STRATEGIC PRIORITIES AND GOALS

2016
2019

CALIFORNIA STATE UNIVERSITY **LONG BEACH**

DISTINCTIONS

"Top Best Value,"
Princeton Review

"Best Bang for the Buck,"
Washington Monthly

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

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

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

Among top U.S. universities in
freshman application numbers

Governor Jerry Brown's Award
for Innovation in Higher Education

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

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

"President's Higher Education
Community Service Honor Roll"

Best Public Colleges, *Money Magazine*

More than 300,000 Beach alumni

PRESIDENT'S MESSAGE

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.

Jane

President Jane Close Conoley

STRATEGIC PRIORITIES AND GOALS
2016-2019

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

SPRING 2016

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 best value institution. CSULB provides an unusually high return on public investment and makes a remarkable contribution to the public good.

STRATEGIC PRIORITIES

CSULB aims for increasing excellence with six strategic priorities: *Student Success, Academic Quality, Service Excellence, Campus Life, Sustainable Environment, and Public Good.*

Student Success: CSULB's core academic purpose is to graduate students with highly-valued degrees.[2] In recent years, CSULB has achieved record high six-year, first-time freshman graduation rates. Graduation rates have improved for all students, for women and men, and for underrepresented and low-income students. Graduation rates for transfer students have also increased similarly. These improvements have been recognized by the Obama Administration, the governor of California, the American Association of State Colleges and Universities (*with the inaugural Excellence and Innovation for Student Success and Completion award*), and more. At CSULB this effort is the "Highly Valued Degree Initiative" and is emblematic of the twin commitments to student success and high academic standards that drive CSULB.

Academic Quality: Teaching excellence is the core of the campus mission for student success; excellence in research and creative activities strengthen academic programs and add "high value" to CSULB degrees. The campus emphasizes student engagement through undergraduate and graduate student research, artistic and creative expression, academic internships, service learning, and international opportunities. CSULB uses evidence about student learning to continuously improve curricula and pedagogies.

Service Excellence: CSULB seeks to deliver excellence in services through the concerted efforts of staff and skillful deployment of technology. CSULB aims to continue leadership among CSU campuses in the quality of services delivered.

Campus Life: CSULB is home to a community of students and faculty who are diverse in many dimensions: race, ethnicity, sexual orientation, ability, and much more. 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, CSULB strives to provide holistic development for students. Student involvement is the laboratory for learning and skill building where students can apply the theories and lessons from the classroom to real world experiences. Accordingly, CSULB has more than 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.

Sustainable Environment: 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 Taskforce, aims to improve sustainability, update and expand the infrastructure, promote environmentally responsible behavior, and preserve campus beauty.

Public Good: The university is an integral part of a greater community that extends beyond the physical campus. CSULB has achieved national recognition for involvement with Long Beach Unified Schools and Long Beach City College through the Long Beach College Promise. This commitment has been recognized by the governor of California with a Governor's Innovation Aw ard, a prized recognition. 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 students in service learning opportunities each year in schools, nonprofit organizations and community settings. The university sponsors an annual Economic Forecast eagerly anticipated by the local business community. It recently worked with the City of Long Beach on a federal Promise designation, which provides access to federal funding. CSULB is engaged with the Los Angeles Economic Development Corporation and C5, the regional consortium of CSU campuses 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.

BUDGET

The state budget plays a role in our progress toward achieving goals outlined in this document. For 2016-17, the governor's proposed budget continues his multi-year plan for modest increases for the CSU.

The governor has stated a desire for CSU funding to 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-based funding 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.

CAMPUS PLANNING AREAS

CSULB's *Strategic Goals* define how the university will advance toward its strategic priorities over the upcoming three-year planning period. Goals provide the framework for annual budget decisions of the Resource Planning Process Committee. Goals are revised each year by campus leadership[3] to record accomplishments[4] and to respond to developing needs. Campus goals address these planning areas[5]:

I. Student Success

II. Quality of Faculty and Staff

III. Enrollment Planning and Management

IV. Facilities and Sustainable Development

V. Fiscal Resources and Quality Improvement

VI. Academic and Information Technology Services

VII. Research, Scholarly, and Creative Activities

VIII. External Support and Community Relations

IX. Auxiliary Organizations

X. Emergency Preparedness

XI. Key Achievements of Prior Goals

[3] The Campus Goals group includes the chair of the Academic Senate, the provost and senior vice president for Academic Affairs, the vice presidents for Administration and Finance, Student Affairs, and University Relations and Development, and a staff representative.

[4] At the end of this document is a listing of goals from one prior year that have been achieved. Older achieved goals and additional information are available on the strategic priorities and goals website at *www.csulb.edu/divisions/aa/provost/strategic_plan/*.

[5] Planning areas and goals in the following pages are not listed in priority order.

1

STUDENT SUCCESS

The six-year graduation rate reached a historic high of 66.7% in 2014-15, which is a 3% improvement over the previous year. The first-time freshman achievement gap for underrepresented students is reduced to 7.7% from 12%, and the Pell student graduation gap is reduced to 3.9% from 6.9%. The transfer graduation rate is at a historic high of 80.6% with no gap for both Pell-eligible students and underrepresented students. 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 recent governor's budget proposal identifies improving four-year graduation rates as a high priority for CSUs. Even though CSULB has made significant gains in six-year rates, the four-year rates have remained flat at around 15%. Improving degree-completion time with particular emphasis on improving four-year graduation rates will be an area of renewed focus for the campus. 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 at fostering student learning and retention (especially for low-income and underrepresented students) than lectures, 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.

In addition, we will continue to assess and evaluate programs that provide resources and services that address students' mental, physical, and social health and well-being in order to support their academic success.

Benchmarking CSULB against appropriate system and national norms suggests that the campus is now above expected values in six-year graduation rates. However, the four-year graduation rate remains below expected values when compared to campuses with similar funding, student preparation and student demographics, and the four-year rate actually declined in the most recent year. The six-year graduation rate for low-income (Pell) students has risen but continues to lag behind non-Pell students. Average units at graduation (about 138) remain higher than students need to complete degrees and time to degree (about five years) remains longer. Students who complete at these average units and time are less concerning that the roughly 50% of students who are taking longer than these averages to complete.

Those students are incurring excessive tuition and fees, accumulating more loan debt, and delaying entry to the job market and graduate programs. Changes in state and federal regulations limit the number of terms students may receive financial aid. In addition, new students are being denied access.

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. Strengthening support for student success initiatives through research, evaluation, and the implementation of e-advising technologies remains a high priority. The campus will continue to expand the use of instructional methods employing innovative technology. Also, the campus will continue to 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.

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 four-year rates, to achieve a leadership position among comparable universities.

The following table illustrates the progress made to date, the goals for 2017-18, and the long-term goals for 2025.

UNDERGRADUATE STUDENT SUCCESS	2012-13	2013-14	2014-15	2017-18 GOAL	2024-25 GOAL
4-Year Graduation Rate	14.8%	15.7%	15.5%	20.0%	30.0%
6-Year Graduation Rate	59.9%	64.9%	66.7%	75.0%	80.0%
Pell Recipient Graduation Rate	53.4%	60.4%	64.4%	72.0%	80.0%
URM Graduation Rate	51.5%	57.8%	63.5%	72.0%	80.0%
Average Units to Degree	140.9	142.4	138.3	132.0	130.0
2-Year Transfer Graduation Rate	30.4%	32.0%	34.0%	40.0%	45.0%
4-Year Transfer Graduation Rate	77.6%	79.3%	80.6%	85.0%	90.0%
# of Study Abroad Students	684	767	865	1,200	1,500

THREE-YEAR GOALS (BY 2018)

A. UNDERGRADUATE STUDENT SUCCESS

1. Raise four-year graduation rate to a new historic high of 20%.

2. Raise six-year graduation rate to a new historic high of 75% for the 2017-18 cohort.

3. Raise Pell recipient and URM (under-represented minority) six-year graduation rates to 72% to reduce the achievement gap.

4. Increase graduation rates of underserved and underrepresented students to 70% by 2018 in the Educational Opportunity Program (EOP), TRIO-Student Support Services, College Assistance Migrant Program (CAMP), Men's Success Initiative, Partners for Success, Dream Success Center, and Disabled Student Services programs.

5. Reduce average units at graduation to 132, which will be 10% above the requirement of 120 units.

6. Reduce the achievement gap for all groups to 3%.

7. Raise two-year transfer student graduation rate to 40%.

8. Raise four-year transfer student graduation rate to 85%.

9. Increase the number of CSULB undergraduates going on to graduate education in biomedical science to 100 by implementing the Building Undergraduate Infrastructure Leading to Diversity (BUILD) program.

10. Increase the number of students enrolled in Study Abroad to 1,200.

11. Successfully complete the governor's innovation grant projects in cooperation with LBUSD and LBCC by 2018.

B. GRADUATE STUDENT SUCCESS

1. Implement a committee to strengthen graduate education focused on student success.

2. Establish goals and targets for graduate student success.

D. SERVICE EXCELLENCE

1. Implement a data warehouse, business intelligence tool, and overhaul the website to transition Institutional Research from static reporting to dynamic reporting, predictive forecasting, and optimization.

2. Finalize plans for a consolidation of academic and student support services into a newly renovated Center for Student Success.

E. CAMPUS LIFE

1. Continue to develop, implement and assess parent and family programs that target special populations, including first-year, Spanish-speaking, and STEM majors.

2. Formalize the CSULB Student Emergency Intervention Program by securing a room(s) in Housing and Residential Life, establishing an agreement with a local hotel, creating a food pantry, and launching a mobile application for students when extra food is available from campus events.

3. Assess the impact of services and programs offered by the Dream Success Center.

4. Assess the pilot year of the Student Development Fellows Program and make adjustments to improve the career opportunities of graduate students in higher education.

5. Develop a partnership with the College of Education's doctoral program to institute a culture of research, evidence, and grant writing for Student Affairs.

6. Assess the programs offered to the university community through Multicultural Affairs; develop a plan that brings Student Cultural Resource Centers together to celebrate and honor diversity.

7. Develop an assessment plan to evaluate student experiences in the Living and Learning Communities in Housing and Residential Life.

8. Implement a card swipe or other technology to track student involvement and engagement in campus activities designed to enhance student leadership, learning, development, and awareness of services.

9. Create and enhance university-wide partnerships to ensure student achievement of institutional learning outcomes.

10. Offer an online financial literacy platform for all CSULB students that provides assessment of student learning and financial self-efficacy behaviors.

LONGER TERM GOALS (BEYOND 2019)

A. UNDERGRADUATE STUDENT SUCCESS (BY 2025)

1. Raise four-year graduation rate to 30%.

2. Raise six-year graduation rate to 80%.

3. Eliminate the achievement gap for six-year graduation rate.

4. Reduce average units at graduation to 130.

5. Raise two-year transfer student graduation rate to 45%.

6. Raise four-year transfer student graduation rate to 90%.

7. Increase the number of students enrolled in Study Abroad to 1,500.

B. CAMPUS LIFE

1. Create a co-curricular certificate for competencies that align with student learning outcomes at the institutional level.

C. SERVICE EXCELLENCE

1. Develop a comprehensive university-wide internship program that provides leadership and support for all academic and non-academic internships.

2 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 of faculty research, scholarly and creative activity. Many faculty have enjoyed stipends to support the 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.
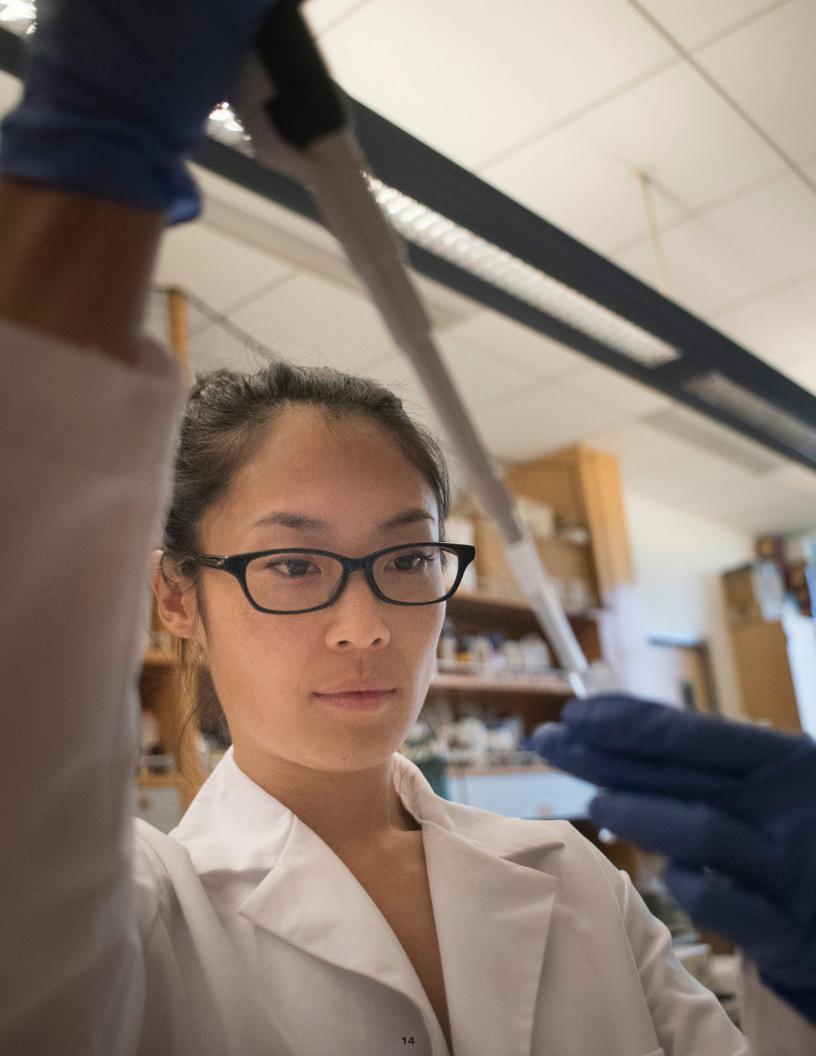
CSULB has undergone a significant turnover of its faculty in the last 10 years, with about 50% of current tenured or tenure-track faculty (TTF) hired in the past decade. Workload and ample TTF resources remain concerns. Because of continuing limited resources and great enrollment demand, the quality of instruction will continue to depend heavily on contingent faculty who deliver more than one half of instruction. Recognizing this reality, Academic Affairs has begun to increase professional development opportunities for lecturers. Understanding the growing importance of digital technology in instruction, Academic Affairs has launched substantial professional development for faculty who wish to convert to flipped, hybrid and online pedagogies.

Department chairs play a vital role in managing the institution. Recognizing the challenging nature of a chair's role, Academic Affairs has launched a task force to examine demands on chairs and make recommendations to the provost.

The CSU and the California Faculty Association (CFA) recently agreed to a second modest pay increase for 2014-15 and will continue to bargain salary for future years. Academic Affairs provided about $1 million in faculty compensation through a campus-funded equity program in 2015. The combination of systemwide funding and campus funding resulted in an increase in faculty compensation of more than $5 million in 2015. 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, 2015 and 2016 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. Beginning with the 2015 cycle, Academic Affairs added a requirement that candidates provide a "student success statement" describing their preparedness to work with our diverse student population, and this seems to have worked smoothly as a way of emphasizing the need for new tenure track hires to be prepared to work effectively with our diverse students. Our hiring processes must seek the broadest possible pools of diverse applicants for all faculty and staff positions.

Staff workload remains a concern. We will continue essential staff hiring to address critical operational needs. 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 45 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. We will continue to support the Leadership Fellows Program and participant projects linked to the CSULB Strategic Priorities and Goals.

THREE-YEAR GOALS

1. Develop a multi-year plan by 2018 to increase the net number of tenure-track hires to benefit students and strengthen academic programs while enhancing faculty diversity.

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. Increase opportunities for faculty professional development, including chairs and lecturers.

5. Respond to recommendations of the Academic Affairs task force on the role of chairs in AY 2016-17.

6. 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.

7. Enhance training opportunities to enable greater professional development and career growth for staff members.

3 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 Plan[6] limits 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. Growth was interrupted by the state fiscal crisis; with the apparent return of some budget stability, we are approaching our FTE limit. 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. The campus will continue to address the deferred maintenance backlog campuswide to include building and utility infrastructure, roadways, ADA upgrades, etc., as well as remove architectural barriers to enable access for students with disabilities.

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 including renovating a former science building. 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. Complete the College of Continuing and Professional Education (CCPE) building by April 2018.

2. Develop a viable financial plan to support the renovation of PH-2 (the Student Success Center).

3. Undertake a feasibility study and comprehensive plan for the Campus Recycle Center that recognizes the proposed buildings adjacent to the site.

4. Expand parking on south campus.

5. Pursue alternative transportation options to reduce car traffic and parking on campus.

6. Develop a master plan with long-range goals for growth in Housing and Residential Life.

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. Develop plans to incorporate design elements of Zero Net Energy Buildings in all future campus buildings where feasible to attain climate neutral operations.

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.

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[6] 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*.

4 ACADEMIC AND INFORMATION TECHNOLOGY SERVICES

Consistent with CSULB's mission, academic and information technology activities and resources are recognized as priorities that enable teaching and learning. While within separate divisions, the CSULB Academic and Information Technology services work collaboratively to support essential instructional activities, such as:

• Campus infrastructure and security that serves students (e.g., registration and advising), faculty and staff (e.g., online benefits, instruction, and research) and administrative functions (e.g., payroll, planning);

• Critical instructional resources including the library, classroom technology, "smart" classrooms, instructional laboratories, technology based instructional design, software, and the learning management system;

• Research and public service aspects of our mission.

During the past year, CSULB has responded to the recommendations of the Provost's Task Force on Instructional Technology by hiring an AVP for Academic Technology reporting to the provost and creating a one-stop shop of instructional technology support services for faculty. In addition, the campus hired a chief information officer who is focusing on the organizational structure of information technology on this campus. CSULB recognizes its reliance on technology and will provide continued support for this essential campus service.

Through a customized IT Functional Diagnostic Benchmarking Report developed in 2015 by the Educational Advisory Board (EAB), the campus has identified several key, campuswide IT opportunities for improvement. Critical opportunity areas include IT strategic planning, IT budgeting, IT governance, IT security, stakeholder engagement, and coordination with distributed IT. The new CIO will play a critical role in addressing these and other areas of IT opportunity.

The campus has a growing interest in digital learning in the forms of "flipped," blended, hybrid and online courses. CSULB created several faculty incentive programs in "flipped," hybrid, and online learning. These programs created the largest number of online and hybrid courses in the history of CSULB. We will continue to develop additional training and incentive programs that will facilitate the use of technology for instruction and that promote student success.

University Library's Online Remote Collections Access (ORCA) system.

THREE-YEAR GOALS

1. Implement the Provost's Task Force on Instructional Technology recommendations including departmental level incentive programs, strategic planning, and communications planning.

2. Develop a prioritized plan and roadmap to address key areas of improvement identified by the EAB IT Functional Diagnostic Custom Benchmarking Report.

3. Provide professional development and training workshops for faculty in the area of instructional technology.

4. Expand the usage of the campus Single Sign-on service to allow easy access to more key campus IT service offerings.

5. Develop plans to transition from the paper version of Student Perception of Teaching (SPOT) to an online version of SPOT.

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. Implement the final phase of the multi-year e-advising plan, including class schedule optimization, tutoring support tools, and the integration of student activity data into the EAB Campus and Platinum Analytics tools in support of student success.

10. Actively participate in a second effort to create a systemwide initiative to consolidate the human resource system (CHRS).

11. Advocate to the Chancellor's Office for implementing new system functionality in the CSU administrative systems (HR, Student and Finance).

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. Implement strategic planning for academic technology instructional support services.

3. Enhance the use of self-service technology for employee recruitment, procurement, and other administrative tasks.

5 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 in preserving evidence-based historical knowledge, generating new knowledge, and preparing the next generation of leaders. RSCA is an essential element of the evaluation of CSULB faculty members. Faculty members who are active in RSCA create new knowledge and innovation that advance thought and practice in their fields of expertise. Moreover, faculty members who are active and current in RSCA 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.

The campus continues to invest heavily in the research infrastructure to revitalize RSCA and the competitiveness for external funding opportunities that align with our mission and with faculty interests and expertise. This effort has included the investment of approximately $1.7 million allocated to the colleges toward RSCA; $200,000 from the Chancellor's Office for mini-grants and summer stipends; $150,000 for the Office of Research and Sponsored Programs (ORSP) research grants to promote multidisciplinary and discipline specific research; and $150,000 for summer student research assistantships. In addition, ORSP invested over $300,000 on upgrading research facilities and equipment; and $50,000 for a college-based grant stimulation program. Other ongoing investments and incentives made by Academic Affairs and ORSP to RSCA on campus include: the Scholarly Writing Institute to provide an intensive workshop to support scholarly writing; the Faculty Research Development Workshop; and the Responsible Conduct of Research Training. The campus will continue to expand support for CSULB faculty RSCA to raise the scholarly profile of the university.

Academic Affairs and ORSP continue to offer students opportunities to undertake research through the Student Summer Research Assistant Program, the Undergraduate Research Opportunity Program, and applicable external sponsored programs. 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 Graduate Studies Resource Center opened in Spring 2016 to provide information to graduate students regarding research collaborations and funding, as well as support both faculty and graduate students through mentoring and research-related workshops. The institutionalization of these student-centered research opportunity programs reinforce our national reputation as a leader in student research.
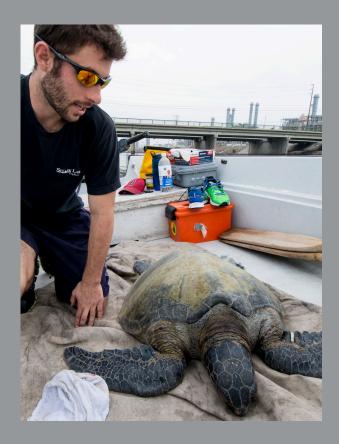
CSULB faculty members were active in submitting external grant and contract proposals in FY 2014-2015. A total of 269 proposals from 162 faculty members were submitted, totaling $84 million. The total number of funded research grants and contracts in FY 2014-15 was 158 for a total funding amount of $65 million reflecting one of the highest funding amounts in recent history. The largest award, $22.7 million over five years, came from the National Institutes of Health (NIH) to build an innovative research program that prepares underrepresented students for doctoral programs in biomedical and behavioral research. Sponsors included 59 federal, 33 state, and 16 local agencies, as well as 50 private corporations and foundations.

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. In addition, we published the inaugural edition of *Quest*, our first research achievement magazine that highlights the people and innovations surrounding research conducted across the university. This new publication is a celebration of the institution's research achievements and recognition of the exceptional work conducted by our faculty and students.

These initiatives should be taken as a sign of our continued 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 add skills and experiences to our students such that when they graduate they will be competitive in the job market.

THREE-YEAR GOALS

1. Assess and implement 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.

2. Create a process and calendar for the review of all academic centers and institutes.

3. Increase by 5% the number of proposals for external funding from disciplines that have traditionally been underrepresented in grantsmanship at CSULB.

4. Provide workshops or other educational experiences to faculty and department chairs to encourage identification and pursuit of external funding opportunities.

5. Develop a framework for college specific RSCA benchmarks.

6. Continue to seek external RSCA support to increase sponsored program funding levels to a target of $50 million in expenditures annually, while maintaining an average effective F&A rate above 15%.

7. Design, develop, and fund a research facility to support Behavioral Research and Instruction in Neuroscience (BRAIN).

LONGER TERM GOALS

1. Develop programs to balance workloads for CSULB faculty who have highly productive programs in research, scholarly 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 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.

4. Develop measures that link student research engagement, retention, persistence, and graduation to postbaccalaureate pursuits.

6 ENROLLMENT PLANNING AND MANAGEMENT

CSULB's strong reputation and increasing attractiveness have prompted a very high volume of applications for admission. For fall 2016, the campus received over 89,000 undergraduate applications, more than any other CSU and among the most in the U.S.

The university's guiding principles for enrollment have been:

1. Maintain access to the extent possible within our existing physical limitations;

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, a partnership between the university, Long Beach City College, Long Beach Unified School District and the City of Long Beach that fosters 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's Little Hoover Commission as a noteworthy example of K-12/higher education collaboration and has been recognized by the California State Senate and the White House.

THREE -YEAR GOALS

1. Expand academic student success technologies for graduate programs.

2. Investigate 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.

3. Develop tools and processes to identify bottleneck courses and class demand to optimize facility use and improve time to degree.

4. Complete the implementation of EAB-Campus for student success.

One of the university's many drought tolerant sustainable garden landscapes.

7 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 campus must recognize the long-term implications of the change in state funding for compensation salary and benefits.

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 systemwide 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 for chairs, directors, and deans in management of data and use of evidence-based assessment and academic program review.

THREE-YEAR GOALS

1. Develop processes to make students aware of endowed scholarships and fully distribute endowed scholarship funds on an annual basis.

2. 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.

LONGER TERM GOALS

1. Complete a budget analysis system for the Academic Affairs Division that quantifies costs by department or program.

CSULB recently completed its first major fundraising campaign, raising $238 million. The campaign was supported by more than 90,000 donors and resulted in several significant accomplishments, including the creation of the Bob Cole Conservatory of Music, the establishment of more than 140 endowments, and contributions to faculty and student success. Securing external funding remains a priority as it is an important revenue stream to supplement dwindling state resources, and this support also broadens our reputation as a university of choice among students, faculty and other major stakeholders. CSULB will continually expand cultivation and stewardship opportunities for donors through university-wide fundraising efforts.

CSULB's alumni base of more than 300,000, 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 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 life-long relationships with their alma mater as they return to the Center to participate in career development programs, socialize and network with one another, enjoy pre-event receptions, and share career and life experiences with current students and recent graduates.

8 EXTERNAL SUPPORT AND COMMUNITY RELATIONS

Rendering of Anna W. Ngai Alumni and Visitor Center. Groundbreaking is anticipated for summer 2017 on the Net-Zero-Energy facility.

THREE-YEAR GOALS

1. Conduct DECLARE post-campaign stewardship and assessment activities.

2. Begin the planning phase for the next major fundraising campaign by assessing strategic fundraising priorities and evaluating infrastructure capacity.

3. Raise the necessary funding for the construction of the Alumni Center.

4. Increase the number of alumni donors 20 percent by 2018 (an increase of approximately 500/year).

5. Enhance alumni engagement through the expansion of volunteer opportunities and programs targeted to specific alumni groups (e.g. young alumni focus; college-level focus).

6. Develop new university messaging and identity to instill university pride, build on culture and tradition, add prestige and value to our degrees, and distinguish us from a crowded marketplace.

7. Develop a strategy for university website governance and management in consultation with university leadership and including website standards for usability and accessibility.

8. Broaden CSULB's base of private support through regional development (e.g. Orange County) and the development of select constituencies (e.g. parents).

9. Launch CSULB's Public Knowledge Initiative, an effort to share the valuable knowledge of faculty and graduate students with news media and external stakeholders.

10. Initiate the public engagement phase of the Long Beach College Promise, which will expand our private and public community partnerships to improve educational outcomes for underrepresented K-12 students.

LONGER TERM GOALS

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

Student Recreation and Wellness Center

9

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.

2. Work cooperatively to address common overhead costs through exploration of shared services both on and off campus.

3. Work cooperatively to promote sustainable practices for the campus community by collaborating on the Compost Happens Campaign, the Sustainability Task force, and the Zero Waste Plan study.

4. Seek innovative ways to support the university's student success initiatives, particularly in the areas of assessment, program development and extra-curricular learning opportunitites.

Long Beach Fire Department participating in on-campus Emergency Preparedness Drill.

10 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 Department, 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 marshalls 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, college and department has an emergency plan in coordination with EMAC.

3. Provide additional training to building marshalls including CPR, First Aid, and Community Emergency Response Team principles.

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 Priorities and Goals website.[7]

1. Design a comprehensive program in the Dream Success Center to address needs of AB540 students.

2. 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.

3. Strengthen the Institutional Research capacity by completing the search for a new director.

4. 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.

5. Strengthen data analytic capabilities in support of student success at the college and department level by instituting "Faculty & Staff Data Fellows" for student success.

6. 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.

7. Establish a comprehensive critical response for students in need, specifically for displaced students, foster youth, and food insecure students.

8. 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.

9. Expand CSULB's use of instructional methods employing innovative technology.

10. 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.

11. 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 CIO.

12. 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.

13. Ensure all classrooms using instructional technology are equipped with minimum campus standards.

14. Continue to refresh computer technology according to refresh cycles (at least every 5 years).

15. Streamline grant- and research-related activities including proposal development checklists, submissions, routing, internal clearance, budget development, regulatory compliance, and post-award grants administration.

16. Improve communication through the ORSP monthly newsletters, the ORSP website, and the annual research achievement report to showcase and recognize RSCA accomplishments.

17. Make better use of endowment funds by increasing annual scholarship awards.

18. 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.

19. Revise the Student Excellence Fee process to expand student input beyond the technology portion, to include all aspects of the SEF uses.

20. 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 Scholarships, and university endowment.

21. Expand outreach to local and national elected officials.

22. Develop a strategic web initiative to execute the redesign of the university website, creating a dynamic, flexible and optimal web environment.

The Cole Conservatory Center

CALIFORNIA STATE UNIVERSITY **LONG BEACH**

1250 BELLFLOWER BOULEVARD, LONG BEACH, CA 90840

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Piotr Kowalski's 25-foot "Now" sculpture