### Goal 1: Extend Faculty and Academic Excellence and Diversity

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</table>
| **1.1 Recruit, develop, retain, and promote an excellent and diverse faculty** | a) Number, percent, and demographic profile of tenure, tenure-track and entitled full-time lecturers to all FTEF | • AVP- Faculty Affairs  
• School Deans  
• Department Chairs/Search Committee Chairs  
• AVP- Institutional Research, Planning and Assessment | • Achieve 100% tenured faculty participation in Inclusive Excellence orientation on faculty searches for programs undertaking searches  
• Increase the size and diversity of the applicant pool  
• Demographic profile of applicant pool aligns with national profile data by discipline  
• Increase diversity within the faculty in consideration of the demographic profile within the discipline  
• Reduce faculty attrition | ➢ Implement the “Inclusive Excellence Initiative” that will support departmental faculty searches  
➢ Integrate the Teaching and Learning Center into a comprehensive Faculty Professional Development and Advancement Center  
➢ Advance faculty excellence through:  
  a) Increasing institutional support for scholarly and creative activities and teaching excellence  
  b) Streamlining the RTP process  
  c) Reaffirming the goal of excellence in teaching, scholarly and creative activities, and service in the University’s faculty personnel system |
### University Strategic Planning Framework

(includes WASC Work Group Recommendations)

#### Part A – University Goals, Strategic Objectives, Indicators, Outcomes, and Initiatives

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<td>(Identify results expected)</td>
<td>(The most effective strategies or actions for achieving the outcomes; major initiatives)</td>
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| 1.2 Invest in faculty excellence and plan for faculty turnover | a) Amount and type of University support provided for promoting and fostering faculty excellence in  
  I. teaching innovation and assessment  
  II. utilization of instructional technology  
  III. scholarly and creative activities  
 b) Number, rank and percent faculty participation in Faculty Development and Support Center by type of activity or program; and faculty satisfaction  
 c) Ratio of number and amount of faculty applications for scholarly and creative activities to numbers awarded, funding available and outcomes  
 d) Number of faculty juried scholarly publications, presentations, and creative works by program  
 e) Number and outcomes of faculty sabbaticals  
 f) Number and amount by school and program of faculty submissions and receipt of external support (grants, contracts, foundation support, other awards)  
 g) Number, percent, and rank by academic program of faculty completing on-line orientation before instruction  
 h) Faculty utilization of instructional technology (including use of Open Educational Resources)  
 i) Percent faculty computer refresh every four years | • Academic Affairs  
 • AVP Faculty Affairs  
 • AVP – Grants, Research and Sponsored Programs (GRASP)  
 • AVP – Information Technology Services (ITS) | • Base level of support is provided within schools and university for faculty scholarly and creative activities; teaching excellence, assessment, and technology utilization  
 • Increased faculty participation in yearly Faculty Development activities which are shaped by faculty interests, needs, and advancement in their teacher-scholar role  
 • Increased faculty participation in instructional technology support and training on “high impact practices” for effective on-line education  
 • Increased campus recognition of faculty achievements  
 • Increase in grant/contract submissions and the number of grant awards  
 • Increase in faculty’s scholarly and creative activities including juried publications and presentations | ➢ Implementation of Instructional Funding Model  
 ➢ Coordinated plan of State and Private Funding to support Academic Excellence (e.g. Research Funding, CSUB Fund, President’s Fund for Academic Excellence)  
 ➢ Technology Refresh Plan (e.g. computers, smart classrooms)  
 ➢ Instructional Technology initiative  
 ➢ Implementation of Faculty Excellence Showcase |
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<td>j) Trend in the number, percent, rank, program, and demographics of faculty attrition, retention, full and FERP retirements</td>
<td>a) Percent accredited programs maintaining external accreditation standards</td>
<td>• AVP, Academic Programs</td>
<td>• University and academic program assessment of student learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Student pass rates on external exams for accredited programs</td>
<td>• AVP, Institutional Research, Assessment and Planning (IRPA)</td>
<td>• Academic Program Reviews and Memorandum of Understanding</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Number and percent programs with “global awareness” outcome</td>
<td>• Assessment Coordinator</td>
<td>• Department Chair Leadership Council</td>
<td></td>
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<tr>
<td></td>
<td>d) Number and percent academic programs with specified learning outcomes; and number and percent conducting annual assessments</td>
<td>• Deans</td>
<td>• Instructional Funding Model</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e) Number and percent completing program reviews including assessment feedback and Memorandum of Understanding action plan</td>
<td>• Department Chairs</td>
<td>• Instructional Technology initiative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>f) Number and percent Interdepartmental and Interschool curriculum collaborations to total programs</td>
<td>• AVP, GRASP</td>
<td>• Institutional support of faculty-student scholarly and creative activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>g) Number of faculty juried scholarly publications, presentations, and creative works by program; by topics addressing diverse populations</td>
<td></td>
<td>• Inclusive Excellence Plan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>h) Number of joint faculty and student scholarly and creative activity projects</td>
<td></td>
<td>• Data Management tracking and reporting systems (e.g. I-Strategy; TaskStream)</td>
<td></td>
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<tr>
<td></td>
<td>i) Percentage of undergraduates who participate in research/scholarly and creative activities; number of faculty/student publications and presentations</td>
<td></td>
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<td></td>
<td>j) Rate of student participation by</td>
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1.3 Ensure that academic programs are excellent, offer diverse intellectual perspectives, and advance global awareness
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| 1.4 Develop new academic programs that respond to regional, state, and national needs, and student demand | a) Number of new or modified programs (incl. concentrations) in response to documented a) region, state, national need, and/or b) global and diverse issues, or c) is unique within the CSU | • AVP, Academic Programs  
• AVP, GRASP  
• Interim VP, University Development  
• Dean, Extended University (EUD)  
• AVP, IRPA  
• School Deans  
• Department Chairs  
• Executive Director of Government and Foundation Relations | • Average three year growth rate of new programs  
• New or modified programs have defined student learning outcomes and yearly cycle of assessment and utilization plans  
• Student exit survey indicates satisfaction with new or modified program  
• Utilization of instructional technology in new programs to meet diverse learning styles and meet demand  
• Increase in revenue from Extended University to support new areas of need or interest  
• Increase enrollment of international students in targeted programs (including Extended University) | • Schools’ Five Year Academic Plan  
• Instructional Funding Model  
• Instructional Technology initiative  
• Extended University Opportunity Plan  
• CSU Extended University Grant Program |
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<td></td>
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<tr>
<td>f) Time to degree and graduation rate</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>g) Senior and alumni survey results by program, location, type (e.g. on-line)</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h) Employer feedback on graduates of professional programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i) Number and enrollment of Extended University’s programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Increase in overall dollars raised and specifically for academic program</td>
<td></td>
<td>University Development</td>
<td>Productivity $20,000,000 - inclusive of all CSUB fundraising activities</td>
<td>Major gifts</td>
</tr>
<tr>
<td>b) Increase in number of donors contributing to CSUB</td>
<td></td>
<td>Alumni Association</td>
<td>Alumni giving rate increase from 1.87% to 5%</td>
<td>CSUB Fund</td>
</tr>
<tr>
<td>c) Increase in percent of alumni involvement and giving rates</td>
<td></td>
<td>CSUB Foundation Board</td>
<td>Foundation contact and proposal submission baseline established; yearly increases of 10%</td>
<td>Foundation Relations</td>
</tr>
<tr>
<td>d) Number of workstations on campus; number meeting target refresh goal; and gap between actual and goal</td>
<td></td>
<td>Executive Director of Government and Foundation Relations Dean, University Library AVP for ITS Director, Academic Operations AVP, IRPA VP, Business and Administrative Services (BAS) AVP, Facilities Development and Planning</td>
<td>Increase number of donors by 25% per year to 1,250</td>
<td>Alumni Relations</td>
</tr>
<tr>
<td>e) Number of classrooms; number of smartrooms; gap between goal and actual; number of conversions to smartrooms</td>
<td></td>
<td></td>
<td>Access to educational, including library resources</td>
<td>Information Security Training</td>
</tr>
<tr>
<td>f) Number and percent of faculty and staff workstations and laptops containing confidential data that are encrypted</td>
<td></td>
<td></td>
<td>100% of the smartrooms are refreshed on four year cycle</td>
<td>Computer Refresh Plan</td>
</tr>
<tr>
<td>g) Percentage of units meeting current security standards</td>
<td></td>
<td></td>
<td>90% of regular classrooms are converted to smartrooms</td>
<td>Space Utilization Database</td>
</tr>
<tr>
<td>h) Utilization rate of classroom space across all time blocks</td>
<td></td>
<td></td>
<td>Timely refresh of faculty and staff workstations</td>
<td>Annual inventory of classrooms and other academic facility needs</td>
</tr>
<tr>
<td>i) Number of on-line journals by program available through the library FTES Enrollment Patterns</td>
<td></td>
<td></td>
<td>100% percent faculty and staff complete information security training</td>
<td>Replacement/Expansion Student Housing Project</td>
</tr>
<tr>
<td>j) Academic Program utilization rate of TaskStream and I-Strategy</td>
<td></td>
<td></td>
<td>Maximum utilization of classroom space</td>
<td>Data Management tracking and reporting systems (e.g. I-Strategy; TaskStream)</td>
</tr>
<tr>
<td>k) Project submissions to Chancellor’s Office that are approved for State or other funding sources</td>
<td></td>
<td></td>
<td>Facilities projects approved including major capital outlay, minor capital outlay, deferred maintenance and capital renewal projects.</td>
<td></td>
</tr>
<tr>
<td>l) Number of residential housing beds</td>
<td></td>
<td></td>
<td>Facilities projects completed including major capital outlay, minor capital deferred maintenance and</td>
<td></td>
</tr>
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1.5 Provide academic facilities, libraries, and instructional and technology resources that support teaching, learning, research and creative activities
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| **1.6** Enhance University programs and services through aggressive fundraising, contracts and grants, public-private partnerships and other entrepreneurial activities | a) See 1.5 a, b & c for details  
b) Increase in number of Major Gift solicitations and number of received Major Gifts  
c) Increase in funds raised and record of community interactions  
d) Percent of council members who have participated in strategic advisory and advocacy activities based on benchmark  
e) Identification of Public/Private Opportunities pursued and completed agreements received  
f) Number, amount, and purpose of grants/contracts a) submitted, b) awarded, c) continued, d) renewed  
g) Number of "Review of Fundraising Initiative" forms a) submitted b) approved c) funded  
h) Yearly revenue available by grant/contract and other sources (e.g. private and corporate support) for a) students, b) faculty, c) academic programs, d) academic support programs, e) community partners | University Development  
Alumni Association  
CSUB Deans  
CSUB Foundation Board  
Executive Director of Government and Foundation Relations  
VP for Student Affairs  
VP, Business and Administrative Services (BAS)  
AVP, Facilities Development and Planning |  
a) See 1.5 details  
Annual increase in number of Major Gift solicitations closed (compared to prior year baseline)  
100% of the CSUB Foundation Board is actively engaged with the community and in raising funds  
Advisory boards established and actively engaged in advising and advocacy on behalf of the University  
Approval of projects at campus and Chancellor’s Office  
Completion of projects.  
Increase in grants/contracts submitted and awarded  
Secure funding that supports up to five percent of Student Affairs services/programming through grants, contracts, and private support |  
See 1.5 details  
Identification, Cultivation, Solicitation and Stewardship  
CSUB Foundation Board Strategy Plan and reorganization  
School Advisory Councils (A&H, SS&E, NSM) Conceptualization & Implementation  
Student Affairs Advisory Council  
Issuance of RFP Public/Private Partnership Agreements  
Non-state funded projects  
Schools’ Five Year Academic Plans |
### Goal 2: Enhance the Quality of the Student Experience

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| **2.1 Develop and achieve student learning outcomes within academic programs and university-wide** | a) Number and percent academic programs with specified learning outcomes and satisfactory achievement | • AVP, IRPA  
• Assessment Coordinator  
• Department Chairs  
• Deans  
• Student Affairs | • Improvement in programs’ perception of the state of their assessment activities (using WASC rubric- aim for 3 or better “developed or highly developed”)  
• Faculty satisfaction with student learning achievement in the academic programs and Area/Theme committees  
• Improvement in students’ writing, critical thinking, and quantitative reasoning skills  
• Improvement on selective measures of students’ achievement of desired learning goals | ➢ Sustainable Institutional Assessment of Student Learning Program  
➢ School-based Academic Program Assessment Plans  
➢ Student Affairs Development Initiative (see Obj. 2.2)  
➢ Data Management System for tracking assessment activities and action plans |
| | b) Number and percent programs conducting annual assessments and utilizing feedback through action plans | | | |
| | c) Number and percent General Education/UWR courses assessed yearly and using feedback through action plans | | | |
| | d) Number and percent of undergraduates that participate in joint faculty-student scholarly and creative activities | | | |
| | e) Student participation rate in intercollegiate academic competitions and other scholarly and creative activities | | | |
| | f) CLA Results - benchmarked | | | |
| | g) Selective measures from National Survey of Student Engagement (NSSE) re: academic experience-benchmarked | | | |
| **2.2 Develop and achieve university wide student development outcomes.** | a) Identified NSSE questions:  
1) e, h, k, o, s, u, v; 6) a, b, c, d, e, f; 7) a, b; 9) b, d, e; 10) c, d, e, f; 11) h, l, k, l, m, n, o, p; 23; 24; 26 | • Student Recreation Center  
• The Center for Community Engagement & Career Education  
• Student Union  
• Associated Students Inc. | • Students will show critical reasoning and problem solving skills.  
• Student will demonstrate career-based learning.  
• Students will become engaged | ➢ Student Affairs Student Development Initiative |
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<td>2.3 Enhance student opportunities for active learning and participation within the university, regional, and global communities</td>
<td>d) Center for Community Engagement and Career Education, Interview Response Strategy Exam Results. e) ASI, Oral Communication Demonstration Results.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.4 Create a vibrant campus life which engages our diverse student body</td>
<td>a) Number of service learning/academic internship contracts established with community based organizations. b) Residential Life &amp; Housing, Knowledge of Self Survey Data. b) Number of student related events/programs held within the Student Union, SRC, and Residential Life &amp; Housing data. c) Office of Student Involvement and Leadership, Student Engagement Questionnaire</td>
<td>• The Center for Community Engagement &amp; Career Education</td>
<td>• Increase the number of formal partnerships with community agencies. • Increase faculty participation in service learning activities</td>
<td>➢ Student Affairs Community Engagement Initiative</td>
</tr>
<tr>
<td>2.5 Improve student retention and graduation rates</td>
<td>Data by Academic Classification; Academic Program, Student Demographics; Residence; Athlete; and Location (AV where applicable). a) Entry academic profile, GPA, “Golden Four”. b) Number and percent remediation required and satisfactory completion of remediation by each quarter (incl. summer). c) Rate of EPT/ELM scores availability by student orientation and registration d) Number and percent student participation in First Year Experience and number and</td>
<td>• Director, Academic Operations • AVP, IRPA • AVP, Enrollment Management • Director, First Year Experience • Director, Graduate Resource Center • Director, Athletics • AVP, Academic Programs • Student Affairs Assessment Leads • Student Affairs Division</td>
<td>• Baseline measures on success indicators • Increase student participation in REACH workshops • Increase student advisement • Reduce student “stop-out” • Yearly academic program schedules and academic roadmaps for majors • Yearly increase in retention and graduation rate; progress towards 6% increase in graduation rate and closing the gap for underrepresented students • Increased retention and graduation</td>
<td>➢ Access to Success Graduation Initiative ➢ Student Success and Retention Initiative ➢ Early Start Program ➢ First Year Experience ➢ School-based Plans for Student Success ➢ Graduate Student Success Initiative</td>
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<td>• percent retained by academic standing</td>
<td>e) GPA/Academic Standing</td>
<td></td>
<td>rates among students who participate in Student Affairs co-curricular activities, programs, events, or on-campus employment • Increased retention, graduation rates , and performance on the NCAA APR among students who participate in athletics</td>
<td>Student Affairs Assessment Initiative</td>
</tr>
<tr>
<td>• Retention rates (quarter-quarter, Fall-Fall)</td>
<td>f) Graduation rates compared to comparable CSU’s by race/ethnicity</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Graduate Student demographics and completion rate by program</td>
<td>g) Progress to degree: completion of UWR courses, major courses</td>
<td></td>
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<tr>
<td>• Positive relationship between early intervention and retention</td>
<td>h) Positive relationship between early intervention and retention</td>
<td></td>
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</tr>
<tr>
<td>• Number and percent on academic probation and participated in REACH workshops; outcomes of REACH workshop participants (e.g. number exercise “repeat course option”)</td>
<td>i) Number and percent timely declaration of major</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Number and outcomes of students in academic difficulty using “open university”</td>
<td>j) Number and outcomes of students in academic difficulty using “open university”</td>
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<td>• Number and percent timely declaration of major</td>
<td>k) Number and percent timely declaration of major</td>
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<td>• Number and percent students receiving academic advising in major, university-level</td>
<td>l) Number and percent students receiving academic advising in major, university-level</td>
<td></td>
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<tr>
<td>• Number, percent students participating in a) academic support programs, b) academic honors and enrichment programs; identify academic standing, retention and graduation rates</td>
<td>m) Number, percent students participating in a) academic support programs, b) academic honors and enrichment programs; identify academic standing, retention and graduation rates</td>
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<tr>
<td>• Profile of financial aid recipients</td>
<td>n) Profile of financial aid recipients</td>
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<td></td>
</tr>
<tr>
<td>• Number and amount of merit-based scholarships</td>
<td>o) Number and amount of merit-based scholarships</td>
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<td></td>
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<tr>
<td>• Retention and graduation rates</td>
<td>p) Number and amount of merit-based scholarships</td>
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<td></td>
<td>q) Number and amount of merit-based scholarships</td>
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<td></td>
<td>r) Number and amount of merit-based scholarships</td>
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<td>2.6 Reduce existing achievement gaps in first year retention, baccalaureate degree completion, and graduate and professional school readiness</td>
<td></td>
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</tr>
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Data by Undergraduate and Graduate Program and Student Demographics; Residency; Athlete; and Location (AV) Gaps in:
- GPA/Academic Standing by Quarter/Year
- Retention rates (quarter-quarter, Fall-Fall)
- Graduation rates
- Progress to degree (units achieved by year): completion rate of UWR courses, major/program courses
- Number satisfy remediation prior to academic year, and by quarter
- Positive relationship between early intervention and retention
- Retention and graduation rates among students who participate in Student Affairs co-curricular activities, programs, events, or on-campus employment | • Director, Academic Operations
• AVP, IRPA
• AVP, Enrollment Management
• Director, First Year Experience
• Director, Graduate Resource Center
• Director, Athletics
• AVP, Academic Programs
• Student Affairs Assessment Leads
• Student Affairs Division | • Reduce gaps by half
• Improve retention and graduation rates for under-represented students
• Increased retention and graduation rates among students who participate in Student Affairs co-curricular activities, programs, events, or on-campus employment. | ➢ Access to Success Graduation Rate Initiative
➢ Early Start Program
➢ First Year Experience
➢ School-based Plans for Student Success
➢ Student Success and Retention Initiative
➢ Student Affairs Assessment Initiative
➢ Graduate Student Success Initiative |
### Goal 3: Strengthen Community Engagement

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| 3.1 Collaborate with partners in K-12 education, community colleges, community-based organizations, and other entities to advance educational attainment within the region, including: | a) Number of Kern County students who are college ready by demographics | • AVP Enrollment Management  
• AVP, IRPA  
• Director Academic Operations  
• Student Affairs Division  
• First Year Experience  
• CSUB Outreach Office | • Increase in the number of Kern County students who are college ready  
• Increase in the number of first-time freshmen applying to CSUB from the service region  
• Increase in EAP participation rates  
• Increase in students being College-Ready through EAP  
• Increase in the knowledge of A-G requirements as well as Financial Aid among CSU College Corps Students  
• Increase FTF enrollment by 2% each year  
• Increase in number of transfer students admitted via the Transfer Center activities/events.  
• Increase in the number of transfer students to CSUB by 5%.  
• Exceed the federal grant benchmarks established for CAMP programs  
• 86% of CAMP participants will complete their first year of study  
• Increase in first year completion rates for academic social support program participants  
• Students familiar with CSUB during their K-12 education are more likely to attend higher education. | ➢ CSUB Outreach, Orientation and Student Support Programs (e.g. HEP, EOP, ETS, STAAR)  
➢ Council of Counselor Conferences  
➢ Enrollment Advisory Council  
➢ Early Intervention Initiative in Kern County schools  
➢ Collaborative projects with Bakersfield City School District Migrant Education, Kern County Migrant Education Program (students and parents)  
➢ Student Affairs Outreach Initiative  
➢ G.E.D. initiative (e.g. Testing Center)  
➢ CSUB “Importance of Education” Campaign |
| a. Increasing high school students’ eligibility rates for college admission; | b) Number of students participating in Early Intervention Program; developing Academic Plan 9 – 12th grades; taking A-G Course Pattern |  |  |  |
| b. Increasing college-going rates among recent high school graduates; and | c) EAP participation rates, and College-Ready rates |  |  |  |
| c. Increasing transfer readiness and success for community college students | d) Knowledge of A-G and Financial Aid requirements among CSU College Corps Students |  |  |  |
| d. Assisting adults without high school diplomas to complete high school equivalency requirements and participate in higher education. | e) Number of students and parents participating in (College: Making It Happen!) and outcomes |  |  |  |
|  | f) Number of first-time freshmen applying to CSUB from the service region by academic standing and demographics |  |  |  |
|  | g) Number and percent student participation in Early Start Program and outcomes |  |  |  |
|  | h) Transfer rate by institution to CSUB |  |  |  |
|  | i) Number and percent transfers completing “Golden Four” |  |  |  |
|  | j) Number of On-site admissions |  |  |  |
|  | k) First year completion rates for students in academic social support programs; retention and graduation rates |  |  |  |
|  | l) Student Affairs Tracking Sheets |  |  |  |
|  | m) Level of participation and support |  |  |  |
### Part A – University Goals, Strategic Objectives, Indicators, Outcomes, and Initiatives

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| **3.2 Educate and partner with public and private organizations, elected officials, and other entities to support regional, state, and national economic development.** | a) Number and nature of partnerships with KEDC, city and county officials, and community leaders focused on promoting regional economic development.  
b) Quantified contributions of faculty, staff, and students' including in-kind work demonstrating their level of engagement as a whole with the community.  
c) Positive community feedback.  
d) Identified reports filed with the CSU system of Advocacy. | • President  
• Vice President Business and Administrative Services  
• Executive Director of Government and Foundation Relations  
• Director of Public Affairs and Communication  
• Student Activities  
• Extended University  
• Academic Departments | • Government relations program (inclusive of Federal and state relations) is active.  
• The University will be sought out as a partner in promoting regional economic development by KEDC, city and county officials, and community leaders.  
• Minimum number of recorded visits (12).  
• The University will have demonstrated impact on regional economic development as indicated by its partnership with others to have companies/organizations: a) remain in this region; b) expand in this region, or c) move operations to this region.  
• The community will have a demonstrated understanding of what the University provides. | ➢ Participate in the CSU budget advocacy plan  
➢ Visit federal legislator district and DC offices.  
➢ VP for BAS will serve on the KEDC Board of Directors and update Cabinet on a regular basis re relevant developments.  
➢ President will have ongoing discussions with and make presentations to the Kern County Board of Supervisors and the City Council re regional economic development.  
➢ University-wide communication strategy.  
➢ CSUB Economic Impact Report.  
➢ Student Internships. |
| **3.3 Collaborate with community partners to enhance the quality of life in the region, including health status, cultural, and youth enrichment.** | a) Number and type of service learning/academic internship contracts established with community based organizations to create baseline data.  
b) Number of Service Learning /Academic Internship courses.  
c) Participant numbers for Service Days and Community Engagement. | • The Center for Community Engagement & Career Education  
• Provost’s Office  
• ASI  
• Student Involvement Leadership  
• Academic Departments with community engagement components | • Increase the number of formal partnerships with community agencies.  
• Increase the number of opportunities for engagement associated with health, youth and cultural enrichment.  
• An established annual report that. | ➢ Student Affairs Community Engagement Initiative.  
➢ Student Internships. |
### Part A – University Goals, Strategic Objectives, Indicators, Outcomes, and Initiatives

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<td><strong>d)</strong> Develop and use a comprehensive method to collect community engagement efforts.</td>
<td>• Extended University</td>
<td>captures and celebrates community engagement activities</td>
<td>• Achieve Carnegie Classification</td>
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<td><strong>e)</strong> Develop and submit Carnegie application in 2015.</td>
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<td><strong>f)</strong> Identified Carnegie Foundation Community Engagement Questions: I. Foundational Indicators, A. 1 - 5, B. 1 - 6, Supplemental Questions 1 - 5; II. Categories of Community Engagement, A. 1 - 4, B. 1 - 5.</td>
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<td><strong>g)</strong> Academic Department Annual Reports</td>
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#### 3.4 Improve accountability to the public for the educational effectiveness of the University

| a) Also refer to Strategic Objective 5.2 | b) Posting and updating of the Voluntary System of Accountability (VSA) College Portrait | c) Number of visits to the VSA College Portrait | d) Number of presentations made to elected officials and community members (measure of engagement) | e) Retention and graduation rates | f) President’s Annual Report distributed | g) WASC Educational Effectiveness | h) Academic Program Review | **i) The community will have an understanding of the educational effectiveness of the university including knowledge of academic programs, retention rate, and graduation rate** | **j) Posting of University’s Voluntary System of Accountability (VSA) College Portrait on the campus website** | **k) Access to Success Graduation Initiative** | **l) President, Cabinet members, Deans, Faculty, Staff and students will make presentations throughout the community regarding the University’s various academic programs and the success of those programs in terms of student achievements** | **m) Capsulize and disseminate the story (publicize / news & social media), emphasizing the quality of the University vs. meeting benchmarks** | **n) Department annual reports** |
### Goal 4: Develop an Excellent and Diverse Staff

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</tr>
<tr>
<td><strong>4.1</strong> Recruit and retain excellent and diverse staff, supervisors, and managers; provide ongoing training and opportunities for professional growth; and plan for succession.</td>
<td>a) Yearly staff turnover rate</td>
<td>• AVP, Human Resources and Business Administrative Services</td>
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<td></td>
<td>b) Annually identifying the number of employees earning degrees, certification, or promoted within 5 yrs.</td>
<td>• AVP, IRPA</td>
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<td></td>
<td>c) Percentage of budget spent on professional development and participation rate of staff.</td>
<td>• Director, Administrative Computing Services</td>
<td></td>
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<td></td>
<td>d) Survey instrument for supervisor of individual taking training to determine value of training.</td>
<td>• Director, PeopleSoft Training</td>
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<td></td>
<td>e) Affirmative action plan (annual)</td>
<td>• University Development</td>
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<td></td>
<td>f) Number and percent of Staff participating in formal training activities</td>
<td>• Advancement of personnel</td>
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<td></td>
<td>g) Number and percent of designated staff trained on PeopleSoft system</td>
<td>• Positive work-related climate.</td>
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<td></td>
<td>h) Number and percent of designated staff trained on new data management systems (by Division)</td>
<td>• Smooth transition when people leave.</td>
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<td></td>
<td>i) Identify areas of competency training necessary in each Cabinet area</td>
<td>• Increased knowledge and skill development</td>
<td></td>
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<tr>
<td></td>
<td>j) Identify numbers and percentages of trained employees on campus annually</td>
<td>• Professional development training (individuals)</td>
<td></td>
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<td></td>
<td>k) Identify number of eligible employees and the participation rate for available training annually</td>
<td>• Leadership training Fresno/MB – MPP group project – 30 people.</td>
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<td>• Quarterly training – EAP – personal/work-related topics.</td>
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<td>• PeopleSoft and other data system training</td>
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<td>• Open Forum (mid-level MPP) monthly 1 hour, 15 minutes topic /45-minute question and answer on related or other subjects</td>
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| **4.2 Create a performance management system that identifies the competencies and skills necessary to achieve campus goals and priorities and promotes individual accountability for excellent performance.** | a) Return rate of addendum form with staff evaluations.  
b) Implementation of new evaluation for MPP. | • Human Resources  
• Management Staff | • 100% compliance with implementation of new MPP evaluation form.  
• 100% compliance with implementation of new form accompanying staff evaluation. | ➢ Develop new MPP evaluation form.  
➢ Development of addendum personnel forms to identify competency and skill requirements of their employee’s duties/position as related to campus goals and priorities. |
| **4.3 Ensure appropriate levels of staffing commensurate with current and future campus needs and available resources** | a) Review staffing levels by Unit  
b) Track staffing changes and distribution | • Cabinet | • Meeting Federal, State, and Chancellor’s Office requirements and deadlines  
• Adequate staffing resources for core functions  
• Meeting University goals and objectives and operational requirements | ➢ Human Resources Staff Development Initiative |
| **4.4 Recognize and reward excellent performance** | a) Report tracking employee recognitions and other commendations | • Cabinet  
• Human Resources  
• Management Personnel | • Acknowledgement of employee achievements and outstanding performance  
• Employee satisfaction, ownership and pride in work accomplished | ➢ Employee recognition program |
### Part A – University Goals, Strategic Objectives, Indicators, Outcomes, and Initiatives

**Goal 5: Develop a Campus Culture with a Sense of Community and a Commitment to Organizational Excellence**

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<tr>
<td><strong>5.1 Promote a civil and collegial campus environment that values diversity and respect for differing views</strong></td>
<td>a) Campus climate assessment survey on diversity and inclusiveness; linked to data on NSSE survey.</td>
<td>Inclusive Excellence Coordinator</td>
<td>CSUB is an environment where faculty, staff, and students of diverse backgrounds and views feel welcomed and can flourish academically, professionally, and personally</td>
<td><strong>Examples or Additional Initiatives:</strong> Days of Dialogue, Diversity Forums, Diversity and Inclusiveness stories/profiles; Cultural weeks – culture-specific events, presentations, and activities throughout the year; A Walk in their Shoes – local field trips/outings to diverse communities to experience their life</td>
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<tr>
<td></td>
<td>b) Days of Dialogue Survey.</td>
<td>Days of Dialogue Committee, Associate Vice President, Diversity Affairs</td>
<td><strong>Examples or Additional Initiatives:</strong> Dissemination of campus statement of core values</td>
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<td></td>
<td>c) Baseline data regarding the number and type of diversity programs/events held</td>
<td>University Police Chief</td>
<td>University-wide programs by faculty, staff, and students relating to issues of valuing diversity and viewpoints</td>
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<td></td>
<td>d) The number of reported incidents of intolerance on campus</td>
<td>Cabinet</td>
<td><strong>Examples or Additional Initiatives:</strong> Cross-cultural service learning opportunities</td>
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<td></td>
<td>e) Bi-annual employee engagement survey including cultural competency questions</td>
<td>Deans</td>
<td>Diversity Scholars</td>
<td></td>
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<td></td>
<td>f) Percentage of faculty and staff who complete Inclusive Excellence Modules (to be designed)</td>
<td>Department Chairs</td>
<td>Disability Mentoring</td>
<td></td>
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<tr>
<td></td>
<td>g) Embedding of inclusive excellence in departmental annual strategic plans, including diversity goals, measures, and yearly action steps</td>
<td>Campus managers and staff</td>
<td>Kegley Institute of Ethics</td>
<td></td>
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<td></td>
<td>h) Progress across a continuum of knowledge-based skills, policies, and practices that promote cross-cultural effectiveness</td>
<td>Academic Departments</td>
<td>Departmental invited speakers</td>
<td></td>
</tr>
</tbody>
</table>

#### 5.2 Honor and celebrate the achievements of the campus community

| | a) Implementation of CSUB marketing plan | University Development | Completed plan with recorded annual assessment | **Examples or Additional Initiatives:** Develop a full CSUB marketing plan to tell the CSUB story |
| | b) Completed archive of Historical | CSUB Foundation Board of Directors | | **Examples or Additional Initiatives:** Develop plan for ongoing profile |
### UNIVERSITY STRATEGIC PLANNING FRAMEWORK

(includes WASC Work Group Recommendations)

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**5.3 Ensure that innovative, continuous improvement initiatives are developed and lead to the use of best practices in each campus department**

- **a)** Continuous improvement/Best Practices Benchmarks (by Division)
- **b)** Completed Advancement policies and procedures manual updated annually
- **c)** Finalized policies and procedures for scholarship distribution
- **d)** Finalized website for all CSUB policies and procedures
- **e)** Improvements from baseline results of institutional and divisional assessments in the seven areas of organizational functioning using the CSU’s Excellence in Higher Education performance framework:
  - leadership
  - strategic planning
  - external focus
  - information and analysis
  - faculty/staff workplace focus
  - process effectiveness
  - outcomes and achievements

|  |  | Directors | • A full library of profiles on students and faculty tracking student through university and beyond  
• Change in the perception of the community; greater awareness of campus achievements, activities, and contributions |  |
|---|---|---|---|---|
|  |  | Deans Advisory Councils  
President and Cabinet  
Deans and Department Chairs |  |  
- CSU Synergy Projects  
- FOSS (Facilities Operations Support Services) initiative  
- Human Resources initiative  
- University Police initiative  
- Update existing policies and procedures on an annual basis  
- Create new policies and procedures to meet required CO and advancement best practices protocol  
- Review existing process of distribution of scholarship funding  
- Create a central website  
- Collaborate with CSUB divisions on as needed joint policies  
- Best practices initiative in all divisions, departments, and units  
- One Stop Enrollment Management Initiative  
- CSU EHE performance excellence framework |
### UNIVERSITY STRATEGIC PLANNING FRAMEWORK
*(includes WASC Work Group Recommendations)*

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<td>5.4 Promote practices across the campus that evidence a commitment to environmental sustainability</td>
<td>a) ACUPCC climate commitment from greenhouse gas emissions inventory baseline, show: b) New construction built to LEED silver standard or equivalent and resultant energy savings c) Energy efficient appliances purchased and resultant energy savings d) At least 15% of energy from renewable sources e) Student engagement in Recyclemania f) Reduced tonnage of campus waste g) Increased tonnage of campus recycling h) Increased usage of alternate transportation and resultant emissions reduced i) Increased number of courses, activities, and events which include a sustainability component j) Engagements and partnerships with regional environmental entities and policy makers k) Sustainability website, articles, social media outreach l) The number of third-party recognitions re sustainability</td>
<td>• Executive Assistant to President • VP, Business and Administrative Services • AVP, Facilities Development and Planning • Associated Student, Inc. • Director Public Affairs and Communication • Faculty</td>
<td>• Meet AB 32 standards of reducing carbon emissions to 1990 levels by 2020 • CSUB becomes a zero waste campus which uses alternative sources of energy and transportation • Recognition by independent third party(ies) as a leader in sustainability • Recognition as a community and regional leader and strategic partner in sustainability • CSUB becomes a regional resource for environmental sustainability information, expertise, and research, including conventional and renewable energy • Faculty, staff, and students embrace a commitment to sustainability</td>
<td>➢ Meet ACUPCC commitments -Climate Action Plan -Buildings to LEED Silver standard or equivalent -Energy Efficient Appliance Purchasing Policy -15% energy from renewable sources -Recyclemania waste minimization -Alternative Transportation ➢ Develop a publicity and communications plan regarding sustainability initiatives -Website -Sierra Club, etc. -ACUPCC -AASHE -Green IT -Paperless offices -Paperless processes (e.g., e-signatures, personnel evaluations) ➢ Social Media Campaign</td>
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| 5.5 Integrate alumni, parents, and friends into the life of the University. | a) Increased alumni & volunteer participation rates  
b) Increased accuracy and volume of Alumni information as indicated by a 5% increase in new data  
c) Defined affinity groups for Alumni (athletics, major, geographical area)  
d) Increased parent participation & giving rates  
e) Student Affairs quarterly Activity Tracking Sheets provide the numbers of on- and off-campus attendees for Student Affairs sponsored programs/events.  
f) Tracking of Social Media Use  
g) Trained and active group of 20 student ambassadors  
h) Alumni are actively engaged in reunions, athletic events, academic events, and other campus activities based on benchmark  
i) Community Feedback via stakeholder meetings, surveys, increased enrollments and meeting fundraising goals | • University Development  
• Alumni Relations  
• Executive Director of Government and Foundation Relations  
• CSUB Alumni Association  
• CSUB Foundation Board  
• Volunteer Advisory Boards/Councils  
• Deans  
• Provost  
• Enrollment Management  
• Student Affairs Division | • Increase in local, regional, and state community realization of value of CSUB  
• Established baseline rates for alumni & volunteer participation with an annual rate increase of 5%  
• Minimum of 5 identified and established affinity groups annually  
• Implemented First Phase Parent Program  
• In collaboration with University Development, increase participation and frequency of CSUB community collaborative events that include invitations to alumni, parents, and community organizations.  
• Student ambassador program is fully developed.  
• Student alumni program is fully developed. | ➢ Public Affairs and Communication Marketing Plan  
➢ Office of Events Website  
➢ Alumni, Parent and Friends Communications Plan  
➢ Data collection  
➢ Parent Program Design & Implementation  
➢ Student Affairs External Stakeholder Initiative  
➢ CELEBRATE CSUB  
➢ Working with the CSUB alumni program identify and develop three areas of partnership  
➢ Student Ambassador Program |
| 5.6 Build financial capacity through revenue generation, and investment and budget management | a) Investment performance; rate of return  
b) Comparison of past and current gains and losses  
c) Improved investment policy in alignment with current market conditions  
d) Amount of additional resources generated for campus base budget | • University Development/Public Affairs and Communication  
• CSUB Foundation Board  
• VP, Business and Administrative Services  
• Executive Director of Government and Foundation Relations  
• AVP, Fiscal Services  
• Budget Director | • See 1.5 and 1.6 for details  
• Increase in investment earnings over 5 year period  
• Increase in general revenues (current baseline at zero)  
• Increased portfolio diversification  
• Increase in expected returns  
• Increase in probability of achieving the investment goals and objectives | ➢ See 1.5 and 1.6 for details  
➢ Identification of the best investment for CSUB Foundation funds  
➢ Identification of new streams of general revenue  
➢ Revision of current investment strategy - Increase investment |
### UNIVERSITY STRATEGIC PLANNING FRAMEWORK
(include WASC Work Group Recommendations)

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<td>Measures that will gauge progress towards the strategic objectives</td>
<td>Dean, Extended University • AVP, GRASP</td>
<td>Achieve equitable share of General Funds allocated to CSU system • Increased revenue from grants and contracts • Increased return from Extended University</td>
<td>returns over 5 year period  - better mix of equity vs. fixed investments  - transfer funds for higher performance  Grant development support  Extended University Opportunity Plan</td>
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<td>and general pools of funding (e.g. CSUB Fund, President’s Fund for Academic Excellence)</td>
<td>Enrollment patterns and Chancellor’s Office Allocations</td>
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<tr>
<td>Enrollment patterns and Chancellor’s Office Allocations</td>
<td>Extended University programs</td>
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<tr>
<td>Grant and contract revenue</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Statement of University Core Values</td>
<td>b) Cumulative outcome of strategic initiatives</td>
<td>c) Faculty, staff, and student participation on university-wide specific committees</td>
<td>d) Senate Resolutions adopted</td>
<td>5.7 Achieve institutional effectiveness through shared governance, shared responsibility, and shared accountability for the excellence of the University</td>
</tr>
<tr>
<td>President • Cabinet • Administrators • Faculty • Staff • Students</td>
<td></td>
<td></td>
<td></td>
<td>Administrative consultation with faculty on significant academic matters and other matters affecting the campus, as appropriate • Appropriate discussion and consultation with campus stakeholders</td>
</tr>
</tbody>
</table>

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