 |
| Create a marketing plan, including identifying marketing channels and a timeline | Samantha Greeney-Hamlin Caryl Montero-Adams Matt Garcia | August 25, 2017 |
| Identify and reach out to fraternity executive officers responsible for risk management and social events | Samantha Greeney-Hamlin Caryl Montero-Adams Matt Garcia | September 1, 2017 |
| Create and disseminate online survey out to fraternity executive officers responsible for risk management and social events and other executive officers to better understand party environments | Samantha Greeney-Hamlin Caryl Montero-Adams Matt Garcia | September 8, 2017 |
| Facilitate workshops and administer workshop evaluation to fraternity executive officers responsible for risk management and social events from 35% of fraternities in the Interfraternity Council, National Pan-Hellenic Council and United Sorority & Fraternity Council within "dry period," the first 6 weeks of Fall 2017 | Samantha Greeney-Hamlin Other Trained HP Staff | October 1, 2017 |

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| Advisor engagement regarding HOUSE Party workshops | Samantha Greeney-Hamlin Caryl Montero-Adams Matt Garcia | October 6, 2017 |
| Facilitate workshops and administer workshop evaluation to fraternity executive officers responsible for risk management and social events from at least 50% of the fraternities in the Interfraternity Council, National Pan-Hellenic Council and United Sorority & Fraternity Council by the end of Fall 2017 | Samantha Greeney-Hamlin Other Trained HP Staff | December 1, 2017 |
| Facilitate workshops and administer workshop evaluation to fraternity executive officers responsible for risk management and social events from at least 70% of the fraternities in the Interfraternity Council, National Pan-Hellenic Council and United Sorority & Fraternity Council by the first 6 weeks of Spring 2017, allowing for participation from chapters who have officer turn-over at the end of Fall/Early Spring | Samantha Greeney-Hamlin Other Trained HP Staff | March 1, 2018 |
| Create and disseminate online survey to fraternity executive officers responsible for risk management and social events and other executive officers to evaluate impact of workshops on party environments | Samantha Greeney-Hamlin Caryl Montero-Adams | April 15, 2018 |
| Elicit feedback from workshop participants about effects of knowledge and skills gained from workshops and impact of incentives | Samantha Greeney-Hamlin | April 27, 2018 |
| Incorporate participant feedback and experiential learning gained from the pilot year of <i>HOUSE</i> into a final draft of workshop facilitator guide | Samantha Greeney-Hamlin Stephanie Waits Galia James Lange | May 28, 2018 |

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| Evaluate participant and outcome data and report results | Stephanie Waits Galia | May 28, 2018 |
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SDSU Division of Student Affairs

Action Plan for SMART Goal #18 – Christy Samarkos/Tony Chung

By June 1, 2018, the Division of Student Affairs, in collaboration with Academic Affairs, will increase intent to enroll by assessing, revising and implementing a plan for the recruitment of underrepresented students with a focus on African-American and Native-American students, as demonstrated by increasing the intent to enroll by 5% for each targeted group from 327 and 39 respectively in Spring 2017 to 376 and 41 respectively in Spring 2018.

| Action | Key Person(s) | Complete By |
|---|---|--------------------|
| Review and assess the components of the previous recruitment plan | Tony Chung Christy Samarkos Sandra Cook Sandra T-V Miriam Castañon Edwin Darrell | July 7, 2017 |
| Assess previous recruitment plan performance | Tony Chung Christy Samarkos Sandra Cook Sandra T-V Miriam Castañon Edwin Darrell | July 7, 2017 |
| Review EI scores and success rates | Tony Chung Christy Samarkos Sandra Cook Sandra T-V Rey Monzon Miriam Castañon Edwin Darrell | July 7, 2017 |
| Identify the current internal and external issues impacting recruitment for African American and Native American students | Tony Chung Christy Samarkos Sandra Cook Sandra T-V Miriam Castañon Edwin Darrell | July 21, 2017 |
| Revise and update the recruitment plan | Tony Chung Christy Samarkos Sandra Cook Sandra T-V Miriam Castañon Edwin Darrell | July 21, 2017 |

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| Name Buys – Juniors and Seniors | Tony Chung Christy Samarkos Sandra Cook Sandra T-V Miriam Castañon Edwin Darrell | August 4, 2017 |
| Personalized Visits - SWAG | Tony Chung Christy Samarkos Sandra Cook Sandra T-V Edwin Darrell Quincey Penn Miriam Castañon Edwin Darrell | August 4, 2017 |
| Review committee membership and campus partners, and make changes as needed | Tony Chung Christy Samarkos Miriam Castañon Edwin Darrell | August 18, 2017 |
| Implement the recruitment plan | Tony Chung Christy Samarkos Sandra Cook Sandra T-V Miriam Castañon Edwin Darrell Shareka White | September 8, 2017 |
| Riverside and Oakland receptions | Tony Chung Christy Samarkos Sandra Cook Sandra T-V Edwin Darrell Quincey Penn | November 3, 2017 |
| Harambee Weekend | Tony Chung Christy Samarkos Sandra T-V Edwin Darrell Quincey Penn | March 16, 2018 |
| Howka Weekend | Tony Chung Christy Samarkos Sandra T-V Miriam Castañon Chris Medellin Shareka White | March 16, 2018 |

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| Riverside and Oakland Yield Receptions | Sandra T-V Edwin Darrell Quincey Penn | April 30, 2018 |
| Evaluate the updated recruitment plan | Tony Chung Christy Samarkos Rey Monzon Miriam Castañon Edwin Darrell | May 31, 2018 |

SDSU Division of Student Affairs

Action Plan for SMART Goal #19 – Vitaliano Figueroa

By July 27, 2018, the International Student Center, in collaboration with the Center for Intercultural Relations and Educational Opportunity Programs and Ethnic Affairs, will increase the number of African American students and Native American students studying abroad in 2017-2018 through direct outreach to students, as demonstrated by a 10% increase in African American and Native American students participating in an international experience over the previous year.

| Action | Key Person(s) | Complete By |
|--|---|---------------------------|
| Review Data regarding African American and Native American students going abroad | Noah Hansen Ine Williams Edwin Darrell Miriam Castañón Rebekah Fuganti | June 14, 2017 |
| Identify key campus partners and discuss outreach strategies | Noah Hansen Ine Williams Edwin Darrell Miriam Castañón Sue Goulet | July 7, 2017 |
| Develop communication and outreach plan to connect and engage African American and Native American Students | Noah Hansen Ine Williams Edwin Darrell Miriam Castañón Sue Goulet | July 28, 2017 |
| Begin communication and outreach plan to engage African American and Native American Students | International Student Center Study Abroad Office Center for Intercultural Relations EOP | August 15, 2017 |
| Meet and present to student leaders, Black Resource Center, select Fraternities and Sororities, Residence Halls, and classroom presentations | International Student Center Study Abroad Office Center for Intercultural Relations Residential Education EOP | Fall 2017 and Spring 2018 |

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| Review program and make adjustments for spring semester communication and outreach strategy | Noah Hansen Ine Williams Edwin Darrell Miriam Castañón Sue Goulet | December 15, 2017 |
| Review number of program applications and program participation and assess program outcomes | Noah Hansen Ine Williams Edwin Darrell Miriam Castañón | Monthly basis with final review on July 20, 2018 |
| Generate Summary Report and Recommendations | Noah Hansen Miriam Castañón Edwin Darrell Ine Williams Sue Goulet | July 27, 2018 |

SDSU Division of Student Affairs

Action Plan for SMART Goal #20 – Tony Chung

By August 11, 2018, the Office of Financial Aid and Scholarships (OFAS), in collaboration with Educational Opportunity Programs and Ethnic Affairs, Student Life and Leadership, and Technology Services will create and promote summer 2018 estimated award notifications for low-income Sophomore and Junior students, in support of the university's effort to increase our graduation rates and reduce time-to-degree, as demonstrated by a 20% increase in the enrollment of Sophomore and Junior low-income students from 500 in Summer 2017 to 600 in Summer 2018.

| Action | Key Person(s) | Complete By |
|--|--|--------------------|
| Review current summer system structure and develop new summer estimate awarding parameters | Rose Pasenelli Chip Pierce Laura Heimbach Paula Cross Kyle Farace | July 31, 2017 |
| Develop a timeline for system changes | Rose Pasenelli Chip Pierce Laura Heimbach Paula Cross Kyle Farace | August 4, 2017 |
| Prepare written estimated summer financial aid packaging philosophy that supports the goal | Rose Pasenelli Chip Pierce Kyle Farace | August 11, 2017 |
| Prepare summary report for approval | Rose Pasenelli Chip Pierce Laura Heimbach | August 11, 2017 |
| Develop a “stay on track” communication plan to notify sophomore and juniors of the availability of summer award estimates | Rose Pasenelli Chip Pierce Laura Heimbach Miriam Castanon Shareka White Adolfo Garcia Randy Timm | August 18, 2017 |

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| Plan Approval | Rose Pasenelli Tony Chung | September 1, 2017 |
| Implement System Changes | Rose Pasenelli Chip Pierce Kyle Farace | September 22, 2017 |
| Communicate and engage targeted population | Rose Pasenelli Miriam Castanon Randy Timm Shareka White Adolfo Garcia | October 2, 2017 |
| Communicate and engage campus partners | Rose Pasenelli Miriam Castanon Randy Timm Shareka White Adolfo Garcia | October 2, 2017 |
| Implement new summer award estimates | Rose Pasenelli Kyle Farace | October 2, 2017 |
| Post Summer Estimated Awards | Rose Pasenelli Kyle Farace Chip Pierce Laura Heimbach | October 2, 2017 |
| Track and report summer 2018 Enrollment | Rose Pasenelli Kyle Farace | August 11, 2018 |

SDSU Division of Student Affairs

Action Plan for SMART Goal #21 – Christy Samarkos

By October 1, 2018, the Center for Intercultural Relations, in collaboration with the Office of Student Life & Leadership and Academic Affairs, will increase learning community package enrollment by developing two additional learning community packages for first-time freshmen African American students, as demonstrated by a 20% increase in learning community package enrollment from 116 to 139.

| Action | Key Person(s) | Complete By |
|--|---|--------------------|
| Analyze current African American Students' declared majors | Edwin Darrell Rey Monzon Christy Samarkos | June 30, 2017 |
| Propose new course package offerings | Edwin Darrell Quincey Penn Randy Timm Christy Samarkos | August 15, 2017 |
| Create Learning Outcomes for packages and develop outline for new packages | Edwin Darrell Quincey Penn | September 15, 2017 |
| Establish relationship and request course seats for packaging | Edwin Darrell Quincey Penn | October 1, 2017 |
| Submit Harambee Package Offerings to Enrollment Services | Edwin Darrell Randy Timm Quincey Penn | November 15, 2017 |
| Develop communication and marketing plan | Edwin Darrell Quincey Penn | January 12, 2018 |

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| Create package preference system for student selection | Edwin Darrell Randy Timm Quincey Penn | March 23, 2018 |
| Identify students and continue communication. | Sandra T-V Edwin Darrell Quincey Penn | May 15, 2018 |
| Batch load students into packages | Edwin Darrell Quincey Penn | July 7, 2018 |
| Staff the learning community help/registration area during new student orientation | Edwin Darrell Quincey Penn | Various dates through July, 2018 |
| Create and Implement communication plan to inform students about expectations and about important events | Edwin Darrell Quincey Penn | August 15, 2018 |
| Implement Training Plan for Instructional, Mentor and Staff Support | Randy Timm Edwin Darrell Quincey Penn | August 24, 2018 |
| Code Student Records with new Special Program Codes | Quincey Penn Edwin Darrell Rayanne Williams | Fall 2018 Census Plus 5 days |
| Provide Report on outcomes of SMART goal including program enrollments | Rey Monzon Edwin Darrell Quincey Penn | October 1, 2018 |