STRATEGIC PRIORITIES AND GOALS
2017 2020

CALIFORNIA STATE UNIVERSITY **LONG BEACH**

PRESIDENT'S MESSAGE

California State University, Long Beach is nationally recognized for academic excellence, innovation and community engagement. Strategic planning of priorities and goals is fundamental to our success. CSULB's focus on quality, affordability and student achievement 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 are proud of this distinction, and even prouder of our extraordinary students, faculty, staff and alumni. 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, setting long-term goals, 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 accomplishments and our dreams.

Jane

President Jane Close Conoley

STRATEGIC PRIORITIES AND GOALS
2017-2020

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

SPRING 2017

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. The university continually pursues 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. As a result of its commitment to its mission, CSULB provides an unusually high return on public investment and makes a remarkable contribution to the "public good."

STRATEGIC PRIORITIES

CSULB intentionally strives to embody the following three priorities in the planning process: *Intellectual Achievement, Inclusive Excellence, and Public Good.*

Intellectual Achievement: CSULB's core academic purpose is to graduate students with highly-valued degrees, i.e., degrees that give students knowledge to succeed in specific careers, provide them with transferable skills to adjust to new opportunities in an ever-changing marketplace, and educate them to be productive and responsible citizens of our twenty-first century world.[2] At CSULB this effort is called the "Highly Valued Degree Initiative" and is emblematic of the twin commitments to student success and high academic standards that drive CSULB.

Teaching excellence is the core of the campus mission on student success; excellence in faculty research, scholarly, and creative activities strengthens academic programs and adds "high value" to CSULB degrees.

CSULB's distinctly beautiful campus provides an excellent environment for student learning.

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. 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 improve curricula and pedagogies continuously.

Inclusive Excellence: CSULB is home to a community of students and faculty who are diverse in many dimensions: race, ethnicity, religion, 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.

Public Good: The university is an integral part of a greater community that extends beyond the physical campus and strives to contribute to the nation's ongoing struggle for social justice. CSULB has been recognized as one of the top 10 universities in the nation for moving Americans into the middle class.[3] It has achieved national recognition for involvement with Long Beach Unified Schools and Long Beach City College through the Long Beach College Promise. 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.

[1] web.csulb.edu/about/

[2] www.csulb.edu/about/

[3] America's Great Working-Class Colleges

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 project.

In addition, the university, guided by the Sustainability Task Force, aims to improve sustainability, promote environmentally responsible behavior, and preserve campus beauty. The university is also guided by Resilience Commitment which is focused on climate adaptation, as well as building community capacity to deal with a constantly changing climate and resulting extremes.

CAMPUS GOALS

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 divisional leadership[4] to record accomplishments[5] and respond to developing needs. This document outlines how each of the five divisions support the strategic priorities through the campus goals.

[4] 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, Information Technology Services, and University Relations and Development, and a staff representative.

[5] 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/.

CAMPUS GOALS	INTELLECTUAL ACHIEVEMENT	INCLUSIVE EXCELLENCE	PUBLIC GOOD
Graduation Initiative	AA, SA	AA, SA	AA, SA
Student Engagement	AA, SA	AA, SA	AA, SA
Faculty and Staff Success	AA, DAF	AA, DAF, SA	AA
Enrollment Planning & Management	AA	AA, SA	
Facilities & Sustainable Development	DAF		DAF, SA
Fiscal Resources & Quality Improvement	DAF	DAF	
Academic & Information Technology Services	AA, ITS, SA		
Research, Scholarly, & Creative Activities	AA	AA	AA
External Support & Community Relations	URD	URD	URD, SA
Auxiliary Organizations	SA		SA
Emergency Preparedness			DAF, SA

AA: ACADEMIC AFFAIRS **DAF:** DIVISION OF ADMINISTRATION AND FINANCE **ITS:** INFORMATION TECHNOLOGY SERVICES
SA: STUDENT AFFAIRS **URD:** UNIVERSITY RELATIONS AND DEVELOPMENT

1 GRADUATION INITIATIVE

The six-year graduation rate reached a historic high of 68.3% in 2015-16, which is a 1.5% improvement over the previous year. The first-time freshmen 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 80.4% 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 freshmen graduation rates, the four-year rates have remained flat at around 16%. Improving degree completion time with particular emphasis on improving four-year graduation rates will be an area of renewed focus for the campus. Also, for transfer students the two-year graduation rates will be an area of renewed focus, even though we have made significant progress in the four-year rates.

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. 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. Furthermore, we will begin to gather information on how and where our students find employment after graduation.

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 under-represented 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, with particular focus on four-year rates for freshmen and two-year rates for transfer students, to achieve a leadership position among comparable universities.

The following table illustrates the progress made to date, the goals for 2019-20, and the long-term goals for 2025.

GRADUATION INITIATIVE	2013-14	2014-15	2015-16	2019-20 GOAL	2024-25 GOAL
4-Year Graduation Rate	15.1%	16.1%	16.6%	24.0%	39.0%
6-Year Graduation Rate	64.9%	66.8%	68.3%	72.0%	77.0%
Pell Recipient Graduation Rate	60.2%	64.2%	64.4%	68.0%	77.0%
URM Graduation Rate	57.8%	63.5%	63.8%	68.0%	77.0%
Average Units to Degree	140.0	139.0	137.0	132.0	128.0
2-Year Transfer Graduation Rate	30.1%	36.6%	38.1%	41.0%	49.0%
4-Year Transfer Graduation Rate	79.3%	80.6%	80.4%	83.0%	91.0%
# of Study Abroad Students	767	865	911	1,200	1,500

THREE-YEAR GOALS (BY 2019)

A. UNDERGRADUATE STUDENTS

1. Raise four-year graduation rate to a new historic high of 24%.

2. Raise six-year graduation rate to a new historic high of 72%.

3. Raise Pell recipient and URM (under-represented minority) six-year graduation rates to 68%.

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

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

6. Raise two-year transfer student graduation rate to 41%.

7. Raise four-year transfer student graduation rate to 83%.

8. 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.

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

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

11. Design and implement entry and exit survey for all freshmen and transfer students.

12. Develop a database for student employment after graduation in collaboration with Department of Labor.

B. GRADUATE STUDENT

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

2. Establish definitions, goals and targets for graduate student success.

C. 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.

LONGER TERM GOALS (BEYOND 2019)

A. UNDERGRADUATE STUDENTS

1. Raise four-year graduation rate to 39%.

2. Raise six-year graduation rate to 77%.

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

4. Reduce average units at graduation to 128.

5. Raise two-year transfer student graduation rate to 49%.

6. Raise four-year transfer student graduation rate to 91%.

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

2 STUDENT ENGAGEMENT

Engaging students in diverse learning environments for their holistic development is a campuswide goal. Therefore, our plan for a comprehensive campus life must include a holistic approach to developing students' overall psychosocial, emotional, physical and financial wellness. However, as in Maslow's hierarchy, students must meet basic survival needs before they can achieve higher order growth, so our plan must include special attention to food and housing insecurities. In addition, it is essential to meet inclusive excellence goals by strengthening our commitment to diversity and partnering with families and communities to create a sense of belongingness among all of our students.

Through research and examination of student engagement data, including tracking student involvement and connecting this to university goals, we learn what works well and what needs to be adjusted. The Division of Student Affairs collaborates extensively with other divisions to ensure student success, including retention and timely graduation. With its focus on 1) effectiveness assessments, 2) reimagining the first-year experience, and 3) reconnecting and reengaging with students, the Division intends to work tirelessly on behalf of all students to provide optimal environments for achieving their goals of degree attainment and desired careers.

In collaboration with each of the Colleges, the Student Affairs Division supports closing the achievement gap and improving the 4-year graduation rates of underrepresented minorities (URM) and Pell Eligible students. Through various programs like the Educational Oppor-

tunity Program (EOP), TRIO-Student Services Program (SSSP), and Student Life and Development, the Division will continue to provide holistic support for students, and identify and create strategies to assist students with any academic and life challenges that impede degree progress and completion.

The Division also fosters intellectual community and interdisciplinary interactions on campus to enhance achievement of curricular and co-curricular goals and creates structures to emphasize student ethics and knowledge of the honor code.

Additionally, the University remains committed to insuring access and inclusion for all of our students, especially those with disabilities. To this end the University will reconfirm its commitment to addressing and removing architectural barrier concerns to students with disabilities and develop a plan for regressing against those obstacles.

THREE-YEAR GOALS (BY 2018)

A. CAMPUS LIFE

1. Develop, implement and assess parent and family programs that target special populations.

2. Implement and operationalize the Cal Fresh Outreach (CFO) Grant.

3. Develop and implement quality food, meal plans, housing, and other essential student services in collaboration with The Forty-Niner Shops, Associated Students, Inc., University Student Union, and Housing & Residential Life.

4. Assess the impact of services and programs offered by the Dream Success Center.
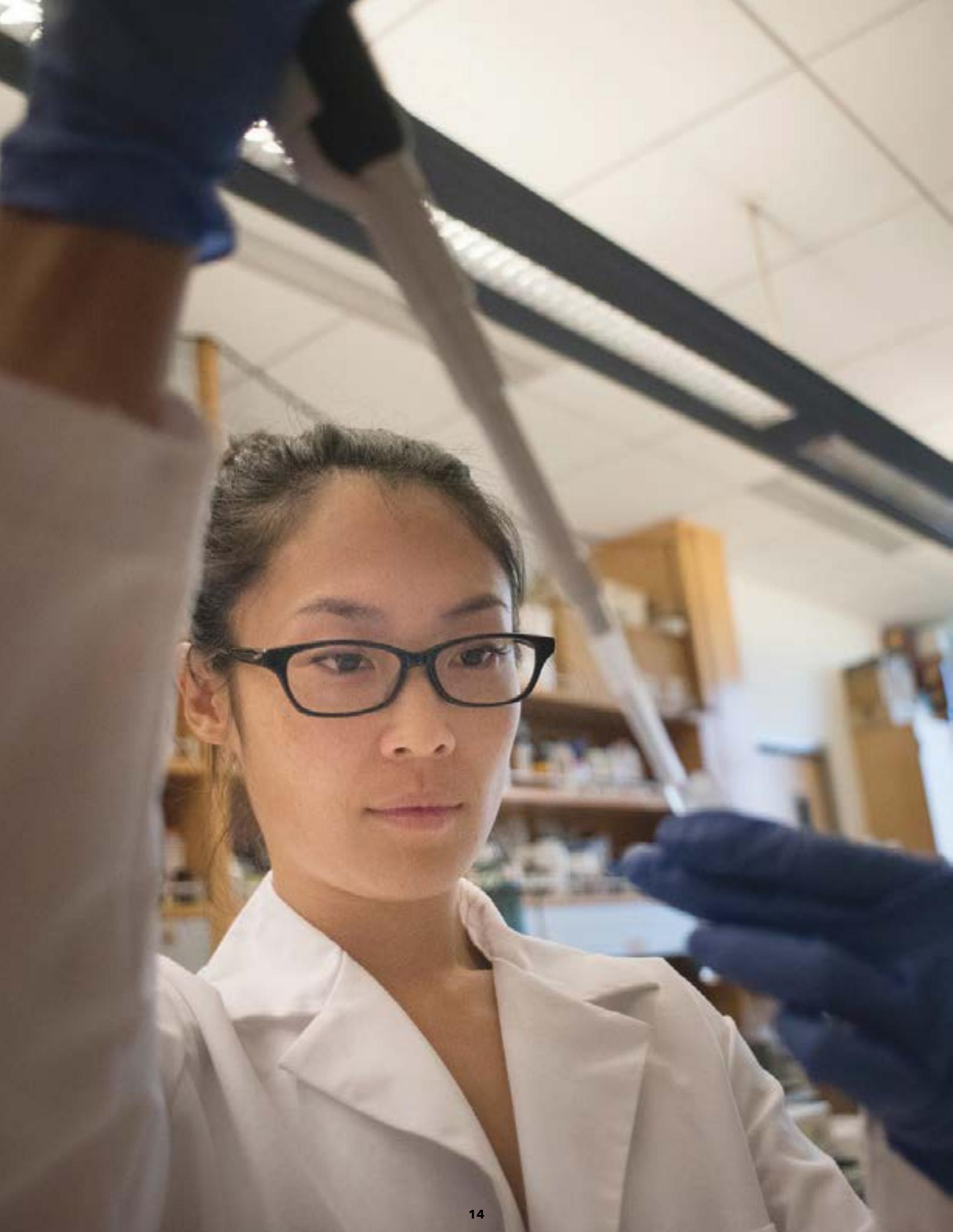
5. Assess the pilot year of the Student Development Fellows Program and make adjustments to improve the professional career opportunities of graduate students in higher education. Raise funding necessary to sustain the program.

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

7. Develop a plan that fully integrates Student Cultural Resource Centers together to enrich and honor campus life diversity for all stakeholders.

8. Create and implement the Housing and Residential Life Master Plan to expand quality affordable housing, Living-Learning Communities, and dining options that enhance the student experience.

9. Expand the use of BeachSync to measure and assess levels of student involvement and engagement in campus activities designed to enhance student sense of belonging, leadership, learning, development, and awareness of services in order to identify how the programming contributes to student success.

10. Expand the online financial literacy platform to include all CSULB students that provides assessment of student learning and financial self-efficacy behaviors.

11. Complete a review of the Architectural Barrier Removal - ADA needs for the entire campus by hiring a consultant to best identify the existing concerns. Provide University funding to regress against the identified barriers for removal.

LONGER TERM GOALS (BEYOND 2019)

A. CAMPUS LIFE

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

B. SERVICE EXCELLENCE

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

3

FACULTY & STAFF SUCCESS

Each 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 Affairs Division invests considerably in faculty success. New tenure-track faculty hires receive a reduced teaching load 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 on-line 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 in its faculty in the last 10 years, with about 50% of current tenured or tenure-track faculty (TTF) hired in the past decade. Nevertheless, workload and resources for TTF 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 last year launched a task force to examine demands on chairs and make recommendations to the provost. The task force recommendations are being acted upon this year and into the future. One important development already has been establishing the Chairs' Advisory Council (CAC).

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. Academic Affairs provided about $1 million in faculty compensation through a campus-funded equity program in 2015. The combination of systemwide funding

tor-led training programs, online-course resources, and individual learning plans are offered to staff to improve knowledge, skills, abilities, and foster positive interpersonal communication. Management training on both professional and supervisory skills support operational excellence and employee retention and development. Efforts to recruit and retain diverse and talented staff continue, and the staff-training curriculum includes an inclusive excellence focus in support of that campus initiative.

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. We will continue to support the Leadership Fellows Program and other leadership development programs suggested relevant to CSULB's Strategic Priorities and Goals.

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, however this may level out. Priority must be given to departments in which students will benefit the most. Also, with an emphasis on inclusive excellence new tenure track hires must be better 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 development is encouraged to enhance effectiveness and support career advancement. Training and development from Staff Human Resources supports CSULB's academic mission by providing staff with learning opportunities on a variety of subjects that address employees' professional and personal growth. Instruc-

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.

2. Develop and implement strategies and incentives to hire and retain high quality faculty while enhancing faculty diversity.

3. Investigate strategies to recognize and reward outstanding service by faculty and staff.

4. Respond to recommendations of the Academic Affairs task force on the role of department chairs.

5. 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 in addition to the salary inversions that have been addressed in Spring 2015 and Fall 2016.

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

4 FACILITIES & 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. Many gains have been made, and 2017 will see the launch of a program to convert the entire campus to be "zero waste," where 90% of all disposed materials are diverted from landfills.

The campus coordinates facilities planning and sustainable development with the needs of students and faculty. It will continue to pursue sustainable transportation options to reduce vehicle trips to campus in order to reduce campus greenhouse gas emissions and issues related to traffic and parking on campus. CSULB also remains committed to ensuring that all new construction and Campus Planning projects further the specific goals set out in the Climate Action Plan, are designed as net zero or net positive, and highlight sustainable features for student learning. In addition, the university will work to offset all new energy loads added to campus with renewable energy sources.

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 and the facilities to support the academic mission of the university, to include: learning spaces, housing, transportation, pedestrian circulation and parking; open space; infrastructure and utilities; as well as operating the campus sustainably. Major master-planning efforts are beginning in the areas of student housing, dining, the Student Union/the University Dining Plaza, utilities infrastructure, and the campus Central Plant. A major campus master plan update and CEQA analysis will be conducted within the next two to three years to allow these projects to move forward.

The Campus Landscape Master Plan guides the landscape and forestry development of the campus and ongoing maintenance and operations of campus grounds. A Campus Circulation Plan will provide safe transportation routes for shuttles, 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.

The emphasis on campus is on maintaining spaces utilized by students. Work is underway to upgrade large lecture rooms, improve wayfinding and parking signage, and create more student social space. Consideration is also being given to the following space types as further campus development is pursued: maker space, dedicated research space,

[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.
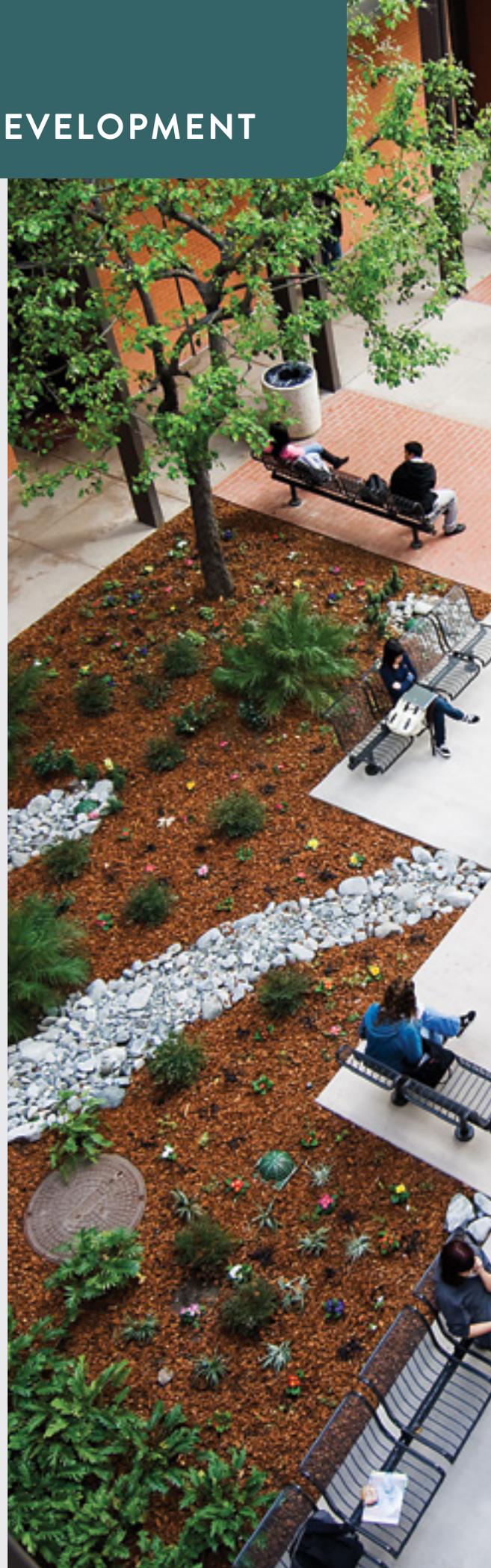
business incubator space, active learning classrooms, sustainability center, cultural resource centers, part-time faculty space to hold office hours, outdoor seating and socializing areas, nap space, group study space.

The campus is currently in the midst of addressing safety concerns by implementing classroom locks that allow occupants in large classrooms to "shelter in place." Locks in all teaching spaces will be installed in phases. There are several buildings on campus that currently do not have air conditioning (AC) and a project is underway to analyze the feasibility of providing AC to all teaching spaces on campus. Gender Inclusive restrooms are also being added to provide equal campus accommodations to all students.

THREE-YEAR GOALS

1. Complete the College of Continuing and Professional Education (CCPE) building by April 2018.

2. Secure state funding to support the renovation of Peterson Hall 2 (PH2) to establish a Student Success Center.

3. Update the current physical master plan to reflect the results of the strategic planning process.

4. Adopt a master plan to guide growth of Housing and Residential Life that is integrated into the larger campus physical master plan.

5. Conduct a feasibility study to replace the University Dining Plaza (UDP) and expand the Student Union as a single project. Engage foresight planning tools to assure the future needs of students and faculty are included in these new facilities.

6. Adopt a master plan for food service at the Student Union and the University Dining Plaza based on input from the campus community.

7. Create a viable deferred maintenance plan for the ongoing repair of aging facilities in a climate of reduced state support.

8. Upgrade all teaching spaces on campus by providing locks that allow students and faculty to "shelter in place."

9. Provide air conditioning in all teaching spaces.

10. Complete a vulnerability assessment as part of our Resilience Commitment.

11. Implement Phase 2 of the solar master plan, maximizing solar energy generation for the campus.

LONGER TERM GOALS

1. Analyze utilization of all space types on campus to obtain the greatest benefit from our existing investment in facilities.

2. Increase the identity of the "home" of each college on the campus.

3. Implement renewable energy projects that meet the objectives of the Presidents' Climate Commitment and AB 32 goals.

5 ACADEMIC & INFORMATION TECHNOLOGY SERVICES

In support of CSULB's vision and mission, we will leverage technology to propel CSULB to the next level of excellence by delivering effective and efficient technology services. In view of California State University's strategic emphasis on enhancing student success, particularly the new initiative to raise the 4-year graduation rate. Academic and Information Technology services will work collaboratively to support instructional activities and administrative functions, including but not limited to:

- Technology services for enhancing student success, such as online learning, online advising, Web registration, and virtual computer labs;

- Technology infrastructure and cybersecurity that support and protect online learning, teaching and e-business services;

- Critical instructional resources, such as the Library e-services, technology-enhanced classrooms, instructional laboratories, technology-based instructional design, software, and learning management systems;

- 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 Associate Vice President for Academic Technology to create a one-stop shop of instructional technology support services for faculty. In addition, the campus hired a Chief Information Officer to focus on aligning technology services with the campus vision and mission and delivering more effective and efficient technology services. CSULB recognizes the essential role that technology plays in reaching the campus' strategic goals and objectives.

Through an 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 identified in the report include IT strategic planning, IT budgeting, IT governance, IT security, stakeholder engagement, and coordination of technology services with distributed IT staff. The new Chief Information Officer will play a critical role in addressing these and other IT opportunities.
The campus is committed to delivering quality

education to students by leveraging technology 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 to facilitate the use of technology for instruction and to promote student success.

Additionally, we will also explore technology solutions to help increase the efficiency and effectiveness of campus business operations and services. Some of the areas of our focus include converting paper-driven business processes into electronic processes and leveraging virtualization technology to make more effective use of our office space and reducing power consumption.

THREE-YEAR GOALS

1. Establish a campuswide governance structure to provide guidance on all aspects of campuswide technology services, including Web services, academic and instructional technology services, administrative technology services, information security and privacy, and technology infrastructure.

2. Continue to implement the recommendations made by the Provost's Task Force on Instructional Technology, including departmental level incentive programs, strategic planning, professional development and training, and communications planning.

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

4. Implement appropriate emerging technologies, such as digital signature, to improve and enhance the efficiency of business operations.

5. Convert paper-driven administrative processes into electronic processes, such as time and attendance reports and faculty tenure review and evaluation.

6. Expand wireless network services in popular

campus open areas to support students' learning activities, aiming at increasing the number of wireless access points from 2,000 to 3,000.

7. Promote and expand the use of existing technologies (e.g., single sign-on service, MS Office 365) for easier access to campus technology services and more efficient collaborative work.

8. Continue to integrate Accessibility Technology Initiative (ATI) requirements into Web services and other technology services.

9. Enhance information security and protect sensitive data by implementing appropriate information security tools, such as laptop encryption and multi-factor authentication.

10. Establish a sharable research technology infrastructure for faculty to address the needs for research computing services more effectively and efficiently.

11. Provide better coordination of the procurement of technology equipment and services and leverage campus size to negotiate better prices and services.

12. Roll out a one-stop technology service catalog to make it easier for faculty, students, and staff to search and find their needed technology services and contact information.

LONGER TERM GOALS

1. Deliver effective and efficient technology services to help CSULB achieve the goals in the 2025 Graduation Initiative.

2. Align technology services with CSULB's vision of becoming a best-in-class public university.

3. Help advance CSULB to its next level of excellence in learning, teaching, research, and public service with best-in-class technology services.

6 RESEARCH, SCHOLARLY & CREATIVE ACTIVITIES

In keeping with the mission of the university, sustaining an environment and enhancing resources that supports faculty research, scholarly, and creative activity (RSCA) is crucial to maintaining the quality of teaching, preserving historical knowledge and practices, generating new knowledge and practices, 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, providing approximately $2 million for 2016-17 to revitalize RSCA and the competitiveness for

external funding opportunities that align with our mission and with faculty interests and expertise. In addition, the Office of Research and Sponsored Programs (ORSP) has upgraded research facilities and equipment and invested in a college-based grant stimulation program. Other ongoing investments and incentives 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.

ORSP continues to provide a full complement of services and activities to support and enhance the research, scholarly, and creative endeavors of CSULB faculty, students, and staff. ORSP staff develop institutional strategies to support the pursuit of external funding while assuring fiscal and administrative compliance with applicable regulations. Support services include individualized assistance with identifying funding opportunities

and developing grant proposals. Other additional resources have been made available with the creation of a clearinghouse providing samples of successfully funded proposals and other helpful grant resources. ORSP offers numerous grant workshops and seminars during the academic year on a variety of topics to increase faculty success, such as presentations by faculty, grant professionals, and federal program officers. ORSP will continue to provide workshops or other educational experiences for faculty and department chairs to encourage identification and pursuit of external funding opportunities. The campus will also 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 Assistantship Program, the Undergraduate Research Opportunity Program, and applicable external sponsored programs. The Office of Undergraduate Resource Services opened in Fall 2017 to provide information to undergraduate students regarding research collaborations and funding, as well as support both faculty and undergraduate students through mentoring and research-related workshops. The institutionalization of these student-centered research opportunity programs, along with the Graduate Studies Resource Center, reinforces our national reputation as a leader in student research.

CSULB faculty members were active in submitting external grant and contract proposals in FY 2015-16. A total of 286 proposals from 186 faculty members were submitted, totaling $96 million. The total number of funded research grants and contracts in FY 2015-16 was 143 for a total funding amount of $34 million. Sponsors included 44 federal, 43 state, and 22 local agencies, as well as 34 private corporations and foundations. ORSP administered 425 new and continuing grants totaling $29,426,151 in direct expenditures and $3,725,711 in F&A revenues. We remain in the upper echelon among the 23-campus system in sponsored activity.

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, *Quest* magazine and the ORSP e-newsletter *Research @ the Beach* celebrate the institution's research achievements and recognizes the exceptional work conducted by our faculty and students in all colleges and disciplines.

These initiatives should be taken as a sign of our continued commitment to enhance research activity and promote practical, collaborative, and community-based research; provide opportunities for the professional development of our faculty; and engage in meaningful relationships with our community members and private sector partners.

THREE -YEAR GOALS

1. Increase RSCA funding for tenure-line and lecturer faculty .

2. 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. Increase by 5% the number of proposals for external funding from disciplines that have traditionally been underrepresented in grantsmanship at CSULB, while recognizing the different proportions of available grants according to disciplines.

3. Develop a framework for college-specific RSCA benchmarks.

4. Increase sponsored program funding levels to a target of $50 million in expenditures annually, while maintaining an average effective F&A rate above 15%.

5. 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.

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 measures that link student research engagement, retention, persistence, and graduation to post-baccalaureate pursuits.

7 ENROLLMENT PLANNING & MANAGEMENT

CSULB's strong reputation and increasing attractiveness have prompted a very high volume of applications for admission. For Fall 2017, the campus received more than 93,000 undergraduate applications, more than any other CSU and among the most in the United States.

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 school 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 the appropriate use of e-advising and degree progress technology tools for graduate programs.

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

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

4. Identify all administrative barriers that impede students' access and success.

5. Study the impact of Associate Degree admission practice on transfer student success and adjust the practice to improve access and success.

8 FISCAL RESOURCES & QUALITY IMPROVEMENT

The state budget plays a significant role in CSULB's progress toward achieving goals. The university's budget planning process has served the campus well in recent years, managing state budget downturns while protecting the core mission. For 2017-18, the Governor's proposed budget continues his multi-year plan for modest increases for the CSU. The university now appears to be entering a period of budget stability but with reduced resources, which is 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. 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 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. Fully implement an online scholarship management system.

2. Continue to expand knowledge of budget across campus. Institutionalize a budget education roadshow program.

LONGER TERM GOALS

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

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

9 EXTERNAL SUPPORT & COMMUNITY RELATIONS

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.

THREE-YEAR GOALS

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

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

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

4. Invest in the community through educational and entrepreneurial outreach.

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 in a crowded marketplace.

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

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

9. 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.

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. Develop common overhead costs through exploration of shared services both on and off campus.

2. Implement sustainable practices for the campus community by collaborating on the Compost Happens Campaign, the Sustainability Task Force, and the Zero Waste Plan study.

3. Seek innovative ways to connect auxiliaries with the university's student success initiatives, particularly in the areas of assessment, program development, and extra-curricular learning opportunities.

10 AUXILIARY ORGANIZATIONS

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 planned for. 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. Building Marshalls have been appointed and the program will continue to develop 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 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 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.

4. Create a systematic test and update of the campus business continuity plans.

11 EMERGENCY PREPAREDNESS

12 STRATEGIC PLAN 2025

Under President Conoley's leadership, the university will develop a long-range strategic plan for 2025. This plan will build on the university mission and chart an ambitious vision that is guided by the values of serving the region and the state of California. This effort will begin in 2017 and is expected to be completed by late 2018.

The planning process will begin with a series of focused forums involving faculty, students, staff, administrators, community partners, alumni, and other key constituents. Based on the feedback from these forums, the president will identify key priorities for the campus. These priority areas will form the theme for the vice presidents, CIO, and Academic Senate to develop white papers in key planning areas. The white papers will be developed collaboratively among all constituents. The white papers will form the base material for a planning retreat and the final planning document.

13 KEY ACHIEVEMENTS OF PRIOR GOALS

The goals below were achieved in the past year.[7] 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.

1. 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.

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

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

4. Expand parking on south campus.

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

6. 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).

7. Increase opportunities for faculty professional development, including chairs and lecturers. Orientation workshops for both lecturers and new chairs were established last August.

[7] web.csulb.edu/divisions/aa/provost/strategic_plan/
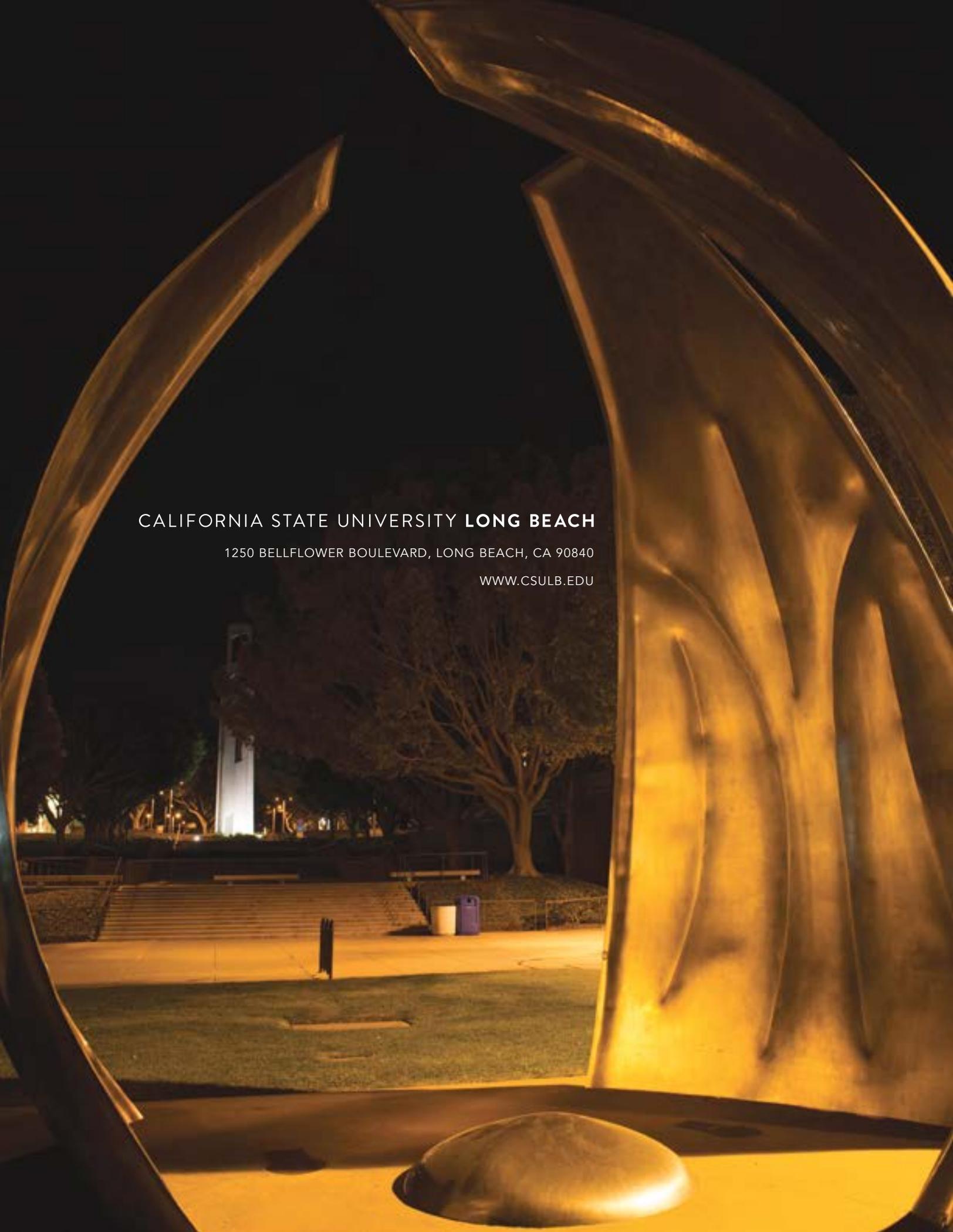
CALIFORNIA STATE UNIVERSITY **LONG BEACH**

1250 BELLFLOWER BOULEVARD, LONG BEACH, CA 90840

WWW.CSULB.EDU