CALIFORNIA STATE UNIVERSITY, BAKERSFIELD

2019-2024 Strategic Plan Report

Spring 2025

MESSAGE FROM THE PRESIDENT

In 2019, President Zelezny invited faculty, staff, students and CSUB's friends and supporters to unite together in the creation and articulation of a common vision for this university and the families of the region that we serve. We embarked upon months of brainstorming sessions, conversations and planning, guided by President Zelezny's direction to us: Be bold, be imaginative and always put students first.

The result of those remarkable sessions was the 2019-2024 Strategic Plan, which has served to keep us true to our mission and purpose despite the unprecedented challenges to education during the COVID-19 pandemic. As we mark five years since the implementation of the strategic plan, we are seizing the opportunity to reflect on our journey and hold ourselves accountable, acknowledging what worked and assessing how we may continue to improve as we plan for the future.

To facilitate this reflection, the Office of Institutional Research, Planning and Assessment executed a comprehensive data-informed evaluation of the 2019-2024 strategic plan.

The plan was bold and aspirational. Many objectives were achieved; a few fell short, in large part due to the pandemic, which altered our lives and the plan. Yet CSUB weathered the challenges and accomplished an impressive number of improvements through the efforts of this university's dedicated professionals. We made significant progress toward:

(1) strengthening and inspiring student success and lifelong learning;
(2) advancing faculty and staff success;
(3) developing and sustaining high-quality and innovative academic programs and support services;
(4) recognizing and addressing regional needs in collaboration with our community;
(5) diversifying, enhancing and responsibly stewarding our campus resources.

The pandemic disrupted a trend of rising graduation rates. Enrollment declined, and the full impact of COVID-19 school closures has yet to be realized. Despite those challenges, we achieved important benchmarks in the diversity and quality of faculty and staff; expanded our research capacity and partnerships; received $83 million from the state of California for the Energy Innovation Building; and achieved record-high philanthropy goals.

All we have accomplished is due to you. Your unwavering commitment to advancing a more equitable world fills me with pride — and optimism. I look forward to continuing conversations across campus and remain committed to fostering a culture where your voice directly impacts the future of this university.

With gratitude and best wishes for a great year ahead,

President Vernon B. Harper Jr.

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ACKNOWLEDGEMENTS

The 2019-2024 Strategic Plan resulted from the dedicated counsel and hard work of many in the California State University, Bakersfield (CSUB) community. Input from students, faculty, alumni, staff, higher education partners, employers and donors helped guide the work. Their voices and perspectives have been invaluable in shaping this plan and ensuring that it reflects the community's aspirations for a more equitable and inclusive university.

We extend our deepest gratitude to the senior leadership team co-chaired by President Emeritus Lynnette Zelezny and the goal area chairs for their support and commitment to advancing the strategic plan. Your vision and guidance have been instrumental in ensuring that this plan aligns with the university's mission, vision and institutional priorities.

We sincerely thank many members of the Strategic Planning Goal Areas Task Force, especially those who served as chairs and co-chairs. Their tireless efforts stewarded the strategic direction of our university, positioning us to achieve the goals of the plan and create a bright future together for CSUB and the communities we serve. We'd like to acknowledge the following leaders:

Goal	Co-Chairs
1. Strengthen and Inspire Student Success and Lifelong Learning	Dr. Thomas Wallace Dr. Jackie Kegley
2. Advance Faculty and Staff Success	Dr. Vernon Harper/ Dr. James Rodriguez Dr. Aaron Hegde
3. Develop and Sustain High-Quality and Innovative Academic Programs and Support Services	Dr. Vernon Harper/ Dr. James Rodriguez Dr. Debra Jackson Dr. Melissa Danforth
4. Recognize and Address Regional Needs in Collaboration with Our Community	Heath Niemeyer Dr. Kristen Watson
5. Diversify, Enhance, and Responsibly Steward Our Campus Resources	Thom Davis Dr. Brian Street/ Dr. Di Wu

The accomplishments presented in this report represent the collective effort of the Division of University Advancement and the Office of Institutional Research, Planning and Assessment (IRPA). IRPA made invaluable contributions to evaluating, compiling and writing the 2019-2024 Strategic Plan report.

EXECUTIVE SUMMARY

California State University, Bakersfield (CSUB), Kern County's university, serves students in the San Joaquin Valley and remains the only comprehensive four-year regional university within a hundred miles. With more than 60 percent of its nearly 67,000 alumni remaining within the Central Valley, CSUB supports and provides the framework for ongoing social, cultural and economic development in the region.

CSUB exists to transform the lives of our students by expanding access to high-quality educational opportunities and deploying innovative interventions to support students. The 2023 Economic Mobility Index ranked CSUB among the top 20 best-performing universities. Likewise, CSUB dominated the top 20 spots on Education Reform Now's 2023 Social Mobility Elevator Rankings.

The 2019-2024 Strategic Plan Report analyzes our progress toward the goals articulated in the 2019 Strategic Plan and identifies gaps and lessons learned to inform future efforts.

The past few years have been marked with challenges associated with the global COVID-19 pandemic, and its extended recovery footprint has significantly impacted students and educators and heightened the collective imperative to better support our students and promote equitable opportunities for timely degree completion. In the wake of the pandemic, campus leaders remain focused on the importance of addressing student mental health and well-being. CSUB has an ambitious goal of integrating proactive well-being support throughout the student experience, not just as an add-on. CSUB's commitment to diversify the faculty led to investment in cluster hiring dedicated to attracting faculty who will engage in teaching, scholarship and service focused on social justice and minoritized communities. The Retention and Graduation rate efforts show the campus falling short in some areas despite improvement in others.

Several common themes emerged. First, some elements of the strategic plan lacked clearly defined measures of institutional progress or referenced metrics that were untracked or not transparently communicated to the campus community. Second, an effective strategic plan requires the use of meaningful data collection and evaluation tools to monitor progress, measure outcomes, ground strategies in solid evidence, set priorities and adjust planning. Third, the development of the initiatives in 2019 did not consider the design of performance indicators to perform subsequent evaluations. Therefore, the Institutional Research, Planning and Assessment (IRPA) Office collected the best possible evidence to provide this evaluation of progress. Finally, in the last two years, CSUB has made several leadership transitions, which resulted in a loss of knowledge and a lack of direction.

CSUB must commit to setting goals that are effective in achieving the desired outcomes, clearly, consistently and transparently communicating measures of success for key initiatives and assessing the efficacy of our efforts to ensure our community has a path for progress throughout the implementation phase of the new plan. The goals of our strategic plan must connect to and result in actionable and purposeful change. Finally, integrating the existing strategic plan into the key initiatives of the new plan will better enable success and broaden CSUB's ability to address issues that warrant a full-scale approach.

In short, we have made significant progress and are committed to listening to and learning from our students, faculty, staff and stakeholders in all aspects of our mission and operations. We must continue striving to ensure we are an engine of opportunity for every student admitted to CSUB and that each learns, thrives and graduates.

KERN COUNTY REGION

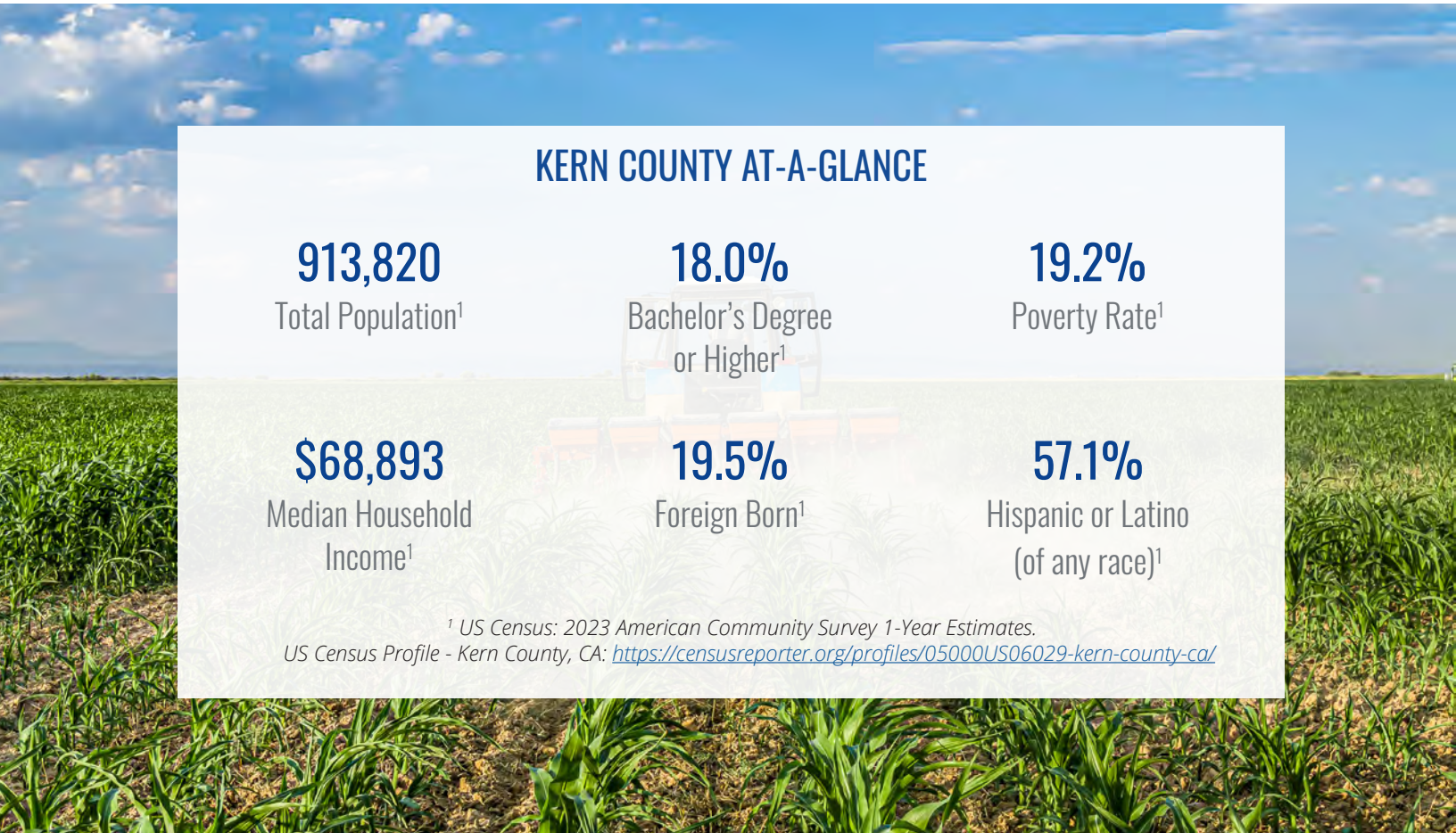
Kern County occupies a unique position—at the center of the state, at the forefront of its population growth and in one of the nation's largest agricultural and energy producing regions.

Kern County is the third largest county geographically and the tenth most populous California County, with 913,820 residents. Kern's population grew by 40% between 2000 and 2020. Kern's population is diverse, with the fifth largest Latino population in the state (57.1%) and immigrants are one in five (19.5%) residents.

The median household income in Kern County was $68,893 with 3.1 persons per household. According to 2023 United Ways of California study, 40% of households in Kern County don't earn enough to cover basic living expenses and 19% of the population lives in poverty.

Kern boasts four institutions of higher education: California State University, Bakersfield and three community colleges: Bakersfield College, Taft College and Cerro Coso College. Despite the prevalence of institutions of higher education, only 18% of the residents 25 years of age or older have a bachelor's degree or higher, significantly lower than state and national rates at 37.5% and 36.2% respectively (US Census Bureau 2023).

Central Valley educators in both K-12 and higher education are pioneering strategies that could transform the region's low college attainment rates. That includes broadly expanding dual enrollment opportunities; increasing the number of students meeting requirements to graduate from high school; and creating regional partnerships to smooth key transitions between high school, community college and four-year universities.



KERN COUNTY AT-A-GLANCE

913,820
Total Population[1]

18.0%
Bachelor's Degree or Higher[1]

19.2%
Poverty Rate[1]

$68,893
Median Household Income[1]

19.5%
Foreign Born[1]

57.1%
Hispanic or Latino (of any race)[1]

[1] US Census: 2023 American Community Survey 1-Year Estimates.
US Census Profile - Kern County, CA: https://censusreporter.org/profiles/05000US06029-kern-county-ca/

CSU BAKERSFIELD ACCOLADES

#7 in **2024 Best RN Programs in California**
by RegisteredNursing.org

4.5 out of **5 stars** in **2024 Best Colleges in America**
by Money

#16 in **2024 Top Public Schools in the West**
by U.S. News and World Report

#21 in **2024 Top Performers on Social Mobility**
by U.S. News and World Report

#10 in **2024 Social Mobility Index**
by CollegeNET

#14 in **2024 Best Bang for the Buck Rankings: West**
by Washington Monthly

#9 in **2024 Economic Mobility Index**
by Third Way

2019-2024 STRATEGIC PLAN

MISSION

CSU Bakersfield is a comprehensive public university offering excellent undergraduate and graduate programs that advance the intellectual and personal development of its students. We emphasize student learning through our commitment to scholarship, ethical behavior, 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

CSU Bakersfield will be a model for supporting and educating students to become knowledgeable, engaged, innovative, and ethical leaders in the regional and global community.

CORE VALUES

CSU Bakersfield places student success and academic excellence at the center of all we do. We are guided by a set of core values that shapes our work with students, with each other and with the region we serve. These core values include the following commitments:

- Developing the intellectual and personal potential of every student
- Supporting the intellectual and professional development of all faculty and staff
- Nurturing a collegial campus environment that values innovation, learning, and the pluralism of persons and ideas
- Collaborating with one another with respect, trustworthiness, ethical behavior, and self-reflection
- Promoting active and informed engagement in shared governance of students, faculty, and staff
- Engaging with alumni and the community to achieve the vision, mission, and goals of the university
- Contributing to the growth and well-being of the region.

GOALS AND STRATEGIES

GOAL 1 | Strengthen and Inspire Student Success and Lifelong Learning

Strategy 1 Increase Student Well-Being
Strategy 2 Increase Retention and Graduation
Strategy 3 Develop and Enhance Advising
Strategy 4 Enhance Career Preparation and Success
Strategy 5 Increase Student Engagement

GOAL 2 | Advance Faculty and Staff Success

Strategy 1 Support Faculty and Staff Recruitment, Retention, Promotion, and Engagement
Strategy 2 Monitor and Enhance Faculty and Staff Satisfaction

GOAL 3 | Develop and Sustain High-Quality and Innovative Academic Programs and Support Services

Strategy 1 Develop Programs that Make CSU Bakersfield a Leader in Scholarly, Creative Activity and Knowledge Creation
Strategy 2 Foster Adaptive and Transformational Leadership Among the Faculty, Staff and Students
Strategy 3 Develop and Implement a Set of Coordinated, Multifaceted High-Impact Practices so that CSU Bakersfield Becomes a Leader in Pedagogy and Student Learning
Strategy 4 Use Community Feedback to Develop and Enhance Academic Programs that are Anchored in the Community
Strategy 5 Encourage and Support the Development of Academic Programs that Enhance Student Employability
Strategy 6 Reorganize the Academic Administration and Portfolio to Support Becoming a Metropolitan University
Strategy 7 Develop Rigorous Internal and External Assessment System for All Degree Granting Programs
Strategy 8 Increase Tenure Density

GOAL 4 | Recognize and Address Regional Needs in Collaboration with Our Community

Strategy 1 Create a Community Ambassador Group to Oversee a Comprehensive and Coordinated Effort to Review and Identify Regional Needs
Strategy 2 Implement Data Collection Processes to Assess University Responses to Regional Needs
Strategy 3 Systematically Address Prioritized Regional Needs that have been Identified by the Community Ambassador Group

GOAL 5 | Diversify, Enhance, and Responsibly Steward Our Campus Resources

Strategy 1 Develop a Comprehensive Program to Increase Grant and Contract Activity to Include such Elements as Mentoring, Workshops, School Level Grant Writers, Partnerships with Other Institutions, Fostering Multidisciplinary Research and Using Indirect Cost Recovery Funds to Incentivize Research
Strategy 2 Develop a Comprehensive Program to Increase Fundraising Revenues to Include such Elements as Growing the Number of Donors and Individual Donors, Participation from Alumni and Foundation Board Members, and Identifying Key Elements for a Comprehensive Campaign, Including Growing the Endowments Corpus
Strategy 3 Develop a Comprehensive Program to Enhance the Space Experience and Simultaneously Improve the Utilization Percentages of such Space, and to Build New Facilities as Identified
Strategy 4 Develop and Implement Plan to Restore and Grow the University's Reserves for Strategic Allocation
Strategy 5 Formulate and Implement a Multifaceted Program to Increase CSU Bakersfield's Non-State Revenues Generated by the Division of Extended Education and Global Outreach Including On-Ground, On-line, and/or Hybrid Degree Programs Including Additional Students (Non-Resident, i.e., International, Non-California Resident, and Graduate); Sessions Offered (Summer and Winter), and Non-degree Programs (Open University).
Strategy 6 Enhance Information Technology

GOAL 1

Strengthen and Inspire Student Success and Lifelong Learning

STRATEGIES

- Increase Student Well-Being
- Increase Retention and Graduation
- Develop and Enhance Advising
- Enhance Career Preparation and Success
- Increase Student Engagement

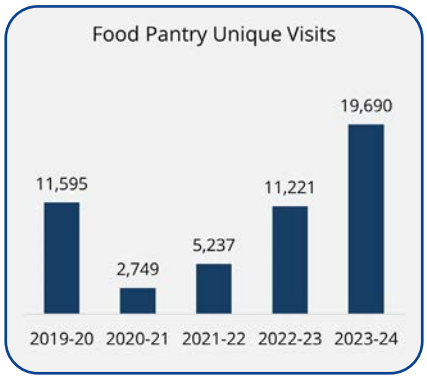
STUDENT WELL-BEING

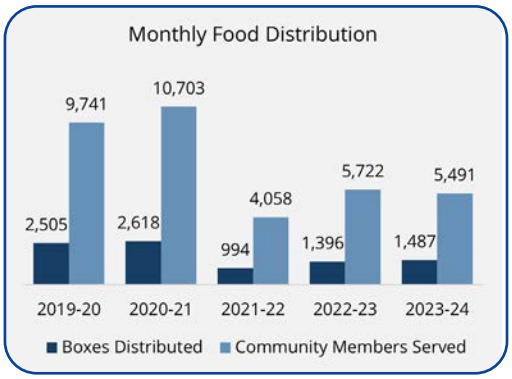
To increase student well-being, the campus has been strategic about meeting the basic needs of students including addressing food and housing insecurity, examining the completion rates for the First-Year Experience courses and the added financial literacy module, and meeting the physical and mental health needs of our students.

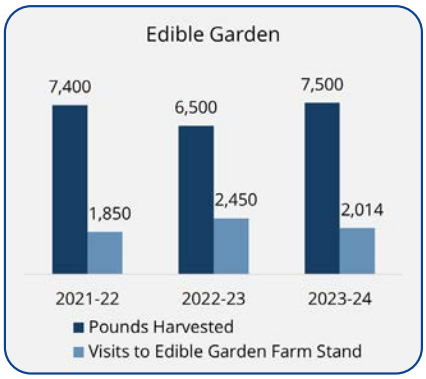
ADDRESSING FOOD AND HOUSING INSECURITY

The campus has increased support for students facing food, housing and financial shortfalls. To meet these needs, the food pantry has surpassed its goal of 16,900 visits annually. The Edible Garden has undergone significant renovations and has expanded in growing space, allowing for a greater harvest to better support our campus community.

For students facing housing insecurity, the campus offers eight beds for on-campus emergency housing and provides short-term hotel stays. Additionally, it supports students through the Triple Buy-Down Program, which allows them to stay in student housing at a reduced cost.







8 emergency grants were awarded totaling **$7,808**

20 grocery store gift cards were distributed totaling **$2,000**

Housing Insecurity Data 2023-24

88 Students Served

30 Students Utilized Housing Navigation

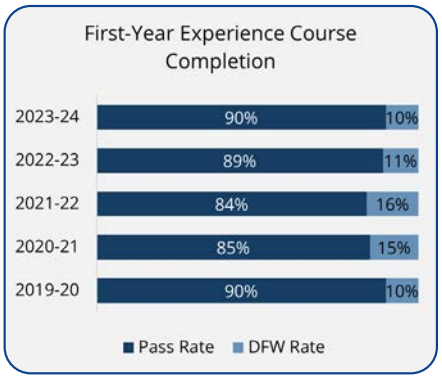
22 Students Utilized On-Campus Emergency Housing

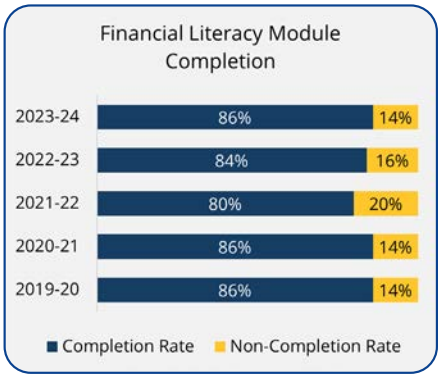
133 Students Utilized the Triple Buy-Down Rate

2 Students Utilized Off-Campus Hotel Stays

FIRST-YEAR EXPERIENCE COURSE

First-Year Experience (FYE) courses are designed to provide students with a supportive environment where they can make vital connections and foster community with fellow students, their instructor and key campus members who will ensure their successful transition into the college environment. Students are introduced to the value of general education and learn critical university-level skills necessary for academic success, along with their rights and responsibilities as students, important university policies and available campus resources.



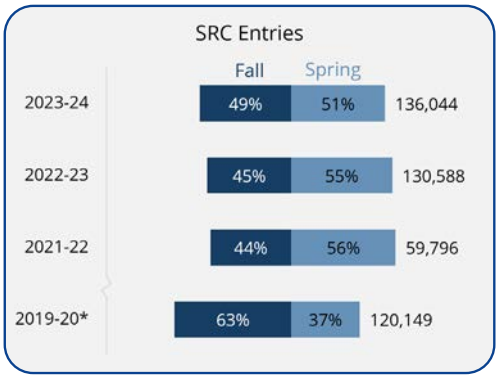


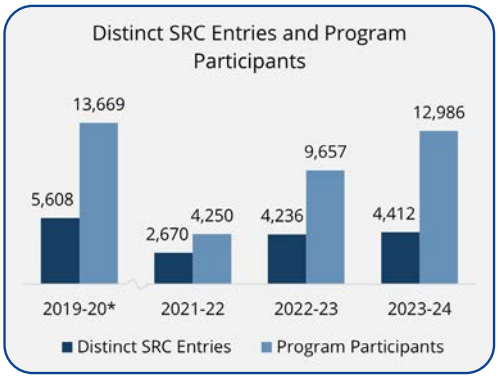
FINANCIAL LITERACY AND WELLNESS

A financial literacy module was developed to use in the First-Year Experience course to provide an accessible and inclusive resource that empowers students to make informed financial decisions, ensuring long-term financial security and prosperity. In addition, the campus has created a website and financial wellness coaching services to encourage financial responsibility and well-being. Financial wellness resources can be found at: https://www.csub.edu/financial-wellness/

CAMPUS RECREATION AND WELLBEING

Campus Recreation and Wellbeing continues to serve the physical and mental health needs of students by offering a variety of programs and services, including outdoor adventure trips, group fitness classes, intramural sports, rock climbing, personal training and special events. These programs and services are designed to inspire, influence and educate the campus community to attain their personalized level of fitness and wellness. The Wellness Suite, which opened in fall 2023, features nap pods, massage chairs, a reflection corner with meditation tools, study space, craft tables and art supplies – creating a comfortable environment centered on individual wellness. With a focus on the eight dimensions of wellness (physical, emotional, social, environmental, intellectual, occupational, financial and spiritual), the Wellness Suite, along with wellness programs and workshops, provide hands-on learning experiences, open discussions and individualized support for student well-being.

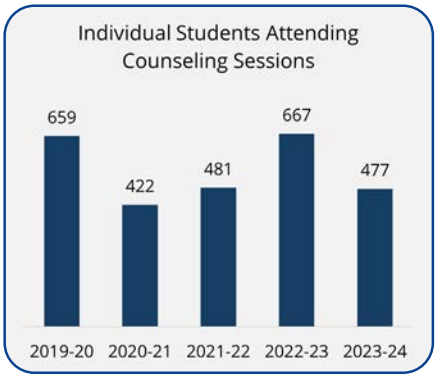


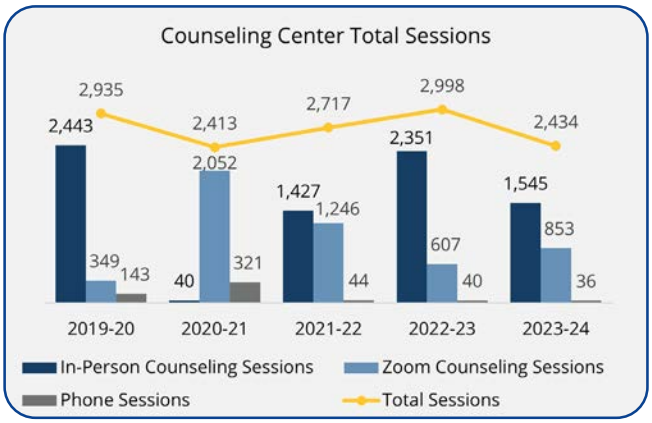


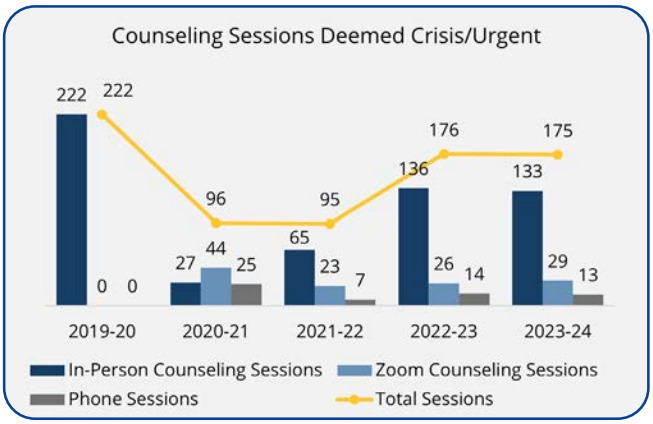
NOTE: AY 2020-21 information is missing due to closures resulting from the COVID-19 pandemic.

COUNSELING CENTER

The Counseling Center offers a variety of services designed to help students reach their educational and personal goals. The center provides individual and group counseling, workshops, crisis intervention and response, suicide awareness and prevention programs and specialized events to support students' mental health needs. During the pandemic, the Counseling Center continued serving students through telehealth sessions. With its recent move to a dedicated campus location, the center has expanded its services and increased the number of available counselors, allowing it to support more students.





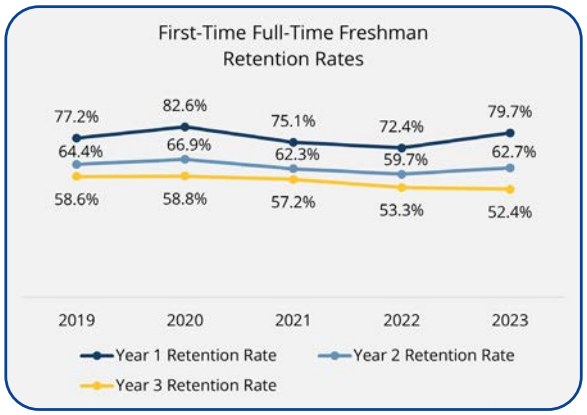


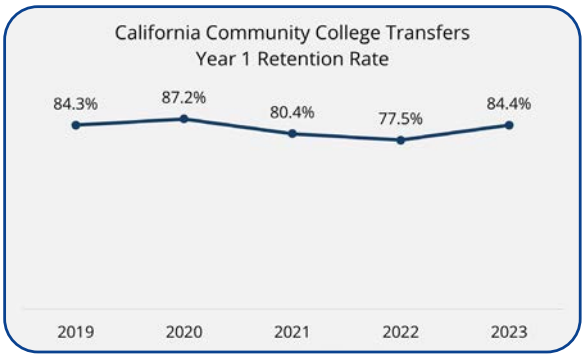
RETENTION AND GRADUATION

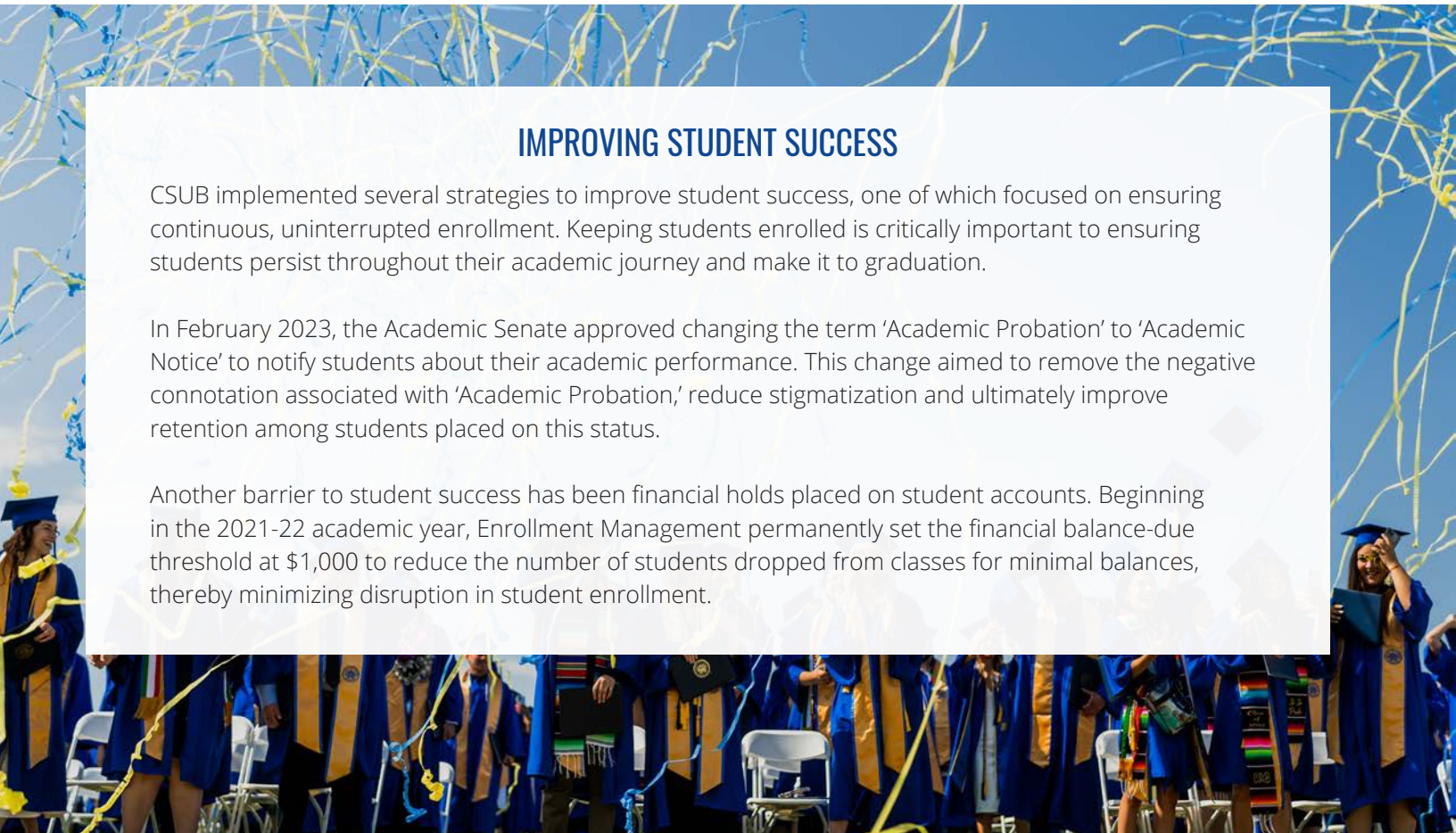
RETENTION

The one-year retention rate of the most recent cohort of first-time full-time freshmen exceeded the pre-pandemic rate, from 77.2% to 79.7%. However, the two- and three-year retention rates are still below the pre-pandemic level (62.7% and 52.4%, respectively).

The transfer one-year retention rate (84.4%) surpassed the pre-pandemic level of 84.3%.







IMPROVING STUDENT SUCCESS

CSUB implemented several strategies to improve student success, one of which focused on ensuring continuous, uninterrupted enrollment. Keeping students enrolled is critically important to ensuring students persist throughout their academic journey and make it to graduation.

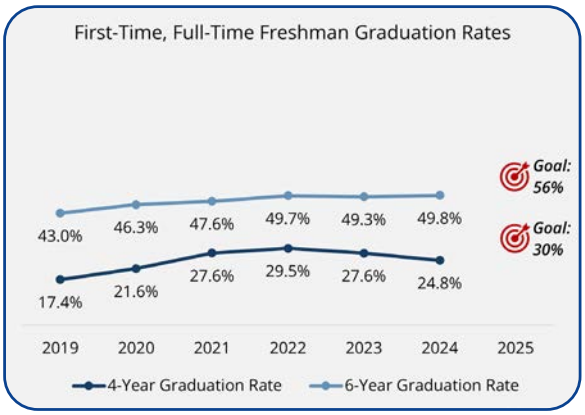
In February 2023, the Academic Senate approved changing the term 'Academic Probation' to 'Academic Notice' to notify students about their academic performance. This change aimed to remove the negative connotation associated with 'Academic Probation,' reduce stigmatization and ultimately improve retention among students placed on this status.

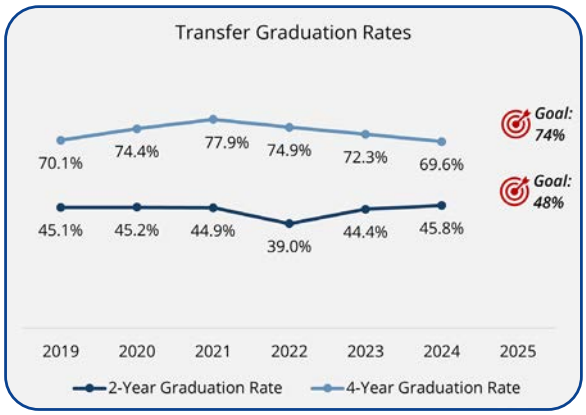
Another barrier to student success has been financial holds placed on student accounts. Beginning in the 2021-22 academic year, Enrollment Management permanently set the financial balance-due threshold at $1,000 to reduce the number of students dropped from classes for minimal balances, thereby minimizing disruption in student enrollment.

GRADUATION

The four-year graduation rate for first-time freshmen students increased from 17.4% to 24.8% over the past five years, while the six-year graduation rate rose from 43.0% to 49.8% during the same time. Although this represents a steady improvement, it is lower than the CSUB's 2025 four-year goal (30%) and six-year goal (56%).

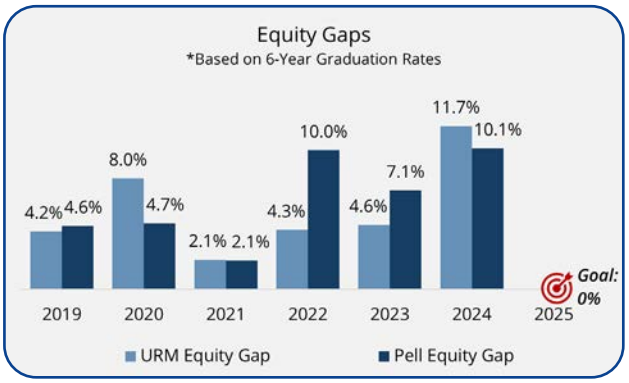
Undergraduate transfer students' two-year (45.1% to 45.8%) and four-year (70.1% to 69.6%) graduation rates minimally changed over the past five years. The change is lower than the CSUB's 2025 two-year goal (48%) and four-year goal (74%). A team of faculty, staff and administrators from CSUB have partnered with leaders from Bakersfield College and Kern Community College District to investigate the factors that have led to minimal progress in transfer student success.





EQUITY GAPS

Equity gaps in the six-year graduation rate by Historically Underserved (HU*) and Pell status reached the lowest in university history in 2021 (2.1%). However, the post-pandemic transition exacerbated existing disparities. Closing equity gaps has proven difficult for the entire CSU System, and CSUB is no exception to this challenge. CSUB is actively working to decrease these gaps through intentional and targeted programs and services.



*HU refers to Historically Underserved students, defined as those who self-identify as African American, Latinx, or American Indian. All other students are classified as Non-Historically Underserved (Non-HU).
Race/Ethnicity definitions align with the U.S. Department of Education (IPEDS) guidelines.

ACADEMIC ADVISING

NEW UNDERGRADUATE ADVISING WEBSITE

The Undergraduate Advising website was created and launched in February 2023. This website centralizes advising information, providing students with a more consistent advising experience regardless of their school. The site also includes the Program Pathways Mapper which is designed to help students select a program and speed their progress towards completion. Regardless of their major, students can visit the website for important dates, academic resources and specific information about each school's advising center.

csub.edu/advising

CAPTURING STUDENT FEEDBACK

Excellence in Academic Advising (EAA), in collaboration with the National Academic Advising Association (NACADA), administered a survey to students in late spring 2024. Faculty and Staff involved in advising were also surveyed. The results will be analyzed and used to initiate discussions on reevaluating the advising structure and improving advising processes. Currently two advising centers – the BPA Advising Center and AV Advising Center – have implemented their own advising surveys, which are sent to students after their advising appointments. Surveys will continue to serve as a means of capturing student feedback, ensuring their voices are part of the process of improving advising.

IMPROVING THE GRAD CHECK PROCESS

The graduation application and degree conferral process has significantly improved over the past five years. Graduation application response times have decreased from 6-9 months to an average of 4-6 weeks. Degree conferral time was reduced from four months to four weeks. Moving the graduation application from paper to online in the 2019-20 academic year was the catalyst for significant and notable changes that followed. Automation of letters and emails improved communication with students and allowed advisors to view these communications as well. Continued work on the degree audit laid the foundation for implementing Auto Grad in 2023-24, which greatly reduced the time to confer degrees. The university was able to confer degrees within one day of grades being finalized for 40% of the graduating class in fall 2023 and 55% of the graduating class in spring 2024.

ADVISING COORDINATORS BY SCHOOL

A priority in enhancing advising was to ensure that all schools have a common structure. By May 2023, each of the four schools had Advising Coordinators to oversee advising in their respective areas. In March 2024, an Interim Director of Undergraduate Advising was appointed and began leading discussions with Associate Deans and Advising Coordinators regarding a plan on how to move forward. Consistency across advising centers remains a top priority. The Interim Director of Undergraduate Advising will continue to work with Associate Deans and Advising Coordinators to create a uniform process that will enhance the student advising experience.

ADVISING LEADERSHIP TEAM

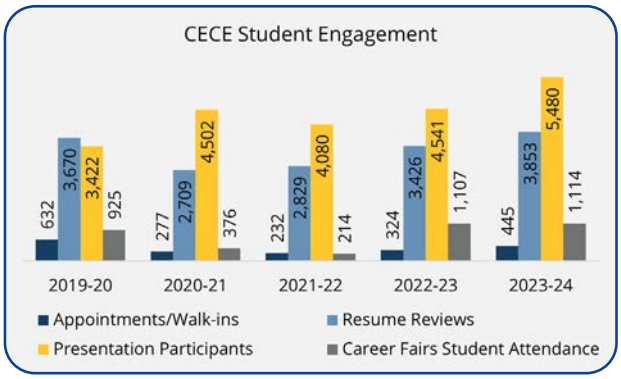
The Interim Director of Undergraduate Advising is leading discussions with Associate Deans and Advising Coordinators regarding the Advising Leadership Team (ALT) membership. There will be two groups: ALT, which will consist of advising leaders, and a larger group, the ALT Council, which will include representatives from other campus areas to improve communication. Advising plays a major role in ensuring students have the necessary resources to succeed academically. In collaboration with other departments across campus, ALT will continue discussions focused on advising, retention and student success.

CAREER PREPARATION

CAREER PREPARATION THROUGH CECE

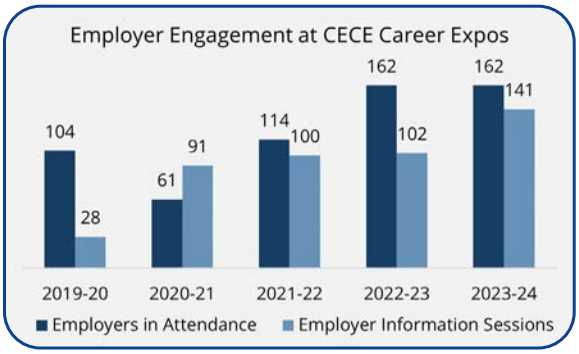
Career Education and Community Engagement (CECE) prepares students for life beyond the classroom. By providing access to employers, jobs, internships, community partners and a variety of tools and services, students are equipped to achieve their career goals and make meaningful contributions to the local community. During the 2019-24 Strategic Plan period, CECE achieved notable outcomes related to Goal 1.

- Hosted two of the University's largest-ever career expos.
- Achieved an eight-fold increase in internship and post-graduate job opportunities.
- Achieved a five-fold increase in employers hosted on campus.
- Launched the state-sponsored College Corps program to help students fund their education.
- Saw a 28% year-over-year increase in student participation.
- Provided unrestricted access to career preparation workshops by making them available electronically.



97% Of students reported their applied experience was a valuable experience in terms of their career planning

-CECE 2019-24 Internship Evaluations

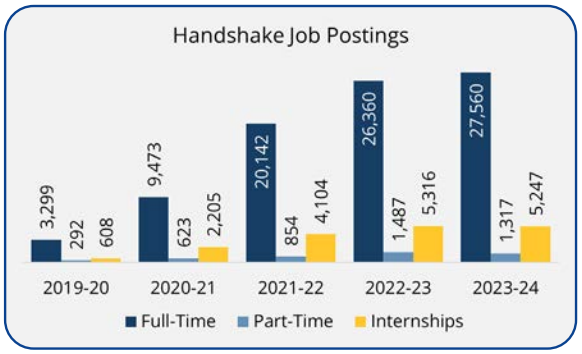


EMPLOYER ENGAGEMENT

CECE's focus on increasing employer engagement has provided students with access to a broader range of internship and post-graduate job opportunities. Students have the opportunity to meet employers via industry-focused mixers, class presentations, club meetings and tabling.

JOBS AND INTERNSHIPS

Since 2019, CECE has boasted an eight-fold increase in internship and post-graduate job opportunities available to students. These opportunities included both in-person and remote positions. Local part-time positions also helped students fund their education.



STUDENT ENGAGEMENT

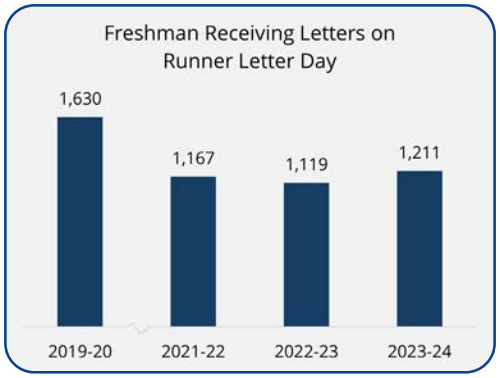
Student engagement at CSUB included student advocacy, collaborative programming, fostering a sense of belonging, inviting spaces, Division 1 athletics and leadership development during 2019-2024 strategic plan period.

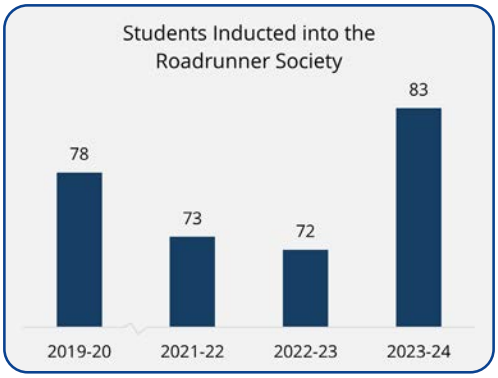
STUDENT ADVOCACY

Our student government leaders did not shy away from their responsibility of being the official voice of the student body. ASI worked tirelessly to engage students and actively sought feedback from students to better advocate for them. One example of this tireless work is the installation of the Ballot Box on the CSUB campus. The Ballot Box provides students with the convenience of participating in the election process in a safe and familiar environment. Additionally, over the strategic plan period, ASI awarded over $150,000 in scholarships to students on the CSUB and Antelope Valley campuses.

COLLABORATIVE PROGRAMMING

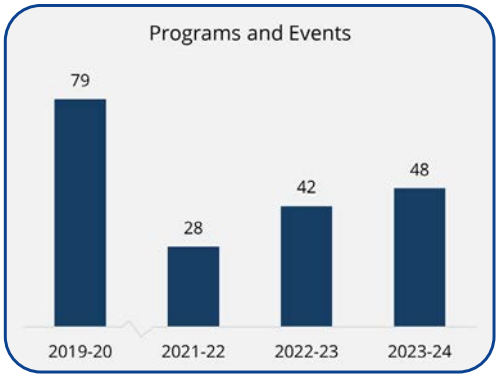
Campus programming continued to focus on collaborating with campus partners to provide engaging experiences for CSUB students. These partnerships included Student Housing and Residence Life, the Student Union, Campus Recreation and Wellbeing, the Counseling Center, MAGEC/Dreamers Resource Center, Basic Needs, CECE and Athletics.

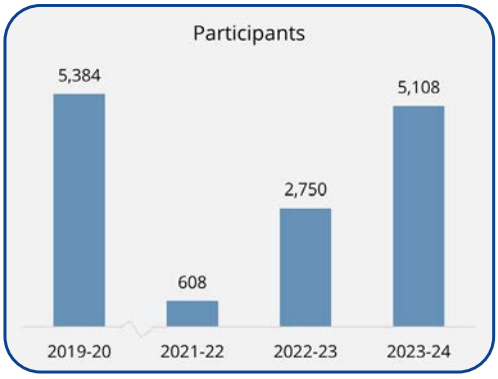




SENSE OF BELONGING

A key focus of student engagement activities at the university was to create a sense of belonging for our students. One example of how this was accomplished was through the Student Housing and Residence Life "Destination Unknown" program. This program provides housing residents with the opportunity to network and connect with fellow residents and campus staff who serve as chaperones. Another example of creating opportunities for belonging was the collaboration between the Office of Student Involvement and the Center for Career Education and Community Engagement on the Get Involved Day program. This program features a club fair, volunteer fair and job fair all happening at the same location at the same time. Additionally, ASI fosters a sense of belonging by funding student organizations, ensuring that they have the financial resources needed to enhance the quality of the student experience.



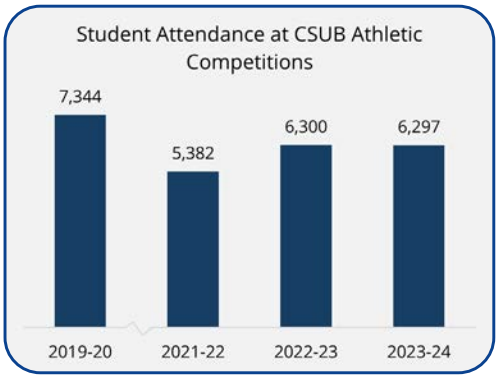


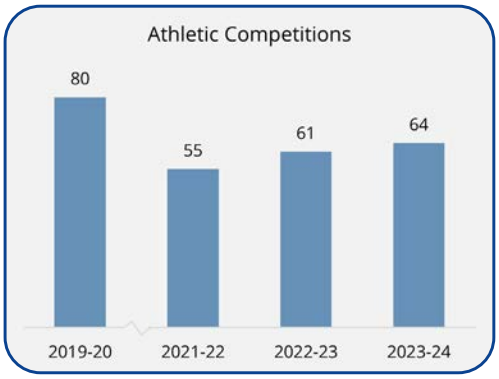
INVITING SPACES

Student Housing and Residence Life offers inviting and engaging spaces for students in the residence community. These spaces include study rooms, lounge spaces for small group gatherings, a game room in the community center and a large multipurpose room for hosting community-building events. Campus Recreation and Wellbeing has increased the soft seating areas throughout the facility, allowing students to enjoy the center between classes. Additionally, the Wellness Suite provides students with a place to decompress by taking advantage of a nap pod or massage chair. The Student Union continues to be the hub for student life, creating inviting spaces for all students, including in the student lounge, Rowdy's Place, Starbucks and the conference room checkouts for study groups and club meetings.

DIVISION 1 ATHLETICS

CSUB Athletics not only engages the student-athletes who compete on behalf of the university but also provides the student body with a sense of pride that comes with being a Roadrunner. Student attendance continues to rebound after the COVID-19 pandemic, which disallowed spectators.

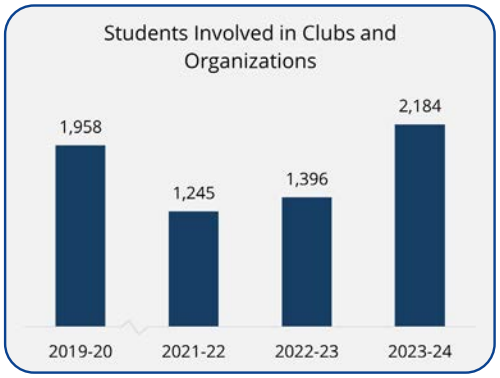


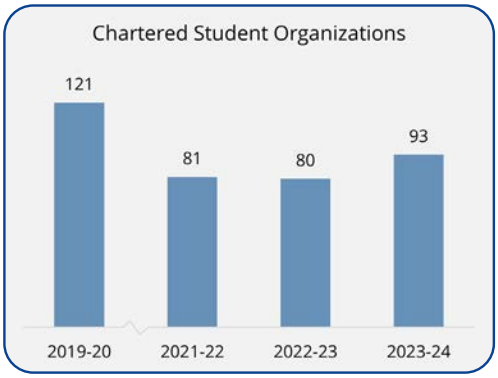


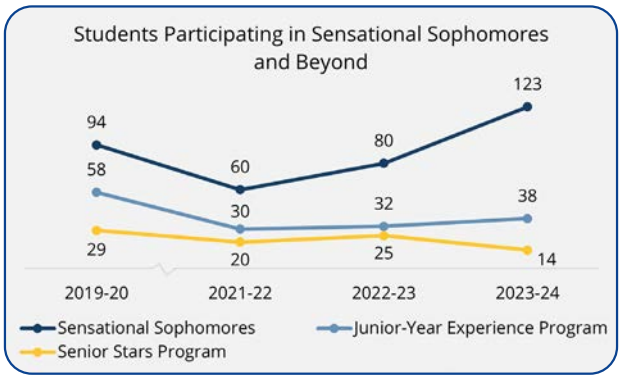
NOTE: AY 2020-21 information is missing due to closures resulting from the COVID-19 pandemic.

LEADERSHIP DEVELOPMENT

The Sensational Sophomores program, Student Leadership Hall of Fame, Student Leadership Council, ASI, Student Athletic Advisory Council and Student Clubs and Organizations are examples of how the university fosters student engagement through leadership development.







NOTE: AY 2020-21 information is missing due to closures resulting from the COVID-19 pandemic.

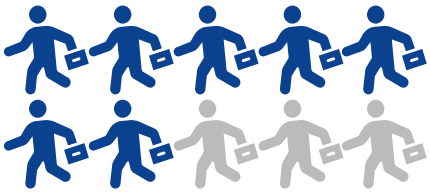
NATIONAL SURVEY OF STUDENT ENGAGEMENT (NSSE)

Each year, the National Survey of Student Engagement (NSSE) collects data from participating institutions on the characteristics and quality of the undergraduate experience. NSSE offers insights into how students allocate their time and what they gain from their college experience.

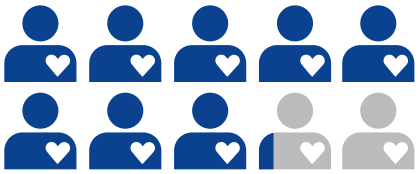
Based on the 2024 NSSE Undergraduate survey results, the vast majority of CSUB respondents continue to give high ratings to their educational experience at CSUB. 78% of freshmen and 87% of seniors rated their educational experience at CSUB as "good or excellent." Similarly, at least 82% of first-year respondents and 84% of seniors say they would choose CSUB again if they had to start over.

CSUB **seniors** reported a positive campus experience...

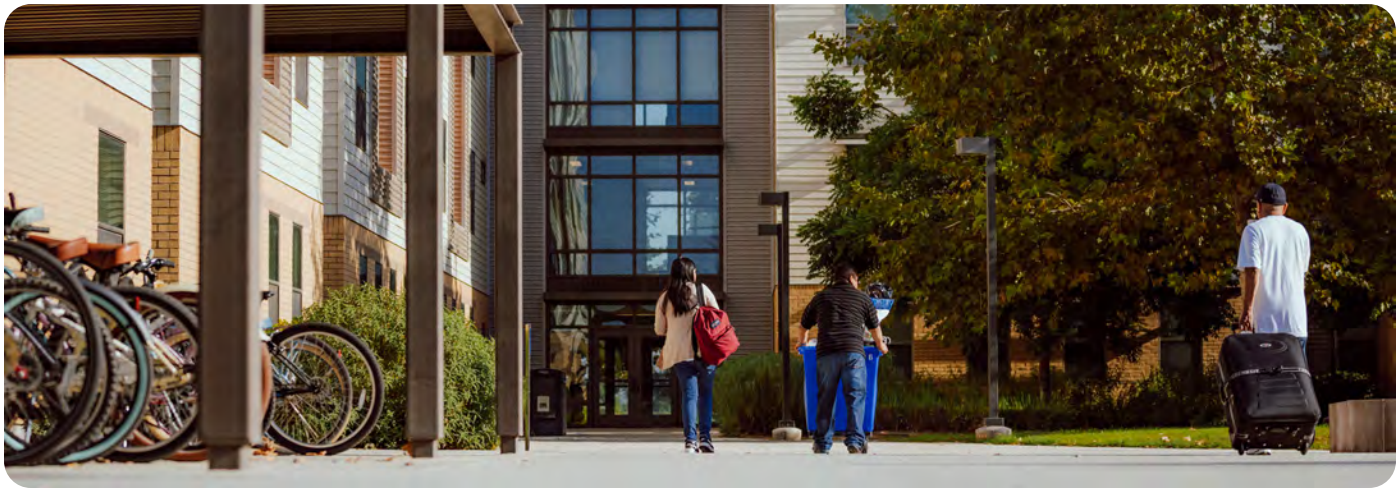
70%
CSUB prepared me with knowledge and skills for work



82%
CSUB makes me feel valued



84%
Would choose to attend CSUB again



GOAL 2

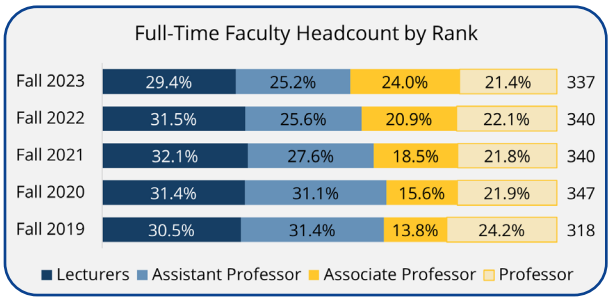
Advance Faculty and Staff Success

STRATEGIES

- Support Faculty and Staff Recruitment, Retention, Promotion, and Engagement
- Monitor and Enhance Faculty and Staff Satisfaction

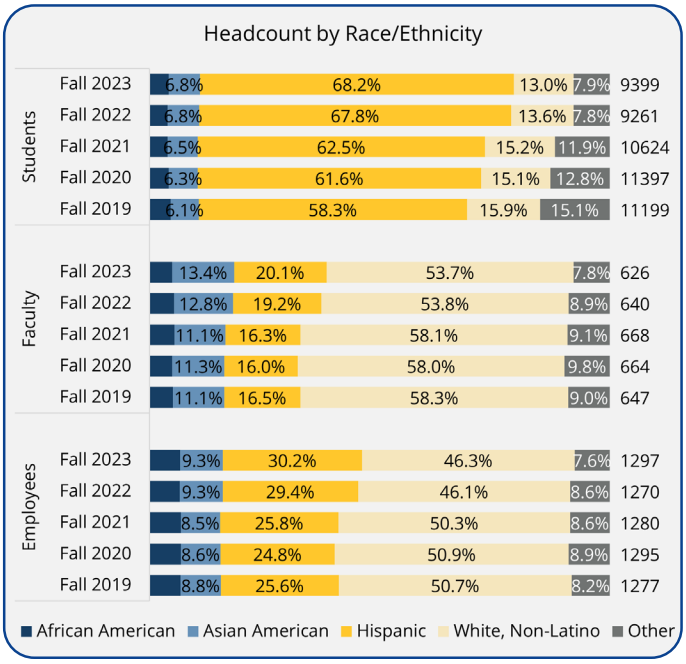
FACULTY AND STAFF SUCCESS

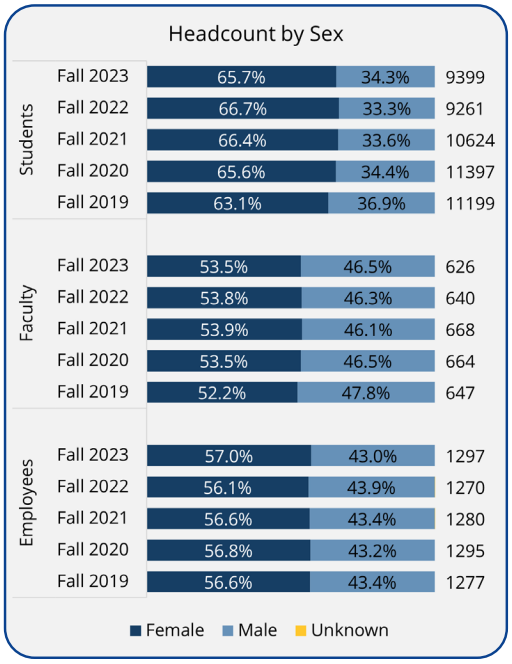
FACULTY DIVERSITY



In spring 2020, CSUB was awarded a $25,000 grant from the California State University Chancellor's Office to support efforts to increase recruitment and retention of diverse faculty, assist the Leadership Academy and support affinity groups on campus. The chief diversity officer and special assistant to the president, and four faculty members, created a Faculty Diversity Initiative to review current university recruitment and retention practices and increase diverse faculty within tenure-track positions. After attending the Excelencia in Education/University of Southern California (USC) faculty recruitment workshop in September 2019, the committee became even more determined and committed to working on rewriting faculty job announcements, reviewing faculty data and discussing ideas to support diverse faculty.

CSUB's commitment to diversifying the faculty led to investment in cluster hiring dedicated to attracting faculty who will engage in teaching, scholarship and service focused on social justice and minoritized communities. The percentage of HU* faculty increased from 22.7% in fall 2019 to 25.4% in fall 2023. The percentage of female faculty increased from 52.2% to 53.5% in the same time period. The percentage of female staff increased from 56.6% in fall 2019 to 57.0% in fall 2023. The percentage of HU* staff increased from 33.2% to 37.4% during the same time.





*HU refers to Historically Underserved students, defined as those who self-identify as African American, Latinx, or American Indian. All other students are classified as Non-Historically Underserved (Non-HU).

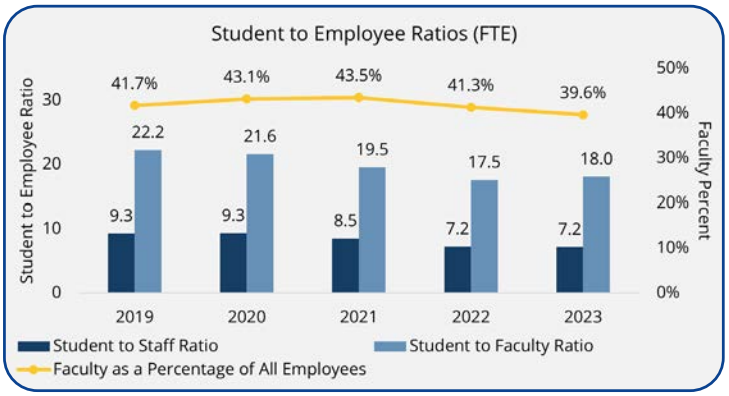
Race/Ethnicity definitions align with the U.S. Department of Education (IPEDS) guidelines.

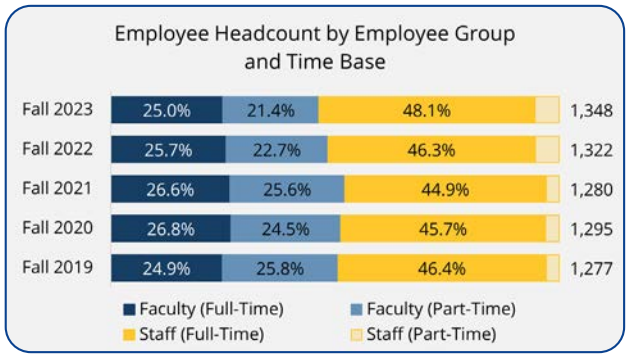
**The *Headcount by Race/Ethnicity* chart and *Headcount by Sex* chart were updated on 06-30-2025 to exclude inactive employees for fall 2022 & 2023

FACULTY AND STAFF SUPPORT AND ENGAGEMENT

An analysis of CSUB's student-to-employee ratios highlights positive trends in supporting faculty and staff. The student-to-staff ratio improved from 9.3 in 2019 to 7.2 in 2021, enhancing capacity for student support while reducing workload for staff. Similarly, the student-to-faculty ratio decreased from 22.2 in 2019 to 17.5 in 2022, promoting better faculty-student engagement. However, faculty as a percentage of total employees fell from 43.5% in 2021 to 39.6% in 2023, suggesting an opportunity for strategic focus on maintaining academic quality.

Employee headcount data from 2019 to 2023 also shows an increase in full-time faculty (from 24.9% to 25.0%) and full-time staff (from 46.4% to 48.1%), underscoring CSUB's commitment to a stable and engaged workforce. The decrease in part-time faculty (from 25.8% to 21.4%) reflects a shift toward consistent, full-time staffing, aligning with CSUB's goals of enhancing both staff support and institutional stability.





`RUNNER STARTING LINE

New Employee Orientation called the `Runner Starting Line was launched in January 2023 and is held monthly for all newly hired staff. New employees attend presentations from individuals in Human Resources, Benefits, Payroll Services and Information Technology and get to meet their union representatives. In addition, the onboarding program includes two essential online modules that are automatically assigned to all new hires through CSU Learn.

NEW FACULTY FOUNDATIONS

New Faculty Foundations is a year-long program for newly hired full-time faculty. Beginning with New Faculty Orientation in August, content is spread out over the fall and spring semesters to give new instructors time to settle in, learn, develop new questions and connect with their cohort.

By the end of their first year, new faculty will:

- Be familiar with CSUB (the campus, our students, various departments and their roles, administrative procedures, etc.)
- Have a network of mentors and support, and a supportive cohort
- Be employing learner-centered pedagogies
- Feel confident in their use of instructional technologies
- Have a plan for research
- Understand different types of service and leadership

New Faculty Foundations Programming

- New Faculty Orientation (August)
- Foundations in Teaching I (September)
- Developing a Research Agenda (October)
- Foundations in Teaching II (February)
- Navigating Service and Committee Work (March)

IMPROVED SUPPORT FOR RESEARCH AND GRANTS

Pre- and post-award support for research and grants has improved in the following ways:

- A new grant analyst position was added to Post-Awards to enhance grant infrastructure for compliance and grant management.
- The Post-Awards Team moved to Academic Programs, now under one division with the Pre-Awards Team.
- A Faculty Advisory Committee for Research, Scholarship, Creative Activity (FAC for RSCA) was instituted to work with AVP GRaSP on strengthening faculty research and grant writing.
- Funds from Salary Saving were provided to strengthen Pre-Awards.

AFFINITY GROUPS

Established in 2015-16, the affinity groups at CSUB provide faculty and staff a place to gather around shared interests and common goals. Affinity groups are open to all CSU Bakersfield faculty & staff.

Affinity groups generally seek to:

- Advance the personal and professional development of their members
- Expose members to leadership opportunities
- Provide support and networking opportunities
- Participate in community service
- Create mentoring opportunities for members, as well as students

Current CSUB Affinity Groups

Asian Faculty and Staff Network
Latina/o Faculty and Staff Association
LGBTQ+ Pride Faculty and Staff Affinity Group
Black Faculty and Staff Association
Indigenous Faculty and Staff Association
CSU Bakersfield Organization of Women Leaders

FACULTY AND STAFF SATISFACTION

GREAT COLLEGES TO WORK FOR SURVEY

CSUB participated in the 2021 Great Colleges to Work For, a program that is sponsored by the Chronicle of Higher Education, in partnership with ModernThink, and provides the university with insights on the quality of the workplace experience. Faculty and staff were invited to complete the ModernThink Higher Education Insight Survey© to share their experiences as an employee at CSUB. Through this survey, ModernThink has accumulated a robust database of higher education benchmarking statistics and best practices. By working with ModernThink, CSUB benefited from using a nationally normed survey instrument, industry-specific benchmarking data and enhanced survey results and analysis. The survey included questionnaires about institutional characteristics; faculty and staff evaluations of their institutions; demographics; and workplace policies and practices, including benefits, work/life balance and shared governance. The data from this survey was used to improve and develop programs and practices to better meet the needs of faculty and staff.

Top Ten Statements

Survey Statement	CSUB Overall % Positive	CSUB Overall % Negative
The work I do is meaningful to me.	92%	3%
I understand how my job contributes to this institution's mission.	90%	2%
I have adequate cultural competency skills that allow me to be comfortable interacting with members of groups with different ethnicities, sexual identities, abilities, or beliefs other than my own.	90%	2%
I am aware of how certain pedagogical practices can differentially impact students, particularly those from underrepresented groups.	87%	3%
This institution actively contributes to the community.	86%	4%
I am given the responsibility and freedom to do my job.	85%	4%
In my department, we welcome diversity in all of its forms.	83%	6%
This institution's benefits meet my needs.	83%	6%
My supervisor/department chair supports my efforts to balance my work and personal life.	83%	8%
I am proud to be part of this institution.	82%	3%

Bottom Ten Statements

Survey Statement	CSUB Overall % Positive	CSUB Overall % Negative
There is a good balance of teaching, service and research at this institution. (Faculty Only)	46%	35%
I am paid fairly for my work.	49%	28%
Our onboarding processes prepare new faculty and staff to be effective.	42%	26%
Issues of low performance are addressed in my department.	51%	23%
Our recognition and awards programs are meaningful to me.	53%	22%
Promotions in my department are based on a person's performance.	55%	22%
The facilities (e.g., classrooms, offices, laboratories) adequately meet my needs.	53%	21%
Advancement and promotion processes are clear. (Faculty-Only)	57%	21%
There's a sense that we're all on the same team at this institution.	54%	19%
I am regularly recognized for my contributions.	59%	19%

DIVERSITY, EQUITY AND INCLUSION COMMISSION

The Diversity, Equity and Inclusion Commission (formally known as the Campus Climate Committee) is tasked with improving inclusivity of the campus environment. They do this by providing advice on how the university can implement meaningful institutional change to foster a campus community that champions diversity, equity and inclusion. The commission is made up of eleven faculty, staff and student representatives and includes one community member. The commission meets a minimum of twice per semester.

The objectives of the Diversity, Equity and Inclusion Commission are to:

1. Develop a University Diversity and Inclusion Action Plan and monitor its progress.
2. Identify barriers to achieving greater diversity, equity and inclusivity at CSUB and provide recommendations on how to overcome those barriers.
3. Monitor the campus climate and recommend changes based upon findings.
4. Coordinate, communicate and collaborate on diversity, equity and inclusion efforts across the university.

WELLNESS PROGRAMS

In the spring of 2024, CSUB received approval to be a Blue Zones Project worksite, the first in the CSU system to receive the designation. The Blue Zones Project is a community well-being initiative that educates people about how to make choices that will lead to longer, healthier lives. CSUB has created a digital map of walking routes around campus – called `Runner Walks – with signage explaining the estimated number of steps for each route. The map currently features five routes, all of which take 20 minutes or less to complete and range from 1,400 to 2,000 steps. CSUB has achieved 25% staff and faculty participation.

In the fall of 2024, Human Resources launched CSUB Well, a comprehensive well-being platform for faculty and staff. CSUB Well offers a wide range of resources and tools to help employees reach their personal wellness goals. The platform offers resources such as guided exercises, mental health support, healthy recipes and financial wellness tips.

Key Features of CSUB Well:

- **Personalized Wellness Plans:** Create and follow customized plans tailored to your individual health and wellness goals.
- **Educational Resources:** Access a library of articles, videos and workshops covering various wellness topics such as nutrition, stress management and fitness.
- **Interactive Challenges:** Participate in fun and engaging wellness challenges that motivate and inspire healthy habits.
- **Community Support:** Connect with colleagues through messaging, leaderboards and group competitions to build a supportive and encouraging wellness community.
- **24/7 Access:** Enjoy the flexibility of accessing all resources anytime, anywhere to fit your busy schedule.

Wellness Programs and Opportunities

Wellbeing Bulletin

Walking Groups/Maps

Real Age Test

Cooking Demos

Find Your Purpose Workshops

CSU's Got Talent

PROFESSIONAL DEVELOPMENT

CSUB launched the Virtual Learning Center – `Runner Staff Development – on the Human Resources website. This page includes staff development and leadership development resources such as on-demand online learning, live trainings and webinars.

Professional Development Opportunities

- Principles of Supervision
- `Runner Staff Development Lab
- MPP Coffee with HR
- CSU's Got Talent
- CSU Learn
- Cross-Campus Collaboration
- CSUB Learning Events Calendar
- HR Insider Newsletter
- Centralized Campus Training and Professional Development - csub.edu/training
- In-person orientation for new hires

GOAL 3

Develop and Sustain High-Quality and Innovative Academic Programs and Support Services

STRATEGIES

- Develop Programs that Make CSU Bakersfield a Leader in Scholarly, Creative Activity and Knowledge Creation
- Foster Adaptive and Transformational Leadership Among the Faculty, Staff and Students
- Develop and Implement a Set of Coordinated, Multifaceted High-Impact Practices so that CSU Bakersfield Becomes a Leader in Pedagogy and Student Learning
- Use Community Feedback to Develop and Enhance Academic Programs that are Anchored in the Community
- Encourage and Support the Development of Academic Programs that Enhance Student Employability
- Reorganize the Academic Administration and Portfolio to Support Becoming a Metropolitan University
- Develop Rigorous Internal and External Assessment System for All Degree Granting Programs
- Increase Tenure Density

DEVELOP PROGRAMS

Grant Programs for ***Faculty*** Provided by the **Office of Grants, Research and Sponsored Programs (GRaSP)**

CSUB SUMMER OF NEW GRANTS (SONG) PROGRAM

Launched in the summer of 2023 and scheduled to run every July and August, the SONG program provides support sessions tailored to the individual needs of a cohort of CSUB grant writers. The program includes one mandatory full-day session in August (Zoom and in-person) where the entire cohort gathers to debrief and share grant writing experiences. Participants are expected to complete all work by the following summer. The Summer 2023 program hosted eleven faculty and was funded for $22,000 in the form or stipends. Some who participated in the Summer 2023 cohort joined the Summer 2024 cohort, and it is anticipated that upon completion of submissions of grant proposals, $20,000 will be awarded for their work.

For new submissions, the program assists faculty in:

- Finding the best funding agency
- Planning & developing proposals
- Developing and meeting timelines and milestones for submission
- Getting faculty to the finish line for existing drafted proposals
- Proposal Submission Stipend ($2,000)

For resubmissions, the program assists faculty in:

- Planning & Developing a Resubmission Strategy
- Knowing the rules and terms of resubmission
- Meeting with Agency Program Officers for feedback
- Effectively incorporating reviewer's feedback
- Proposal Submission Stipend ($2,000)

Year	Participants	Amount Funded
2019-20	5 Faculty	$46,679
2020-21	8 Faculty	$78,345
2021-22	3 Faculty	$31,423
2022-23	6 Faculty	$65,874
2023-24	4 Faculty	$57,501

GRANT PROPOSAL DEVELOPMENT PROGRAM (PDP)

The GRaSP office, in conjunction with the Office of the Provost, supports a Grant Proposal Development Program (PDP) that provides funding for a 3-4 unit course release and mini-grant support of up to $3,000. Funded projects can result in proposal submissions for external funding. Faculty work with GRaSP personnel to identify, develop and submit proposals.

RESEARCH COUNCIL OF THE UNIVERSITY PROGRAM (RCU)

The GRaSP office supports the Research Council of the University (RCU) Program, which funds competitive research projects that lead to the creation or addition of preliminary data, submission of research work for publication, a creative production, or conference presentation. Each project can recieve funding of up to $5,000.

Year	Participants	Amount Funded
2019-20	10 Faculty	$63,601
2020-21	11 Faculty	$62,392
2021-22	13 Faculty	$50,444
2022-23	8 Faculty	$52,220
2023-24	9 Faculty	$43,720

Year	Participants	Amount Funded
2019-20	7 Faculty	$35,000
2020-21	1 Faculty	$8,979
2021-22	3 Faculty	$21,509
2022-23	3 Faculty	$25,851
2023-24	3 Faculty	$31,829

PROVOST'S SCHOLARS AWARD (PSA)

The GRaSP office, in conjunction with the office of the Provost, supports the Provost's Scholars Award Program, which provides funding for a 3-4 unit course release and mini-grant support for conference travel up to $2,500.

Grant Programs for ***Students*** Provided by the **Office of Grants, Research and Sponsored Programs (GRaSP)**

STUDENT RESEARCH SCHOLARS PROGRAM (SRS)

Supported by the GRaSP office and funded by the California State University, Bakersfield Foundation, the SRS Program supports student-faculty teams with a $2,000 award each to conduct and complete a project involving research, scholarship or creative activity.

Year	Participants	Amount Funded
2019-20	53 Students	$106,000
2020-21	20 Students	$40,000
2021-22	34 Students	$68,000
2022-23	35 Students	$70,000
2023-24	34 Students	$68,000

Year	Participants	Amount Funded
2019-20	19 Students	$4,296
2020-21	3 Students	$255
2021-22	19 Students	$6,704
2022-23	12 Students	$3,739
2023-24	8 Students	$7,082

TRAVEL SUPPORT FOR STUDENT RESEARCH (TSSR)

The purpose of the TSSR program is to provide financial support for CSUB undergraduate and graduate students who are presenting a paper summarizing their research or scholarship, or showing their creative work(s) at a national or regional professional meeting or conference. Papers or creative works must have been selected through a peer review process.

STUDENT RESEARCH COMPETITION (SRC)

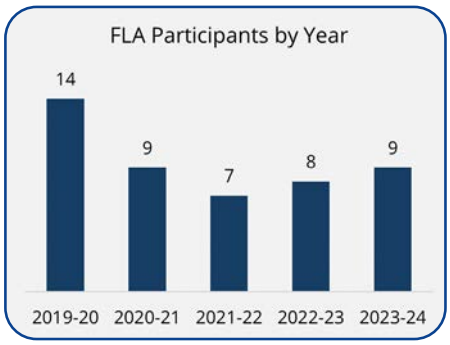
The Student Research Competition (SRC) at CSUB is held to promote excellence in undergraduate and graduate scholarly research and creative activity by providing a platform for students to share their work and recognize outstanding student accomplishments.

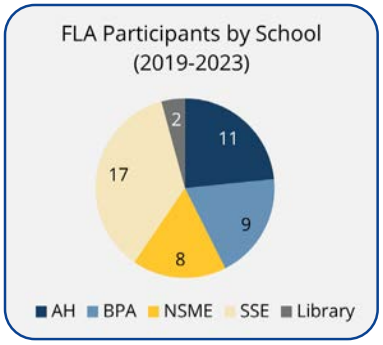
Year	Participants
2019-20	76 Students
2020-21	53 Students
2021-22	51 Students
2022-23	77 Students
2023-24	43 Students

FOSTER LEADERSHIP

FACULTY LEADERSHIP ACADEMY (FLA)

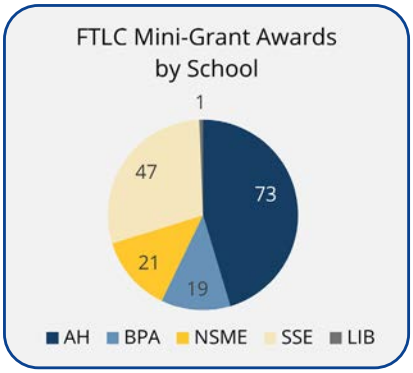
The CSUB Faculty Leadership Academy was designed to attract and promote a diverse group of faculty members interested in future leadership positions. Participants are selected through a competitive process based on their potential as academic leaders. Since 2019, participants have gained insights into the University – its organization, operations and Strategic Plan; learned how to effect and manage change and conflict; developed data literacy skills for informed decision-making; and identified the skills and attributes of effective academic leaders.

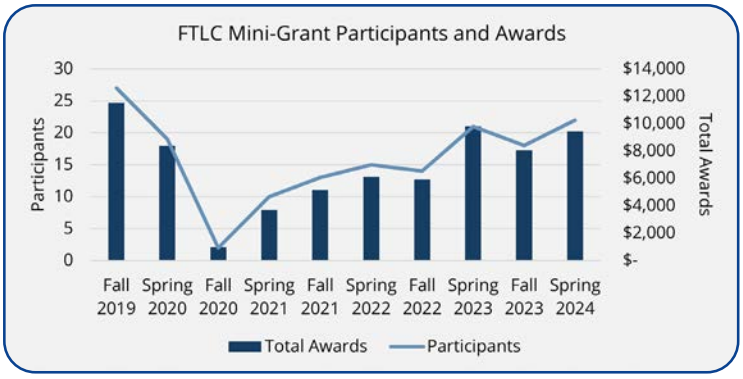




FTLC MINI-GRANT PROGRAM

The Faculty Teaching and Learning Center (FTLC) Mini-Grant Program is designed to aid faculty in their endeavors related to teaching and learning, research or creative activities and community or discipline-specific service. There are two types of awards: (1) the Faculty Professional Development Grant for faculty engaging in scholarly endeavors, such as traveling to or participating in a conference or conducting research; and (2) the Teaching Innovation Grant, which supports faculty seeking to expand their instructional expertise by obtaining teaching-related materials or training and then applying it to their practice.





HIGH-IMPACT PRACTICES

In February 2022, the Academic Senate approved RES 212212, indicating the University's support for High Impact Practices (HIPS) for student success and the creation of a HIP task force to determine course learning outcomes and requirements for HIP-designated courses.

High-Impact Practices (HIPs)

- Capstone Courses and Projects
- Collaborative Assignments and Projects
- Common Intellectual Experiences
- Diversity/Global Learning
- ePortfolios
- First-Year Seminar and Experiences
- Internships
- Learning Communities
- Service/Community-Based Learning
- Undergraduate Research
- Writing-Intensive Courses

Progress to Date:

The High-Impact Practices (HIPs) Task Force was delayed in commencing its work and met for the first time on 2/19/24. At that meeting, the group discussed the charge for the committee, decided on a chair and generally discussed the next steps for the committee. Following that meeting, the HIPs Task Force was able to meet three more times during the spring 2024 semester (3/6, 3/18 and 4/3). The primary charge of the committee is to determine course learning outcomes and requirements to appear on any syllabus that has one or more HIP designations (per Senate RES 212212).

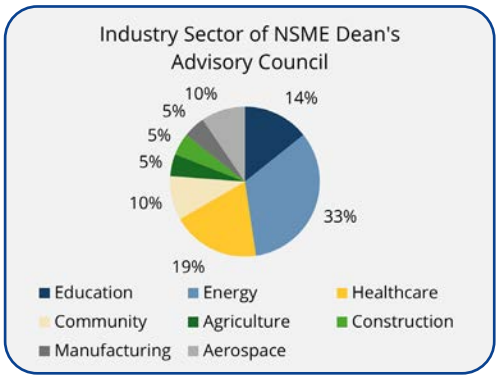
Task Force members worked on identifying resource documents for High-Impact Practices and collaborated to develop learning outcomes and requirements for specific HIPs. The Task Force identified eleven HIPs to focus on: Capstone Courses and Projects, Collaborative Assignments and Projects, Common Intellectual Experiences, Diversity/Global Learning, ePortfolios, First-Year Seminars and Experiences, Internships, Learning Communities, Service/Community-Based Learning, Undergraduate Research and Writing-Intensive Courses.

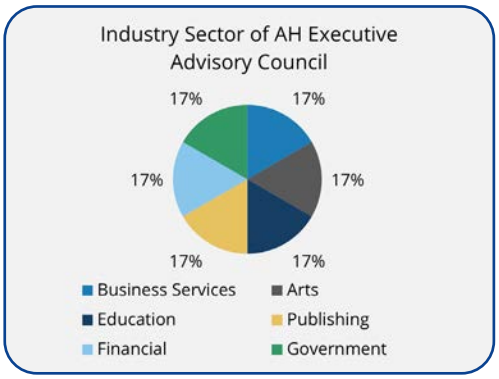
To date, the Task Force has found quality background materials, best-practices and/or sample outcomes for each of the eleven HIPs. The committee has successfully drafted learning outcomes and course requirements for the following two HIPs: Collaborative Assignments and Projects, and Service/Community-Based Learning. Substantial preparation work has been completed on two additional HIPs: Capstone Courses and Projects, and First-Year Seminars and Experiences.

Due to staffing changes, the committee will need at least one new member as it convenes in the 2024-2025 school year. It will be the committee's goal to complete the remaining nine HIPs' outcomes and requirements before the start of the spring 2025 semester.

COMMUNITY-BASED ACADEMIC PROGRAMS

Through strategic partnerships with industry leaders and local institutions, California State University, Bakersfield uses community feedback to develop and enhance academic programs that are firmly anchored in Kern County's unique landscape. The NSME Dean's Advisory Council, with representatives from energy, healthcare, aerospace and construction, brings essential industry perspectives to guide STEM curricula. The AH Executive Advisory Council, which includes leaders in the arts, business services and government, enriches arts and humanities programs with diverse industry insights.





NSME Dean's Advisory Board 2024-25

Kyle Atkins, Kern County Superintendent of Schools
Aimee Blaine, Aera Energy
Javier Bustamante, Valley Integrated Provider Network
Brynn Carrigan, Kern County Public Health
Richard Chapman, Kern Economic Development Corporation
Terri Church, Dignity Health
Danielle Colayco, Komoto Family Foundation
Shem D. Oesch, Grimmway
Amy Galenski, Chevron
Stan Ellis, Sierra Process System Inc
Fred Nilson, CRA-Tubulars
Kent Halley, Cornerstone Engineering
Omar Hayat, California Resources Corporation
Angelo L. Mazzei, Mazzei Injector Corporation
Terri Lindsey, Bakersfield City School District
Ted Nye, Northrop Grumman, Cal State LA
Melinda Palmer, Kern Energy
Blair Pruett, Cal Microgrids
Paul Waters, Edwards Air Force Base
Michelle Roy, Kern County Superintendent of Schools
Isabel Silva, Kern Health Systems

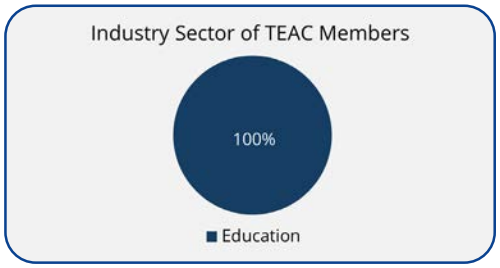
AH Executive Advisory Council 2023-24

David Milazzo, Macroscopic Technology
Andrea Hansen, Kern Dance Alliance
Amanda Frank, Kern County Superintendent of Schools
Natalie Green, The N2 Company
Jon Sampson, Wells Fargo Advisors
Jim Damian, Kern County

The Accounting Advisory Board aligns accounting and finance programs with current professional standards, drawing on expertise from sectors like professional services, energy and agriculture. Finally, the Teacher Education Advisory Council (TEAC) collaborates with local school districts to ensure CSUB's education programs meet regional educational needs. Together, these advisory boards ensure CSUB's academic programs remain relevant, community-centered and aligned with workforce demands.

Accounting Advisory Board 2023-24

Ryan Nielson, Brown Armstrong, CPAs
Brian Conner, Bolthouse Properties
Mike Anders, Aera Energy
Melanie Rosa, Castle & Cooke
Thomas Maxwell, KMA, CPAs
Ann M. Braun, CBIZ
Valerie Adams, Williams Adams & Company, CPAs
Amirali Zabrani, Bank of the Sierra
Celeste Porter, Tasteful Selections
James Zervis, Kern County
Ashley Godbey, California Resources Corporation
Kim A. Melton, Chevron
Stephanie Peters, Daniells Phillips Vaughan & Bock, CPAs
C. Stanley, Wayne Long & Co, CPAs
Danhira Barajas Millan, Barbich Hooper King Dill Hoffman, CPAs
Michael Stevenson, Barbich Hooper King Dill Hoffman, CPAs
Harjeet Sidhu, Clinica Sierra Vista
Clay Huffman, Bolthouse Farms
Charlie McCarthy, CalCPA BK



Teacher Education Advisory Council (TEAC) 2023-24

California State University, Bakersfield
Emerson Case, English Professor
Maryann Parada, Modern Languages Professor
Juterh Nmah, Advanced Educational Studies Professor
Alice Hays, Teacher Education Professor
Aubrey Kemp, Teacher Education Program
Richard Wisman, Advanced Educational Studies Professor
Crystal Moreno, Teacher Education Program
Michael Szolowicz, Advanced Educational Studies Professor
BreAnna Evans-Santiago, Teacher Education Professor
Elaine Correa, Human Development, Child, Adolescent, & Family Studies Professor
Sarana Roberts, Advanced Educational Studies Professor
Ashley Sanchez, Teacher Education Program
Kristina LaGue, Teacher Education Professor
Alicia Rodriquez, Arts & Humanities Dean
Dina Saavedra, Teacher Education Program
James Rodriguez, Associate Vice President and Provost
Jane Dong, Natural Sciences, Engineering and Math Dean
Debra Jackson, Vice President for Academic Programs
Gillermina Martinez, Credential Analyst CSUB
Terry Hickey, Social Sciences and Education Assoc. Dean
Debbie Meadows, Education Assessment and Accreditation, Director

Bakersfield College
Jessica Wojtysiak, Interim Vice President, Instruction

Bakersfield City School District
Valerie Saylor, Coordinator I, New Teacher Development

Panama-Buena Vista Union School District
Darryl Johnson, Assist. Superintendent of Human Resources
Denita Maughan, Assist. Superintendent of Special Services
Rafaela Lopez, Director II of New Teacher Support

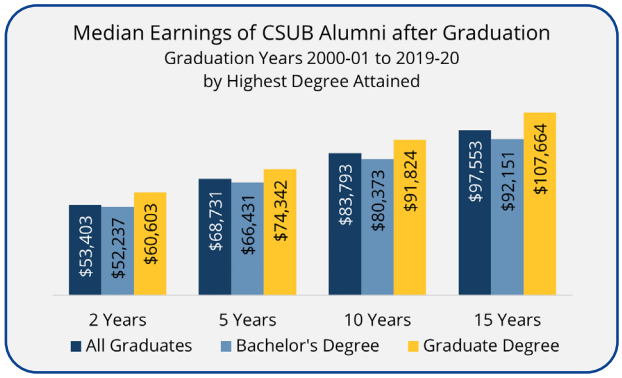
Greenfield Union School District
Ramon Hendrix, Superintendent

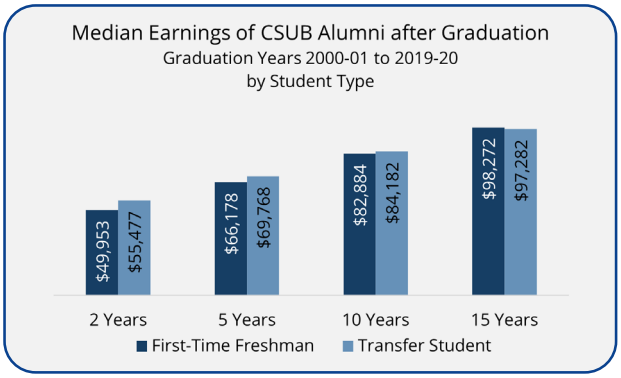
Kern County Superintendent of Schools
Lisa Gilbert, Deputy Superintendent, Instructional Support
Malaika Bryant, Director II, Educator Development
Celia York, Coordinator III, Teacher Induction

Kern High School District
Laura Whipple, Induction Coordinators Director
Leanne Raddatz, New Teacher & Migrant Support
Alan Paradise, Assistant Principal

STUDENT EMPLOYABILITY

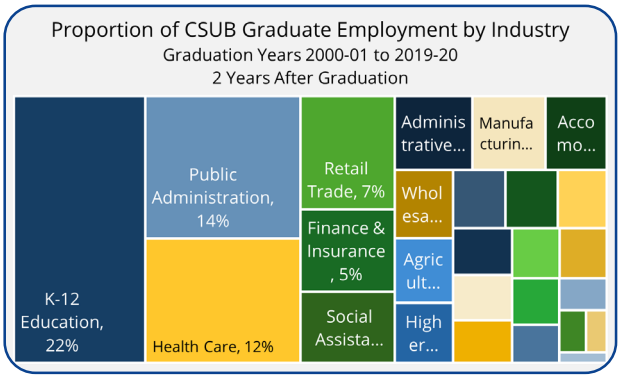
CSUB must enhance student employability through academic programs aligned with industry needs. Data from the CSU postsecondary employment and earnings reports for graduates working in the state shows that median annual earnings for graduates increase significantly from two years to 15 years post-graduation, highlighting the long-term financial benefits of a degree. Key employment trends indicate that education (22% of jobs after 2 years, rising to 38% after 10 years), healthcare (12% to 10%) and public administration (14% to 15%) are among the leading industries for CSUB graduates. These figures emphasize our effectiveness in preparing students for in-demand sectors. Further, disparities in earnings by gender, race/ethnicity and academic areas reveal the need for targeted interventions. By fostering partnerships with local businesses and enhancing experiential learning opportunities, CSUB aims to equip students with essential skills for successful careers or graduate school. This commitment to employability is crucial for our students' success and our community's growth.

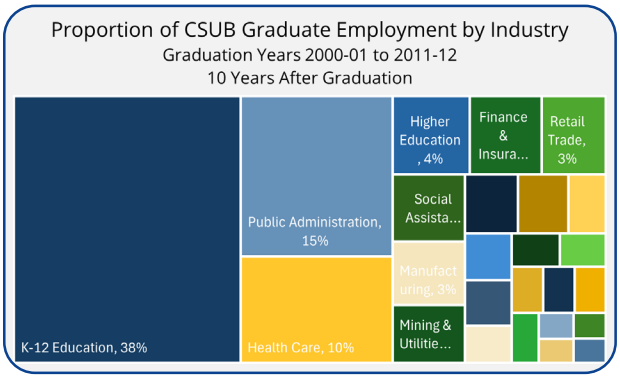




	All Graduates		Bachelor's Degree		Graduate Degree	
	Count	Earnings	Count	Earnings	Count	Earnings
2 Years	15,581	$53,403	13,420	$52,237	2,161	$60,603
5 Years	14,176	$68,731	10,758	$66,431	3,418	$74,342
10 Years	9,669	$83,793	6,751	$80,373	2,918	$91,824
15 Years	5,231	$97,553	3,543	$92,151	1,688	$107,664

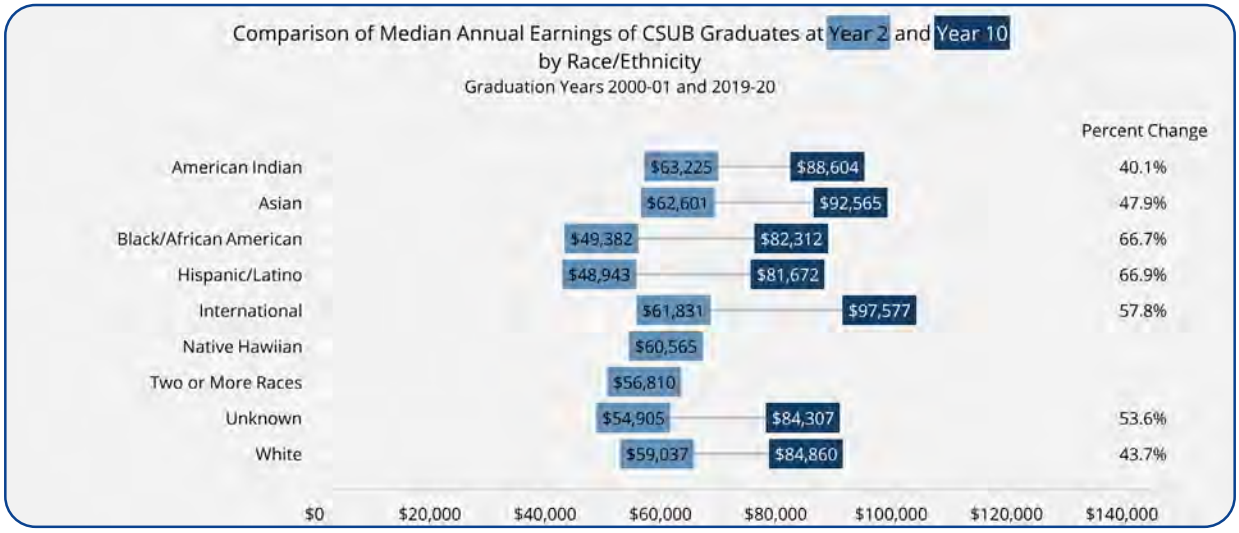
	First-Time Freshman		Transfer Student	
	Count	Earnings	Count	Earnings
2 Years	5,353	$49,953	10,228	$55,477
5 Years	4,707	$66,178	9,469	$69,768
10 Years	2,950	$82,884	6,719	$84,182
15 Years	1,440	$98,272	3,791	$97,282

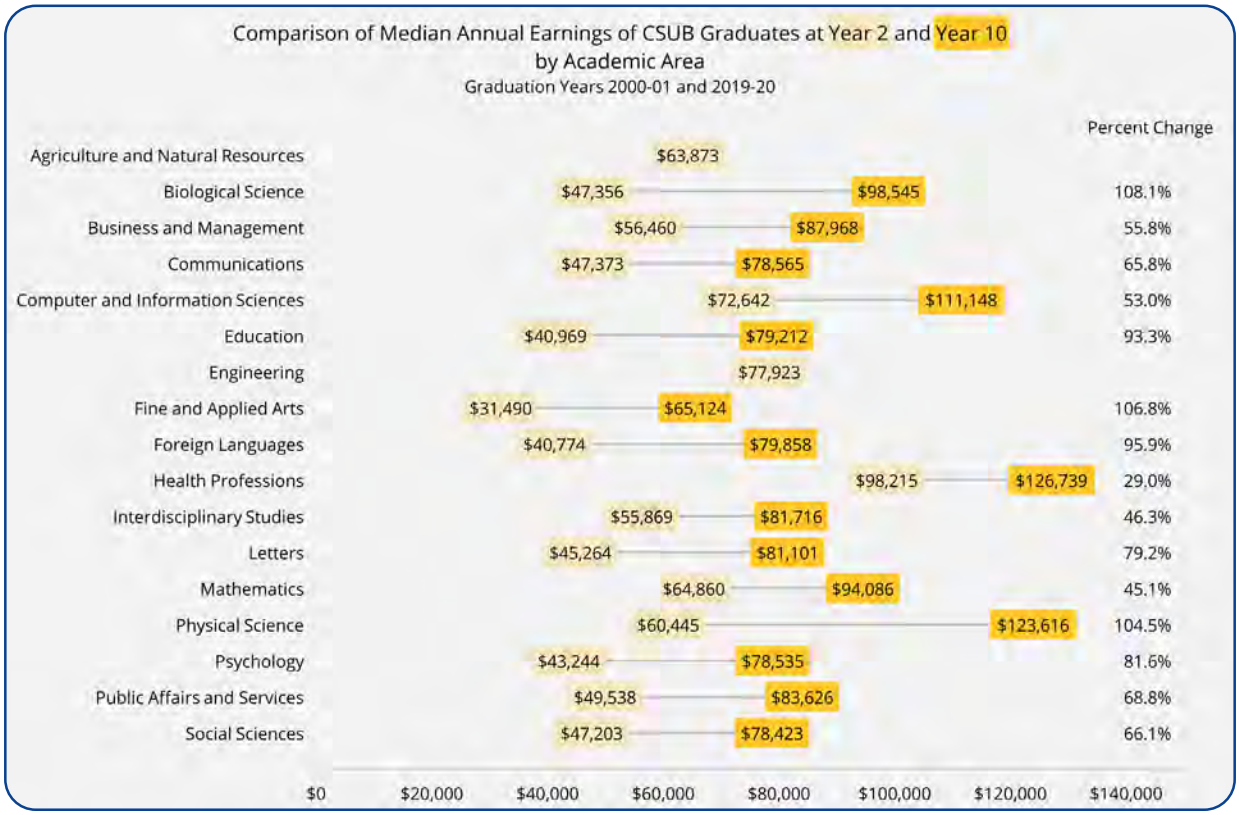




Source: The post secondary employment and earnings report (CSU Chancellor's Office, https://tableau.calstate.edu/views/LaborMarketOutcomes/LaborMarketDashboard).

Comparison of Median Annual Earnings of CSUB Graduates at Year 2 and Year 10
by Gender
Graduation Years 2000-01 and 2019-20
Percent Change
Female
$50,960
$81,048
59.0%
Male
$58,928
$92,944
57.7%
$0
$20,000
$40,000
$60,000
$80,000
$100,000
$120,000
$140,000


Comparison of Median Annual Earnings of CSUB Graduates at Year 2 and Year 10
by Race/Ethnicity
Graduation Years 2000-01 and 2019-20
Percent Change
American Indian
$63,225
$88,604
40.1%
Asian
$62,601
$92,565
47.9%
Black/African American
$49,382
$82,312
66.7%
Hispanic/Latino
$48,943
$81,672
66.9%
International
$61,831
$97,577
57.8%
Native Hawiian
$60,565
Two or More Races
$56,810
Unknown
$54,905
$84,307
53.6%
White
$59,037
$84,860
43.7%
$0
$20,000
$40,000
$60,000
$80,000
$100,000
$120,000
$140,000


Comparison of Median Annual Earnings of CSUB Graduates at Year 2 and Year 10
by Academic Area
Graduation Years 2000-01 and 2019-20
Percent Change
Agriculture and Natural Resources
$63,873
Biological Science
$47,356
$98,545
108.1%
Business and Management
$56,460
$87,968
55.8%
Communications
$47,373
$78,565
65.8%
Computer and Information Sciences
$72,642
$111,148
53.0%
Education
$40,969
$79,212
93.3%
Engineering
$77,923
Fine and Applied Arts
$31,490
$65,124
106.8%
Foreign Languages
$40,774
$79,858
95.9%
Health Professions
$98,215
$126,739
29.0%
Interdisciplinary Studies
$55,869
$81,716
46.3%
Letters
$45,264
$81,101
79.2%
Mathematics
$64,860
$94,086
45.1%
Physical Science
$60,445
$123,616
104.5%
Psychology
$43,244
$78,535
81.6%
Public Affairs and Services
$49,538
$83,626
68.8%
Social Sciences
$47,203
$78,423
66.1%
$0
$20,000
$40,000
$60,000
$80,000
$100,000
$120,000
$140,000

ACADEMIC PORTFOLIO REORGANIZATION

School → College

RENAMING SCHOOLS TO COLLEGES

In the spring of 2023, the Academic Senate approved a recommendation made by the School Elevation Exploration Committee (SEEC) to elevate the four existing schools to colleges. The SEEC also recommended that the Academic Senate develop an approval process for the formation of future schools within the colleges. The renamed organizational structure provides many benefits to the University, including opportunities for fundraising, alignment with the majority of CSU campuses and other similar universities, increased student recruitment and a more logical structure for accreditation purposes.

ASSOCIATE DEGREE FOR TRANSFER (ADT)/TRANSFER PATHWAYS

Development of transfer pathways provides community college students with the intention to transfer a clear roadmap for degree completion. These pathways allow academic advisors at both institutions to provide accurate advising and assist students in developing plans for timely degree completion. Academic Programs has collaborated closely with the transfer team in Enrollment Management over the past two years to increase access to high-demand academic programs. Intentional efforts to connect with our community college partners to revise and/or develop new 2+2 transfer pathways have been significant.

Bakersfield College Transfer Convening
October 2022

Porterville College Transfer Convening
March 2023

Cerro Coso Transfer Convening
April 2024

65 Associate Degrees for Transfer
as of Fall 2024

Bakersfield College Virtual Transfer Convening February 2022	Bakersfield College Transfer Convening October 2022 Porterville College Transfer Convening March 2023	Cerro Coso College Transfer Convening April 2024
One hundred thirteen attendees via Zoom focused on updates regarding transfer requirements, Program Pathways Mapper (PPM), curriculum alignment and strategies for a seamless transition.	**Bakersfield College:** The event was attended by a total of 134 participants, including 26 faculty, 18 staff advisors and 11 administrators from CSUB. Faculty and staff from both campuses met by disciplinary group to discuss improving pathways for transfer. These teams revised 25 existing pathways and created 26 new pathways, many of which involved mapping additional concentrations. Maps are published in Program Pathways Mapper (PPM). **Porterville College:** This first-ever convening with PC was attended by 16 CSUB faculty and 14 staff advisors, totaling 51 participants from both campuses. Eighteen academic programs were represented, resulting in 36 new 2+2 pathways. Maps were published in PPM for the 2023-24 AY.	A transfer convening was held in Tehachapi to develop 2+2 roadmaps to CSUB-AV as well as the main campus. Cerro Coso includes program maps that allow students in Ridgecrest and other East Kern communities to complete transfer programs. Some maps offer both online and face-to-face options for degree completion. Fifteen CSUB faculty and 21 staff advisors attended, bringing the total number of participants from both campuses to 63. Nineteen academic programs represented, resulting in 22 new pathways to the main campus and 7 new pathways to CSUB-AV. Final approvals are underway. Since Cerro Coso has not yet implemented the PPM, discussions regarding the housing and location of the maps are ongoing.

Additional transfer map development took place in AY23-24 with Reedley College. Twenty-eight draft maps were developed and are currently being finalized by both campuses. Maps will be built in the PPM for the 2023-24 academic year in early fall 2024.

Next steps**:** Planning meetings with Taft College and Antelope Valley College in fall 2024 in preparation for transfer convenings in spring 2025. Initial outreach and conversations with College of the Canyons will take place during the 2024-25 AY.

PROGRAM ASSESSMENT

PROGRAM ASSESSMENT AND RESOURCES

In fall 2022, the Campus Assessment Team was reconstituted following a revised charge to address concerns related to program assessment activities across campus. A Program Assessment Workshop Series was conducted by assessment leaders and posted on the Institutional Research, Planning and Assessment (IRPA) website to support those working on program assessment efforts across campus. A myriad of additional resources has been posted on the IRPA website, which serves as a go-to assessment information hub. Assessment resources can be found at: https://www.csub.edu/irpa/assessment/index.shtml.

CSUB utilizes the "NILOA Transparency Framework" - a system developed by the National Institute for Learning Outcomes Assessment - to transparently demonstrate the quality of the academic programs and the achievements of the students, by clearly outlining assessment methods and evidence of student learning.

CSU BAKERSFIELD ACCREDITED PROGRAMS

CSU Bakersfield Programs	Degree or Credential Designation	Accreditor	First Granted	Renewal Date
Business Administration	BS	Association to Advance Collegiate Schools of Business-International (AACSB)	1975	2023-24
Business Administration	MBA	Association to Advance Collegiate Schools of Business-International (AACSB)	1975	2023-24
Chemistry	BS	American Chemistry Association	1974	2026
Computer Engineering	BS	Engineering Accreditation Commission of Accreditation Board for Engineering and Technology (ABET)	10/1/2016	2023-24
Economics	BS	Association to Advance Collegiate Schools of Business-International (AACSB)	2019	2023-24
Educational Leadership	EdD	Association for Advancing Quality in Educator Preparation (AAQEP)	2023	2030
Electrical Engineering	BS	Engineering Accreditation Commission of Accreditation Board for Engineering and Technology (ABET)	10/1/2016	2023-24
Engineering Sciences	BS	Engineering Accreditation Commission of Accreditation Board for Engineering and Technology (ABET)	10/1/2016	2023-24
Music	BA	National Association of Schools of Music (NASM)	2020	2025-26
Nursing	BS	Commission on Collegiate Nursing Education (CCNE)	2002	2031

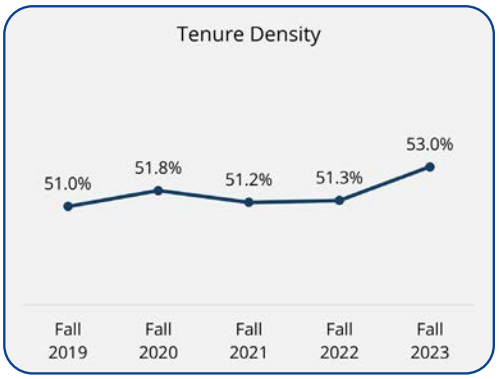
CSU BAKERSFIELD ACCREDITED PROGRAMS (CONTINUED)

CSU Bakersfield Programs	Degree or Credential Designation	Accreditor	First Granted	Renewal Date
Nursing	MS	Commission on Collegiate Nursing Education (CCNE)	2016	2031
Public Administration	MPA	Network of Schools of Public Policy, Affairs and Administration (NASPAA)	1987	2023-24
Social Work	MSW	Council on Social Work Education (CSWE)	2002	2031
Education – Curriculum and Instruction	MA	Association for Advancing Quality in Educator Preparation (AAQEP)	2023	2030
Education (Special Education)	MA	Association for Advancing Quality in Educator Preparation (AAQEP)	2023	2030
Educational Administration	MA	Association for Advancing Quality in Educator Preparation (AAQEP)	2023	2030
Preliminary Administrative Services	Post-baccalaureate service credential	Association for Advancing Quality in Educator Preparation (AAQEP) California Commission on Teacher Credentialing (CCTC)	2023 2006	2030 2030
Pupil Personnel Services: School Counseling	Post-baccalaureate service credential	Association for Advancing Quality in Educator Preparation (AAQEP) California Commission on Teacher Credentialing (CCTC)	2023 2004	2030 2030
Preliminary Multiple/ Single Subject, with Intern	Post-baccalaureate teaching credential	Association for Advancing Quality in Educator Preparation (AAQEP) California Commission on Teacher Credentialing (CCTC)	2023 1971	2030 2030
Preliminary Education Specialist: Mild to Moderate Support Needs, with Intern	Post-baccalaureate teaching credential	Association for Advancing Quality in Educator Preparation (AAQEP) California Commission on Teacher Credentialing (CCTC)	2023 1973	2030 2030
Preliminary Education Specialist: Extensive Support Needs, with Intern	Post-baccalaureate teaching credential	Association for Advancing Quality in Educator Preparation (AAQEP) California Commission on Teacher Credentialing (CCTC)	2023 1973	2030 2030
Early Childhood Special Education Added Authorization	Post-baccalaureate teaching authorization	Association for Advancing Quality in Educator Preparation (AAQEP) California Commission on Teacher Credentialing (CCTC)	2023 2015	2030 2030
Bilingual Added Authorization: Spanish	Post-baccalaureate teaching authorization	Association for Advancing Quality in Educator Preparation (AAQEP) California Commission on Teacher Credentialing (CCTC)	2023 2019	2030 2030
Reading and Literacy Added Authorization	Post-baccalaureate teaching authorization	Association for Advancing Quality in Educator Preparation (AAQEP) California Commission on Teacher Credentialing (CCTC)	2023 2015	2030 2030

TENURE DENSITY

CLUSTER HIRING

In 2023-24, the first cohort of our faculty Cluster Hire focused on Social Justice and Minoritized Communities was welcomed. The original plan for five lines was expanded to ten, with searches for seven positions completed during 2022-23 and three moved to 2023-24. All Cluster Hire search committee members attended Anti-Bias/Anti-Racist training sessions led by California Faculty Association (CFA) facilitators. Their academic departments are considering revisions to their evaluation processes to recognize inclusive pedagogies, value diversity of faculty and scholarly/creative contributions, and understand cultural taxation. In addition, our Cluster Hire participants are receiving additional funding for course development and scholarships and will soon be invited to participate in our Faculty Leadership Academy during their probationary period.



GOAL 4

Recognize and Address Regional Needs in Collaboration with Our Community

STRATEGIES

- Create a Community Ambassador Group to Oversee a Comprehensive and Coordinated Effort to Review and Identify Regional Needs
- Implement Data Collection Processes to Assess University Responses to Regional Needs
- Systematically Address Prioritized Regional Needs that have been Identified by the Community Ambassador Group

IDENTIFY REGIONAL NEEDS

PRESIDENT'S COMMUNITY AMBASSADORS

The President's Community Ambassadors was established by President Lynnette Zelezny to serve as the vehicle for connecting with the broader regional community. Twenty community leaders representing a broad cross-section of industry and social services throughout the county are invited to participate in convenings hosted by the Office of the President each semester. The convenings are an opportunity to share information about CSUB while also learning about regional efforts and exchanging ideas to more strategically advance regional needs.

These convenings have led to initiatives related to expanding teacher residency and mental health programs in the College of Social Sciences and Education, the development of a Doctor of Nurse Practitioner program and the expansion of the engineering program in the College of Natural Sciences, Mathematics and Engineering.

President Harper has continued the Community Ambassador convenings and is currently collaborating on a virtual internship program to support students, as well as small-to-midsize regional firms.

PCA Members 2023-24

Bryan Burrow, Intrepid Business Resources, LLC

Jason Wells, Adventist Health

Edward R. Paine, Cal IV Prep

Emily Duran, Kern Health Systems

Isaac Sandifer, African-American Network of Kern County

Jay Tamsi, Kern County Hispanic Chamber of Commerce

Jessica Grimes, Kern Community College District

John G. Mendiburu, Kern County Superintendent of Schools

Ken Beurmann, TERRIO Physical Therapy & Fitness, Inc.

Ken Keller, Dignity Health, Bakersfield Memorial Hospital

Lauren Skidmore, Bethany Services, Inc.

Octavio Escobedo, Tejon Indian Tribe

Rev. Dr. Oscar J. Anthony, St. Peter Restoration

Rick Stevens, Stevens Transportation Inc.

Sandra Hernandez, Tejon Indian Tribe

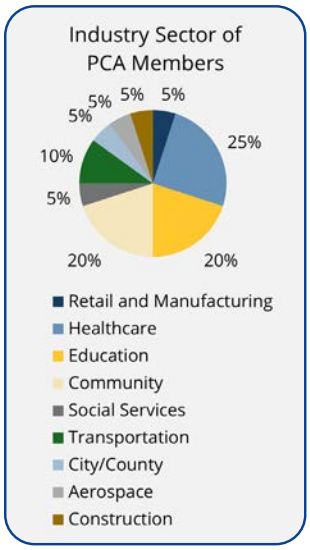
Scott Andrews, City of Bakersfield

Scott Thygerson, Kern Medica Center

Tim Reid, Mojave Air and Space Port

Tomeka Moenay & Mr. Eugene Frye, Frye Plumbing Inc.

Troy Hightower, TDH Associates International



ASSESS RESPONSES TO REGIONAL NEEDS

In the spirit of community collaboration to address regional needs and through the relationships developed within the Community Ambassadors program, CSUB has championed both the Kern Education Pledge and A Better Bakersfield and Boundless Kern initiatives from the outset.

KERN EDUCATION PLEDGE

The Kern Education Pledge brings together the Kern County Superintendent of Schools, every one of Kern's 46 K-12 school districts, each Kern County community college and CSUB to improve regional educational outcomes. The Kern Education Pledge also offers a unique data warehousing solution through the Kern Integrated Data System (KIDS) that provides education partners with access to real-time data across the K-16 landscape. Using KIDS, Kern's education partners can make data-driven decisions to impact individual students and schools, as well as entire districts and communities.

BETTER BAKERSFIELD AND BOUNDLESS KERN (B3K)

A Better Bakersfield and Boundless Kern (B3K) is a uniquely inclusive regional economic development initiative established in 2020. Through a comprehensive market assessment, B3K has identified a significant need for quality job creation within the region, suggesting that nearly 100,000 quality jobs will need to be created or improved by 2030 to ensure economic prosperity for Kern families. Additionally, the report identified a menu of traded sectors to pursue to optimize the region's resources and strengths. Through B3K's work, CSUB has developed a deep network of relationships with industry partners, regional intermediaries, municipal partners and community organizations.

B3K DASHBOARD

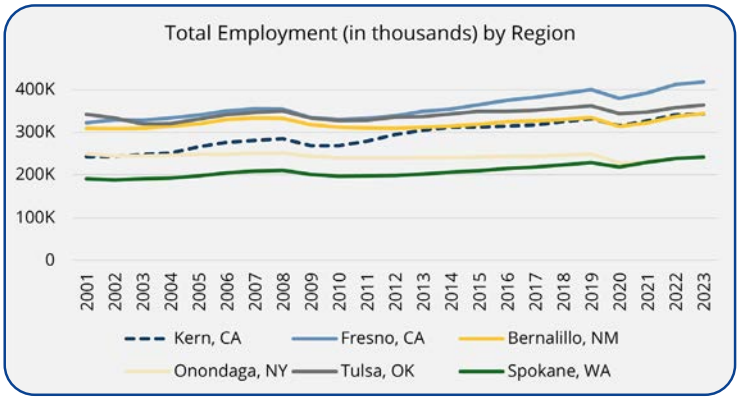
In spring 2021, Valley Strong Credit Union pledged $1 million to CSUB to establish an endowment for a rotating fellowship for research projects related to the economic growth and prosperity of the Kern County Region. The Valley Strong Research Fellowship is intended to directly support B3K progress. This support led to the development of the B3K Dashboard of economic indicators for the Kern County region that measures long-term progress in achieving increased regional growth, prosperity and inclusive access.

B3K DASHBOARD METRICS

A Better Bakersfield and Boundless Kern (B3K Prosperity) is strategically focused on increasing the number of quality jobs in the Kern region so that the number of struggling families can be reduced. The overarching goal is to generate 100,000 more good and promising jobs in the Bakersfield-Kern region by 2030, halving the number of children in struggling families. This dashboard will tell the story of inclusive growth in the Bakersfield-Kern region over time and help inform local leaders and stakeholders so that policies and investments that advance deep prosperity can be pursued.

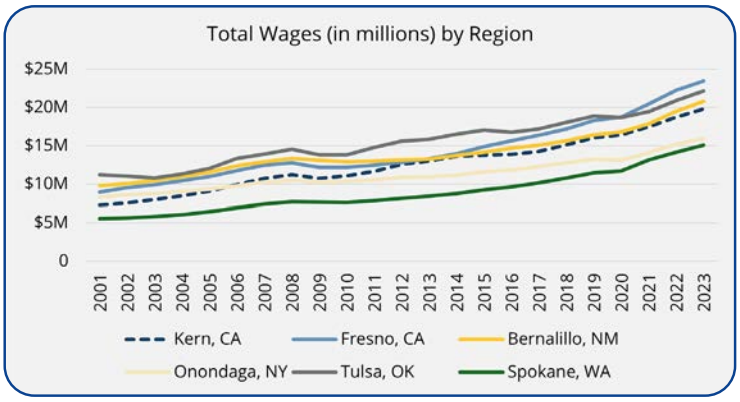
Job Growth

Job creation is one of the most direct measures of a region's economic vitality. Comparing the Bakersfield-Kern region's job growth over the past decade to our peer metropolitan regions demonstrates that, while jobs have increased, very little regional job growth can be attributed to our regional economic competitiveness versus baseline growth.



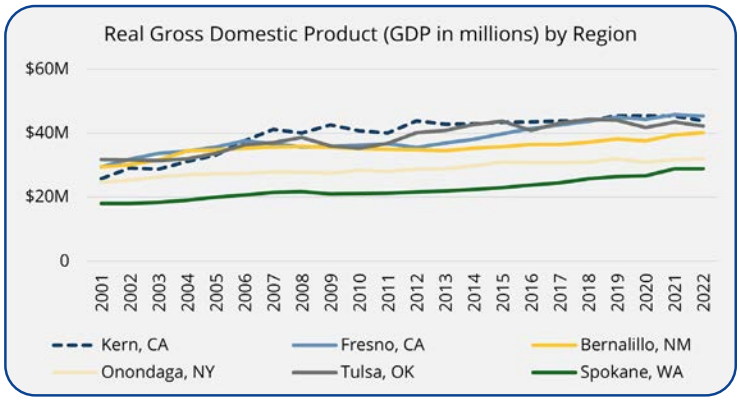
Wages

Deep prosperity means enabling families and workers from all backgrounds to achieve self-sufficiency and pursue upward mobility. Wages are one of the most important measures to assess this. In 2021, B3K Prosperity established a target wage of $21.80 per hour, or $45,344 per year, for a "Good Job." With full-time employment and employer-sponsored benefits, a worker earning $21.80 will be able to not only meet their basic needs but also begin saving for the economic future and ascending the economic ladder.



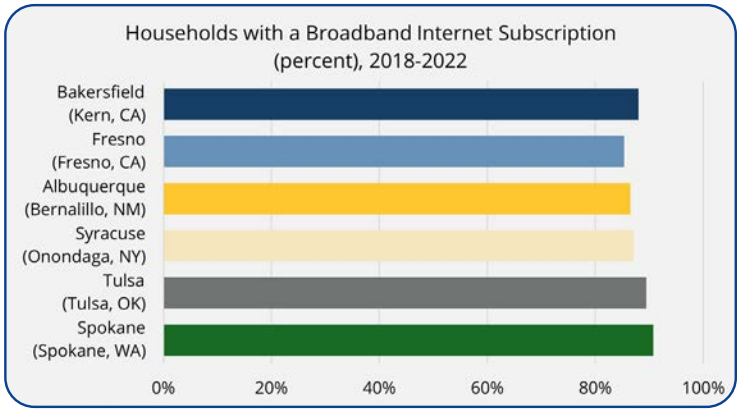
Employment in Traded Sectors

Traded sectors are the most important driver of regional economic competitiveness. They include businesses that sell their goods or services to customers outside of our region, bringing new money into our regional economy. Traded sector jobs create a multiplier effect that generates between three and five new locally-serving jobs.



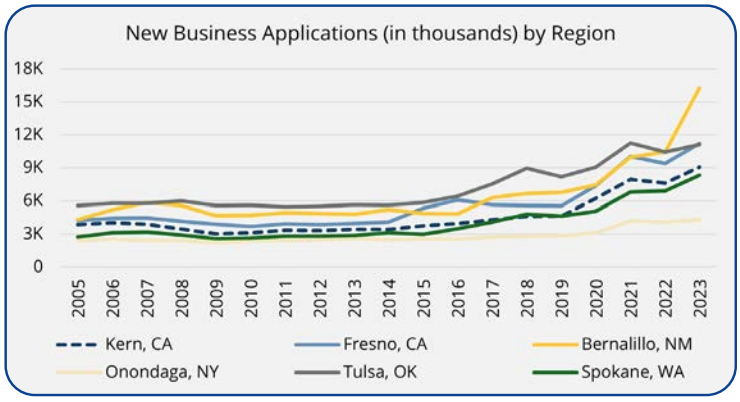
Access to Broadband

High-speed broadband Internet access is an essential infrastructure requirement for the modern economy, affecting not only workers but also families and students. While gaps in broadband access remain in the Bakersfield-Kern region, this is a vital metric where we perform relatively well compared to some peers and other regions in the nation.



New Firm Start-Ups

Entrepreneurship is another significant factor that both drives and demonstrates a region's economic dynamism. Our goal is to see a high number of new businesses launch in traded sectors and grow, creating new Good and Promising Jobs in the Bakersfield-Kern region.



Data from pages 48-49 were obtained from the following sources:

- U.S. Bureau of Labor Statistics (2024). Quarterly Census of Employment and Wages. Available at <https://www.bls.gov/cew/>
- U.S. Bureau of Economic Analysis (2024). Real Gross Domestic Product (GDP) (Thousands of chained 2017 dollars). CAGDP1 County and MSA gross domestic product (GDP). Available at <https://www.bea.gov/data/gdp/gdp-county-metro-and-other-areas>
- U.S. Census Bureau (2024). Households with a broadband internet subscription, percent, 2016-2020 Available at <https://www.census.gov/>

ADDRESS REGIONAL NEEDS

KERN REGIONAL K-16 EDUCATION COLLABORATIVE

Using the collaborative platform of the Kern Education Pledge, the region received a $18.1 million grant from the State of California in 2022 to launch the Kern Regional K-16 Education Collaborative and improve student progress from high school to postsecondary education and ultimately into the workforce. The grant funds numerous projects to streamline pathways in three occupational areas including health care, education and engineering/computing. CSUB's projects include a multilingual teacher residency program with the Arvin and Lamont School Districts, the expansion of the Central Valley Pathways into Academic, Teaching and Higher Education (CV PATH) program, and the creation of two new mentoring programs, one in health care and one in engineering, for regional high school programs.

KERN REGIONAL K-16
EDUCATION COLLABORATIVE

As a result of this important effort, CSUB has announced the expansion of its ABET-accredited engineering program to the CSUB Antelope Valley campus at Antelope Valley College in fall 2025. A memorandum of understanding with Antelope Valley College will drive program development, targeted outreach and facility development to support this much-needed career pathway. Additionally, CSUB signed a memorandum of understanding with the Lawrence Livermore National Laboratory and the Livermore Lab Foundation in 2023 to provide clean-energy solutions, decarbonize science, improve energy storage, study critical materials and advanced manufacturing, and increase STEM student and faculty engagement and public outreach programs.

ENERGY SYMPOSIUMS

The California Energy Research Center (CERC) is involved in a broad spectrum of projects in the region, including those associated with microgrids, battery minerals, biofuels, community education about climate change and energy transition, and CO2 and hydrogen storage, among many others. Since spring 2022, CERC has hosted an annual symposium to bring together an array of speakers and panelists to address carbon management issues and energy innovations of regional and national importance. Speakers and panelists include experts from academia, the private sector and government.

GOAL 5

Diversify, Enhance, and Responsibly Steward Our Campus Resources

STRATEGIES

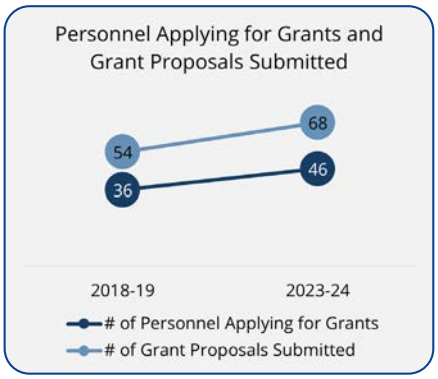
- Develop a Comprehensive Program to Increase Grant and Contract Activity to Include such Elements as Mentoring, Workshops, School Level Grant Writers, Partnerships with Other Institutions, Fostering Multidisciplinary Research and Using Indirect Cost Recovery Funds to Incentivize Research
- Develop a Comprehensive Program to Increase Fundraising Revenues to Include such Elements as Growing the Number of Donors and Individual Donors, Participation from Alumni and Foundation Board Members, and Identifying Key Elements for a Comprehensive Campaign, Including Growing the Endowments Corpus
- Develop a Comprehensive Program to Enhance the Space Experience and Simultaneously Improve the Utilization Percentages of such Space, and to Build New Facilities as Identified
- Develop and Implement Plan to Restore and Grow the University's Reserves for Strategic Allocation
- Formulate and Implement a Multifaceted Program to Increase CSU Bakersfield's Non-State Revenues Generated by the Division of Extended Education and Global Outreach Including On-Ground, On-line, and/or Hybrid Degree Programs Including Additional Students (Non-Resident, i.e., International, Non-California Resident, and Graduate); Sessions Offered (Summer and Winter), and Non-degree Programs (Open University).
- Enhance Information Technology

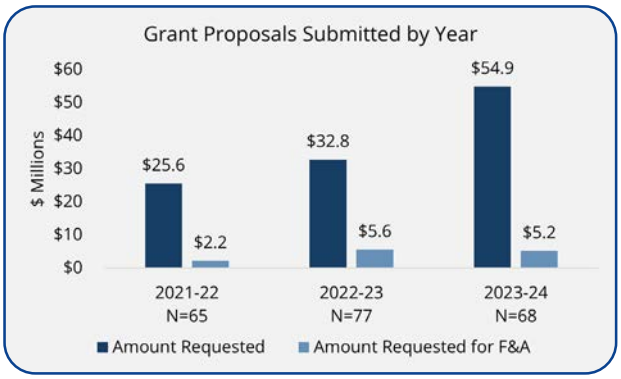
INCREASE GRANTS AND CONTRACTS

The Office of Grants, Research and Sponsored Programs (GRaSP) at CSU Bakersfield is experiencing a period of growth and transformation in its support of research, creative and sponsored projects activity. A shift to a more faculty-centered office includes a Faculty Advisory Committee for Research, Scholarship and Creative Activity (FAC for RSCA) and a Faculty Associate to both advise and work closely with the Associate Vice President for GRaSP to improve support services for both faculty and students. This has led to the removal of barriers to grant writing and management, thereby increasing grant revenue and research and creative activity at CSUB.

PRE-AWARD ACTIVITY

Pre-Award activity included assistance with seeking funding opportunities, proposal development and submission, and award negotiation. When comparing the 2018-19 proposal submission activity to 2023-24, activity increased in both the number of grant writers and proposals submitted (chart on left). The total dollar amount requested in proposals also showed an increase from 2021 to 2024 (chart on right, older data not available). The decrease in number of proposals submitted in 2023-24 as compared to 2022-23 represents submitting less proposals with larger requested dollar amounts.

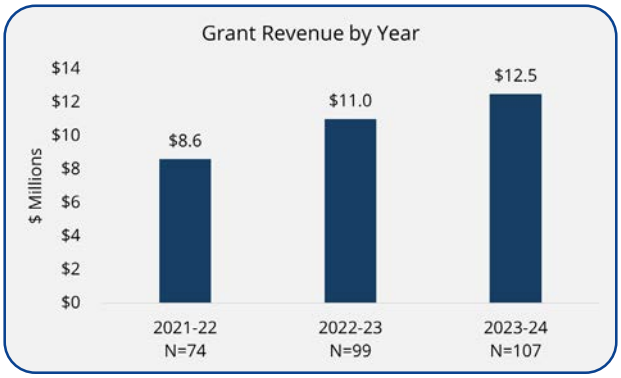


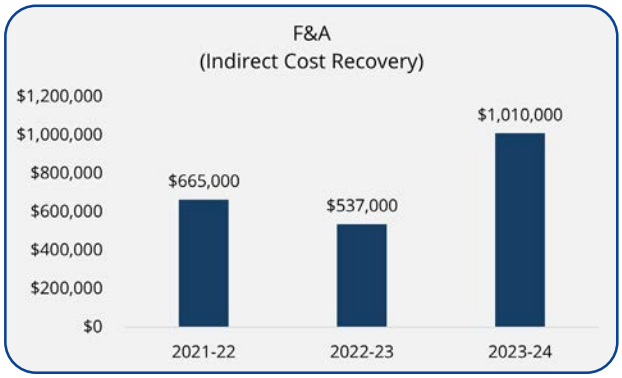


Note: F&A represents facilities and administration recovery (indirect cost recovery).

POST-AWARD ACTIVITY

Post-Award activity included project setup, financial compliance monitoring, reporting, billing and closeout of grants awarded. The number of grants awarded, and their revenue, increased over the years (chart on left). Also, Indirect Cost Recovery (F&A), i.e., costs that are not directly related to a specific sponsored project but cover the costs incurred by the university in support of the awards, hit an all-time high at over one million dollars in 2023-24 (chart on right).





INCREASE FUNDRAISING REVENUE

`RUNNERS ON THE RISE! FUNDRAISING CAMPAIGN

In 2019, President Lynette Zelezny and the Foundation Board kicked-off California State University, Bakersfield's first-ever comprehensive fundraising campaign, `Runners on the Rise!

The Campaign was led by a dedicated group of leaders from the community:

CAMPAIGN COMMITTEE HONORARY CHAIR

Barbara Grimm-Marshall
President, Grimm Family Education Foundation

CAMPAIGN COMMITTEE CO-CHAIRS

Greg Bynum '72
President and CEO
Bynum, Inc.

J.P. Lake
Co-Founder, SeedCore Foundation

Raji Brar '00, '02
Chief Operations Officer
Countryside Market and Restaurants

CAMPAIGN COMMITTEE MEMBERS

Joel Andreesen
Senior Partner
Rodriguez & Associates

Connie Perez-Andreesen '00
Chief Administrative Officer and
National Vice President United Farm
Workers of America

Jon Van Boening '92
President, Dignity Health Nevada
President & CEO, Dignity Health-St.
Rose Dominican

Campaign Priority ONE: Student Access and Support

CSUB serves a diverse region and offers access and opportunity for students who otherwise would not be able to further their education. Many of CSUB's students are the first members of their families to attend a university, changing the trajectory of their families' futures forever. Funding was sought to provide greater educational opportunities to students in our region and help them succeed while attending the university. The priorities included:

- Growing the CSUB Fund, which allows university leadership the flexibility to quickly address unforeseen and immediate needs
- Ensuring CSUB meets students' basic needs during unexpected catastrophic events, like experiencing homelessness or food insecurity
- Investing additional resources into services for underrepresented students, continuing to close the achievement gap
- Strengthening programs and activities that provide students with the support and resources they need to successfully navigate their path to graduation
- Engaging students through wrap-around support services, meeting each student's unique needs

Campaign Priority TWO: Foster Academic Excellence

CSUB is committed to ensuring that every student - regardless of socioeconomic background - receives a world-class education. The second priority for the campaign is academic excellence, which ensures that CSUB students receive the highest quality instruction across several majors and disciplines. The priorities included:

- Expanding research opportunities for students by providing seed funding for innovative and collaborative research projects
- Investing in research technology and computing resources to ensure students are able to work on cutting-edge projects that positively impact the community now and in the future
- Supporting faculty as they sponsor and mentor student-led research projects, including rewarding researcher-student partnerships through a campus-wide recognition program
- Ensuring underrepresented students have equitable hands-on educational opportunities

Nearly 650 CSUB faculty members provide exceptional education and instruction in the classroom, through research and through the publication of important literature. They are recognized as expert sources of information by the media and community. The priorities to advance faculty and staff success included:

- Increasing student-centered tools and trainings for faculty and staff members, ensuring they are providing a world-class education to students
- Focusing efforts on recruiting and retaining the best, brightest and most diverse faculty in the world
- Increasing endowed professorships, which are permanently named positions dedicated for faculty with specific expertise
- Focusing on STEM initiatives

It was also important to address CSUB's vision to close the achievement gap of all learners with a focus on science, technology, engineering and mathematics (STEM) education. The priorities included:

- Ensuring students benefit from mentorship and support programs linked to STEM careers
- Increasing high-tech experiences and undergraduate research opportunities for students studying STEM fields
- Investing in a world-class master's in nursing program, filling a critical need in our community's workforce

- Creating a science building with state-of-the-art classroom space and laboratories that will enhance the student experience
- Providing funding for CSUB summer camps to focus on STEM education for interested high school students representing diverse life experiences
- Increasing funding for the Fab Lab, a community center with tools and technology that serves as both a learning and demonstration laboratory and is the first of its kind in the California State University system
- Enhancing innovative centers where faculty and students engage with the community to solve regional problems with applied, high-impact research

Campaign Priority THREE: Build the Community

CSUB is at the crossroads of Kern County and the surrounding community. Its students are the lifeblood of that community both now and for the future. The third priority of this campaign focused on meeting the needs of students by meeting the needs of our community. We prioritized providing resources, advanced knowledge and experiential learning to both students and community members in the areas of agricultural business, entrepreneurship, ethics education, social justice and more, including:

- Establishing the Grimm Family Center for Agricultural Business, which will provide critical solutions for farmers in the richest agricultural region on the planet
- Creating the Center for Entrepreneurship and Innovation to enhance educational opportunities through startup and accelerator programs for innovative students with bold visions
- Advancing the Kegley Institute of Ethics, the nationally acclaimed center that teaches ethics education to students, faculty, staff, K-12 schools and the community

Antelope Valley has been a world leader in aerospace since the 1950s. The CSUB Antelope Valley (CSUB-AV) campus is a satellite campus approximately 90 miles southeast of the main campus. CSUB's proximity helps to increase the region's overall educational attainment, enhance residents' quality of life and support economic development. Priorities for helping CSUB-AV offer critical higher education opportunities in the region – allowing students to pursue bachelor's degrees, master's degrees or teaching credentials where they live and work included:

- Increasing academic program offerings for students
- Enhancing state-of-the-art facilities and campus infrastructure to create a world-class learning environment
- Providing additional resources and support services to elevate student success
- Build infrastructure

Where students learn impacts their capacity to learn. With 50 years of storied history, it is critical that CSUB enters its next half-century with state-of-the-art facilities that rival its peer institutions, encourage interdisciplinary collaboration, increase students' sense of belonging and foster innovation. Priorities to address the growing infrastructure needs, included:

- Ensuring buildings, amenities and facilities remain world-class environments for students and faculty
- Attracting the best, brightest and most diverse minds to CSUB through the Energy and Innovation Building, a hub focused on engineering programming and STEM-related majors
- Creating the state-of-the-art Innovation Building's four teaching labs, student project space, computer lab, lecture rooms and community areas for events
- Introducing critical athletic facilities, such as new areas for sports medicine and strength and conditioning, to offer the best care possible for scholar-athletes
- Renovating the university's track and field complex, which will support our hard-working `Runners and promote public health

`Runners on the Rise! Campaign Highlights

2018-19
- Anonymous $1,000,000 for Athletics facilities
- Anonymous $2,500,000 for the Energy Innovation Building

2019-20
- Grimm Family $5,000,000 to establish the Grimm Family Center for Agricultural Business
- Anonymous $1,000,000 for the Energy Innovation Building
- Chevron $1,050,000 for Engineering

2020-21
- Public launch of Campaign / First CSUB Giving Day / CSUB 50th Anniversary
- Valley Strong Credit Union $1,000,000 to establish the Valley Strong Research Fellowship
- Greg Bynum $1,250,000 to support Athletics and Academics
- Dr. Uma Varanasi $1,000,000 for the Family Nurse Practitioner Program
- SeedCore Foundation $500,000 for the Center for Entrepreneurship and Innovation
- Shelly Carlin $500,000 to support Women's Athletics

2021-22
- Drs. Ravi & Naina Patel $1,000,000 for the Mahatma Gandhi Fellowship for Social Entrepreneurship
- Skeet Varner Foundation $500,000 for the Center for Entrepreneurship and Innovation

2022-23
- California Resources Corporation $560,000 for the CRC Energy Transition Lecture Series and CRC Carbon Terra Vault Scholarship
- Tom Hardt 1,500,000 for Hardt Field Enhancements

2023-24
- Kern Family Health Care $1,000,000 for Graduate Nursing Program Expansion
- Aera Energy $2,500,000 for the Energy Research Center

CSU BAKERSFIELD FOUNDATION BOARD

The CSUB Foundation was established in 1969 as a financially self-sufficient auxiliary non-profit organization. The mission of the California State University, Bakersfield Foundation is to support the university by advocating for CSUB to the government and the community, fundraising for CSUB programs and activities, and managing the finances of the foundation and the university endowment.

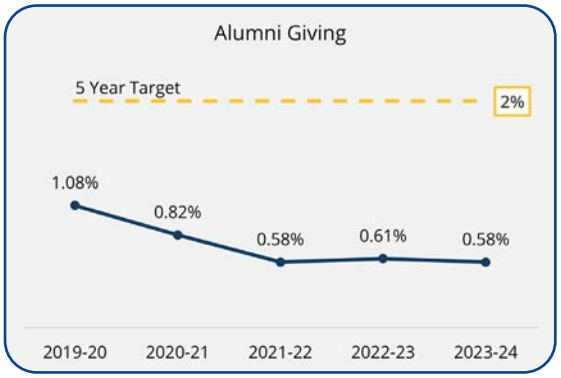
- 4 of the 7 comprehensive campaign committee members are CSUB alumni.
- 11 of the 23 Foundation Board Members are CSUB alumni.

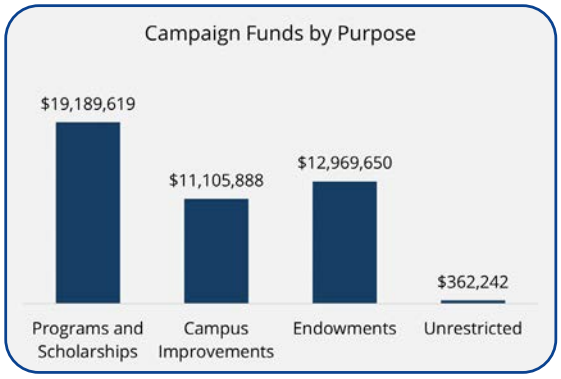
CSU BAKERSFIELD ALUMNI BOARD

The CSUB Alumni Board implemented a $500 annual giving minimum for all board members. In FY 23-24, the Alumni Board has given a total of $10,719 to the university.

ALUMNI GIVING

In FY 23-24, the Alumni Board implemented a Fundraising Committee focused on philanthropic efforts. The board has established a goal of increasing the Alumni Scholarship Endowment through various initiatives including several challenges during CSUB's Giving Day, as well as fundraising events such as Party in the Park and Alumni Hall of Fame, and targeted outreach through alumni board networks. In addition, the `Runner Alumni Mentor Program celebrated its 7th year in existence with more than 120 participants. This annual program matches upper-class students with alumni professional mentors in a structured year-long program with established goals and communication tools to help students succeed post-graduation.





THE CSUB ENDOWMENT

The CSUB endowment consists of gifts that are invested in assets that are expected to provide a return and grow over time. The endowment is important for the university because it generates steady support in perpetuity for campus activities. It is comprised of gifts, and the corresponding earnings that have been reinvested, that donors give to the CSUB Foundation and is used according to the original intention of the donor. CSUB has over 200 active endowments.

The Foundation Board maintains the perpetual endowment or the principal amount intact indefinitely and only the income generated from investments is utilized for the institution's purposes or donor-directed uses. Over the last six years, we have seen an almost 80% annual increase.

INCREASING INDIVIDUALS GIVING ANNUALLY

The departments housed in University Advancement work strategically and collaboratively to accomplish this goal.

An annual giving and stewardship (AG&S) program is one of the best ways to engage, cultivate and sustain donors for the university. Strategic annual giving fundraising programs attract increasing levels of unrestricted and restricted private gifts in support of the university and help build relationships with alumni, faculty, staff, students, parents and the community.

The department is also committed to thanking and recognizing donors for their support through the execution of various donor stewardship communications and initiatives, philanthropic impact reporting and donor recognition events.

Some AG&S highlights over the last five years include:

- CSUB's Raising for `Runners Giving Day – which ran from noon on April 2 to noon on April 3, 2024 – brought in $175,000 from more than 1,000 gifts, a new record. The university's previous three Giving Day events combined raised more than $400,000 from nearly 1,700 gifts.
- The 2024 Giving Day brought in 896 donors, shattering the university's previous record of 537 donors in 2021. More than 600 were first-time donors.
- CSUB's Faculty and Staff Initiative collected donations from 400 faculty and staff during the 2022-23 academic year, a university record and a 25% increase over the 321 who participated in the initiative the previous year. CSUB was able to raise more than $200,000 to support student success across various funds and programs. These include the CSUB Fund, the Food Pantry Fund and the Roadrunner Club.

4,937
Total number of donors over the campaign period (2019-2024)

21,475
Total number of gifts over the campaign period (2019-2024)

ALUMNI FUNDRAISING

The Alumni Association and the Alumni Association Board were also tasked with raising donor participation and funds in support of the `Runners on the Rise comprehensive campaign. Some highlights over the past five years include:

- The 2021 CSUB Alumni Hall of Fame ceremony in February netted more than $36,000, a record amount for the event and a huge boom to the alumni programs it supports.
- The event also reached its widest-ever audience through its airing on television and social media. While there are no viewership numbers for the KGET Channel 17 broadcast, there were 6,100 views of a livestream on the station's Facebook page and more than 1,000 additional views on other KGET and CSUB social media pages.
- The money raised will fund Alumni Association programs, including scholarships awarded to alumni working toward their graduate degree on campus and mentoring initiatives that match up CSUB alumni with current CSUB students.

HOSTING EVENTS

The mission of the Office of Events is to serve the CSU Bakersfield campus community and external community members through internally hosted events that promote student success to raise funds for CSUB initiatives and scholarships and to work collaboratively with partners in the community to increase the university and region's overall educational attainment.

- From Jan. 1, 2019 to Dec. 31, 2024, a total of 242 events were held, supporting organizations such as the Alumni Association, Alumni Engagement, Roadrunner Club, Office of the President and University Advancement.

MARKETING, COMMUNICATION AND BRANDING

The mission of the Office of Marketing and Communications is to elevate and protect the CSUB brand and inform and inspire the community through storytelling. We work to drive engagement and philanthropy between the university and key target audiences in the Kern region and beyond. Some of the highlights during the campaign period included:

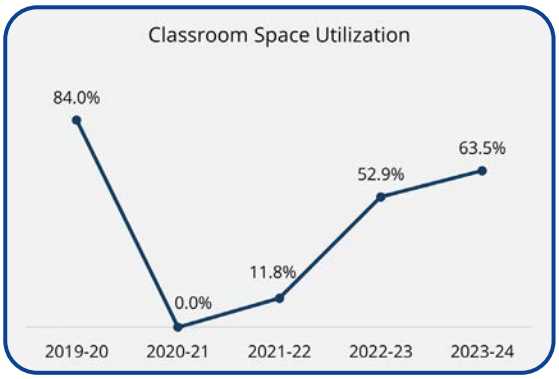
- On October 4th, 2021, after more than a year of extensive research and development, California State University, Bakersfield unveiled a new brand identity that includes a new university logo and seal.
- The department's video highlighting last fall's commencement ceremony received a 2022-23 Best of District VII award in the Short Promotional Videos category from the Council for Advancement and Support of Education (CASE).
- Between April and June 2024, the CSUB Instagram account reached 1,199,044 views.

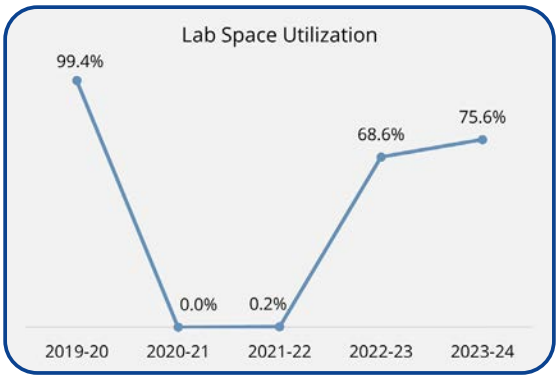
CALIFORNIA STATE UNIVERSITY
BAKERSFIELD

IMPROVE SPACE UTILIZATION

SPACE MANAGEMENT

The COVID-19 pandemic created unanticipated challenges in space management with the increase of teleworking and fluctuations in enrollment. Capital & Facility Management Services (CFMS) is collaborating with ITS, who lead space management effors on campus, to identify strategies for meeting the five-year targets against the backdrop of post-pandemic space utilization.





DEFERRED MAINTENANCE

Deferred Maintenance (DM) projects are identified through independent asset assessments and routine evaluations, and then cost estimates are developed. DM projects are prioritized and shared with University Advancement and program areas to collaborate on potential outside funding sources. Funding requests to the Chancellor's Office are developed strategically to maximize funding available for the different types of DM projects. Regular collaboration between Capital and Facilities Management Services and University Advancement is increasing to develop communication about funding needs and opportunities.

WATER-WISE LANDSCAPING

Water-wise landscaping has progressed by strategically turning off water to lawn areas and identifying areas where water-wise, native plantings can be developed. A Landscaping Master Plan is in development to further standardize these efforts.

ENERGY INNOVATION BUILDING

CSUB received $83 million from the Governor's Office for the Energy Innovation Building. A Collaborative Design-Build Contract has been awarded and the building design is underway. CSUB will seek the Board of Trustees approval for the project in March 2025. Construction is scheduled to begin in 2025 and be completed in 2027.

2019-20
Initial Feasibility Study completed for the Energy Innovation Building.

2020-21
Funding secured from the Governor's Office for the Energy Innovation Building.

2021-22
Energy Innovation Building Feasibility Study updated post-pandemic.

2022-23
Solicited Design-Build contractor to design and construct the Energy Innovation Building.

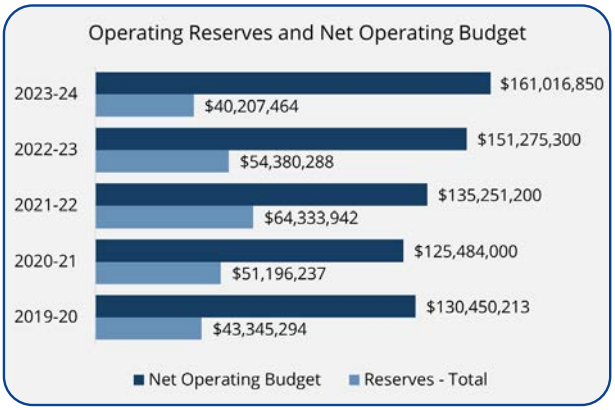
2023-24
Awarded Collaborative Design-Build Contract to construct the Energy Innovation Building.

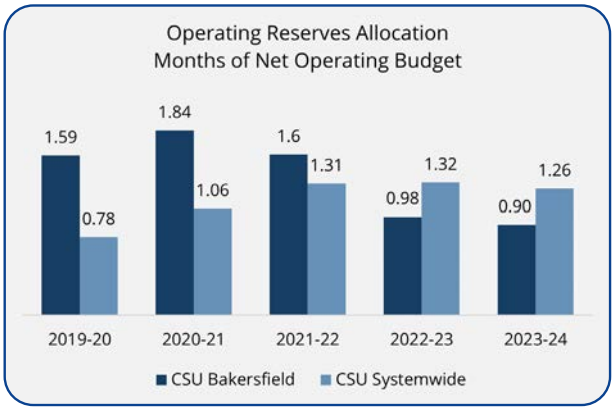
RESTORE AND GROW UNIVERSITY RESERVES

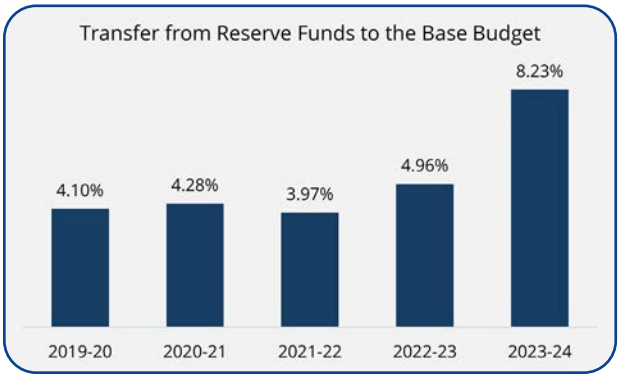
NET OPERATING BUDGET AND OPERATING RESERVES

An analysis of CSUB's Operating Reserves and Net Operating Budget highlights important financial trends and areas for improvement. Over the past five years, the university saw an increase in its operating budget and reserves until 2021-22. In the years following, reserves began to decline despite continued growth in the operating budget, suggesting rising costs or increased spending. This downward trend underscores the need for a plan to rebuild reserves and ensure financial stability.

CSUB's reserves, measured in months of the operating budget, were consistently above the CSU systemwide average until 2022-23, when they fell below this benchmark. The gap widened in 2023-24, emphasizing the need for action. Restoring reserves to align with systemwide standards is essential to maintaining flexibility, supporting strategic goals and preparing for future challenges.







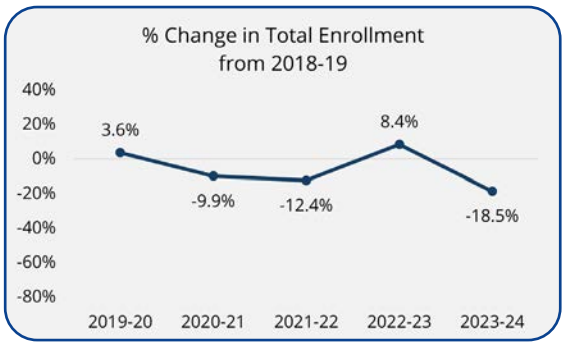
RELIANCE ON RESERVES

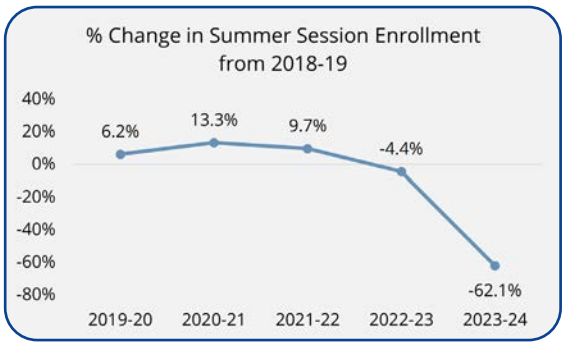
Due to enrollment declines, increases in unfunded mandatory costs and reductions in state funding and campus revenues, the University has faced a growing reliance on reserves to address immediate financial challenges while recognizing the need to build sufficient reserves for future economic downturns.

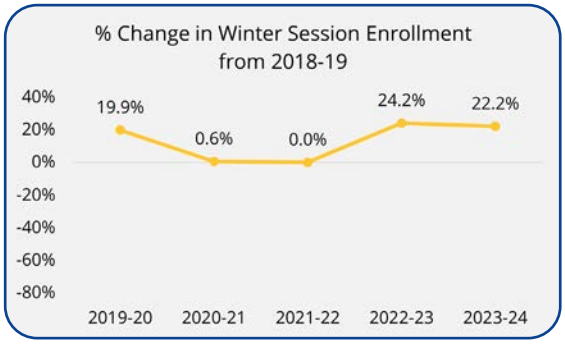
BOLSTER EXTENDED EDUCATION

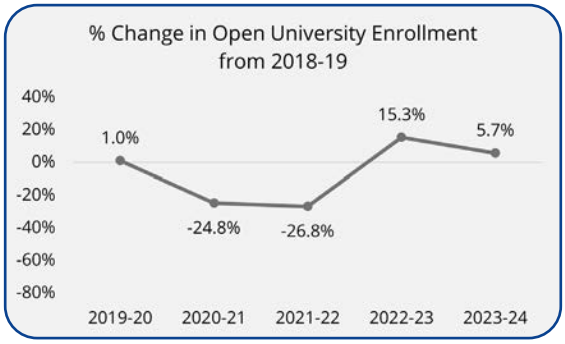
INCREASING PROGRAMMING AND ENROLLMENT

Over the past five years, the Division of Extended Education and Global Outreach (EEGO) has made remarkable progress in expanding its programming, offerings and increasing overall enrollment. During this time, EEGO has added several new authorizations and programs, including the Computer Science Supplemental Authorization and Bilingual Added Authorization, and shifted modalities in response to market needs for many of its Professional and Continuing Education (PaCE) programs. While main campus international admissions were relocated stateside post-pandemic, new short-term, in-bound programs have been integrated into EEGO's Study Abroad portfolio, enhancing its diversity and reach.



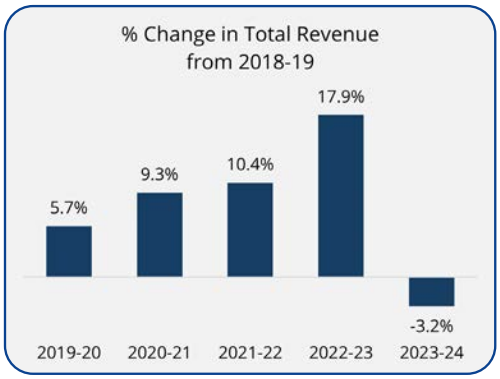






GENERATING REVENUE

A notable structural change for 2023-24 shifted Summer Session out of Extended Education's direct oversight, leaving only EEGO responsible for marketing and administering the program. While Summer 2023-24 enrollment increased year-over-year, revenue from this session was moved stateside, leading to a net revenue loss for EEGO in 2023-24. Despite this change, the division's overall revenue decreased only slightly, reflecting the resilience and growth of its core offerings.



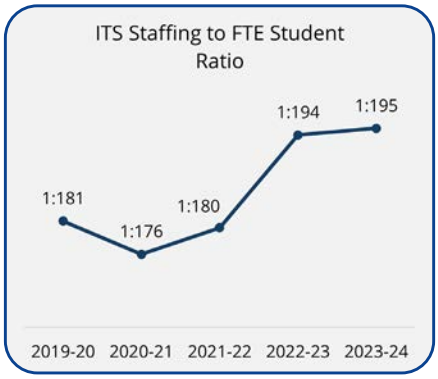
EEGO remains committed to being a responsive and trusted partner, ensuring the campus community can rely on it for innovative, non-traditional educational offerings that meet the evolving needs of the campus and the broader community.

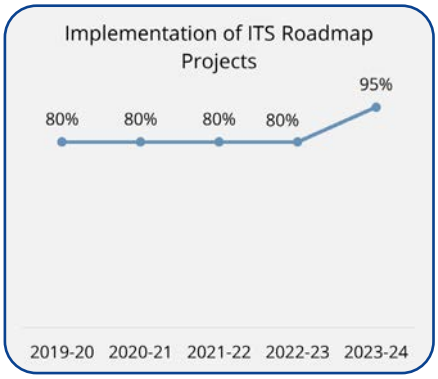
ENHANCE INFORMATION TECHNOLOGY

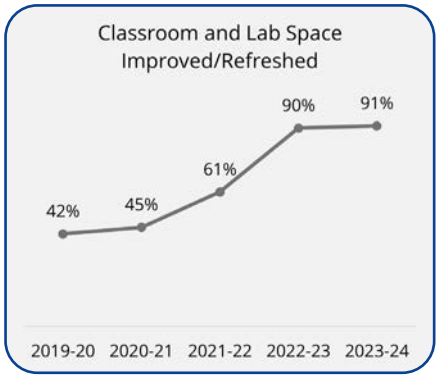
IMPROVING SERVICE AND EXPERIENCE

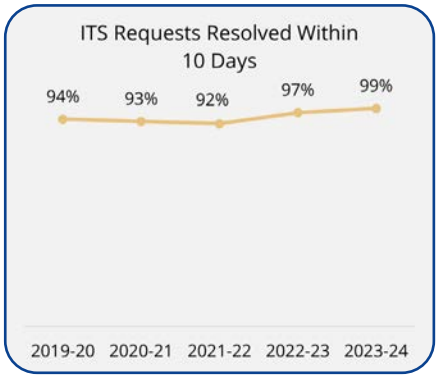
Over the course of the 5-year strategic plan, a number of improvements were made within Information Technology Services (ITS). Although limited due to recent budget constraints, the improvement of staffing increased to a ratio of 1:195 from 1:181. The number of implemented ITS roadmap items increased to 95% from 80%. Our 5-star customer ratings continue to improve and see high marks with ITS receiving 98% of customer surveys at a 5-star level. The number of improved classroom and lab spaces reached 91% from 42%. Finally, almost 99% of ITS requests were resolved without reopening the tickets within 10 days. All of the metrics, with the exception of the staffing needs, have exceeded their 5-year targets, showing that the information technology needs of the campus were successfully met.

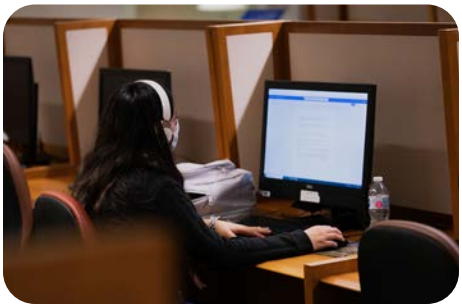
Each year ITS uses an existing governance framework to submit the ITS roadmap to the Information Technology Advisory Council (ITAC). Items are prioritized and submitted to the cabinet each year dependent on available funding.











Learn more about the Strategic Plan at

www.csub.edu/strategicplan

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