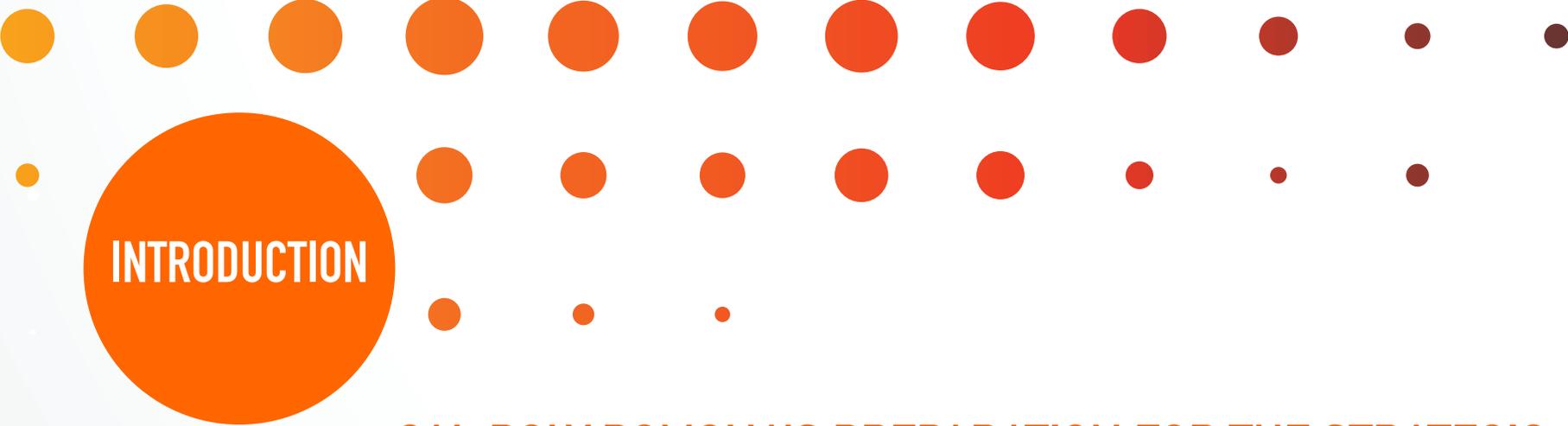




STRATEGIC PLAN

PERFORMANCE SUMMARY | 2011-2015



INTRODUCTION

CAL POLY POMONA'S PREPARATION FOR THE STRATEGIC PLANNING PROCESS WAS RE-INTRODUCED IN THE SPRING OF 2008 WHEN PRESIDENT MICHAEL ORTIZ LED THE UNIVERSITY THROUGH A COMPREHENSIVE REVIEW THAT RESULTED IN AGREEMENT ON A SHARED VISION AND CORE VALUES.

In 2009, under the cooperative leadership of faculty and administrators, the university launched the first step towards the adoption of a new strategic plan. On the principle that academics, as the core of the mission of the university, should drive planning, the decision was made to develop an academic strategic plan as the means to continue progress in the university strategic planning process. President Ortiz, on the recommendation of the Senate, formed the University Strategic Planning Committee and charged it with providing the campus with a direction forward and identified priorities to the year 2015. The University Strategic Plan was developed based on the divisional plans. It identified eight goals that reflected the main elements of the divisional plans.



A crucial aspect in this phase of planning activity was a commitment to the Academic Senate to honor its traditional role concerning academic matters. The Academic Senate appointed an Ad Hoc Academic Planning Committee with members from all the colleges, co-chaired by the provost and a Senate faculty member. This committee was charged with developing an Academic Strategic Plan that would serve as the basis for a university-level plan. Reflecting its commitment to shared governance, the ad hoc committee chose to fashion its proposed plan largely out of the academic planning efforts of the colleges. The colleges based much of their work on the planning done in the departments in conjunction with the university core values identified by President Ortiz in spring 2008. The Ad Hoc Academic Planning Committee urged the widest possible consultation within colleges and departments while developing the plan. This process engaged the faculty in considering where they were and what they saw in their future. The task of the ad-hoc committee then was to identify common themes and concerns among the college plans and build an academic division plan from these elements. This approach ensured that the resulting plan would reflect the aspirations and vision of the faculty from the different colleges. Concurrent with the ad-hoc committee's work, the other four divisions initiated development of their own Divisional Strategic Plans with the intent of aligning them with the Academic Strategic Plan. The divisions used a common template that allowed for the identification of similar opportunities and concerns within and across units.

The Academic Strategic Plan comprises three broad goals consistent with the university's mission and values, each accompanied by a more detailed set of actions to advance the goals and a list of

performance indicators to measure progress towards meeting the goals. The goals can be generally characterized as dealing with (1) the 'product' of the university — student learning and teaching, (2) the nature of the university as a community of members with multi-faceted roles, and (3) the roles that the university itself and its individual members have in larger communities. The plan also identifies shared initiatives — common themes that reach across goals and strategic directions. These shared initiatives reflect not only the complex nature of each goal but also the emerging consensus in the road ahead.

The Ad Hoc Academic Planning Committee's proposal concluded with a suggested structure for moving forward. Both the Academic Senate and President Ortiz agreed with the committee's recommendation for the establishment of an Academic Affairs Planning Evaluation Committee (AAPEC) to oversee the strategic planning process in the Division of Academic Affairs. Starting in 2010, AAPEC embarked on three major tasks: 1. The evaluation of data required for performance benchmarking and development of mechanisms for its collection and dissemination. 2. The evaluation of the degree of internal alignment between strategic plans – within the division of Academic Affairs between college strategic plans and the Academic Affairs Plan and also between the Academic Affairs Strategic Plan and the University Strategic Plan. 3. Making editorial improvements to the logic of the AA Strategic Plan and proposing priorities among the strategic aims.

In 2012-13 AAPEC proposed the development of Academic Strategic Plan 2.0 to build on the 2010 plan and create a more coherent, evidence-based plan with specific objectives and priorities. By 2013-14, Phase 1 of the new plan involved an Environmental Scan conducted during Fall-Winter 2013/14.

During Spring/Summer 2014 a draft of the Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis was developed with input from the environmental scan, and College Deans. The draft SWOT analysis was presented at Fall Conference for further input from the campus community. In 2014, key indicators of progress were also identified to measure progress on the goals.

Outcomes assessment, a critical element in the strategic planning process, included multiple ways of measuring ongoing process. Annual reports from divisions, internal reviews, WASC accreditation reports, admissions and yields data, persistence and graduation rates, NSSE, senior survey, accreditation reports from nationally accredited programs such as AACSB, ABET, etc., faculty retention and promotion rates, scholarship and research all provide data and outcomes information. These are

tracked on an annual or biannual basis and are utilized for ongoing assessment. The University Planning Committee and the visioning exercise integrates the data from the various sources.

Annually, the President asks the Vice Presidents to identify their efforts and outcomes in meeting strategic planning goals and priorities. This process leads to the establishment of next-year priorities and plans.

In summer of 2014, the dashboard of key Indicators was revised and updated. In winter 2015, President Coley assumed office and a SWOT analysis was shared to elicit campus-wide input.

What follows is the summary of progress under the 2011-15 strategic plan.

Notes:

AY 10-11 is used as the baseline for strategic planning, since it was first year of the current University Strategic Planning process.

Available data was reviewed for academic years 2010-11 through 2014-15

Data on metrics for selected strategies under each goal are identified

Trends were observed but no specific benchmarks to assess strategies were identified

LEGEND:

-  **PROGRESS/
POSITIVE TREND**
-  **LESS PROGRESS/
NEGATIVE TREND**
-  **NEUTRAL/
STATIC TREND**

GOAL 1

STUDENT POPULATION ALIGNED WITH THE ACADEMIC MASTER PLAN

Cal Poly Pomona will use enrollment management strategies to yield a student population aligned with academic program targets and goals to increase academic profile, diversity, and access for underrepresented students



Comprehensive enrollment plans/reports have been developed to establish and monitor progress in achieving enrollment goals and desired student profiles at the university, college and academic program levels.

Undergraduate Admission (Fall 2010-Fall 2015)

The following five-year comparison reflects the increased reputation of the campus, increased student demand and advances made in enrollment planning and admissions processing.

Admission Applicants

- 40.2% increase in FTF applicants ↑
- 28% increase in Transfer applicants ↑
- Total increase in undergraduate applications from 34,161 to 46,650 (36.6%) ↑

Enrollment Targets and Impaction

- Enrollment targets set by academic programs for entering undergraduates resulted in all colleges coming within 5% of their target; with the exception of Engineering (22.5%) and Science (15.5%) where demand was greater than anticipated
- Enrollment increased from 20,747 to 23,966 (15.5%) ↑
- Freshmen increased from 2,019 to 3,698 (81.2%) ↑ and Transfers from 1,534 to 2,694 (75.6%) ↑
- Ratio of undergraduate to graduates increased from 90.2% UG/9.8% Grad to 93.4% UG/6.6% Grad ↑
- Science and Business Administration achieved the highest increase in enrollment (Science-67%; Business Administration-19.8%) ↑
- Impaction increased from 4 departments to 20 departments to cap enrollment in high demand programs ↑

Enrollment

- The percentage of non-local freshmen went from 31% in Fall 2010 to 37% in Fall 2013 
- Non-local transfers changed from 26% to 30% for the same period. 
- 100% increase in freshmen and transfer enrollment from central CA; 112.5% increase in freshmen and transfer enrollment northern CA 

Diversity in Enrollment

- Both the average GPA of 3.42 and the eligibility index of 3.14 for entering freshmen remained approximately the same. 
- Ethnicity of entering undergraduates remained constant from fall 2010 to fall 2014 with exceptions: Hispanic-6.9% increase ; Non-resident alien-3% increase ; White-6.3% reduction ; and Asian-1.9% reduction 
- Ethnic distribution for fall 2014 was Hispanic-42.2%; Asian-24.4%; White-17.1%; Non-resident alien-4.9%; Two or more-4.8%; Black/African American-4.0%; Unknown-2.4%; and Native American-0.2%
- Expanded statewide outreach initiatives resulted in an increase from 194 to 411 (112%) from central and northern California 

Veteran Enrollment

- Enrollment increased from 371 to 524 (41.8%) 
- Enrollment of veterans' dependents increased from 170 to 192 (12.9%) 
- 20+ partnerships established with service providers and other organizations in the external community who provide services to veterans
- Received \$170,000 in external grants

College Preparatory

- Academic profiles were maintained in spite of significant increase in entering class size 
- Freshmen prepared for college-level English and Math increased from 64% to 67% 
- Freshmen requiring English remediation dropped from 28% to 24% 

Honors College

	Fall 10	Fall 14
New Freshmen	36	48
New Sophomore	39	30
New Transfer	4	23
Total New Students	79	101
Percent Change		28%
Continuing Students	188	229
Percent Change		22%
Total	267	330
Percent Change		24%

Post Baccalaureate Admissions (Fall 2010 – Fall 2014)

- Masters and Doctoral applications for state-supported programs decreased from 1,915 to 1,362 (28.9%) ↓; and entering students decreased from 522 to 395 (24.3%) ↓
- Credential and other post baccalaureate applicants decreased from 432 to 278 (35.6%) ↓; and entering students decreased from 245 to 177 (27.8%) ↓
- Applications for Masters Programs offered through CEU increased from 63 to 134 (113%) and entering enrollment increased from 50 to 60 (20%) ↑

GOAL 2

A LEARNING ORGANIZATION ENHANCED BY A CULTURE OF EVIDENCE, ACADEMIC EXCELLENCE, AND SCHOLARSHIP

Cal Poly Pomona will develop and structure student learning through efficient use of technology, practical application of theory, multi-disciplinary collaboration and continuous assessment for program improvement.



Opportunities for Student Learning

On-Line Learning

- The percentage of hybrid sections went from 2.34% (238/10,175) in 2010 to 3.24% (362/11,167) in 2014 
- The number of online sections went from 1.64% (167/10,175) to 2.37% (265/11,167) for the same period 
- From 2010 to 2014, there were 2,690 (includes lecture courses only) unique courses offered. Of that, 114 were offered on-line (4.24%) and 384 were offered in hybrid mode (14.28%).
- For the same period, if we include all courses, there were 3,996 unique courses offered during the same time period with 148 offered on-line (3.70%) and 311 offered in hybrid mode (7.78%).
- As of 2014-15, 0% of the programs at CPP are online 
- 65 instructors (5.10%) taught online classes in 2010-2011 versus 80 (5.23%) in 2014-15 
- 77 instructors (6.04%) taught hybrid classes in 2010-2011 versus 125 (8.18%) in 2014-15 
- The CSU CourseMatch Program was implemented in 2014/15 to provide CSU students system-wide access to fully articulated online classes. CPP offered six courses and had 13 students participate in the initial year. Course Match: 2013 – 2016 fully online courses

Service Learning and Volunteerism

- Number of students enrolled in service learning courses went from 1,004 in 2011 to 1,187 in 2013 (18.2%) 
- The number of Bronco Volunteer participants went from 674 to 1,027 for the same period or 52.3% 

CSU Bottleneck Initiative

- Proven Practices: 2013 - 2015
24 faculty, 7 courses, in Engineering, Science, Business, and Letters, Arts and Social Sciences
- Promising Practices: 2013 – 2015
25 faculty, 13 courses, in Engineering, Science, Business, and Letters, Arts and Social Sciences

Assessment of Student Curricular and Co-Curricular Learning

- In Student Affairs, 18 External Program Reviews were completed, 3 are underway (Examples of improvements: expanded mental health services; college themed communities in residence halls)
- Conduct management system implemented allowing for development and structure of student learning and ongoing assessment for program improvement
- Implemented an updated online survey and assessment solution (Class Climate) available for academic assessment, campus elections, and general campus surveys.
- The number of Academic Program reviews that resulted in curricular changes:

Academic Program Reviews		
	Scheduled	Completed
2010-11	7	7
2011-12	4	2
2012-13	9	4
2013-14	16	0
2014-15	12	0

- The number of Academic Program accreditations conducted:

Accreditations	
	Scheduled
2010-11	4
2011-12	1
2012-13	0
2013-14	2
2014-15	1

- Academic Program Assessment deliverables:

Academic Program Assessment	
2008-2009	Requested all programs to have goals, learning outcomes, and curriculum matrices
2010– 2013	Requested assessment updates – evaluate at least one outcome; analyze the results; feed results back into program
2014 – 2015	Requested Meaning, Quality, Integrity Statements from each program

- General Education Assessment Progress:

General Education Assessment	
2010	Developed GE Learning Outcomes
2012	Piloted development of rubrics for GE Outcomes IIa (Scientific Reasoning), IIc (Social Sciences), IIIa (Cultural Diversity)
2013	Piloted development of rubric to assess GE Outcome Ic (Critical Thinking)
2013	Used GWT and CLA to assess GE Outcome Ia (Written Communication)
2014	Piloted development of rubric to assess GE Outcome Id (Quantitative Reasoning)
2014	Aligned GE Outcomes with University Learning Outcomes
2015	Finalized GE Assessment Plan
2015	Revised GE Learning Outcomes and aligned them with GE Program in Semester Calendar

Improve Academic Infrastructure

- Between 2010 and 2014, there were 71 classroom upgrades; (Collins College Hilton Room was created with enhanced presentation and interactive technologies.)
- Implemented an updated online survey and assessment solution (Class Climate) available for academic assessment, campus elections, and general campus surveys
- The Steinway Initiative provided much needed practice and performance pianos;
- A private donation established the Goldstein Physical Chemistry and Computational Chemistry Labs (3-2029);
- The Mesozoic Garden was designed, planted and opened as an educational demonstration facility;
- A Plant Science laboratory has been upgraded with two new growth chambers, balance and 60 new microscopes, including three with the ability to access the images on a computer
- The range of testing equipment used in the textile testing lab was updated and expanded
- 3D CAD systems for garment fitting in virtual reality were installed to complement the 2D CAD pattern making systems
- The Veterinary Clinic rooms in building 28 were remodeled to include a new surgery suite for AHS 407 and ultrasound and digital radiograph rooms for multiple AHS classes
- In 2015, the university operated with 441 classrooms, 273 of which are technology-enabled. In 2015, the university added one “genius” classroom. The university operated 211 technology-enabled classrooms in 2010. In 2015 the university upgraded the technology in 225 of those classrooms and in 2014, the university upgraded the technology in 69 of those classrooms.
- The computer labs increased in use between 2010 and 2015. In 2010 the total number of individuals that used the open computer labs was 12,224 users. The number of unique users in 2015 was 17,522 .
- Between 2010 and 2015 the Division of Information Technology updated 839 computers in open computer labs.
- The Division of Information Technology has made the following software applications available to all faculty and staff since 2010:
 - o Adobe Suite
 - o Lynda.com
 - o Office 365 Applications
 - o Blackboard Learn Mobile Application

- Since 2010, a student technology helpdesk was added (located in the campus library). The helpdesk is available for students 7 days per week.
- The university has improved the wireless coverage on campus. In the residence halls, the wireless coverage in 2010 was 10%, in 2015 it is 100% . In the campus library the wireless coverage in instructional spaces was 15%, in 2015 it is 100% . Similarly the number of wireless users has grown from a peak average per day of 2,481 in 2010 to 15,200 in 2015 . The total number of wireless questions and issues has dropped significantly from 1,350 in 2010 to 280 in 2015 . In 2010 the university operated with 635 wireless access points (6 of those access points were outdoors) and today the university operates 1,392 access points (48 of those access points are outdoors) .

GOAL 3

STUDENT SUCCESS THROUGH AN ENGAGING CAMPUS EXPERIENCE

Cal Poly Pomona will fully engage students from freshman orientation through graduation, facilitating student success and scholarship using proactive advising, mentoring, student employment and involvement in programs and services.



Facilitate Students' Progress Toward Degree

Graduation and Persistence Rates

- Graduation and persistence rate dashboards for the fall 2008 to fall 2013 cohorts were developed for freshmen and transfer students at the university and college level. Dashboard information includes gender, ethnicity, first generation, economic, and remedial English/Math status. 2008 is the most recent cohort that has a six-year graduation rate.

First-Time Freshmen

- Six-year graduation rate increased from 49.9% for fall 2005 cohort to 55.5% for fall 2008 cohort (5.6%) ↑
- Four-year graduation rate increased from 12% for fall 2005 cohort; and increased to 17.8% for fall 2010 cohort ↑
- One-year persistence rate increased from 77.2% for the fall 2005 cohort to 88.6% for the fall 2013 cohort ↑
- Six-year URM/Non-URM graduation rate gap decreased from 16.4% for the fall 2005 cohort to 12.5% for the fall 2008 cohort ↑

Transfer Students

- Three-year graduation rate increased from 50.6% for the fall 2005 cohort to 57.2% for the fall 2013 (6.6%) ↑
- Three-year transfer URM/Non-URM graduation gap decreased from 8.4% for the fall 2005 cohort to 6.4% for the fall 2011 cohort ↑
- One-year transfer persistence rate increased from 84.6% for the fall 2005 cohort to 90.7% for the fall 2013 cohort ↑

Process Improvement and Technology Support

- The university implemented a comprehensive enrollment projection model; admission selection model; enhanced internal reports/dashboards; enrollment goal tracking at college and program level; on-line schedule planner; Ask Billy question/answer platform; online how-to videos and e-orientations for targeted populations.
- Udirect available for use; 69.4% increase in number of student participants. ↑
- Types of enhancements: Monitor individual degree progress reports; conduct mid-quarter grade checks; individual meetings to review academic progress; conduct supervised study hall; exploring major and career options; development of action plan to improve academic performance; and teaching financial literacy
- Website Improvements: Created comprehensive Future Student and Current Student landing pages to facilitate navigation of website
- The Division of Information Technology increased the ATI/Compliance program. In 2010 231 ATI Reviews were completed and tested 10 products, in 2015 754 reviews were completed and tested 35 products. ↑
- The Division of Information Technology has increased the data warehouse and interactive Dashboards. The division began in 2010 with 2 dashboards with 9 sections within those dashboards and has expanded to 9 dashboards with 71 sections within those dashboards. ↑
- Since 2010, the University updated over 30,000 web pages or 265 web sites to provide prospective as well as current student information relevant to progress towards graduation. The web pages were enabled to operate on computer, tablet, and smart phone screens. This has helped to reduce the number of telephone calls to the general information telephone operators from 116,659 (with a call abandonment rate of 5.5%) in 2010 to 75,841 (with a call abandonment rate of 4.8%) in 2015. ↑

First Year Experience

	Sections	Enrollment
2010-11	46	1,525
2014-15	69	2,342
% Change	50%	54%

Other significant points:

- First year experience courses offered in 7 of the 8 colleges. Business Administration to begin FYE course in winter 2016
- Common Read and Essay Contest added in 2010
- Student Affairs staff join with Academic Affairs faculty to present course material
- Types of improvements: Enhanced funding to increase length and capacity of programs; implemented information sessions in English and Spanish

Early Start

	2010	2013
All Freshmen	2,019	3,257
Math Remediation		
Number needing math remediation	438	794
% needing math remediation	22%	24%
Number who completed before first fall	72	162
% who completed before first fall	16%	20%
Number who completed before second fall	394	699
% Completed before second fall	90%	88%
Number who discontinued attendance	35	89
Number put on administrative leave for lack of completion	9	6
% put on administrative leave	2%	1%

English Remediation		
Number needing English remediation	624	921
% needing English remediation	31%	28%
Number who completed before first fall	99	124
% who completed before first fall	16%	13%
Number who completed before second fall	576	816
% Completed before second fall	92%	89%
Number who discontinued attendance	46	105
Number put on administrative leave for lack of completion	2	0
% put on administrative leave	0.3%	0.0%

Transfer Students

- Piloted Transfer Bridge in support of transition and retention of first generation, low-income transfer students.
- Piloted Poly Transfer in support of transition and retention of other transfer students.
- Received e-transcripts from 72 colleges ; 44% increase in course articulations 
- Number of Transfer Bridge participants doubled since its inception in 2013 (2013-24; 2014-48; anticipated 2015-75) 
- Number of Poly Transfer participants in pilot year 2014 reached 89 (anticipated 2015-160) 

Other Programs

- Expanded RISE and Rising Senior Program for underrepresented students; expanded from 88 participants in 2010 to 181 for 2014 
- Student participation in advising and mentoring programs which include SSEP, Athletics, DRC, and Housing increased from 1,138 to 1,947 (71%) 
- UA Alumni Affairs online mentor program has over 900 volunteers. Students can search for an alumni mentor by major, college, career path or special interest.
- Professor for a Day program exists to provide alumni with the opportunity to reach out to students in a classroom environment and discuss their respective college experience and chosen career. A total of 211 participants since 2011, with 42 in 2015.

- Conducted 102 workshops for 962 students with disabilities
- Student Affairs Ability Ally program: 17 training sessions, 519 participants; 269 students, 230 staff; 20 faculty. 83% of participants were able to demonstrate appropriate etiquette for interacting with people with varying disabilities; 77% were able to identify and dismantle myths and stereotypes about people with disabilities
- Maximizing Engineering Potential grew from 43 students in 2010 to 120 students in 2014, a 179% increase.  In addition, the percentage of females participating grew from 26% to 60%. 

Student as Learner, Researcher, Peer Mentor, and Engaged Member of CPP Community

- The number of scholarly activities involving students went from 255 in 2010-11 to 1,048 in 2013-14  (annual reports for 2014-15 are in progress; reporting format was different in 2010-11; data for one college missing in 2013-14)
- Number of clubs chartered increased from 280 to 316 (12.8%) 
- 11 Leadership opportunities developed for students from Admissions Ambassadors to various types of peer mentors to Student Government Leaders
- Average 11.6 events per year
- First Friday weekend events increased 350% 
- 200% increase in attendance at weekend events from 4,650 to 13,974 
- 21% increase in student programs within Student Affairs, 88% increase in participation 

Enhance Programs and Services that Contribute to Student Success.

Financial Aid & Scholarships

- Students receiving financial aid and/or scholarships increased from 67% to 81% 
- Amount of financial aid and scholarships awarded increased from \$139.3 million to \$197.7 million (42%) 

Student Affairs Building and Expansion Projects

- Phase II Residential Suites; Bronco Commons; Kellogg Gym renovation; Veteran's Resource Center; Bronco Recreation and Intramural Complex; Solaris Lounge in Bronco Student Center; One Stop; \$1.1 million for phase one of a new state-of-the-art baseball venue to replace Scolinos Field; Enrollment Center; Total: 575,573 sq. ft. of student spaces

myBAR (my Bronco Activity Record)

- Number of students tracking engagement increased from 4,300 to 8,889 (106%) ↑

Other

- At the Learning Resource Center, in 2010-11 there were two tutoring centers, ASI Tutoring and MaSH (Math and Science Help). They employed 98 tutors, served 3,206 students in 6,616 sessions for 203 courses.
- In 2014, the two programs are combined, employing only 66 tutors (a 33% decrease), serving 2,918 students (9% decrease) in 18,286 sessions (176% increase) for 253 courses (25% increase). ↑
- The Center also houses the University Writing Center. In 2010-11, there were 21 tutors serving 2,356 students in 12,639 sessions. In 2014-15, there were 26 tutors serving 2,852 students in 8,766 sessions. ↑

GOAL 4

EXCELLENCE IN OUR FACULTY AND STAFF

Cal Poly Pomona will attract and retain accomplished, creative, student-centered teacher-scholars and staff and provide opportunities for career advancement and professional development



Foster a campus culture that supports the development of our faculty as teacher scholars and rewards excellence in innovation in teaching, scholarship and its integration.

- The number of faculty supported by the Provost's Teacher-Scholar Support Program established in 2013-14, went from 50 to 114 in 2014-15. 
- The number of scholarly activities involving students went from 255 in 2010-11 to 1,048 in 2013-14  (annual reports for 2014-15 are in progress; reporting format was different in 2010-11; data for one college missing in 2013-14)
- From 2010 to 2014 the number of teaching tenured/tenure-track faculty (excluding department chairs and faculty directors) went from 410 to 431 ; full time equivalent lectures went from 281.54 to 388.23 during the same time period. 
- From 2011-12 to 2014-15, the number of faculty who participated in pedagogical technology training went from 120 to 335. (Data for 2010-11 not available due to change in leadership and lack of an annual report.) 
- From 2010-12 to 2014-15, the number of faculty who participated in pedagogical and career development training went from 290 to 250. 
- Assigned time for faculty professional development: new faculty development, instructionally related research, curricular planning 

	No. of Faculty	WTU
2010-11	83	305.9
2014-15	193	746

Strengthen staff skills and job satisfaction.

- 15 departments participated in Student Affairs Stories of Successful Learning in 2014
- Student Affairs provided 29 assessment trainings
- Presented 95 assessments and 233 department spotlights to Student Affairs leadership
- 233 department profiles and other presentations to Student Affairs leadership from 2010-2014
- Won 4 NASPA Regional Awards
- Generated 46 internal workshops in 2014/15
- Named one of 30 Most Promising Places to Work by Diverse Issues in Higher Education
- Successfully implemented Enterprise Learning Self-Service which allows employees to register for and track staff (ODT and some EH&S) training courses online.

Recognize faculty and staff accomplishments and achievements

- 66 degrees earned by existing staff in Student Affairs from 2009-2014 recognized at year end event: (12 Doctoral degrees; 39 Master's degrees; 11 Bachelor's degrees; 4 Associate degrees)
- Awarded 80 quarterly Student Affairs STAR awards to staff
- In the Division of Information Technology one full time employee earned their Doctorate Degree, five earned their Master's Degree, and eleven earned their Bachelor's Degree.
- Professional Development through Employee Fee Waiver Program

Number of Cal Poly Pomona employees pursuing Master and Educational Doctorate Degrees during the 2014/15 academic year:

Master's Degree Program Participants: 38 – Cost per quarter: \$ 70,778.1 × 3 = \$ 212,334.30

Doctoral Degree Program Participants: 3 - Cost per quarter: \$9,917.18 × 3 = \$ 29,751.54

Approximate number that graduated this year: 9

Approximate number with the Educational Doctorate—expecting one as of the end of summer.

- Quarterly STAR awards given to staff from 2010-2015 (nominated by peers)

College/Division	2010-11	2011-12	2012-13	2013-14	2014-15
Agriculture					
• Faculty Award	2	2	2	2	2
• Staff Award	1	1	1	1	1
Business Administration					
• Faculty Award	6	6	6	6	6
Collins College					
• Faculty Award	1	1	1	1	1
Education					
• Faculty Award	1	1	1	1	1
Engineering					
• Faculty Award	0	3	3	3	3
• Staff Award	0	3	0	0	0
Environmental Design					
• Faculty Award	6	6	6	6	6
Letters, Arts and Social Sciences					
• Faculty Award	1	1	1	1	1
Science					
• Faculty Award	2	4	5	6	5
• Staff Award	7	7	7	5	4
Academic Affairs: Provost Award of Excellence					
• Faculty Award	3	3	3	3	3
Academic Affairs: George P. Hart Award					
• Faculty Award	1	1	1	1	1
University Outstanding Advisors					
• Faculty Award	8	8	8	8	8
• Staff Award	2	2	2	2	2

GOAL 5

ENGAGEMENT WITH THE GEOGRAPHIC REGION AND BEYOND

Cal Poly Pomona will serve the local region as a center for scholarly activity and research. Through service learning and community-based research the campus will engage with the needs of the region and showcase scholarly, artistic, cultural, and athletic events that bring the community to the campus. Continuing education and other public educational opportunities will extend the university's outreach



Increase community access to campus scholarly, artistic, cultural, and athletic events

- 2011: Connected the Office of Student Life and Cultural Centers & ASI scheduling systems using Event Management System (EMS) software, resulting in 90% of all campus co-curricular events being scheduled in one system
- 2013: Created Campus Calendar using EMS, allowing community members to sign up for RSS feeds and to transfer individual events to their personal calendars and social media sites
- 2014: Redesigned campus calendar website and landing page to improve utilization and visibility and to identify featured events on campus by category. Individual colleges can now use RSS feeds to populate college calendars
- 2014: Streamlined Rose Float volunteer sign ups to capture future contacts with the estimated 2,500 community volunteers
- 140,000 spectators attended athletic contests

Service Learning Data						
	2010-11			2014-15		
	Courses	Students	Est. Hours	Courses	Students	Est. Hours
AG	8	116	1,972	10	118	2,082
CBA	2	43	731	13	155	8,792
CEIS	5	169	2,873	15	324	5,246
CLASS	15	288	4,896	8	164	1,908
Collins	3	115	1,955	0	0	0
EGR	2	10	170	5	45	942
ENV	7	219	3,723	7	193	9,610
SCI	4	71	1,207	11	153	2,880
TOTAL	46	1,031	17,527	69	1,152	31,460
	Percent Change			50%	12%	79%
Partners	46			69		
	Percent Change			50%		

CCE Volunteer Data

2014-2015

	Students	Staff/Fac.	Partner/sites	Service Hours
Service data				
Bronco Service Days	557	36	23	3,845
Partnerships	1,063	13	61	7,406
Volunteer programs data				
Volunteer Fairs	1,004	42	70	NA
Workshops	810	99	4	
CCE Outreach/Tabling	551	6	0	

Service Days include:

- Harrison School Garden Project
- Downtown Pomona Culture Walk
- Helping Hands Caring Hearts Ministry
- United Way – Fontana Middle School Makeover
- Pomona Beautification Project

Partnerships include:

- Clubs and Organizations
- Cultural Centers
- First Year Experience
- Kellogg Honors College
- University Housing

Other Volunteer Data Reported to CCE			
2010-2011		2014-2015	
Students	Hours	Students	Hours
2,652	84,651	4,704	112,199
Percent Change		77%	33%

Examples of Community Engagement Activities in Pomona

- Santana High School Leadership Conference
- John Lennon Educational Tour Bus Visits Kingsley Elementary School
- Robot Rally, PUSD and other local Schools
- Garey High School Outreach, PUSD
- Arroyo Elementary School Science Fair, PUSD
- Common Core Awareness Campaign, PUSD
- Relay for Life, Cal Poly Pomona
- Nutrition Lessons for Seniors, City of Pomona
- Downtown Pomona Christmas Parade, City of Pomona
- Helping Hands, Caring Hearts Ministry Soup Kitchen, Pomona
- Adobe de Palomares, Pomona Historical Society
- NICU baby products delivered, Pomona Valley Medical Center, Pomona
- Pawsapalooza! Inland Valley Humane Society, Pomona
- MLK Day of Service at the Boys & Girls Club, Pomona

Examples of Community Engagement Activities in Neighboring Areas

- Diamond Bar Montessori School Sandbox Construction, Diamond Bar
Misplaced Migrant Children, La Verne
- Volunteer Income Tax Assistance, various cities around Pomona and Claremont
- Food Forward, various sites around Inland Empire
- David and Margaret Youth and Family Services, La Verne

Events that Bring the Community to the Campus

Kellogg University Art Gallery		
	Attendance	# Exhibition Weeks
2012	3,050	25
2013	3,818	25
2014	5,670	33

Don B Huntley Gallery – opened 2013		
	Attendance	# Exhibition Weeks
2013	250	1
2014	1,559	25

- Kellogg Sculpture Garden – re-inaugurated 2014
- Pumpkin Festival – attendance increased between 2010 and 2014 from 36,000 to 80,000 (122% increase) ↑
- Strawberry Festival and Tractor Show – attendance increased from 1,000 to 3,000 (200% increase) ↑
- Arabian Horse Center Sunday Shows – attendance increased from 1,575 to 3,150 (100% increase) ↑
- Theatre and New Dance

- 2010-11 – 7 theatre and 4 dance productions; Attendance 5,867
- 2014-15 – 9 theatre and 4 dance productions; Attendance 5,810
- Highlight: Community Based Theater – We are Vivid: Living with Autism; performed by students, children and parents
- Other CLASS Events
- Shakespeare Festival
- Noche de Cultura
- Posada
- Zarzuela
- Science – BioTrek and Mesozoic Garden
- 2010-11: 36 schools, 2,677 students from K-14
- 2013-14: 18 schools, 1,673 students

Continuing Education

Open University			
	2010-2011	2014-2015	% Change
Courses	794	870	10%
Headcount	802	874	9%
Enrollments	1,380	1,584	15%

Global Education			
	2010-11	2014-15	% Change
Delegations	23	27	17%
Participants	460	540	17%

Global Education			
	2010-11	2014-15	% Change
Delegations	23	27	17%
Participants	460	540	17%

Cal Poly English Language Institute			
	2010-2011	2013-2014	2014-2015
Courses	5	5	5
Headcount	669	1,107	807*

* decline was due to Kuwaiti and Saudi Arabian governments removing scholarship students from studying in the L.A. area this past year.

Examples of programs:

- Human Resources Management
- Construction Management
- Plastics Engineering
- Local Government Leadership
- Project Management
- Quality Management

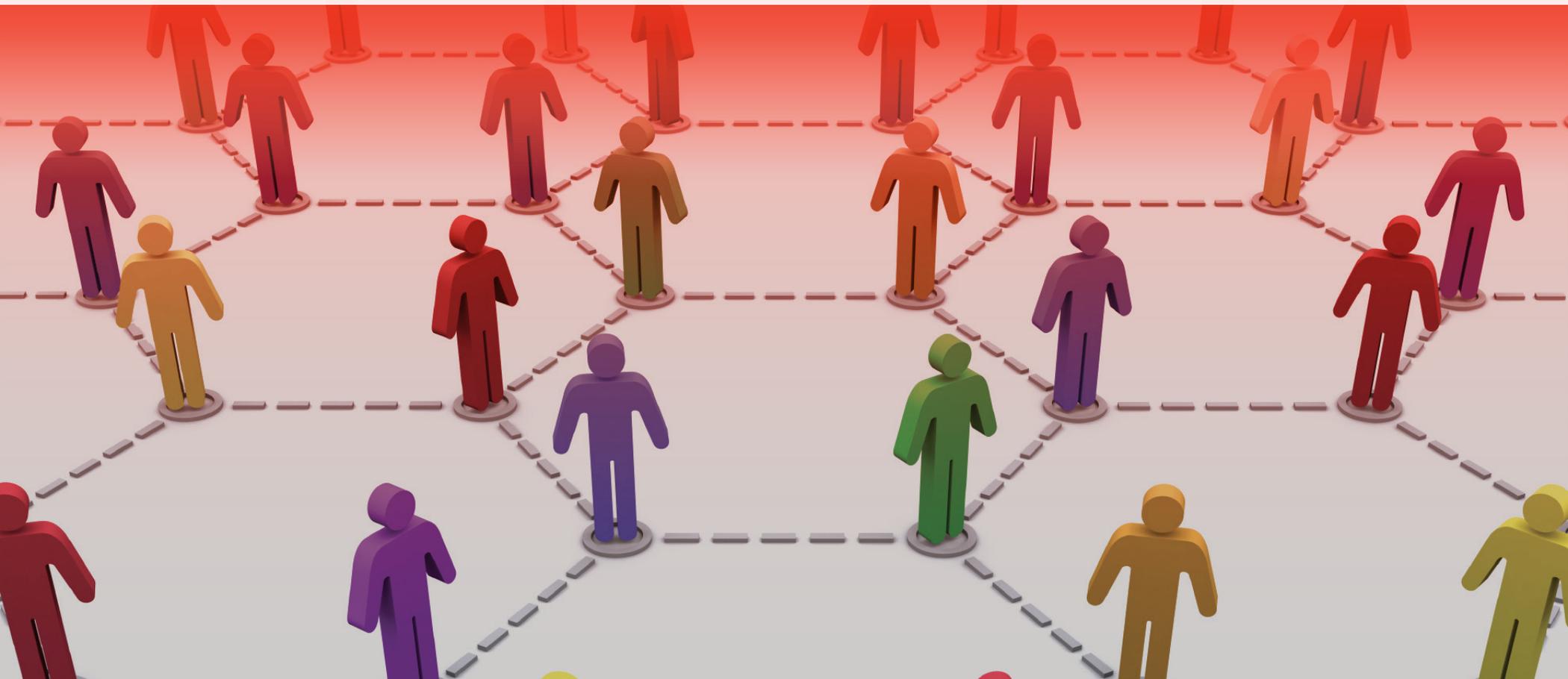
Other Continuing Education Program that Impacts the Community

Sustainable Agriculture Training begun 2013 - program is offered in a location and environment accessible to the large community of military personnel and veterans in the San Diego area. Participants learn greenhouse construction and operation, crop selection and care, business plan development, and all aspects necessary to set up and operate their own organic farming operation.

GOAL 6

A DIVERSE, GLOBAL PERSPECTIVE

Cal Poly Pomona will enhance its commitment to a population that reflects the diversity of California. Our curriculum will prepare students for success in diverse global communities



Enhance understanding of the responsibilities of global citizenship and provide global learning and scholarship opportunities for students and faculty.

- Number of study abroad programs: From 2010 to 2014 the total number of programs went from 160 to 243. 

Increase diversity among faculty, students, and staff while enhancing academic programs.

Diversity of undergraduate applicants – Fall 2010-2014

Fall 2014 undergraduate admission applicant pool reflects a diverse student population:

- Hispanic/Latino 46%
- Asian 26.1%
- Two or more 4%
- Black/African American 3.5%
- Unknown 3.1%
- Native American .1%
- Percent for each applicant ethnicity were consistent with the exception of Hispanic (5.5% increase) ; White (3.2% decrease) ; and Asian (1% decrease) 
- International applications increased by 32.6% 
- International enrollment increased by 67.7% 
- Out-of-state applications increased by 25.8% 
- Out-of-state enrollment increased by 39.7% 

Students

- Diversity of applicant pool 2010-2014
 - 8% increase in Hispanic ↑
 - 4% increase in non-resident aliens ↑
 - 4% decrease in white ↓
 - 3% decrease in Asian ↓
 - Black remained constant at 4% despite system wide decline →
 - 81% increase in class size ↑
 - Eligibility index and FTF GPA stayed constant despite increase in class size →
 - Only 1.5% decrease in SAT despite increase in class size ↓
- Students with Disabilities
 - 102 (avg. 20/yr.) Workshops; 962 (avg. 192/yr.) student participants
 - 17 Training sessions; 519 Participants: 269 students, 230 staff, 20 faculty 96% of participants completing the training noted the importance of focusing on ability versus disability; 83% were able to demonstrate appropriate etiquette for interacting with people with various disabilities; 77% were able to identify and dismantle myths and stereotypes about people with disabilities

Faculty

- For all faculty, T/TT and lecturers, the number of Hispanic/Latino faculty went from 92 (9.6%) to 108 (9.35%) ↑; Asian from 161 (16.86%) to 231 (20%) ↑; Black/African American from 35 (3.67%) to 36 (3.12%) ↑; and white from 581 (60.83%) to 671 (63.60%) ↑; American Indian/Alaskan Native went from 2 to 6 and Native Hawaiian/Pacific Islander remained at 2 from 2010 to 2014 ↑.
- Number of male faculty went from 584 (61.15%) to 703 (60.87%) ↑ and female from 371 (38.85%) to 452 (39.13%) ↑ from 2010 to 2014.
- Faculty (excludes Lecturers) - Black: 15; Hispanic: 36; Asian: 127; American Indian: 1; White: 244.
- Staff - Black: 85; Hispanic: 304; Asian: 147; American Indian: 4; Pacific Islander: 3; White: 423.

GOAL 7

A CAMPUS PRESERVED AND ENHANCED FOR FUTURE GENERATIONS

Cal Poly Pomona will be a leader in environmental stewardship, adopting strategies to meet current needs. Sustainability will be a priority in developing new facilities and maintaining existing ones. Principles of sustainability will be embedded into the curriculum and drive research.



The President's Climate Commitment envisioned in Cal Poly's Climate Action Plan

- 272,226.8 tons cumulative carbon emission reduction through use of carpools and alternative transportation 
- 29.8% increase in Bronco Shuttle ridership 
- 2% decrease in faculty/staff Ride Share from 2010-2013 
- 52% decrease in student Ride Share from 2010-13 (this % is skewed due to changes in policy and is not necessarily representative of actual changes in number of students sharing rides) 
- 2011 Residential Suites Phase II achieved LEED Silver Status 
- 2012 College of Business Administration achieved LEED Silver Status 
- 2014 Bronco Recreation and Intramural Complex applied for LEED Gold Status 
- 21 (100%) departments in Student Affairs certified as Green 
- Reduced energy usage in residence halls in 3 out of 4 years from as little as .5% to as much as 6.4% 
- Solar panels donated to provide operational support for electricity usage at the Lyle Center for Regenerative Studies. 
- Over the last several years CPP has replaced existing landscape plants and turf areas with drought tolerant / water wise plants in the following locations: Bldg. 1, Bldg. 3, Bldg. 7, Bldg. 9, Bldg. 35, All F Parking Lots 

CPP is currently identifying and evaluating several additional locations on campus in which to remove existing landscape and turf to convert to water wise landscaping. These areas include:

- Bldg. 15 Library turf, Kellogg Drive greenbelts in front of the dorms, Olive Lane by Library greenbelt by the Library. Water savings in these areas would result in an estimated reclaim water savings of approximate 15,000 ccf annually. 

- Converting remaining 10% of campus irrigation from domestic water to reclaim water supply. This change would result in a domestic water savings of approximate 17,000 ccf annually. ↑
- Inspection of campus irrigation system is performed every two weeks to ensure optimal system functionality and to minimize water loss from systems breaks and failures.
- A new reverse osmosis water treatment plant has been constructed and is currently undergoing start up and commissioning. Once fully operational, Cal Poly Pomona will produce all of its potable water needs from campus wells. Currently, CPP purchases 50% of its water from MWD and blends it with campus well water for our needs. By relying on our own resources, the need for Cal Poly Pomona to purchase water from MWD would be alleviated. This preserves approximately 220 acre feet of state resources to be utilized elsewhere as needed.
- Conversion to utilizing reclaimed/recycled water in lieu of domestic water in the cooling towers of the central plant is under evaluation and review. During the production of chilled water for the campus HVAC needs, evaporation and water loss takes place. Currently, domestic water is used to make up the water lost from this process. By converting to reclaimed water, we can transfer reliance from potable water. This would reduce our potable/ domestic water needs on campus by 12% or approximately 22,500 ccf.

Methods for Maximizing Productivity and Effectiveness

- Combining 3 IT organizations into single organization.
- Academic Affairs improved efficiency in divisional operations through training courses and online materials for administrative support staff on University policies and procedures pertaining to travel, expenditures, budgets, attendance management, and recruitment.
- The IT Data Warehouse team collaborated with Budget Services, Institutional Research & Academic Resources, Academic Programs and Enrollment Services to deploy a series of dashboards in the Bronco Interactive Dashboards environment.
- A web-based Risk Assessment Safety Questionnaire developed under the direction of the Research Office in consultation with the Office of Environmental Health and Safety and the Animal Care and Use Committee was deployed and required of all individuals at Cal Poly Pomona who have contact with, or are in close proximity to, University animals.

- Institutional Research & Academic Resources established a relationship with Pomona Valley Habitat for Humanity to recycle old student desks, tables and other unusable furniture, supporting the campus commitment to “green.” More than 1,000 student desks, roughly 30 years old and inadequate for today’s learning environment, have been donated to PV Habitat.
- The Division of Information Technology worked with other divisions to consolidate IT organizations from the Divisions of Advancement, Student Affairs, and Administrative Affairs, and some of the IT Staff from the Division of Academic Affairs between 2010 and 2015.



GOAL 8

FINANCIAL RESOURCES TO ENSURE EDUCATIONAL EXCELLENCE

To achieve financial sustainability, Cal Poly Pomona will work with political leaders to increase State support, develop a comprehensive campaign to increase philanthropic giving, and support applied research to increase grant funding. The university will also launch a branding campaign to solidify its identity and campus marketing tailored to specific communities and constituencies.

Develop and support methods to increase extra-mural support and giving

- The Campaign for Cal Poly Pomona was completed June 30, 2014, one year ahead of schedule and \$10 million over goal. CPP accepted 5 gift commitments in excess of \$5 million; \$79.83 million was raised in support of endowment, over goal by nearly 4.5%; \$25.6 million was raised in support of building and equipment; \$55.10 million was raised for program support, over goal by 120%; \$60.2 million was raised from foundations and corporations, \$49,322,057 and \$10,853,938 respectively.

	2010-11	2014-15	Percent Change
Number of grants and contracts submitted	150	158	5%
Dollar amount of the grants and contracts submitted	\$47,503,262	\$70,880,755	49%
Number of grants and contracts awarded	71	40	-44%
Dollar amount of the grants and contracts awarded	\$14,596,977	\$16,010,850	10%

Lead public relations and marketing campaign to elevate the identity of the university and support the Comprehensive Campaign.

- CPP branding survey was completed in the summer 2014 (About 7,800 people responded, including current students, prospective students, faculty, staff, alumni, and community members.)

Protect the information assets of the university.

- The university has decreased the number of DMCA (Digital Millennium Copyright Act) violations from 262 in 2010 to 35 in 2015 ↓.
- The Division of Information Technology since 2010 has developed a Campus Wide Information Security Program. The Division of Information Technology in 2015 provided security training to employees (513 training instances). The training has helped to reduce Internet security events. Between 2010 and 2015, for a single year, the incidents had grown to a high of over 250 incidents and in 2015 has decreased to 93 incidents ↓.

Lessons learned are summarized below:

- *USP goals, objectives and strategies need to be more concise and perhaps fewer in number*
- *Strategies need to be clearly stated and related to each goal and objective (e.g., graduation rates)*
- *Establishment of clearly defined metrics must be completed when a new plan is drafted*
- *Sources of data for metrics should be defined at the inception of the plan*
- *Content of university/division/college/department annual reports should be aligned with metrics identified in the USP*
- *Benchmarks, goals, or targets to assess progress for each strategy should be clearly defined when plan is drafted*
- *Resources needed to achieve each strategy should be identified and listed in USP*
- *Assessment of the USP should include an evaluation of resource allocation towards each strategy*
- *An assessment of progress toward goals and resource allocation should be conducted on an annual basis to allow for implementation of corrective action*

