



Core Values

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

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

Mission

California State University, Bakersfield is a comprehensive public university offering excellent undergraduate and graduate programs that advance the intellectual and personal development of its students. We emphasize student learning through our commitment to scholarship, ethical behavior, diversity, service, global awareness and life-long learning. The university collaborates with partners in the community to increase the region's overall educational attainment, enhance its quality of life, and support its economic development.

Vision

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

Goals

1. Strengthen and Inspire Student Success and Lifelong Learning
2. Advance Faculty and Staff Success
3. Develop and Sustain High-Quality and Innovative Academic Programs and Support Services
4. Recognize and Address Regional Needs in Collaboration with Our Community
5. Diversify, Enhance, and Responsibly Steward Our Campus Resources

Goal 1: Strengthen and Inspire Student Success and Lifelong Learning

| | Measurement Criteria | Current | 2024 | △ |
|-----------|--|---------|-------|-------|
| 1. | Retention | | | |
| | a. First to second semester retention rate for first time freshmen | 93% | 95% | 2% |
| | b. Freshman to sophomore year retention rate | 75% | 82% | 7% |
| | c. Sophomore to junior year retention rate | 64% | 70% | 6% |
| | d. Junior to senior year retention rate | 58% | 63% | 5% |
| 2. | Graduation | | | |
| | a. First-time students: | | | |
| | i. Four-year graduation rate | 14.7% | 30% | 15.3% |
| | ii. Six-year graduation rate | 40% | 56% | 16% |
| | b. Transfer students: | | | |
| | i. Two-year graduation rate | 41% | 48% | 7% |
| | ii. Four-year graduation rate | 71% | 76% | 5% |
| | c. Achievement gap for Underrepresented Minority (URM) students | -8% | 0% | 8% |
| | d. Achievement gap for Pell eligible students | -4% | 0% | 4% |
| 3. | Advising | | | |
| | a. % of freshmen being advised before they begin classes. | TBD | 100% | TBD |
| | b. Develop a method for tracking percentage of students that receive career-advising to determine baseline. | - | - | |
| | c. Advisor-to-student ratio. | TBD | 1:300 | TBD |
| | d. Develop a method for tracking the percentage of freshmen that have declared a school by the end of the first semester and declared a major by the end of the first year. | - | - | |
| | e. Increase the percentage of staff and faculty that use GradesFirst. | TBD | TBD | TBD |
| | f. Decrease time for processing of graduation checks (students should be able to apply for graduation two semesters out). *One way to address these issues might be to offer a significant "early bird" discount for students that apply a year before. | TBD | TBD | TBD |
| 4. | Career Preparation & Success | | | |
| | a. % of graduating students who have participated in a Career Fair | 11% | 20% | 9% |
| | b. % of students who participate in program or school based career | TBD | +20% | TBD |
| | c. % of students who participate in CECE career preparation activities | TBD | +20% | TBD |
| | d. % of graduates are employed in jobs commensurate with their educational preparation | | | |
| | i. within 6 months of graduation | 82% | 85% | 3% |
| | ii. within 1 year of graduation | TBD | TBD | TBD |
| | e. % of graduates advance education (military, professional or graduate school). | 9% | 15% | 6% |
| | f. % of graduates satisfied/successful in their career | TBD | TBD | TBD |
| 5. | Student Engagement | | | |
| | a. % of students attended an Athletic event; participated in a campus related event; and/or involved in some form of student activity | TBD | +10% | TBD |
| | Student Wellbeing | | | |
| | a. Scores on selected student satisfaction surveys (Noel Levitz, National Survey of Student Engagement) are steadily increasing | TBD | TBD | TBD |
| | b. Implement Basic Needs Survey and gather results (e.g. awards & recognitions, publications, GPA, health, and food & housing security) | TBD | TBD | TBD |
| | c. # of student campus employment opportunities | TBD | TBD | TBD |

Strategies

Retention and Graduation

1. Implement a mandatory mid-term assessment for all first-time freshmen
2. Appoint a graduation specialist for each academic school
3. Develop a high-impact practices program in each school or program
4. Implement a mandatory mid-term assessment for first-time transfer students
5. Implement first-year seminars for each school or program
6. Update program plans and encourage that a specific plan be developed for each student
7. Expand on-campus housing

Advising

1. Develop a centralized student advising resource page
2. Establish methods for assessing the effectiveness of advising
3. Increase student access to quality advising
4. Improve the grad check process
5. Reorganize and modify the charge of the Advising Leadership Team (ALT)

Career Preparation and Success

1. Increase the number of students participating in career fairs
2. Enhance school-based career preparation activities
3. Increase the profile and student participation in Center for Career Education and Community Engagement (CECE) activities
4. Improve the ability to monitor the job placement of graduates
5. Improve percentages of graduates advancing their education
6. Measure and increase alumni engagement and satisfaction
7. Collect data on new graduates' satisfaction of various skills learned at CSUB in terms of career success, providing leadership in the community and lifelong learning

Student Engagement

1. Increase the percentage of students participating in campus related events or activities

Student Well Being

1. Address student food and housing insecurity
2. Assist students to balance their education with external pressures, e, g, finances, transportation, etc.
3. Improve the effectiveness of programming and services related to physical and mental health
4. Increase student engagement on campus
5. Increase number of campus employment opportunities

Goal 2: Advance Faculty and Staff Success

| | Measurement Criteria | Current | 2024 | △ |
|-----------|--|----------------|-------------|----------|
| 1. | Faculty & Staff Recruitment, Retention, Promotion & Engagement | | | |
| | a. % of newly appointed faculty and staff retained | TBD | TBD | TBD |
| | b. Current employee and student populations; and annual affirmative action plan data | TBD | TBD | TBD |
| | c. % Participation in orientation programs by faculty and staff | TBD | TBD | TBD |
| | d. % Participation in mentorship programs by faculty and staff | TBD | TBD | TBD |
| | e. % Participation in opportunities provided by faculty and staff | | | |
| | f. \$ Allocated to travel funds for faculty and staff | TBD | TBD | TBD |
| | g. # Employees participating in affinity groups | TBD | TBD | TBD |
| | h. # Affinity group events | TBD | TBD | TBD |
| | i. % of faculty who achieve promotion and tenure | TBD | TBD | TBD |
| | j. % of staff and faculty retained | TBD | TBD | TBD |
| 2. | Faculty & Staff Satisfaction | | | |
| | a. % of campus that feels satisfied with campus climate | TBD | 75% | TBD |
| | b. % of employees who complete the exit survey | TBD | 50% | TBD |
| | c. % of employees actively participating in wellness programs | TBD | 45% | TBD |
| | d. % employees who indicate that a comprehensive set of opportunities for career fulfillment and advancement are being provided. | TBD | TBD | TBD |

Strategies

Faculty and Staff Recruitment, Retention, Promotion and Engagement

1. Hire, value and retain diverse faculty and staff
2. Monitor diversity of workforce
3. Ensure a comprehensive orientation process for faculty and staff
4. Create and sustain a mentoring program for staff and faculty
5. Provide experiences that promote faculty teaching excellence, scholarship and service
6. Identify and designate specific funds to be used for conference and travel grants awarded to faculty and staff
7. Support and expand affinity groups
8. Expand current Faculty Teaching and Learning Center to be inclusive of staff (Suggested Name: Staff and Faculty Center for Excellence)
9. Enhance pre and post award support for research and grants

Faculty and Staff Satisfaction

1. Deploy, on an annual basis, a campus climate survey to gauge general perceptions of the campus environment (e.g. *The Chronicle of Higher Education – Great Colleges to Work for Survey*)
2. Conduct exit surveys of employees who voluntarily leave CSUB
3. Create a campus climate committee
4. Promote wellness programs that encourage and support the physical and emotional well-being of all faculty and staff
5. Encourage and assist staff and faculty to participate in programs that support and lead to career fulfillment and advancement

Goal 3: Develop and Sustain High-Quality and Innovative Academic Programs and Support Services

| | Measurement Criteria | Current | 2024 | △ |
|-----------|---|----------------|------|-----|
| 1. | Scholarly and Creative Activity | | | |
| | a. Faculty Research | | | |
| | i. # Grants | 70 | TBD | TBD |
| | ii. # Presentations | 248 | TBD | TBD |
| | iii. # Peer-reviewed publications | 203 | TBD | TBD |
| | iv. # Performance and exhibitions | 227 | TBD | TBD |
| | b. Student Research | | | |
| | i. # Grants | 17 | TBD | TBD |
| | ii. # Presentations | TBD | TBD | TBD |
| | iii. # Peer-reviewed publications | TBD | TBD | TBD |
| | iv. # Performance and exhibitions | TBD | TBD | TBD |
| | c. Faculty-Student Collaborative Research | | | |
| | i. # Grants | TBD | TBD | TBD |
| | ii. # Presentations | TBD | TBD | TBD |
| | iii. # Peer-reviewed publications | TBD | TBD | TBD |
| | iv. # Performance and exhibitions | TBD | TBD | TBD |
| 2. | Adaptive and Transformational Leadership | | | |
| | a. # of faculty participating in leadership development programs | TBD | TBD | TBD |
| | b. # of faculty, staff and students participating in leadership development programs | TBD | TBD | TBD |
| | c. # of students participating in leadership development programs | TBD | TBD | TBD |
| 3. | High-Impact Pedagogy and Practices | | | |
| | a. \$ allocated to fund workshops training institutes and exhibitions | TBD | TBD | TBD |
| | b. # of faculty participating in, and the availability of, high-impact pedagogy | TBD | TBD | TBD |
| | c. # of course, sections utilizing high-impact pedagogy | TBD | TBD | TBD |
| | d. # of scholarly activity relating to high-impact pedagogy | TBD | TBD | TBD |
| | e. # of students/staff/faculty participating in curricular and community-based co-curricular activities | TBD | TBD | TBD |
| 4. | Community Engagement in Academic Programs and Student Services | | | |
| | a. # of programs utilizing community feedback in the development and advisement of their program | TBD | TBD | TBD |
| | b. # of visits to Webpage/Social Media | TBD | TBD | TBD |
| | c. # of community representation on CSUB Boards and Committees | TBD | TBD | TBD |
| 5. | Responsive Academic Programs | | | |
| | a. % employed (measured at working more than 30 hours/week) or in post baccalaureate program | 82% | 90% | 8% |
| | b. \$ income earned within 5 years | TBD | TBD | TBD |
| | c. % employers satisfied with alumni performance | TBD | TBD | TBD |
| 6. | Metropolitan University | | | |
| | a. \$ invested to tackling local challenges | TBD | TBD | TBD |
| | b. # course sections targeted to address bottlenecks | TBD | TBD | TBD |
| | c. % of courses offered at student convenient times | TBD | TBD | TBD |
| | d. % of departments with advisory boards | TBD | TBD | TBD |
| | e. % of advisory board members that give to the university and the program | TBD | TBD | TBD |
| 7. | Assessment / Accreditation | | | |
| | a. # of programs with formal assessment plans | 56 | TBD | TBD |
| | b. # of programs engaged in annual program assessment | 54 | TBD | TBD |
| | c. # of programs completing a 5-year assessment cycle | 19 | TBD | TBD |
| | d. # of programs accredited by regional or national/international agencies | 14 | TBD | TBD |
| | e. % of eligible programs that are accredited | U:14% / G: 40% | TBD | TBD |
| | f. % of program achieving re-accreditation | 100% | TBD | TBD |

Strategies

- 1. Develop programs that make CSUB a leader in scholarly, creative activity and knowledge creation**
 - a. Invest in tools to collect and summarize scholarly and creative activity
 - b. Encourage students to participate in undergraduate/graduate research courses and activities
 - c. Designate and support a grant-writer for each Academic School
 - d. Fund scholarly and creative activities in each of the Academic Schools
 - e. Increase funding for student research
- 2. Foster Adaptive and Transformational Leadership among the Faculty, Staff and Students**
 - a. Fund Faculty Leadership Academy
 - b. Create mini-grant program for faculty, staff and students to support attendance at national/international leadership academies
 - c. Fund Presidential Student Leadership Academy
 - d. Create Staff Leadership Academy
 - e. Track the progress of leadership academy participants
- 3. Develop and implement a set of coordinated, multifaceted high-impact practices so that CSUB becomes a leader in pedagogy and student learning**
 - a. Fund pedagogical workshops and training institutes and exhibitions
 - b. Invest in tools to summarize high-impact pedagogy
 - c. Create campus-wide clearinghouse for high-impact practices proven successful
 - d. Invest in service-learning and co-curricular activities and programs
 - e. Promote the scholarship of teaching and learning
 - f. Use curricular and co-curricular activities to address local challenges
- 4. Use community feedback to develop and enhance academic programs that are anchored in the community**
 - a. Support the development and continuation of advisory boards with community representation
 - b. Invest in tools to track social media engagement
 - c. Track number of opportunities and mechanisms for community feedback
- 5. Encourage and support the development of academic programs that enhance student employability**
 - a. Prioritize alumni employability for programs entered on the Academic Master Plan
 - b. Invest in national tools to track alumni progress
 - c. Regularly track a study of current and future regional workforce needs and implement findings
- 6. Reorganize the academic administration and portfolio to support becoming a metropolitan university**
 - a. Evaluate the current structure of Academic Affairs (i.e. schools structure)
 - b. Collaboratively develop an academic strategy
 - c. Look outward to the community for academic ideas and innovation
 - d. Embrace the urbanization and diversification of the region we serve
 - e. Increase student access to high demand academic programs
 - f. Conduct analysis of academic programs that increase upward mobility
 - g. Expand local partnership with educational entities
 - h. Create an Academic Transformation Committee
- 7. Develop rigorous internal and external assessment system for all degree-granting programs**
 - a. Offer assessment workshops and institutes and exhibitions regularly
 - b. Provide regular feedback on the quality of assessment efforts
 - c. Track mandatory versus optional accreditation
 - d. Provide support to programs who possess and seek accreditation

Goal 4: Recognize and Address Regional Needs in Collaboration with Our Community

| | Measurement Criteria | Current | 2024 | △ |
|-----------|--|---|-------------|----------|
| 1. | Regional Workforce Needs | | | |
| | a. # of students who are engaged in service-learning projects, # of courses that include service-learning projects, # of hours in service learning | 1,671 (15.9%) | TBD | TBD |
| | b. # of students who are serving in regional internships | 178 (2.7%) | TBD | TBD |
| | c. # and types of internship sites | 97 sites, 23 types | TBD | TBD |
| | d. % of CSUB graduates who are hired regionally | TBD | TBD | TBD |
| 2. | Faculty Research Activities (funded) that Address Regional Needs | | | |
| | a. # of research projects that address regional needs | 23 new 43 cont. | TBD | TBD |
| | b. Amount of grant activities that address regional needs | New: \$2,537,851 Continuing: \$6,670,512 continuing | TBD | TBD |
| 3. | Community Engagement | | | |
| | a. # of community engagement activities on campus and participants | 425 events, 47,000 participants | TBD | TBD |
| | b. # of alumni mentors | 138 mentors | TBD | TBD |
| | c. # of alumni who serve as guest speakers | 20 | TBD | TBD |
| | d. # of students who participate in community volunteer activities | 1,161 (11%) | TBD | TBD |
| | e. # of visits to university website each month | 130,000 (month) | TBD | TBD |
| | f. # of social media engagements across all platforms | 33,748 (CSUB & Athletics yearly) Instagram 32,200/m. | TBD | TBD |
| | g. # of community members attending athletic events | TBD | TBD | TBD |
| 4. | Community Collaboration | | TBD | TBD |
| | a. # of CSUB faculty, staff, students, and administrators serving on community boards/groups | 32 (add SSE, SU) | TBD | TBD |
| | b. # of CSUB programs that have advisory boards | 19 (add SSE) | TBD | TBD |
| | c. # of community members serving on CSUB boards or centers | 100 (add SSE) | TBD | TBD |
| | d. # of alumni owned/run businesses that partner with CSUB | 250 | TBD | TBD |
| 5. | Government Relations Efforts | | TBD | TBD |
| | a. # of meetings with elected officials | TBD | TBD | TBD |
| | b. # of CSU/CSUB advocacy trips on the state and national level | TBD | TBD | TBD |
| | c. # of visits from elected officials to campus | TBD | TBD | TBD |
| | d. # of presentations/panels that involve elected officials related to CSUB | TBD | TBD | TBD |
| 6. | International Partnerships | | TBD | TBD |
| | a. # of formal partnerships with international schools that include study abroad, faculty exchange, and research cooperation | 31 across 11 countries | TBD | TBD |

| | | | | |
|--|--|---|-----|-----|
| | b. # of students engaged in study abroad programs | 128 total: (44 CSUB studying abroad; 44 incoming international students; 40 students in faculty-led programs) | TBD | TBD |
| | c. # of community members engaged in international programs (e.g. host families, volunteers) | 5 scholarship programs and 18 CSUB employees provide donations for study abroad scholarships | TBD | TBD |

Strategies

1. **Create a community ambassador group to oversee a comprehensive and coordinated effort to review and identify regional needs**
 - a. Includes business leaders, educators, donors, alumni, each CSUB School and the Antelope Valley Campus to work directly with the President to outline regional needs and to assist the University in responding to them.
 - b. Meets regularly to exchange ideas and information.
 - c. Assesses progress and continuously respond to changes.
2. **Implement data collection processes to assess university responses to regional needs**
 - a. Identify current processes, instruments, systems, and divisions that are engaged in ongoing data collection related to regional needs.
 - b. Align data collection processes to regional needs.
 - c. Examine and implement ways to increase the response rate of surveys.
 - d. Identify systems to track and communicate progress towards addressing regional needs.
3. **Systematically address prioritized regional needs that have been identified by the community ambassador group**
 - a. Create structures and processes to better address regional needs, i.e., a web-based, interactive site that includes a graphic representation of CSUB resources linked to the prioritized regional needs that will act as a repository of ongoing CSUB activities and resources for addressing community needs; and feature ways CSUB is addressing regional needs on the website and through the media.
 - b. Enhance existing and create new regional higher education consortia by partnering with other institutions so that CSUB becomes an Industry Innovation Hub and expands our metropolitan university identity
 - c. Enhance existing and create new programs based on regional needs by:
 - Expanding economic programs and leveraging technology to provide broader higher educational opportunities to the diverse population in the community
 - Supporting regional economic growth through expanding research programs/centers, bringing financial resources to the community, and improving and enhancing academic and community partnerships
 - Enhancing outreach programs for a diverse population
 - d. Expand training and certification programs for personal and professional development.
 - e. Enhance community engagement activities on campus.
 - f. Utilize athletics to serve as a platform for engaging the community and sharing university and regional successes.

Goal 5: Diversify, Enhance, and Responsibly Steward Our Campus Resources

| | Measurement Criteria | Current | 2024 | △ |
|-----------|---|-------------------|------------------|--------------|
| 1. | Grants and Contracts | | | |
| | a. Number of grant proposals submitted | 57 Total | +25% 71 Total | +25% (14) |
| | b. Ratio of grant applications to grant awards greater than \$25,000 | TBD | 64 Total | 10% |
| 2. | Fundraising/Philanthropy | | | |
| | a. Number of donors to the CSUB Foundation | TBD | TBD | +25% |
| | b. Overall funds raised contributed by individuals | 42% | 60% | 18% |
| | c. Members of Alumni Association Board annually giving | TBD | 100% | TBD |
| | d. Members of Foundation Board annually giving | TBD | 100% | TBD |
| | e. % of alumni who are giving | 1% | 2% | 1% |
| | f. Funds raised in comprehensive fundraising campaign | Not Applicable | TBD | TBD |
| | g. Endowment corpus value | TBD | TBD | TBD |
| 3. | Facilities Development and the Effective, Efficient Use of Existing Facilities | | | |
| | a. CSU system standards for offices, classrooms and laboratories | TBD | TBD | TBD |
| | b. Construction of new facilities identified as priorities on 2016 academic affairs master plan which prioritized future capital projects | Not Applicable | TBD | TBD |
| | c. Completion of needed building renovations | Not Applicable | TBD | TBD |
| | d. Reduction of deferred maintenance backlog | TBD | TBD | TBD |
| 4. | University Finances | | | |
| | a. Amount of annual transfers from university reserves to the base budget | TBD | 0 | TBD |
| 5. | Non-State Resources/Extended Education and Global Outreach | | | |
| | a. Total enrollment in Extended Education and Global Outreach Programs | TBD | +5% | TBD |
| | b. Enrollment for Extended Education Summer Session | TBD | +5% | TBD |
| | c. Enrollment for Extended Education winter session | TBD | +5% | TBD |
| | d. Enrollment for Open University | TBD | +5% | TBD |
| | e. Extended Education and Global Outreach revenues | TBD | +15% | TBD |

Strategies

Grants and Contracts

1. Develop a comprehensive program to increase grant and contract activity to include such elements as mentoring, workshops, school level grant writers, partnerships with other institutions, fostering multidisciplinary research and using indirect cost recovery funds to incentivize research.

Fundraising / Philanthropy

1. Formulate and implement a program to increase the number of individuals annually giving, including elements such as a more a data-driven approach to donor cultivation and retention, increasing staff, and partnerships with deans and faculty.
2. Enhance efforts by the CSUB Foundation by establishing through such means as establishing giving-circle committees based on specific interests, recruiting new members, updating bylaws, and organizing a Board giving campaign.
3. Develop a program to increase the involvement of alumni in fund raising efforts by enhancing programming to increase alumni board engagement, establishing and cultivating affinity groups and giving circles based on specific interests, organizing an alumni board giving campaign, updating the bylaws, creating an mentoring program to cultivate alumni relationships, growing alumni signature events, and improving the integrity of alumni contact information.

4. Conduct a successful comprehensive fundraising campaign to include such elements as assessing the internal readiness to ensure there is a proper infrastructure to support a campaign, designing the campaign, collaborating with alumni and other stakeholder groups, developing effective means of communicating to all constituents.
5. Increase the endowment by including endowment giving in the comprehensive fundraising campaign, educate donors and prospects on the importance and use of endowment funds, conducting Prospect research to secure initial leadership gifts targeted to the endowment.

Facilities Development and Effective Use of Existing Facilities

1. Develop a strong and effective case to justify the need for addition office, classroom, and laboratory space, based on current utilization relative to CSU system standards.
2. Using the master planning process as a basis, plan, fund, and construct new facilities needed to accommodate current enrollments and anticipated growth, i.e., Energy and Engineering Innovation Center; Social and Behavioral Sciences Building; Media and Performing Arts Building; Interdisciplinary Building, Extended Education and Global Outreach self-funded building.
3. Develop a program to address deferred maintenance and renovations, to include identifying projects with the potential for non-state avenues of funding (donations, grants, etc.) that can be leveraged to increase support for deferred maintenance and renovation projects.
4. Continue campus grounds beautification with an emphasis on native plants and water-wise landscaping. Consider the development of a “welcome center” and an iconic piece, such as a fountain or bell tower.

University Finances

1. Develop and implement a policy of restoring and growing the university’s reserves.

Non-State Resources / Extended Education and Global Outreach

1. Formulate and implement a multifaceted program to increase CSU Bakersfield’s non-state revenues generated by Extended Education and Global Outreach including on-ground, on-line, and/or hybrid degree programs additional graduate students, summer sessions, winter sessions, and non-degree programs (Open University).