



**California State University, Bakersfield
School of Business and Public Administration**

BPA TRANSFORM 2023

**Strategic Plan
2018 – 2023**

ENGAGE • INNOVATE • IMPACT

Strategic Management & Innovation Committee

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**SCHOOL OF
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INTRODUCTION

Dean Angappa “Guna” Gunasekaran joined the School of Business and Public Administration (BPA) in July 2017. In August, Dean Guna appointed the Strategic Management and Innovation Committee (SMI) and charged it with preparing a strategic plan covering the upcoming AACSB Continuous Improvement Review cycle (2018-2019 to 2022-2023). Committee membership included all department chairs and program directors, additional faculty from each department, BPA staff and student representatives. The Committee met weekly from August through early November to complete a draft of the plan. The plan was presented and discussed with BPA’s Executive Advisory Council (EAC) in November 2017 and with CSUB faculty and staff in December. It was shared a second time with the EAC in January. Meetings with the Undergraduate and Graduate Student Advisory Councils were held in February to update student leaders on accreditation standards and discuss the strategic plan. Substantive changes to the plan resulted from the consultations with community and student leaders.

OUR GUIDING PRINCIPLES

The School of Business and Public Administration (BPA) is one of California State University, Bakersfield's four academic Schools offering degree programs. Our vision, mission, and values are as follows.

Vision:

As the recognized quality provider for value-added education and specialized expertise, we facilitate personal development, career readiness, organizational success, and economic development in the Southern San Joaquin and Antelope Valley regions.

Mission:

We prepare graduates to effectively contribute to their organizations and to develop into our community's innovators, managers, and leaders. Our methods include delivering curriculum and programs supporting student success, conducting applied and teaching-oriented research, and engaging the community in impactful ways.

Our Guiding Values:

The driving forces behind our vision and mission are a strong commitment to: (1) value-added education resulting in personal development and social mobility for our students, (2) human capital formation and community engagement supporting economic development in Kern County and our broader service region, and (3) excellence in all endeavors, as we act with integrity, foster innovation and entrepreneurship, and work collegially to serve our communities.

Our vision, mission and values fully align with those of The California State University and California State University, Bakersfield.

SITUATIONAL ANALYSIS

The Higher Education Environment

Governor Pat Brown signed the Donahoe Higher Education Act into law in 1960. This statute implemented the California Master Plan for Higher Education, which defines roles for the University of California (public research universities), the California State University (comprehensive four-year undergraduate and Masters-degree conferring campuses), and the California Community Colleges (open access system). The two principles underlying this master plan were: (1) universal access to all who are qualified via zero tuition and (2) differentiation of function among the three postsecondary systems, each pursuing excellence in alignment with its specific mission. The plan stipulated: (1) the top 12.5% of high school graduates were to be guaranteed a place at a UC campus, (2) the top one-third would be guaranteed a spot in the CSU, and (3) the community colleges were to accept any student capable of benefiting from instruction. This functional demarcation has in general held, although the CSU now has a small niche in offering professional Doctorates (the E.D.D.) and community colleges are now authorized to offer a limited number of technology-related bachelor's degrees. The goal of offering a near-free college education gradually was abandoned, starting with passage of Proposition 13 (People's Initiative to Limit Property Taxation) in 1978. Still, tuition in the CSU is among the lowest for state university systems. By 2010, increasing fiscal pressure resulted in significant cost-cutting. The UC and CSU no longer are funded to accommodate all the qualified Freshman who wish to enroll. Admission is competitive on many campuses and many qualified students are diverted to the community colleges for lower division course work. Budgetary rationing of new enrollment intensifies competition among the CSU campuses for each year's allocation of "new student dollars."

The California State University is the nation's largest and most diverse four-year public university system with 23 campuses and eight off-campus centers. Enrollment is nearly half a million with more than 110,000 undergraduate and graduate degrees conferred each year. The CSU has 3.2 million alumni. Nearly half of California's bachelor's degrees are conferred by the CSU, and one-in-ten employees in the state are CSU alumni. The CSU stretches 800 miles from Humboldt in the north to San Diego in the south and employs more than 50,000 faculty and staff.

The CSU's mission remains to provide affordable access to high quality education; specifically, learning-centered, outcomes-based education. Each CSU campus is expected to develop and deploy distinct strengths in addressing the needs of its specific communities and service region, while simultaneously meeting the broad missions assigned by the state. The CSU is committed to: (1) developing new knowledge that improves teaching and learning, (2) meeting regional civic, political, cultural, and social needs, and (3) contributing to regional economic outcomes.

The CSU's current strategic plan commits to achieving gains in eight areas:

- 1) Reduce achievement gaps across all points of the educational pipeline where leakages are occurring (college-going rates among high school graduates, first-year retention, transfer readiness, degree completion, graduate and professional school readiness and completion).
- 2) Plan for faculty turnover and invest in faculty excellence (factor of greatest relevance: increasing the percentage of tenure-track faculty).
- 3) Plan for staff and administrative succession and professional growth.
- 4) Improve accountability for learning results.
- 5) Expand student outreach.
- 6) Enhance student opportunities for active learning.
- 7) Enhance opportunities for global awareness. And,
- 8) Meet post baccalaureate needs, including those of working professionals.

The first initiative listed above, reducing achievement gaps, requires the most attention and accountability at the campus level. "Graduation Initiative 2025" ambitiously addresses this goal. Aggressive systemwide and campus-specific targets have been established for the First-Time Freshmen (FTF) four-year graduation rate, FTF six-year graduation rate, transfer student two-year graduation rate, and transfer student four-year graduation rate. Additionally, performance gaps relating to these milestones are to be eliminated for underrepresented groups (defined by ethnicity) and low-income students (defined as Pell eligibility).

The Chancellor's Office provides planning materials which list many improvement areas that can contribute toward meeting Graduation Initiative 2025 milestones. The following is a list of the suggested initiatives of greatest relevance to academic schools and departments:

- 1) Effective orientations and advising.

- 2) Scheduling and supplemental instruction (e.g., intersession and summer offerings).
- 3) Fostering a culture of student success and student engagement in campus life.
- 4) Building academic skill development.
- 5) Online and hybrid course conversion incorporating best practices.
- 6) Supplemental instruction and tutoring following best practices.
- 7) Benchmarking curriculum against peer curricula and student needs.
- 8) Innovation in courses with low completion rates.
- 9) Tenure-track hiring to foster student success.
- 10) Strategies for teaching and reinforcing math and English skills.
- 11) Remodeling and designing informal spaces in support of student success.

California State University, Bakersfield (CSUB) is located on a 375-acre site in metropolitan Bakersfield. The campus opened in September 1970 as the 19th member of the 23-campus California State University (CSU) system. In 2003, the California Postsecondary Education Commission approved CSUB-Antelope Valley, 90 miles away in Lancaster, as an official off-campus center. The Western Association of Schools and Colleges, Senior College and University Commission (WSCUC, historically called “WASC”) accredits CSUB. Degree programs are housed in four schools: Business and Public Administration; Social Sciences and Education; Arts and Humanities; and Natural Sciences, Mathematics, and Engineering. The university offers over 50 undergraduate and masters-level degree programs and a Doctorate in Education. CSUB changed from a quarter to a semester calendar in Fall 2016.

CSUB is one of the smaller campuses of the CSU with 9,900 undergraduates and graduate students attending at either the main campus or off-campus center in Fall 2017. The B.S. in Business Administration and MBA are offered on both the main campus and Antelope Valley Center.

CSU Bakersfield’s strategic plan is an evolving document with updates driven primarily by changes to the CSU plan and outcomes from WSCUC reaffirmation of accreditation processes. The campus Mission, Vision, and Values Statements are as follows:

Mission Statement:

California State University, Bakersfield is a comprehensive public university committed to offering excellent undergraduate and graduate programs that

advance the intellectual and personal development of its students. An emphasis on student learning is enhanced by a commitment to scholarship, diversity, service, global awareness, and life-long learning. The University collaborates with partners in the community to increase the region’s overall educational attainment, enhance its quality of life, and support its economic development.

Vision Statement:

By 2014-15, CSU Bakersfield will be the leading campus in the CSU system in terms of faculty and academic excellence and diversity, quality of the student experience, and community engagement. Realization of our vision will be advanced by recruitment, development, and promotion of excellent and diverse staff within an organizational culture committed to excellence in all areas.

Core Values:

1. Developing the intellectual and personal potential of every student.
2. Supporting the intellectual and professional development of all faculty and staff.
3. Nurturing a civil and collegial campus environment that values the diversity of persons and ideas.
4. Engaging one another with respect, trustworthiness, ethical behavior, and self-reflection.
5. Promoting active and informed engagement of faculty, staff, students, and community stakeholders in shared governance.
6. Being accountable to the public, alumni, students, and one another for achieving the mission, vision, and goals of the university.

CSU Bakersfield’s Strategic Goals are as follows:

- 1) Extend faculty and academic excellence and diversity;
- 2) Enhance the quality of the student experience;
- 3) Strengthen community engagement;
- 4) Develop an excellent and diverse staff; and
- 5) Develop a campus culture with a sense of community and a commitment to organizational excellence.

CSU Bakersfield’s Graduation Initiative 2025 Goals are as follows:

- 1) Freshman 6-Year Graduation Rate: 56% (from 39%)
- 2) Freshman 4-Year Graduation Rate: 30% (from 14%)

- 3) Transfer 2-Year Graduation Rate: 48% (from 36%)
- 4) Transfer 4-Year Graduation Rate: 74% (from 64%)
- 5) Underrepresented Minority Gap: 0% (currently -2%)
- 6) Low-Income Gap: 0% (currently +1%)

While Enrollment Management and IRPA (Institutional Research, Planning, and Assessment) have spearheaded campus-wide efforts to achieve the Graduation Initiative 2025 benchmarks, this strategic plan for BPA embeds multiple strategies addressing the CSU Graduation Initiative.

Community Profile

California State University, Bakersfield (CSUB) serves an area roughly the size of West Virginia. Our service region includes Kern County, southern Tulare County, sparsely populated Inyo and Mono Counties and northeastern Los Angeles County where CSUB-Antelope Valley is located. In round numbers, the total population of these regions is 1.3 million: 890,000 in Kern County, 320,000 in the Lancaster-Palmdale cities of northeast Los Angeles County, 115,000 in the cities of Porterville and Tulare, and 33,000 in the rural counties of Inyo and Mono. Metro Bakersfield, where the main campus is located, has a population exceeding 500,000 with nearly 400,000 living within its official boundaries.

Kern County is considerably more Hispanic/Latino than the state average (51% compared to 39%), while California is considerably more Asian than Kern (13% versus 4%). The proportions of White alone/not Hispanic and Black populations are similar to California (roughly 37% and 6%, respectively). The Lancaster-Palmdale area is 48% Hispanic or Latino (more Hispanic than California), 28% White alone (less White than California), 17% Black alone (more Black than California), and 4% Asian (less Asian than California).

While this analysis focuses primarily on Kern County where the main campus is located, we first consider Antelope Valley where the off-campus Center is located. The Sierra Nevada Mountain Range separates metro Bakersfield and its adjacent satellite cities in the Central Valley from eastern Kern County, Antelope Valley in northeastern Los Angeles County and Inyo and Mono Counties. The main industries on the “east side” are national defense, aerospace and tourism. Lancaster and Palmdale have socioeconomic challenges like those of Kern County (see below). Median annual household income is roughly \$49,820, just 80% of California’s median (American Community Survey

5-year average, 2011-2015). Fifteen percent of the adult population (25 years and older) has a bachelor’s degree or higher, compared to 31% for California. In Lancaster-Palmdale, 29.3% of children under 18 live in households with incomes below the poverty level, compared to 22% statewide.

The CSU and in turn CSUB have not made a sustained commitment to the off-campus center. Nevertheless, the School of Business & Public Administration (BPA) offers both the B.S. in Business Administration and MBA at the off-campus Center. Forty-five minutes from Los Angeles, the Antelope Valley is important to California’s future development. California’s High-Speed Rail, to link Los Angeles and San Francisco, eventually will have stops in both Lancaster-Palmdale and Bakersfield.

The “valley-side” of Kern County is a goods-producing and goods-moving economy. Agriculture and oil & gas extraction together make up nearly one-fourth of the metro area’s GDP, each comprising nearly equal shares of slightly less than 12%. Together, they directly provide one of every five jobs. Nationally, oil and gas extraction decreased from 4.1 to 1.2 percent of the GDP over the past 35 years, while agriculture decreased from 2.4 to 1.0 percent. With basic industries that are declining as shares of the national economy, Kern County’s historically high population growth rate has slowed in recent years to the state average. Kern County’s per capita personal income of \$48,112 in 2015 is just 70% of California’s income per person and 78% of the nation’s. Kern County is ideally situated to serve as a distribution hub for the west coast’s north-south corridor. Its logistics industry (warehousing and truck transportation) is expanding and represents 1.5% of county GDP. However, this industry also is shrinking in relative importance – from 1.5% of national GDP 35 years ago to 1.1% in 2015. The health care industry is expanding rapidly for several reasons: aging of the population, expanded insurance coverage under the ACA (especially Medicaid), and fewer leakages to southern California as local quality and scope increase.

While the agriculture and energy sectors remain vital to the health of Kern County, each sector faces challenges. In agriculture, the biggest challenge is water availability. Urban demand for water continues to increase with population. Infrastructure investment to significantly expand surface water supplies is politically infeasible. Surface water allocation must now take habitat protection into consideration. Groundwater pumping costs have increased with decades of over-pumping followed by a record-breaking drought. In

response, the state legislature passed the Sustainable Groundwater Management Act (SGMA) in 2014. After decades of over-pumping, the SGMA requires local water agencies to design and implement sustainable groundwater management practices. While water availability is a concern, water rights sometimes can be purchased. However, an ever-increasing price and increased pumping costs undermine profitability. Aggressive policies to reduce undocumented workers further challenge agriculture. Withdrawal from the Trans-Pacific Partnership (TPP) will make it more difficult to expand export markets (e.g., almonds and pistachios).

Oil has been a hub of Kern County's economy since 1899 when "black gold" was first discovered. Several Kern County oil fields have been in operation for more than 100 years as waves of new technology expanded the portion of this finite resource that is economically recoverable. The interplay of cost and technology will continue to play a significant role in Kern County's future. The Monterey Shale, a 1,750 square-mile formation running through Central California and the central coast, contains what was estimated in 2013 to be two-thirds of the nation's shale reserves. In 2013, a University of Southern California study funded by the Western States Petroleum Association projected that development of the formation could increase California's GDP by 14%, add \$24.6 billion per year to tax revenue, and create 2.8 million jobs by 2020. As the "Oil Capital" of California, speculation was rampant that Kern County was poised to be the nation's fastest growing region for decades. However, the U.S. Energy Information Administration decreased the Monterey reserve estimate by 96% in 2014. The initial reserve estimate assumed that the technologies employed in North Dakota and Texas would be equally effective in California. However, the geology in California is more challenging. Whereas the Bakken Shale in North Dakota and Eagle Ford Shale in Texas are large continuous formations layered like a cake, the Monterey Shale is shattered by seismic activity and consists of small, separated pockets. Exploration and lift costs challenge profitability except in high-price environments. Changes in environmental, health and safety regulations also have increased the cost of production. California's crude oil production decreased by approximately 20% over the last decade, while US production increased over 200%, primarily in North Dakota (eight-fold increase) and Texas (three-fold increase). Over the last decade, the average crude oil price per barrel decreased by approximately 30%.

The composition of Kern County's basic industries

drives occupational mix. Management, business and financial occupations (i.e., professional occupations) comprise 15.5% of jobs throughout California, but only 8.8% of Kern County jobs. Within the "STEM" subgroup of this professional category, 6.5% of California workers have computer, engineering and science occupations compared to 3.7% in Kern County. Natural resources, construction and maintenance occupations account for 22.2% of workers in Kern County compared to just 9.4% in California. The production, transportation and material moving occupations make up 13.4% of Kern's workforce and 11.2% of California's.

In other words, Kern County's economy (i.e., its basic industries and occupational mix) is less dependent on college education than the economy of either the state and nation. Given attractive salaries historically available without a formal education in the oil and gas industry, it is not surprising that Kern County has a low level of higher education attainment (at least a bachelor's degree). Kern County's higher education attainment for adults (25 years and older) is just half the California rate (16.2% versus 32.2%). The educational deficit occurs across ethnic categories.

The "50% gap" in education attainment roughly holds for adults aged 35 through 64 years. For adults aged 25-34, only 13.8 percent of Kern County residents have at least a bachelor's degree compared to 37.5 percent for California. For adults 18-24 years, just 3.5 percent of Kern County's population has a bachelor's degree or higher compared to 11.5% for California. In 2015-16, 33% of Kern County's high school graduating class completed the UC/CSU course enrollment pattern compared to 45% statewide. The trend in attracting CSU-eligible high school graduates to the main campus appears less than satisfactory. Between Fall 2007 and Fall 2016, CSUB's undergraduate headcount on the Bakersfield campus increased 38%. However, the number of Kern County High School District graduates who completed the UC/CSU course pattern increased by 74%, while countywide high school graduates completing the "college prep" pattern increased by 82%. It is possible, however, that high school students increasingly were channeled into the "college prep" curriculum, regardless of aspirations.

Approximately 75 percent of CSUB alumni stay in Kern County. Their economic opportunities depend on the local labor market. The above data suggests a relatively small regional supply of college-educated workers (due to low education attainment) combined with a relatively smaller demand (due to industry and occupational mix). There is considerable evidence that

the net effect of these two forces has been a very large economic rate of return for those who complete their degree at CSUB and stay in Kern County. While the County's average annual unemployment rate (ages 25-64) was 10.2% in 2015, it was only 4.2% for those with a bachelor's degree or higher. The poverty rate in Kern County (adult population 25 years and over) dramatically decreases with educational attainment: 30.7% for less than a high school diploma; 18.5% with a high school diploma; and just 4.6% with a bachelor's degree or higher. While median earnings for the entire adult population with earnings was \$30,400, median earnings for the various levels of educational attainment were as follows: \$17,457 for those with less than a high school diploma; \$27,210 with a high school diploma; \$58,423 with a bachelor's degree; and \$71,000 for those with a graduate or professional degree (American Community Survey).

Kern County has a strong pro-business, pro-development orientation and reputation. Industry and government leaders are committed to attracting new business and diversifying the regional economic base. Kern County's lower cost of living bolsters regional competitiveness. While living costs exceed the U.S. average by 6%, the Los Angeles area is 34% more expensive than Kern, while San Francisco is 67% more expensive. Living costs in the Inland Empire (Riverside-San Bernardino), are roughly 8% higher, fueled by a more than 50% differential in median home prices (e.g., \$350K versus \$225K in a recent year). A major challenge to diversification is the powerful agglomeration advantages of the urban technology centers (e.g., Silicon Valley). These centers have vast stocks of human capital interconnected by deep networks.

There is widespread appreciation for higher education's contribution to regional development and considerable goodwill toward BPA, which is perceived as offering degree programs meeting employer needs. BPA's community engagement activities have aggressively expanded in recent years, generating a wider network of community leaders with goodwill toward BPA. Businesses and professionals connect to BPA through the Dean's Executive Advisory Council (EAC) and the advisory committees for several departments and programs. CSUB's Small Business Development Center (SBDC) works closely with economic development agencies and provides free consulting services to hundreds of small businesses each year. Much of the SBDC's cash match requirement is met through a pay-for-performance contract with the County of Kern, which considers the SBDC as a development partner. Through

its Outreach and Public Affairs Department, BPA has created networking opportunities by sponsoring events held by community organizations. The Outreach Office also piloted the Student Professional Development Initiative through which community leaders mentor students and conduct mock interviews. The Economics Department publishes the Kern Economic Journal, partners with the Greater Bakersfield Chamber of Commerce and the Kern Economic Development Corporation in offering the Kern County Economic Summit and conducts applied research for community stakeholders. Human Resource professionals connect to CSUB through faculty involvement in the local SHRM chapter. The Agricultural Business and Environmental Resource Management programs work with the USDA to bring agribusiness and environmental employers to campus each year for the Growing Opportunities Career Fair. CPAs and bankers work closely with student organizations from the Department of Accounting and Finance. The Public Administration Department provides pro bono grant-writing and program-evaluation services to nonprofits as well as contract work through the Public Service Institute. In 2015, CSUB was awarded the Carnegie Foundation's Community Engagement Classification.

While these initiatives increase the potential for external support, the community does not have a strong tradition of financially supporting BPA's academic programs. BPA has not done enough to develop this tradition. The John Brock Endowment is our most successful fundraising endeavor. Each year, the John Brock Committee, which includes members of the Dean's EAC, organizes a fundraising dinner, called the John Brock Community Service Award, to honor an outstanding member of the community. Event surpluses are added to the endowment fund (currently exceeding \$500,000), which is used to fund scholarships and student-centered activities. Occupational Safety and Health Management (OSHM) is another area where external support was successfully tapped. Employers require specialized expertise in this area and were saddled with large recruitment costs and unsuccessful retention of those employees recruited from outside the area. Specialized course sequences meeting the local need were developed with two types of external support: (1) professionally recognized part-time lecturers develop and teach the specialized courses and (2) the OSHM course sequence is externally funded through an endowment to insulate the program from budget constraints. This external support model can be replicated to provide external support for Agricultural Business and other concentrations with easily identified major stakeholders.

While local employers systematically utilize BPA to hire from specialized programs such as accounting, agricultural business and occupational safety and health, CSUB devotes few resources to areas such as internship development and job placement that are especially crucial for students in less specialized academic programs.

Student Population

Bakersfield is not a “destination spot” for California’s high school graduates from ocean-front areas such as San Diego, Los Angeles and San Francisco. Going away to college typically is a high point of one’s life, so local high school graduates who can afford the “going away” experience often do so. There most likely is an inverse correlation between oil prices and the fraction of high school graduates staying close to home for college.

CSUB enrolled 9,870 students in Fall 2017 (8,623 FTES). There were 9,336 students on the main campus and 534 at the Antelope Valley Center. There were 9,244 undergraduate and post-baccalaureate students and 626 students in graduate programs.

CSUB’s racial and ethnic mix loosely reflects our service region’s composition. Fifty-five percent of undergraduates are Hispanic/Latino, 18% are White/Non-Hispanic, 7% are Asian, 6% are African American/Black, 3% belong to two or more races, and 6% are nonresident aliens. The balance is made up of those in less populated categories or who did not specify. Forty-two percent of CSUB graduate students identify themselves as Hispanic/Latino, 32% identify as Caucasian/White, 8% as African American/Black, 7% as Asian, 4% as belonging to 2 or more races, and 4% as Nonresident/Alien. Sixty percent of CSUB undergraduates are women; 69% of post baccalaureates are women.

Table 1 provides a more specific demographic profile for students enrolled in the undergraduate BSBA and MBA program.

Table 1. Demographic Profile: Fall 2016

		BSBA	MBA
Gender	Male	53%	57%
	Female	47%	43%
Age	19 and Younger	25%	0%
	20-24	53%	10%
	25-29	13%	31%
	30-34	5%	22%
	≥ 35	4%	37%
Race / Ethnicity	African American / Black	5%	8%
	Asian / Pacific Islander	8%	0
	Caucasian / White	18%	52%
	Hispanic / Latino	48%	26%
	Native American	1%	0%
	Two or More Races	2%	2%
	Unknown/Declined	3%	4%
	Non-Resident Alien	16%	8%
(Underrepresented Minorities)	(54%)	(36%)	

The following tables summarize trends for majors (Table 2) and graduates (Table 3).

Table 2. Declared Majors (Fall Semester)

Majors / Academic Year	2013	2014	2015	2016	2017
BPA Total	1621	1682	1814	1722	1702
BS BA Total	1192	1239	1354	1332	1474
Accounting	279	291	304	277	294
Agric Bus	38	42	40	38	26
Economics	19	19	20	12	15
Finance	134	148	179	169	150
General Bus	163	173	220	241	303
Heath Care Mgmt.	5	10	15	16	22
Human Resources	105	100	97	79	79
Management	225	225	251	277	289
Marketing	158	157	171	165	174
MIS (taught out)	5	6	6	6	1
Public Admin	20	29	20	18	18
Small Business	28	24	26	23	26
Supply Chain	13	16	15	11	12
BS ECONOMICS	70	80	97	89	65
MBA	93	77	77	51	64

Table 3. Graduates

Majors / Academic Year	2012-13	2013-14	2014-15	2015-16	2016-17
BPA Total (School)	434	451	397	512	475
BS BA Total	339	342	309	383	371
Accounting	60	61	70	82	81
Agric Bus	2	2	8	7	5
Economics	3	4	2	7	3
Finance	20	35	36	38	61
General Bus	76	89	51	81	77
Heath Care Mgmt.	0	0	3	1	1
Human Resources	19	19	29	34	23
Management	114	87	62	75	64
MIS (taught out)	2	0	3	2	4
Marketing	35	32	31	46	44
Public Admin	2	4	7	1	3
Small Business	4	7	3	6	4
Supply Chain	2	2	4	3	1
BS Economics	5	13	13	22	22
MBA	67	81	40	68	47

Just one percent of CSUB students are nonresidents from other states. Excluding nonresident aliens, roughly 4-in-5 students hail from Kern County and nearly 9-in-10 are from Kern or Los Angeles County where the Antelope Valley Center is located. While nonresident aliens comprise 5.5% of CSUB’s undergraduate student body, 12.7% of the BSBA majors are international students, primarily from Saudi Arabia. International students make up 8% of the MBA student body. Several of our sister campuses are impacted, and the Bakersfield campus attracts a small portion of the overflow. This, as well as student athletes account for much of the California (and out-of-state) students who are not from Kern or northern Los Angeles County.

Eighty-one percent of CSUB’s full-time undergraduates have a need for financial assistance; 78% receive aid. Sixty-six percent of undergraduates enrolled for a part-time course load need financial help; 56% receive aid.

As a commuter campus, just 4% of CSUB undergraduates live on campus (15% of first-time Freshmen). Just 1% of men and 4% of women belong to fraternities or sororities. Participation is increasing in student government, student organizations, and informal “hangouts” such as study groups. Eight academic areas in BPA have student clubs: accounting, agricultural business, economics, finance, human resource management, management and marketing, occupational safety and health, and public policy and administration. While student life is organically gathering momentum, BPA’s administration, faculty and staff have nurtured it.

Given that Kern County’s adults possess a bachelor’s degrees at half the state rate, it is not surprising that 52% of undergraduates and 40% of graduate students are “first generation.” CSUB has an impact: we reported 80% were first generation in our 2008 AACSB self-study.

As a commuter campus in a service region with low educational attainment, CSUB’s students have general skills deficits.

More than half (54%) of the Fall 2016 Freshman class was required to complete non-credit remediation courses to address a general skills deficit: 23.4% for math only, 7.3% for English only, and 22.9% for both.

SAT scores for CSUB's 2016 First-time Freshmen can be used to describe academic preparedness of CSUB's student body. In math and critical reading, between 40 and 45 percent of first-time freshman achieved the College Board's college readiness benchmark. While this sounds terrible, only 50% of college students achieved these benchmarks nationally. In both subjects, roughly one-fourth of CSUB students scored in the state's bottom quartile, mirroring the state's aggregate distribution. Our representation in the top quartile was roughly half the statewide portion (12% versus 25%). In math, CSUB's representation in the state's third quartile was large, resulting in 50% of first-time freshman having average-or-better math scores. In critical reading, the second quartile was heavily populated, resulting in 60% of CSUB's student body having below-average to average reading skills. The SAT scores are consistent with faculty perceptions and support the following inferences:

- More than half of CSUB's students are not college-ready in terms of general reading and math skills. While this is concerning, it is only slightly worse than the national average.
- The bulk of CSUB students are in the middle two quartiles, that is, between the 25th and 75th percentiles. This suggests pedagogy must emphasize value-added methods, i.e., regularly checking knowledge and skill levels, addressing gaps, and adopting technologies that effectively move students forward from those levels.
- While CSUB is not an elite college and its student body is underrepresented in the top quartile, there is a significant population in the top quartile (roughly 12-15 percent of the student body). It is essential to heavily invest in this segment for at least two reasons: (1) they constitute a large cross section of future community leaders and (2) CSUB's reputation with employers depends on their future performance. That is, the workplace performance of each graduating cohort affects the opportunities presented to the cohorts that follow.

In the Community Profile above, we documented the profound effect a bachelor's degree has on income, employment and poverty rates in Kern County. The Census data from which these outcomes were reported does not identify the universities from which the bachelor's degrees were obtained. What is CSUB's contribution? A growing number of reputable studies

conclude CSUB makes extraordinary contributions to the economic well-being of its graduates. The Economist ranked CSUB #10 out of 1,275 four-year schools in terms of actual versus predicted gain in median earnings, controlling for other causal variables. Similarly, the Brookings Institution ranked CSUB in the 95th percentile nationally in terms of median earnings value added. The Equality of Opportunity Project ranked CSUB third in the nation in terms of social mobility, estimating that 81 percent of CSUB students enrolled in the late 1990's moved from the bottom fifth of the income distribution to the top three quintiles. In summary, while CSUB overwhelmingly serves first-generation students who arrive on campus with significant general skills deficits, we successfully mold our graduates into professionals who ably support their families and contribute to their employers and community.

To provide the extra support our students require to succeed, BPA offers tutoring services in economics, quantitative tools, accounting and finance. Students access writing and math tutors from the English and Math Departments. BPA's Academic Advising and Student Services Center provides academic advising to keep BPA majors on course. While the advising center has four full-time academic advisors, nearly 1,300 business majors overwhelm it. Academic advising in the non-business majors is provided by the Economics and Public Policy & Administration faculty advisors (i.e., Agricultural Business, Economics, Environmental Resource Management, Public Administration).

First generation students often lack soft skills. This initially affects retention and ultimately, professional success. CSUB's retention rate is just 65%. That is, 65% of the Fall 2014 Freshman class was enrolled in Fall 2016. To develop soft skills and increase retention, BPA piloted career mentoring and mock interview activities for the past two years, engaging community professionals as volunteers. Taken together, these pilots involved roughly 300 students and 75 volunteer-days. Inspired by the success of the pilots, a BPA task force was formed to develop a comprehensive Professional Development Certificate program. The certificate program has five learning goals:

- 1) Develop self-knowledge as an anchor for personal and professional development;
- 2) Develop personal effectiveness skills relating to self-management, social awareness, and relationship management;
- 3) Experience engagement and network by participating in campus, community, and professional organizations and activities;

- 4) Complete career exploration activities and participate in career-relevant workplace experiences. And,
- 5) Prepare and apply for professional employment.

The certificate program is designed to be widely accessible to motivated students, yet sufficiently rigorous in its admission and completion requirements to be used by employers as a quality screen and by students as a quality signal. It is in the final stages of curriculum review by the Academic Senate and has been recommended for approval by the appropriate Senate committees.

Many students in the CSU take longer than the traditional four years to complete a bachelor's degree. Even though mandated completion of remedial courses in English and Math can mitigate entry-level skills deficits, they extend the time required to graduate and several studies have concluded they are largely ineffective. The budgetary cost of remediation and extending graduation has become a concern. In conjunction with the above-mentioned Graduation Initiative 2025, the CSU Chancellor signed an Executive Order in Summer 2017 that mandates disallowance of remedial (noncredit) prerequisites for math and English courses meeting the general education requirement and removal of high school Algebra 2 competency as a prerequisite for courses meeting the general education math requirement. BPA faces several challenges. Prerequisite skills for math requirements no longer will be stateable in terms of a campus-based placement score or a noncredit remedial prerequisite. The challenge will have to be met by more intensively infusing remediation of math (and writing) skills in credit-bearing courses.

In Fall 2016, CSUB implemented an innovative General Education program independent of, yet reinforcing CSU Graduation Initiative 2025. Major elements of the new GE program include: (1) foundational general skills requirements in oral communication, written communication, critical thinking, and quantitative reasoning and (2) mandated reinforcement and learning outcomes assessment of at least two of these general skills in every course participating in the general education program. BPA faculty were major players in developing the new GE program and our departments contribute courses to most areas of the program (first-Year Seminar, Social and Behavioral Science, all Interdisciplinary Themes, Lower Division GE and Diversity Reflection, Senior Capstone Reflection, lifelong learning and fulfillment).

While remediation adds to graduation time, past studies have shown our students' time-to-graduate is much more affected by changing majors and facing serious obstacles. "Life intervenes," disrupting progress toward degree.

The Financial Environment

Funds for operating California State University campuses come overwhelmingly from the State of California's general fund and from student tuition and fees. Student fees increased dramatically during the previous five-year period (2008-09 to 2012-13), as the Great Recession caused state revenue to collapse. During this review period (2013-14 to 2017-18), the Trustees and legislators held the line on student fee increases. Tuition for a full-time undergraduate increased by just 5% in this period, while tuition for full-time graduate students increased 6.5%. The most recent State of California budget proposal for the CSU is disappointing, and it appears tuition increases are again on the horizon.

Each campus is given an enrollment target. Its budget increases from the previous year by the increase in its enrollment target multiplied by a marginal funding rate per additional student. In the past, funding for campus overhead was based on a complex formula (the "Orange Book") that exhaustively took into consideration predictable changes in cost associated with evolution of the breadth and depth of programs and services as a campus increases in size. The "Orange Book" no longer is used to re-bench fixed costs as a campus evolves. Instead, the base budget of each campus was frozen in a previous year, and future funding increases became driven by two factors: (1) the total number of new enrollments funded by the legislature and (2) the Chancellor's Office allocation of the total funded increased among the 23 campuses. As a result, CSUB appears to not be as well funded as larger, older CSU campuses. For example, most off-campus Centers came into existence while the "Orange Book" was in effect, so they have a funding base that covers the fixed costs of running an off-campus Center. The CSUB Antelope Valley Center came after "Orange Book" commitments were abandoned, so CSUB receives only marginal cost enrollment dollars (and no overhead) for its off-campus Center. While this is somewhat of a simplification (e.g., there are one-time ad hoc adjustments, typically not built into the base), it captures the essence of general fund allocation in the CSU.

The funding received by each campus from the Chancellor's Office includes the fees that will

be paid by the number of students in its enrollment target. Generally, the campus gets to keep the additional fees collected when enrollment exceeds target. So, there typically is an incentive to exceed the enrollment target if possible, both to garner the extra fees and to better position the campus for the following year’s negotiation among campuses for shares of the system-wide increase in funded enrollment. However, there is not a fixed rule regarding whether campuses can keep the extra student fees when enrollment exceeds target. Periodically, the Chancellor’s Office announces it will not allow campuses to retain the student fees for “excess students” as a political tactic to align incentives while pressuring the legislature to fund a larger increase in aggregate enrollment.

Actual and targeted enrollments loosely determine how the instructional component of the campus budget is allocated among academic Schools. The table below summarizes BPA’s actual and targeted enrollment over the study period.

Table 4. Enrollment Targets and Actuals

AY YEAR	BPA Target FTES	BPA ACTUAL FTES	ACTUAL AS % OF TARGET
2013-14	1012	1015	100 %
2014-15	991	1184	119 %
2015-16	1046	1347	129 %
2016-17	1146	1188	104 %
2017-18	1146	1149	100%

It has been challenging for BPA and other campus units to develop and carry out a financial plan in recent years. The table below summarizes the initial (beginning of year) and final (end-of-year) budgets for Academic Affairs. Note the large discrepancy. Academic Affairs was given a budget each year that was not large enough to cover salaries and was instructed not to lay off anyone due to budget. Toward the end of the year, budget augmentations were made to cover the deficits. Note that the “deficits” (from the perspective of beginning-of-year-budget allocations) were in the range of \$10 million to \$15 million dollars per year over the first four fiscal years, roughly 50 percent of the initial budgets. The campus began addressing this situation in 2016-17 and budget allocations are starting to become more realistic. Basically, budget allocations for each unit are being reset through a process called “position control.” That is, each unit’s budget will be built from its approved faculty and staff positions.

Table 5. Academic Affairs Initial and Final Budgets

Budget (\$ millions)	2013-14	2014-15	2015-16	2016-17	2017-18
CSUB	\$ 93.7	\$ 100.0	\$ 109.9	\$ 116.1	
Initial Instruction Budget: Academic Affairs	\$ 23.3	\$ 25.2	\$ 28.5	\$ 31.8	
Final Instruction Budget: Academic Affairs	\$35.4	\$ 38.3	\$ 41.7	\$46.4	
Gap (Covered Deficit)	(\$ 12.1)	(\$ 13.1)	(\$ 13.2)	(\$ 14.6)	
Gap as % of Initial Budget	51.9 %	52.0 %	46.3 %	45.9 %	
Final as % of CSUB Budget	37.2 %	37.8 %	37.9 %	40.0 %	

The following table cuts through discrepancies between initial and final appropriations and summarizes actual annual expenditures for wages and salaries and operating expenditures for BPA. Capital outlays, facility-related expenditures and employee benefits are covered by central campus budgets and are not factored into BPA's budget.

Table 6. School of Business & Public Administration Expenditures

Expenditures / AY	2013-14	2014-15	2015-16	2016-17	2017-18
BPA Expenditures (\$1000s)	\$ 3,793	\$ 4,476	\$ 4,357	\$ 4,983	
Wages & Salaries	\$ 3,569	\$ 4,224	\$4,243	\$ 4,732	
Operating Expenditures	\$ 224	\$ 252	\$ 114	\$ 251	

During the financial crisis in 2009, the CSU Chancellor issued Executive Order 1042 establishing the Graduate Business Professional Fee. This is BPA's largest revenue source other than its State budget allocation. EO 1042 established a per unit fee for courses in state-supported professional master's degrees in business that are subject to accreditation by AACSB. The purpose of EO 1042 is to provide business programs with a sustained revenue source to assist in maintaining the quality levels required for AACSB accreditation. Two-thirds of the fee revenue goes to BPA and one-third is allocated to student financial support. Currently, the fee is \$270 per unit or \$810 per enrollment in 3-unit courses by students with classified or conditionally classified standing in MBA programs offered through the general state fund. The financial health of BPA depends to a considerable extent on the attractiveness of the MBA program. The following table summarizes revenue that flowed to BPA from the Graduate Professional Business Program fee (i.e., two-thirds of the total fees). While the overall trend is concerning, conversion from a quarter to semester academic calendar in 2016-17 probably makes the revenue decline in that year an outlier.

Table 7. MBA Professional Fee Revenue (Net of Financial Aid)

Academic Year	MBA Fee Revenue
2013-14	\$248,290
2014-15	\$232,590
2015-16	\$210,954
2016-17	\$122,661
2017-18	\$178,767

Open University enrollments are another source of funds. Nonmatriculated students can enroll in academic courses through Extended Education's Open University program. For example, students who are academically dismissed often enroll in courses through Open University to increase their grade point average to earn readmission to the campus. A new resident of the community may want to get a head start by enrolling in a course prior to his or her official admission. Or, a professional that already has a degree may want to enroll in just a course or two. If there is an available seat in the course and the instructor approves a student's request to enroll through Open University, Extended Education distributes 25% of its course fee to BPA. Often, it is not possible to add students through Open University, because course enrollment is already at the classroom capacity established by the Fire Marshall. Open University revenues potentially will modestly increase if average course enrollments decrease as more faculty are hired. Currently, the Open University course fee is \$350 per unit, or \$1,050 per 3-unit course. BPA annual revenues through Open University average roughly \$20,000 per year.

In partnership with BPA, Extended Education also can offer academic degree programs through self-supporting Special Sessions. A fee-supported Special Session of a degree program can be offered if it does not supplant the campus-based program and if any one of several additional conditions is met. The most relevant enabling condition typically is either that the program is offered off-site for a special audience or that it is offered via distance education technology. Fees for such a special session program are set at a level that is dictated by the competitive market. Previously, Extended Education did not share revenues with the academic schools. A revenue split between BPA and EUD is currently being negotiated by the Deans.

Gifts and donations to BPA (e.g., alumni donations) are held in accounts under the auspices of the CSUB Foundation, a nonprofit auxiliary of the university. The Foundation invests the money held in its larger funds and shares investment earnings with the owners of these funds. It charges a 5% service fee at the time funds are expended. BPA's scholarship funds, including the John Brock fund, are held in the Foundation. The Aera Energy Occupational Safety & Health Management Endowment, BPA's only endowed academic program, is invested and managed by the Foundation.

CSUB's GRASP Office (Grants, Research, and Sponsored Programs) administers contracts and grants. An agreement between CSUB and the U.S. Department of Health and Human Services establishes an overhead rate of 47% of direct costs for federal grants and contracts (22% for off-campus programs). CSU auditors now expect these rates to be charged on nonfederal grants and contracts with few exceptions. While overhead costs must be covered, this "tax" is large enough to have the unintended consequence of driving potential contacts with small- and medium-sized organizations off-campus. The indirect costs (net of several expenses taken off the top) are distributed as follows: (1) Provost: 25%; (2) BPA: 40%; (3) Academic Department: 10%; (4) Principal Investigator: 10%; and (5) GRASP: 15%. There are some restrictions on how the indirect shares can be expended, but they are quite broad (almost anything supporting research and creative activities is allowed). The CSUB Small Business Development Center's contracts run through GRASP. Historically, the SBDC has been allowed to bill indirect costs at less than the off-campus 22% rate. These indirect overhead charges therefore have not been shared with BPA's Dean, host Department, and Principal Investigator in accordance with the above-mentioned distribution schedule. It appears that the full 22% indirect rate will be required going forward.

Program Competition

BSBA. Within Bakersfield and Kern County, several institutions offer certificates, associate degrees, and bachelor's degrees in business-related areas. Santa Barbara Business College (SBBCollege) Bakersfield offers both an associate and bachelor's degree in Business Administration, but few students are enrolled in these programs on the Bakersfield campus. The National University campus in Bakersfield offers a bachelor's degree in Business Administration, while the University of Phoenix offers bachelor's degrees in Business with concentrations in accounting, administration, and marketing. In addition, National University and the University of Phoenix offer online degrees. The costs of attending these institutions range from 50% higher than the CSU schools (University of Phoenix) to 100% higher (SBBCollege). While these schools are geographically proximate to CSUB, they provide limited competition to the BSBA program on this campus. None are AACSB accredited.

Transfers from nearby community colleges (BC, Antelope Valley, Porterville and Taft) account for a large percentage of the BPA transfer students each year. Approximately 85% of business-related majors who transfer to the CSU system from these community colleges transfer to CSUB. The Antelope Valley campus is a satellite campus where students can earn a bachelors' degree from CSUB by taking their upper-level (junior and senior) courses from CSUB instructors either on campus or through closed circuit TV. Although approximately 30% of business-related majors at Antelope Valley College transfer to CSUB, this percentage has fallen from 44% five years ago. Over the same period, the percentage of Antelope Valley College business majors transferring to CSU-Northridge has doubled. CSUB's decline may be due to issues related to advising and class availability. In addition, the University of Antelope Valley, which offers degrees in Business Management and Sports Management recently received WSCUC accreditation and may soon be able to effectively compete with CSUB in the Antelope Valley market. While transfers from BC and AVC dominate transfers of business-related majors to CSUB, Taft College (approximately 90% of business transfers to CSUB) and Porterville College (approximately 50%) also send most of their transfer students to BPA. The most significant competitor for Porterville students is CSU-Fresno (which is the destination for the other 50% of transfer students), while the primary competitor for Antelope Valley College students is CSU-Northridge.

California Community Colleges are now authorized to offer bachelor's degrees in technical areas. Bakersfield College offers the B.S. in Industrial Automation. Antelope Valley College offers a B.S. in Airframe Manufacturing Technology. While these are quality programs, they are not close substitutes for the B.S. in Business Administration.

MBA. Several local competitors offer MBA programs in Bakersfield: University of Phoenix (UPh), National University (NU), University of La Verne (ULV), Azusa Pacific University (APU), and Point Loma Nazarene University (PLN). There are several major differences between CSUB and these schools.

CSUB requires 12 courses for the MBA, of which nine are required and 3 are elective. Classes are offered face-to-face with no concentrations available. The other programs are similar in scale, requiring between 11 (UP) and 14 courses (NU and APU). However, all are online, with only Phoenix offering a face-to-face or blended option. Students in these programs enroll in a single course intensively taught over a period of 4 to 6 weeks. All offer concentrations such as project management, supply chain management, finance, and health care. Here lies BPA's major disadvantage: no concentrations are offered.

CSUB, which charges \$26,888 for tuition and fees, is the low-cost provider. Other program costs range from the same cost (APU) to \$34,650 (PLNU).

CSUB is the only AACSB-accredited school. However, several of the others point to their "membership" status in AACSB, with no explanation of the difference between membership and accreditation. All are WSCUC (or equivalent) accredited. All highlight their accreditation and state they are "fully accredited".

All competitors are superior in the convenience of their admission and financial aid processes. UP and NU each claim to be able to admit a student within two weeks, provided no foreign transcripts are involved. Given that they have classes starting every four to six weeks, a student can begin the program within two to three weeks after application.

As the only full campus for face-to-face instruction, CSUB stands out for its overall facilities (library, recreation center, health center, etc.). However, University of Phoenix has classrooms that are superior in design and comfort to most CSUB classrooms.

Despite the competition, CSUB MBA classes are not always scheduled in the best classrooms.

Conclusion

California State University, Bakersfield benefits from the brand of being one of 23 campuses in The California State University, the nation's largest and most diverse four-year public university system. The CSU is California's "economic workhorse," conferring half of the state's bachelor's degrees and claiming one-of-every-ten California workers as alumni. In turn, the School of Business and Public Administration benefits from the CSUB brand.

With diminishing state support, the CSU is struggling to continue offering an affordable, high quality education. It is imperative that BPA increase the share of its budget that is funded from revenue sources other than the state general fund and student tuition. Financial pressure has created mandates that taxpayer dollars be used more efficiently. Remedial courses no longer will be funded by the taxpayer, although less than half of CSUB's entering Freshmen are college-ready. Retention rates must improve, graduation times diminished, and performance gaps of underrepresented and low-income students eliminated.

A lion's share of CSUB alumni stays in the region, enabling CSUB to play a pivotal economic role in the communities it serves. Poverty and unemployment rates in Kern County plummet for those that are college-educated, while median income rises to healthy levels. Rigorous studies confirm CSUB is a primary contributor, ranking near the top nationally with respect to earnings value-added, social mobility and affordability.

Kern County has a strong pro-business, pro-development orientation and reputation. While oil and agriculture face challenges, they are our largest, most vital industries and will continue to depend on a sophisticated workforce. Our industry and government leaders' efforts to attract new business and diversify the regional economic base is underpinned by partnerships with BPA and CSUB, the only comprehensive public university within 100 miles. Our role will continue to be as it has been in the past: to effectively educate students, many who arrive with general and soft skill deficits. Like past alumni, our future alumni will return to their communities as valuable employees, well-positioned to develop into the next generation of managers and leaders.

SWOT ANALYSIS

Members of the SMI Committee proposed for consideration strengths and weaknesses within BPA and opportunities and threats in the external environment. Factors relating to CSUB at large or to CSUB departments outside of BPA were classified as part of the external environment (i.e., as opportunities and threats). Committee members reached consensus in identifying the following factors as pertinent to BPA's strategic plan.

BPA Strengths

- A core of dedicated faculty and staff;
- A mix of experienced and developing Chairs;
- Degree programs responsive to regional needs;
- Increased teaching and research support within the School;
- AACSB and NASPAA accreditations;
- BPA's reputation and brand recognition;
- Commitment to work with advisory groups and other stakeholders;
- Pedagogy driven by applied learning;
- A support program for part-time adjuncts;
- Effective student support services.

BPA Weaknesses

- The number of Scholarly Academic (SA) faculty;
- Insufficient number of tenure-track faculty;
- Paucity of student outcome data relating to internships, other workplace experiences, and alumni careers;
- No evaluation of academic concentrations;
- No comprehensive stakeholder database;
- Insufficient resources devoted to career preparation and professional development of students;
- Lack of graduate-level teaching and research assistants.

Opportunities in the External Environment

- CSU's and CSUB's brand recognition;
- The only comprehensive state university within 100 miles;
- Nationally ranked for earnings value added, social mobility, and affordability;
- Community goodwill creating grant and gift opportunities;
- Expanding market for online and hybrid programs;
- CSU Access to Excellence and Graduation Initiative 2025;
- Increased campus support for student research;
- CSU and CSUB commitment to increasing the percent of instruction by tenure-track faculty.

Threats in the External Environment

- CSUB budgeting process;
- Diminishing percentage of financial support from state of California;
- Poor preparation and motivation of incoming students;
- Insufficient faculty offices and informal space for students;
- Weak relationship with University Advancement;
- Lack of CSU and CSUB commitment to CSUB-AV;
- Increased competition (online and site-based);
- Underdeveloped tradition of community, alumni, employee giving;
- Small percentage of college-ready high school graduates combined with Chancellor Office's mandate to eliminate remediation and prerequisites for general education basic skills courses;
- Conflict between aggressive open admissions policy, pressure to accelerate graduation rates, and maintenance of academic standards;
- Difficulty recruiting and hiring faculty;
- Disparity between BPA's large market of upper division transfers and Enrollment Management's priority to recruit first-time Freshmen;
- Campus not keeping pace with rapidly changing technology.

GOALS

In Spring Quarter, 2016, the Strategic Planning Committee reviewed BPA's goals and made slight adjustments. This committee was reconstituted as the SMI Committee when Dean Guna joined CSUB. The SMI Committee revisited the goals and essentially left them unchanged. The School of Business and Public Administration's goals are:

- 1) Improve Teaching, Learning, and the Portfolio of Academic Programs;
- 2) Increase Faculty Engagement in Research;
- 3) Increase Enrollment and Student Success;
- 4) Reach and Impactfully Engage Stakeholders;
- 5) Strengthen Financial Sustainability.

STRATEGIES AND TACTICS

After reviewing mission and values statements, CSU and CSUB priorities, and the situational and SWOT analyses, SMI Committee members proposed initiatives for each goal. Proposed initiatives and

the SWOT were calibrated. That is, initiatives were discussed in the context of SWOT elements, which triggered several additions to the SWOT. SWOT elements that had no relationship to any of the proposed initiatives were considered, the result often being either to brainstorm an additional proposed initiative or drop the SWOT element for not being pertinent to the strategic plan.

Each Committee member was given three votes to allocate among the proposed initiatives for each goal. Members could award up to two votes to a single initiative and give partial votes to allow intensity of preferences to affect the rankings. The top three or so alternatives under each goal were adopted. In November, the Dean's Executive Advisory Council, including an alumnus who is a CSU Trustee, reviewed and commented on the plan. After the EAC meeting, SMI Committee co-chairs met with Dean Guna. The list of proposed initiatives was updated by considering EAC comments, ongoing initiatives not reflected in the plan, and "low-hanging fruit" in fundamental areas. The initiatives were then organized into strategies and tactics under each goal. In February, the list was again updated after discussions with student leaders.

The planned strategies and tactics for accomplishing each goal follow. Metrics are suggested.

Goal 1: Improve Teaching, Learning, and the Portfolio of Academic Programs

Dashboard Indicators: CSUB national rankings for value added and social mobility

Strategy 1: Continuously improve learning

Tactics *[Aggregate Metrics and Measures]*

1. Align curriculum across all sections of core and foundation requirements [Measures and Metrics: Course lead appointments, master syllabi, course goals aligned with program goals, embedded assignments across sections for learning assurance.]
2. Assess program learning outcomes [Measures and metrics: one holistic review of programs and two review cycles every five years for each PLO; minutes from all faculty meetings to document participation in collectively affirming assessment plans, interpreting findings, developing follow up actions, and evaluating continuous improvements.]

Strategy 2: Continuously improve teaching

Tactics

1. Increase the percent of instruction delivered by tenure/tenure track faculty [Measures and Metrics: new faculty lines, hiring success rate, % of instruction by FT faculty.]
2. Maintain a qualified and effective part-time lecturer pool [Metrics and Measures: % AP+IP, topic coverage and assessment participation, peer visits, annual evaluations.]
3. Increase Quality Matters online certification and provide professional development [Metrics and Measures: % online certified FT faculty, professional development forums and attendance, % teaching-related support under professional development policy.]

Strategy 3: Enrich programs and explore opportunities to invest in signature programs

Tactics

1. Review and update concentrations [Metrics and Measures: enrollment, job opportunities and placements, integration of PLOs, benchmarking to peer programs.]
2. Increase portfolio of online programs [Metrics and Measures: FTES, class size.]
3. Launch new MBA concentrations [Metrics and Measures: FTES, class size.]

Goal 2: Increase faculty engagement in research

Dashboard Indicators: Attainment of AACSB 40%, 60%, 90% benchmarks

Strategy 1: Institutionalize faculty research programs

Tactics

1. Develop annual research plans and share with department and Dean [Metrics and Measures: 80% FT faculty, 100% FT Faculty not SA.]
2. Require post-sabbatical reports and presentations [Metrics and Measures: 100% compliance.]
3. Financially support conference participation [Metrics and Measures: % FT faculty making a conference presentation each year.]
4. Organize research presentation forums [Metrics and Measures: # forums/AY, 85% FT faculty make presentations over two-year intervals.]

Strategy 2: Increase research publications and related outcomes

Tactics

1. Provide reassigned time linked to research productivity [Metrics and Measures: % adherence to reassigned time policy.]
2. Provide professional support linked to research productivity [Metrics and Measures: dollars of support for peer reviewed publication expenses.]
3. Provide summer teaching opportunities linked to research productivity [Metrics and Measures: % summer teaching assignments to SA faculty.]

Goal 3: Increase enrollment and student success

Dashboard Indicators: CSUB national ranking for affordability, total enrollment, CSU Graduation Initiative 2025 metrics

Strategy 1: Recruit students to CSUB and BPA majors

Tactics

1. Implement community college-based outreach and recruiting [Metrics and Measures: counts for events, instructor and student contacts, and transfers.]
2. Implement high school-based outreach and recruiting [Metrics and Measures: # counselor, teacher, student touchpoints, # transfers declaring BPA majors.]
3. Brand School and signature programs [Metrics and Measures: total enrollment growth.]

Strategy 2: Implement strategies supporting CSU / CSUB Graduation Initiative

Tactics

1. Review and update advising materials (roadmaps, worksheets, Catalog, website) [Measures and Metrics: annual audit.]
2. Implement and evaluate block scheduling [Metrics and Measures: participation rate, student satisfaction survey, program evaluation.]
3. Integrate intrusive advising and tutoring with Grade First reporting of at-risk performance [Metrics and Measures: % at-risk BPA students contacted, % at-risk BPA students visiting tutor.]
4. Employ and evaluate initiatives to improve student performance in bottleneck courses [Metrics and Measures: D, F, and WU

grades as % of Census Day enrollment; early interventions to encourage consideration of alternative majors where appropriate.]

5. Provide a regular voice to students to ensure needs are identified and addressed and services are continuously improved [Metrics and Measures: surveys, focus groups, documentation of follow up actions, representation on BPA Committees.]

Strategy 3: Cultivate professional development and career readiness

Tactics

1. Implement the Professional Development Certificate program [Metrics and Measures: certificate program approval, internship coordinator position approval, # internships, certificate enrollment growth, mentor volunteer growth, evaluation surveys, growth in internship and service learning counts.]
2. Increase participation in BPA and student-centered organizations and activities (Metrics and Measures: graduate and undergraduate student membership and active participation on BPA Committees, counts for club officer participation in BPA leadership workshops, membership, student-centered activities and events, participant-days.)
3. Create student employment, mentoring, and research opportunities in SBDC and BPA Centers [Metrics and Measures: # student assistant positions, # student employment hours and service learning hours.]

Goal 4: Reach and impactfully engage community stakeholders

Dashboard Indicator: BPA contribution to Carnegie Community Engagement metrics

Strategy 1: Support small business and entrepreneurship

Tactics

1. Provide free business consulting services through CSUB SBDC [Metrics and Measures: # clients, client hours, business starts, jobs created, jobs retained, capital infusion.]
2. Provide webinars supporting small business and economic development through SBDC [Metrics and Measures: # webinars, # attendees, participant satisfaction surveys.]
3. Secure sponsorships and organize Startup Weekend events [# in-house and BPA-affiliated

organizers, # events, # teams, # participating students and community volunteers.]

Strategy 2: Continuously improve communications plan to enhance visibility

Tactics

1. Develop and utilize comprehensive database of BPA stakeholders [Metrics and Measures: annual audit/update of included organizations, key positions, persons occupying the positions; # communications utilizing the stakeholder database and communications template.]
2. Evaluate and continuously improve outreach/communications strategic plan [Metrics and Measures: completed evaluation report, counts for newsletters, events, webpage hits, social media.]

Strategy 3: Revitalize Centers supporting community economic development

Tactics

1. Develop and implement strategic plan for Public Service Institute [Metrics and Measures: strategic plan PPA 5020 (Program Evaluation) course project, objectives and outcomes summarized in PPA annual reports, # pro bono projects and contracts.]
2. Re-activate Center for Economic Education and Research [Metrics and Measures: strategic plan, objectives and outcomes summarized in Economics annual reports, # pro bono projects and contracts.]
3. Explore and consider establishing new Centers for excellence [Metrics and Measures: approvals, strategic plan, objectives, and outcomes summarized in the pertinent annual report, # pro bono projects and contracts.]

Goal 5: Strengthen financial sustainability

Dashboard Indicator: Percent of financial resources not from State General Fund

Strategy 1: Grow graduate program revenue

Tactics

1. Recruit annual cohorts from graduating classes in other CSUB Schools [Metrics and Measures: enrollment, fee revenue.]
2. Develop online degree programs and cohorts [Metrics and Measures: enrolment, fee revenue.]

Strategy 2: Increase grants and gifts with University Advancement

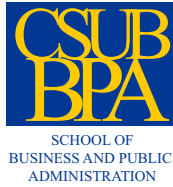
Tactics

1. Assess needs and establish funding priorities [Metrics and Measures: annually updated description of targeted investment opportunities.]
2. Develop prospectuses and secure funding [Metrics and Measures: # written prospectuses, # of distinct stakeholder groups engaged, # and value of grants and gifts.]

Strategy 3: Increase contracts through Grants, Research, and Sponsored Programs

Tactics

1. Sustain SBDC with contracts and grants [Metrics and Measures: end-of-year fund balance in rollover accounts, annual grants and contracts.]
2. Secure contracts and grants through BPA Centers [Metrics and Measures: end-of-year balance in rollover accounts, annual grants, and contracts.]



Appendix: Goals, Strategies, Tactics and Metrics

Tactics	Lead Personnel	Metrics	Annual Cost	5-Year Budget
Goal 1: Improve Teaching, Learning, and the Portfolio of Academic Programs				
Objective 1.1: Continuously Improve Learning				
<p>A. Align curriculum across all sections of core and foundation requirements.</p> <p>B. Assess program learning outcomes</p>	<p>Course Leads, Faculty</p> <p>Course Leads, Faculty, Assessment Coordinator</p>	<p>Master Syllabi, Embedded assignment across sections for AOL</p> <p>One holistic review and two review cycles over 5 years for each PLO.</p> <p>Faculty meetings to secure participation in affirming assessment plans, interpreting findings, creating continuous improvements, and evaluating the results.</p>	<p>\$15,000</p>	<p>\$30,000</p>
Objective 1.2: Continuously Improve Teaching				
<p>A. Increase the percent of instruction delivered by tenure/tenure track faculty.</p> <p>B. Maintain a qualified and effective part-time lecturer pool.</p> <p>C. Increase Quality Matters online certification and provide professional development.</p>	<p>Provost, Dean, Chairs, Faculty</p> <p>Chairs</p> <p>Chairs, Faculty</p>	<p>New faculty lines, hiring success rate, % of instruction by FT faculty, status with respect to AACSB (40-60-90% benchmarks)</p> <p>% of IP+SP, topic coverage and assignment compliance, annual evaluations</p> <p>% of online certified FT faculty, professional development forums and attendance, % teaching-related support under professional development policy</p>	<p>\$325,000</p>	<p>\$1,625,000</p>

Objective 1.3: Enrich programs and explore opportunities to invest in signature programs				
A. Review and update concentrations.	Chairs, Faculty, EAC, Community Stakeholders	Enrollment, job opportunities, job placement, integration of PLOs, benchmark to peer institutions and programs		
B. Increased portfolio of online programs	Dean, Chairs, Faculty, Community Stakeholders	FTES, class size	\$20,000	\$100,000
C. Launch new MBA concentrations	Dean, MBA Director, Chairs, Faculty, Community Stakeholders	FTES, class size		

Goal 2: Increase faculty engagement in research

Objective 2.1: Institutionalize faculty research programs

A. Develop annual research plans and share with department and Dean	Dean, Chair, Faculty	80% FT faculty, 100% FT non-SA faculty		
B. Require sabbatical reports and post-sabbatical presentations	Dean, Chair, Faculty, Research Coordinator	100% Compliance		
C. Financially support conference presentation participation	Provost, Dean, Faculty	% of FT faculty making conference presentations each year	\$25,000	\$125,000
D. Organize research presentation forums	Research Coordinator, Faculty	# of forums/AY, 85% FT faculty present over two-year period		

Objective 2.2: Increase research publications and related outcomes				
A. Provide reassigned time linked to research productivity	Chair, Faculty	% adherence to reassigned time policy		
B. Provide professional support linked to research productivity	Dean, Faculty	% adherence to professional support policy	\$20,000	\$100,000
C. Provide summer teaching opportunities linked to research productivity	Chair, faculty	% summer teaching assignments to SA faculty		
Goal 3: Increase Enrollment and Student Success				
Objective 3.1: Recruit Students to CSUB and BPA Majors				
A. Implement community college-based outreach and recruiting	Outreach, Dean, Associate Dean, Program Directors, Faculty	Counts for events, instructor and student contacts, # of transfers		
B. Implement high school-based outreach and recruiting	Outreach, Dean, Associate Dean, Program Directors, Chairs, Faculty	# of counselor, teacher, student touchpoints, # of transfers declaring BPA majors	\$15,000	\$75,000
C. Continue to Brand BPA and Brand Signature Programs	Outreach, Dean, Program Directors	Total enrollment growth		

Objective 3.2: Implement CSU/CSUB Graduation Initiatives within BPA				
A. Review and update materials (road maps, worksheets, Catalog, website)	Chairs, Advisors, Faculty	Annual Audit		
B. Implement and evaluate block scheduling	Dean, Associate Dean, Chairs, Advisors	Participation rate, student satisfaction survey, program evaluation		
C. Integrate intrusive advising and tutoring with Grade First reporting of at-risk performance	Chairs, Advisors	% at risk BPA students contacted, % of at-risk BPA students visiting tutoring	\$10,000	\$50,000
D. Employ and evaluate initiatives to improve student performance in bottleneck courses	Chairs, Faculty	D, F, and WU grades as % of Census Day enrollment		
Objective 3.3: Cultivate Professional Development and Career Readiness				
A. Implement the Professional Development certificate program	Internship Coordinator, Program Committee, Chairs, Faculty, EAC, Community Members	Certificate program approval, internship coordinator position approval, certificate enrollment growth, mentor volunteer growth, evaluation surveys, growth in internship and service learning #s		
B. Increase participation in student-centered organizations and activities	Faculty Advisors, Faculty, Associate Dean	Count of club officer participation in BPA leadership workshops, club membership, student-centered activities and events, participant-days	\$10,000	\$50,000
C. Create student employment, mentoring, and research opportunities in SBDC and BPA Centers	Dean, Faculty, Staff	# of student assistant positions, # of student employment hours, # of service learning hours		

Goal 4: Reach and Engage Stakeholders in an Impactful Manner

Objective 4.1: Support Small Business and Entrepreneurship

A. Provide free business consulting services through CSUB SBDC	SBDC Director, Consultants, Student Consultants	#Clients, Client hours, business startups, jobs created, jobs retained, capital infusion		
B. Provide webinars supporting small businesses and economic development through SBDC	SBDC Director, Consultants, Faculty, Student Consultants	# of webinars, # of attendees, participant satisfaction surveys	\$10,000	\$50,000
C. Secure sponsorships and organize Start Up Weekend event	Outreach, Students, Faculty, Community Stakeholders	# of events, # of teams, # or participating students and community volunteers		

Objective 4.2: Continuously improve communications plan to enhance visibility

A. Develop and utilize comprehensive database of BPA stakeholders	Outreach, Program Directors, Chairs	Annual audit/update of included organizations, key positions, persons occupying the positions, # of communications utilizing the stakeholder database and communications template	\$20,000	\$100,000
B. Evaluate and continuously improve outreach/communications regarding strategic plan	Dean, Associate Dean, Outreach, Program Directors, Chairs	Evaluate and continuously improve outreach/communications goals and objectives		

Objective 4.3: Revitalize Centers supporting Community Economic Development

A. Develop and implement strategic plan for Public Service Institute	PPA Chair, Faculty, and Program Lead	Strategic plan PPA 5020 (Program Evaluation) course project, objectives and outcomes summarized in PPA Annual Reports, # pro bono projects and contracts		
B. Re-activate Center for Economic Education and Research	Economics Chair, Faculty and Program Lead	Strategic Plan, Objectives and Outcomes summarized in Economics Annual Reports, # pro bono projects and contracts	\$25,000	\$125,000

Objective 4.3: Revitalize Centers supporting Community Economic Development				
C. Explore and consider establishing new Centers for excellence	Faculty, Dean	Approvals, strategic plan, objectives and outcomes summarized in the pertinent annual report, # of pro bono projects and contracts	\$25,000	\$125,000
Goal 5: Strengthen Financial Sustainability				
Objective 5.1: Grow Graduate Program Revenue				
A. Recruit annual cohorts from graduating classes in other CSUB Schools	Program Directors, Faculty, Outreach	Enrollment, Fee Revenue		
B. Develop online degree programs	Faculty, Program Directors	Enrollment, Fee Revenue	\$5,000	\$25,000
Objective 5.3: Increase contracts through Grants, Research, and Sponsored Programs				
A. Sustain SBDC with contracts and grants	Dean, Program Directors	End-of-year fund balance in rollover accounts, annual grants and contracts		
B. Secure contracts and grants through BPA Centers	Dean, Program Directors	End-of-year balance in rollover accounts, annual grants and contracts	\$5,000	\$25,000



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