# **Overview**

On July 5th, 2015, Student Affairs submitted an initial set of Student Affairs goals for the 2015-16 year based on the University’s Strategic Plan. In the early fall, we adjusted our Graduation Initiative (GI) goals after reviewing the final results of the previous GI from the spring semester 2015. Additional goals were also added to focus on diversity and inclusion in response to a growing number of bias-related incidents on the Sacramento State campus and many other institutions throughout the country. The following summary provides a current status for the Student Affairs 2015-16 goals as of June 1, 2016.

## **Student Success and Completion Initiative (Graduation Initiative)**

While the university made some progress on previous graduation initiative 4-year transfer and 6-year freshmen goals, the 4-year freshmen graduation rate remained stagnant at 8%. This rate, which has remained relatively flat for many years, placed Sacramento State near the bottom of all CSU campuses. Given that stark reality, Student Affairs staff focused efforts on the fundamental issues we believe are contributing most to the low 4-year freshmen rate. The Student Affairs goals aimed at each issue and the current status of each goal are provided below:

1. **Reducing the Need for Remediation** – The number of freshmen who are required to take remedial courses in math or English during their first year at Sacramento State has averaged 59% for the past decade. Taking remedial coursework slows down progress to degree by one to three semesters for students. It also negatively impacts first year retention rates and contributes to students’ feelings that they don’t belong at the university. Additionally, remediation disproportionately impacts URM students making it more difficult to reduce our achievement gap.

Our overall goal is to reduce the number of freshmen required to take first-year remedial courses by half in the next three years (from 55% in fall 2015 to 27.5% or less in fall 2018).

Our primary objectives for fall 2016 are to:

* **Decrease the number of freshmen required to take remedial courses to less than 50% of the incoming class** – Through the College Ready Initiative, staff are conducting a pilot intervention targeting students admitted for fall 2016 who have already been assessed as not ready or conditionally ready (requiring them to take remedial courses in the fall). These students went through a three-part intensive workshop to prepare them to re-take the placement test

***Status: Completed and awaiting test results to evaluate success.***

* **Increase Second Year Retention Rates for Remedial Students** – If students fail to pass their remedial courses within one year, EO665 requires that they be disenrolled and referred to the community college. To decrease the number of current first year students who fail to meet their remedial requirements by the start of their second year, SASEEP and Academic Advising staff are collaborating with First Year Programs peer mentors to reach out to these students. Our objective is to increase the number of students who pass their courses (in spring or summer 2016) and are able to progress into their second year

***Status: In-progress - will be assessed with spring and summer 2016 grades***

* + **Create Dual Admission Pathways** – Collaborating with our local community colleges, Student Affairs is working on dual admission programs to allow students who test into the lower quartile of remediation to complete these courses at the community college while taking other lower division courses at Sacramento State

***Status: In-progress – Working toward implementation during spring 2017***

* + **Increase Student Exempt from Remediation through the Early Assessment Program (EAP)** - To support EAP Goals, Student Affairs is supporting the Center for College and Career Readiness (CCR) to educate high school counselors, teachers, and administrators on the need to implement fourth year math and English courses. Our main objective is to facilitate the adoption of the Expository Reading and Writing Course and the Fourth Year Math Course in the majority of high schools throughout the Sacramento Region. Achieving this objective will increase the number of incoming freshmen who are exempt from remediation via the Early Assessment Program (EAP)

***Status: In-progress – collaborating with CCR and Regional Districts.***

1. **Implementing Online Degree Roadmaps** – Upon his arrival, President Nelsen heard from many students that they were challenged to quickly and easily develop an academic plan. Students also reported many challenges getting the classes they need when they need them. In response, he charged the university to implement new software to facilitate online degree planning and course demand.

In collaboration with Academic Affairs and Information Resources and Technology, Students Affairs has dedicated staff from the Registrar’s Office, Academic Advising and Enrollment Operations to this project.

***Status: In-progress - working toward a fall launch with full deployment in spring 2017.***

1. **Enhancing Academic Advising** – The majority of these initiatives focused on increasing graduation rates across the country have increased and enhanced academic advising. At Sacramento State, Advising has not been assessed in almost a decade. The complex and decentralized advising system that currently exists is difficult for students to navigate. Only 63% of graduating students rate their satisfaction with academic advising positively (Graduating Student Survey Report 2015).

In response, President Nelsen charged Ed Mills to create an Academic Advising Task Force to assess the current state of advising throughout the campus and develop a set of recommendations for improvement. The task force is co-chaired by Beth Lesen, AVP for Student Engagement and Success and Marya Endriga, Chair for the Department of Psychology. Activities kicked off in January, 2016 with an Advising Summit which brought more than 200 faculty staff and peer advisors together from across the campus to explore challenges and share best practices.

***Status: In-progress - working to develop a final report and recommendations in fall 2016.***

1. **Increasing Second Year Retention and Success through PERSIST** – This program provides campus resource support, college level advising, sophomore success workshops, registration assistance, and help create a productive course schedule facilitating time to degree.

***Status: Implemented - working on 2015-16 assessment.***

1. **Increasing the Number of Transfer Ready Students** – One of the major challenges for students transferring into Sacramento State is understanding the difference between meeting minimum transfer admission standards and being transfer ready for their major. Students who have not completed their lower-division requirements prior to transferring compete for lower-division courses with current lower-division students. This competition exacerbates bottleneck issues for many courses and slows down progress to degree for lower-division and transfer students.

To reduce the number of new transfer students who have not completed the necessary lower-division courses at the community college before transferring, Student Affairs launched a Transfer Ready Initiative in spring 2016. The initiative targets the university’s top feeder community colleges throughout the region.

The objectives of the initiative are to:

* + **Develop Simple Materials for Students** – Transfer students asked for simple roadmaps for each impacted and high demand major (majors with several specific lower-division requirements). Developing a simple, consistent set of materials will help students and counselors understand what lower-division courses are expected to be completed at the community college before transferring.

***Status: In-progress working toward an initial set of materials (flyers, web page***

***information and presentations) by October 2016.***

* + **Increase the Adoption of ADT/AST Programs** – SB 1440 (The Transfer Act) was passed by the CA State Legislature in 2010. This law requires the California Community Colleges to develop Associates Degrees for Transfer and the Cal-State System to articulate those associates’ degrees to similar majors.

The first class of ADT/AST students were admitted in fall 2012. Of the 27 ADT/AST students admitted, 23 graduated in spring 2015 (85% two year graduation rate). The ADT/AST students admitted for fall 2013 numbered 134. Of these, 96 (72%) earned their degrees in two years (with the majority of the remaining students set to graduate by spring 2016). The next cohort, fall 2014 admits, will be assessed after spring 2016 graduation files are processed

***Status: In-progress with the first assessment report due on first three cohorts in***

***August 2016 after spring graduations are verified.***

1. **Implementing Direct Cohort-Based Interventions by Graduating Class** – Developed by the Graduation Initiative Steering Committee, this goal was added at the start of the spring 2016 term. Having assessed challenges from the previous graduation initiative, the committee determined that a much more directed, cohort driven approach would be required to increase graduation rates and decrease time to degree while other projects were in-progress (e.g. degree planning, Advising Task Force, etc.).

To that end, a collaborative team from Student Affairs, Academic Affairs, IRT, Public Affairs and the President’s Office have started work on a series of interventions, targeted at each graduating cohort, to increase graduation rates and decrease time to degree. The first two cohorts targeted are fall 2016 and spring 2017 graduates.

***Status: In-progress - assess after fall 2016 and spring 2017 grades are posted.***

## **Increase Students’ Sense of Belonging and Engagement**

During the past year, many students on college campuses have reported experiencing incidents of bias, intolerance and discrimination, including incidents at Sacramento State surrounding issues of race/ethnicity, culture, religion, and immigration status. Student Affairs staff also worked on a number of additional initiatives to help create a more welcoming environment, enhance understanding of issues related to diversity and inclusion across campus and build programming capacity for historically underserved student populations attending Sacramento State.

1. **Diversity Task Force -** President Nelsen commissioned a task force on diversity. Chaired by Ed Mills, the task force focused on identifying, promoting and supporting ongoing dialogues and programming related to diversity and inclusion in all aspects of the university’s environment to create a more welcoming and inclusive environment.

For the 2015-16 academic year, the objectives of the task force included:

* Creating an inventory of programs, documents, groups (e.g. CODE, CEEC, PCBCU, etc.) and services related to diversity and inclusion
* Supporting a speaker series featuring current issues and best practices around diversity and inclusion
* Sponsoring one or more open forums with President Nelsen for students and members of the campus community to voice their thoughts and concerns
* Setting-up office hours to provide students with a safe, one-on-one environment to voice their concerns or report incidents
* Working with the President’s Office to develop a set of recommendations for the development and implementation of an Office of Diversity to include a Diversity Officer and an on-going Diversity Council
* Developing a campus definition of Diversity and initial web site for the Office of Diversity to be communicated broadly to the campus upon completion
* Presenting a final report to President Nelsen by the end of the spring semester 2016

***Status: Completed - each individual objective was achieved by the task force members. The final report has been forwarded to President Nelsen and Dr. Robin Carter, Interim Executive Director for Diversity.***

In addition, division staff worked on a number of goals related to increasing student engagement on campus. Highlighted goals include:

1. **Expanding Hornet Weeks of Welcome** – This program welcomes new and returning students to campus by holding events over the first few weeks of the semester. Phlagleblast, the largest event sponsored by the University Union, showcases the programs and services located in the Union to more than 30,000 visitors in one day. The most recent Hornet WOW, fall 2015, comprised 46 programs recording 15,297 student check-ins at programs ranging from rafting trips, major fairs, sporting events, concerts, and more. By intentionally collaborating with departments across the University, Hornet WOW is able to expose new and returning students to our vibrant campus life, campus resources, and each other.
2. **Highlighting Greek Life** – In addition to campus programs and services, Hornet WOW provides one of the primary ways new students become familiar with Greek life and club sports. This past year, 638 students joined one of forty Greek organizations on-campus. In addition to our Greek Organizations vital role in community service, supporting peer health via sexual assault and alcohol awareness training and bystander training is a critical part of being Greek at Sacramento State. From their assessment, 96.9% of student participants felt a greater sense of responsibility to the larger community after the training; 97.7% of them indicated they felt they could more effectively intervene in a potentially harmful situation; and, 97.7% of students said everyone should protect and better the community.
3. **Engaging Sport Clubs** – More than 3,000 students participated in intramural sports at Sacramento State. In addition, 538 students participated in one of our twenty sport clubs. Sport clubs are highly competitive clubs that travel and compete on behalf of Sacramento State against other universities across the country in collegiate conferences, tournaments, and championships but are not part of our NCAA Athletics programs. The 2015-2016 Sport Clubs Assessment showed that 95% percent of sport club members report that participating in a sport club connected them to Sacramento State’s Campus Life/Culture. Ninety-five percent (95%) of sport club members indicated that traveling and competing enhanced their pride in Sacramento State. Eighty-seven percent (87%) indicated that being a member of a sport club influenced their decision to stay at Sac State and continue towards their degree.

***Status: Implemented – Staff is reviewing feedback from students to plan Hornet WOW, Greek leadership and Sport Clubs for fall 2016.***

1. **Opening the Martin Luther King, Jr. Center** – The Center brings together resources from multiple programs (DEGREES, PARC Tutoring, Cooper Woodson, etc.) to provide coordinated support focused on the needs of African American students.

***Status: Completed - specific student success and graduation goals will be created for the 2016-17 academic year.***

1. **Opening the Dreamer Resource Center (DRC)** – The mission of the Dreamer Resource Center is to make the dream of a college degree a reality for undocumented students and students with mixed-status family members at Sacramento State. The purpose of the center is to help students overcome the unique challenges that get in the way of achieving academic, personal and professional excellence. The goals of the DRC are to:
* Provide access to higher education opportunities to undocumented high school, transfer, and graduate students, and those with mixed-status families.
* Provide support to help alleviate the anxiety that comes from a lack of certainty for undocumented students and students with mixed-status families.
* Create a campus culture of knowledge and sensitivity to the issues faced by undocumented students and students with mixed-status families.
* Increase retention and graduation of undocumented students and students with mixed-status families.

***Status: Completed - specific student success and graduation goals will be created for the 2016-17 academic year.***

1. **Reach Historically Underserved Students through DEGREES** – This program is designed to provide enhanced services to undergraduate students to make timely progress to their degrees and to reduce the achievement gap. The program employs eight student coaches who provide early warning interventions, coaching and tutoring services. For 2015-16, DEGREES coaches reached out to more than 10,000 students. Of those, they identified 773 students in the fall who were not being served by other programs and provided direct services to these students. In addition, over 800 hours in online tutoring support was utilized. Overall, targeted interventions of the program reach particular populations to assist high-unit seniors to graduate, boost second-year persistence, promote the writing proficiency exam for juniors, assist students identify a major, and increase the utilization of high impact practices on campus.

***Status****:* ***Completed - specific student success and graduation goals will be created for the 2016-17 academic year.***

1. **Restructuring of the Serna Center** – Originally created to facilitate a politically-themed speaker series, the Serna Center is restructuring goals and objectives to become a student support center for Chicana/o Latina/o students at Sacramento State. The student employees and AVP are working on revising the mission and calendar of activities to ensure they align with three new goals: 1) Student success, retention and graduation; 2) Culture, family and community building; and, 3) Self-advocacy, empowerment and leadership. ***Status: In-progress - working to develop new goals for 2016-17.***
2. **Opening of a Multifunctional Space for Student Athletes –** More than 550 students participate in Intercollegiate Athletics. In addition to working to enhance practice and competition space, Athletics worked to design an area in the Athletics Center which provides students a space to focus on academics as individuals, groups and in team study hall formats. The new study area allows the Student-Athlete Resource Center the opportunity to better utilize its space in Lassen Hall to serve its students in the areas of tutoring and mentoring. This multifunctional space aligns to the University Strategic Plan goals of enhancing student learning and success and excelling as a place to learn, work, live and visit.

***Status: In progress - the space opened to students late in the spring semester, but additional work and computer stations, as well as additional amenities, are on schedule to be completed by the end of summer 2016.***

1. **Enhancing the fueling of student-athletes** – Thanks to recent permissive NCAA legislation, Intercollegiate Athletics was given the ability to provide additional nutritional support to student-athletes. Taking budgetary constraints into account, the department chose to focus on providing fueling opportunities to students who were on campus for practice and play during intercession periods (when either scholarship monies were not yet available or when food services were closed on campus). During the 2015-16 year, Athletics provided more than 450 students meals and healthy snacks totaling just over $85,000 (at a rate of $11.39 a day).

***Status: Implemented – early feedback has all been positive by both students and coaches. The department is looking for ways to match, or enhance, fueling opportunities in the upcoming 2016-17 school year***

#  **Develop a Career Ready Initiative**

As students develop their future plans, it is critical to provide career services to ensure that they receive the support they need to successfully transition to the next phase of their lives (whether that involves starting a new career, working on their next level of education or volunteering). To address student’s needs, the Career Center is establishing a Career Ready Program designed to provide students with progressive support throughout their academic career.

1. **Career Ready Program** – The program is designed around five levels of service targeted at specific student needs. The levels are not necessarily in chronological order and can be explored according to individual student needs.
* **Level 1 Self-Exploration** – This level is designed for first and second year students providing them with an opportunity to learn about themselves and their preferences (interests, learning styles, natural talents, skills, etc.).
* **Level 2 Research Academic and Career Options** – This level is designed to help students better understand majors and associated careers, change their major or choose a major for the first time.
* **Level 3 Decision-Making Strategies** – This level is designed to help students identify challenges and barriers impacting their educational and career goals and develop strategies to overcome these challenges.
* **Level 4 Experiential Education** – This level is designed to help students become more engaged through internships, community service, professional networking, etc.
* **Level 5 Job Search Strategies** – This level is designed to help students to prepare for and apply for their job, next level of education or any other career goal (e.g. serving in the Peace Corps).

***Status: In-Progress - levels 1 and 2 are completed and being tested by current students. Levels 3, 4 and 5 are being developed with a goal of launching the complete set of services by October 1, 2016.***

1. **Internship Coordination** – Another issue that became apparent to President Nelsen in his first year is the lack of coordination and communication of internship activities throughout the campus. To that end, Academic Affairs created a task force to look at ways to centralize academic internships. Student Affairs staff were not included in the task force so we cannot comment on the recommendations made by Academic Affairs.

 We believe that coordination and communication of internships should include all opportunities (not just those related to academic requirements) and should be centralized through our existing Career Center. Thus, we recommend that a new group co-led by Academic Affairs and Student Affairs review the findings of the task force and develop a set of joint recommendations for moving forward.

# **Creating a “One-Stop” Student Services Center**

Student Affairs staff have been working to create a One-Stop Student Services Center for several years. The goal of this center is to integrate and streamline many of the student services provided in Lassen Hall and reduce confusion, referrals, and frustration for students. The mission of the One-Stop is to:

Create a highly accessible, easy-to-navigate resource where students conduct most transactions related to financial aid, registration, records and financial services, and receive timely and proactive referrals and follow-up as necessary. Knowledgeable, welcoming staff at the One-Stop promote student success by providing accurate information and guidance, working to anticipate students’ needs during each interaction, and striving to make students’ navigation of the necessary business transactions at Sacramento State as seamless as possible.

The new Student Services Center (SSC) is expected to open in late Fall 2016 (depending on construction timelines) on the first floor of Lassen Hall. Construction of a new space for the financial aid office (dislocated by the One-Stop) completed and staff relocated. Planning and construction for the new space is done and construction is scheduled to commence summer 2016. The SSC staff has been hired and is currently undergoing intensive training. Next steps include:

* Completing cross-training and assessment for all SSC staff
* Identifying and implementing Customer Response Management (CRM) software to track and report on student cases
* Developing a marketing and communication campaign for current and prospective students as well as the campus community

***Status: In-Progress - construction will begin July 2016 with a target opening during the fall 2016 semester.***

## **Enrollment Management**

For the 2015-16 year, Sacramento State received a record number of admission applications (44,318 fall and spring) and enrolled a record number of students (30,284 for fall). The College Year Resident FTES Target for the 2015-16 was 22,545 annualized FTES. We exceeded the target by 5.85% generating 23,864 resident FTES. The growth in FTES was primarily due to increased average unit loads (AUL) for all student levels (increasing AUL was one of our main goals to improve graduation rates).

For 2016-17, our target will only increase by another 0.9% (200 resident FTES). Over the past decade, our resident FTES target has actually decreased by 3% due to budget reductions during the great recession. The rise in applications and decrease in funding and targets resulted in the impaction of our campus for freshmen and transfer students, impaction of multiple academic programs and severe problems with course availability.



To counter the negative impacts of the increase in applications and decrease in enrollment targets, Sacramento State is adjusting enrollment management strategies in several ways. All of these efforts are on-going and will be included in the 2016-17 division goals.

1. **Increasing Average Unit Load (AUL)** – For 2015-16, the university focused attention on increasing the average unit load (AUL) for students. For as long as staff advisors can remember, the campus community has promoted a 12 unit full-time enrollment for students. For 2015-16, considerable effort and attention has been focused on getting students to take more units promoting a culture of “15 in 4” in support of 4-year graduation rates. Two examples of the positive outcomes from this effort are provided below:
* **Freshmen AUL Exceeds 13.0** – New Student Orientation created a goal to promote student awareness of 4-year graduation plans and 15 unit course loads each term. As a result of their efforts and collaboration with staff and faculty advisors, the AUL for first time freshmen increased from 12.75 in fall 2014 to 13.14 in fall 2015. The first time freshmen AUL topped 13 in over a decade.
* **More Freshmen converted to Sophomores** – Staff and faculty advisors continued to promote 15 units for spring 2016 registration. Typically, around 20% of freshmen earn 30+ units and become sophomores at the end of their first year. At the end of the spring 2016 term, the number of freshmen with 30+ units earned increased by almost 10%. Continuing to increase this percentage each year will have positive impacts on our 4-year graduation rate.
1. **Intrusive Advising for Major Selection** – Helping students with major selection from pre-admission through their lower-division years is critical to their ability to progress through their degree in four years. Sacramento State has not had a consistent strategy for helping students with major selection early in their academic careers. New efforts on intrusive advising (pre-admission and throughout students first and second years) are being implemented to help students make productive major choices early in their academic career. This initiative carries implications for the structure of advising across campus, advising resources (tools and personnel), and advising policies. As such, it will be included in the overall review and recommendations from the Advising Task Force.
2. **Focusing on Course Availability** – Limitations in course availability (especially bottleneck courses) have caused considerable problems since the beginning of the great recession. Starting this year, the Provost and College Deans are focusing efforts on making more course sections and seats available to students vs. artificially capping seats. Students Affairs is collaborating with Academic Affairs in admissions, advising and student support programs (e.g. DEGREES, PERSIST, etc.) to help. This change in enrollment management strategy combined with several high priority projects (On-Line Degree Plans, Platinum Analytics, Catalog Management and Course Scheduling) will all help Sacramento State maximize course offerings and schedule options for students.

## **Health and Wellness Promotion**

Student Health and Counseling Services (SHCS) has been very active in 2015-16. In addition to substantially reducing wait times and waiting lists for students, the Center had more than 30,000 individual visits. In addition to this work, staff in SHCS has been focusing on three key areas for improving the overall health and wellness of our students. These are expanding peer health education, fully integrating health services and expanding support for student wellness through partnerships across campus. All of these efforts are on-going at the university.

The work SCHS has completed in health services integration has received national attention. This integration, along with the staff’s dedication to Active Minds with programs like Send Silence Packing and the Out of Darkness Walk, helped Sacramento State to be nominated and become a finalist for the Active Minds Healthy Campus Award (award notifications expected later this summer). More information on the three initiatives are provided below:

* **Expanding Peer Health Education** – Student Health and Counseling Services employs 35 to 45 Peer Health Educators (PHEs) each year. The PHEs provided over 120 workshops and classroom presentations to more than 2,000 students in 2015-16. Topics included: Healthy eating in college; alcohol and drugs; mental health stigmas; stress management; safe sex; healthy relationships; and, sexual and dating violence. The presentations were intended to build students’ knowledge of health topics and skills in such areas as coping with stress, cooking, and bystander intervention. Out of the 2,000+ participants, nearly 95% indicated that they would apply what they learned to make a positive lifestyle change.
* **Fully Integrating Health Services** – Student Health and Counseling Services launched several new integrated projects this year. These services represented a combined physical, mental health, and health education approach to treat students holistically. New projects included the interdisciplinary eating disorders treatment team, composed of a medical provider, counselor, and Registered Dietitian; a new system for screening students for alcohol abuse in the Primary Care clinic and triaging them to an alcohol class or counseling; and, the Koru Mindfulness Program in the Wellness Hub, a partnership between counselors and health educators to provide students with practical mindfulness skills to reduce stress-related barriers to learning.
* **Supporting Student Wellness Through Partnerships** – Partnering with departments across campus is critical for expanding SHCS access to students. These partnerships focus on delivering health education to students where they are and building capacity among staff and peer leaders to support holistic student wellness. A few examples include training ten staff in the *Bringing in the Bystander* curriculum who then delivered this program to over 500 student leaders including Residence Assistants and student club leaders; partnerships with the Centers for Diversity and Inclusion to offer ongoing support/discussion groups with counselors to women of color and LGBTQ+ students; and, collaborative work with ASI to coordinate Sexual Assault Awareness Month and provide nutrition and cooking education at the monthly pop-up pantry.

## **Construction Projects**

In addition to the activities outlined above, Student Affairs staff has expended considerable effort in the past year working with campus colleagues on multiple remodeling and new construction projects. The status of each project is included in the descriptions below:

* **Creation of the Martin Luther King, Jr. Center** – This new center opened in fall 2015. The center provides a specific space on-campus to promote engagement, recognize student, faculty and staff achievements and provide student retention and success programs for our African American campus community.
* **Creation of a Dreamer Resource Center** – This new center opened in fall 2015 and provides a safe space for undocumented students and students with mixed status families. The initial space is very limited given the nearly 1,000 undocumented students on-campus. Thus, Student Affairs is working on space options for this growing program.
* **Services to Students with Disabilities (SSWD) Office Remodel** – Construction is nearly complete for a small expansion and remodel of the SSWD office. This re-model brings the reception area inside the office so students do not have to stand in the hallway to talk about their service needs. Also, a small amount of space was added (taken from the old financial aid area) to create an additional area. The project will be completed in summer 2016.
* **New Residence Hall** – This project is under construction. To meet the growing number of students who want to live on-campus, Sacramento State is building a new 416 bed residence hall which will include a faculty apartment, office, and classroom. The project is currently on-time to open for fall 2017.
* **Renovating Existing Resident Halls** – Housing is entering the final phases of a $13M, six year renovation plan upgrading and making improvements to the traditional residence halls. These improvements should be completed by fall 2018.
* **Dining Center Renovation –** Housing and UEI have combined their resources to renovate the Dining Commons including increasing the square footage of useable space in order to add five new serving stations and modernize the facility. The project is scheduled to be complete by mid-August 2016.
* **Student Service Center (One-Stop) Remodel** – To provide enhanced and consolidated administrative student services, Sacramento State is building a One-Stop Student Service Center. This Student Services Center, located on the first floor of Lassen Hall, will combine financial aid, records and registration and billing (excluding actual payments) so students can go to one place for comprehensive, student centered services. Construction is set to begin summer 2016 with a target opening during fall 2016.
* **Union/Well Expansion** – Approved in spring 2015, the Union/Well fee was increased allowing the expansion of facilities to meet the ever-growing demand. The expansion is in the planning phase with construction estimated to begin November 2016 and completed by fall 2018.
* **Testing Center Evaluation** – Staff have been working this past year to identify issues and challenges with the current Testing Center Space. Several options to upgrade or move the Testing Center to a more adequate space are currently under discussion. This activity will be continued in 2016-17 after a final decision on the available options and funding is reached by campus leadership.

The main objective for all of these construction projects is to provide enhanced space and improved services for students. Combined with other major construction projects (Science II, parking structures, locker room remodel in Yosemite Hall, etc.), these changes will improve the overall student experience at Sacramento State and promote student engagement and success.

# A Few Final Thoughts

The information above, extensive as it is, provides just a small glimpse into the great work Student Affairs accomplished during the 2015-16 academic year. Add all the terrific energy by our new president, his new staff and the Graduation Czar, and you begin to realize just how busy the year has been! I’m very proud of my leadership team and all the Student Affairs staff. Each year, we set the bar a little bit higher. Each year, they do everything they possibly can to hit that new bar in spite of the myriad challenges and obstacles they encounter.

As I finish up my second year in the VP seat, I continue to learn and evolve. I’m growing more and more confident in my position. As I encounter and begin to master the many new and complex aspects of leadership I had not experienced before, I am striving to lead more effectively. I’m very excited to be in this position at this university at this time. Now let’s raise the bar again.