**Unviersity advancement team meeting**

1. **Goal 1**: Evaluate financial scholarship study abroad. Tutoring outcomes based research.
   - Assess: year of graduation.
   - Assess: the need for community.

2. **Goal 2**: Develop marketing and brand strategy. Supplemental instruction and curricular delivery.
   - Master plan: buildings, technology, and community leadership.
   - Supplement: instruction and curricular delivery.

3. **Goal 3**: Faculty diversity – create faculty space program to help couples’ re-employment in our community.
   - Continue: to expand study abroad and related scholarly activity.
   - Staff Retention: public/private partnerships to build out infrastructure.

4. **Goal 4**: Build out infrastructure – alternative financing for infrastructure i.e. residential.
   - Alternative: for moving to and around campus that are.

5. **Goal 5**: Improve marketing.
   - Fully online degrees.
   - Future: of the arboretum merged into campus and connected.

6. **Goal 6**: Create more development advising and services opportunities for online classes.
   - Deferral maintenance and capital outlay (to the library).
   - Implement campus master plan.
   - hereby comprehensive planning.

7. **Goal 7**: Continue work on improving grad rates.
   - Continue: to develop curriculum.
   - Identify: new initiatives and priorities we must address.

**University Advancement team meeting**

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14 Academic Affairs Group  
**2/10/2017**

**Opportunities for growth as follows:**
1. Strategic opportunity for funding
2. Opportunities to close the achievement gap
3. Innovate curriculum
4. Culture shift on campus to understand raising money is necessary

**Changing Initiatives that should be addressed:**
1. Graduation Initiative 2025
2. State that Research in an important aspect for faculty as it enhances the campus community and global environment
3. Split the need/value of research from fundraising
4. More resources for the STEM programs
5. Focus on diversity as one of our strengths

**Inclusions and possibilities to incorporate are:**
1. Secure more baseline funding
2. Increase funding per student (STES) from $2,000 to $5,000
3. Increase alumni involvement
4. Transparent budget.

**USEP/POE**
More flagging program aligned with brand initiatives

**More intentional Summer and Winter session curriculum planning Recognize diverse entrepreneurial activities**

**Increased entrepreneurial activity across campus constituencies with more extradrived planning and coordination**

**Program innovation in response to broader market/financial needs.**

16 USEP/POE AUP and Steams Office, international scholars program, UEI program, student affairs, international students program development

**Diversity curriculum to include new identified needs in the community. Maintain and continually refine curriculum and co-curricular activities.**

**Continue to focus on student experience for all student body, undergraduate, graduate, international, online and non-traditional students. Moving need to diversify and infrastructure need to take into account the varying needs.**

**Faculty and staff engagement with the campus community.**

**Commit to grow and extend entrepreneurial activities. Build relationship to engage in innovative activities through the incubator.**

**Things already in place:**
1. GI 2025
2. GI 1100 GE changes. Can only have 40 units of GE. No non-credit remediation. Implemented for Fall 2018. Performance-based funding criteria portion of the funding is designated for GI 2025.
3. Physical master plan for CIU.
4. Focus on the retention of diverse faculty and staff. University campus capital.
5. Expenditure in physical infrastructure
6. Provide alternative access to education—online or remote
7. Competency based education and previous experience credits
8. Integrated year round and campus curriculum planning driven by student needs
9. Education to career pathways with consideration for global and local needs

**American foundation grant 2020. Increase post secondary degree attainment to 65%. Overseas centers in partner institutions to help STEM and internship programs students to be able to have a more supported experience. Articulation and cross pollination opportunity for students in all areas.**

20 SFIC

**Improving faculty and staff retention. Plan strategies for recruitments. Strengthen transfers students and Graduate program to where we have the first year experience. Continue support for faculty to remain sustainable. Haven’t developed relationship of alumni relations with their college and department or high impact practice, increase Alumni relations in general.**

**On goal 1, we can do better in preparing alumni for jobs and tracking them. For 2, staying open on Friday.**

22 SFIC

**Create a culture of entrepreneurial activity among faculty and others.**

**Increase partnerships with industry and businesses that with which we have here to date engaged. Expand the portfolio of approaches used for faculty and staff hiring.**

**See EO 1110 as an opportunity to radically rethink GE. Make further progress equity gaps.**

**Address institutional identity internally.**

**Increase baseline funding for core operations. Identify and enhance our brand identity.**

**Totally rethink our approach to parking in terms of creating happy and satisfied alumni. True data driven decision making.**

24 SFIC

**Academic Affairs Senior Leadership Team**

**Goal 2: Continue our growth in faculty hiring, training retention, recruitment efforts. Enhance measures of assessment in recruitment, hiring, and retaining. Discussions about part-time faculty and density at the university level.**

**Furnish the most effective full-time/part-time faculty balance that is most effective for the campus.**

**Goal 2: Continue to strive and raise the bar.**

25 SFIC

**Faculty and staff engagement with the campus community. Continue to grow and extend entrepreneurial activities. Build relationship to engage in innovative activities through the incubator.**

**Supports:**
1. Investment in physical infrastructure
2. Provide alternative access to education—online or remote
3. Competency based education and previous experience credits
4. Integrated year round curriculum and co-curricular planning driven by student needs
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**Academic Affairs Group**

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19 SEC
- Goal 2: Strengthening study abroad opportunities in a regional sense by 5%
  - Increase the number of self-sustained curricular programs by 10%
- Goal 3: Increase more certificates.
- Goal 4: Focus on globalization and not just countries that are under-served.

20 Library
- Focus on retention of faculty and staff
- We need to be proactive in global engagement
- The library can play a larger role in student life, building upon its current work with a variety of campus groups
- Programming reaching out to the campus cultural centers to make programming projects more student-driven

21 Library
- Focus on retention of faculty and staff
- The university needs to pay attention to staff development (investing in staff)
- Sustainable funding–A dedicated director of advancement for the library
- The funding aspects of these types of initiatives as well as others initiatives is an important consideration
- The library can play a larger role in student life, building upon its current work with a variety of campus groups
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25 Library
- Library resources support students' academic achievements.
- Having a more robust inventory collection that identifies bookens courses (high-cost text books).
- Proving access to the collections of other CSU libraries through OneSearch.
- Recruiting a Student Success/First Year Experience librarian.

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27 Library
- Work on the 4-year graduation plan
- Assessment of diversity initiatives
- Stronger regional engagement
- Technology transfer and more opportunities for professional-revenue. More innovation or experimentation in addressing our problems

28 Library
- Goal 4: ―More affordable Childcare
- More parking
- Library as a living laboratory of learning, idea exchange, and intellectual/creative place
- Library space expansion

29 Library
- Alumni association
- Goal 1) connection to immediate post-grad life, preparing for transitions (Purposeful transitional support)–Intensive advisory board of directors (small group)
- Many of our peer Universities in the Cal Poly/CSU & UC have mandated Freshman and Transfer students live on campus. Graduation (4-6 years) and retention rates are very positively impacted. Finally, the skills, relationships and immersion of being on campus in a freshman year beneficially carry over in subsequent academic years.

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offering more classes on weekends including high level with incentive hybrid classes online and weekend exposure to projects management and soft critical skills shadowing of donors and student recruiters.

22 Alumni Association, board members and Alumni Engagement staff members Encourage more employers to come on campus to offer internships to prepare for careers. Also to recruit on campus to hire new graduates. Find ways to compare obstacles such as food shortages, housing, etc. Improve scheduling of classes so students can get the classes they need. Survey students to identify such obstacles.

Use the community colleges to provide the remedial classes to CSULB students who need them (i.e., dual enrollment). Emphasis on campus environment that supports civility and discourse.

23 CCE retention issue in faculty is a big and continuing issue. Increase fee waivers for family faculty. Fundraising is good in philanthropy. Room to concentrate on research grants - we have improved but we need to find a way to remove obstacles for research grants, especially issue in light of our R3 classification. Things that come from Deans office should come from higher up, e.g., college support based upon retired faculty gifts. Buyout costs in a grant are prohibitive and make combination of buyout and overhead exhaust ability to actually do research. Humanities feels that stipend applications are more like NSF applications, serves as a disincentive to give service to fellows. Tolls give up after three deals. Playbooks for soliciting for external support Departments tasked with bringing in their own fund but they have not been given advisor training or guidance Unit work more closely with local community colleges on a major by major so they can be more prepared, not just give packages help for majors here. Entrepreneurial spirit - plans for double majors in 120 units collaboration - building bridges instead of walls. Work across innovation and trust to foster campus citizenship. Define student success in a way other than number of units. plan should be a statement to values.

24 MCBE Focus on the career readiness of students by extending Goal 2. Add faculty evaluation six processes (such as Interfield goal) to minimize the RTP process for faculty, chairs, etc. to reduce the time-consuming 7% of these processes. Goal 4: more development opportunities with the University President; more active engagement with President to raise funds. Look at other procedures and ways to develop curriculum that is not time-consuming, also making the process move-up to date and having a more streamlined process so we can provide updates to students more quickly. Allowing innovative ways to have students move throughout curriculums - innovations to allow advancement students to complete classes faster and have students who need more time at that time.

Goal 3: more resources and funding to faculty to support their research.

How expensive it is to hire business faculty. Market salary understanding. Support these market needs. Teaching loads of 4/4. Two years is too short of release time. Perhaps 3/3 if publishing well. Streaming curriculum processes along with other processes.

Resources to encourage faculty to reach out to business communities and ways to incorporate feedback to students.

More support for students overall. Advising going well, but more financial support and academically. Maybe we assess the implications of mandatory vs non-mandatory advising. Does advising remove accountability? Expanded GE revoloution, specifically we should be ahead of our students. Do we need 12 units of History? Rethinking the GE revolution taken to a higher level.

25obile senate group Coalition-in external fundraising

Focus on hiring the highest quality faculty. IB/ diversity should not be barriers to hiring.

Student success is important, but so is faculty success. Faculty success has not been a serious priority for the university during the past five years. The university needs to recalibrate resources to be more supportive of faculty success. Need to address student anxiety issues. Quantify ROI for students - how many find employment after graduation? Average salaries?

Increase study abroad participation by 100%.

26 MCBS Senate Goal 2: graduation rate may be improved by 5 percent more Goal 4: raise more funds

Infrastructure for online education Investing in graduate programs

Elective college electives for growth based on Strategic Plan 2018-2029 outcomes.

Identify emerging opportunities and disciplines we must address in Strategic Plan 2018-2029.

27 Student Senate

Coordinated advising that includes membership and career planning Systematic assessment of curricular activities as well as curricular initiatives. EFCA leadership opportunities.

Goal 2025: EO 11 increased numbers of students, limited space — alternative ways to offer high quality education. Online? Friday/Saturday cohort programs.

Research for increased knowledge not just for HR5 or increased revenue

More student housing to create more sense of community, more dining options, more parking or set limits on the number of students admitted. Rather than focus on quantity we should focus on quality. No commencement ceremonies - we don’t need multiple main ceremonies.

28 International education committee

Creating diverse study abroad programs in terms of time, experience, and location. Increase the focus on global competency in curriculum. Identify learning goals and curriculum. Committee is study abroad could we talk more about other issue including curriculum. Opportunity - use Fulbright scholars in the country to give lectures. International student center as part of diversity. Ask student affairs if they can have an internal student center as part of their activities and faculty areas. Colleagues should work together on international initiatives especially in pursuing external support. Focus on work force competitiveness in our abroad program in pursuing external support. Maintain focus and goals on bringing in increased number of international students. Keep streamlining the travel process especially for international programs. Explore increased innovation in cross-discipline programs that are flexible in terms of time. E.g environmental studies.

International student center offering affordable housing, available for academic term and shorter periods. Increase focus on STEM and programs that ACTIVELY promoting and attract students to stem programs. Faculty follows program to develop and support international programs. Explore fee for service and mechanism for fee for service. Interdisciplinary fee for service programs that work across units, example- science, arts.

Establish global education partnerships to house and share a variety of international programs.

29 Study abroad

More study abroad

In person to study abroad More international scholar, faculty fellows. More academic activities designed to develop a more global perspective.

Global perspective Support for staff doing international education

Civil discourse and conflict resolution to build a more global perspective.
<p>| 41 | More faculty research grant money acting as seed money for external funds | Full tuition stipend for graduate students | Continue to recruit increasingly diverse faculty | Question the rigidity of four year graduation rate policy | Hire full time administrative position n for student advising | Job fair: increase possibilities for student employment | Increase hands on staff to deal with student mental health issues | More flexibility accessibility and up to date technological resources for specific areas that need improvement |
| 42 | Art department faculty | Focusing on internships in our individual content areas | More funding opportunities | Artistic research development | Full tuition stipend for graduate students | Full time advisor | More funding opportunities | Artistic research development | Full tuition stipend for graduate students | Full time advisor: administrative person job farm-art-related accessibility and flexibility to technical development, especially the changing aspects. |
| 43 | Are you an individual or a group? | Yes | You are an individual or a group? Group (please specify group/constituency, e.g., alumni, etc.) | Full time advisor | Hire more full time faculty to provide continuity and to elevate our current programs. | Clarify the advisement process/information for faculty. |
| 44 | Dana lamb Joanna Roche Andy Fedak | We see the idea of growth in student population being problematic and counterproductive, we should be focusing on improving the quality of education for our current population first. From a philanthropic aspect we do see an opportunity of growth with our alumni and recognition of their accomplishments and developing future long term giving, and addition as returning mentors as well. This idea should be college or even department centered as opposed to larger university development in order to maintain a direct and real connection. And supported by the university to help make this possible. | Study abroad and global integration and development. Pushing the puck to expand formal location to more areas where faculty can touch. Widen the amount of directions that they might be more specific to particular art practices. Integrate, a tighter collaboration with alumni and industry that could lead to both mentorship and philanthropic growth (as above). | Study abroad and global integration and development. Pushing the puck to expand formal location to more areas where faculty can touch. Widen the amount of directions that they might be more specific to particular art practices. Integrate, a tighter collaboration with alumni and industry that could lead to both mentorship and philanthropic growth (as above). | Study abroad and global integration and development. Pushing the puck to expand formal location to more areas where faculty can touch. Widen the amount of directions that they might be more specific to particular art practices. Integrate, a tighter collaboration with alumni and industry that could lead to both mentorship and philanthropic growth (as above). |
| 45 | Faculty members in the Art department | Goal 1: Implementation has failed to support rigor. | Goal 4: Implementation has failed to support rigor. | Goal 2: More lab space to move students through our programs more efficiently, and making sure technology in the labs remains up to date with current industry trends. | University must spend more time and money resolving articulation with CCs and in the preparation of foundation courses. Build relationship with the surrounding community. Prioritize outreach to local professionals and industry. Be a resource and hub for the surrounding community. Simplify and support guest lecture and opportunities. More parking. Shuttles to downtown. |
| 46 | Are you an individual or a group? | Yes | You are an individual or a group? Group (please specify group/constituency, e.g., alumni, etc.) | Faculty members in the Art department | See previous entry | See previous entry | See previous entry | See previous entry |
| 47 | Visual Arts faculty | GOAL 1. for all students with psychological needs, the university needs to be faster at helping them. The faculty is not trained for it and we hurt for our students, but only do as much. | GOAL 1. for all students with psychological needs, the university needs to be faster at helping them. The faculty is not trained for it and we hurt for our students, but only do as much. | GOAL 1. for all students with psychological needs, the university needs to be faster at helping them. The faculty is not trained for it and we hurt for our students, but only do as much. | GOAL 1. for all students with psychological needs, the university needs to be faster at helping them. The faculty is not trained for it and we hurt for our students, but only do as much. | GOAL 1. for all students with psychological needs, the university needs to be faster at helping them. The faculty is not trained for it and we hurt for our students, but only do as much. | GOAL 1. for all students with psychological needs, the university needs to be faster at helping them. The faculty is not trained for it and we hurt for our students, but only do as much. | GOAL 1. for all students with psychological needs, the university needs to be faster at helping them. The faculty is not trained for it and we hurt for our students, but only do as much. | GOAL 1. for all students with psychological needs, the university needs to be faster at helping them. The faculty is not trained for it and we hurt for our students, but only do as much. |</p>
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| 59 | College of the Arts Dean’s meeting
| 60 | Funding to support college specific study abroad opportunities this the student success centers.

### Retention Cluster: SA

- Increasing training for staff so they can work together.
- Create community amongst faculty and staff, formally and informally.
- Awareness of campus resources and services for new staff.

### Student Affairs Retention Cluster Directions

- Combine goals and outcomes to create new innovative ways to reach strategic goals and support students. For example, can create alternative work schedules that accommodate both the complex needs of our students and employers.
- Shifting in demographics of students and providing services to meet their needs.
- Meeting students where they’re at, i.e., texting to reach them rather than voicemail or email.

### Three faculty members

- Tuition support and stipend for merit-based scholars for incoming graduate students. Could help recruit research focused grad students which could promote research agenda and potentially raise external funding.
- Establishing new doctoral programs, could create more of a research culture and elevate the ranking.

### Three faculty

- Create new initiatives to attract high-quality students. So that CSUF becomes the university of choice for high performing high school and CC students.
- Let departments set admission standards.

### EICS subgroup

- Goal 1: explore study abroad opportunity for mi students, examine and update our curriculum.
- Goal 2: increase graduation rates of mi students, increase enrollment of students (fresh preparation).
- Goal 3: increase student engagement in HP activities.
- Goal 4: increase the diversity of faculty through our centers.

### Goal 2: EICS graduation rate is 2 percentage points higher than CSUF’s

- It is very difficult to have both quality and quantity. Need to recruit high-quality students and high-quality faculty. Those that have the potential to bring in resources.

### Are you an individual or a group? – Selected Choice

- I still believe that we can do a better job with retention of first generation students.
- I still need to recruit and nurture diverse faculty that mirror our diverse student body.
- I think we do a great job of recruiting. But, we also do a poor job of retaining diverse faculty.

### Chairs meeting

- Grow community involvement with the university especially on fundraising side.
- The need to get ahead of infrastructure needs.

### COTA Dean’s meeting

- Keep Goal 2’s successful application of funding opportunities for SII and GI 2025 instructional units that have been made available for high demand classes, Saturday offerings, and late night classes.

### Cota

- Keep Goal 2’s successful application of funding opportunities for SII and GI 2025 instructional units that have been made available for high demand classes, Saturday offerings, and late night classes.

### College of the Arts Dean’s meeting

- Increase diversity in faculty who may be lower represented.
- Parking is always a problem for students as the student enrollment continues to increase. Even our faculty must fight for parking spaces as teaching load requires them to start after certain morning hours.
- In the School of Music we are having problems keeping up with the demand to graduate our students in 4 years, but many of our classes are taught by part-time faculty and the amount of funding given to music is not adequate to offer the number of classes and sections needed to accomplish this.

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- Review and even scholarships awarding processes that allow students to receive financial support in a shorter time.
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42 Business Honors

- Measuring quality in the hiring of faculty and staff. Quality is missing from the report card on goal three. Also improve the retention of the hires.
- Study abroad has lots of frustration in terms of access to resources such as IRA funds. No feed back there. Rubric is stacked against many study abroad and domestic program proposals.
- Mechanisms to sustain study abroad.
- More collaboration with other programs to make programs. Uni honors and business honors to work together. Sol across campus.
- Better job of taking care of faculty. Less fighting for schedules. Not all faculty on all committees is not sustainable.
- Better job of promoting hires to transfer students, and getting the transfers students through. Always opportunities to embed more career opportunities.

43 IT Senate Committee

- As the institution continues to increase its online offerings, it is important to ensure the quality of the education that happens there. This includes ensuring faculty involvement/engagement and user experiences with the online tools.
- More consistency with online tools. For example, consistency across pages on titanium, class planning and registration integration.
- Lower the cost students have to pay to attend college, including tuition, book cost, etc.
- Parking issues.
- Renovations of Engineering and Computer Science Buildings.

44 Faculty members of campus IT committee

- Faster processing of TDBs for transfer students. Current process (score of hard copy) is too slow and hampers enrollment and registration. Better use of technology could streamline this process.
- Online education is not address in the strategic plan and should be.
- Develop program to help first year at risk students learn basic technology they need to be successful (could be taught as online modules).
- Technology-mediated student advising and retention services. Admission and Records forms should be online.
- HIP opportunities for online/distance ed students.

45 Are you an individual or a group? - selected Option

- Are you an individual or a group? - Group: Group type/group consistancies, e.g. offfice input - not.
- Identify opportunities for growth based on Strategic Plan 2018-2020 outcomes.

46 IT Senate

- Use technology to communicate strategic goals outcome to campus community every 3 months to keep informed of the progress.
- Provide incentives for entrepreneurial activities.
- Decrease class size and increase more hands on time in labs as part of HIP.
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47 FT Co

- Address parking.
- Better utilization of course structure.
- Can’t continue define maintenance — safety concerns and one costly in the long run.

48 FRC subgroup

- Offering support for advising; more students needing advising requires more time and resources.
- Professional advisors or release time for faculty advisors. Quality over quantity.
- Increasing support for faculty promotions andöttabi/ockets with respect to the significant hiring increases from the recent years.
- Group left because of time.

49 FRC

- Develop opportunities to promote innovation in lower faculty ranks as part of faculty success to retain faculty.
- Physical master plan must align with priorities to provide infrastructure needed for faculty, staff, and student success. Finding tenure faculty balance needed to handle both teaching and service needs.

50 FRCB

- Continue to increase 4 and 5 year grad rates eliminate the opportunity gap for 1st time freshman Work to retain high quality diverse faculty and staff.
- IS 1300 Graduation initiative Deferred maintenance Affordable summer session (summer also)
- Infrastructure for research and SCA (make CSUF an attractive alternative for (faculty) Graduate programs.

51 ECS ICC

- Higher graduation rates
- More diverse staff
- More sections of classes
- Better understanding from diverse staff.
- More mentorades and specialists that are involved in the engineering projects to further team and program development from year to year. Only having one advisor for projects such as Formula, Titan Aero, Tes, Rover, and more is not enough for program development.
- More summer classes for engineering majors.
- More internships set up by the school.

52 MRS, ACM, MAEL, IDR, ASCW

- Over impacted classes make it difficult to graduate on time. There is no dedicated room for clubs for students to be involved.
- Improving advising as some of the colleges have advisors that do not provide the information required to graduate. Have projects that are passed down from and unappreciated to the lowerclassmen but the project be a more real life problem.

53 ECS Civil

- Reforming the structure of foundation classes, such as statics and mechanics of materials, and having more hands-on activities so that students can better conceptualize the core subjects that are needed for future design classes.
- Support clubs by giving them more designated space so project and research activities do not conflict with each other.

54 SHPE, ACM, MAEL, IDR, ASCW

- More classes available for higher student graduation rates.
- Better staff training for teaching strategies, not necessarily subject knowledge.
- More online classes, internships possibilities, and mentorship opportunities.

55 1. Hire more full-time professor 2. Offer more sections year round. 3. Keep students aware of any industry updates. 4. More visibility for ECE towards the whole campus.

56 JCM

- Offer more sections in bottleneck and projected courses.
- Improve the accuracy to professional pipeline — better prepare students for internships and careers.

57 ICC

- Implement effective and systematic faculty and staff recruitment and retention programs increase the graduation rate by giving more students chance to take classes.

58 1. Hire more Tenured and Full time professors.
2. More classes in bottleneck and projected courses.
3. More mentors and specialists that are involved in the engineering projects to further team and program development from year to year. Only having one advisor for projects such as Formula, Titan Aero, Tes, Rover, and more is not enough for program development.

59 RIC

- Build culture of alumni relations and fundraising in all departments to help fund all of our other priorities such as endowed professorships, endowments for student travel, research support, etc.

60 PRBC

- Increasing support for advising; more students needing advising requires more time and resources.
- Professional advisors or release time for faculty advisors. Quality over quantity.
- Increasing support for faculty promotions andöttabi/ockets with respect to the significant hiring increases from the recent years.

61 PRBC

- Increasing support for faculty promotions andöttabi/ockets with respect to the significant hiring increases from the recent years.
- Develop program to help first year at risk students learn basic technology they need to be successful (could be taught as online modules).
- Technology-mediated student advising and retention services. Admission and Records forms should be online.
- HIP opportunities for online/distance ed students.

62 PRBC

- Offer more sections in bottleneck and projected courses.
- Improve the accuracy to professional pipeline — better prepare students for internships and careers.

63 PRBC

- Recognize that there are legitimate reasons why students don’t always graduate in 4 years
- Did not complete.
Are you an individual or a group? - Group (please specify group/contactees, e.g., affinity org) - not

Are you an individual or a group? - Individual or a group?

Are you an individual or a group? - individual or a group?

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41 Student Group: CTVF 2021: Critical Studies: Television
For both advising and for faculty, we think that it would be beneficial to increase staff even more in order to provide students more class options as well as advisors to speak to. Different structure for online classes in terms of workload and difficulty. The majority of students who take online classes do it in order to fulfill a requirement, but simply just can’t fit it in more time in their busy schedules as it is to take that class in person, but it’s difficult to home in on all of these focus on online classes while taking others and trying to fit it in their schedules with jobs and other responsibilities. Additionally, we think that there should be more options as far as classes to fulfill requirements and more flexibility with pre-req. Often times there’s certain classes that must be taken before being able to complete our major, but only one or two sections offered that may not fit into students schedules.

42 Student Group: CTVF 2021: Critical Studies: Television
We wanted to focus on just one topic. We appreciate all the club raffles and fun, but we feel like these festivities to be more in line with the group leaders where matters within the campus. More parking structures, reduced parking permit fee, reduced intercession/summer tuitions, more diverse class options, more advisors, reworking the building/improve facilities, renovate teachers by taking student opinions into consideration – hiring staff/faculty that is currently working or has recently worked in the industry. More parking structures, reduced parking permit fee, reduced intercessions/summer tuitions, more diverse class options, more advisors, reworking the building/improve facilities, renovate teachers by taking student opinions into consideration – hiring staff/faculty that is currently working or has recently worked in the industry.

43 Drop-in group
Training and resources provided across the board; faculty, staff preparation for curricula and co-curriculum Support advising I'm connecting academics/faculty/advisors and student affairs resource centers in a timely manner toward intentional graduation. HIP campaign to increase understanding for both traditional and nontraditional students. Align metrics or measurements of goal language with goal language. Provide funding for HIP practices.

44 Student Group: CTVF 2021: Critical Studies: Television
One goal that needs to be enforced is the increased graduation rates, this can be done through a more involved staff that takes time to personalize the college drive for every student. One initiative could be that the university forces students to check in with a guideline planner mandatorily every semester. Much more concentrated general education classes so we don't have to take as many before getting to major classes.

45 Student Group: CTVF 2021: Critical studies: television
Some real world lesson opportunities. In terms of CTVF, we have not learned real life skills used in the internships and jobs that are out there. With the curriculum/co-curricular, it is not easy to succeed. For example, there are too many technicalities within requirements to succeed. When a student has held 1 internship prior to meeting the requirements for the internship, it isn’t necessary for the student to do so. There needs to be more understanding and case by case review of each student case. The real world career and focus should reflect in the curriculum. Make the internship requirement a FORCING requirement, not just for a writer.

46 Student Group: CTVF 2021: Critical Studies: Television
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Overall, there needs to be an explicit inclusion of the needs of graduate students in the next strategic plan. One avenue for this might be related to expanding the aims of Goal 2 and its strategies. For example, it would seem that we should have representation in graduate student attendance of students who reflect the demographics of the undergraduate who matriculate from California institutions. In other words, graduate student enrollment should reflect the pipeline of undergraduates and it would be useful to put some target numbers to that aim. There should be a specific requirement that graduate students attend orientations just as new and transfer students are required to do so. There should be complete inclusion of graduate students across the board as a part of the Cal State Fullerton community. They (graduate students) are not just an aide but deserve the specific attention as full members of the campus.

We need more advising specifically aimed at graduate students in our various centers (career center, etc). Faculty should be empowered (trained) as the frontline of interaction with students, to do holistic mentoring of students. There is some sentiment among faculty that graduation, and graduate school advisement has become mired to the success teams and is no longer the domain of faculty. Strategy: Identify and support programs that enhance the pursuit of higher education for underrepresented students and other students encouraged by achievement gaps.

University can serve the local community and the global society through the following: * research * community outreach * tracking of career/curricular activities

We don't just do these things to support students and to bring money to campus

Funding resources for study abroad opportunities and the high impact of engaging in these activities Training opportunities for advisors on many levels; global economy engagements, advising strategies

Funding study abroad opportunities (for both faculty and students)

Funding resources for students engaging in study abroad opportunities (seeded opportunities)

Funding resources to support students pursuing higher education.

Facility are normed to be involved in high impact practice, global experience (even on campus)

Gather information about the strategic plan.

Research on alumni earning potentials. Identify untapped countries for potential student recruitment.

There are conflicting perceptions on both the graduation interviews along with the desire to push for high impact practices...might counter one another. One mechanism would be to evaluate participation in these experiences for faculty in terms of role and tenure process. Right now it appears to be at best disinterested. Not merely service, but also teaching and potentially research.

Conversations about colleges that are under represented in international programming. Developing mechanisms for evaluating buy-in for their efforts and administrators, advance programming abroad for them.

Conversations about the importance of the PI's role in the advising development track and their role in the advising process, SAT, etc. This puts the international students in a challenging position from the get go.

We need more advising specifically aimed at graduate students in our various centers (career center, etc). Faculty should be more aware of their influence in advising undergraduates to consider the benefits of graduate school (aiming beyond their undergraduate years). Faculty should be empowered (trained) as the frontline of interaction with students, to do holistic mentoring of students. There is some sentiment among faculty that graduation, and graduate school advisement has become mired to the success teams and is no longer the domain of faculty.

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Funding resources for students engaging in study abroad opportunities (seeded opportunities)

Funding resources to support students pursuing higher education.
I'm not sure how to answer all of these questions because I'm honestly not sure what they're asking, so I'm going to give my input here:

Graduate students need much more attention on campus. Graduate Studies is woefully underfunded and understaffed, and we still handle most Grad Student issues via paperwork rather than electronically (busy plans, completion memos, etc.). If we are serious about developing diverse faculty in academia, then we need to get serious about our graduate programs as this is the pool that we may go for PhD and become faculty some day.

As someone who has created a High Impact Practice (HIP) course, faculty need much more support for these. In particular we need to change their major after attempting the Chem 120 B course. This may be due to students not receiving enough support from their professors after facing their first difficult exam. We can implement a system where grades are transparent for future students so that they can refer to how the average grading for chemistry and biochemistry. For example the STEM fair expo has majority engineering fields and we would like more representatives from our field.

Professor is the lowest that I've seen since the furloughs in 2009-10. We are losing a lot of good people to other universities. There is ZERO context of what this is. Is it for a nuclear holocaust or an earthquake? Is it for planning the schools budget or maybe where the school is heading during the transition period while we replace Dr. Garcia? Explain what is going on, you're wasting my time when I have to open a useless email such as this!

Parking and cost of tuition. It is apparent that CSUF needs to purchase another plot of land and build another parking structure or limit the number of students on campus. I am a grad student and I find it unacceptable to pay $2400/semester and not be able to find parking. I come from work and stay until 7 pm (classes 1-5:30 pm and 4-6:50 pm) so I can't use the offshore parking/shuttle which ends at 5 pm.

My biggest concern is parking and cost of tuition. It is apparent that CSUF needs to purchase another plot of land and build another parking structure or limit the number of students on campus. I am a grad student and I find it unacceptable to pay $2400/semester and not be able to find parking. I come from work and stay until 7 pm (classes 1-5:30 pm and 4-6:50 pm) so I can't use the offshore parking/shuttle which ends at 5 pm.

We can continue to be a supportive campus by being transparent, helping students understand what is required of them before they graduate (advice), and supporting all of the diverse groups we have on campus.

Camping is one of the priorities can continue to be on advisement. Perhaps freshmen should be required to to see a US academic advisor.

Admin & Finance

1. Support for faculty - growth for sponsored programs, additional post award supports
2. Infrastructure facilities - shared equipment that each department can use for a certain period of time.

1. Parking and transportation - issue with parking problems with growth in students, faculty and staff perform feasibility study on the future of transportation and how to deal with the problems with parking.
2. Improving safety while discovering ways to close the achievement gap.
3. Bring accountability to the administration ranks. Deans and Associate Deans do not feel accountable to anyone besides the President under the current structure. They should be invested in improving working relationships and conditions for Chairs and faculty.

It is critical that the university adjust its priorities to place a true emphasis on faculty success (rather than simply paying lip service to faculty success as was the case with the last strategic plan). If you talk candidly to any group of faculty, you will find that most of them are unhappy – faculty workloads are high, people are frustrated, and morale is the lowest that I've seen since the furloughs in 2009-10. We are losing a lot of good people to other universities, and are no longer attracting applicants from top-tier institutions to replace them. Something must be done about this immediately, as CSUF will slip further into mediocrity.

The new strategic plan must prioritize faculty success. We must also redefine what we mean by “student success.” Graduation rates are NOT a measure of student success -- there is a very important difference between getting a degree and getting an education! We need to de-emphasize assessment. Trying to measure everything places an unnecessary burden on faculty, increases the percentage of the university’s resources that is spent on administration, and does almost nothing to improve learning outcomes for our students. Like the “war on drugs,” we just need to admit that our decades-long experiment with assessment has failed, and move on with our lives. American education compares very unfavorably to all other developed countries, and the vast amount of resources that has been spent on assessment has done nothing to change this situation. Clearly, a fresh approach is needed.

Maybe explain what the “strategic plan” is. Receiving an email about planning a “strategic plan” is interesting but there is ZERO context of what this is. Is it for a nuclear holocaust or an earthquake? Is it for planning the schools budget or maybe where the school is heading during the transition period while we replace Dr. Garcia? Explain what is going on, you're wasting my time when I have to open a useless email such as this!

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Continuing the CSU 2025 initiatives and finding new ways to improve graduation rates, think one of the priorities can continue to be on advisement. Perhaps freshmen should be required to to see a US academic advisor.

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120

**A&F 4**

**Goal 3**
Focus on retention, compatible pay with UC and community college increase parking supply and safety on networked research (McCarthy hall renovation);

**Goal 4**
Campus physical master plan; 1500 potential future parking structure; virtual learning options

**Campus PHM office**

- Bring revenue to
- Campus, concentrate on new streams of revenue (public and private partnerships)

- Goal 1
- Revised McCarthy Hall

- Integration of technology into business processes
- A space to discount from technology
- Grater use of space utilization to the demand of student for classes
- Discuss use of facilities on normally unused or lower space demands.

121

**A&F 3**

- Continue to improve facilities (physical campus environment) buildings, beautification, parking mitigation, etc.
- Student Spaces - up to date spaces for students to hang out, study, plug in, etc.

**GOAL 1**

- Flexible work schedules i.e. 9/80
- One stop shop for students
- More Doctorate programs

**GOAL 2**

- Look at development of a One Stop Shop to service our students for anything they may need from the university.
- It would be an integrated cross-functional, departmental unit of front door to front line to address the needs of our students.

**GOAL 3**

- Student Services - up to date facilities for students to hang out, study, plug in, etc.
- Utilization/scheduling of existing facilities (Friday/Saturday) - new hires/new students on “off schedules” - improvements to athletic
- Deferred maintenance

122

**A&F 2**

- Make more progress in developing online instruction - both on program and course level.
- This would serve our population and help us leverage our online presence.

- More parking
- Facilities updated to code
- Technology improved
- Shuttle services, train stations and embracing commuter life

123

**Communications Professionals (C4)**

- Support for expansion of study abroad.
- Extensive experiences, skilled workforce in competitive society.

**Executive Committee**

- Opportunity to collaborate with alums and cross promote within the campus.
- Opportunity to bridge students/alumni/gm. Irvine campus getting new center.

- Student success centers and resources are vital for supporting new and current students.

- Success teams, fireyear and non-credit

- Student success centers and resources are vital for supporting new and current students.

- Opportunities to improve all experience beyond the class room.

124

**A&F 1**

- Screened cluster
- Continue our mission to provide access to under-represented students.
- Continue our efforts to close the achievement gap.

- Develop an actuarial for the Irvine campus and online education.
- We need actual goals for both programs - how many students should be in each program? How fast is this an overall purpose of our efforts? Will it open space? How much space do we need? Can our students complete entire programs online? We CAN'T JUST BE TOLD - AGAIN - THAT WE NEED TO DO THESE THINGS.

- We need concrete answers to basic questions.

- We need more resources (time and funding) for faculty research.
- Develop collaborative relationships with UC and other partners.

- We have initiative fatigue - we need a shorter list of well-defined programs, not a laundry list of possibilities.

125

**Senate Exec cluster**

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- Faculty club - space to build collaboration.

126

**Senators execute cluster**

- In reinforce collegial governance and collective decision-making on campus, with faculty playing a significant role.

- Faculty have and serve as the institutional memory as neither, students, (most) administrators or the public can.

- Growth needs to be defined not in terms of number of students or revenue, though more are clearly needed, but in terms of the quality of the degrees that our students earn. And growth is needed in tenure density (more tenured marks/adjuncts)

- Need serious $5 for library $4 to complete the renovation etc. Along with providing books/journals, staff etc.

**Executive Committee**

- Make more progress in developing online instruction - both on program and course level.
- This would serve our population and help with workforce needs. Better support for faculty for online. Transfer control of student data to individual faculty so faculty can participate in decision making process about instruction and departmental needs. This would help with advising and service to students.

- Response to GI 2025: Finish new strategic plan.

- Faculty state of the art seriously needed; has been promised for years/decades; and is crucial for buckling and maintaining collegiality, retaining faculty and us.

- 40% support for faculty research (creative activities, etc) 40% recruitment and retention issue. Standard maximum teaching load should be 3-3 (we are now at 2.47 a faculty member)

- Some stability at the admin level is seriously needed, especially in academic affairs.

- Given the increasing duties of Senate exec, there needs to be more resources, most likely in the form of released time, and perhaps summer salary instead of a stipend. This is important also because Senate Exec has institutional memory and needs to relied upon for stability.

127

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128

**Academic Senate**

- Improve student success - better advising, more consistent application of GI. Make bigger strides in encouraging entrepreneurship and technology transfers.

- Make more progress in faculty retention both in TFT and in just keeping people here. We should have more robust and meaningful a faculty mentoring.

- Better student and faculty relationships, Affairs, deferred maintenance

- Faculty have and serve as the institutional memory as neither, students, (most) administrators or the public can.

- Growth needs to be defined not in terms of number of students or revenue, though more are clearly needed, but in terms of the quality of the degrees that our students earn. And growth is needed in tenure density (more tenured marks/adjuncts)

- Need serious $5 for library $4 to complete the renovation etc. Along with providing books/journals, staff etc.

- Faculty club - space to build collaboration.

- Build new library. Build more faculty club. Build more student housing. Faculty member to the space station. Bring facilities up to standards. Adequate parking. Use amenities for instruction. Mozaila system around campus.

- More and better science buildings. More support for research that cannot get grant support. Address deferred maintenance. Find a way for Academic Senate meetings to be even bigger and better and more frequently attended.
**School of Music Faculty**

We have moved along graduation rates but there is more tension when it comes to the quality of work versus passing among students.

We need to find a way to deal with the retirement of faculty and to make sure that the work students do is of high quality.

**Music Scholarship endowments and funds need to be substantially increased in order to attract quality music students and compete effectively with our area competitors.**

**School of Music Faculty**

1. More funding for more sections of classes that will help students graduate on time.
2. Provide funding for tutors in all music subject areas.
3. Provide funding for individual hour lessons for all music degrees while at CSUF.
4. Provide scholarship funds so that students do not need to work full time outside of school, allowing them to graduate sooner.
5. Create more practice rooms so that students can meet proficiency levels on time for music performance classes.
6. Funding to address National Association of Schools of Music (NASM) accreditation concerns by the looming deadlines.
7. Practice and teaching spaces on the third floor are needed in a way that does not function well.
8. Addressing health and safety concerns of practice rooms, and potential loss of hearing.

**Music campus**

Develop a complete career center at the Irvine campus

Incorporating non-traditional learning for our diverse student population (certificate programs, etc...). Identifying needs of non-traditional or working students.

Developing a complete information and career services system.

Developing a complete career center at the Irvine campus

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Developing a complete information and career services system.

**Staff (IRVC Staff)**

Identify opportunities for more equitable distribution of resources, for example positioning tutoring and academic resources throughout all campus units. Provide opportunities for students to create more personalized/blend majors. Continue to be aware of changing educational market and demands.
140 Irvine campus
Increase students spaces, i.e. library computer and study area. Rebuild buildings to increase the number of classrooms and student areas. Increase the number of parking structure.
Make college town a real thing.

141 IT Group 5
Reduce number of years to graduation by expanding ESL fully online program. Improve recruitment and retention by making salaries more competitive Expand the awareness to provide zero cost and digital course material program.
Flexible course schedule (Friday/weekends) Better parking situation
Reduce number of students on wait list by offering more sections for higher demand and bottle neck courses.

142 IT Group 6
Increase philanthropic giving as well as increase marketing for donations. Continue to recruit diverse staff and faculty and prepare for expansion in this area. Improve graduation rates still only at 62%. 

143 IT Group #12
Partner with various IT companies for students internship to get real life work experience and to ensure the availability of a highly skilled workforce.
More hands on IT training and cross training for IT staff and managers for everyday emerging technologies.

144 Dave Garcia-Gomez,
Michael Martir, Steve Weissley, Allen & Group 10
Goal 1 - using real world tools and knowledge in the classroom. Since tech moves so fast, provide persistent with tools to adapt and integrate effectively with classroom and curriculum
Goal 2 - Students central dashboard to identify high impact classes identifiable to them. Accountability metric for assessing performance measures. Use to determine template plan or individual plan to address student assessment for advising
Goal 3 - training for faculty on a university wide basis. University can provide best practices for different areas such as online classes and faculty can voluntarily take to improve skill set
Goal 4 - learn from other universities with success and model from what they do successfully. Target key areas to focus on high impact act areas including technology

145 IT Group #11
Increasing 4 year and transfer graduation rates to exceed the expectations of the CSUF initiative.
In order to meet the CSU Initiative, students need to have increased access to multiple mediums of classroom instruction, that includes online, in-person, and hybrid curriculum. Allowing students to select the appropriate learning methodologies that suits their individual needs will lead to increased graduation rates as required by CSU2025 Initiative.

146 IT Group 8
Initiatives like AT&T has been advocating to in cooperate SDL and Accessible Design into student curriculum. The curriculum should be enhanced to train students to know about these initiatives and teaching methods prior to their graduation to make them more attractive on the job market.

147 IT Group 13
More Online Programs More Online Courses
Courses offered on Fridays, Saturdays, Sunday
More courses offered in the evening for undergraduates courses to help students that work. Increase four graduation rate by 2024.
Review of courses and program offerings so that they are modernized to reflect current technologies and practices in the workplace

148 Information Technology
Goal 1: Increase wireless coverage and accessibility to increase freshman year expansion number of online courses
Increase number of impacted classes. More professional growth opportunities simplify methods for requesting training

149 Information Technology Group 12
Goal 3: Improve Staff and Faculty retention by providing competitive pay compared to outside industries and universities.

150 Information Technology Group 1
Goal 1: Expand intercampus enrollment without re-admission to improve four year graduation. Improve the online enrollment. Create faculty incentives for encouraging online classes

151 IT Group 42
5-year graduation plan
Review Wi-Fi and how to improve improving Cell service throughout campus
Increase awareness of IT related services to students, faculty, and staff

152 Are you an individual or a group? - Selected Option
Are you an individual or a group? - Group (please specify group/constituency, e.g. affinity org) - Yes
Identify opportunities for growth based on Strategic Plan 2018-2028 outcomes:

153 Are you an individual or a group? - Selected Option
Are you an individual or a group? - Group (please specify group/constituency, e.g. affinity org) - Yes
Identify emerging initiatives and priorities we must address in Strategic Plan 2018-2028:

154 Are you an individual or a group? - Selected Option
Are you an individual or a group? - Group (please specify group/constituency, e.g. affinity org) - Yes
Identify emerging initiatives and priorities we must address in Strategic Plan 2018-2028:

155 Are you an individual or a group? - Selected Option
Are you an individual or a group? - Group (please specify group/constituency, e.g. affinity org) - Yes
Identify emerging initiatives and priorities we must address in Strategic Plan 2018-2028:

156 Are you an individual or a group? - Selected Option
Are you an individual or a group? - Group (please specify group/constituency, e.g. affinity org) - Yes
Identify emerging initiatives and priorities we must address in Strategic Plan 2018-2028:

157 Are you an individual or a group? - Selected Option
Are you an individual or a group? - Group (please specify group/constituency, e.g. affinity org) - Yes
Identify emerging initiatives and priorities we must address in Strategic Plan 2018-2028:

158 Are you an individual or a group? - Selected Option
Are you an individual or a group? - Group (please specify group/constituency, e.g. affinity org) - Yes
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159 Are you an individual or a group? - Selected Option
Are you an individual or a group? - Group (please specify group/constituency, e.g. affinity org) - Yes
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160 Are you an individual or a group? - Selected Option
Are you an individual or a group? - Group (please specify group/constituency, e.g. affinity org) - Yes
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161 Are you an individual or a group? - Selected Option
Are you an individual or a group? - Group (please specify group/constituency, e.g. affinity org) - Yes
Identify emerging initiatives and priorities we must address in Strategic Plan 2018-2028:

162 Are you an individual or a group? - Selected Option
Are you an individual or a group? - Group (please specify group/constituency, e.g. affinity org) - Yes
Identify emerging initiatives and priorities we must address in Strategic Plan 2018-2028:
Goal 1: We need to increase faculty/staff training in new and emerging technologies so we are ready to increase digital literacy in students. This can be done by creating an initiative to provide in-house mandatory training on basic digital tools and provide certification programs for faculty/staff. This certification program will help promote and prioritize digital literacy.

Goal 2: Create innovative new technology playground for students, faculty and staff where they can get one-on-one training and apply new technology to learning. This space will act as a classroom/digital playground/certification test center. Users can make an appointment to use one of the new computers and meet with staff one on one for hands on training with new devices and software.

Goal 3: Increase online class offering. Evaluate possibility of offering supplemental instruction/review classes as an optional course. Review intervention offering so that it is affordable and obtainable in student success increasing more offerings in core/active bottleneck classes in multiple semesters.

Student Affairs

Goal 2: Promote for "faculty that Supplemental Instruction and Tutoring are HIPs. Both focus on the high impact, how to be an effective user of emerging media and technology, especially mobile. Include ethics, productivity, time management, relationships, quality of information, security, Information Literacy, for all employees and students similar to sexual harassment training, etc. Safety in the digital age.

Classroom, textbook, (mentors) how to transition student behavior and skills to the "real world" connect academic habits to career.

How we will support storage and streaming of media? How to standardize?

- Are you an individual or a group? - Identify emerging initiatives and priorities we must address in Strategic Plan 2018-2023:

- AEEC - Create a university environment and faculty culture that is economically viable to recruit and retain diverse faculty.

- Identify from application to graduation student functions that can complete digitally and those that can not, create plan to streamline process digitally (online) such as change of objective, withdrawal, leave of absence.

- Are you an individual or a group? - Text...
1. Recruiting and retaining faculty and staff that stabilizes continuity and institutional memory across campus.
2. Provide campus-wide definition of High Impact Practices (HIPs) and create a low-burden process for determining what is a HIP and what is not.
3. Conduct a baseline study on current HIP practices to quantify current campus practices.
4. Enhance writing support to faculty and students (e.g. Writing across curriculum).
5. Involves students in meaningful activities that develop collaborative and community skills.
6. Enhance student success centers, offices, advisors, and glossy brochures coupled with the paucity of funding for actual instruction (even offering any low-enrollment course) means that at this juncture people want all the initiatives scaled back, and more money spent on lower class sizes and offering more sections.

1. Compulsory career readiness training for all undergraduates involving identification of career path skills, high-impact practices, and ongoing reflection with faculty and/or advisors.
2. Faculty participation in HIPs needs to be acknowledged in the RTP process.
3. Promote civically-engaged educational practices to encourage social responsibility among graduates.
4. Expand training for all undergraduates, including training for gainful employment and/or advance degree program placement.
5. Incorporate more credit-bearing experiential learning to engage more students in directed application of theory to practice.

1. Recruit and retain faculty and staff that stabilizes continuity and institutional memory across campus.
2. GI 2025 needs to be in the strategic plan. Retention and equity and broadening the concept of student success to include academic success and understanding career options.
3. Insecurity issues like jobs, food, housing.
4. A refined and evolving GE curriculum that we are proud of.
5. Funding models...both for Fullerton as 'the lowest funded' but also other inequities regarding resources.
More Latinx or People of color professors, encouraging other colleges to increase their POC faculty. Have faculty permanent training on Sexual orientation (using inclusive gender language/terminology). Faculty are temporary or not professors, they should make sure they hire full time professors.

Encourage curriculum to be relatable in funds of knowledge, have the classes be more interactive. Relating the curriculum the diversity of the students on campus. Self, community, global, strengthening goal 1 and 2. The connection of self community and the global. Shift the focus students are not machines. Are the students really getting what they need? Focus less what on paper and focus on the students. We are not machines, you can’t push us in 4-5 years, do you think that does not have no idea how it feels to work 3 jobs highlighting the student factors and putting them on a platform.

More accessible school: rebuilding buildings (you can see mold), better CAPS system, school providing housing for a longer period (they kicked out for winter), people need resources. We’re trying to fight for the basic necessities.

The Milo Yiannopoulos event made it clear we need a better campus free speech policy. Our current policy is not followed (outside speakers do not, for instance, get President level approval) and needs to be rethought.

We do not respect free speech, but the question of whether we are required to provide a venue for all speakers especially those who are disruptive, costly, funded by outside entities, and who will cost the campus a pile of money is far more nuanced and difficult than the administrative proclamations were trying to make us believe. Frankly, the response of the U of Florida, Ohio State, SDSU, the G2 Senators in Arizona who turned him down, etc., makes it obvious that there’s more to be done. I do think this is a strategic issue.

While I think the success centers and diversity centers have been good additions, we need to make sure that in the next SP we focus on strategies that make sure our limited budget goes primarily towards faculty and students/scholarwork rather than administration, student affairs in “marketing”. Increasing tenure/tenure-track to part-time faculty ratios and doing a better job attracting and retaining a diverse faculty.

Continuing to improve relationships and working conditions with adjunct faculty and provided opportunities for professional development.

Implement a 360-type evaluation of administrators that let’s faculty give feedback on performance. Figure out ways to manage the impact of EO1100 that also preserves the vital and important ethnic studies departments and other smaller departments that are essential to the success of certain student groups and prepare other students for a diverse workforce.

Initiatives that don’t just focus on time to graduation but make sure students build skills and are prepared to find the jobs after graduation.

This could be done through support for advising, career services, and classes that focus on these types of things. Build alumni networks and foster a commitment to networking across the county.

Fully implement the CSU Sustainability Policy. Develop assessments to determine the needs for developing and enhancing academic programs Sustainability for energy and resources needs to be emphasized. Online instruction and distance learning needs to be strategized and receive guidance. Bronx campus should be investigated and also strategized for its uses and purposes. Cross discipline and convergence in academic programs should be developed and transdisciplinary experience can be a national model for incorporation of sustainability in the curriculum.

Include research goals with faculty recruitment to be more explicit and include it in a map in the language include specific goals for graduate Students and robust programs from the undergraduate programs. Organizational capacity should be examined and needed. Monitoring academic rigor and enhancement Endowments for research in Goal 4 for fundraising funding formula is the lowest in csu system. Need to fix it. New classroom building...rooms, labs, study hall, breakout room. Centralized lab use for quant and applied classroom learning. Modernization of the campus, esp for the buildings. Cluster hiring for faculty residence halls for students and other facilities.

How are we as individuals or a group? - Selected Choice

\[\text{Work towards transferring adjunct faculty more into full-time positions}\\\text{Reducing course teaching loads for tenure track faculty (relates to RENTENTION)}\\\text{RENTENTION issue: Executive Order 110 which will affect ethnic studies and humanities areas.}\\\text{Money for research doesn’t always go towards the university as a whole.}\\\text{Increase funding to allow adjunct faculty to be more designated advisors to students.}\\\text{Faculty and administrative retention—the turnover at this campus is dangerously high. Tenure-density increased tenure track faculty lines lowered student to faculty ratios increased support for research initiatives that involve students in the research process. The campus community and contiguity. Contingent faculty rights, salary, and security. We need to confront the negative impact EO1100 and EO1110 will have on our campus. We need new policies in place that protect and support our diverse student body. The campus desperately needs to refine its “free speech policy” to account for the very real threats of doxing and targeting that hate speech, such as that of Milo last October, presents. We need new state and not allow this to be consumed under “first amendment rights” which it not an issue here.}\\\text{We need to confront the negative impact EO1100 and EO1110 will have on our campus. \text{Need to account for the very real threats of doxing and targeting that hate speech, such as that of Milo last October, presents. We need new state and not allow this to be consumed under “first amendment rights” which it not an issue here.}\\\text{Creating a campus policy and environment that actively deter hate speech—student groups are free to invite guest long as they do not cultivate hatred toward one group (e.g., \text{Milo Yiannopolous comments directed at illegal immigrants).}\\\text{Needed to include a goal regarding faculty research/creative activities that is not linked only to increased fundraising. Research as a separate activity is vital for faculty to remain current in their fields, enjoy intellectual stimulation beyond the classroom, and contribute to student success.}\\\text{Increasing tenure track density. Improving conditions for part-time contingent faculty. Creating professional development opportunities for staff. Revising E&I based upon campus driven assessments, discussions; an decisions (unlike EO1100).}\\\text{Creating a campus policy and environment that actively deter hate speech—student groups are free to invite guest long as they do not cultivate hatred toward one group (e.g., \text{Milo Yiannopolous comments directed at illegal immigrants).}\\\text{I am not convinced the previous strategic plan was at all effective. Critical issues that need to be addressed are:}\\\text{Tenure density ratios, and the treatment of contingent faculty.}\\\text{The high turnover at the Dean level and above—the lack of continuity is embarrassing! As if chaos prevails.}\\\text{A decent free speech policy that prevents the campus from being hijacked by hate speakers who disrupt the flow of our academic programs! A situation in which our students are fearful of coming to their own campus!}\\\text{Need to include a goal regarding faculty research/creative activities that is not linked only to increased fundraising. Research as a separate activity is vital for faculty to remain current in their fields, enjoy intellectual stimulation beyond the classroom, and contribute to student success.}\\\text{Increasing tenure track density. Improving conditions for part-time contingent faculty. Creating professional development opportunities for staff. 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If \text{one question could take up 10-15 minutes of class time}. I feel \text{feels very poorly to lecture, and would not enough material to cover}; I don’t feel I can take too much class time to field much more than basic questions. If sections were smaller, \text{I could do so.}}\\\text{Our free speech policy should be modified to include outside speakers (of the \text{Milo Yiannopolous group) needing to help pay for the cost of security during events.}}\\\text{Student completion of undergraduate degrees}\\\text{Tenure density ratios, and the treatment of contingent faculty the stunning turnover at the Dean level and above}\\\text{New EO1100 and EO1110 are impacting our campus}\\\text{growth can be seen in the growing amount of food services for students}\\\text{Looking on expanding housing for students}\\\text{Marketing on marketing towards student engagement}\\\text{Creating professional development opportunities for staff. 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Revising E&I based upon campus driven assessments, discussions; an decisions (unlike EO1100).}\\\text{Creating a campus policy and environment that actively deter hate speech—student groups are free to invite guest long as they do not cultivate hatred toward one group (e.g., \text{Milo Yiannopolous comments directed at illegal immigrants).}
The effects of EO1100 and EO1110 on our campus. It's no secret that these executive orders were passed in a non-collaborative manner with no input from faculty. While it might not be feasible to ignore them, we should figure out a strategy to implement them that does as little damage to our GE system as possible.

The new plan must address tenure density ratios on campus, treat contingent faculty better. All that's required is the political will.

The turnover at the Dean level and above. aka, Millie's great legacy. As a faculty member on the younger side, the revolving door of administrators across campus is demoralizing. The lack of leadership in key administrative positions creates a horrible culture on campus. People aren't committed to making things better. (Note: what if everyone is entitled or indifferent does not have the capital to come with being part of a formal search, so their focus is on maintaining and staying in place)? That means everyone working with/for them isn't going to focus on doing their jobs better, or making improvements, etc. because what's the point if someone else will get them in a year or so. If I start looking for a new job, it's because leadership on this campus sucks and I don't believe the culture of you can't win Millie ingrained in her subordinates to support her cynical careerism.

An IT dept. that is customer-centered on faculty needs. The IT on our campus acts like it's a hermetically-sealed box faculty are privileged to get access to. Put another way, any request or suggestion that deviates from IT's model is outright rejected with "we don't do that." Rather than solving problems, if our campus are great at saying "no" when something doesn't fit within its strict protocols. We need to change the culture at IT (and indeed across most campus departments) where people don't say "no" or "I don't know" but say "let me find out and I'll get back to you," and "let's see what we can do to solve your problem."

A free speech policy that prevents the campus from being bullied by hate speakers and wasting resources on them. Millie's non-defense of students and tolerant speech was shameful and pathetic. I recommend you read Fager's thoughts on the "paradox of tolerance" and how to protect the future campus free speech policy. The elevation pitch is, a tolerant society must reject intolerant speech in order to remain tolerant. Fager, if you aren't aware, is the philosopher of science who popularized empirical falsification rather than induction, so he's not easily someone you can write off as a touchy-feely humanities thinker.

# Are you an individual or a group? - Selected Choice
- Text: Are you an individual or a group? - Group (please specify group/constituency, e.g., affinity org): - Text

Identify opportunities for growth based on Strategic Plan 2013-2018/2019 outcomes.

Identify emerging initiatives and priorities we must address in Strategic Plan 2018-2023:

187

188

189

190

191 IT Management Group

Goal 2: Provide the infrastructure/IT resources to increase the availability of online and hybrid courses to meet the diverse learning needs of students in support of GI2025 requirements.

Increase the availability of mobile and distance learning opportunities.

It should provide an infrastructure to allow any CSU student to take any CSU class anywhere in the world at any time. Doing the football team back in.

Continue growing philanthropic endeavors.

- Provide robust digital tools/CSUF Apps
- Conversational platform for students engagement
- Be able to take any class in CSU system to fulfill degree requirements
- Increasing the potential of workforce by providing flexible schedule and work from home work life balance
- Create Technology focus playground for faculty, staff, and student to encourage play and learn new technology.

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This feedback is in regard to Goal 3: Recruit and retain a high-quality and diverse faculty and staff. These suggestions are intended to improve service to students by motivating and retaining our top performing staff members.

Remove obstacles to productivity: The lack of coordination and cooperation between Departments on campus can be a source of frustration. It would be helpful, for example, if there were more efficient ways to transfer funds between Departments, and between ASC and State.

Improved incentives for high-quality staff: High-quality staff members can reasonably expect clear paths for advancement. It would be helpful, for example, if there were more efficient ways to transfer funds between Departments, and between ASC and State.

Goal number 1 - working more collaboratively

Guest number 1 - working together more collaboratively

Goal 3 - more utilization of the Titan degree planner tool; so students can see what/when they can do and build their academic plan/long-term Research and Assessment within our campus More funding opportunities for Study Abroad and Research How do we measure the Titan Experience; develop some benchmarks Goal 2 - how do we track HPI? More information about HPI; how do we connect

the generated experience and communication / collaboration / education (value to students) Expanding scholarships based on merit for underrepresented students or tied to GI Bill
Finding ways to incentivize faculty getting involved with mentoring of students (led to tenure and money). Incentivize faculty and staff similar to Titan Pride center points for Athletics or university events; more pride for faculty and staff to get involved with the campus staff and faculty affinity groups for Women; First Generation, others. Once a year open house for departments or areas so faculty and staff know what each other are doing and resources - offer free food; -
A resource page website and incorporate into their portal; how do students know they need their resources if they didn’t know they existed?

create multi-functional and multi-disciplinary spaces (improve infrastructure) How do we make sure that the campus always looks open and inviting?

are students important to us? we should be known for this (branded) e.g., small class sizes, individual advising

Are you an individual or a group? - selected choice

identify opportunities for growth based on Strategic Plan 2013-2018 outcomes:

Identify emerging initiatives and priorities we must address in Strategic Plan 2019-2022:

CSUF is a great school in terms of diversity (race, religion, age, ability, class) but in fact do not walk the walk. They use the language of social justice often to line their pockets instead of actually helping our students. They deserve better.

Faculty and administration should not exploit our students further. The students deserve more. It is just sad to see the disconnect.

Parking at CSUF is more expensive for students THAN ANY OTHER UNIVERSITY IN CALIFORNIA including Pepperdine and UCLA. This is fraud and extremely unfair to students to require them to pay more for parking. Faculty must be required to put all of their texts on reserve at the library for students who cannot afford them. No more $250 books that are only codes to do tests. Faculty have become the model of what is unethical – when I see them selling their books, from my point of view, I feel like I bought my textbooks for free.加快发展社会对知识的欣赏（超越于分数）- we should be...
More student residential complexes. Students who live on campus are better students and better campus citizens. This improves the quality of life for everyone. We need a new classroom building with a combination of lecture halls, medium classrooms, seminar rooms, and computer labs, and meeting/event space.

We need a new classroom building with a combination of lecture halls, medium classrooms, seminar rooms, and computer labs, and meeting/event space.

The current strategic plan does not mention research. It does not even use the word “research.” This is what faculty do. We need more.

This has created its own upheaval and must be addressed immediately. Whole programs are being ignored as the cadre of staff doing “success initiatives.”

During the 2013-2018 Strategic Plan years we’ve experienced stunning turnover rates for deans and other MPP/Administrative staff. This has created its own upheaval and must be addressed immediately. Whole programs are being ignored as the cadre of staff doing “success initiatives.”

Facility management – 360 to help the work environment/assess the work environment

Increase student athlete visibility and involve students in campus activities.

More student residential complexes. Students who live on campus are better students and better campus citizens. This improves the quality of life for everyone. We need a new classroom building with a combination of lecture halls, medium classrooms, seminar rooms, and computer labs, and meeting/event space.

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Increase student athlete visibility and involve students in campus activities.
It appears as if many of the goals are on track to be met through 2018, whereas Goal 3 that focuses on faculty and staff diversity and retention is falling short. Of course, there has been notable progress made, however that may be an area that must carry over to the next Strategic Plan with increased diligence to achieve the goal.

Goal 4 appears to be strictly concerned with philanthropic giving to the university but does not mention any advocacy for increased funding from the state. I believe that this goal is revalidated for the next strategic plan to have CSUF develop a determined focus on advocating for an increased budget for the CSU system at the board of trustees, to the Chancellor, to California legislators, and the Governor. I’d also like to see in this goal to be housing for an additional tuition AND student fee freeze (including the Student Success Initiative) be apart of that determined advocacy focus.

With the Graduation Initiative 2025 from the Chancellor’s Office, this must be addressed in terms of how it will impact, not only the students but the faculty as well. Bring this up because the Graduation Initiative strives for a quick turnover for students, but we need to take into account that college students will not always lead to success without increased resources, especially for students from nontraditional or marginalized backgrounds. Executive Order 103 from the Chancellor’s Office must be addressed because it aims to remove remedial classes and cap a limit to cultural/ethnic advocacy for increased funding from the state. I believe that this goal is reevaluated for the next strategic plan to have CSUF develop a determined focus on advocating for an increased budget for the CSU system at the Board of Trustees, to the Chancellor, to California legislators, and the Governor. I’d also like to see in this goal to be student success centers at each college on only major advising they can receive is from tenure-track faculty in their departments, faculty who are already burdened with teaching upper division courses and research requirements as part of their positions. All of this occurs while countries adjust faculty have great knowledge of their programs and need to offer provide advancement services alongside tenured professors. This could greatly disperse the bottleneck of many students needing advancement from such limited numbers of major advisors and be in accordance with the goals of the Graduation Initiative.

The university should get a better return for their educational investment. This includes less emphasis on SOQs, and more emphasis on academic rigor. Incorporate more STEM into majors, minors and options. Have more tenure track faculty. Increase support for contributing to the community and discipline in meaningful ways.

In the next few years, there will be a focus on faculty evaluations, student advising and counseling, incidents of academic dishonesty, etc. Student success: Pre-requisites for classes need to be more rigidly enforced to facilitate success in higher level courses. Math placement exams, for example, are critical and valuable in this regard! Getting rid of placement exams may be disastrous for assessing fundamental abilities and foundational knowledge.

Physical exercise is important: Make the campus gym facilities more affordable.

I think that the university needs to address the parking situation a bit more seriously and instead of trying to handout as many tickets as possible create more spaces for students. why would you turn the src lot into only a few spots other than to target students so you can take more of their money you’ve already taken? find a different way to get revenue but parking should not be your biggest source.

I think some places the university can improve is through its facility. It all starts with the professors at the end of the day. I think that the university should start taking the teacher evaluations a bit more serious as well as the students. I also think the university needs to address the parking situation a bit more seriously and instead of trying to handout as many tickets as possible create more spaces for students, why would you turn the src lot into only a few spots other than to target students so you can take more of their money you’ve already taken? find a different way to get revenue but parking should not be your biggest source.

Specifically for transfer students coming from junior colleges, it would be extremely beneficial if CSUF could better accommodate transferring units. Essentially, better alignment with IC coursework transferring to satisfi CSUF credits is encountered this issue many times and that lead to several classes that were very similar I one I had transferred.

Part-time lecturer common offices/suitable system is partly successful, but highly unattractive. Based offices must often be used for early day. I think that the university should start taking the teacher evaluations a bit more seriously and instead of trying to handout as many tickets as possible create more spaces for students, why would you turn the src lot into only a few spots other than to target students so you can take more of their money you’ve already taken? find a different way to get revenue but parking should not be your biggest source.

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As a student, I would love to hear more teachers talk about potential internships that either they are aware of, or know about. Students spend a lot of time in a classroom, and our professors already create an interpersonal relationship with us. They should definitely try expressing more work based opportunities for us.

Definitely make grants, scholarships, and entrepreneurial activities an priority. This school offer a lot of scholarships but it's things that not a lot of us know about. Staff should be more interactive.

Definitely make grants, scholarships, and entrepreneurial activities an priority. This school offer a lot of scholarships but it's things that not a lot of us know about. Staff should be more interactive.

I am routinely disgusted by the state of some of the classroom and restrooms across campus. Especially in older buildings, many restrooms resemble some of the college and restrooms across campus. Especially in older buildings, many restrooms resemble some of the college and restrooms across campus. Especially in older buildings, many restrooms resemble some of the college and restrooms across campus. Especially in older buildings, many restrooms resemble some of the college and restrooms across campus. Especially in older buildings, many restrooms resemble some of the college and restrooms across campus. Especially in older buildings, many restrooms resemble some of the college and restrooms across campus. Especially in older buildings, many restrooms resemble some of the college and restrooms across campus.

I think that diversity and inclusion should be an important focus of the next strategic plan, especially within the student affairs branch and all of its subsequent clusters. A program that we could model after could be the Multicultural Organizational Development Plan that the University of Nevada, Las Vegas is currently conducting.

Executive Order 1100 from the Chancellor’s Office must be addressed because it aims to remove remedial classes and cap a limit to cultural/ethnic advocacy for increased funding from the state. I believe that this goal is reevaluated for the next strategic plan to have CSUF develop a determined focus on advocating for an increased budget for the CSU system at the Board of Trustees, to the Chancellor, to California legislators, and the Governor. I’d also like to see in this goal to be student success centers at each college on only major advising they can receive is from tenure-track faculty in their departments, faculty who are already burdened with teaching upper division courses and research requirements as part of their positions. All of this occurs while countries adjust faculty have great knowledge of their programs and need to offer provide advancement services alongside tenured professors. This could greatly disperse the bottleneck of many students needing advancement from such limited numbers of major advisors and be in accordance with the goals of the Graduation Initiative.

Another area that acts as a barrier to speedy graduation is the scattered advising process at CSUF. The student success centers at each college on only major advising they can receive is from tenure-track faculty in their departments, faculty who are already burdened with teaching upper division courses and research requirements as part of their positions. All of this occurs while countries adjust faculty have great knowledge of their programs and need to offer provide advancement services alongside tenured professors. This could greatly disperse the bottleneck of many students needing advancement from such limited numbers of major advisors and be in accordance with the goals of the Graduation Initiative.

For retaining faculty for faculty evaluations, classroom visits, class visits system that allows two-way discussion. As before classroom observers, would release some of the time. Part-time lecturers (PFTs) could see evaluation form ahead of time, and the observer could have 25 min conversation before the observation, where the observer could discuss philosophy/purpose of the evaluation and what are the expectations of the review. After observation, more prompt feedback and how to make teaching more effective. Make system more overdrive construction. Also more organized assignment of observations, more careful tracking of letters submitted to Department Assessment: For each course, PFTs would like to see course coordinator/discussions even for courses with only a few sections to have some degree of alignment or standard in core topics covered, level of exam, test difficulty, etc., while still allowing creativity of individual instructors. May be helpful if department chair or a representative could meet with individual PFTs for 5 min or so to ask how things are going and how the environment might be improved.

At beginning of year or semester: PFT orientation to assist them in knowing protocol for dealing with delicate student situations. Teachers can discuss philosophy/ourpose of the evaluation and what are the expectations of the review. After observation, more prompt feedback and how to make teaching more effective. Make system more overdrive construction. Also more organized assignment of observations, more careful tracking of letters submitted to Department Assessment: For each course, PFTs would like to see course coordinator/discussions even for courses with only a few sections to have some degree of alignment or standard in core topics covered, level of exam, test difficulty, etc., while still allowing creativity of individual instructors. May be helpful if department chair or a representative could meet with individual PFTs for 5 min or so to ask how things are going and how the environment might be improved.

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211 More study spaces needed on campus, especially for grad students who have no offices. Expansion needed in…

212 Curriculum that prepares students for real-life situations and professors who have been heavily involved in those specific areas. Increase graduation rate, and close the achievement gap. Recruit quality staff members. Increase revenue through fundraisers.

213 The Strategic Plan 2018-2025 should really focus on communication and getting important information to important events that relate to the major/department. I think the Strategic Plan 2018-2025 should drive to make sure graduating students are enrolled in their required classes, whether this be opening up more seats in a class or providing the majors with more information.

214 Staff support and professional development highlighting faculty role in student success student affairs/academic affairs collaboration. Integration of the value of GE into the curriculum. Implications that changes to our current A&M vs. CO executive order will have on enrollment and budget and the academic shape of the campus. Continue developing an intentional and transparent enrollment plan/model The relationship between the academic unit and the financial units (advancement and admin and finance) Campus goals via a six international enrollment and outreach.

215 While I have only been a student at Cal State Fullerton for two semesters, I believe that the success from the past five years speaks for itself. The statistics listed indicate positive growth, and the measures used to achieve that should continue. I am not a very active student on campus. I have attended various workshops and meetings, but I am not involved in any club or sport. However, I have found that the meetings I do attend, I have found them to be very informative, and fun.

216 The opportunities for growth would be to require all majors to do an internship to prepare them for life after graduation. I know the Communications major requires it and will only benefit CSUF students in the long run. I think some priorities the university should focus on are the priorities of students. Students do evaluations at the end of every semester, but we never know what the results are. Especially if a whole class fills out poor evaluations year after year, but the professor continues to teach regardless of the evaluations then why are we doing them? Another initiative should be to get students more involved since CSUF is a commuter school. 1 hour parking should be at least 2 hours to give students the opportunity to park there. I go to school twice a day and if I have to get to campus early, I would like to have enough parking space for that time. I believe the school needs to change or remove Mildred Garcia’s EWP policy. This will reduce the number of students who cannot speak and write English at a reasonable level, which would in turn close the achievement gap for underrepresented students and also increase graduation rates.
Goal 2: The College of Ed should offer more combined programs (credential and master’s). Make our program attractive, quicker, and cost effective. Students can get into a lot of debt in college, so allowing them to do a combo program might save them money. Master’s aspect can make students more qualified for teaching jobs. Possibly allow students to complete the credential first and then the master’s. That way if they opt out, they will at least have a teaching credential.

Goal 2: There is a lot of data out there to use new tools. The university continues to use old data programs, does not really cater to our data needs. At college level, we need to be able to use data to see what potential there is. We need college leadership to buy-in. Make sure we have the right products and process to get something done. We need to have a formal process. We're not able to access real time data. We can get top candidates to join our programs if we provide the right tools to showcase their work. We all need to adopt the same system/programs to design and access data.

Data is generally collected, but nothing is really done with the information by the Department Chairs. They don’t have the right training or tools to do anything with the information. There needs to be no standards in place.

Give everyone more tools to be able to do their job. For example, using Powerpoint. It’s not utilized at its highest potential. People tend to stay with what they know and is more comfortable. We need to standardize the way we do things. We need live data in our own repository.

Goal 2: When people are hired, there’s always a certain percentage that falls under other responsibilities. People are not encouraged to do other jobs. We need to know what leadership is doing in order to have input. Everything is secretive or only limited information is provided when asked to do something. Staff is not aware of changes in processes that might affect their job. We need to be included in planning and in the launch of projects/new processes. Leadership needs management training to deal with issues and understand needs of staff members. The College of Education has a strong staff that work well together and can best achieve goals together.

More space, more buildings/more storage. Increase space. CSUF acquire a football team.

Provide staff training. Example, constructive criticism. This was through H.R.

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Provide staff training. Example, constructive criticism. This was through H.R.
1. Develop and maintain a curricular and co-curricular environment that prepares students for participation in a global society and is responsive to workforce needs.
2. Improve student persistence, increase graduation rates Universitywide, and narrow the achievement gap for underrepresented students.
3. Recruit and retain a high-quality and diverse faculty and staff.
4. Increase revenue through fundraising, entrepreneurial activities, grants, and contracts.

The biggest priority should be parking. Parking seems to be a huge issue on campus. It is an issue if people who buy a pass are not guaranteed at least one spot somewhere on campus. Another initiative could be finding ways to increase revenue by selling out more grants and scholarship opportunities for students who might need it. By increasing parking spots, more students would be likely to come to school and classes which means they will be more likely to graduate.

The biggest opportunity for growth on campus should be sought within the student population itself. Cal State Fullerton is known to be a commuter campus. A lot of individuals go to class and just go home. Even though we do have a lot of clubs and activities that could draw individuals to be more involved on campus, maybe we could focus more on growing our network base through activities on campus that could help students with professional development. Most students want a job when they graduate. Growth should be put towards more professional development programs.

Many of the staff and faculty members are requested and appreciated by the students, however, there are still many professors that are criticized for being poor on teaching and grading, making it even harder on the students themselves to understand the course and pass the class. It would be great if the school would pay more attention to the staff members who actually care about the knowledge they give to their students in such a way that all can understand something out of the course.

I believe that it is nearly impossible to have a highly diverse faculty and staff. With many of our students coming from southern California most of us will be like minded. I feel this goal will eventually kick out other students.

We can help increase graduation rates and have freshmen graduate within 6 years by offering more online classes. So far, I have not witnessed a diverse faculty, so this could be a chance for students to benefit from a diverse faculty with different backgrounds.

We can help increase graduation rates and have freshmen graduate within 6 years by offering more online classes. So far, I have not witnessed a diverse faculty, so this could be a chance for students to benefit from a diverse faculty with different backgrounds.

We believe that we have done an amazing job with helping students get through school within 4 years but that sometimes it is hard to get into some classes, which makes the process longer getting through the university.

Advocate more for complimentary workshops, advising, internship assistance, etc. Most students aren’t aware these services are available to them. Develop more places for students to study. Encourage more recognition for staff who excel with awards and prizes. For example, a $25 gift card to Starbucks incorporate more events that appeal to students like concerts that invite well-known artists.

Advocate more for complimentary workshops, advising, internship assistance, etc. Most students aren’t aware these services are available to them. Develop more places for students to study. Encourage more recognition for staff who excel with awards and prizes. For example, a $25 gift card to Starbucks incorporate more events that appeal to students like concerts that invite well-known artists.

Improving revenue through fundraising is a great idea. However, what entrepreneurial activities can help achieve goal four?

Student Group: Comm 246: Entertainment and Tourism

- Develop and maintain a curricular and co-curricular environment that prepares students for participation in a global society and is responsive to workforce needs.
- Improve student persistence, increase graduation rates Universitywide, and narrow the achievement gap for underrepresented students.
- Recruit and retain a high-quality and diverse faculty and staff.
- Increase revenue through fundraising, entrepreneurial activities, grants, and contracts.

More classes available or simply stop taking classes away without replacing them with something else. For example, COMM classes have been taken away from sections, that leave students with one choice within that section, and that one choice they have might not work with their schedule of other classes.

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We need to make student persistence and increased revenue a priority. It seems as if students are paying more money out of pocket, that does not help when it comes to paying for books and parking. The priority is to be graduated. As much as there is work parking in Husband road, it is still a problem for most.

Bring back the apple computers, most of the computers do not work properly in the library.
Goal 1: Expand study away/study abroad program. Regions within the US would be good. Experience is amazing for the students. What happens to our students once they graduate. Work force needs, prove where our people go on to. Need to capture the data and stories. Impact and outcome. We have 11,000 students difficult to track outcomes now. Need to focus more on effort, intentionally, strategic plan. Need the data.

Goal 2: Tracking 6 years was important, but now we need to track 4. By 2025 supposed to have 44% of students graduate in 4 years. 70% funding to meeting goals. HPS need more focus on HPS. Focus on improving the HPS score.

Goal 3: Retaining faculty. We get great faculty. But we lose them who get scooped up to another institution. We can compete. Try to hire people who are invested in the CSUF student.

Four year graduation rates—more focus on one or two would be key. Like water. Focus on ways to pay our faculty more.

Tie goals like into legislation—Renewable Facilities. Can move down to Irvine. Need resources to add faculty and get more funding/resources. Branding so the community can know what we are doing here on campus—Unaided awareness—Serve more students.

Governors

Expand study away/study abroad program. Regions within the US would be good. Experiences are amazing for the students to capture the data and stories. Impact and outcome. We have 11,000 students difficult to track outcomes now. Need more resources to add faculty and get more funding/resources.

Goal 3: Retaining faculty. We get great faculty. But we lose them who get scooped up to another institution. We can compete. Try to hire people who are invested in the CSUF student.

GI 2025 as it relates to the items listed above. ROP type programs that allow the students to earn money and credits.

Support the faculty and clarify how grants and equalities should be distributed. Identify impact donors; how much is the CSUF community.

Engage the professors with the students through social media. Use social media to help students graduate faster, find jobs on campus, student involvement, allow community engagement, work on the community lifestyle. Capital budget is a roadmap for the CSUF community.

Philanthropic Foundation

- Offer more doctoral degrees—renovate facilities, attract corporations to donate to renovate facilities—capital campaigns/initiatives to donate money to specific buildings to have their name on it, naming opportunities build positive experience for students provide opportunities to learn soft skills bring in industry experts to teach students, how to bridge education into the workforce.

Are you an individual or a group? — Selected Choice

[412x269]— Are you an individual or a group? — Group: [please specify group/constituency, e.g. affinity orgs] — Individual: [please specify individual/constituency, e.g. faculty, student, staff, etc.]

Identify opportunities for growth based on Strategic Plan 2018-2023 outcomes:

Identify emerging initiatives and priorities we must address in Strategic Plan 2018-2023:

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Identify opportunities for growth based on Strategic Plan 2018-2023 outcomes:

Identify emerging initiatives and priorities we must address in Strategic Plan 2018-2023:
1. Identify the campaign in the strategic plan - goal 4.

2. Create a shuttle service that surrounds the campus for students for easier access to buildings that are far away from each other.

3. Will we have a baseline for entrepreneurial activities?

4. Create a program based on a questionnaire for students to find organizations and clubs they should be involved in based on their major, ethnicity, and/or upbringing. From there, the results will give students the information on those organizations and clubs, including meeting times, events, and locations.

5. Develop and maintain a curriculum and co-curricular environment that prepares students for participation in a global society and is responsive to workforce needs. Improve student persistence, increase graduation rates Universitywide, and narrow the achievement gap for underrepresented students. Recruit and retain a high-quality and diverse faculty and staff. Increase revenue through fundraising, entrepreneurial activities, grants, and contracts.

6. Increase the graduation rate. Encourage students to stay on track and not become disillusioned with the university and actually stay. Also, improve the retention.

7. As a transfer student to CSUF, I am pleased with the community the school has offered to me. I feel that the environment serves all demographics of students, and I am proud to be a Titan. In order to help the university achieve their Strategic Plan goals, I feel that the community can do a better job in increasing participation for commuter students. Most students who live on campus have an easier time participating in groups, clubs, sports, etc. These students are likely to thrive and graduate in four years. However, commuter students are more likely to drop out, and do not feel the need to participate in activities unless there is a good incentive. Maybe CSUF can offer community events off campus. These events would be hosted by CSUF staff. Having community events elsewhere would more clearly show the campus for the potential for donors and gifts.

8. Develop and maintain a curriculum and co-curricular environment that prepares students for participation in a global society and is responsive to workforce needs. Develop and maintain a curriculum and co-curricular environment that prepares students for participation in a global society and is responsive to workforce needs. Increase student persistence, increase graduation rates Universitywide, and narrow the achievement gap for underrepresented students. Recruit and retain a high-quality and diverse faculty and staff. Increase revenue through fundraising, entrepreneurial activities, grants, and contracts.

9. It is important to prepare students for participation in a global society and its responsive to workforce needs, yet we still continue to measure the students.

10. Increase the graduation rate. Encourage students to stay on track and not become disillusioned with the university and actually stay. Also, improve the parking situation. There shouldn't be a lot further than a 10 minute walk and not parking is an inconvenience on academic life.

11. As a transfer student to CSUF, I am pleased with the community the school has offered to me. I feel that the environment serves all demographics of students, and I am proud to be a Titan. In order to help the university achieve their Strategic Plan goals, I feel that the community can do a better job in increasing participation for commuter students. Most students who live on campus have an easier time participating in groups, clubs, sports, etc. These students are likely to thrive and graduate in four years. However, commuter students are more likely to drop out, and do not feel the need to participate in activities unless there is a good incentive. Maybe CSUF can offer community events off campus. These events would be hosted by CSUF staff. Having community events elsewhere would more clearly show the campus for the potential for donors and gifts.

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13. If students can get out in 4 years perhaps parking or finding a decent place to sit on campus wouldn't be so hard.

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17. Additional parking and a higher 4 year graduation rate should be addressed. overcrowding is becoming an issue. If students can get out in 4 years perhaps parking or finding a decent place to sit on campus wouldn't be so hard.

18. Continuing to offer a multitude of internship opportunities within the various departments.

19. More funding if it is easier and then done, but more must be done to resolve this. More online classes for working students.

20. College of communications should be more involved with internships (helping students place them rather than putting the burden on other departments when they're in need to have students)

21. Are you an individual or a group? - selected Choice
Are you an individual or a group? - selected Choice

22. Devin Salgado

23. Communications 146

24. Professor Fuente mišgov (professor in the CSUP)
262 Students Group: CTVA
302 Critical Studies:
Televison
1. A 30% improvement in six-year graduation rates for first-time freshmen.
2. 40% improvement in four-year graduation rates for first-time freshmen.
3. Achievement gap eliminated for transfer students from 6% to 0% and cut it in half for first-time freshmen from 12% to 6%.
4. Annual gift commitments nearly tripled from $8.5 million to consistently more than $20 million.
5. Back-to-back largest graduation classes in University history.
6. U.S. News & World Report heralds the institution as a top “national university,” rather than “top regional university,” the far narrower category in which we were previously ranked.

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We can offer more alumni outreach events or committees to increase donations. Create stronger interaction between alumni and current students so the alumni feel more connected.

What are the employment rates post graduation?
Encourage teachers to promote on-campus activities and resources such as student government and clubs to create a more unified campus.

Need to focus on the forward thinking and allowing students to have all the resources needed for graduating in four years.
Easy access to all resources.

If you want students to stay and participate more in school make the parking situation a bit less hectic then what it is.