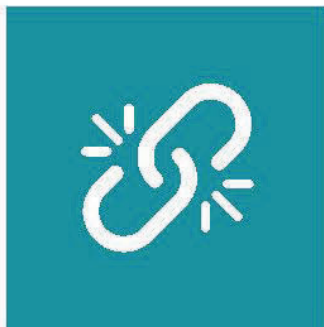
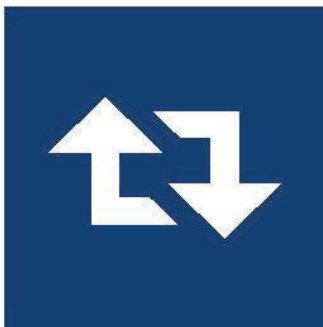
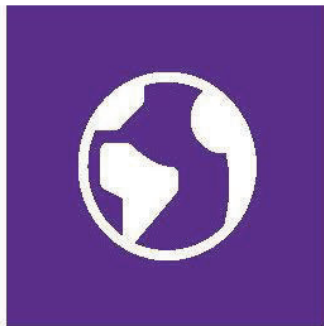
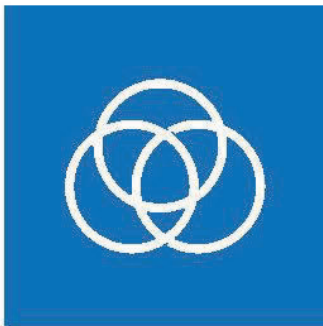


# ENVISIONING 2024

Because the world needs Changemakers



Strategic Plan Annual Report 2018-2019

**Institutional Effectiveness and Strategic Initiatives**  
**Dr. Andrew T. Allen, Vice President**  
**Dr. Karen M. Lee, Assistant Vice President**

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Please visit the IESI website at <https://www.sandiego.edu/iesi/strategic-plan/goals-and-opportunities/> to view more information about the strategic plan. For questions about this report, please contact the Office of Institutional Effectiveness and Strategic Initiatives at [iesi@sandiego.edu](mailto:iesi@sandiego.edu). Dr. Andrew T Allen, Vice President.

# Table of Contents

Executive Summary	page 1
Strategic Plan	page 2
Overview	page 3
Goal 1	pages 4 - 17
Goal 2	pages 18 - 27
Goal 3	pages 28 - 35
Goal 4	pages 36 - 43
Goal 5	pages 44 - 52
Appendix - The Pathways	pages 53 - 54
Committees	pages 55 - 58



2016

2017

2018

2019

2020

2021

2022

2023



## A Message from the President

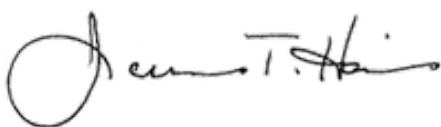
Dear Campus Community:

As we prepare to embark on the fourth year of our *Envisioning 2024* strategic plan, it is important that we confront the challenges facing higher education and the University of San Diego through a relentless focus on our five goals and six pathways. Aligning our decisions with our strategic plan helps us to deliver on our potential and reach our vision.

We continue to encourage faculty, staff and administrators to participate in an effort to break from the inertia of our current practices and structures and look for new and less costly ways to ensure the continued delivery of a life-changing experience for our current and future students.

In the most recent round of strategic initiatives, 30 pre-proposals were submitted by members of our campus community, and 8 were funded. As an example, Dr. Mike Williams was awarded funding for his proposal on *Homelessness and Food Insecurity*, that will support new research, new interdisciplinary courses, additional engagement with community partners, and increased awareness, advocacy and civic action.

Bold initiatives like this one are allowing USD to achieve its vision to set the standard as an engaged, contemporary Catholic university where innovative Changemakers confront humanity's urgent challenges. In this report you will find myriad examples of how we are living out our mission and why we are excited to see what lies ahead as we continue *Envisioning 2024*.



James T. Harris III, DED  
President

## Executive Summary

## Strategic Plan Dashboard 2018-19

The University of San Diego's Strategic Plan - *Envisioning 2024* was implemented in 2017. Since that time, the Strategic Planning Steering Committee and sub-committees have worked to affirm USD's capacity to fulfill the institution's goals and opportunities through the integrated Strategic Planning process. This process includes dialogue with, and direction from, USD's Board of Trustees.

The 2018-2019 academic year yielded an expanded core curriculum, the implementation of the Student Success Summits, the initiation of construction on the new Learning Commons, the completion of the Mission and Ministry Center, the renaming of buildings and spaces on campus, the newly formed commons in the Student Life Pavilion, the formation of the Center for Inclusion and Diversity Working Group, implementation of Strideto2024@USD, headway on the Climate Action Plan, progress on the faculty and staff Compensation Studies, employee professional development programs, faculty engaged scholarship, various Anchor Institution initiatives, and innovative Strategic Initiatives that were awarded internal grants.

Dashboard Key				Data Value	2024 Goal	KPI
▲	●	▼	🕒			
At or Above Goal	Near Goal	Below Goal	In Progress	Complete		
<b>Goal 1: Enhancing Student Learning and Success</b>						
Undergraduate Retention Rate	90%	92%	▼			
Six-Year Graduation Rate	80%	80%	▲			
Senior Placement Success	92%	95%	▼			
WSCUC Core Competencies	80%	100%	▼			
Students in 2 or more High Impact Practices	80%	90%	▼			
<b>Goal 2: Strengthening Diversity, Inclusion &amp; Social Justice</b>						
Catholic Student Enrollment-First Year	45%	55%	▼			
Diverse Student Enrollment-First Year	42%	50%	▼			
Lowest Diverse Student Retention Rate	85%	87%	●			
Lowest Diverse Student Graduation Rate	67%	75%	▼			
International Student Enrollment--Total	9%	12%	▼			
Military Connected--Total	9%	>8%	▲			
Diverse Tenure-Line Faculty	26%	>26%	●			
Diverse Employees	37%	50%	▼			
Diversity Index (between 0 and 1)	0.59	>.75	▼			
<b>Goal 3: Improving Structural &amp; Operational Effectiveness</b>						
Renaissance Plan	On Target	On Target	🕒			
Strideto2024@USD	\$8.2M	\$15M	🕒			
STARS Sustainability Rating	Gold	Platinum	🕒			
Moody Bond Rating	A1	A1	▲			
Endowment	\$503M	≥600M	▲			
<b>Goal 4: Elevating Faculty &amp; Staff Engagement</b>						
Employees in HR Professional Development	4%	5%	●			
Employees in CEE Professional Development	9%	10%	●			
Grants Awarded	\$9.6M	\$10M	●			
Campus	Staff	87%	80%	▲		
Climate	Administrators	85%	80%	▲		
Survey	Faculty	79%	80%	●		
<b>Goal 5: Amplifying Local &amp; Global Engagement and Reputation</b>						
USNWR Rank	85th	Top 100	▲			
USNWR Catholic University Rank	6th	Top 10	▲			
Study Abroad Rank	1st	Top 10	▲			
Athletics Directors Cup	107th	Top 100	▼			
Anchor Partnerships	39	≥50	▼			

This report provides details on the various initiatives and measures in support of USD's strategic goals and pathways. The Dashboard contains 30 key performance indicators (KPIs), twelve of which are on target and six of which are near their target. USD is looking forward to reaching all KPI goal levels by 2024. Note that the 2024 targets found in this report were tentative at the time the report was written but are expected to be finalized over the 2019-20 academic year.

# ENVISIONING 2024

## Mission Statement

The University of San Diego is a Roman Catholic institution committed to advancing academic excellence, expanding liberal and professional knowledge, creating a diverse and inclusive community and preparing leaders who are dedicated to ethical conduct and compassionate service.

*BECAUSE THE WORLD NEEDS CHANGEMAKERS...*

## Vision Statement

The University of San Diego sets the standard for an engaged, contemporary Catholic university where innovative changemakers confront humanity's urgent challenges.

*By 2024, USD will set the standard for an engaged, contemporary Catholic university by focusing on our six interconnected Pathways and delivering on the Promise of our University by achieving the following goals:*

**Goal 1: Enhancing Student Learning & Success** - Strategically impact student learning and success through a community that fosters engagement, life-long learning, and a deep sense of belonging and empowers them as alumni to lead purposeful lives.

**Goal 2: Strengthening Diversity, Inclusion & Social Justice** - Justly represent the breadth and beauty of God's creation in our own community and transform the campus culture to ensure that all community members thrive.

**Goal 3: Improving Structural & Operational Effectiveness** - Model best practices in institutional sustainability and effectiveness that embodies Pope Francis' vision for the Care for Our Common Home and embraces USD's Culture of Care.

**Goal 4: Elevating Faculty & Staff Engagement** - Attract, retain and develop faculty who are high-impact teachers and engaged scholars, and foster a campus environment that embraces all employees as collaborators in the educational enterprise.

**Goal 5: Amplifying Local & Global Engagement and Reputation** - Further develop a local and global reputation as a university that facilitates democratic partnerships and builds solidarity to foster greater inclusion, prosperity, and social justice.



LIBERAL ARTS EDUCATION  
FOR THE 21<sup>ST</sup> CENTURY



ACCESS AND INCLUSION



CARE FOR OUR  
COMMON HOME



ENGAGED SCHOLARSHIP



PRACTICE CHANGEMAKING



ANCHOR INSTITUTION

## Overview

The University of San Diego's Strategic Plan - *Envisioning 2024* was implemented in 2017. Since that time, the Strategic Planning Steering Committee and sub-committees have worked to affirm USD's capacity to fulfill the institution's goals and opportunities through the integrated Strategic Planning process. They were charged with thinking holistically about how to fulfill USD's mission, vision, goals, and pathways. They were asked: What "story" should be told? The committees responded with a host of initiatives that are interwoven with the values of USD; the passion and expertise of faculty, students, staff, and administrators; and the commitment of campus and community stakeholders.

The 2018-2019 academic year yielded an expanded core curriculum, the implementation of the Student Success Summits, the initiation of construction on the new Learning Commons, the completion of the Mission and Ministry Center, the renaming of buildings and spaces on campus, the newly formed commons in the Student Life Pavilion, the formation of the Center for Inclusion and Diversity Working Group, implementation of Strideto2024@USD, headway on the Climate Action Plan, progress on the faculty and staff Compensation Studies, employee professional development programs, faculty engaged scholarship, various Anchor Institution initiatives, and innovative Strategic Initiatives that were awarded internal grants.

This report provides details on the various initiatives and measures in support of USD's strategic goals and pathways. The Dashboard contains 30 key performance indicators (KPIs), twelve of which are on target and six of which are near their 2024 target. USD is looking forward to reaching all KPI levels by 2024. The 2024 targets found in this report are tentative at the time the report was written but are expected to be finalized over the 2019-20 academic year.

Each strategic goal is presented in its own section, highlighting various initiatives that support the goal and pathways. Corresponding measures are described in detail and then summarized in the Goal Dashboard as key performance indicators (KPIs).



## Goal 1: Enhancing Student Learning, & Success

*Strategically impact student learning and success through a community that fosters engagement, life-long learning, and a deep sense of belonging and empowers them as alumni to lead purposeful lives.*

### Initiatives

Enhancing student learning and success is the foremost goal at USD. New and innovative ways to engage students in purposeful learning experiences, while validating one's connectedness to the campus community is the central focus of all USD stakeholder groups. Faculty diligently designed a core curriculum that challenges students intellectually; faculty, staff, administrators, and students are planning spaces that will accommodate academic rigor coupled with a welcoming atmosphere; and the entire campus community is focused on how to offer students a USD educational experience that gives rise to a successful and purposeful life.

The new **Core Curriculum began implementation in** fall of 2017. Undergraduate students select courses from four curricular goal areas (integrative learning, competencies, foundations, and explorations) comprised of student learning outcomes for: integrative learning; first-year writing; advanced writing; mathematical reasoning and problem solving; second language; oral communication; quantitative reasoning; critical thinking and information literacy; theological and religious inquiry; philosophical inquiry; ethical inquiry; diversity, inclusion, and social justice; scientific and technological inquiry; historical inquiry; social and behavioral inquiry; literary inquiry; and artistic inquiry. The Core Curriculum was purposefully designed to align with the five key learning competencies identified by USD's regional accrediting agency.



2019 First-Year Integration Showcase

The **First-Year Integration Showcase** was one of the major highlights of the implementation of the new core curriculum in the 2018-2019 academic year. It took place in the Jenny Craig Pavilion, with the entire first year class (approximately 1275 students) presenting their integration projects to the USD community within the context of their Living Learnig Community themes.



**The Learning Commons** will be a mixed-use educational facility located on the lawn area north of Copley Library and west of Camino Hall. Design features include a 24-hour study space, a minimum of 14 classrooms with seating for 25 to 40 people, a lecture classroom with a 100-person capacity, coffee/snack service, and outdoor space. The building will be designed and constructed to LEED silver standards, all while maintaining the existing Spanish Renaissance style. The goal for this space is to stimulate collaboration and social interaction in an effort to maximize our students educational experience. Construction is underway and is scheduled for completion in 2020.



Rendering of Learning Commons

The USD **Enrollment Plan: *Envisioning Undergraduate Enrollment in 2024*** was distributed in November of 2018 by the Enrollment Management Planning Task Force. The plan describes the landscape of higher education in the coming years and the goals that USD should strive for in enrollment, retention, and graduation rates to ensure alignment of USD’s Strategic Plan with the higher education landscape. The plan focuses on attracting students from specific backgrounds (e.g. socioeconomic, racial/ethnic, military affiliation, international, transfer, and Catholic) and ensuring equivalent retention and graduation rates for all student groups. The Office of the Provost and the Deans are working on an **Academic Plan** that reflects the findings shared in the Enrollment Plan.

The 2018 **Student Success Action Plan** resulted from USD’s spring 2017 student lifecycle study. Actions range from adjusting USD policies and practices relating to a welcoming campus environment to redesigning the onboarding and orientation programs. In order to emphasize the reality that student success is everyone’s concern, a new model of convening the campus community has emerged as the **Student Success Summits**. These summits are designed to be interactive, working sessions, whereby faculty, staff, administrators, and students, examine, reflect, and plan together on how best to support students, giving attention to specific cohorts of students identified in the student lifecycle study. Going forward, two summits will be held each semester.

The **Continuous Onboarding** efforts have been expanded, with improved pre-arrival outreach to first-year students, ranging from summer advisors answering general academic questions to personalized videos welcoming students. Immersive experiences prior to **OLE’ Weekend** have been expanded, with increased efforts to encourage USD’s most at-risk students to participate. The weekend includes sessions about gaining a sound academic grounding, feeling a sense of belonging, and acquiring critical information to aid in transitioning to USD.



OLE’ Weekend

The **Career Development Center** at USD supports students in developing and achieving career goals that lead to meaningful lives. The center operates various programs for students, alumni, and employers. The **Handshake portal** serves as an appointment scheduler, a hub for career resources, a connecting space for alumni, and a recruitment tool for employers. The **Torero Treks** program provides opportunities to USD undergraduate students to engage in career exploration by visiting leading companies across the nation (e.g. PayPal, Cisco, Tesla, LA Chargers, Sharp Healthcare, Sony Electronics, Alaska Air, and Microsoft). The **Summer Internship Award** supports eligible undergraduate USD students participating in meaningful paid summer internships, undergraduate research, or career-related community service. The newest initiatives of the Career Development Center are the **Career Readiness Programs**. The Compass program for student majors in the College of Arts and Sciences and the Connect program for student majors in the Shiley-Marcos School of Engineering are extensions of the Passport program for student majors in the School of Business. These three career readiness programs now assist all students in articulating the value of their education, and provide guidance in career building, networking, and professional development.



Torero Treks

**Strategic Initiative Grants**, which began in fall of 2017, are USD funded initiatives that support the five strategic goals. Several of these grant-funded initiatives align with enhancing student learning and success by enriching current curriculums or creating new programs such as Torero Ventures, Religious Educators Certificate, Geographic Information Systems, and Indigenous Ways of Knowing.

**Summary** - Enhancing student learning and success is at the forefront of USD's strategic plan. The initiatives shared in this report are a sample of the many ongoing initiatives and opportunities identified by the campus community as being pertinent to advancing USD's strategic plan. These initiatives focus on recruiting, retaining, educating, and graduating students who will become life-long learners and alumni who will lead purposeful lives. Members of the Strategic Planning Steering Committee, the Strategic Goal-One sub-committee, and the Student Success Committee serve as advocates for enhancing student learning and success at the university. They also communicate the key performance indicators to relevant stakeholders who can implement strategies to further advance the goal.

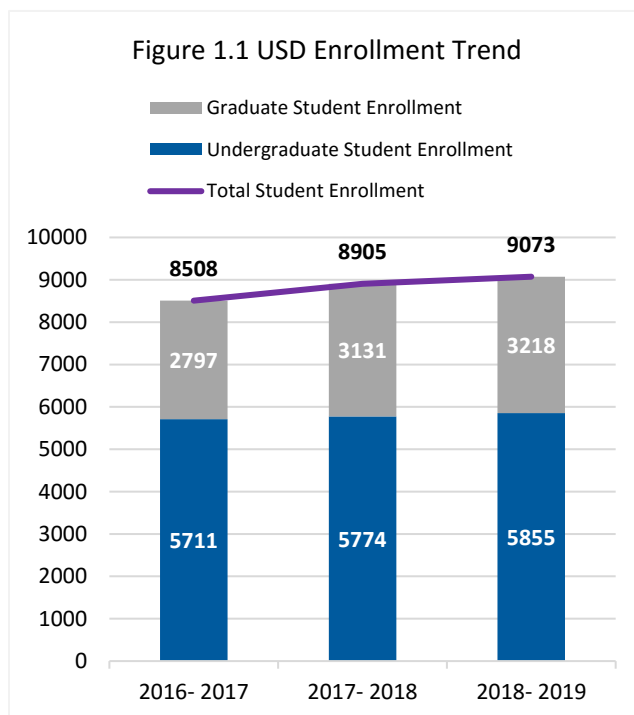
## Measures of Success

Key performance indicators (KPIs) are measurable values that demonstrate how effective the university is achieving its strategic goals. For strategic goal one, thirty-six key performance indicators (KPIs) are used to monitor and gauge success as USD strives to set the standard for an engaged, contemporary Catholic university by 2024. These measures include trends in enrollment, retention and graduation rates, and alumni success. Additional measures include academic excellence, student engagement and perceived gains, and national rankings.

USD's *Liberal Arts Education for the 21<sup>st</sup> Century Pathway* emphasizes how USD will provide students with opportunities to study the historical, cultural, and scientific/technological forces that have ushered in this century and that will shape our future. Students will learn to challenge ideas, and to discern significant truths about reality, faith, and human existence in their lives and careers. Nationally recognized measures of success are retention rates, graduation rates, and alumni success. Nationally accepted engagement measures are gathered through the National Survey of Student Engagement (NSSE) and report measures on student engagement in educational opportunities such as service-learning, a learning community, research with faculty, internship/field experience, study abroad, or a culminating senior experience (labeled as high impact practices). Students' perceived gains in knowledge, skills, and personal development that can be attributed to their university experiences are also captured in the NSSE. Internal measures used by USD monitor implementation of the core curriculum, assessment of core competencies, and the pursuit of academic excellence by way of academic program reviews. Measures of success are shared below and KPIs are summarized in the Goal 1 Dashboard.

### *Measure: Enrollment, Retention, and Graduation*

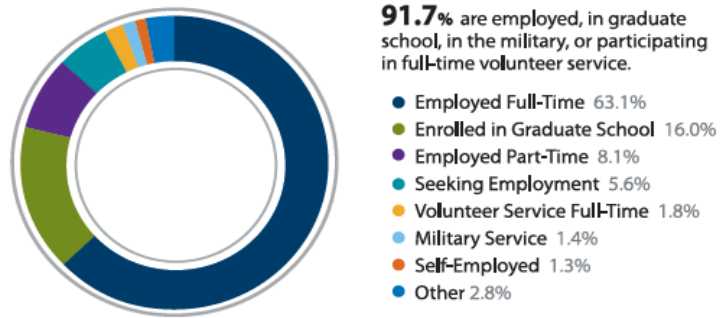
The university has experienced an increase in undergraduate student enrollment over the last three years, from 5,711 students in fall 2016 to 5,855 students in fall of 2018. A similar increase occurred in graduate student enrollment, from 2,797 students in fall 2016 to 3,218 students in fall 2018. These increases have yielded a total student enrollment of over 9,000 students (see Figure 1). The university closely monitors student retention and graduation rates to ensure that an increase in enrollment does not adversely affect student success. Retention rates for entering full-time, first-time undergraduate students increased from 87% (fall 15-fall 16) to 90% (fall 17-fall 18). Graduation rates for the fall entering cohort of full-time, first-time undergraduate students increased from 78% (2015-2016) to 80% (2017-2018).



**Measure: Alumni Success**

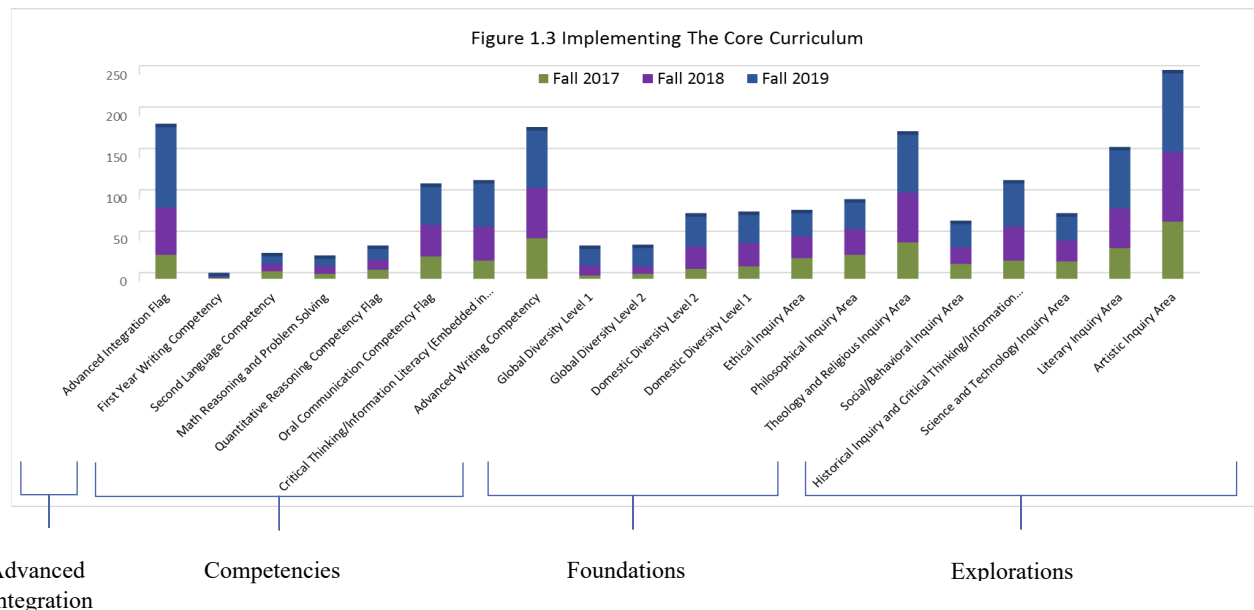
USD’s Career Development Center compiles data on students completing their undergraduate degrees. Using multiple sources, the center gathered data on 77.5% of undergraduate students who graduated between August 2017 and May 2018. Figure 1.2 shows that 91.7% of the class of 2018 graduates are employed, in graduate school, volunteering, or in military service.

Figure 1.2 Alumni Success



**Measure: Implementing the Core Curriculum**

The Core Curriculum Committee (CCC) oversees the process for implementing the core curriculum. All courses submitted for core attributes must be approved undergraduate courses. The CCC has the responsibility of evaluating the course proposal based on the following criteria: the alignment between the course student learning outcomes and the student learning outcomes of that core curricular area; the course content; and the assessment mechanisms. The course syllabus must clearly reveal how the student learning outcomes will be realized through the readings, activities, assignments, and other course components. Since the fall 2017 core curriculum implementation, faculty have continued to develop new courses or revise existing ones to meet the criteria stated above. As shown in figure 1.3, at the beginning of implementation of the core curriculum in fall 2017 semester to the beginning of fall 2019 semester, students have seen an increase in the number of competency approved courses (125 to 199), foundation approved courses (135 to 242), exploration approved courses (167 to 274), and advanced integration approved courses (29 to 97).

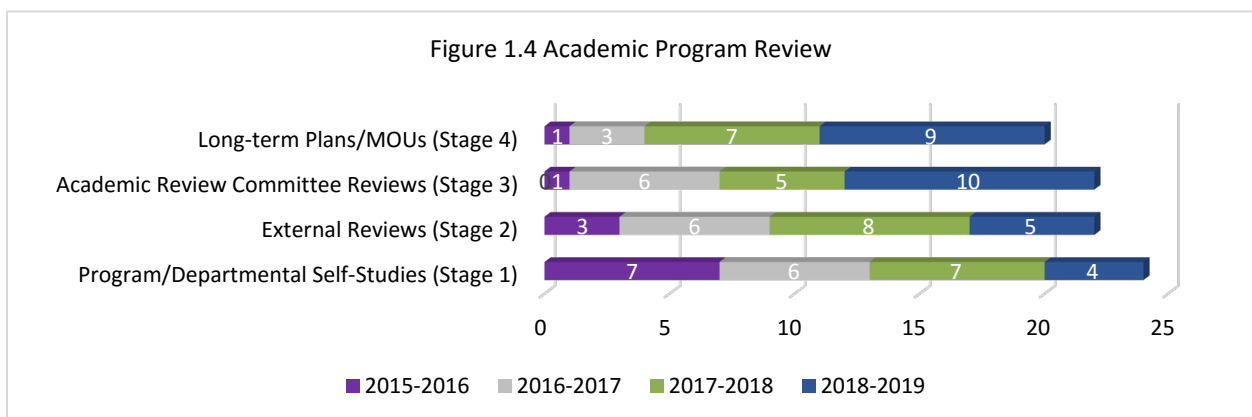


*Measure: Assessing WSCUC Core Competencies*

USD’s regional accrediting agency - the Western Association of Schools and Colleges, Senior College and University Commission (WSCUC) - expects undergraduate programs to include opportunities for students to develop the following core competencies: written communication, oral communication, quantitative reasoning, information literacy, and critical thinking. These five competencies are included in USD’s core curriculum and are assessed periodically, along with all the other core curriculum outcomes. The Core Assessment Team facilitates sessions where faculty use rubrics to evaluate levels of student learning and report findings in the aggregate. Since the 2017 implementation of the core curriculum, the Core Assessment Team has conducted assessments on critical thinking, information literacy, oral communication, and first-year writing. The Core Assessment Team will assess quantitative reasoning in pilot form during the 2019-2020 academic year. Summary forms for completed competencies are posted on USD’s outcomes webpage and the full reports along with resources for students and faculty are posted on USD’s core curriculum assessment webpages.

*Measure: Academic Program Review*

Academic Program Review supports the advancement of academic excellence in student learning, teaching, research, and service. The provost engages with program faculty, staff, and administrators to discuss continuous improvement in their programs, meets with external reviewers to examine program strengths and weaknesses, and discusses with deans evidence-based planning and budgeting. The review process culminates with a memorandum of understanding (MOU). The MOU formally acknowledges completion of USD’s academic program review process and documents evidence - based planning for enhancing student learning and improving program quality. It functions as a reference to departments, deans, and university leadership during resource planning and budgeting. Moreover, the MOU functions as evidence to our regional accrediting agency, the Western Association of Schools and Colleges - Senior College and University Commission (WSCUC) of USD’s commitment to advancing academic excellence. The MOU, as suggested by WSCUC, provides one way for institutions to link evidence of academic quality and student learning with planning and budgeting. Figure 1.4 shows the number of programs that have progressed through the review process for the past four years.



*Measure: Student Engagement and Perceived Gains*

The National Survey of Student Engagement is administered every three years at USD to first-year students and seniors. The most recent administration of the survey was in the spring 2018 semester, preceded by a spring 2015 administration. Student engagement in high-impact practices (HIP), such as study abroad, service learning, internships/field experiences, a learning community, research with faculty, and a culminating senior experience are positively associated with student learning and retention. Researchers suggest that undergraduate students participate in at least two of these high-impact practices before graduating. Figure 1.5 shows the level of HIP engagement of 2018 seniors at USD, alongside three comparison groups.

Figure 1.5 USD Senior Students’ Participation in High-Impact Practice Experiences

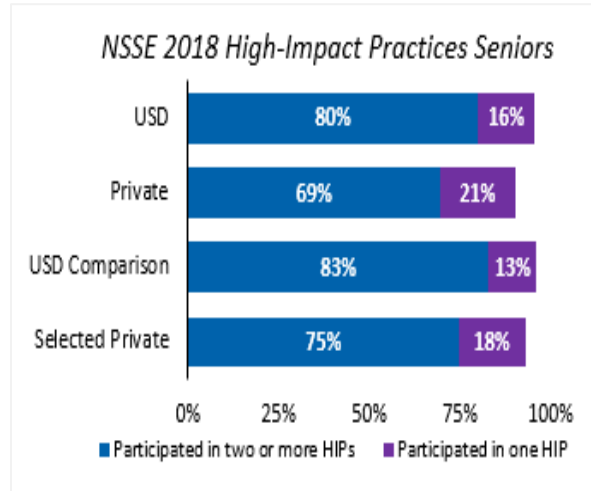


Figure 1.6 USD Senior Students’ Perceived Gains of Knowledge, Skills, and Personal Development

Perceived Gains (Sorted highest to lowest)	Responding "Very much" or "Quite a bit"
Thinking critically and analytically	87%
Writing clearly and effectively	77%
Speaking clearly and effectively	77%
Working effectively with others	76%
Developing or clarifying a personal code	71%
Analyzing numerical and statistical information	71%

The National Survey of Student Engagement also includes measures of perceived gains by senior students. Figure 1.6 shows more than 70% of the 2018 senior class indicated that USD contributed “very much” or “quite a bit” to their knowledge, skills, and personal development in six areas: thinking critically and analytically (87%), writing clearly and effectively (77%), speaking clearly and effectively (77%), working effectively with others (76%), developing or clarifying a personal code of values and ethics (71%), and analyzing numerical and statistical information (71%).

### *Measure: National Rankings*

USD welcomes the various national rankings that recognize the university's commitment to enhancing student learning and success.

The [NICHE 2019 Best Catholic Colleges in America](#) ranking is based on rigorous analysis of academic, admissions, financial, and student life data from the U.S. Department of Education along with millions of reviews from students and alumni. USD ranked 10th out of 165 Catholic Institutions, placing it in the 94<sup>th</sup> percentile.

The [U.S. News 2019 Best Undergraduate Engineering Program](#) ranking for ABET accredited Schools of Engineering without a doctorate program is based solely on the judgments of deans and senior faculty at peer institutions. U.S. News surveyed engineering school deans and faculty members in spring 2018 and asked them to rate each program they were familiar with on a scale from 1 (marginal) to 5 (distinguished) for these rankings. The Shiley Marcos School of Engineering ranked #11 out of 205 (tied with 3 other schools), placing it in the 93<sup>rd</sup> percentile.

The [NICHE 2019 Best Colleges for Business in America](#) ranking is based on rigorous analysis of undergraduate admissions, financial, academic, and student life data from the U.S. Department of Education, along with millions of reviews from students and alumni. The School of Business ranked 69th out of 1016, placing it in the 93<sup>rd</sup> percentile.

The [U.S. News 2019 Best Nursing Schools: Master's](#) ranking for accredited programs is based on student selectivity, program size, faculty resources, research activity, and quality peer assessments. The Hahn School of Nursing and Health Science masters' programs ranked 43<sup>rd</sup> out of 562 (tied with 2 other schools), placing it in the 92<sup>nd</sup> percentile.

The [NICHE 2019 Best Colleges for Psychology](#) ranking is based on rigorous analysis of undergraduate admissions, financial, academic, and student life data from the U.S. Department of Education, along with millions of reviews from students and alumni. The ranking compares the top undergraduate psychology programs in the U.S. The psychology program in the College of Arts and Sciences ranked 104th out of 989, placing it in the 89<sup>th</sup> percentile.

The [NICHE 2019 Best Colleges for Biology](#) ranking is based on rigorous analysis of undergraduate admissions, financial, academic, and student life data from the U.S. Department of Education, along with millions of reviews from students and alumni. The ranking compares the top degree programs for biology majors including ecology, marine biology, microbiology, biotechnology, botany, and pre-medicine programs. Biology related programs in the College of Arts and Sciences ranked 105th out of 977, placing it in the 89<sup>th</sup> percentile.

The [NICHE 2019 Best Colleges for Communications](#) ranking is based on rigorous analysis of undergraduate admissions, financial, academic, and student life data from the U.S. Department of Education, along with millions of reviews from students and alumni. The ranking compares the top colleges for journalism and communications. The communication studies program in the College of Arts and Sciences ranked 107th out of 755, placing it in the 86<sup>th</sup> percentile.

The [NICHE 2019 Best Colleges for Student Athletes in America](#) ranking is based on key statistics and student reviews. Top-ranked colleges have both elite academic programs and competitive sports programs that support student athletes on and off the field. USD ranked 191st out of 1382, placing it in the 86<sup>th</sup> percentile.

The [U.S. News Best Online Graduate Education Programs](#) ranking is of schools of education that offer online masters' degrees. The ranking is based on engagement, expert opinion, services and technologies, faculty credentials and training, and student excellence. The School of Leadership and Education Sciences partners with the Division of Professional and Continuing Education in offering the MEd online program, which ranked #42 out of 299 (tied with 2 other schools), placing it in the 85<sup>th</sup> percentile.

The [U.S. News 2019 Best Nursing Schools: Doctor of Nursing Practice](#) ranking for accredited programs is based on student selectivity, program size, faculty resources, research activity, and quality peer assessments. The Hahn School of Nursing and Health Science - Doctorate of Nursing Practice program ranked 47<sup>th</sup> out of 293 (tied with 2 other schools), placing it in the 83<sup>rd</sup> percentile.


The [U.S. News 2019 Best Law School](#) rankings of 192 law schools fully accredited by the American Bar Association are based on a weighted average of peer assessment quality, selectivity, placement success, and faculty resources. The Law School was ranked 86<sup>th</sup> out of 192, placing it in the 55<sup>th</sup> percentile.

## Summary

As shown in the dashboard (Figure 1.7), the University ranks in the top quartile of several national academic rankings of U.S. News and World Report and NICHE. The University also compares well with the top 15 Catholic universities that have high retention rates ( $\geq 90\%$ ). As USD's undergraduate enrollment increases, the retention rate has increased or remained constant. The six-year graduation rate is at the goal level of 80%. The alumni success rate declined from 94% to 92%, short of the 95% goal. The university is on track with the implementation of the core curriculum, assessment of WSCUC core competencies, and review of academic programs. Seniors attribute USD for increasing their knowledge, skills, and personal development in several areas and continue to participate in two or more high-impact educational experiences: service-learning, a learning community, research with faculty, internship/field experience, study abroad, or a culminating senior experience. The 2024 goals set for the key performance indicators reflect USD's commitment to enhancing student learning and success.




Figure 1.7a Goal 1 Dashboard - Enhancing Student Learning and Success

Dashboard Key		Goal 1				
 <small>Top Ten Catholic School Measure    At or Above Goal    Near Goal    Below Goal    In Progress    Complete</small>		<b>Enhancing Student Learning and Success</b>				
<b>Internal Key Performance Indicators Enrollment, Retention, Graduation, &amp; Alumni</b>		<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2024 Goal</b>	<b>KPI</b>
<b>Enrollment</b>						
<b>Undergraduate Student Enrollment</b>						
Fall Census Headcount		5,711	5,774	5,855	5,900-6,000	●
<b>Graduate Student Enrollment</b>						
Fall Census Headcount		2,797	3,131	3,218	3,100 - 3,500	▲
<b>Total Student Enrollment</b>						
Fall Census Headcount		8,508	8,905	9,073	9,000 - 9,500	▲
<b>Retention</b>		<b>F15-F16</b>	<b>F16-F17</b>	<b>F17 - F18</b>	<b>2024 Goal</b>	<b>KPI</b>
1st to 2nd-yr Fall Retention of Full-Time, First-Year Undergraduate Students		87%	90%	90%	92%	▼
<b>Graduation</b>		<b>F15-F16</b>	<b>F16-F17</b>	<b>F17 - F18</b>	<b>2024 Goal</b>	<b>KPI</b>
Six-Year Graduation Rate of Full-Time, First-Time Undergraduate Students		78%	82%	80%	80%	▲
<b>Alumni Success</b>		<b>2015-2016</b>	<b>2016-2017</b>	<b>2017 - 2018</b>	<b>2024 Goal</b>	<b>KPI</b>
Graduation Outcomes: Initial career destinations for undergraduate students: employed, in graduate school, in the military, or participating in full-time volunteer service		94%	94%	92%	95%	▼


All enrollment, retention, and graduation data are provided by USD's Institutional Research and Planning Office. Alumni Success data are provided by USD's Career Development Center.

Figure 1.7b Goal 1 Dashboard - Enhancing Student Learning and Success

Dashboard Key		Goal 1				
		<b>Enhancing Student Learning and Success</b>				
<b>Internal Key Performance Indicators - Academic Excellence</b>		<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2024 Goal</b>	<b>KPI</b>
<b>Implementing the Core Curriculum</b>						
Number of Foundation Courses		135	193	242	>200	▲
Number of Exploration Courses		167	218	274	>200	▲
Number of Advanced Integration Flagged Courses		29	57	97	>100	▼
Number of Competency Courses		125	171	199	>200	●
<b>WSCUC Core Competencies</b>						
Percent of core competencies assessed (critical thinking, information literacy, oral communication, written communication, and quantitative reasoning)		40%	60%	80%	100%	▼
<b>Academic Program Review Progress</b>						
Percent of Academic Units <sup>1</sup> with long-term plans and signed memorandums of understanding (MOUs)		10%	22%	41%	100%	▼

<sup>1</sup>An academic unit is a program, department, or group of programs that share resources or reviewed by an accrediting agency simultaneously. Using the 2019 list of WSCUC approved programs, there are 51 such unique academic units at USD.

Figure 1.7c Goal 1 Dashboard - Enhancing Student Learning and Success

Dashboard Key		Goal 1				
		<b>Enhancing Student Learning and Success</b>				
Internal Key Performance Indicators - NSSE						
<b>High Impact Practices<sup>1</sup></b> Percent of senior students who participated in at least two of the following learning experiences while at USD: service-learning, a learning community, research with faculty, internship/field experience, study abroad, or a culminating senior experience.		87%	80%		90%	▼
<b>Students' Perceived Gains</b> Senior students' responses of "very much" or "quite a bit" to NSSE survey items regarding USD's contribution to students' knowledge, skills, and personal development in the following areas:						
Thinking Critically and Analytically		88%	87%		75%	▲
Writing Clearly and Effectively		77%	77%		75%	▲
Speaking Clearly and Effectively		76%	77%		75%	▲
Working Effectively with Others		79%	76%		75%	▲
Developing/Clarifying a Personal Code of Values & Ethics		66%	71%		75%	▼
Analyzing Numerical and Statistical information		62%	71%		75%	▼

<sup>1</sup>Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." High-Impact Practices (HIPs) share several traits: They demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and students, encourage collaboration with diverse others, and provide frequent and substantive feedback. As a result, participation in these practices can be life-changing (Kuh, 2008). NSSE founding director George Kuh recommends that institutions should aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major (NSSE, 2007). NSSE is the National Survey of Student Engagement.

Figure 1.7d Goal 1 Dashboard - Enhancing Student Learning and Success



Dashboard Key	Goal 1		
 Top Ten Catholic School Measure    At or Above Goal    Near Goal    Below Goal    In Progress    Complete	Enhancing Student Learning and Success		
External Key Performance Indicators National Rankings	2019	2024 Goal	KPI
NICHE Best Catholic Colleges in America (#10 out of 165)	94th percentile	Top Quartile >75th	▲
U.S. News Best Undergraduate Engineering Program - No Doctorate (#11 out of 205) <i>tied with 3 other schools</i>	93rd percentile	Top Quartile >75th	▲
NICHE Best Colleges for Business in America (#69 out of 1016)	93rd percentile	Top Quartile >75th	▲
U.S. News Best Nursing Schools: Master's (#43 out of 562) <i>tied with 2 other schools</i>	92nd percentile	Top Quartile >75th	▲
NICHE Best Colleges for Psychology (#104 out of 989)	89th percentile	Top Quartile >75th	▲
NICHE Best Colleges for Biology (#105 out of 977)	89th percentile	Top Quartile >75th	▲
NICHE Best Colleges for Communications (#107 out of 755)	86th percentile	Top Quartile >75th	▲
NICHE Best Colleges for Student Athletes in America (#191 out of 1382)	86th percentile	Top Quartile >75th	▲
U.S. News Best Online Graduate Education Programs (#42 out of 299) <i>tied with 2 other schools</i>	85th percentile	Top Quartile >75th	▲
U.S. News Best Nursing Schools: Doctor of Nursing Practice (#47 out of 293) <i>tied with 2 other schools</i>	83rd percentile	Top Quartile >75th	▲
U.S. News Best Law School (# 86 out of 192)	55th percentile	Top Quartile >75th	▼

Figure 1.7e Goal 1 Dashboard - Enhancing Student Learning and Success

Dashboard Key		Goal 1		
 Top Ten Catholic School Measure †    At or Above Goal ▲    Near Goal ●    Below Goal ▼    In Progress 🕒    Complete ✓		Enhancing Student Learning and Success		
External Key Performance Indicators	Data Values	Standing Among 15 Catholic Institutions <sup>a</sup>	2024 Goal	KPI
<b>Enrollment - Graduate Students</b>	3131	8th	Top 10 †	▲
<b>Enrollment - Undergraduate Students</b>	5774	9th	Top 10 †	▲
<b>Graduation<sup>b</sup></b> Six-Year Graduation Rate of Full-Time, First-Time Undergraduate Students	82%	9th	Top 10 †	▲
<b>Alumni Salaries<sup>c</sup></b>	\$60,000	10th	Top 10 †	▲
<b>Retention<sup>d</sup></b> 1st to 2nd-yr Fall Retention of Full-Time, First-Year Undergraduate Students	90%	12th	Top 10 †	▼
<b>Student to Faculty Ratio<sup>e</sup></b>	14	13th	Top 10 †	▼

<sup>a</sup> Data are from the Fall 2017 IPEDS Reported Data available from the National Center for Education Statistics website. List contains 15 Catholic Institutions with the highest retention rates: Notre Dame (98%), Georgetown (96%), Boston College (95%), Holy Cross (95%), Villanova (95%), Santa Clara (94%), Gonzaga (94%), Providence (92%), St. Joseph's (91%), Fordham (91%), Loyola Marymount (91%), University of San Diego (90%), Fairfield (90%), Dayton (90%), and St. Louis (90%).

<sup>b</sup> The six-year graduation rate is calculated using the fall entering cohort of full-time, first-time undergraduate students who completed their degree within 150% of the normal time of a 4-year degree. Fall 2017 IPEDS Reported Data available from the National Center for Education Statistics.

<sup>c</sup> Alumni Salaries - Data extracted from the US Department of Education: College Score Card and is the median earning of former students who received federal financial aid, 10 years after entering the school.

<sup>d</sup> Retention rate is calculated using the percentage of the fall full-time first-time cohort of undergraduate students who returned in the fall semester of the subsequent year. Fall 2017 IPEDS Reported Data available from the National Center for Education Statistics.

<sup>e</sup> Student-to-faculty ratio - Total FTE students not in graduate or professional programs divided by total FTE instructional staff not teaching in graduate or professional programs. Fall 2017 IPEDS Reported Data available from the National Center for Education Statistics.

## Goal 2: Strengthening Diversity, Inclusion & Social Justice

*Justly represent the breadth and beauty of God's creation in our own community and transform the campus culture to ensure that all community members thrive.*

### Initiatives

USD continues to make considerable strides in strengthening diversity, inclusion, and social justice on campus and in the community. Several initiatives were implemented during the 2018-2019 academic year, while others were a continuation from prior years. Three major initiatives that came to fruition this year, after many hours of planning and dialoging with campus and community partners, were the Student Life Pavilion Commons, the renaming of buildings and spaces on campus, and the Center for Inclusion and Diversity Working Group.

### Major Initiatives

The first major initiative, the newly formed Commons in the Student Life Pavilion, under the division of Student Affairs, was established this year - bringing under the same roof the Black Student Resource Commons, the LGBTQ+ & Allies Commons, the Women's Commons, and the United Front Multicultural Commons. This initiative not only provides a space for student organizations committed to diversity, inclusion and social justice to meet and collaborate, but also ignites new programming, such as the Black Power Summit held in spring 2019.



The second major initiative is the University's decision to change the names on multiple buildings and spaces on campus, sparked by numerous discussions on how USD could better recognize the rich history of the Kumeyaay Nation on campus, while simultaneously honoring USD's Catholic heritage. Serra Hall was renamed as Saints Tekakwitha and Serra Hall in honor of St. Kateri Tekakwitha, the first Native American Catholic saint and St.

Junipero Serra. The Mission Crossroads facility was renamed as Mata'yuum Crossroads, which means "gathering place" in the Kumeyaay. Additionally, the Student Life Pavilion's Plaza Mayor will now honor St. Teresa of Calcutta and Plaza Menor will recognize Francis Xavier Nguyễn Văn Thuận, a Vietnamese Cardinal and social justice advocate that Pope Francis named as Venerable in 2017.

The third major initiative is the Center for Inclusion and Diversity (CID) Working Group. The group was charged by the Provost to examine, research, and recommend how the CID might be restructured to support inclusion and diversity at USD. Faculty, staff, administrators, and students met throughout the spring semester and submitted a report to the provost containing several recommendations for restructuring the Center for Inclusion and Diversity.

## *Continued Initiatives*

Several initiatives, playing crucial roles in strengthening diversity, inclusion, and social justice at USD, were continued from prior years. The Torero Promise program continues to serve as an admissions pathway for eligible Catholic high school students and now includes Catholic high school students beyond San Diego County, into Riverside and San Bernardino counties. The College of Arts and Sciences Diversity Post-Doctoral Faculty program continues to serve as an avenue for recruiting and retaining diverse faculty by providing diverse scholars with opportunities to increase their academic experience. The New Faculty Orientation program continues to focus on USD's mission and core values, while sharing strategies with faculty about how to incorporate community engagement and changemaking practices into the classroom. The core curriculum continues to add new courses each year that satisfy the Diversity, Inclusion, and Social Justice (DISJ) requirement. All undergraduate students take at least two DISJ flagged courses that emphasize knowledge of self and diverse others, as well as skills to articulate complexities of how people are categorized and valued differently - leading to wide disparities in life experiences and outcomes. Students select from over 80 courses (e.g. GNDS 101 Introduction to Gender Studies, SOCI 210 Social Justice, and THRS 376 Racial Justice: Catholic Perspective). Lastly, the university continues to facilitate discussions relating to diversity and inclusion issues based on survey and focus group data collected from students, faculty, staff, and administrators.

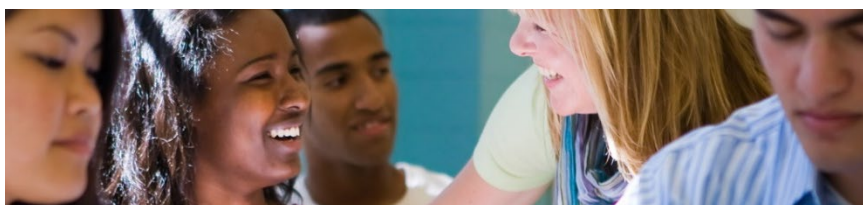


## *Strategic Initiative Grants*

University funded initiatives that support the five strategic goals began in fall of 2017. Several of these grant-funded initiatives align with strengthening diversity, inclusion, and social justice by increasing equity for students participating in summer research programs, enhancing services to the military affiliated community, and amplifying the voices of women in the Catholic Church.

## *Summary*

The initiatives shared in this report are a sample of the many strategic initiatives and opportunities identified by the campus community as being pertinent to



advancing USD's strategic plan. These initiatives are part of the broader categories of: Inclusive Campus Environment Initiatives, Strategies for Recruiting and Retaining Diverse Faculty and Staff, Catholic Student Focused Initiatives, Strategies for Recruiting and Retaining a Diverse Student Body, and initiatives relating to the Center for Inclusion and Diversity. Members of the Strategic Planning Steering Committee and the Strategic Goal-Two sub-committee serve as advocates for strengthening diversity, inclusion, and social justice at the university. They also communicate the key performance indicators to relevant stakeholders who can implement strategies to further advance the goal.

## Measures of Success

Key performance indicators (KPIs) are measurable values that demonstrate how effective the university is achieving its strategic goals. For strategic goal two, nineteen key performance indicators (KPIs) are used to monitor and gauge success as USD strives to set the standard for an engaged, contemporary Catholic university by 2024. These measures include enrollment trends of catholic students, military affiliated students, international students, Pell-grant eligible students, transfer students, first generation students, and students of color. Additional measures include retention and graduation rates for diverse student groups, the diversity of university employees, and national diversity rankings of universities.

USD’s *Access and Inclusion Pathway* emphasizes how USD will expand access, demonstrate inclusive excellence to benefit the learning and success of all students, advance educational equity, and become a first-choice university for underrepresented students. A common measure for student access is to examine the demographic trends of the entering cohort of first-year full-time undergraduate students. Another measure for access is to examine the enrollment trends of underserved student-groups at all educational levels. A national measure for inclusive excellence of students is to compare the retention and graduation rates of the entering cohort of first-year full-time undergraduate students to that of various student sub-groups, triggering a concern at USD if a rate drops more than 5% below that of the entire cohort. Other measures of diversity include tenure-line faculty diversity, employee diversity, and national rankings of diversity. Measures of success are shared below and KPIs are summarized in the Goal 2 Dashboard.

### Measure: Diverse Student Enrollment

Strengthening student diversity begins with admitting a diverse cohort of students. For example, the fall 2018 entering cohort of undergraduate students (see Table 2.1), was 45% Catholic, 42% minority, 32% Catholic High School graduates, 21% Hispanic, and 15% residents of San Diego County.

The proposed 2019-2024 Enrollment Plan includes goals to increase the proportion of undergraduate diverse student groups by 2024, particularly first generation students, Pell eligible students, and transfer students. The plan also includes goals to increase the university’s total enrollment of Catholic students, students of color, international students, and military connected students.

Table 2.1: Enrollment Trend  
First-Year Undergraduate Students

Characteristic	2016	2017	2018
Catholic	41%	43%	45%
Students of Color	37%	38%	42%
Catholic High School	27%	29%	32%
Hispanic Students	19%	19%	21%
San Diego County	12%	14%	15%
First Generation*	16%	14%	15%
Pell Grant*	14%	14%	13%
International*	6%	4%	5%
Military Connected*	3%	4%	3%
Entering Cohort	1133	1210	1310

\*Inconsistent or declining trend.



Table 2.2 shows the enrollment trend of degree seeking undergraduate students who are transfer students, first-generation students or Pell-eligible students. Similarly, Table 2.3 shows the university-wide enrollment trend of Catholic students, students of color, international students, and military connected students.

Table 2.2: Enrollment Trend - Undergraduate Students of Interest

<b>Characteristic</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
<b>Total Undergraduate Enrollment</b>	<b>5,711</b>	<b>5,774</b>	<b>5,855</b>
Transfer Students	23%	23%	21%
First Generation Students	18%	18%	18%
Pell Eligible Students	15%	18%	13%

Data are from IRP's fall-enrollment census reports.

Table 23: Enrollment Trend - University Wide Students of Interest

<b>Characteristic</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
<b>Total USD Enrollment</b>	<b>8,508</b>	<b>8,905</b>	<b>9,073</b>
Catholic Students	37%	35%	35%
Students of Color	37%	38%	38%
International Students	9%	9%	9%
Military Connected Students	8%	9%	9%

Data are from IRP's fall-enrollment census reports.

### *Measure: Equivalent Retention and Graduation Rates for All Student Groups*

USD continues to recruit a diverse group of students at all degree levels and monitors retention and graduation rates to ensure success of all student groups. For the 2012 entering cohort of undergraduate students, the six-year graduation rate was 80%, with 17 of the 23 student groups having a graduation rate  $\geq 75\%$  (see Table 2.4). For student groups with lower graduation rates, the student success committee works with the campus community to develop and implement new strategies to improve graduation and retention rates. The fall-to-fall retention rate for the 2017 entering cohort of undergraduate students was 90%, with each student group having a retention rate  $\geq 85\%$  (see Table 2.4).

Table 2.4 Graduation and Retention Rates

Student Characteristic	Six Year <b>Graduation Rate</b> , Full-Time First-Year Entering Cohort			Fall to Fall <b>Retention Rate</b> , Full-Time First-Year Entering Cohort		
	Fall Entered - Graduation Yr. <b>2010</b> <b>2016</b>	Fall Entered - Graduation Yr. <b>2011</b> <b>2017</b>	Fall Entered - Graduation Yr. <b>2012</b> <b>2018</b>	Fall Entered Fall Returned <b>2015</b> <b>2016</b>	Fall Entered Fall Returned <b>2016</b> <b>2017</b>	Fall Entered Fall Returned <b>2017</b> <b>2018</b>
All	78%	82%	80%	87%	90%	90%
Men	78%	78%	78%	89%	89%	89%
Women	78%	84%	82%	86%	91%	90%
American Indian	100%**	100%**	**	86%	50%**	**
Asian	80%	81%	80%	89%	92%	89%
Black non-Hispanic	64%*	69%*	67%*	83%	88%	85%
Hawaiian/Pacific Islander	80%**	100%**	50%**	50%*	88%	100%
Hispanic	79%	88%	80%	90%	94%	89%
Two or more races	81%	78%	73%*	82%	90%	93%
White non-Hispanic	78%	81%	83%	88%	90%	90%
Unknown race/ethnicity	79%	84%	94%	79%*	94%	96%
International	72%*	78%	71%*	83%	88%	96%
Scholarship athletes	63%*	70%*	68%*	84%	86%	91%
Honors	89%	88%	91%	92%	94%	96%
Catholic	79%	86%	84%	91%	91%	91%
Non-Catholic	76%	78%	77%	84%	90%	89%
California	83%	83%	81%	89%	94%	90%
Out of State (AZ, CO, NV, OR, TX, WA)	73%	82%	81%	87%	88%	90%
Out of State (all other states)	71%*	78%	80%	83%	87%	88%
Commuter	79%	84%	83%	90%	92%	85%
Pell Grant recipients	76%	84%	75%	89%	93%	87%
First generation	78%	81%	80%	85%	91%	89%
Financial need	79%	83%	80%	87%	91%	88%
No financial need	76%	81%	82%	87%	90%	92%
Entering Cohort First-Yr. Full-Time	1148	1140	1072	1102	1131	1207

\*Rate drops more than 5% below that of entire cohort. \*\*Headcount 5 students or less.

**Measure: Diverse Tenure-Line Faculty**

USD continues to use the Faculty Recruitment and Retention Toolkit to serve as a guide when conducting proactive inclusive faculty searches. The College of Arts and Sciences Diversity Post-Doctoral Faculty program contributes to an expanded pool of potential diverse tenure-track faculty hires. Over the last three years, USD has seen an increase in the number and proportion of minority tenured and tenured-track faculty (24% in 2016, 25% in 2017, and 26% in 2018), whereas the number and proportion of female tenured/tenure-track faculty has declined slightly (45% in 2016, 44% in 2017, and 44% in 2018). See Table 2.5 for more details.

Table 2.5

Diverse Faculty Trend -Tenured/Tenure Track Faculty

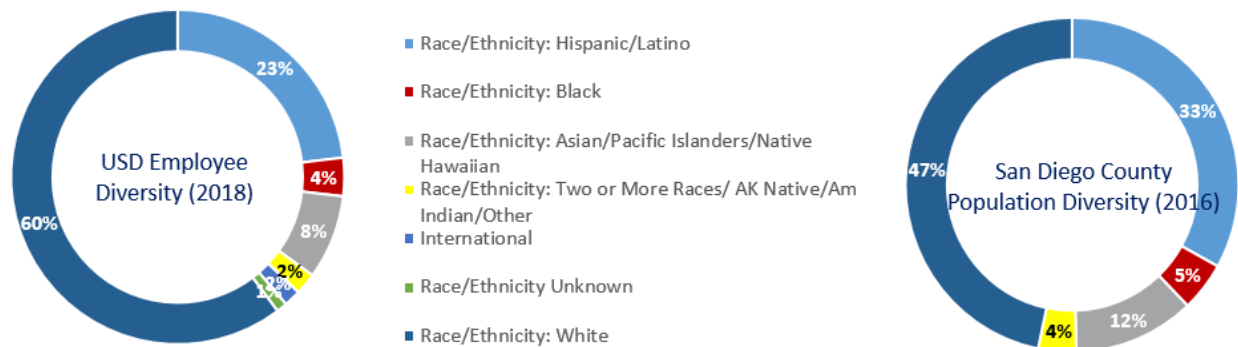
Demographic	2016 (371)	2017 (368)	2018 (373)
Race/Ethnicity: Hispanic/Latino	8%	9%	9%
Race/Ethnicity: Black	3%	4%	4%
Race/Ethnicity: Am Indian/AK Native	0	0	0
Race/Ethnicity: Asian	11%	11%	11%
Race/Ethnicity: Hawaiian/Pac Islander	0	0	0
Race/Ethnicity: Two or More Races	1%	1%	2%
<b>Combined Minority</b>	<b>24%</b>	<b>25%</b>	<b>26%</b>
Race/Ethnicity: White	73%	72%	72%
Race/Ethnicity Unknown	1%	1%	1%
International	2%	2%	1%
Gender: Female	45%	44%	44%
Gender: Male	55%	56%	56%

All data are from USD’s Office of Institutional Research and Planning. Number of tenured/tenure-track faculty are included in parentheses below the year.

**Measure: Diverse Employees**

San Diego County has a diverse population and USD’s work force reflects this diversity. Figure 2.1 shows the distribution of USD’s employee diversity in fall 2018 alongside the distribution of San Diego County’s population diversity as reported in the 2016 Demographic Profiles San Diego County report (published January 2018). The largest minority population in the county is Hispanic/Latino at 33%. Similarly, the largest minority group employed at USD is Hispanic/Latino at 23%. The gender distribution for the county’s population is 50% male and 50% female, whereas the gender distribution for USD is 43% male and 57% female.

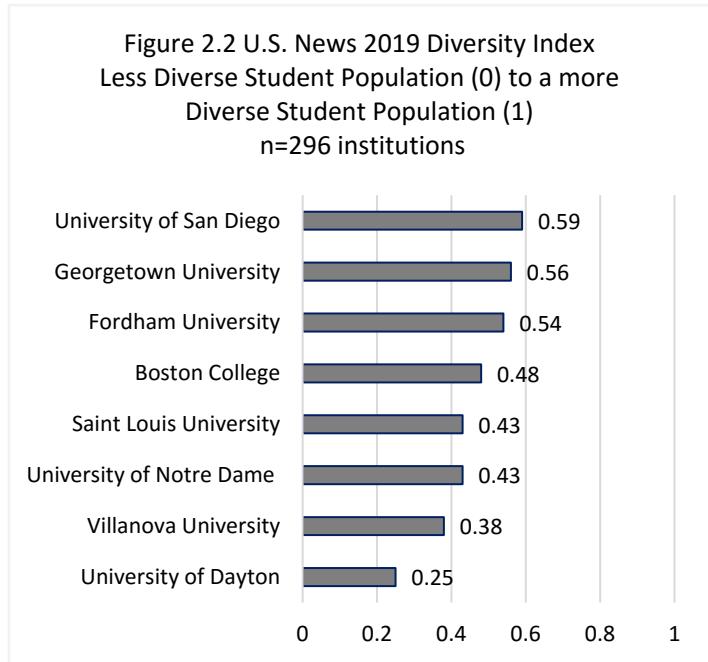
Figure 2.1 Employee Diversity



**Measure: National Diversity Rankings**

USD welcomes the various national rankings that recognize the university’s commitment to diversity.

The 2019 U.S. News Campus Ethnic Diversity Index for National Universities rated USD’s index (0.59) above the median index value of 0.51 for 296 institutions. U.S. News factors in the total proportion of minority students, leaving out international students, and the overall mix of groups. The Diversity Index value ranges from zero (less diverse to one (more diverse). Figure 2.2 shows how USD compares to other Catholic institutions that are ranked nationally.

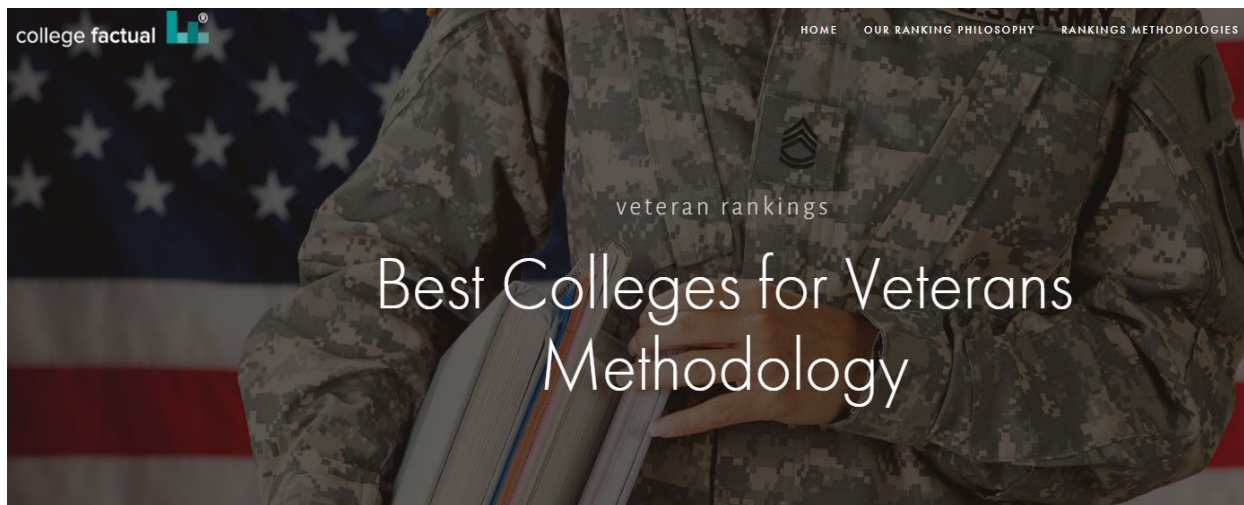


The 2019 NICHE Most Diverse Colleges in America ranking placed USD (232) in the top quartile of 1592 institutions. Other Catholic institutions in the top quartile are Georgetown University (75), Loyola Marymount University (93), Santa Clara (193), and Fordham University (302). The ranking compares socio-economic, geographic, and ethnic diversity of students and staff, as well as the overall level of tolerance on campus.

The Military Times Best for Vets Colleges: The 2019 Best Schools for Military Students rankings placed USD (26) in the top quartile of 137 institutions. USD’s percentile ranking has increased over the last three years from the 65<sup>th</sup> percentile in 2017, the 74<sup>th</sup> percentile in 2018, and now the 81<sup>st</sup> percentile in 2019. Institutions are evaluated in five categories: university culture, academic outcomes/quality, student support, academic policies, and cost and financial aid. Data are collected from college surveys, the Veterans Affairs and Defense departments, as well as three Education Department sources: the IPEDS Data Center, College Scorecard data and the Cohort Default Rate Database.




The [College Factual 2019 Ranking of Top Colleges for Veterans Nationwide](#) placed USD (241) in the **top quartile** of 1,820 institutions. The ranking uses 19 different factors across the following areas: veteran affordability, veteran population, veteran flexibility, veteran policies, veteran resources, and overall college quality. Other Catholic institutions ranked in the top quartile are Georgetown University (42), University of Notre Dame (18), Fordham University (65), Boston College (81), Saint Louis University (112), Loyola Marymount University (120), Saint Joseph's University (123), Gonzaga University (146), and the University of Dayton (156).



## Summary


As shown in the dashboard (Figure 2.3), the University of San Diego ranks in the top quartile of three national diversity rankings for institutions of higher education (NICHE, College Factual, and Military Times) and is well on its way to moving into the top quartile of the U.S. News Campus Ethnic Diversity Index by 2024. The University is experiencing increasing enrollment trends for students of color in the entering cohort of first-year students and the total student population. The enrollment trend for the entire undergraduate population of first generation students has remained constant, while that of Pell-eligible students has declined. The enrollment trend for the total student population of international students has remained constant, while that of military affiliated students has increased. Enrollment trends for students of the Catholic faith are increasing for first-year undergraduate students and promising for the total student population. The undergraduate first-to-second-year retention rate gap is closing for all student groups (within  $\pm 5\%$  of entire cohort), with efforts to diminish the six-year graduation rate gap by 2024. Employment of minority tenure-line faculty is increasing, while that of female tenure-line faculty is stagnant. Employment of minorities is increasing at the university, while that of male employees is decreasing. The 2024 goals set for the key performance indicators are ambitious, but the university community is up for the challenge.

Figure 2.3a Goal 2 Dashboard - Strengthening Diversity, Inclusion & Social Justice

Dashboard Key		Goal 2				
		Strengthening Diversity, Inclusion & Social Justice				
Internal Key Performance Indicators						
Catholic Faith: 1st Yr. UG Students		41%	43%	45%	55%	▼
Students of Color: 1st Yr. UG Students		37%	38%	42%	50%	▼
Min. 1st-2nd Year Retention Rate of Diverse Students*		83%	88%	85%	87%	●
Min. Six-Yr. Graduation Rate of Diverse Students*		64%	69%	67%	75%	▼
Transfer Students: Entire UG Population		23%	23%	21%	25%	▼
First Generation Students: Entire UG Population		18%	18%	18%	20%	▼
Pell Eligible Students: Entire UG Population		15%	18%	13%	20%	▼
Catholic Faith: Total Student Population		37%	35%	35%	40%	▼
Students of Color: Total Student Population		37%	38%	38%	50%	▼
International Students: Total Student Population		9%	9%	9%	12%	▼
Military Connected: Total Student Population		8%	9%	9%	>8%	▲
Diverse Tenure-Line Faculty		24%	25%	26%	>26%	●
Female Tenure-Line Faculty		45%	44%	44%	50%	▼
Diverse Employees - Combined Minorities		33%	35%	37%	50%	▼
Male Employees		43%	44%	43%	50%	▼

\*Reflects a rate that is no more than 5% below the rate of the entire cohort of first-year full-time undergraduate students.

Figure 2.3b Goal 2 Dashboard - Strengthening Diversity, Inclusion & Social Justice

Dashboard Key		Goal 2		
 † Top Ten Catholic School Measure    ▲ At or Above Goal    ● Near Goal    ▼ Below Goal    🕒 In Progress    ✓ Complete		Strengthening Diversity, Inclusion & Social Justice		
External Key Performance Indicators		2019	2024 Goal	KPI
U.S. News Campus Ethnic Diversity Index (btw 0 and 1)		0.59 index	Top Quartile >.75	▼
NICHE Most Diverse Colleges in America		85th percentile	Top Quartile >75th	▲
College Factual Ranking of Top Colleges for Veterans		87th percentile	Top Quartile >75th	▲
Military Times Best For Vets Colleges		81st percentile	Top Quartile >75th	▲
External Key Performance Indicators	Data Values	Standing Among 15 Catholic Institutions <sup>a</sup>	2024 Goal	KPI
<b>Enrollment and Graduation <sup>b</sup></b>				
Percent of Enrolled Pell Eligible Students and Six-Year Graduation Rate	14% 83%	5th	Top 10 †	▲
<b>Enrollment and Graduation <sup>c</sup></b>				
Percent of Enrolled UG Black Students and Six-Year Graduation Rate	4% 66%	10th	Top 10 †	▲

<sup>a</sup> Data are from the Fall 2017 IPEDS Reported Data available from the National Center for Education Statistics website. List contains 15 Catholic Institutions with the highest retention rates: Notre Dame (98%), Georgetown (96%), Boston College (95%), Holy Cross (95%), Villanova (95%), Santa Clara (94%), Gonzaga (94%), Providence (92%), St. Joseph's (91%), Fordham (91%), Loyola Marymount (91%), University of San Diego (90%), Fairfield (90%), Dayton (90%), and St. Louis (90%).

<sup>b</sup> Institutions sorted by percent of full-time first-time undergraduates awarded Pell grants and then Pell Grant recipients - Bachelor's degree rate within 6 years.

<sup>c</sup> Institutions sorted by percent of undergraduate enrollment that are Black or African American and then by Graduation rate - Bachelor degree within six years Black non-Hispanic.

## Goal 3: Improving Structural & Operational Effectiveness

*Model best practices in institutional sustainability and effectiveness that embodies Pope Francis' vision for the Care for Our Common Home and embraces USD's Culture of Care.*

### Initiatives

Guided by Pope Francis' vision for the Care for Our Common Home, the university models best practices in institutional sustainability and environmental stewardship, while embracing USD's culture of care. Several ongoing initiatives reached notable milestones in 2018-2019 in institutional sustainability (Renaissance Plan and Climate Action Plan) and institutional effectiveness (STRIDEto2024@USD). As part of the Renaissance Plan, construction of the Learning Commons and renovations to Copley Library has commenced. The University was recognized as a top ten performing university in the 2018 Sustainable Campus Index by the Association for the Advancement of Sustainability and currently has a Gold rating and working towards a Platinum rating by 2024. STRIDEto2024@USD efforts have resulted in identified initiatives and action items with the potential to redirect nearly \$8.2 million in spending towards scholarships, employee compensation and strategic initiatives.

### **STRIDEto2024@USD**

**StrideTo2024@USD** includes three key elements: a series of initiatives to enhance efficiencies and achieve savings, the Comprehensive Administrative Review process, and the Budget Redesign process. The 2024 goal is to reallocate a minimum of \$15 million to enhance student financial aid, attract and retain top talent, and advance new strategic initiatives.

The Executive Council appointed a Change Leadership Team to facilitate the development of **StrideTo2024@USD initiatives**; oversee and coordinate initiative work teams and the Implementation Committee, provide input and guidance to the Executive Council, and oversee the implementation of approved initiatives. Approximately \$2.5 million in savings have been identified through non-labor initiatives approved by the Executive Council in 2018-2019. Initiatives include a new expense reimbursement system, modifications to USD's existing computer replacement program, changes to the express mail and package service supplier, a new managed print services contract, an exclusive office/break room supplies contract, a third-party vendor to support Oracle Finance/HR systems, new standards and procedures for university supported cell phones, an updated holiday policy, termination of the LinkedIn contract, a redirection of quasi endowment funds underutilized by the Career Development Center, an expectation of increased revenue from the Division of Professional and Continuing Education, and an expansion of licensing to consumables goods.

The **Comprehensive Administrative Review (CAR)** initiative involved administrators and staff (including faculty with administrative responsibilities) completing an online activity assessment, facilitated by the Huron consulting group, which would lead to a better understanding of how USD



allocates time to perform administrative functions. The Huron consulting group recommended actions that would result in approximately \$8.5 million in net savings. Deans and Vice Presidents fully support actions that will yield approximately \$4 million in savings and support additional actions with some stipulations, which will yield an additional \$1.7 million (\$5.7 million total).

The **Budget Model Redesign** will take USD from its current incremental budget model to an incentive based model. The new incentive based model is under development with a goal to implement in fiscal year 2021. USD will run the current incremental model and the new incentive model in parallel in fiscal year 2020. The new incentive model will provide a transparent and accountable budget process that facilitates the growth of the academic and auxiliary programs.

### *Climate Action Plan*

The Climate Action Plan of USD was released in fall of 2016, a year after Pope Francis released LAUDATO SI' and eight years after USD's Sustainability Task Force released its first report. The Climate Action Plan reports on USD's 2010 greenhouse gas emissions and several reeducation strategies that will allow USD to reduce gas emissions over time. A global sustainability standard created by and for higher education is the **Sustainability Tracking, Assessment & Rating System™ (STARS)**. The system helps institutions grasp what it means to be a sustainable institution, provides a platform for comparing sustainability levels with other institutions, and serves as an incentive for advancing sustainability efforts. In 2018, USD scored in the top ten of sustainable-conscientious institutions in the USA and Canada in two areas (see Figures 3.1 - 3.2)

Figure 3.1 Excerpt from 2018 Sustainable Campus Index - AASHE

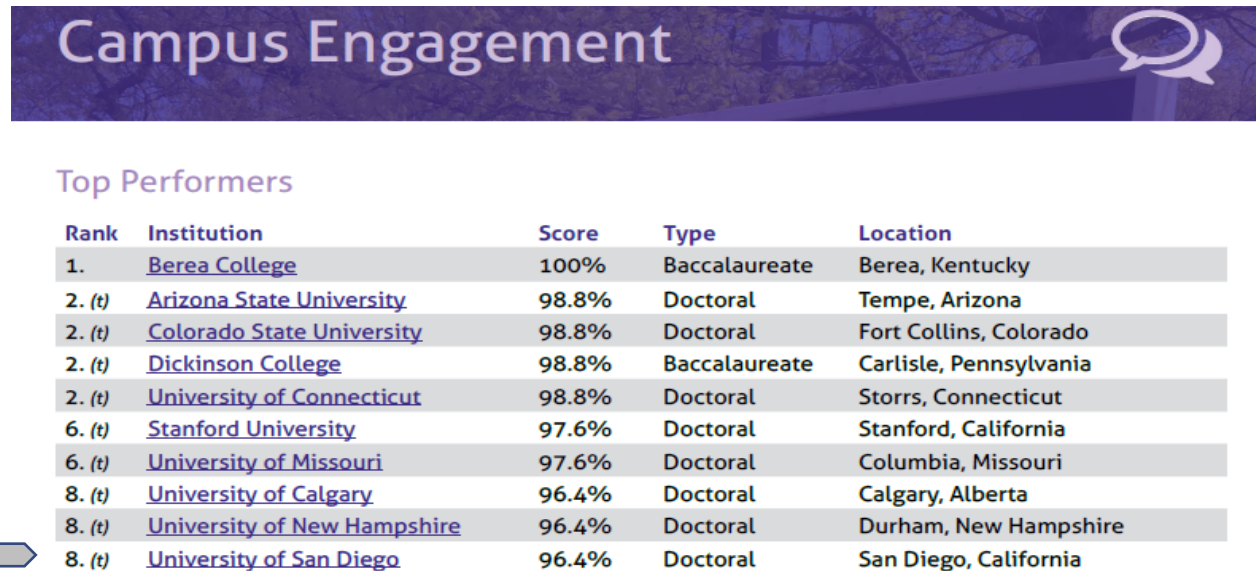


Figure 3.2 Excerpt from 2018 Sustainable Campus Index - AASHE

# Public Engagement

## Top Performers

Rank	Institution	Score	Type	Location
1.	<a href="#">Colorado State University</a>	97.6%	Doctoral	Fort Collins, Colorado
2.	<a href="#">University of San Diego</a>	97.3%	Doctoral	San Diego, California
3.	<a href="#">Denison University</a>	96.2%	Baccalaureate	Granville, Ohio
4.	<a href="#">University of Connecticut</a>	95.6%	Doctoral	Storrs, Connecticut
5.	<a href="#">University of Texas Rio Grande Valley</a>	94.5%	Doctoral	Edinburg, Texas
6.	<a href="#">Stanford University</a>	94.3%	Doctoral	Stanford, California
7.	<a href="#">Arizona State University</a>	94.2%	Doctoral	Tempe, Arizona
8.	<a href="#">University of California, Riverside</a>	94.1%	Doctoral	Riverside, California
9.	<a href="#">Seattle University</a>	93.8%	Master's	Seattle, Washington
10.	<a href="#">University of Georgia</a>	93.7%	Doctoral	Athens, Georgia

## Renaissance Plan and Other University Projects

Renaissance Plan Construction Projects: **Learning Commons** construction commenced on May 28, 2019 and will continue through August 2020. **Copley Library** construction commenced in the summer of 2019 and is scheduled for completion in fall of 2020. **Camino Founders** construction will run from June 2020 through August 2021. Construction of the **Don and Ellie Knauss Center for Business Education** (see Figure 3.3) will run from spring 2021 through August 2022. Upon completion, **Olin Hall** construction will commence and continue for one year.

Figure 3.3 Rendering of Don and Ellie Knauss Center for Business Education



Other University Projects: Loma Hall and the Loma Hall Annex, now **The Belanich Engineering Center**, were renovated in two phases to create offices, labs and classrooms for the Shiley Marcos School of Engineering. The project was completed in 2018. More recently, the **Mission and Ministry Center** was completed (summer 2019). It includes a new multipurpose building with interior and exterior courtyard and patio spaces. It is located in the east patio area of Founders Hall and serves as the new home for Mission and Ministry offices and activities (see Figure 3.4)

Figure 3.4 Interior of Mission and Ministry Center



## ***Strategic Initiative Grants***

University funded initiatives that support the five strategic goals began in fall of 2017. Several of these grant-funded initiatives align with improving structural and operational effectiveness by identifying more efficient ways to establish and track campus partnerships and by increasing campus and community awareness about sustainable practices.

## **Summary**

The Renaissance Plan, the Climate Action Plan, and the *STRIDEto2024@USD* initiatives serve as models of best practices in institutional sustainability and effectiveness that embody Pope Francis' vision for the Care for Our Common Home. Campus and community members who serve on the various committees affiliated with Goal Three, the Renaissance Plan, the Climate Action Plan, and STRIDEto2024 act as advocates for improving structural and operational effectiveness. They also communicate the key performance indicators to relevant stakeholders who can implement strategies to further advance the goal.

## **Measures of Success**

Key performance indicators (KPIs) are measurable values that demonstrate how effective the university is achieving its strategic goals. For strategic goal three, twelve key performance indicators (KPIs) are used to monitor and gauge success as USD strives to set the standard for an engaged, contemporary Catholic university by 2024. These measures include timelines for LEED certified construction projects, identified savings through *STRIDEto2024* initiatives and action items, reduced emissions and environmental footprint, and the STARS sustainability rating. Additional measures include USD's Moody Bond Rating and Endowment compared to the top fifteen Catholic Universities with retention rates at or above 90%.

USD's *Care For Our Common Home Pathway* emphasizes care for all creation by embodying the urgent call of *Laudato Si* through teaching, scholarship, campus culture, and community partnerships. The message of *Laudato Si* is reflected in USD's messaging, policies, curriculum, campus/community engagement, and sustainability practices. A common measure for sustainability in higher education institutions is the STARS sustainability rating. A widely utilized measure for determining the financial strength of an institution is the Moody Bond Rating. A National comparative measure for institutional stability is endowment size. Measures of success are shared below and KPIs are summarized in the Goal 3 Dashboard.

## ***Measure: Renaissance Plan and Other University Projects***

The Renaissance Plan is a ten-year plan with a goal to complete new buildings, finish restorations and reduce the 2016 deferred maintenance by 50 percent at the end of this period. Tentative construction start-dates and end dates are based on the availability of funds and minimal deviations from planned logistics.

### ***Measure: Stride to 2024***

The 2024 goal is to reallocate a minimum of \$15 million to enhance student financial aid, attract and retain top talent, and advance new strategic initiatives. StrideTo2024@USD includes three key elements: a series of initiatives to enhance efficiencies and achieve savings, the Comprehensive Administrative Review process, and the Budget Redesign process. All three elements are intended to contribute to an actualized annual savings in excess of \$15 million.

### ***Measure: Climate Action Plan - Reduce Emissions and Environment Footprint***

The University of San Diego Greenhouse Gas (GHG) Inventory was performed by USD's Environmental Policy Initiatives Center (EPIC). The university's emissions are inventoried from 2010 through 2015 and projected through 2035. The inventory follows the recommended boundary of the U.S. Public Sector Protocol. The emissions categories are Energy (purchased electricity and natural gas), Commuting (student and employee), Air Travel (education and business), Fleet (gasoline and diesel consumption), Zero Waste (solid waste), and Water (water and wastewater). USD has chosen the baseline year of 2010 and targets that are consistent with the City of San Diego's Climate Action Plan. Those targets, relative to the 2010 baseline year, emphasize a reduction in greenhouse gas emissions of 15% by 2020, 40% by 2030 and 50% by 2035. The 2020, 2030 and 2035 emissions are projected from the baseline by estimating the emissions per full-time student with projections of growth consistent with the 2017 Master Plan Update. Details for calculations and reduction targets can be found in the USD Technical CAP Document available at the Campus Action Plan Website.

### ***Measure: STARS Sustainability Rating***

STARS is a transparent, self-reporting framework for colleges and universities to measure their sustainability performance. It was developed by the Association for the Advancement of Sustainability in Higher Education (AASHE) with broad participation from the higher education community. STARS participants submit data to earn a Bronze, Silver, Gold or Platinum rating, or recognition as a STARS Reporter. The credits are organized into four categories: Academics, Engagement, Operations and Planning & Administration. As of July 1, 2018, 906 STARS reports were submitted by 477 institutions in 11 countries, and there were 902 STARS Participants in 37 countries. All reports are publicly accessible at [stars.aashe.org](http://stars.aashe.org). An institution's STARS score is based on the percentage of applicable points it earns across all categories. STARS minimum rating scores are 25 for Bronze, 45 for Silver, 65 for Gold, and 85 for Platinum. The University of San Diego is currently at the Gold rating and working towards the Platinum rating by 2024.

### ***Measure: Moody Bond Rating***

A Moody Bond rating reflects the creditworthiness of a borrower using a standardized ratings scale that measures expected investor loss in the event of default. The University of San Diego attained a Moody Bond rating of A1 in March of 2014 and had the A1 rating affirmed in February of 2016 and again in February of 2019. Moody's 2019 ratings rationale stated: "The University of San Diego's (USD) A1 rating reflects its very good strategic positioning as a Catholic university with diverse programming and an attractive campus in San Diego. The university's well integrated long-term financial and strategic planning, strong cash flow and stronger fundraising have contributed

to a solid cash and investment cushion relative to debt and operations, and denote future financial flexibility for strategic investments. A high proportion of funds are liquid, with an ample 451 monthly days cash. USD's significant self-funding of important capital projects has resulted in low leverage and a high degree of debt affordability compared to its peers." Data are from the Moody Bond Rating website, where the Global Long-Term Rating Scale defines obligations rated A to be upper-medium grade and subject to low credit risk. The modifier 1 indicates that the obligation ranks in the higher end of its generic rating category.

### *Measure: Endowment*

An endowment is a capital fund typically comprised of donor gifts used to provide a permanent source of income. The source of income is generated from investment returns when the principal gifts are invested in perpetuity. The USD Endowment, comprised of donor gifts and institutional savings, provides the university financial stability through the permanent funding of mission-critical needs. Expenditures from the USD Endowment are made in accordance with donors' restrictions, and are controlled by a board-approved spending policy. The University of San Diego diligently stewards donor contributions to provide the greatest impact for current and future generations. The USD Endowment represents the combined support of numerous individual gifts that are directed, usually by specific donor request, to scholarships, professorships, research, and other essential activities.

### **Summary**

As shown in the dashboard (Figure 3.5), the University of San Diego compares favorably with the top fifteen Catholic institutions with endowments and Moody Bond ratings. The University is on target with the Renaissance Plan construction and renovation projects. Initiatives in support of reducing USD's emissions and its environmental footprint are numerous and address all nine areas described in the Climate Action Plan. The 2024 STARS Sustainability Rating for USD should reflect these numerous efforts with a rating at the platinum level.

Figure 3.5a Goal 3 Dashboard - Improving Structural & Operational Effectiveness













Dashboard Key		Goal 3			
 <small>Top Ten Catholic School Measure    At or Above Goal    Near Goal    Below Goal    In Progress    Complete</small>		Improving Structural & Operational Effectiveness			
Key Performance Indicators		Current Status (2018-2019)	Goal	KPI	
<b>Renaissance Plan</b> Learning Commons		Construction In Progress	2020 Completion		
		Copley Library	Renovation In Progress	2020 Completion	
		Founders and Camino Halls	Restoration In Progress	2021 Completion	
		School of Business	Planning in Progress for Don and Ellie Knauss Center for Business Education	2022 Completion	
		Olin Hall	Restoration Planned	2023 Completion	
<b>Other University Projects</b> Engineering Space		Belanich Engineering Center	2018 Completion		
		Mission and Ministry Center	Project Completed	2019 Completion	
Stride to 2024		Savings Identified \$8.2 million	\$15 million Identified Savings by 2024		
Reduce Emissions and Environmental Footprint		Initiatives in Progress	15% ↓ by 2020		
STARS Sustainability Rating		Gold Rating	Platinum Rating by 2024		

Figure 3.5b Goal 3 Dashboard - Improving Structural & Operational Effectiveness

Dashboard Key		Goal 3		
		Improving Structural & Operational Effectiveness		
External Key Performance Indicators	Data Values	Standing Among 15 Catholic Institutions <sup>a</sup>	2024 Goal	KPI
<b>Moody Bond Rating<sup>b</sup></b> <i>tied with two other institutions</i>	A1	5th	Top 10 †	▲
<b>Endowment<sup>c</sup></b>	\$ 503,568,000	10th	Top 10 †	▲

<sup>a</sup> Data are from the Fall 2017 IPEDS Reported Data available from the National Center for Education Statistics website. List contains 15 Catholic Institutions with the highest retention rates: Notre Dame (98%), Georgetown (96%), Boston College (95%), Holy Cross (95%), Villanova (95%), Santa Clara (94%), Gonzaga (94%), Providence (92%), St. Joseph's (91%), Fordham (91%), Loyola Marymount (91%), University of San Diego (90%), Fairfield (90%), Dayton (90%), and St. Louis (90%).

<sup>b</sup> Data are from the Moody Bond Rating website, where the Global Long-Term Rating Scale defines obligations rated as A to be upper-medium grade and subject to low credit risk. The modifier 1 indicates that the obligation ranks in the higher end of its generic rating category . . .

<sup>c</sup> Data are from the Fall 2017 IPEDS Reported Data available from the National Center for Education Statistics website. Data Value is the endowment assets at the end of the fiscal year (F1617\_F2)

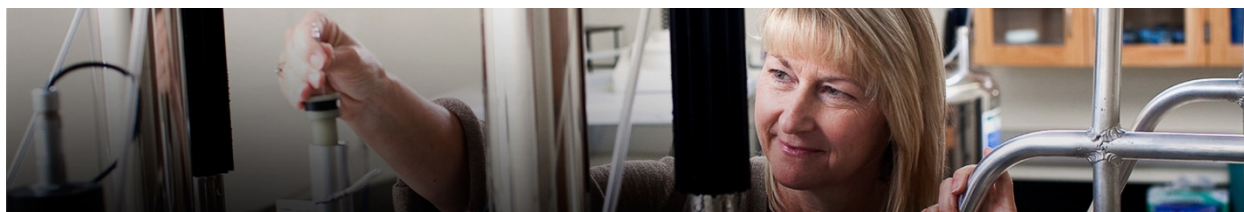
## Goal 4: Elevating Faculty and Staff Engagement

*Attract, retain and develop faculty who are high-impact teachers and engaged scholars, and foster a campus environment that embraces all employees as collaborators in the educational enterprise.*

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### Initiatives

Over the 2018-19 academic year, the university worked diligently to make significant progress on initiatives that attract, retain and develop exceptional faculty and that foster a campus environment that embraces all employees as collaborators in the educational enterprise. The compensation studies are major initiatives for attracting and retaining exceptional faculty, staff, and administrators. The faculty workload pilot is an initiative that supports high-impact teaching and engaged scholarship. The various professional development opportunities offered to all employees are initiatives that promote the collective responsibility to fulfill USD's educational mission.



### *Faculty Compensation Initiative*

Recognizing compensation as fundamental to attracting and retaining quality faculty, the Faculty Compensation Task Force, under the guidance of Provost Baker, worked over the past two years to develop USD's first faculty compensation framework. The task force developed a faculty compensation philosophy, identified compensation benchmark institutions, assessed and integrated a geographic adjustment for San Diego, and designed a framework to guide salary decisions for faculty. The task force recommended that the tenure and promotion process include salary increases at each professor level. Results of the task force's work were presented to the President, the Board of Trustees, the University Senate, and to faculty across campus. The purpose of the framework is to allow for increased transparency around compensation practices and to ensure that faculty compensation is externally competitive, internally equitable, affordable, just, and livable. The Provost appointed a Faculty Compensation Policy Working Group to determine next steps to put this framework into practice and plan for necessary salary adjustments within the framework.

### *Staff and Administrator Compensation Initiative*

Recognizing that USD also needs to attract and retain quality staff and administrators, a Staff and Administrator Compensation Task Force met throughout the academic year to design a new compensation structure for non-faculty positions. The task force revised the prior staff/administrator compensation philosophy, identified a list of compensation benchmark



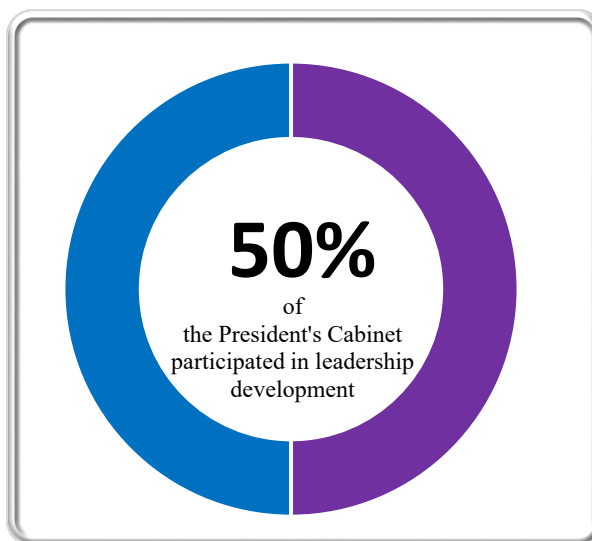
institutions, applied a geographic differential for San Diego, and designed a structure that integrates both exempt and non-exempt positions. Results of the task force’s work were presented to the President and the Board of Trustees and a communication plan is underway for the campus. Throughout the rest of the 2019 calendar year, the Office of Human Resources will implement the new structure and plan for future adjustments to align salaries within this structure.

### *Faculty Workload Pilot*

This year, the College of Arts and Sciences started a two-year Workload Pilot in CAS. This program grew out of a recommendation from the Dean’s Advisory Council on Workload. The Workload Pilot is developing protocols for supporting High Impact Practices. It provides a way for faculty to receive credit for non-traditional teaching, such as undergraduate research and independent studies.

### *Leadership Development Programs - Human Resources*

Continuing from the work completed in 2018, the University ran two leadership development programs this year for faculty and administrators. The *Collaborative Leadership for Change* program was a cohort program that included faculty and administrators nominated by the deans or vice presidents for their strong leadership skills and potential. The cohort met monthly throughout the academic year with discussions facilitated by representatives from the Conscious Leadership Academy and the Leadership Studies Department (both within the School of Leadership and Education Sciences). In addition to the formal program content, participants voiced appreciation for the new and deepened relationships with faculty and administrator colleagues. Faculty stated they felt supported by their administrative colleagues and administrators said they better understood the faculty perspective. These deepened relationships will be helpful as individuals work together on campus initiatives in the future. The second program was the *President’s Coaching Program*, which provided eight administrators with an executive coach. Also coordinated by both the Conscious Leadership Academy and Human Resources, participants completed a 360 degree review and had coaching sessions.



The University is working on two new leadership programs that will provide employees with opportunities to more fully collaborate in the educational enterprise. The first new program is the *Executive Assistant Leadership Development Program*. It launched in June 2019 and celebrates the work of executive and administrative assistants, while also developing deeper leadership skills in areas such as *strategic scheduling, speaking with authority, and anticipating needs*. The program consists of monthly educational sessions that include panel discussions, educational workshops, and collaborative conversations between experienced executive assistants and their

supervisors. The second new program is the *Department Chair Leadership Development Program*. The role of a department chair is one of the most challenging roles on a university campus, due to a variety of factors such as limited supervisory/management experience and knowledge of university administrative functions. While external programs exist, this internal supplemental program will provide a valuable perspective specifically related to USD's policies, procedures and culture. The Conscious Leadership Academy, along with campus partners, recently received funding through the Envisioning 2024 Strategic Initiatives Fund to develop a two-year pilot Department Chair Leadership Development program.

### *Practice of Joining*

Following the extensive work completed last year to enhance the onboarding experience for new employees, USD redesigned the New Employee Orientation process by streamlining information and focusing more on the mission and values of the University. It now includes a *walking history* on the first day of employment, which immerses new employees in the history and traditions of campus. Over the last two years, 56 new employees (excluding faculty) have experienced USD's new practice of joining. Feedback from new employees has been incredibly positive with many stating they truly felt they were welcomed into an inclusive community.

### *Faculty and Staff Development - Center for Educational Excellence*

The Center for Educational Excellence (CEE) is USD's resource for faculty development and innovation. The CEE provides the tools and resources for USD faculty to develop collaborations in pursuit of academic excellence and innovative and inclusive learning across the University. The CEE promotes exploration of pedagogical and curricular advancements that can improve the student learning experience. Units from all over the campus collaborate with the CEE to create interdisciplinary workshops, learning communities, and other development opportunities that engage the teaching community. During the 2018-2019 academic year, CEE hosted more than 100 programs and events with more than 80 presenters, serving more than 440 unique individuals, including approximately 200 faculty, 200 students, 10 staff, and 30 administrators. The USD "Just Read!" program specifically involved 14 events including 1 film, 1 book discussion, and 13 events/panels.



### *Changemaker Faculty Fellow Program*

The Changemaker Faculty Fellows Development Program provides faculty with opportunities to learn about practicing changemaking, as well as how their colleagues from other schools strive to make a positive impact in teaching and research. This program has been active since 2015 and USD has benefitted from nearly 10% of tenure-line faculty (34/393) participating. The 2018-2019 Faculty Fellows appear in the photo below, representing the College of Arts and Science, the Shiley-Marcos School of Engineering, the School of Business, the Hahn School of Nursing and Health Science, the Joan B. Kroc School of Peace Studies, and the School of Leadership and Education Sciences.



### *Faculty Engaged Scholarship - Office of Sponsored Programs*

The University of San Diego's award-winning faculty are recognized by their peers for excellence in scholarship and research. The Office of Sponsored Programs (OSP) is committed to providing quality service and support to the University community by assisting with concept development, potential extramural funding sources, proposal and budget preparation, and submission of innovative, high quality, competitive research proposals.

Table 4 Office of Sponsored Programs Faculty Engaged Scholarship

<b>Fiscal Year</b>	<b>Number of Awards</b>	<b>Funding Awarded</b>
FY2019	93	\$9,583,548
FY2018	93	11,389,673

The University of San Diego's community of engaged scholars encourages the integration of knowledge and research to address challenges with local specificity and global implications. During Fiscal Year 2019, USD faculty submitted 129 proposals valued at \$33,643,010 and received 93 awards valued at \$9,583,548 (see Table 4).

### *Faculty Recognition - Endowed Professorships and Chairs*

One form of faculty recognition is USD's fall convocation of the faculty and administration. The annual event honors members of USD's distinguished faculty by awarding them special professorships. Additional faculty recognition includes endowed professorships and endowed chairs. The university currently has nine endowed chairs and fourteen endowed professorships.



An endowed professorship is a distinction typically bestowed upon an existing faculty position. The holder's salary and academic activities are supplemented by a portion of the annual earnings of the endowment. A distinguished professorship is an honor awarded to a faculty member whose accomplishments and contributions through teaching, research, and related professional activities warrant special recognition.

An endowed chair is a new faculty position fully underwritten by a restricted fund specifically established to help attract and retain professors of extraordinary talent, expertise and distinction. The fund's principal remains permanently invested and managed by the university; a portion of its total earnings is used each year to support the salary, teaching and research activities, and academic pursuits of the chair holder.

### *Staff and Administrator Recognition*

USD continues with its tradition to positively recognize employees who live out the university's mission and values in meaningful ways. This includes semiannual awards recognizing extraordinary contributions to the university's values and goals, annual Employee of the Year awards, and the annual service awards luncheon. Many of these events are planned and coordinated between HR and the Community



of Human Resources @ USD committee, composed of faculty, staff and administrators. This past year, some of the appreciation events included monthly morning socials, a holiday door decorating contest, and a week-long celebration of employees with a variety of activities throughout the week to demonstrate gratitude for their work and commitment. The culmination of the week-long event was the Community Barbecue that was open to all employees and their families. All of these events are intentionally designed to encourage authentic connection between employees who might not otherwise interact regularly. By building personal relationships on campus, we find that employees feel a greater sense of community and this positively impacts their engagement on campus.

## Summary

By working to insure fair compensation practices, expanding the university's collective leadership capacity, and building stronger relationships between faculty and administration, USD is on a path toward greater commitment to students' success and greater synergy in identifying solutions for some of the most complex and urgent challenges facing society.

The initiatives shared in this report are a sample of the many strategic initiatives and opportunities identified by the campus community as being pertinent to advancing USD's strategic plan. These initiatives are part of the broader categories of: attracting, retaining, and developing faculty; high-impact educators; engaged scholars; and a campus environment that embraces all employees as collaborators in the educational enterprise. Members of the Strategic Planning Steering Committee and the Strategic Goal-Four sub-committee serve as advocates for elevating faculty and staff engagement. They also communicate the key performance indicators to relevant stakeholders who can implement strategies to further advance the goal.

## Measures of Success


Key performance indicators (KPIs) are measurable values that demonstrate how effective the university is achieving its strategic goals. For strategic goal four, thirteen key performance indicators (KPIs) are used to monitor and gauge success as USD strives to set the standard for an engaged, contemporary Catholic university by 2024. These measures include the percentage of staff and faculty who participate in employee development opportunities, the number of endowed chairs and professorships, the number of awards/award amounts garnered through the Office of Sponsored Programs, and employee responses to campus climate survey items. Additional measures include the benchmarking of research/development levels and faculty salaries with the top fifteen Catholic institutions that have retention rates at or above ninety percent.

USD's *Practice Changemaking* pathway infuses the entire university with a spirit and practice of changemaking, where innovation and entrepreneurship lead to positive changes. Measures that capture the infusion of changemaking in elevating faculty and staff engagement are the various employee development opportunities offered through Human Resources, the Center for Educational Excellence, and the Changemaker Faculty Fellows Development program.

The *Engaged Scholarship* pathway encourages the integration of knowledge and research to address questions within and across disciplines and communities with local specificity and global implications. Two measures are used to capture levels of engaged scholarship, one internal and one external. The internal measure tracks the number and amount of awards garnered through the Office of Sponsored Programs. The external measure is HERD data. The Higher Education Research and Development Survey (HERD) is the primary source of information on research and development expenditures at U.S. colleges and universities.


The measures and KPIs are shown in the Goal 4 Dashboard.

Goal 4 Dashboard - Elevating Faculty & Staff Engagement

Dashboard Key		Goal 4		
		Elevating Faculty & Staff Engagement		
Key Performance Indicators		Current Status (2018-2019)	2024 Goal	KPI
Human Resources - Staff and Faculty Development annual percentage of employees participating in HR professional development opportunities (100/2622 for 2018-2019*) <i>*Numbers do not include new faculty orientation.</i>		4%	5%	●
Center for Educational Excellence - Faculty and Staff Development annual percentage of employees participating in CEE professional development opportunities (240/2622 for 2018-2019)		9%	10%	●
Changemaker Faculty Fellows Development Program <i>cumulative percentage of tenure-line faculty who are/have been Changemaker Faculty Fellows (34/393) from 2015-2016 to 2018-2019</i>		9%	20%	🕒
Endowed Professorships/Chairs <i>number of endowed professorships or chairs</i>		23	≥25	🕒
Faculty and Staff Engaged Scholarship <i>Office of Sponsored Programs</i> <i>Number of Awards (FY2019)</i>		93	≥100	▼
Funding Awarded (FY2019)		\$9,583,548	≥ \$10,000,000	●
Campus Climate Survey - Fostering a Campus Environment that Embraces all Employees as Collaborators in the Educational Enterprise <sup>a</sup>		Current Status (2018-2019)	2024 Goal	KPI
Staff		87%	80%	▲
Administrators		85%	80%	▲
Faculty		79%	80%	●

The campus climate survey was administered to all employees in 2018. Percentage of employees who strongly agreed or agreed with the statement: "I understand how my work contributes to the University's mission and values"

## Goal 4 Dashboard - Elevating Faculty & Staff Engagement

Dashboard Key		Goal 4		
		Elevating Faculty & Staff Engagement		
External Key Performance Indicators	Data Values	Standing Among 15 Catholic Institutions <sup>a</sup>	2024 Goal	KPI
Research and Development <sup>b</sup>	\$ 3,876,000	9th	Top 10 †	▲
Average Full Professor Salary <sup>c</sup>	\$ 139,790	7th	Top 10 †	▲
Average Associate Professor Salary <sup>d</sup>	\$ 101,917	7th	Top 10 †	▲
Average Assistant Professor Salary <sup>e</sup>	\$ 82,465	10th	Top 10 †	▲

<sup>a</sup> Data are from the Fall 2017 IPEDS Reported Data available from the National Center for Education Statistics website. List contains 15 Catholic Institutions with the highest retention rates: Notre Dame (98%), Georgetown (96%), Boston College (95%), Holy Cross (95%), Villanova (95%), Santa Clara (94%), Gonzaga (94%), Providence (92%), St. Joseph's (91%), Fordham (91%), Loyola Marymount (91%), University of San Diego (90%), Fairfield (90%), Dayton (90%), and St. Louis (90%).

<sup>b</sup> Data are from the FY2017 Higher Education Research and Development (HERD) Survey, which is the primary source of information on R&D expenditures at U.S. colleges and universities. Please note that only 12 of the 15 comparative Catholic institutions are listed. One of the parameters for being included in the HERD survey is that institutions expend at least \$150,000 in separately accounted for R&D in the fiscal year.

<sup>c</sup> Data are from the Fall 2017 IPEDS Reported Data available from the National Center for Education Statistics website. Data Value is the Average salary equated to 9 months of full-time instructional staff - professors (DRVHR2017)

<sup>d</sup> Data are from the Fall 2017 IPEDS Reported Data available from the National Center for Education Statistics website. Data Value is Average salary equated to 9 months of full-time instructional staff - associate professors (DRVHR2017)

<sup>e</sup> Data are from the Fall 2017 IPEDS Reported Data available from the National Center for Education Statistics website. Data Value is the Average salary equated to 9 months of full-time instructional staff - assistant professors (DRVHR2017)

## Goal 5: Amplifying Local & Global Engagement and Reputation

*Further develop a local and global reputation as a university that facilitates democratic partnerships and builds solidarity to foster greater inclusion, prosperity, and social justice.*

### Initiatives

Helping to build USD as an anchor institution while expanding globally, Strategic Goal 5 has been a catalyst in helping USD set the standard for an engaged, contemporary Catholic university where innovative change makers confront humanities urgent challenges. USD's Strategic Goal 5 Committee has deepened *Envisioning 2024* goals by working collaboratively with USD visionaries who have been awarded strategic initiative grants in the last two years. The committee has also worked with various entities on campus to inventory, map and analyze USD's local and global impact. These efforts contribute to the Strategic Pathway - Anchor Institution - where USD will engage local communities in deep, democratic and meaningful partnerships, with a shared vision and collaborative effort.

USD is already heavily engaged within the local community, especially in Linda Vista, Logan Heights, City Heights, Tijuana, and with the Kumeyaay (via USD's Tribal Liaison). Through USD strategic initiative grants, faculty and staff increased community engagement in their areas of passion and expertise. USD students, faculty and staff designed several initiatives to engage and mentor K-12 students through projects in engineering, science, peace, humanities and social justice. New community partners were established and existing relationships deepened.

### *Anchor Institution Initiatives*

In February 2018, a call was issued to member institutions of the *Coalition of Urban and Metropolitan Universities* to participate in a pilot program called the *Higher Education Anchor Mission Initiative*. The University of San Diego was one of thirty-three institutions that answered the call and worked collaboratively in 2018 to identify resources and develop new tools for implementing, expanding, and evaluating anchor mission practices within ones institution, inside higher education, and throughout local communities. The *Anchor Learning Network (ALN)* builds on this momentum by working with members to institutionalize the anchor mission on their campuses and to become leaders in transforming the national perception of higher education.



The *Joan B. Kroc School of Peace Studies* is a global hub for peacebuilding and social innovation and prepares graduates to lead change locally, regionally, and internationally. Through research, outreach and teaching, the *Trans-Border Institute* empowers students and partners on both sides of the US-Mexico border to develop their own solutions to violence and corruption.

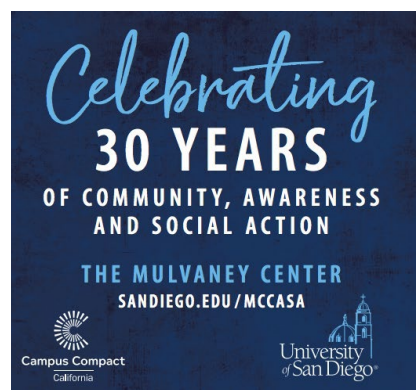


The *Changemaker Hub* continues to sponsor or co-sponsor a variety of curricular and co-curricular opportunities for students, faculty and staff to practice changemaking. Since 2011, USD has been an *Ashoka Changemaker Institution*. The vibrant learning community is comprised of more than 40 institutions dedicated to institutional change.



In 2017–18, Ashoka officially renewed USD’s designation as a Changemaker Campus after a yearlong review process. As part of a renewal process for this designation, the Changemaker Hub completed an extensive review of its structures and programs, which included a site visit consisting of Ashoka staff, change leaders from other universities and community members. The feedback USD received from Ashoka highlights the extraordinary dedication the entire campus has to promoting changemaking and social innovation.

*The Mulvaney Center for Community, Awareness and Social Action* provides USD students, faculty, staff, and alumni with opportunities to learn in partnership with the community, and make life-long commitments to promote social change and justice. Through active community-based engagement, students are able to link the learning in the classroom to the wisdom of the community through both curricular and co-curricular pathways. The center works in communities around the globe such as New Orleans, Northern California, Jamaica, Guatemala and Tijuana, with a significant amount of time spent right where USD is located — in Linda Vista, where some 24 cultures and 35 different languages are spoken in a four-mile area. Undergraduate and graduate students are involved in Linda Vista initiatives, where students lead community efforts.



The Mulvaney Center and the Changemaker Hub continue their work with the Impact Linda Vista Initiative (ILVI). Sponsored through a grant from U.S. Bank, ILVI seeks to bring USD faculty and students together with community partners to co-create and develop innovative and sustainable course-based collaborations in Linda Vista. Community engaged learning on USD’s campus enhances learning in study abroad courses, internships, experiential education opportunities, and living-learning communities. Holistically, community engagement connects to all of the Strategic Plan Pathways: liberal arts education for the 21<sup>st</sup> century, access and inclusion, care for our common home, engaged scholarship, practice changemaking, and anchor institution. Under the leadership of the Mulvaney Center, over 6,000 students and nearly 100 faculty engage annually with more than 130 community partners. The Mulvaney Center just celebrated 30 years.

The *Local Vendor Initiative* invites the USD community to support local food vendors in Linda Vista, City Heights, and Barrio Logan, some of USD's anchor neighborhoods. The USD community, including students, staff, faculty, and administration, have the opportunity to feature these local vendors at meetings, events, and activities on campus. The Local Vendor Initiative furthers USD's commitment to reciprocal local partnerships that advance economic development.

## *Immersion Initiatives*

**Romero Immersion Programs** are offered through USD's **University Ministry**, where students are immersed with vulnerable populations to form hearts that long for justice. Each experience empowers students to be conscious of the poor and encourages students to live in solidarity with the lost, the least, and the left out. Saint Oscar Arnulfo Romero was the Archbishop of El Salvador martyred in 1980 for his advocacy on behalf of the poor and powerless. Encountering the reality of poverty and injustice transformed Romero into a powerful agent for social justice. His life and witness to peace inspires every Romero Immersion Program. The four core values of the Romero Immersion Program are social justice, spirituality, simplicity, and solidarity.

The **Study Abroad program** at USD promotes awareness, appreciation, and respect for the complexity of cultural, political, environmental, and social issues worldwide while creating a campus environment that builds theoretical and practical skills needed to interact effectively in today's global society.



Through a values-based education, students learn to respect diverse human values, challenge existing global perspectives, and develop a deeper understanding of worldwide interconnectedness. Globally competent students are able to demonstrate the knowledge and skills necessary for successful interactions locally and globally and maintain connections to facilitate personal and professional growth.

USD undergraduate students have the opportunity to live and study in over 30 countries for a year, semester, summer or intersession while earning USD credit offered in over 80 different programs. While abroad, students participate in research, internships, community service learning, practicums and/or student teaching. USD graduate students have similar opportunities, and several programs within SOLES and the School of Business require their graduate students to have a multicultural immersion experience. The USD Madrid Center supports both graduate and undergraduate programs, with on-site support from USD faculty and staff.

## *Strategic Initiative Grants*

University funded initiatives that support the five strategic goals began in fall of 2017. Seventy-five percent of the initiatives awarded funding in 2018-2019 align with goal five. These initiatives facilitate democratic partnerships and build solidarity to foster greater inclusion, prosperity, and social justice in the local and global community. They open the doors for a stronger military outreach and community partnership; empower San Diego citizens to learn about, monitor, and participate in government proceedings; engage high school youth in dialogues with members of the Catholic community; and create new opportunities for faculty, students, staff, and community partners to become more engaged in addressing the issues of homelessness and food insecurity.

Two global initiatives were awarded funding as well. One initiative creates a **Tijuana Hub** and classroom that allows for an increase in cross-border activities and a strengthened USD/Mexican

community partnership. The other initiative establishes a *USD Rome Center* that will provide space for teaching, research and activities in a city that is strongly linked to USD's Catholic identity - Rome, Italy.

## Summary

The Anchor Institution initiatives, the Immersion initiatives, and the Strategic Initiatives Grants advance USD's efforts to amplify local and global engagement and reputation while further developing a local and global reputation that facilitates democratic partnerships and builds solidarity to foster greater inclusion, prosperity, and social justice. Campus and community members who serve on the various committees affiliated with Strategic Goal Five, the USD Anchor Advisory Committee, the Linda Vista Anchor Advisory Board, the Mulvaney Center, the Changemaker Hub, University Ministry, the Joan B. Kroc Institute for Peace and Justice, the Trans-Border Institute, and the International Center Advisory Council, act as advocates for amplifying local & global engagement and reputation. They also communicate the key performance indicators to relevant stakeholders who can implement strategies to further advance the goal.

## Measures of Success

Key performance indicators (KPIs) are measurable values that demonstrate how effective the university is achieving its strategic goals. For strategic goal five, eleven key performance indicators (KPIs) are used to monitor and gauge success as USD strives to set the standard for an engaged, contemporary Catholic university by 2024. These measures include national rankings, anchor partnerships and local vendors, and student-athlete community service. Additional measures include distinguished classifications, recognitions, designations, and memberships compared to the top fifteen Catholic Universities with retention rates at or above 90%: Measures of success are shared below and KPIs are summarized in the Goal 5 Dashboard.

### *Measure - Anchor Institution*

Fostering engagement with communities through equitable and democratic partnerships is crucial to USD being an Anchor Institution. Two measures that readily indicate success as an anchor institution are the number of anchor partnerships and the number of local vendors resulting from the local vendor initiative.

### Measure - National Rankings

In February of 2019 the University of San Diego was listed as one of the *Ten Highest Ranked Catholic National Universities by US News and World Report*. The adjacent table contains the list with national rankings in parentheses. The University of San Diego appears sixth on the list between the University of Notre Dame and Saint Louis University.

The 2019 *U.S. News & World Report Best Colleges National University* rankings evaluate colleges and universities on 16 measures of academic quality, using widely accepted indicators of excellence such as first-year student retention, graduation rates and the strength of the faculty. This is USD's highest ranking by U.S. News & World Report, ranked 85th among the nation's top national universities (tied with Michigan State University and the University of California, Riverside). USD maintains its position as the youngest private university included on the U.S. News & World Report list of Best National Universities.

### US News 2019 Top-Ranked Catholic National Universities

- University of Notre Dame (18)
- Georgetown University (22)
- Boston College (38)
- Villanova University (49)
- Fordham University (70)
- University of San Diego (85)
- Loyola University Chicago (89)
- Marquette University (89)
- University of San Francisco (96)
- Saint Louis University (106)

### Measure -USD Athletics

The University of San Diego was awarded with the 2019 *Student-Athlete Advisory Committee (SAAC) Community Service Award* for the second straight year as part of the tenth annual West Coast Conference Honors. The SAAC Community Service Award is presented annually to the institution that has the highest average of community service hours per student-athlete. Student-athletes at the University of San Diego logged over 5,000 hours of community service with an average of over 14 hours per individual for the 2018-19 season. USD also won the award last year with over 5,000 hours of community service and an average of 13 hours per individual for the 2017-18 season.



The *Learfield IMG College Directors' Cup* is a program that honors institutions maintaining a broad-based program, achieving success in many sports, both men's and women's, in which all sports that the NCAA, NAIA or NJCAA offers a championship, along with FBS football, and all student-athletes that compete in those sports, are treated equally. Each institution is awarded points in a pre-determined number of sports for men and women. The overall champion is the institution that records the highest number of points in their division's Directors' Cup standings. The University of San Diego ranked 107 out of all 295 Division I ranked institutions and 5<sup>th</sup> among the fifteen Catholic comparative institutions.

### *Measure -Carnegie Classification*

The **Basic Classification** is an update of the traditional classification framework developed by the Carnegie Commission on Higher Education in 1970 to support its research program. The Basic Classification was originally published for public use in 1973, with period updates. In the 2018 update, the Doctoral Universities have been reshaped to better accommodate “Doctor's degree – professional practice” within our methodology. Institutions were included in the Doctoral Universities categories if they awarded at least 20 research/scholarship doctorates in 2016-17, or awarded at least 30 professional practice doctorates across at least 2 programs. Institutions that conferred at least 20 research/scholarship doctorates in 2016-17 and reported at least \$5 million in total research expenditures were assigned to one of two categories based on a measure of research activity. The research activity index includes the following correlates of research activity: research & development (R&D) expenditures in science and engineering; R&D expenditures in non-S&E fields; S&E research staff (postdoctoral appointees and other non-faculty research staff with doctorates); doctoral conferrals in humanities, social science, STEM (science, technology, engineering, and mathematics) fields, and in other fields (e.g., business, education, public policy, social work).

#### Doctoral Universities

Includes institutions that awarded at least 20 research/scholarship doctoral degrees during the update year and also institutions with below 20 research/scholarship doctoral degrees that awarded at least 30 professional practice doctoral degrees in at least 2 programs. Excludes Special Focus Institutions and Tribal Colleges.

The first two categories include only institutions that awarded at least 20 research/scholarship doctoral degrees and had at least \$5 million in total research expenditures (as reported through the National Science Foundation (NSF) Higher Education Research & Development Survey (HERD)).

R1: Doctoral Universities – Very high research activity

R2: Doctoral Universities – High research activity

D/PU: Doctoral/Professional Universities

The **Carnegie Foundation's Classification for Community Engagement** is an elective classification, meaning that it is based on voluntary participation by institutions. The elective classification involves data collection and documentation of important aspects of institutional mission, identity and commitments and requires substantial effort invested by participating institutions. It is an institutional classification; it is not for systems of multiple campuses or for part of an individual campus.



The classification is not an award. It is an evidence-based documentation of institutional practice to be used in a process of self-assessment and quality improvement. In this way, it is similar to an accreditation process of self-study. The documentation is reviewed by a National Review Panel to determine whether the institution qualifies for recognition as a community engaged institution. There are currently 361 campuses with the elective Community Engagement Classification, which opens for application on a five-year cycle. The most recent cycle concluded in 2015, with the next cycle occurring in 2020.

### ***Measure - Global Immersion***


For the second year in a row, USD was ranked in the ***Top 40 Doctorate-Granting Universities for Undergraduate Participation in Study Abroad Programs*** by Open Doors. In the most recent ranking (using 2016-2017 survey data), USD placed 1st with 77% participation, followed by the University of Notre Dame as 2nd with 74% participation. In the previous year's ranking, USD placed 2nd with 80% participation and Pepperdine placed 1<sup>st</sup> with 85% participation and the University of Notre Dame placed 3rd with 75% participation.

**Open Doors®** is a comprehensive information resource on international students and scholars studying or teaching at higher education institutions in the United States, and U.S. students studying abroad for academic credit at their home colleges or universities. Their survey of international exchange activity in the United States is sponsored by the U.S. Department of State with funding provided by the U.S. Government and supported in its implementation by the Institute of International Education (IIE). IIE has been conducting the current survey on study abroad flows since 1985/86. IIE surveys U.S. colleges and universities, and the study abroad survey counts only those students who are reported by their accredited U.S. institution of higher education after they returned from their study abroad experience. These have traditionally been students who receive academic credit for their study abroad.

### **Summary**

As shown in the dashboard (Figure 5), the University of San Diego compares favorably among the top fifteen Catholic institutions with distinguished classifications, recognitions, designations, and memberships. The University is on target with deepening anchor partnerships, working with local vendors, and engaging with the local and global communities.


Figure 5a. Goal 5 Dashboard - Amplifying Local & Global Engagement and Reputation

Dashboard Key		Goal 5		
		<b>Amplifying Local &amp; Global Engagement and Reputation</b>		
Key Performance Indicators		Current Status (2018-2019)	2024 Goal	KPI
U.S. News & World Report Nationally Ranked Universities		#85	Top 100	▲
Anchor Partnerships		39	≥50	▼
Local Vendors		14	>25	▼
Student-Athlete Community Service <sup>a</sup>		14 Service Hrs. per Athlete	15 Service Hrs. per Athlete	●
Student Global Experience - National Ranking of Top 40 Doctorate - Granting Universities <sup>b</sup>		#1	Top 10	▲

<sup>a</sup>Student-Athlete Community Service -The Student-Athlete Advisory Committee Community Service Award is part of the annual West Coast Conference Honors Dinner. The SAAC Community Service Award is presented annually to the institution that has the highest average of community service hours per student-athlete. USD won the award in 2017-2018 and 2018-2019.

<sup>b</sup>Student Global Experience - IIE surveys U.S. colleges and universities, and the study abroad survey counts only those students who are reported by their accredited U.S. institution of higher education after they returned from their study abroad experience. These have traditionally been students who receive academic credit for their study abroad. Ranking is of undergraduate participation in study abroad: Top 40 Doctorate - Granting Universities (2016/17).

Figure 5b. Goal 5 Dashboard - Amplifying Local & Global Engagement and Reputation

Dashboard Key		Goal 5		
		Amplifying Local & Global Engagement and Reputation		
External Key Performance Indicators	Data Values	Standing Among 15 Catholic Institutions <sup>a</sup>	2024 Goal	KPI
Carnegie Basic Classification <sup>b</sup>	Classified as R2: Doctoral Universities - High Research Activity	Among the Nine Classified $\geq$ R2	Top 10 †	▲
Carnegie Community Engagement Classification <sup>c</sup>	Recognized as a Community Engaged Institution	Among the Nine Recognized	Top 10 †	▲
Ashoka Changemaker Campus <sup>d</sup>	Designated as an Ashoka Changemaker Campus	Among the Two Designated	Top 10 †	▲
Coalition of Urban and Metropolitan Universities <sup>e</sup>	Anchor Institution Member	Among the Three with Membership	Top 10 †	▲
The Learfield IMG College Directors' Cup <sup>f</sup>	Ranked 107 out of all 295 Division I Ranked institutions	Ranked 5th	Top 10 †	▲
U.S. News Ten Highest Ranked Catholic National Universities	Recognized as one of the Ten Highest Ranked Catholic National Universities	Among the Six Recognized	Top 10 †	▲

<sup>a</sup> Data are from the Fall 2017 IPEDS Reported Data available from the National Center for Education Statistics website. List contains 15 Catholic Institutions with the highest retention rates: Notre Dame (98%), Georgetown (96%), Boston College (95%), Holy Cross (95%), Villanova (95%), Santa Clara (94%), Gonzaga (94%), Providence (92%), St. Joseph's (91%), Fordham (91%), Loyola Marymount (91%), University of San Diego (90%), Fairfield (90%), Dayton (90%), and St. Louis (90%).

<sup>b</sup> The Basic Classification of Doctoral Universities includes institutions that awarded at least 20 research/scholarship doctoral degrees during the update year and also institutions with below 20 research/scholarship doctoral degrees that awarded at least 30 professional practice doctoral degrees in at least 2 programs. The first two categories include only institutions that also had at least \$5 million in total research expenditures (as reported through the National Science Foundation (NSF) Higher Education Research & Development Survey (HERD)). R1: Doctoral Universities – Very high research activity, R2: Doctoral Universities – High research activity, D/PU: Doctoral/Professional Universities.

<sup>c</sup> The Carnegie Foundation's Classification for Community Engagement is an elective classification that involves data collection and documentation of important aspects of institutional mission, identity and commitments and requires substantial effort invested by participating institutions. The documentation is reviewed by a National Review Panel to determine whether the institution qualifies for recognition as a community engaged institution.

<sup>d</sup> Ashoka designates a higher education institution as a Changemaker Campuses when it demonstrates its leadership in social entrepreneurship education through innovative models for educating the next generation of competent changemakers to address society's most intractable social problems.

<sup>e</sup> The Coalition of Urban and Metropolitan Universities (CUMU) members share a passion for collaboration and are committed to student success, community and economic development, revitalization, discovery, and innovation, and serve as anchor institutions for their regions.

<sup>f</sup> The Learfield IMG College Directors' Cup is a program that honors institutions maintaining a broad-based program, achieving success in many sports, both men's and women's, in which all sports that the NCAA, NAIA or NJCAA offers a championship, along with FBS football, and all student-athletes that compete in those sports, are treated equally. Points are awarded based on each institution's finish in NCAA Championships. Data are from the 2018-19 Learfield Directors' Cup Division I Final Standings as of June 28, 2019.



## Appendix -The Pathways

*We will demonstrate what it means to be a **contemporary** Catholic university through the following three pathways:*

**LIBERAL ARTS EDUCATION FOR THE 21<sup>st</sup> CENTURY** – Prepare students to lead purposeful lives with successful careers in the 21<sup>st</sup> century. Purely vocational, skill-based training will not stand the test of time in an age of rapid technological change. A 21<sup>st</sup> century liberal arts education provides the opportunities to study the historical, cultural, and scientific/technological forces that have ushered in this century and that will shape our future. Students learn to challenge ideas, and to discern significant truths about reality, faith, and human existence in their lives and careers. A 21<sup>st</sup> century liberal arts education delivers the learning outcomes that 80% of employers seek according to surveys by the Association of American Colleges and Universities. These include the ability to write and speak effectively, construct and evaluate arguments, apply knowledge in real-world settings, make ethical decisions, and work in teams. In addition, the 21<sup>st</sup> century demands students who possess the technological skills expected in the workplace. As a Catholic university, a liberal arts education is further enhanced with attention to the Catholic Intellectual Tradition, with the great questions about why we exist, and intentionally focusing on the development of the whole person, including the spiritual.

**ACCESS AND INCLUSION** – Expand access and demonstrate inclusive excellence to benefit the learning and success of all students and to advance educational equity and become a first-choice university for underrepresented students. Our value of community reflects our dedication to “creating a welcoming, inclusive and collaborative community accentuated by a spirit of freedom and charity, and marked by protection of the rights and dignity of the individual...creating an atmosphere of trust, safety and respect.” USD’s Culture of Care brings this commitment to everyday campus life. We have achieved much to make USD a more diverse and inclusive place. We must continue to reflect and renew our commitment to foster an inclusive community and to actively advance access and inclusion. We must also expand access to a USD education for students who cannot take courses entirely on campus or within the confines of a fixed semester system through expanded on-line and hybrid learning.

**CARE FOR OUR COMMON HOME** – Demonstrate care for all creation by embodying the urgent call of *Laudato Si* through teaching, scholarship, campus culture, and community partnerships. The message of *Laudato Si* tells us we must not only speak the words, but also take immediate action in concrete ways at all levels of the university to care for our common home. From messaging on campus for our visitors and our community, to policies affecting how we do business, to facilitating engagement from our staff, students, faculty and administrators, creating and supporting curricular efforts at all levels, we identify areas of opportunity to create a truly shared and lived vision for Care for Our Common Home.



## Appendix-The Pathways *continued*

*We will demonstrate what it means to be an **engaged** Catholic university through the following three pathways:*

**ENGAGED SCHOLARSHIP** – Encourage the integration of knowledge and research to address questions within and across disciplines and communities with local specificity and global implications. Engaged scholarship supports our commitment to our core value of academic excellence. Boyer (1990) describes four types of scholarship: (1) discovery, (2) integration, (3) application (now often referred to as engagement), and (4) teaching and learning. Engaged or applied scholarship critically examines existing issues, whether locally or globally, in business or in government policy, and many other fields and often identifies solutions to pressing issues. Our vision for 2024 explicitly calls for us to confront humanity’s urgent challenges through the work and engaged scholarship of faculty and students at both the undergraduate and graduate levels.

**PRACTICE CHANGEMAKING** – Infuse the entire university with a spirit and practice of changemaking, where innovation and entrepreneurship lead to positive change. We believe everyone can practice changemaking, and at USD we do so with humility. Our belief in compassionate, active citizenship guides our commitment to foster a more humane world through curricular and co-curricular activities, including community engagement, cultural immersion, innovation, experiential and field-based courses, on-line learning, undergraduate research, and social venture design. We encourage a commitment to addressing social issues and to exploring new ideas that will have a positive social impact.

**ANCHOR INSTITUTION** – Engage our communities in deep, democratic and meaningful partnerships, with a shared vision and collaborative effort. These anchor partnerships are primarily local but can extend beyond the borders of our campus and nation. USD has a significant number of partnerships in the San Diego community and beyond. We must intentionally strengthen and deepen our partnership network and join communities as we work to enhance USD’s role as in the community. This will manifest in many ways since opportunities exist for USD to be more engaged locally in improving K-12 education, enhancing economic development, promoting health care, and serving as a catalyst for community development. This work will help USD emerge as the leading faith-based, anchor university in the United States. In order to set the standard for an engaged, contemporary Catholic university in 2024, we must be a great local university confronting the urgent challenges of our community.



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*2018-2019 Strategic Planning Support Team*

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Paula Krist, PhD, Director of Institutional Research and Planning

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*2018-2019 Strategic Initiative Review Committee (SIRC)*

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**Goal 1 Co-Chair**

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**SGC2 Co-Chair**

Mike Williams, PhD, JD Director, Changemaker Hub and Professor, Political Science and International Relations

**Goal 3 Co-Chair**

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**Member at Large**

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**Student Members**

Natasha Salgado, President of the Associated Students

Breana Clark, Graduate Student Council Chair

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*2018-2019 Strategic Goal 1 Committee  
Enhancing Student Learning and Success*

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*2018-2019 Strategic Goal 2 Committee  
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*2018-2019 Strategic Goal 3 Committee  
Improving Structural and Operational Effectiveness*

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*2018-2019 Strategic Goal 4 Committee  
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*2018-2019 Strategic Goal 5 Committee  
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