

CALIFORNIA STATE UNIVERSITY
LONG BEACH

STRATEGIC
PRIORITIES
AND GOALS

2015 - 2018

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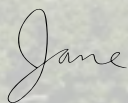
STRATEGIC PRIORITIES AND GOALS

California State University, Long Beach is nationally recognized for excellence and value. Strategic planning of priorities and goals is fundamental to this success. We are proud of the innovation and quality that characterize our degrees and our improving graduation rates. CSULB's combination of quality, affordability and student success adds up to significant value for our students and for the state of California, and makes us one of the most popular campuses in the nation.

We advertise a highly valued degree. And we deliver.

Value is not created by accident. It is the result of careful planning by professionals across campus—planning that guides us in making day-to-day decisions and in evaluating our progress. The result is a living document that is critical to ensuring we fulfill our mission for future generations.

I hope you find this Strategic Priorities and Goals document a useful window on our work, dreams, and accomplishments.



President Jane Close Conoley

DISTINCTIONS

"Top Best Value," Princeton Review

**"Best Value" in Public Colleges,
Kiplinger's Personal Finance Magazine**

**5th "Best in the West,"
U.S. News & World Report**

**Governor Jerry Brown's Award
for Innovation in Higher Education**

**Excellence and Innovation Award
for Student Success
and College Completion,
American Association of
State Colleges and Universities**

**10th in the nation "Best Value"
Time Magazine, based on
Obama Administration criteria**

**12th in the nation in bachelor's
degrees to minority students,
Diverse: Issues in Higher Education**

**Among top U.S. universities in
freshman application numbers**

**"2015 Community Engagement
Classification," Carnegie Foundation
for the Advancement of Teaching**

**President's Higher Education
Community Service Honor Roll**

More than 293,000 Beach alumni

**Premier California
President's Scholars Program**

CALIFORNIA STATE UNIVERSITY, LONG BEACH

STRATEGIC PRIORITIES AND GOALS 2015-2018

www.csulb.edu/divisions/aa/provost/strategic_plan/

MARCH 2015

CSULB is a diverse, student-centered, globally engaged public university committed to providing highly valued undergraduate and graduate educational opportunities through superior teaching, research, creative activity and service for the people of California and the world. CSULB envisions changing lives by expanding educational opportunities, championing creativity, and preparing leaders for a changing world.¹

Building on six decades of success, California State University, Long Beach (CSULB) is increasingly recognized as a high quality and low cost institution.² CSULB provides an unusually high return on public investment and makes a remarkable contribution to the “public good.”

OUR COMMITMENT

CSULB is committed to the strategic pillars of **transformation**, **unequaled access**, and **a greater community**.

Transformation encompasses programmatic innovation and long-term growth opportunities focused on initiatives that will help us attract the most accomplished faculty and coaches, expand discovery-focused instruction, create new centers of excellence, and enhance the learning environment for students at all levels.

CSULB's distinctly beautiful campus provides an excellent environment for student learning and is much admired by visitors. As the campus Physical Master Plan is implemented in the coming decade, the University, guided by the Sustainability Task Force, aims to improve sustainability, update and expand the infrastructure, promote environmentally responsible behavior, and preserve campus beauty.

The University encourages an inclusive culture of respect, collegiality and civility. CSULB strives always to promote respect for all, support diverse perspectives, provide opportunities to engage in controversial issues with mutual respect and offer opportunities to serve others. In a healthy, safe, and supportive campus environment, we strive to provide holistic development for our students. Student involvement is the laboratory for learning and skill building where CSULB students can apply the theories and lessons from the classroom to real world experiences. Accordingly, CSULB has over 350 student organizations, 43 club sport teams, 19 NCAA Division I athletic teams, residential learning colleges, study abroad opportunities in over 35 countries, and student-run, state-of-the-art facilities. The opportunities available through campus life at CSULB are endless.

Unequaled access is increasing access to CSULB, assuring the success of admitted students, improving graduation rates, ensuring timely progress toward degree attainment, emphasizing high academic standards and upholding the value of low debt loads for graduating students.

In recent years, with highly valued degrees³, the campus has attained historically high freshman graduation rates, most recently manifesting a 6-year graduation rate of 65% for the fall 2008 first-time freshman cohort. This was accomplished during the most difficult budget years ever and with the most diverse student population ever, capping more than a decade of improvement. The campus has made a commitment as part of the White House College Day of Opportunity to achieve a 75% graduation rate by 2025. The campus aims to continue supporting and improving student success and closing achievement gaps for low-income and underrepresented students.

A greater community includes ventures that benefit both campus and community. The University has achieved national recognition for involvement with Long Beach Unified Schools and Long Beach City College through the Long Beach College Promise. This commitment was recently recognized by the Governor of California with a Governor's Innovation Award, a prized recognition.

¹ www.csulb.edu/about/

² See citations at www.csulb.edu/about/recognitions.html

³ web.csulb.edu/about/



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The University has many partnerships in the greater community with business and industry, with health care and other organizations. The CSULB Center for Community Engagement places hundreds of CSULB students in service learning in the community each year in schools, nonprofit organizations and community settings.

The University sponsors an annual Economic Forecast eagerly anticipated by the local business community. The University recently worked with the City of Long Beach on a federal Promise designation, which provides access to federal funding. The University is engaged with the Los Angeles Economic Development Corporation and the regional consortium of CSU campuses, the C5, focused on fostering regional economic development.

CSULB is part of the fabric of life in and around Long Beach. The University seeks to build on this momentum by increasing innovative global and local partnerships, and other high-impact, high-priority projects.

Strategic Priorities outline how we will follow through on our commitments over the upcoming three-year planning period and longer.

Our strategic priorities are organized under the three pillars as follows⁴:

TRANSFORMATION

- I. Student Success
- II. Quality of Faculty and Staff
- III. Facilities and Sustainable Development
- IV. Academic and Information Technology Services
- V. Research, Scholarly, and Creative Activities

UNEQUALED ACCESS

- I. Enrollment Planning and Management
- II. Fiscal Resources and Quality Improvement

A GREATER COMMUNITY

- I. External Support and Community Relations
- II. Auxiliary Organizations
- III. Emergency Preparedness

Goals within each strategic priority provide the framework for annual budget decisions of the Resource Planning Process Committee. Goals are revised each year by campus leadership to record accomplishments and to respond to developing needs.

Budget The state budget plays a role in our progress toward achieving goals outlined in this document. For 2015-16, the Governor's budget continues his multi-year plan for modest increases for the CSU.

The Governor has stated a desire that CSU funding should be tied to performance outcomes, rather than altogether based on enrollment. The CSU has charged a system-wide committee with a budget redesign effort. CSULB welcomes a move toward performance because this campus has for years focused its efforts on attaining performance outcomes that are consonant with state needs and goals, specifically improved baccalaureate graduation rates.

Modestly increasing funds will help enable the campus to make progress toward the strategic goals described below. However, the campus faces significant competing priorities for available resources especially including resource needs for (1) tenure track hiring, (2) research, scholarly, and creative activities, (3) digital learning and technology, and (4) facilities maintenance and capital improvements.

CSULB will continue to pursue its core mission: providing excellent, highly-valued, undergraduate and graduate educational opportunities that make exceptional contributions to the state of California and the public good.

⁴ Strategic priorities and goals in the following pages are not listed in priority order.



TRANSFORMATION

I. STUDENT SUCCESS

In recent years, CSULB has annually achieved record high 6-year, first-time freshman graduation rates. Graduation rate improvements, including improvements for student subgroups, have been a key factor in many external recognitions of CSULB excellence, such as the inaugural award from the American Association of State Colleges and Universities for Excellence and Innovation for Student Success and Completion. CSULB's President was also invited to meet with President Obama as part of the White House College Day of Opportunity, another recognition of CSULB's achievements in student success. The CSU system participates in the national initiative "Access to Success," focusing on student graduation rates and on closing achievement gaps. At CSULB this effort is titled "Highly Valued Degrees Initiative" and is emblematic of the high academic standards that drive CSULB.

CSULB has continued to give high priority to an adequate schedule of classes and support services that facilitate progress to degree for students. Our strategies have focused on improved class availability, advising, curricular simplification, and enhanced family involvement. We are seeking to introduce innovative pedagogies demonstrated to be more effective than lecture at fostering student learning and retention (especially for low-income and underrepresented students) such as technology-based classrooms, collaborative learning, undergraduate and graduate research, international study, out-of-classroom activity, and active learning. We are giving special concern to the success of our returning military veterans.

Benchmarking CSULB against appropriate system and national norms suggests that the campus is now above expected values in 6-year graduation rates. The 4-year graduation rate remains below expected values when compared to campuses with similar funding, student preparation and student demographics and the 4-year rate actually declined in the most recent year. The 6-year graduation rate for low-income (Pell) students has risen but continues to lag behind non-Pell students. Average units at graduation remain higher than students need to complete degrees and time to degree remains longer. As a result, students are incurring excessive tuition and fees, accumulating more loan debt, delaying entry to the job market and graduate programs, and new students are being denied access. Changes in state and federal regulations limit the number of terms students may receive financial aid.

The campus has launched an ambitious set of efforts to use technology to enhance student success, including predictive analytics, student schedule support, advising center support, multi-year degree planners, and class schedule analytics in support of improved student success.

Improving graduation rates, reducing time to degree, and closing achievement gaps for historically underrepresented students remain important priorities at the federal, state, and system levels as well as on the CSULB campus. The campus remains committed to improving graduation rates, including 4-year rates, to achieve a leadership position among comparable universities.

THREE-YEAR GOALS

1. Raise CSULB's 4-year graduation rate from 15% (Fall 2010 cohort) to near the current average 4-year rate for U.S. public master's institutions (medium and large): 20% by 2016 and 25% by 2020 (2016 entering cohort).
2. Reduce average units at graduation by at least 6 units by 2016.
3. Improve freshman progress to degree to reach a 70% 6-year graduation rate by 2020 (2014 entering cohort).
4. Improve progress to degree for low-income (Pell recipient) and underrepresented minority freshmen to reach a 65% 6-year graduation rate by 2020.
5. Eliminate at least one quarter of the current "achievement gaps" for low-income and underrepresented minority freshmen (now about 12%) compared to other students by 2018.
6. Use Student Excellence Funds effectively to enhance support for students by strengthening advising, increasing instructional supports, creating and expanding high technology instructional environments, and increasing access to campus technology.



7. Continue to support student success initiatives through research, evaluation, and the implementation of e-advising technologies.
8. Expand CSULB's use of instructional methods employing innovative technology.
9. Expand high impact learning practices that foster student engagement including collaborative learning, undergraduate and graduate research, international study, out-of-classroom activity, and active learning.
10. Strengthen data analytic capabilities in support of student success at the college and department level by instituting "Faculty Data Fellows."
11. Strengthen the Institutional Research capacity by completing the search for a new director, improving staff development, overhauling the website, and developing a data warehouse.
12. Double the number of students enrolled in Study Abroad by 2018.
13. Effectively implement the Building Undergraduate Infrastructure for Learning and Diversity (BUILD) program to increase the number of CSULB graduates going on to graduate education in biomedical science and to enhance biomedical STEM learning at CSULB.
14. Organize a committee to develop a strategic plan for graduate education and selectively increase the size of CSULB's graduate programs where quality and need justifications exist.
15. Continue evaluation of graduate programs considering such markers as program quality, graduation rates, and a department/college's ability to provide a reasonable level of support for program coordination, advising, and culminating activity supervision.
16. Renovate Peterson Hall 2 by Fall 2016 to consolidate student support groups from various areas on campus into a Center for Student Success.
17. Continue to develop a comprehensive parent and family program that targets families of special populations such as those who are Vietnamese and Cambodian, as well as families of STEM majors.
18. Strengthen high-impact student services offered through the Educational Opportunity Program (EOP), TRIO-Student Support Services, College Assistance Migrant Program (CAMP), Men's Success Initiative, Partners for Success, Dream Center, and Disabled Student Services to close the achievement gap and increase retention/graduation rates of underserved and underrepresented students.
19. Establish a comprehensive critical response for students in need, specifically for displaced students, foster youth, and food insecure students.
20. Design a comprehensive program in the Dream Center to address needs of AB540 students.
21. Raise awareness and provide resources to address health and wellness issues among students in areas of sexual violence; mental health; alcohol, tobacco and other drugs; disability access and accommodations for mandated services; and suicide prevention.
22. In collaboration with the College of Education's Student Development in Higher Education (SDHE) master's program, offer a redesigned Protégé program that places graduate students in professional work environments on campus.
23. In collaboration with the College of Education's Educational Leadership doctoral program, create a culture of research and evidence for Student Affairs; moreover, incorporate a grant development component into this partnership.
24. Connect existing student resource centers to the Multicultural Center for enhanced integration of programs and services.



25. Collect formative and summative data concerning student experiences from the living and learning communities in Housing and Residential Life, and use findings to improve programs and services.
26. Use innovative technology (i.e., meet students where they are) to enhance involvement, leadership, development, and awareness of services that strengthen potential for success.
27. Create on-campus internship programs and update the existing internship program offered through the Career Development Center (CDC) by partnering the CDC with academic colleges.
28. Create a co-curricular certificate for the following competencies: cross-cultural communication, ethical leadership, civic engagement, and professionalism.

LONGER TERM GOALS

1. Reduce average units at graduation to a maximum of 130 by 2020.
2. Improve freshman progress to degree to reach a 75% 6-year graduation rate by 2025 (2019 entering cohort).
3. Improve progress to degree for low-income (Pell recipient) and underrepresented minority freshmen to reach a 70% 6-year graduation rate by 2025.
4. Raise CSULB's 4-year graduation rate to 30% by 2025.
5. Improve retention rates for transfers (at least 8%).
6. Eliminate at least one half of the current "achievement gaps" for low-income and underrepresented minority freshmen (now about 12%) compared to other students by 2020.

II. QUALITY OF FACULTY AND STAFF

Each permanent faculty hiring decision is extremely important and must support our academic purpose of graduating students with highly valued degrees. According to data distributed by the statewide Academic Senate, CSULB has the largest number of total faculty and the largest number of tenure-track faculty, although CSULB is not the largest CSU campus. The Academic Division invests considerably in faculty success. New tenure-track faculty hires receive release from teaching for their first three years to develop scholarly programs and become established. The campus invests about \$2 million per year in support for faculty research, scholarly and creative activity. Many faculty have enjoyed stipends to support conversion of courses from traditional formats to online and hybrid or flipped modes. The Faculty Center for Professional Development offers teaching improvement workshops and resources. Instructional Technology Support Services offers workshops and support for blended teaching.

CSULB has undergone a significant turnover of its faculty in the last 10 years, with about 40% of current tenured or tenure-track faculty (TTF) hired in the past decade. Workload and ample TTF resources remain concerns. Because of continuing limited resources and great enrollment demand, the quality of instruction will continue to depend heavily on contingent faculty who deliver more than one half of instruction. Professional development for all faculty should encourage innovative pedagogies and new technologies that can be effective with the current generation of students.

The CSU and the California Faculty Association (CFA) agreed to a second recent modest pay increase for 2014-15 and will continue to bargain salary for future years. We are hopeful of continued salary improvement. With limited resources, new hire salary offers are sometimes not competitive in the marketplace. Concerns about "salary equity" will receive some attention under the most recent collective bargaining agreement but are likely to remain a concern.

With an improving budget picture, permanent faculty hiring increased significantly for 2014 and 2015 and will continue at a higher level for the next few years. Priority must be given to departments in which students will benefit the most. For the 2015 cycle, the campus added a requirement that candidates provide a "student success statement" describing a candidate's preparedness to work with our diverse student population. Our hiring processes must seek



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the broadest possible pools of diverse applicants for all faculty and staff positions.

Staff workload remains a concern. Wherever possible, business processes should be streamlined to assist with staff workload. Staff development should be encouraged to enhance effectiveness, equip staff to take full advantage of technologies, and support career advancement. Efforts to recruit and retain diverse and talented staff should continue. As our budget stabilizes, we may make some progress on our staffing goals in support of our mission of graduating students with highly valued degrees.

The higher education landscape is changing with dramatic global trends, pervasive technology, persistent budget shortfalls, and increasingly diverse students. Anticipating the need for a new generation of higher education leaders, the President and Provost launched a Leadership Fellows Program in Fall 2013. The program has now developed 29 now-and-future campus leaders from among faculty and staff ranks. Several fellows have been promoted throughout the university to Associate Vice President, Dean, Associate Dean, and Program Director positions.

THREE-YEAR GOALS

1. Develop a multi-year plan to increase net number of tenure-track hires to benefit students and strengthen academic programs, while enhancing faculty diversity by 2016.
2. Effectively use “student success statements” to ensure that new tenure track hires are prepared to work with our diverse student population.
3. Develop measures to increase likelihood of retaining high quality, diverse faculty.
4. Continue essential staff hiring to address critical operational needs.
5. Increase opportunities for faculty professional development, including chairs and lecturers.
6. Provide professional development and training workshops for faculty in the area of instructional technology.
7. Address faculty and staff internal salary equity and lack of competitiveness in salaries and offers through the use of compensation adjustments, where warranted and permitted by system policy and collective bargaining agreements.
8. Enhance training opportunities to enable greater professional development and career growth for staff members.
9. Develop plans to transition from paper version of Student Perception of Teaching (SPOT) to an online version of SPOT.
10. Continue to support the Leadership Fellows Program and participant projects linked to the CSULB Strategic Priorities and Goals.

III. FACILITIES AND SUSTAINABLE DEVELOPMENT

CSULB is committed to maintaining its beautiful and safe campus. Although the campus has long been concerned about energy conservation, there is a growing awareness of the critical importance of sustainability. To focus our efforts, the campus established the Sustainability Task Force, which is comprised of faculty, staff, students, and administrative members. The intent of the group is to 1) develop a long-term sustainability plan for the campus to attain carbon-neutral operations and 2) identify areas in which sustainable improvements can be made in the short term. As a first step in these efforts, the campus successfully began promoting alternate transportation with the U-Pass program, which provides free bus transportation to faculty, staff and students.

CSULB's Master Plan⁵ recommends eventual growth to no more than 31,000 full-time equivalent students and outlines stipulations for growth related to the quality of instruction; parking and traffic; green space; the quality of student experience; resources; diversity; tenure density; student retention and graduation rates; and program balance.



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Growth was interrupted by the state fiscal crisis; with the apparent return of some budget stability, it may be that we will resume growing. The new Campus Landscape Master Plan guides the physical development of the campus and ongoing maintenance and operations of campus grounds. A campus circulation plan will provide safe transportation routes for pedestrians and bicyclists.

We have improved classroom readiness for instruction, incorporating digital technology and enhancing instructional technology support for classrooms. The campus is currently in the midst of significant facility projects involving remodeling former science buildings. It is important that decisions about new uses of these spaces support campus priorities for student success and facilitate new pedagogies and new technologies. Our first active learning classroom was launched in Fall 2012. Three more were completed in Fall 2013, and in January 2015 23 smart classrooms were created in Liberal Arts buildings 2, 3 and 4.

THREE-YEAR GOALS

1. Address the deferred maintenance backlog campus wide to include building and utility infrastructure, roadways, ADA upgrades, etc.
2. Implement bicycle and pedestrian circulation physical improvements based on the Bicycle and Pedestrian Circulation Study.
3. Submit in June 2015 the Campus Sustainability Performance Report to the Sustainability Tracking, Assessment & Rating System (STARS) sponsored by the Association for the Advancement of Sustainability in Higher Education.
4. Complete the College of Continuing and Professional Education (CCPE) building by Fall 2016.
5. Undertake a feasibility study and comprehensive plan for the Campus Recycle Center that is sensitive to the existing and proposed buildings adjacent to the site.
6. Conduct long-range planning for growth in Housing and Residential Life (HRL).
7. Expand parking on south campus.
8. Pursue alternative transportation options to reduce car traffic and parking on campus.

LONGER TERM GOALS

1. Continue to develop and implement renewable energy projects that meet the objectives of the American College and University Presidents' Climate Commitment and AB 32 goals.
2. To attain climate neutral operations, develop plans to incorporate design elements of Zero Net Energy Buildings in all future campus buildings where feasible.
3. Develop and implement renewable energy projects that will increase campus solar arrays and decrease reliance on fossil-based fuels, including the installation of photovoltaic panels where feasible in new building construction and renovation projects.

IV. ACADEMIC AND INFORMATION TECHNOLOGY SERVICES

Consistent with CSULB's mission, academic and information technology activities and resources give priority to support for teaching and learning. We will focus on the coordination of campus efforts in the area of instructional technology. Academic technology supports essential instructional activities:

- Critical instructional resources including the Library, "smart" classrooms, instructional laboratories, and the learning management system;
- Campus infrastructure and security that serves students (e.g., registration and advising), faculty and staff (e.g.,

⁵ The Master Plan framework was created by faculty and staff task forces and the Resource Planning Process Committee. This plan was endorsed by the Academic Senate and the President in 2004 and re-affirmed in 2006 and approved by CSU Trustees in 2008. Additional information can be found on the Physical Planning & Facilities Management website: <http://daf.csulb.edu/offices/ppfm/index.html>.

online benefits, instruction, and research) and administrative functions (e.g., payroll, planning);

- Research and public service aspects of our mission.

The campus has growing interest in digital learning in the forms of “flipped,” blended, hybrid and online courses. However, course conversions to these formats must be consistent with the campus priority for student success. This is an area in which the campus has much progress to make.

A Provost’s Task Force on Instructional Technology recently released recommendations that include a senior executive Chief Information Officer appointment reporting to the President and an AVP for Academic Technology appointment, reporting to the Provost. The campus recognizes its reliance on technology and is giving strong consideration to information technology organization.

The campus gives high priority to and is working toward full compliance with CSU Chancellor’s Executive Order 926 on Accessible Technology. CSULB has a new, innovative Accessible Instructional Materials (AIM) Center that sets a new, high standard for the CSU in making access to information possible for all students. The campus must continue to build on progress in training and technical support programs to ensure that faculty, staff, students, and service providers can effectively use technology services. The campus must continue to use defined campus hardware and software standards to refresh computer technology at minimum refresh cycles (at least every 5 years).

THREE-YEAR GOALS

1. Give serious consideration to the recent Provost Task Force recommendations and take appropriate implementation measures to create leadership for digital teaching and learning and to institute a one-stop digital instructional design center to support faculty.
2. Strengthen CSULB’s support for digital learning with leadership and resources aimed at “flipped,” blended, hybrid, and online course conversions, consistent with the campus priority for student success.
3. Take necessary steps to reorganize Academic Technology Services (ATS) and Information Technology Services (ITS) into more effective support structures with appropriate units reporting to the new Chief Information Officer (CIO).
4. Create a single campus data center compliant with “Tier 3” industry requirements for environmental infrastructure and redundancy. Standardize and consolidate servers and their support into the new data center by Fall 2016.
5. Ensure all classrooms using instructional IT are equipped with minimum campus standards.
6. Improve response and support to faculty and students during all instructional hours.
7. Create a definitive CSULB intellectual property policy, which is to include specific policy pertaining to courses utilizing new modes of instruction.
8. Improve and expand wireless network services within buildings and into exterior spaces across the campus to support access demands resulting from the proliferation of wireless devices used on campus.
9. Successfully implement the campus multi-year E-advising plan including predictive analytics, student schedule support, advising center support, multi-year degree planner, and class schedule analytics in support of improved student success.
10. Develop a strategy for University website governance and management in consultation with University leadership and including website standards for usability and accessibility.
11. Actively participate in a second effort to create a system-wide initiative to assure that payroll systems remain operable and responsive.



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12. Advocate to the Chancellor's Office for implementing new system functionality in order to meet campus needs.

LONGER TERM GOALS

1. Implement the Accessible Technology Initiative to move the campus toward full compliance with new CSU Chancellor's Executive Order 926.
2. Enhance the use of self-service technology for employee recruitment, procurement, and other administrative tasks.

V. RESEARCH, SCHOLARLY AND CREATIVE ACTIVITIES

In keeping with the mission of the University, sustaining and enhancing an environment that supports faculty research, scholarly and creative activity (RSCA) is crucial for the future. Faculty members who are active in RSCA create new knowledge that advances thought and practice in their fields of expertise, enhance the quality of the classroom experience and, thereby, the quality of the degrees our students hold at graduation. RSCA involving undergraduate and graduate students is a hallmark of CSULB. RSCA is an essential element of the evaluation of CSULB faculty members.

Historically, CSULB's faculty members and students have been highly competitive in acquiring external funding to support RSCA and have enjoyed success rates in the 60 percent range which, when compared to the national average of approximately 20 percent, underscores the quality and importance of the research conducted by our faculty.

However, in recent years, with the financial recession, the competition for funding has become increasingly intense. Sequestration and reductions in the federal appropriation for research and development grants have reduced the amount of funds available for researchers. Simultaneously, there has been a large increase in the number of proposal submissions as universities across the nation have looked for external funding sources to help support their academic and research activities.

As a result of the increased competition, the total number of funded research grants and contracts in FY 2013-14 was 129, with a total funding amount of \$23,013,575 for new awards, one of the lowest in recent history. Sponsors included 47 federal, 28 state, and 12 local agencies, as well as 42 private corporations and foundations. The overall effective F&A rate for FY 2013-14 also saw a drop of 0.8% from the previous year to 13.9%.

However, CSULB faculty members were active in submitting external grant and contract proposals in FY 2013-2014. A total of 285 proposals from 156 faculty members were submitted, totaling \$125,025,440. The number of proposals submitted increased by close to 20%, and the amount requested increased by 78% from FY 2012-2013.

With the stabilization of the State budget after the passage of Proposition 30, the campus has started to reinvest heavily into the research infrastructure to revitalize our competitiveness for external funding opportunities that align with our mission and with faculty interests and expertise. This has included the investment of approximately \$1.5 million allocated to the colleges toward RSCA, a historical high. Other ongoing investments and incentives made by Academic Affairs and the Office of Research & Sponsored Programs (ORSP) to stimulate research on campus and, in particular, increase grant submission include:

- The ORSP Research Grants to promote both multidisciplinary and discipline specific research;
- The Small Faculty Grants for small equipment, student assistants, travel, and supplies;
- The Scholarly Writing Institute (SWI) to provide an intensive workshop to support scholarly writing; and
- The Faculty Research Development Workshop.

Additionally, the Chancellor's Office has reinstated funding to promote RSCA. CSULB has received approximately \$200,000 for FY 2014-15 from this allocation.

As a campus, CSULB has long been committed to training and mentoring underrepresented students in research through numerous grant-related efforts. In October 2014 CSULB was awarded \$22.7 million from the National Institutes of Health (NIH) to establish an innovative research training program that prepares underrepresented students



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for doctoral programs and biomedical research careers. This initiative, Building Infrastructure Leading to Diversity (BUILD), will allow us to establish the most comprehensive and transformative research training program we have ever created. It has the potential to become a national model and secure CSULB's place as a leading biomedical and behavioral research training ground.

Academic Affairs and ORSP continue to offer students opportunities to undertake research. The Undergraduate Research Opportunity Program (UROP) provides funding for students to undertake paid research during the academic semester. This is complemented by the Summer Student Research Assistantship Program that provides fiscal support for both undergraduate and graduate students to conduct research during the summer intersession. The institutionalization of these student-centered research programs will help reinforce our national reputation as a leader in undergraduate and master's research which, historically, have been fiscally supported primarily from individual faculty grants.

We believe it is important to recognize faculty and student research activity, so we provide opportunities for faculty recognition through the annual University Achievement Awards and Celebration of Instruction, Research, Creative Activity and Service. These initiatives should be taken as a sign of our continuing commitment to enhance research activity on this campus, to provide opportunities for the professional development of our faculty, to engage in meaningful relationships with our community members and private sector partners, and to enhance students' skills and experiences such that when they graduate they will be competitive in the job market.

THREE -YEAR GOALS

1. Sustain support for CSULB faculty research, scholarly and creative activity.
2. Continue to provide students with opportunities to undertake research through the Student Summer Research Assistant Program, the Undergraduate Research Opportunity Program, and applicable external sponsored programs.
3. Continue to monitor institutional and administrative operational procedures to streamline workflow, prevent redundancy, reduce bureaucracy, and increase efficiencies to facilitate grants management by ORSP and by principal investigators.
4. Continue to reinforce the new Academic Senate policy for academic centers and institutes to strengthen reporting and accountability measures for audit and risk-related purposes.
5. Improve communication through the ORSP monthly newsletters and the ORSP website to showcase and recognize RSCA accomplishments and increase utility for information access to internal policies and procedures, external funding opportunities/initiatives/trends, mandated compliance regulations/requirements, submission processes, institutional research profile information, etc.
6. Streamline grant- and research-related activities including proposal development checklists, submissions, routing, internal clearance, budget development, regulatory compliance, and post-award grants administration.
7. Increase the pursuit of external funding in order to increase the number of faculty members applying for external funding by 5% by 2018.
8. Continue to seek external funding to increase sponsored program funding levels to a target of \$50 million annually, while maintaining an average effective F&A rate above 15%.
9. Establish a comprehensive campus-wide assessment website of large scale survey findings.

LONGER TERM GOALS

1. Raise the scholarly profile of the University based on continued enhancements in support of faculty research and creative activity.
2. Identify opportunities to develop strategic alliances with the private/commercial sector for development and commercialization of IP, technology transfer, fabrication, manufacturing, and testing.



3. Develop a faculty Web portal regarding matters of technology transfer and conduct professional development workshops and informational sessions in the area of disclosures, development and ownership of intellectual property in accordance with the Academic Senate IP policy when approved.
4. Develop a searchable faculty research directory database capable of identifying skills, expertise, technology, and collaborative research needs to improve both inter- and intra-campus awareness of resources and expertise to foster collaborative research and creative activity initiatives.
5. Develop measures that link student research engagement, retention, persistence, graduation, and post baccalaureate pursuits.

UNEQUALED ACCESS

I. ENROLLMENT PLANNING AND MANAGEMENT

CSULB's strong reputation and increasing attractiveness have prompted a very high volume of applications for admission. For Fall 2015, the campus received over 85,000 undergraduate applications, more than any other CSU and among the top five in the U.S.

The University's guiding principles for enrollment have been:

1. Maintain access to the extent possible;
2. Maintain quality of instruction and student services;
3. Give priority consideration to the local community consistent with CSU policy;
4. Maintain diversity;
5. Balance enrollments of freshmen, upper division transfer, credential students, and graduate students, and
6. Manage enrollment levels to enable students from all backgrounds to complete highly valued degrees in a timely manner.

CSULB has, for two years, successfully implemented a new admissions approach that involves major-specific admissions criteria. This new approach is having very positive impacts on student success and has been designed to co-exist with our commitments to local access and diversity. This approach has created new tools that offer an unprecedented degree of influence over the composition of our future student population. It is important that the University employ these new tools carefully and wisely.

CSULB remains committed to the "Long Beach College Promise," which commits the University to working with Long Beach Community College and Long Beach Unified School District to foster college opportunities for local students. This is something the University has been doing since 1992 under the banner of "Seamless Education." CSULB remains committed to working with high schools and community college students to promote university participation and maintain campus diversity. The Long Beach College Promise was cited by the State of California Little Hoover Commission as a noteworthy example of K-12/higher education collaboration and has been recognized by the California State Senate and White House.

THREE -YEAR GOALS

1. Inform the use of new admissions tools, incorporating evidence reflecting outcomes for students including degree completion, employment outcomes, graduate school attendance, and other valuable skills offered by academic programs.
2. Continue to develop and monitor measurements of bottleneck courses and facilities and class demand.



3. Expand the campus initiative to enroll diverse, CSU-eligible students who are Native American, Pacific Islander, African American, and Asian American.
4. Develop an admissions support system to assist with supplemental evaluations processes for graduate programs.
5. Develop a support system for credential program tracking.
6. Develop an electronic admission system for international students.

II. FISCAL RESOURCES AND QUALITY IMPROVEMENT

The University's budget planning process has served the campus well in recent years, managing state budget downturns while protecting the core mission. The campus now appears to be entering a period of budget stability, but with reduced resources; a "new normal." The Governor's budget has suggested performance funding, a new development for the CSU. President Obama has proposed incentives to states to develop performance funding. Fortunately, Academic Affairs has already experimented with performance funding. CSULB expects to fare well in any CSU system-wide performance funding process. It is important that we effectively utilize campus budget planning expertise and processes to enhance our core mission of graduating students with highly valued degrees and take maximal advantage of opportunities presented by new technologies, innovative and online instruction, service efficiencies, and other changes in the higher education milieu.

CSULB is committed to quality education and to excellent services for faculty, staff, and students. The campus also uses quality improvement tools, such as student success measures and academic program review assessment. These tools contribute to a culture of data-based decision making that provides meaningful, timely feedback on our most important issues. Student, customer, and community input are key elements to this feedback process. The Voluntary System of Accountability, for which CSULB played a pioneering role, remains a national model for full, public accountability to students, parents, legislators, and other constituents. We will continue to enhance support of chairs, directors, and deans in management of data and use of evidence-based assessment and academic program review.

THREE -YEAR GOALS

1. Revise the Student Excellence Fee process to expand student input beyond the technology portion, to include all aspects of the SEF uses.
2. Make better use of endowment funds by increasing annual scholarship awards.
3. Update CSULB's Business Recovery Plan (BRP) in compliance with the CSU Emergency Management Program (Executive Order No. 1013) for all critical University functions that enable the campus to restore institutional capacity and resume operations within 30 days following "Emergency Recovery" from a major campus disaster.
4. Complete a budget analysis system for the Academic Affairs Division that quantifies costs by department or program.
5. Advocate to the Chancellor's Office for a revamping of the system budget allocation formula to reflect the state's priorities as outlined in the Governor's budget.

A GREATER COMMUNITY

I. EXTERNAL SUPPORT AND COMMUNITY RELATIONS

Under the leadership of CSULB's president, planning and execution of the campus' first major comprehensive campaign is imperative in order to obtain needed support to accomplish many of the strategic goals set out in this document. CSULB continues to achieve success in securing external funding to supplement dwindling state resources as well as to broaden its reputation as a university of choice among students, faculty, and other significant audiences. CSULB will continually expand cultivation and stewardship activity for major donor and planned giving prospects through college-based, University-wide fundraising efforts.



CSULB's alumni base of more than 295,000, the majority of whom are in close geographical proximity, is a source of strength. Alumni will play an increasingly important role in the university's future growth, perhaps most directly through their advocacy efforts and support of student success.

The new Alumni Center, currently in development, will inspire, facilitate, and sustain alumni engagement in ways that have never before been possible. Beach alumni will build lifelong relationships with their alma mater as they return to the center, again and again, to participate in career-development programs, socialize and network with one another, enjoy pre-event receptions, learn about cutting-edge research and scholarship, and share career and life experiences with current students and recent graduates. In an easily accessible location at Atherton Avenue and Merriam Way — one of the university's main corridors — and in close proximity to the Walter Pyramid and the Carpenter Performing Arts Center, the Alumni Center will serve as a welcoming point of entry to the campus for alumni from around the world and also furnish a one-of-a-kind special-event space for community and campus groups.

THREE -YEAR GOALS

1. Complete a major comprehensive campaign, the first in the history of CSULB, with particular focus on securing support for student scholarships, student success, faculty scholarly and creative activities, endowed chairs, academic programs, capital improvement, President's Scholars, and University endowment.
2. Expand outreach to local and national elected officials.
3. Complete the architectural drawings, campus master plan amendment, and related Board of Trustee and environmental approvals for the proposed Alumni Center building project.
4. Engage alumni to improve participation and giving rates.
5. Develop a strategic Web initiative to execute the redesign of the University website, creating a dynamic, flexible and optimal Web environment.
6. Rebrand the University – develop and strengthen a distinguished brand at regional and national levels.
7. Create a University-wide style guide to provide appropriate uses of University name, logos, colors, and editorial content.
8. Establish social media guidelines and build a social media presence across various platforms, integrating it with overall marketing and brand strategy.

LONGER TERM GOALS

1. Locate campus programs and activities near the downtown area to improve access to campus educational and cultural resources.

II. AUXILIARY ORGANIZATIONS

The four campus auxiliary organizations, Associated Students, Inc., CSULB 49er Foundation, CSULB Research Foundation, and the Forty-Niner Shops (Auxiliaries) have all been affected by the recent economic downturn. Each of these non-profit, 501(c) (3) organizations receives no state general fund allocation and must secure their own operating revenues. Although revenues are anticipated to be down for the foreseeable future, each auxiliary remains committed to providing quality products, services, programs, and facilities to the faculty, staff, and students of CSULB. Campus Auxiliary Organizations at CSULB will support the academic mission of the University and actively promote student success while operating as a self-sustaining partner to the campus.



THREE -YEAR GOALS

1. The Forty-Niner Shops, Associated Students, Inc., University Student Union, and Housing & Residential Life will collaborate to develop and implement food, housing, and other essential student services.

LONGER TERM GOALS

1. Work cooperatively to address common overhead costs.
2. Work cooperatively to promote sustainable practices for the campus community.
3. Seek new and innovative ways to support the University's student success initiatives, particularly in the areas of assessment, program development, and the creation of extra-curricular learning opportunities.

III. EMERGENCY PREPAREDNESS

Like all major universities, CSULB must be prepared for a variety of potential emergencies. Whether they be natural disasters, criminal acts, or terror-related incidents, the safety of the students, faculty, and staff of the University must be insured. Under the direction of University Police Chief Fernando Solorzano, the campus will take decisive action. The CSULB Emergency Management Advisory Committee (EMAC) was created to advise on Emergency Management related issues in order to help build, sustain, and improve the University's capability to mitigate against, prepare for, respond to, and continue operations during the occurrence and recovery from a disaster. There are also plans to identify, train, and equip voluntary Building Marshals to meet the operational and support needs of the University. Finally the creation of a Department Emergency Operations Plan for every campus unit will be facilitated.

THREE-YEAR GOALS

1. Create a five-year strategic vision for the University to help facilitate the Office of Emergency Management's goal of improving the institution's ability to mitigate against, prepare for, respond to, and recover from natural or man-made disasters.
2. Ensure that each division of the University has planned thoroughly for emergencies in coordination with EMAC.
3. Provide additional training to Building Marshals including CPR, First Aid, and Community Emergency Response Team principles.
4. Require each Department or organizational unit to create an Emergency Operations Plan.
5. Ensure that each college has an updated emergency preparedness plan.

KEY ACHIEVEMENTS OF PRIOR GOALS

The goals below were achieved in the past year. Achieved goals are reported only once in each annual Strategic Priorities and Goals document; earlier achievements are archived on the Strategic Planning website.⁶

1. Improve freshman progress to degree to reach a 65% 6-year graduation rate by 2016 (2009 entering cohort).
2. Continue to support student success initiatives through research and evaluation.
3. Complete a comprehensive program for returning military veterans to support their progress to degree including enhanced advising.
4. Implement an in-state tuition scholarship to recruit outstanding graduate students and incentivize performance improvements by graduate programs.



5. Improve progress to degree for low-income (Pell recipient) and underrepresented minority freshmen to reach a 56% 6-year graduation rate by 2016.
6. Improve retention rates for freshmen (at least 4%).
7. Continue to refine the new approach to admissions that better addresses the changed admissions environment based on major-specific criteria for all academic programs, while continuing to honor commitments to local access and student diversity.
8. Give careful consideration to consequences of additional enrollment growth and develop plans for managing growth and ensuring sufficient courses.
9. Increase tenure-track hiring to benefit students and strengthen academic programs, while enhancing tenure density and faculty diversity.
10. Implement the renovation project of LA 2, 3, and 4 that includes seismic strengthening, ADA upgrades, heating, ventilation, and air conditioning, and electrical infrastructure to support classroom technology in a sustainable fashion.
11. Finalize architectural plans and begin construction to modernize student residential dining at Hillside College, in an energy efficient and sustainable fashion.
12. Improve classroom readiness for instruction, incorporating digital technology.
13. Expand the campus identity management infrastructure to provide integration and ease of customer access to new student success initiative systems.
14. In compliance with ACUPCC requirements, by May 2014, submit campus Climate Action Plan.
15. Implement the following elements of the Campus Landscape Master Plan:
16. Install new landscaping in open space areas between LA 2, 3, & 4 buildings.
17. Other landscaping projects: replace diseased oleander scrubs on Atherton and Palo Verde Streets; update plantings near the Student Health Center, along Friendship Walk, west of Brotman Hall, east and west sides of Human Services and Design, and Engineering Technology buildings.
18. Complete a Risk Assessment and Business Impact Analysis in compliance with the CSU Business Continuity Program (Executive Order No. 1014) for all critical University functions that enable the campus to restore institutional capacity and resume operations within 30 days following a major campus disaster.
19. Establish a campus approach and procedure for reviews and updates to all Business Continuity plans in compliance with Executive Order No. 1014.
20. Develop a comprehensive approach to the "First Year Experience" that effectively connects student orientation, advising and mentoring, learning communities, "at-risk" programming, and the general education curriculum to ensure student success.
21. Continue a campus-wide evaluation of graduate programs considering such markers as program quality, critical mass of students in a program, sufficient number of graduate only courses, number of students graduated, graduation rates, and a department/college's ability to provide a reasonable level of support for program coordination, advising, and culminating activity supervision, and link to the mission of the University and the CSU.
22. Expand the Building Marshal Pilot Program to the entire University.



STRATEGIC PRIORITIES AND GOALS **2015-2018**

23. Establish Department or organizational unit Emergency Plan standards.
24. The Forty-Niner Shops and the University Student Union will work collaboratively to develop a campus master plan for food service.

The goals below are substantially underway but not yet fully achieved:

1. Define and provide ubiquitous wireless access across campus.
2. Focus training and technical support programs to ensure that faculty, staff, students, and service providers can effectively use our technology services.
3. Establish security standards for the campus (including all machines joined to the campus domain) and secure licensing for all desktop computers based on a successful pilot that includes desktop encryption, anti-virus, and anti-spyware on all workstations.
4. Ensure that all students, especially low-income and underrepresented minority students receive ongoing advising by 2015.



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