

Campus Two-Year Performance Goals and Achievements **Dianne F. Harrison, President, California State University, Northridge**

This document details the planning priorities of California State University, Northridge which encompass priorities collectively identified by President Dianne Harrison, the WASC accreditation process, university divisional and college planning mechanisms, and the Task Force on University Engagement. Consultation and communication about the priorities between the Faculty Senate, Associated Students, staff, the Foundation Board, the Alumni Association, and senior leadership occur on an ongoing basis through the Extended Cabinet, regular meetings with the various groups, speeches, and multiple e-messages and web postings. The university's goals and accountability measures for 2014-15 and 2015-16 are specified in the work plan contained in Section II of the document, and the final section of the document lists campus contributions to system-wide initiatives.

SECTION I: Summary of Campus Long Range Goals (see Section II below for details)

California State University, Northridge (see [institutional profile](#)) exists to enable students to realize their educational goals. The last two [WASC reports](#) and university plans since 2005 track how CSUN faculty and staff have become increasingly engaged with student learning and success. This engagement aligns with planning priorities across the divisions and colleges; and it follows from an expectation of collaborative problem solving that is evidence-based.

Key to fulfilling the [university's mission](#) (i.e., "to promote the welfare and intellectual progress of students") is our relevance to the region with less fiscal dependence on the state. Essential to relevance is graduating students who are as diverse as the region and are as experienced as possible with the transformative effects of research and service. We provide students with the high-quality learning they need to succeed as engaged citizens of the 21st century and to thrive in an era of global interconnectedness. Essential to less dependence on the state is generating other revenues and the stewarding of those resources productively and sustainably. Today, all of this requires robust and accessible information systems that can scale capacity to link resources and mobile users. We envision new collaborations across teaching and learning centers, the library, information technology, and other campuses. We recognize that these collaborations include internal and external partners, including P-12, community colleges, and other higher education colleagues.

The overriding university priority is student success. All other priorities exist in support of student achievement. Student success is dependent on fully engaging students in their own education through exemplary teaching and learning experiences inside and outside of the classroom, using traditional and electronic means. Student success is dependent on engaging and supporting university faculty and staff. Student success will be facilitated and sustained by a focus on the visibility and reputation of the university, by lessening the university's dependence on state funding, by increasing research and sponsored programs, by attention to sustainability, and by using athletics as a tool for student and community engagement.

1. Student success

An unrelenting focus on student success is the university's continued top priority. Academic excellence and student engagement for retention, persistence, and graduation are paramount; and other university priorities and goals exist in primary support of student success. As part of this over-arching priority of student success, the university will:

- In keeping with CSUN's commitment over the past decade, provide maximal access by admitting and enrolling students consistent with the university's resources, CSU policy, and guided by a campus strategic enrollment management plan
- Building on achievements over the past five years, increase undergraduate degree completion rates – retention, persistence, graduation, and time to graduation
- Engage students through quality academic programs and student-centered learning, including offering opportunities for both graduate and undergraduate students to engage in research experiences, internships, service learning and other high impact practices
- Add to the tools and strategies that have enhanced effective advising over the past five years
- Take assessment further as a tool for thoughtful curriculum refinement, use evidence to demonstrate student success and continuous quality improvement in all academic programs
- Offer programs, services, facilities, and opportunities for co-curricular engagement and learning which build a relationship between the student and the university, enhance student capacity for academic and personal achievement, and are responsive to student needs and expectations
- Leverage technology to improve access to information and services through mobile and web interfaces (e.g., portal, virtual software library, myCSUNtablet, my path to graduation, lecture capture, hybrid and online courses and programs, and the SOLAR student administration system)

2. Focus on employees for success

The university succeeds in supporting student achievement through the commitment and engagement of its employees (faculty and staff). Supporting employee success is key to effective student success initiatives. As a workplace, California State University, Northridge will:

- Add to the recruitment, training, and support strategies for staff to ensure that CSUN is a destination workplace where every employee belongs to a community of educators and is acknowledged as a key participant in advancing student success and in providing exemplary service to all university stakeholders
- Build on the new orientation and support programs introduced over the past two years to increase the sense of employee engagement in the campus community
- Further increase the occasions (formal and informal) for recognizing employee success and provide more opportunities for employees to develop management, technical, and leadership skills. Develop in managers/supervisors a more comprehensive culture of appreciation and staff support including succession planning
- Leverage technology to improve access to information and services through mobile and web interfaces, and utilize technology to streamline and automate business processes
- Grow the number of tenured and tenure track faculty and permanent staff, demonstrating the university's long term investment in their careers in support of our students
- Looking at successful strategies to date, comprehensively enhance efforts to attract and retain a diverse faculty and staff who work effectively with our diverse student population
- Maintain and grow the commitment to collaboration across units, departments, and divisions

3. Visibility and reputation of the university

CSUN seeks to expand its engagement in and positive impact on regional economic and community development and regional awareness of strengths CSUN brings to the region that can help shape the future of Greater L.A. Further, opportunities for students, employees, and funding are enhanced by the positive visibility and reputation of the university. The university's capacity to engage both internal and external constituents – students and potential students, parents, faculty and staff, alumni, elected officials, donors and potential donors, community partners, and the community at large – is dependent

on growing the visibility and positive reputation of the university. California State University, Northridge will:

- Thoughtfully build on best opportunities and develop productive relationships with economic and community development leaders in Greater L.A. and CSU5 partners to increase the impact and influence of CSUN and the CSU on the future of the region and state
- Grow both internal and external awareness of the university's many distinctions and accomplishments and recognize and celebrate the positive impact of the work of our faculty, staff, students, and alumni
- Create consistent and engaging communications to tell CSUN's story to both internal and external audiences (e.g., using the CSUN Shine communications platform, through an informative and easily navigable website)

4. Plan for a future less dependent on state funding

The past several years have seen reductions in state funding, and California State University, Northridge does not anticipate a major reinvestment by the state. To safeguard access and quality education for students, the university must be prepared for a future less dependent on state funding. To achieve this, CSUN will engage donors and community partners, develop and/or grow alternative sources of revenue, and ensure conservative financial stewardship. California State University, Northridge will:

- Build on a pattern of growing success and further increase fundraising and philanthropic support
- Through the thoughtful and balanced growth of non-resident enrollment, which adds to campus diversity, increase revenue while meeting FTES targets to provide maximum allowable access to California students
- Conserve state funds to strengthen baccalaureate programs and traditional masters programs while expanding access to midcareer professional and working adults by effectively using self-support funding options
- Increase the volume of grant, contract, and sponsored program activity
- Increase the volume of licensing and other auxiliary activity
- Remain committed to being strategic and yet conservative in spending and seek opportunities to achieve greater efficiencies and entrepreneurial activities
- Work with the Chancellor's Office and CSU system to identify opportunities for shared services to increase efficiencies and reduce costs
- Work with the CSU system to identify opportunities to increase flexibility in campus decision-making and base the budget on all funds to support ongoing expenses no longer funded by the state

5. Increase research activity and sponsored programs

Basic and applied research is an essential part of the university's mission. Research engages the expertise of the faculty to address compelling challenges and problems facing our region, state, and world. When involving students, research activity provides for the highest form of educational experience and mentoring. Funded research is an important source of support for both faculty and students beyond state appropriations. California State University, Northridge will seek to:

- Substantially increase the volume of grant and contract activity over next five years
- Add to and refine the administrative support for principal investigators
- Integrate the support of faculty research including the allocation of time, working space, assistance in identifying and pursuing grant opportunities, and recognition for success

- Take the strong CSUN tradition of engaging both undergraduate and graduate students in research further in seeking cross-disciplinary research opportunities and expanded recognition (on and off the CSUN campus) of student achievements in research

6. Sustainability

A focus on sustainability achieves cost savings, represents responsible stewardship of the university's physical resources, and prepares knowledgeable graduates who will also be leaders and stewards of the earth's resources. California State University, Northridge is already a leader with sustainable buildings, efficient practices, reduced energy and water usage, and the generation and use of alternative energy. Further, the university's focus on sustainability promotes educational experiences for students. The university will:

- Review and implement as appropriate and feasible recommendations of the campus sustainability plan submitted by the Institute for Sustainability, including enhanced curricular offerings
- Use CSUN's distinctions in sustainability to further advance green practices in the design, building, and use/maintenance of facilities and in the maintenance of campus grounds which will, in turn, further reduce the consumption of resources (energy, water, materials)
- Move more paper-based processes online to reduce waste
- Through the efforts outlined above, position CSUN as a national leader in ACUPCC (Presidents' Climate Commitment) and the Alliance for Resilient Campuses by planning for a future using less energy and water and developing alternative sources of energy and water reclamation through innovations initiated by faculty, staff and students

7. Using athletics as a tool for engagement

California State University, Northridge engages with our communities via a wide range of programs appealing to our various constituencies. Athletics as a tool for engagement has been underutilized. Further, the university strives to afford every student a quality experience, including student-athletes and students who desire to participate as spectators and fans. With a heightened focus on athletics as a tool to engage students, employees, and external communities, the university will:

- Consider and implement as appropriate recommendations of the Ad Hoc Committee on Athletics Engagement and the Department of Athletics' Strategic Plan
- Increase focus on the competitive and academic successes of the CSUN athletics programs
- Increase engagement with potential donors who have interests in athletics and grow fundraising activity
- Enhance athletic facilities to support the recruitment of student-athletes and community and campus participation

SECTION II: Two-Year Plan in More Detail -- Priorities and Work Plan for 2014-15, 2015-16

1. Student Success

Two of the university's goals within the planning priority Student Success are:

- In keeping with CSUN's commitment over the past decade, provide maximal access by admitting and enrolling students consistent with the university's resources, CSU policy, and guided by a campus strategic enrollment management plan
- Building on achievements over the past five years, increase undergraduate degree completion rates – retention, persistence, graduation, and time to graduation

Goals and Measures for 2014-15

1. During academic year 2013-14 the university's overall enrollment exceeded the campus target due, primarily, to the enrollment of its largest first-time freshman class and offering a greater number of course sections to meet continuing student enrollment demand, thus students were able to get the course sections they needed and average undergraduate credit-loads increased to 12.5. In 2014-15 new student enrollment will be managed in such a way as to reduce FTES by 1% with the ultimate goal of achieving 103.5% of the campus target.
2. A new committee (Retention and Graduation) will be established to focus the university's attention specifically on areas of student persistence/retention and improvement of graduation rates. This committee will provide a context for broad campus involvement in the assessment and recommendation of best practices in support of achieving the campus Graduation Rate Initiative goals. This committee will coordinate with two existing committees (Strategic Enrollment Planning and Admissions Planning) and one re-established work group (International Students) to align admissions, enrollment targets, and retention and graduation outcomes. The university's Strategic Enrollment Plan will be revised to reflect current regional enrollment demands; align campus enrollment with CSU FTES targets and campus capacity; and incorporate all enrollment (state and self support, graduate and undergraduate) in planning.
 - Strategic Enrollment Planning Committee (co-chairs: Neubauer and Watkins) - will oversee and guide compliance with the plan and provide bi-monthly reports to the President
 - Admissions Planning Committee (co-chairs: Hellenbrand and Watkins) - will make tactical recommendations to the Cabinet about admissions eligibility requirements, deadlines, procedures, etc.
 - Retention and Graduation Committee (co-chairs: Hellenbrand and Watkins) - will focus on campus rates of retention and graduation and recommend and evaluate the most promising strategies for improving outcomes with bi-monthly updates to Extended Cabinet and the President
 - International Students Working Group (co-chairs: Watkins and Feucht-Haviar) - will insure institutional coordination of all support services from orientation, integration into the campus community, academic support services and adherence to relevant requirements, retention and completion
3. One-year continuation rates for new students are a crucial metric in evaluating institutional progress in support of student persistence and graduation. The most current data available indicates a continuation rate of 78% for CSUN first time freshman who started as of 2012-13. The overall CSU continuation rate for that same cohort of students was 85%. The university will increase the continuation rate for students entering Fall 2014-15 by 2% over the 2012-13 cohort. In doing so the university will focus retention efforts on traditionally underserved students and academically at-risk students. In particular, we will focus on improving remediation (and thereby retention through Early Start) and redouble our efforts to retain the remediated students, or those progressing satisfactorily, from first to second year. The one-year continuation rate for Fall 2013-14 first-time transfer students is 83%, and the university will continue this positive trend. (Neubauer)
4. As a part of the CSU Graduation Rate Initiative begun in 2008-09, the university set a goal of increasing its six-year graduation rate for first-time freshmen to 48%, closing its achievement gap of 8%, and improving the transfer student graduation rate to 54% by 2015.

- The transfer student graduation rate for the most recently reported cohort, 2010, is at 63%. The university will continue this positive trend.
- The first time freshman six-year graduation rate for the most recently reported cohort, 2007, is 45%, which is a slight decline from the 48% graduation rate achieved by the 2006 freshman class. The university will continue to increase and stabilize its six year rate at 48% or above for the 2008 cohort. The six-year graduation rate for traditionally underserved students entering in 2007 is 39%, which means that the achievement gap has not satisfactorily closed. The university will seek to close the achievement gap of 6% (formerly 10%) for the 2008 cohort of traditionally underserved students by 2.5 %. (Hellenbrand and Watkins)

It should be noted that as the student population has grown, the percentage of traditionally underserved undergraduate students has grown from 40.5% (N = 11,854) in Fall 2009 to 47.1% (N = 15,722) in Fall 2013, and the percentage of Pell grant students has increased from 41.1% to 51% over the same period, thus we are now serving a much larger number of such students. Our experience is that it is more challenging to change retention and completion rates for first-generation, high-need students who come to us from urban public high schools. We are working on multiple fronts to do so, leveraging partnerships with P-12, community colleges, and other higher education colleagues.

Goals and Measures for 2015-16

1. During academic year 2013-14 the university's overall enrollment exceeded the campus target due, primarily, to the enrollment of its largest first-time freshman class (i.e., greater yield) and offering a larger number of course sections to meet continuing student enrollment demand and thus increased average unit load. In 2015-16 new student enrollment will be managed in such a way as to reduce FTES by 1% with the ultimate goal of achieving 103.5% of the campus target. (Hellenbrand and Watkins)
2. The Strategic Enrollment Planning Committee will share its report of 2014-15 plan outcomes with the campus by June 1, 2015 and will recommend plan revisions as needed. (Watkins)
3. The university will increase the continuation rate for students entering Fall 2015-16 by 2.5% over the 2014-15 cohort. In doing so the university will continue to focus retention efforts on traditionally underserved students and academically at-risk students. In particular, we will focus on improving remediation (and thereby retention through Early Start) and redouble our efforts to retain the remediated students, or those progressing satisfactorily, from first to second year.
4. The one-year continuation rate for Fall 2014-15 first-time transfer students is 87%, and the university will continue this positive trend. (Neubauer)
5. The university will continue to increase its six year first-time freshman graduation rate for the 2009 cohort to 2% above the rate achieved for the 2008 cohort. The university will seek to close the achievement gap for the 2009 cohort of traditionally underserved students by 2.5 %. (Hellenbrand and Watkins) [Central to this effort is to use the EAB analytic tool to identify patterns of risk in course and major selection so that advisors can guide students proactively.]

2. Focus on Employees for Success

An engaged, diverse workforce is crucial to supporting student success and requires an intentional investment in activities and behaviors that nurture it to create an environment where employees thrive. Three critical focus areas that foster this environment and yield creative and collaborative team members at the highest level include opportunities for personal and professional enrichment through robust career and well-being programming; intentional investment in activities to support a sustained culture that embraces and advances diversity and inclusion as a strategic driver of institutional excellence and a catalyst for creating conditions in which all members of the university can thrive; and an environment where all faculty and staff engage in intellectual exchange to advance the university, within a framework of mutual respect. To further our progress in all of these areas, we are planning the following strategic activities:

Goals and Measures for 2014-15

1. Professional Development: The university will continue to incorporate the campus planning priorities and annual goals into its professional development programming to better “connect the dots” for greater cross-divisional understanding and collaboration on campus initiatives. Campus administrators will be accountable to ensure that all employees are provided an opportunity and encouraged to participate in campus programming (by June 30, 2015). Leadership programming will be enhanced to include a cohorted program for staff employees interested in learning leadership skills for future advancement through a CSUN Shine from Within Program (beginning Fall 2014). (Human Resources)
2. Respectful Campus Workplace Commitment: Assemble a policy team comprised of faculty, staff and administrators. Engage the campus community in development of a commitment to champion respectful and civil interactions and communications and reflects CSUN’s unique culture and values by July 1, 2015. (Faculty Senate, Faculty Affairs, and Human Resources) The Faculty Senate already has committed to this effort by initiating potential revisions to Section 600.
3. Faculty/Staff Diversity: Engage in a comprehensive study of diversity hiring practices over the last decade to identify opportunities and challenges to campus climate and develop baseline diversity and inclusion competency across the university to enhance faculty and staff diversity. Publicize in periodicals and attend conferences that reach a broad population of prospective employees to communicate our values and commitment to diversity and inclusion, including highlighting institutional diversity contributions, milestones, and dedication to hiring a diverse workforce (beginning Fall 2014). (Hellenbrand, College Deans, and Hua)

Goals and Measures for 2015-16

1. Professional Development: No later than Fall 2015, the university will conduct a survey to determine the impact of the professional development programming and understanding of key goals and initiatives in support of student success. The survey will be integrated into a broader engagement/climate survey to understand the next steps to further promote an engaged campus community. (Human Resources)
2. Respectful Campus Workplace Commitment: Implement campus respectful campus workplace commitment in Fall 2015 along with an assessment structure to monitor success and identify necessary adjustments. Complete a campus climate survey to measure perceptions of improvement by June 1, 2016. (Faculty Senate, Faculty Affairs, and Human Resources)

3. Faculty/Staff Diversity: Assess findings from study and expand on opportunities to provide more specialized training to enhance our hiring practices in support of increasing faculty and staff diversity. (Hellenbrand, College Deans, Hua)

3. Raising the Reputation and Visibility of the University

In addition to its successful efforts to position CSUN and the CSU5 to be of increasingly well recognized value and influence in economic and community development in Greater L.A., CSUN is also working to raise its reputation and visibility overall in order to enhance job opportunities of new graduates and alumni, attract philanthropic support, increase opportunities for educational partnerships, increase attendance at athletic and cultural events, and attract and retain talented faculty, staff, and students. Beyond improvements in basic marketing programs, the university is exploring two new major initiatives:

- An external positioning campaign focused on the CSUN service area, and
- A potential multi-purpose event center that would showcase our varsity court sports, host large-scale regional events, and large campus events (e.g., commencements and student concerts)

Goals and Measures for 2014-15

1. Positioning Campaign: Conduct base-line research on external awareness and opinions of CSUN, complete discovery process, define CSUN identity and attributes, develop creative positioning communications concepts, share concepts with broader campus community, and launch external campaign by January 30. Complete study and make recommendations to improve consistent use of visual and narrative identity in all CSUN communications. Further enhance basic existing marketing activities. These actions will occur by May 30, 2015. (Gunsalus, Noblitt, and Reputation and Visibility Steering Committee)
2. Multi Purpose Event Center: Discuss results of recent market analysis with community groups, define and explore potential funding strategies and financing plan, construct case for the initiative with additional rationale for total project and also (if phased) specific to phase I (athletic program and kinesiology department facilities) and phase II (arena), cultivate high level potential stakeholders, and test viability of case and funding strategies. Complete these actions by March 1, 2015. (Gunsalus and Donahue)

Goals and Measures for 2015-16

1. Positioning Campaign: Continue placement of external positioning communications, implement recommendations from study of campus communications consistency, explore targeted marketing initiatives based on positioning platform and focused on potentially high ROI projects. These actions will occur by May 30, 2016.

Additional Metrics: The greatest effects of a positioning campaign are long term, but some near term metrics are: External positioning communications launched, increased frequency of magazine from two to four issues annually, expanded distribution of new CSUN Shine weekly to select external audiences, increased number of alumni donors (by 20%), increased total giving (by 20%), increased attendance at cultural and athletic events (by 20%), increased demand for a CSUN education (number of undergraduate and graduate applications), increased external web site visits and length of stay, increased athletic and non-athletic

positive media placements (by 20%), increases in various rankings, and increased social media activity. All metrics are to be evaluated and reported to the President and Cabinet for review and dissemination by June 30 in 2015 and 2016.

2. Multi Purpose Event Center: Based on funding viability study findings, establish scope and phasing (if necessary) of project, create funding action plan and begin implementation of plan, create initial conceptual renderings and models, and continue cultivation of high-level stakeholders. Submit status reports to the President and Cabinet for review and dissemination by March 1, 2015, another December 30, 2015, and a third status report by May 1, 2016. (Gunsalus and Donahue)

4. Plan for a Future Less Dependent on State Funding

In order to maintain quality and access despite reduced state investment, the campus will focus on generating non-state revenue in three areas:

- Enhance philanthropic fundraising efforts through investment in University Advancement staffing and marketing outreach
- Increase financial contributions of auxiliaries and enterprise activities toward campus mission and priorities
- Pursue corporate sponsorships and entrepreneurial opportunities where appropriate

Goals and Measures for 2014-15

1. Enhance Fundraising Efforts: Through operational improvements and additional advancement staffing, increase giving to move into CSU "Group 3." Fully integrate alumni relations activities with fundraising goals in order to increase undergraduate degree holder donors from under 4,000 to 4,800, and total donors from 7,500 to 9,000. Increase planned giving and major gift activity with a goal of \$17.5 million for 2014/15. (Harrison and Gunsalus)
2. Enhance Contributions of Auxiliaries and Enterprise Operations toward University Priorities: Increase the University Corporation (TUC) and North Campus Development Corporation (NCDC) financial contributions to the university by 20% through commercial services, sponsored programs, sponsorship agreements, pouring rights, and real estate and facility lease activities. (Evans)
3. Corporate Sponsorship Opportunities: Cultivate sponsorships to support athletics, sustainability initiatives and expansion of mass transit programs. (Donahue, Gunsalus, and Martin)

Goals and Measures for 2015-16

1. Enhance Fundraising Efforts: Continue enhanced fundraising activity with goals of 5,760 undergraduate degree holder donors, 10,000 total donors, and \$20 million in total giving. (Harrison and Gunsalus)
2. Enhance Contributions of Auxiliaries and Enterprise Operations toward University Priorities: Achieve an additional 10% increase in TUC and NCDC contributions. (Evans)
3. Corporate Sponsorship Opportunities: Establish corporate sponsorship program, to include three significant sponsorship agreements. FY 2015-16 target is \$750K gross. (Donahue, Gunsalus, and Martin)

4. Expand CSUN Self-Support Degree, Certificate, and Professional Development Programs: As part of the effort to expand educational options for working adults across the career span, support economic development in the broader region, and provide new sources of revenue to reinvest in university capacities for instruction and support services, eight additional programs will launch (by June, 2016) all fully online to expand access. (Hellenbrand and Feucht-Haviar)

5. Increasing Research Activity and Sponsored Programs

The university has prioritized research activity as a means to greater ends. Scholarly and creative activities improve cultural awareness and the quality of teaching and service by engagement in knowledge-building and seeking solutions to current local, state and national problems. Funded research activity contributes to equipment inventory and augments faculty and staff salaries. Research also enhances the experience of students, so that as undergraduates they can appreciate the value of research and, if appropriate, pursue post-baccalaureate degree attainment.

In addition, we have renewed focus on research because the situation of public comprehensive universities has changed over the past decade. With decreases in state subsidy per FTES, we turn repeatedly to regional partnerships to rally support and secure one-time funding. Thus, we partner with the CSU5 (the L.A. County CSU campuses), the Los Angeles County Economic Development Corporation (LAEDC), the University of California, and others through the Advanced Manufacturing Partnership for Southern California (AMP SoCal) to regenerate advanced manufacturing—and preparation for careers in AMP in the region. Similarly, through Extended Learning, we have become major partners with L.A. County on workforce development. Through our Geography faculty, we are securing our position in the state as a major supplier of GIS information. Through our College of Education, we are cultivating our role as JPL’s partner in the production and dissemination of lesson plans for STEM teachers.

CSUN is intending to double the gross amount of grants and contracts over ten years, dating back to 2011-12, when we secured \$24 million. We had been at \$12 million ten years earlier and we are now aiming at \$48 million. Currently, we are at \$30 million, with 250 submissions, 200 grants.

Grants average \$150,000 to \$200,000, with many in low indirect cost categories such as education and the social sciences. The challenge for us is to increase productivity in the colleges of Health and Human Development and Engineering and Computer Science. Our status as an HIS (Hispanic serving institution) provides an advantage with some federal agencies due to our diverse student population and attracting underserved students into STEM areas.

Goals and Measures for 2014-15 and 2015-16

To reach our goals, these middle-range benchmarks must be achieved:

1. Updating policies for the 125% rule (employee compensation) by December 30, 2014. (Khachikian and Whiting)
2. Establish baseline services for Principal Investigators (PI), with quick turn around and ample pre-notification of the college budget analysts and deans, especially on space and on financial notification by December 30, 2014. (Khachikian and Perez)
3. Initiating cluster hires to strengthen research collaboration. Hire at least one cluster of three to five faculty by Academic Year 2015-16. (Hellenbrand, Stinner, and Ramesh)
4. Establish a program for grants to employ students productively, as “apprentices” by June 2016. (Khachikian and Neubauer)
5. Strengthen our regional position in research and innovation consortia by submitting at least one collaborative proposal in 2014-15. (Khachikian and Hellenbrand)

6. Increase by 10% the number of \$1 million proposals submitted by Spring 2015 (Khachikian), and increase by an additional 15% the number of \$1 million proposals submitted by Spring 2016. (Khachikian)
7. Secure total grant funding in 2014-15 of \$35 million (Khachikian) and \$37.5 million in 2015-16. (Khachikian)

6. Sustainability

CSUN has long been recognized for its leadership in alternative energy. Over the next two years, CSUN will evolve its sustainability efforts to emphasize measures necessary for adaptation to both the present realities and the long-range effects of climate change. Specifically, we will focus on the following areas:

- Campus specific climate action plan
- Sustainable food programs
- Expanded academic participation in sustainability education and literacy
- Energy and water conservation

Goals and Measures for 2014-15 and 2015-16

1. Climate action plan

- 2014/15: Recruit and hire a sustainability program manager by September 2014. Under the direction of the Director of the Institute for Sustainability, the program manager will lead the development of the campus climate action plan. (Donahue, Cox, and TBA Program Manager)
- 2015/16: In accordance with CSUN's ACUPCC commitment, complete and implement the long-term campus climate action plan. The plan will be modeled around the newly implemented CSU sustainability policy and the CSUN sustainability plan. As a founding signatory of the Alliance for Resilient Campuses, CSUN will strongly emphasize the existing and near term consequences of climate change in its climate action plan. (Donahue, Cox, and TBA Program Manager)

2. Sustainable food programs

- 2014/15: Develop a campus "real food" (natural, locally sourced) program including policy development, training and vendor participation. Develop the plan to expand the recovery of dining program food wastes in collaboration with ongoing and new campus programs to convert waste to compost. (Sustainability Program Director, Evans)
- 2015/16: Implement the "real food" program within campus dining, with goals to exceed 20% of food purchases by 2020 per CSU policy. In addition, CSUN will make continual progress toward the following campus 2023 goals: 30% verified sustainable food purchases, 50% local produce purchases, and 100% Marine Stewardship Council certified seafood purchases. Implementation will include informational resources, tracking and assessment tools. Implement the plan to expand the recovery of dining program food wastes in collaboration with ongoing and new campus academic programs to convert waste to compost. (Sustainability Program Director, and Evans)

3. Academic participation in sustainability education

- 2014/15: Expand student education in sustainable office program and continue student-run audits and workshops across campus. Continue to expand sustainability course offerings

and co-listing of courses across colleges. Sustainability Institute will assess 1000 students per semester over a four-year period to track progress in sustainability literacy. (Cox)

- 2015/16: Convene department chairs from multiple colleges to develop discipline specific tracks for a proposed Master's program in sustainability practices. (Cox and Neubauer)

4. Sustainability Themed Learning Community

- 2014/15: Inaugurate the first residential sustainability learning community with 50 students in residence by Spring 2015. (Watkins and Trevan)
- 2015/16: Expand this community to 75 students by Fall 2015. (Watkins and Trevan)

5. Energy and Water Conservation

- 2014/15: Continue aggressive water reduction efforts through indoor plumbing retrofits, behavioral change, native plant program expansion, and improved irrigation system controls. Also, implement an aggressive program to reduce outdoor electrical lighting loads through investment in LED technology. Target is \$30,000+ in annual energy savings established by Fall 2015. Using results from GIS campus space database, reduce "off maximum" energy use by 20%, saving an additional \$25,000 annually. (Rosenthal and Sustainability Program Manager)
- 2015/16: CSU water reduction goal is 20% reduction by 2020; CSUN proposes a 20% reduction in our potable water use by 2015. The 2014/15 landscape and irrigation projects are targeted to save 30,000 gallons, and we propose to achieve minimum overall reduction of 10% in landscape water use by 2016. (Rosenthal and Sustainability Program Manager)

7. Using Athletics as a Tool for Engagement

Intercollegiate Athletics' potential as a tool for student, employee, and external community engagement has been traditionally underutilized at CSUN. A sustained emphasis on comprehensive excellence within CSUN's Athletic programs will provide multiple benefits for the university and its athletes. We will focus our efforts in the following areas:

- Improve academic success of CSUN's student athletes through dedicated support programs and initiatives;
- Increase the visibility of CSUN athletics within the campus and the region, with the goal of increasing pride and affiliation;
- Achieve measurable increases in event attendance and participation among all constituent groups.

Goals and Measures for 2014-15 and 2015-16

Improve Student Athlete Academic Success

- 2014/15: Assess current academic support, tutoring and counseling programs and resources; determine adjustments necessary to bring CSUN in line with best practices for high performing Division I athletic programs. Implement strategies within the overall program and individual sports to meet defined progress goals. All sports to exceed 950 APR. (Kiesler, Adams, and Martin)
- 2015/16: Analyze success of measures implemented in 2014-15 and make adjustments. In addition to all sports exceeding the 950 APR threshold, 60% of sports should exceed a 980

APR. Increase “Varsity N” (3.2 GPA or better) recipients by 20% over 2013/14 levels. (Kiesler, Adams, and Martin)

Increase Visibility of CSUN Athletics

- 2014/15: Incorporate use of CSUN athletics visual identity at employee events, training, etc. Increase promotional events for students within campus dining venues and at large outdoor gatherings. Expand use of athletic images in conjunction with student outreach and orientation events. (Watkins, Evans, and Donahue)
- 2015/16: Increase the athletics identity in the region through participation in community events, advertising and community engagement. (Evans and Martin)

Increase Attendance and Participation

- 2014/15: Develop a dedicated program in conjunction with visibility efforts to increase athletic attendance by 15% in each category (students, staff, community, alumni). Increases will be achieved through athletic success, marketing, and campus/community outreach. (Martin, Gunsalus, and Evans)
- 2015/16: Modify attendance growth programs to emphasize methods that are rendering results and replace unsuccessful tactics with new strategies. Increase overall attendance by 10% over 2014/15. (Martin, Gunsalus, and Evans)

Among the New Academic Programs or Schools/Colleges over the next five years:

Baccalaureate:

BSBA Entrepreneurship
BSBA Entertainment and Tourism Management
BA Geology

Masters:

MS Entrepreneurship
MS Entertainment and Tourism Management
MS Management
MS Marketing
MS Computer Engineering
MA Urban Planning
MS Info Tech
MS Applied Behavioral Analysis

SECTION III: Contributions to and Role of System-wide Initiatives

Campus contributions are as follows:

1. Graduation Initiative: CSUN contributed six courses to course match; completed six course redesigns; achieved complete compliance with SB 1440 community college Transfer Model Curricula; collaborating with CSU Long Beach, East Bay, Fullerton and Humboldt on implementation of the Education Advisory Board Student Success Collaborative advising platform.
2. Will become a smoke free campus by Fall 2015.
3. CSU Sustainability Policy: Will meet or exceed all goals of policy prior to 2020.

4. Technology Steering Committee: CSUN developed and piloted efficiencies, shared services (e-travel), and tools to assist with student completion (mobile apps, e-advising).
5. CSU Commission on Online Education: The President serves on this commission and CSUN has 14 online degree and certificate programs and in 2013/2014 offered over 340 fully online courses enrolling over 17, 775 in the Fall and Spring Semesters as part of traditional state-funded degree programs.
6. Presidents' Committee on Underserved Communities: The President serves on this PCUC. CSUN is active participant in Super Sunday, Summer Algebra, HACU, AHHE, involved in AAPIS, and will host our first ever Native American event on campus in Fall 2014.
7. CSUN President and faculty are actively involved in COAST, CSUPERB and Water Resources and Policy Initiative activities.
8. Sexual Violence Prevention on Campus: CSUN will meet or exceed all Chancellor's Office, state and federal policies and requirements.
9. The President serves as one of the three CSU presidents on the WASC Senior Commission and regularly represents CSU issues and interests.
10. The President chairs the Western Interstate Commission on Higher Education, whose policies and programs benefit the entire CSU.
11. CSUN will help promote the CSU 3 million alumni campaign.
12. CSUN is an active participant and leader in the alliance of our greater Los Angeles region's campuses (CSU5) in support of economic development and quality of life initiatives in partnership with regional economic and community development leaders.
13. CSUN (along with Humboldt) provided leadership to establish a system-wide Foreign Language Consortium. After a two-year pilot program in French, we will launch the system-wide consortium in Spring 2015, utilizing CourseMatch. This will allow students on any Consortium Campus (we are beginning with 15 campuses) to enroll in identified languages on specific campuses.