



# SHARED VISION REPORT

SAN DIEGO STATE UNIVERSITY



*“San Diego State University is a strong, vibrant, caring university, committed to serving its students, San Diego, the region, and the world through excellent academic programs, symbiotic community outreach, and an open, informed, and caring campus community. The journey will require not only our common sense of purpose, but our energy, patience, and continued focus in the years ahead.”*

*Shared Vision, September 1998*

## PRESIDENT'S MESSAGE

Welcome to the first *online* edition of Shared Vision (2003-04). This annual report chronicles the progress and achievements of San Diego State University over the last year.

In 1997, faculty and staff identified five critical goals that were vital to the campus. Although times have changed and the methods by which to achieve our goals have changed, our priorities for the future of San Diego State have remained the same. The five Shared Vision goals are:

- ◆ Enhance SDSU's commitment to academic excellence.
- ◆ Nurture a learning-centered university.
- ◆ Create a community proud of its diversity and committed to social justice.
- ◆ Promote the growth, development and wise use of resources.
- ◆ Create a genuinely global university.

This year, I would like to highlight the pivotal role of technology relative to the five Shared Vision goals. Technology is a strategic resource that facilitates learning, promotes innovation and enhances productivity across all areas of our work—academic, research, administrative and external functions. It has enabled us to transform the processes of teaching, learning, research, and data management to better serve our students, faculty, staff and society.

Technology is allowing us to build a better, more informed learning community.

*Please note the red text throughout the Shared Vision report. This text highlights the contributions of technology to our campus.*

Publishing Shared Vision online is yet another way of using technology to achieve our goals. Not only is online publishing a wise use of resources (since we are no longer printing 4,000 paper copies of this report), but it also reaches a larger audience—a potential readership between 8,000 and 9,000 unique visitors each week—via SDSUniverse, our faculty-staff online newsletter.

As you will read in this Shared Vision report, we have made outstanding progress over the past academic year, particularly in diversity, philanthropy, national rankings, campus growth, research productivity, and the academic strength of our freshman, as indicated by SAT scores and grade point averages. Your tireless efforts and continuing commitment to excellence at SDSU made these achievements possible. Your dedication is making a difference. Thank you.

Stephen L. Weber





**ACADEMIC EXCELLENCE**

**“A**cademic excellence is central to SDSU’s work of providing high-quality education for students, as well as high-quality research and scholarly activity to address the needs of our community.”

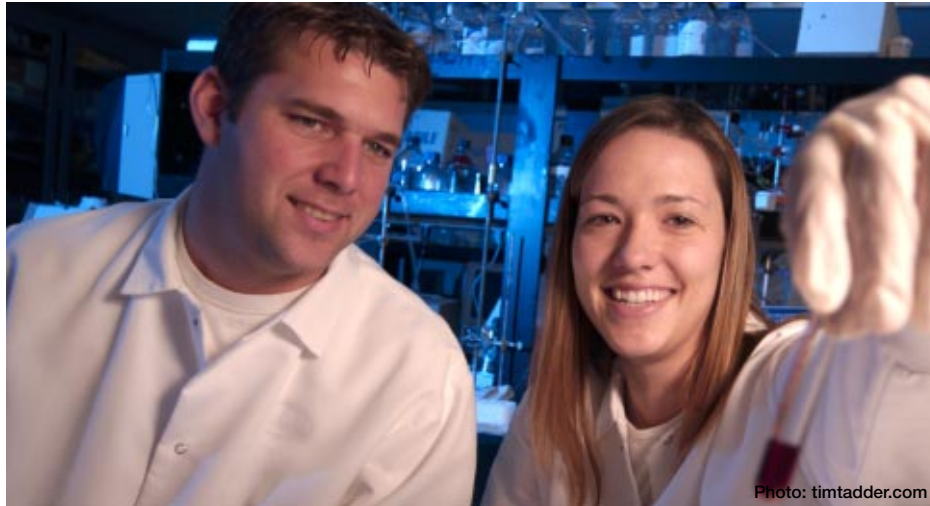


Photo: timtadder.com

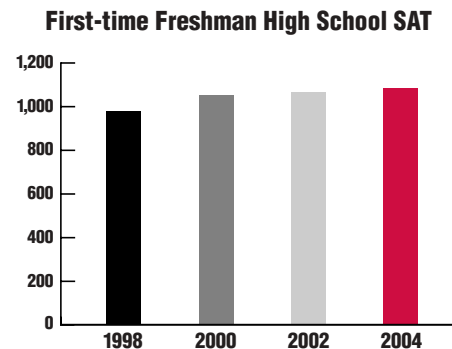
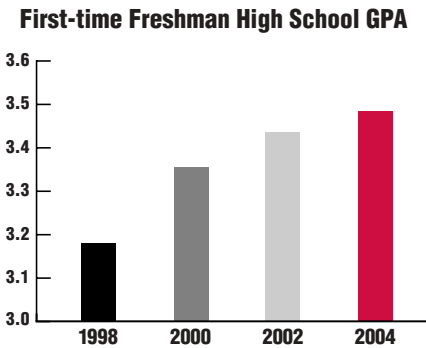
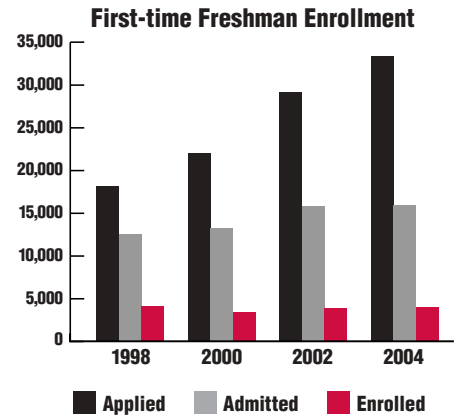
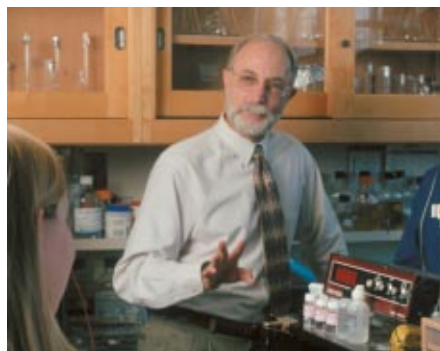
During the 2003-04 academic year, San Diego State University continued to build upon a strong foundation of academic excellence. Rising scores and continuation rates among entering students, successful faculty research proposals, and enhancement of classroom and administrative facilities all contributed to our progress.

A recent upward trend in total undergraduate applications continued over the past year, with totals rising from 39,336 for fall 2003 to 44,445 for fall 2004. These numbers reflect SDSU’s growing reputation and selectivity among major public universities. At the San Diego campus, a class of 4,111 first-time freshman enrollees arrived for fall 2004 semester well prepared for academic success—with a mean high school grade point average (GPA) of 3.48 on the 4.0 scale (comparable to 3.52 in fall 2003) and a mean SAT composite score of 1079 (up from 1071 last year). Among 3,409 new undergraduate transfer students enrolling in fall 2004, the mean GPA was 3.11, nearly identical to last year’s 3.12.

Continuation rates also improved, with 82.6 percent of last year’s first-time freshman enrollees returning in fall 2004—an increase from 71.6 percent in 1998-99, just 5 years ago. Contributing to this improvement was a new “resilience” curriculum, initiated by Counseling and Psychological

Services, for students on academic probation. Early results are promising: 70 percent of students who participated in the program were able to improve their grades enough to continue their studies. Typically, that success rate is only about 30 percent.

SDSU’s outstanding faculty and professional staff maintained their strong commitment to research in 2003-04, submitting 1,145 proposals for sponsored funding. Almost one-fifth of these—221 submissions—came from 79 of our newest faculty members, all hired within the past three years. Overall, SDSU faculty received 776 grant and contract awards for research and academic programs in 2003-04, totaling more than \$122 million.





**ACADEMIC EXCELLENCE**



Photo: Allan Decker

Playing a vital role in the intellectual life of our university community, the SDSU Library continued to grow in 2003-04, adding 105,334 volumes and 11,709 unique journal titles to its collections, to reach totals of 1,448,069 volumes and 22,983 unique journal titles. In addition, the annual number of library visitors increased significantly, from 1,900,174 in 2002-03 to 2,725,425 in 2003-04.

Additionally, the Multimedia Integrity Teaching Tool, new interactive software available in the library, helps students acquire a better understanding of academic integrity, leading to academic success, personal development and increased social responsibility.

Also furthering our academic goals in 2003-04 was an impressive total of \$65.5 million in philanthropic gifts and pledges to the university; 64 percent of that amount was earmarked for academic support.

In addition, a newly appointed associate director of development for scholarships is now working specifically to fund new scholarships, with special emphasis on assisting and attracting honors students.

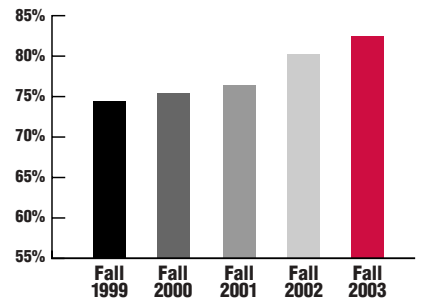
Ongoing improvements to campus buildings and facilities play an important role in meeting our academic goals by enhancing

the learning environment. In 2003-04, we broke ground for a new Arts and Letters Building. This facility will house 11 departments and five international programs, while adding 215 much-needed faculty offices.

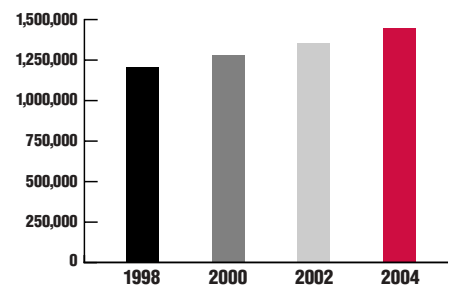
*The building will also feature two computer classrooms, a 100-seat technologically smart lecture hall and a 500-seat lecture auditorium equipped with sophisticated audiovisual technology, computer connectivity and the Student Response System, which allows each student to interact with the lecturer through the use of individual keypads and digital screens.*

We also continue to invest minor capital outlay funds to improve existing classrooms and faculty offices. In 2003-04, these funds were used to construct a 500-seat lecture hall in the former Women's Gymnasium. In addition, the top floor of West Commons was converted to instructional space, creating three smart classrooms and a new laboratory for Nutritional Sciences.

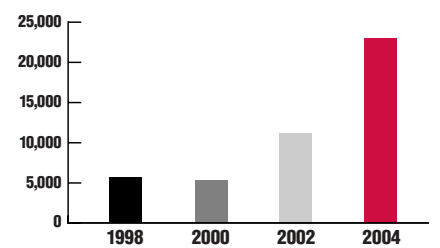
**One-year Continuation Rates for First-Time Freshmen**



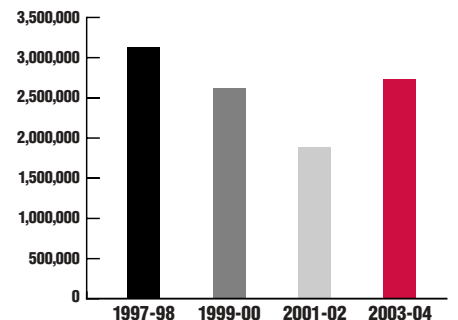
**Number of Library Volumes**



**Number of Unique Library Journal Titles**



**Number of Library Visitors**





**DIVERSITY**

*“San Diego State University believes deeply in, and experiences daily, the value of diversity. Together we strive to create fair and equitable opportunities for access, participation and success, promoting a free, open and respectful intellectual environment and advancing concepts of social justice and fairness on and off campus.”*



Photo: Tom Farrington

Once again in 2003-04, San Diego State maintained exemplary commitment to ethnic, cultural, social and economic diversity, resulting in a strongly diverse student body, effective community outreach efforts and nationwide recognition.

Our success in this area continues to draw national recognition. Hispanic Outlook in Higher Education, in its May 2004 issue, ranked SDSU No. 7 nationwide for the number of bachelor's degrees awarded to Hispanics—1,038 in 2001-02, the latest data available from the National Council for Education Statistics (NCES)—and No. 16 for the number of master's degrees awarded to Hispanics—182 in 2001-02 according to NCES data.

Similarly, the June 2004 Black Issues in Higher Education, using NCES preliminary data for 02-03, placed SDSU No. 15 in the nation for the number of bachelor's degrees awarded to students of color overall; No. 9, for Hispanics; No. 22, for Asian Americans; and No. 24, for American Indians.

Again in fall 2004, our enrollment figures reflect a strongly diverse undergraduate

student profile, with 30.5 percent students of color. Importantly, as the national rankings indicate, San Diego State not only enrolls, but also retains and graduates high numbers of these students of color. Undergraduate and graduate degrees awarded to students of color in 2003-04 totaled 2,276 and 430, respectively.

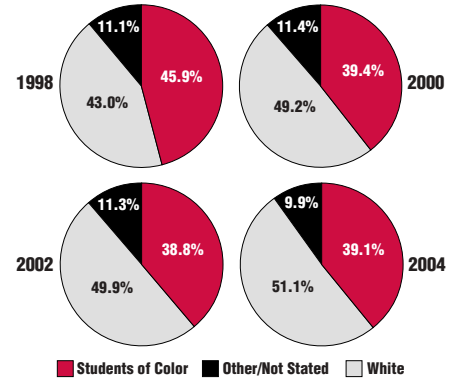
Our success in serving students of color was enhanced in 2003-04 by a record class of Educational Opportunity Program (EOP) students—1,210 for fall 2004 as contrasted to an average of 880 since 1995—and by campuswide program contributions to the City Heights Educational Collaborative, a K-16 educational reform initiative that focuses on college preparation of students in this highly diverse, inner-city neighborhood.

One of the City Heights programs, made possible by a Science Education Partnership Award (SIPA) grant, allowed 60 juniors and seniors from Hoover High School to earn college credit for two SDSU courses—“Colloquium in Biomedical Science” and “Medical Informatics and Bioinformatics.” More than 100 Hoover students have completed these college-level courses since the program began in 2002.

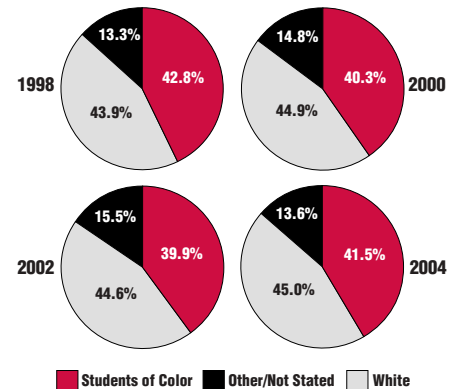
Another ongoing recruitment initiative is the Compact for Success, a novel partnership between SDSU and the Sweetwater Union High School District, which serves a largely Hispanic population. The program guarantees admission and financial aid beginning in 2006-07 for Sweetwater students from seventh through 12th grades who meet certain academic benchmarks.

Faculty and staff demographics for 2003-04 also reflected increasingly healthy diversity. Approximately 32 percent of new faculty hires for the academic year were persons of color. Further, 40 percent of all probationary and tenured assistant professors, associate professors and professors are women.

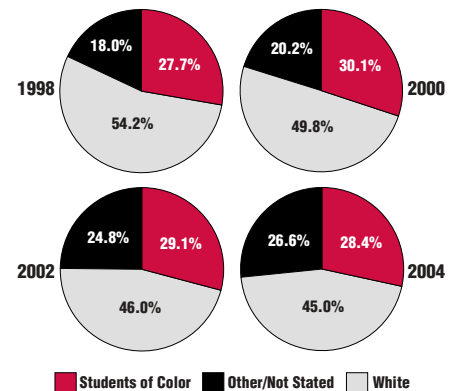
**Diversity of Freshman Students**



**Diversity of Undergraduate Students**



**Diversity of Graduate Students**





**DIVERSITY**



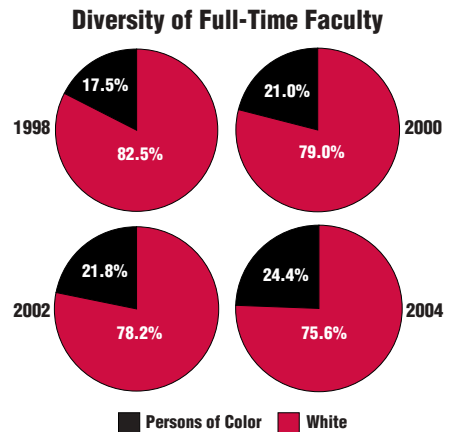
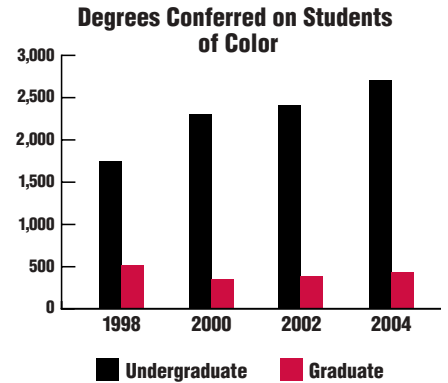
Photo: timtadder.com

Another indicator of our commitment to diversity can be seen in our research outreach efforts. Many of our faculty undertook significant new research projects addressing diverse populations. Dr. John Elder, for example, received an award to design, implement and evaluate an environmentally centered health promotion program for Latino children and their families, and Dr. Stephanie Brodine secured funding from the California Native American Research Center for a pilot study in pediatric health issues in Southern California tribal organizations.

Community outreach events sponsored by SDSU's Office of Diversity and Equity in

2003-04 included the SDSU Cultural Democracy Symposium and appearances by Stedman Graham (attended also by students from Hoover High School in City Heights), Terrence Roberts of the Little Rock 9 (in celebration of Black History Month) and playwright Josefina Lopez (in commemoration of the Cesar Chavez holiday).

To further expand our efforts in diversity, SDSU's Diversity and Equity Community Advisory Council, established by President Weber, met throughout the year to address issues of access, recruitment and retention.



**LEARNING-CENTERED UNIVERSITY**

*“Our students must graduate with a full complement of intellectual, cross-cultural, leadership, and personal and interpersonal skills to work effectively in a diverse, global society. Toward this end, SDSU is committed to curricular and co-curricular experiences on and off campus that nurture the growth and development of the student personally and professionally.”*

The City Heights Educational Collaborative remained a major focus of the university's community involvement in 2003-04, providing course-related and volunteer opportunities within the three public schools SDSU administers in the City Heights Community. Involved as student teachers,

mentors, tutors and after-school program leaders, students from every college in the university are enhancing their intellectual capabilities and nurturing interpersonal growth through hands-on experiences within this invigorating cross-cultural environment.



## LEARNING-CENTERED UNIVERSITY



Photo: Joel Zwink

Similarly, the Social Entrepreneur Internship program sponsored by QUALCOMM combines academic, corporate and social responsibility concepts in a unique and distinctive learning experience. Graduate business students who participate in the program work with executives of nonprofit organizations to improve performance and achieve organizational goals.

Another excellent example of SDSU students putting their knowledge and skills to work in real-world settings is the Aztec Alliance, which matches community clients with teams of MBA students, who provide such business services as writing a business or marketing plan, preparing a feasibility study or production plan, conducting marketing research or financial analysis, assessing outcomes and making recommendations.

Clients have included General Atomics, QUALCOMM, the San Diego Zoo, the City of Del Mar, La Jolla High School Foundation, the Marine Corps Exchange at Miramar, Sea World, SAIC, NASSCO, Cubic, the San Diego Telecom Council, HNC Software, the San Diego Convention and Visitors Center, Planned Parenthood, the San Diego Foundation, San Diego County and the San Diego Unified School District.

An important area of personal growth for many college students is developing informed and responsible attitudes about alcohol and other drugs. In 2003-04, Student Affairs continued to take a leading

role in conducting a number of substance abuse prevention programs that reached large numbers of students. One such effort, the ASPIRE intervention program offered by Counseling and Psychological Services, led to dramatic reductions in alcohol use among more than 500 students who completed the program.

San Diego State is committed to helping our students avoid the dangerous consequences of substance abuse. In 2003-04, the university continued to implement a comprehensive strategy for reducing drug and alcohol abuse on campus. Developed by Dr. James Lange, SDSU's alcohol and other drug prevention coordinator, the plan has become a model for other institutions and attracted recognition from the U.S. Department of Education.

*Student Affairs also continued several recently launched and highly successful programs designed to involve students' families and help ease the transition to college life for new students. This year, new Web-enabled registration systems made it easier to attend these events, which included New Student and Parent Orientation, New Student and Family Convocation, and Family Weekend.*



**GLOBAL/INTERNATIONAL**



Photo: Marc Tule

**“T***The great universities of the 21st century will be global universities. Capitalizing on existing ties with international institutions and universities, we will expand opportunities afforded by our special location on the U.S.-Mexico border. SDSU will seek new and innovative ways to prepare students to function effectively in a variety of cultures and settings.”*

Since 1998, San Diego State has been committed to internationalizing the campus by increasing student exchanges, study-abroad opportunities and scholarship support for international study. As a result, SDSU is now nationally known for its global perspective. In 2003-04, the Institute of International Education ranked San Diego State third among Carnegie-classified doctoral-intensive universities for the number of students gaining an international experience in 2002. Also, U.S. News and World Report recently placed SDSU’s International Business program seventh in the nation.

The numbers document these impressive rankings. During the last academic year, 1,168 SDSU students, more than ever before, participated in international programs. At the same time, more than 1,400 international students from 90-plus nations around the world came to study at SDSU. Over 1,500 more came to learn English through the American Language Institute in the College of Extended Studies. SDSU’s International Student Center (ISC) continued to play an important role in recruiting and supporting these students.

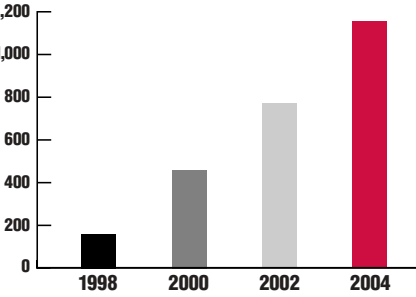
Four SDSU majors—Spanish, European Studies, International Business, and International Security and Conflict Resolution—now include an international experience, while several other majors, including Education, Women’s Studies and

Latin American Studies, contain strong international curricula. SDSU also continues to set a precedent in offering transnational dual and triple-degree programs.

In 2003-04, a number of SDSU faculty received research funding for projects bridging international borders. Dr. David Archibald, for example, is leading a joint Russia-U.S. project to sort, catalog and analyze more than 30,000 vertebrate specimens recovered from 80 to 90 million year old vertebrate fossil sites in the Kyzylkum Desert, located in Uzbekistan. Another international project, led by Dr. Sarah Mattson, focuses on identifying core neuropsychological and neuroanatomical features in both U.S. and Russian children with fetal alcohol spectrum disorder (FASD) and fetal alcohol syndrome.

A final and impressive international benchmark for San Diego State in 2003-04 was hosting the March 3, 2004 opening ceremonies of the Kyoto Symposium, which celebrated the achievements of the year’s newest Kyoto Laureates. Established in 1985 by Kyocera Corporation founder Kazuo Inamori, the prestigious Kyoto Prize is an annual international award honoring individuals who have contributed significantly to the scientific, cultural and spiritual betterment of mankind in the categories of advanced technology, basic sciences and arts and philosophy.

**Number of SDSU Students Studying Abroad by Academic Year**





WISE USE OF RESOURCES

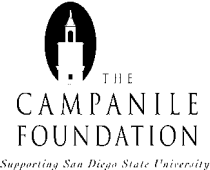


“San Diego State University is responsible for the effective stewardship of its resources, whether they be human, financial, intellectual or physical. Responsible stewardship involves thoughtful acquisition, maintenance and distribution of resources in support of university goals and priorities.”

In 2003-04, SDSU took an important step in responsible stewardship of resources by initiating extensive campuswide discussions about the future growth of the university, both the physical expansion of campus and plans to expand our graduate programs. Those discussions identified a need to raise the enrollment ceiling to 35,000 FTE, acquire additional land and adjust our capital outlay program.

We have now embarked upon the process of developing a master plan to realize these objectives. During the coming year, we will work with the City of San Diego and the campus community to prepare an environmental impact report (EIR) for presentation to the CSU Board of Trustees in July 2005. Once approved, the new master plan will chart the next 20 years of campus growth and academic excellence.

2003-04 proved to be a banner year for philanthropy at San Diego State, with \$65.5 million in gifts and pledges received.



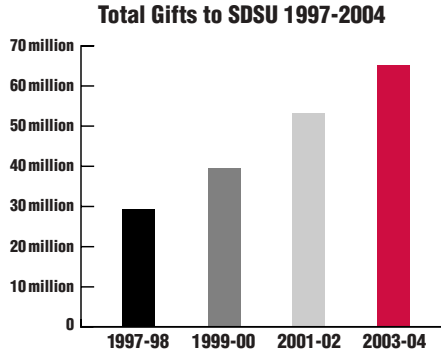
Representing a 53 percent increase since 1998, this total includes a \$14.5 million gift from QUALCOMM Incorporated, the largest single

corporate gift ever received by the university. QUALCOMM's contribution will be used primarily to establish the QUALCOMM Institute for Innovation and Educational Reform.

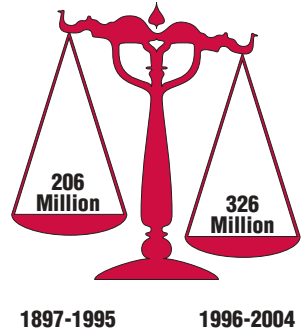
Funded by generous private contributions pledged in previous years, construction is under way on a planned tennis and softball complex on the west side of campus. Athletics gained a source of revenue in 2003-04 via a new IRA student fee, which also has made it possible to transfer state funding from Athletics to Academic Affairs to support 224 additional course sections.

Another project benefiting from private philanthropy is SDSU's new campus in Brawley. Located on 200 acres of donated land, the site will expand access to higher education for residents of northern Imperial County. The June 2004 opening ceremony culminated four years of exceptional university effort and was highlighted by the announcement of an additional \$500,000 gift to support the new campus.

After three years of successive budget reductions, in 2003-04 SDSU continued to look for ways to reduce expenses and proactively manage existing resources to meet work volume demands.



Total Gifts to SDSU 1897-1995 vs. 1996-2004





## WISE USE OF RESOURCES

A true conservation success story, our campus cogeneration plant, brought online in 2003, now provides 18 million kilowatt hours of approximately 54 million kilowatt hours of electricity used annually across campus. The combination of this new facility and a direct access electricity contract saves us more than \$4 million per year.

*The Center for Human Resources launched a customized “activity-based management system” to assess resource needs, manage personnel and evaluate how effectively staff time was used.*

*The SDSU Foundation implemented several technology enhancements to improve efficiency and help facilitate a transition to a paperless work environment. The Employee Gateway, for instance, is a secure, password-protected, self-service online system that allows employees to view vacation, sick and personal leave balances, pay stubs and W-2 information online.*

*By making many of its forms available online, the Foundation’s human resources department saved more than \$14,000 in printing costs in 2003-04. In particular, the new Electronic Recruitment System reduced the number of hard-copy job applications from 20,000 in 2001-02 to only 1,300 in 2003-04.*

*Other notable stewardship efforts made across campus included the transition to electronic routing of requisitions and direct deposits of financial aid disbursements (used by*

*approximately 40 percent of aid recipients in spring 2004), and extensive new WebPortal services, which expedite admissions, registration, grade reports, transcripts and class rosters.*

*WebPortal Application Status Check allows applicants to check or update the status of their applications for admission, including such data as test scores, grade point average, residency status, receipt of transcripts, the Intent to Enroll form and enrollment deposit and, of particular interest to transfer students, impacted major status.*

*WebGrades enables faculty, department coordinators and registrar’s staff to view class rosters, submit and receive grades, and review electronic grade sheets. Faculty can also electronically obtain and control the release of individual class add codes.*

*The new WebPortal, initiated by Enrollment Services, has greatly reduced the costs of printing, mailing and labor by eliminating such tasks as printing rosters and grade sheets for approximately 6,000 course sections per semester, and mailing more than 30,000 registration packets twice a year. Students and faculty using the system have reported very high levels of satisfaction with the system’s ease of use and immediate access to records.*