Feedback on Strategic Plan 2018-2023 Draft-SP 2018 Survey: Analysis of Responses

This report summarizes the qualitative findings from the CSUF Strategic Plan 2018 – 2023 Draft-SP 2018 survey administered 9/4/2018 to 9/18/2018. Participants responded to online survey questions that ranked impact and effort of strategies associated with strategic plan goals and gathered comments on the mission and values, goals, objectives, strategies of the draft Strategic Plan 2018 – 2023. Analysis was conducted by Jyenny Babcock from the Office of Assessment and Institutional Effectiveness.

The survey asked for six open-ended comments pertaining to: mission and values (64 responses), goal 1 with objectives and strategies (40 responses), goal 2 with objectives and strategies (41 responses), goal 3 with objectives and strategies (35 responses), goal 4 with objectives and strategies (29 responses), and overall comments including revisions and additions (43 responses). There were a total of 252 responses across all questions. Responses to open-ended comments are categorized and summarized below. Specific comments of interest that support these categories are included in the footnotes.

Mission and Values:
Of the 64 responses received about the mission and values, 56 were included in the analysis. Eight were non-responsive to the prompt and therefore excluded from analysis. [1]

    General Comments
1. General support for Mission and Values (15 mentions). [2]
2. Commentary:
   a. Wordy (3 mentions). [3]
   b. Grammatical mistakes (7 mentions). [4]
   c. Generic (1 mention). [5]
   d. Vision statement (1 mention). [6]
3. Suggestions:
   a. Define "Titans" as students, faculty, staff, and administrators (1 mention).
   b. Acknowledge technology (1 mention). [7]

---

[1] "Restore parking lots to previous managable [*sic*] sale of permits. Everyone knows Mildred Garcia oversold parking permits relative to space capacity. Rather than inconveniencing a few, she chose to inconvenience everyone".

[2] "Looks great! As someone who fundraises on behalf of the University, I think this new mission draft will help potential funders better understand what CSUF is and how we operate."; "Clear, concise, idealistic - I like the focus and depth of the mission and values."

[3] "These value statements seem overly laden with buzzwords. Many of the statements are so heavy and broad that it is difficult to determine what they actually mean."

[4] "The substance is excellent. However, there are grammatical errors and infelicities that would be potentially embarrassing for such an important document."

[5] "While inspiring you can substitute the words CSUF with any university in America and it will resonate as a mission and values for that particular institution. Unfortunately there is nothing unique about our mission and our values."

[6] "Have we decided against developing aspirational language within a vision statement (e.g., who we aspire to be/become as an institution)?"

[7] "This is good and it covers many of our strategic plans but where does technology fit into it? Technology is such a huge part of our culture now and is ever changing. I feel it should be acknowledged here."

Mission

1. General support for Mission (1 mention).
2. Commentary:
    a. Wordy (2 mentions).
    b. Generic (1 mention). [8]
    c. Uninspiring (1 mention).
    d. Lacks student focus (2 mentions). [9]
    e. Keep part of current mission statement (1 mention) [10]
    f. "Global environment" conflicts with image of regional comprehensive university (1 mention).
3. Suggestions:
    a. Include "reflection," "open-mindedness," and "curiosity" as life-long habits to cultivate (1 mention).
    b. "Dynamic inclusivity" is not well-understood and should be clarified or deleted (4 mentions). [11]

Values

1. General support for Values (5 mentions).
2. Commentary:
    a. Values are disconnected (1 mention). [12]
    b. "Titans" is not inclusive of campus visitors (1 mention).
3. Suggestions:
    a. Replace lead term in values with action statements (e.g. "Titans accomplish great things) (1 mention).
    b. Student success: Change "graduate" to "produce" to suggest transformation (1 mention); "social justice challenges" is politically one-sided and repetitive (2 mentions).
    c. Scholarly and creative activities: Include "creation of new knowledge," "D1 baseball," "Army ROTC," "debate team," "computer hacker competition" (2 mentions); "collaborative exchange" is restrictive.

---

[8] "outside of using CSUF and "Titans" this seems rather boilerplate- a good one- but how is this really specific to CSUF, Orange County, Southern CA? What specific elements makes the reader know how CSUF is unique? Would be nice to see something about building relationships and community as a core mission so the statement seems more communal. How would I know that CSUF is a HSI from this statement?"

[9] "It's wordy, unnecessarily so. The Mission Statement is also restated almost verbatim in the Values: is that really necessary (re: Civic Engagement). But the thing that really bugs me about it is that it doesn't focus on students very well."

[10] "I like the "we seek to embody the best of teaching and research universities" statement in our current mission statement. Think this clearly signals who we are as a university, and I wish we could keep it in the new version."

[11] ""Dynamic inclusivity" does not denote anything. I would remove it because it seems meaningless."

[12] "Not sure what connects these values -- they don't build on one another nor are they clearly linked in any way. some [*sic*] kind of coherence in organization that suggests a broader overarching purpose wouid [*sic*] make this seem more intentional. At present it appears to be an arbitrary list."

      d.   Diversity, equity, and inclusion: Change diversity statement to action to match form of other values (3 mentions) [13]; include diversity of "opinions (1 mention); expand definitions in statement (2 mentions). [14]

      e.   Civic engagement: Include "communication" (1 mention).

      f.   Collegial governance: Include "civility" (1 mention); vague and misplaced (2 mentions). [15]

      g.   Integrity: Vague or confusing (4 mentions) [16]; redefine as "Titan integrity" (1 mention); include "transparency" (1 mention); move higher in list of values (1 mention).

      h.   Service to the region: Vague (1 mention); expand on service to community (2 mentions). [17]

Goal 1 Provide a transformative educational experience and environment for all students:
Of the 40 responses received about Goal 1 objectives and strategies, 35 were included in the analysis. Five were non-responsive to the prompt and therefore excluded from analysis. [18]

    General Comments
1.   General support for Goal 1 (2 mentions). [19]
2.   Commentary:
      a.   None
3.   Suggestions:
      a.   Revise Goal 1 to include "intellectual" (1 mention).
      b.   Add strategy "Expand faculty-student mentoring opportunities, particularly during the last year of the undergraduate experience" (1 mention).
      c.   Basic needs: Too much focus on basic needs; align scope with needs (2 mentions). [20]
      d.   Academic focus: Need greater emphasis on educational experience (3 mentions) and improving classroom experience (2 mentions). [21]

---

[13] "I believe the Diversity, Equity and Inclusion statement should include one more sentence about how that belief is manifested / transformed into action by Titan professors, administrators and students"

[14] "I believe the Diversity statement should include something that states "just" as well and includes a point about growing in students the confidence to bring this mindset out to the community and future work place."

[15] "How does "collegial governance" play out outside of academics? I've never heard that term used to address governance in political or corporate bodies. Seems misplaced."

[16] "Integrity is a great value for an institution to subscribe to, but the statement doesn't match the tone or structure of the other values, and after re-reading it several times I still don't know what it means."

[17] "We might want the throw a bone to the city and county that hosts us, perhaps something under "Service to the region" like: "We will be good neighbors to the city and region around us, inspiring current and future generations to join us in lifelong learning.""

[18] "We need more parking."

[19] "It seems like this goal hopes to accomplish integrating diverse cultures into student life and curriculum. This provides a very positive impact in ones [*sic*] life."

[20] "For the students who need health and wellness access, these elements are critical. I don't know, though, that they are critical for the majority of students. The programs should definitely be in place, but their scope should also be aligned to need. What do students identify as their greatest needs for an outstanding educational experience? What keeps them from having that experience? Let's make sure we put time and attention there."

[21] "And like the Mission Statement and Values, this fails to address 99 percent of what it is we do: teach in classrooms. Are we saying that attention to current fads like HIPs are more important to us than solid educational values? We are more than a trade school, and we offer more than a few sexy programs that are au courant."

    e. Needs to be inclusive of graduate students (4 mentions). [22]
    f. Additional topics to include: Scholarship and research (1 mention); scholarship opportunities (1 mention); building workforce competencies (1 mention).

Goal 1 Objectives
1. General support for objectives (1 mention).
2. Commentary:
    a. The term "signature elements" is vague (3 mentions). [23]
3. Suggestions:
    b. Add objective "Provide a high-quality, engaging, liberal arts academic experience" (1 mention).
    c. Explicitly emphasize importance of graduate education (1 mention).
    d. Make all objectives SMART (specific, measurable, achievable, realistic, and time-based) (1 mention).

Strategy 1: Identify and highlight the university's signature programs
1. The term "signature programs" is vague (2 mentions).

Strategy 2: Develop and expand inter/multi-disciplinary curricular programs
1. Worthwhile, but will require faculty collaboration (1 mention). [24]

Strategy 3: Scale and institutionalize culturally responsive curricular/co-curricular High Impact Practices, including service learning and student abroad/away
1. Funding concerns (2 mentions). [25]

Strategy 4: Develop a communication campaign and assessment plan that emphasizes involvement in various student organizations
1. Include more about student clubs, Greek life, and organizations (1 mention).

---

[22] "why [*sic*] is this limited to (bullet 2) and focused on (strategies) undergrads? Can this not be true for ALL students? We have many graduate and several doctoral programs for which we want the same things. Grad students have commented negatively on the perceived focus on undergrads."

[23] "What are "signature elements?" No one can seem to answer that. Perhaps they are not so signature."

[24] "The development of interdisciplinary programs, while worthwhile, can only occur if faculty have the good will to allow for collaboration - not tribalism."

[25] "I share the University's commitment to high-impact practices, but have seen first-hand that restrictions on the use of Miscellaneous Course Fees and other funding are actually rolling back progress made in expanding and improving opportunities for core HIPs like service-learning, field trips, and study abroad and study away programs. I hope the CSU and CSUF will reconsider current policies and practices to support, rather than curtail, these important and innovative student-focused programs."

Strategy 5: Align programming so that students from across diverse communities share meaningful experiences together
1. Clarify alignment (1 mention). [26]

Strategy 6: Enhance global competencies through increased access to and participation in immersive learning experiences including those focused on internationalization and home and student abroad
1. Traveling abroad could be its own strategy (1 mention).
2. Focus should be on Orange County and surrounding communities (1 mention).
3. Funding concerns (1 mention).

Strategy 7: Establish a baseline of students' basic needs and existing student health and well-being support services
1. Could be combined with strategies 8 and 9 (1 mention).

Strategy 8: Communicate services and direct students to existing student health and well-being support services
1. Could be combined with strategies 7 and 9 (1 mention).

Strategy 9: Create programs and policies to meet gaps in basic student health and well-being
1. Could be combined with strategies 7 and 8 (1 mention).

Strategy 10: Enhance strategic enrollment management operations with a focus on innovation, quality and efficiency to transform the student experience
1. The meaning of "enhance strategic enrollment management operations" is unclear (2 mentions).

Strategy 11: Increase existing engagement with business community and CSUF alumni to enhance curricular connectivity, internship opportunities, and address community needs and interests
1. Remove "existing" (1 mention).
2. "Business community" is limiting, consider replacing with "community partners" (2 mentions).

Strategy 12: Increase on-campus student employment and internships
1. Expand scope of statement to include professional development opportunities and marketable skills (2 mentions).
2. Funding concerns (1 mention). [27]
3. These services are vital (1 mention).

---

[26] "We should clarify what we mean by 'aligning programming' in strategy #5. Although it is good to have events that all students can enjoy, if we truly celebrate diversity then we should also have multicultural events where students can learn about other identities and experiences."

[27] "concern: cost of student employement [*sic*]; for operations with many student assistants, where do funds come from?"

Goal 2 Strengthen opportunities for student completion and graduation:
Of the 41 responses received about Goal 2 objectives and strategies, 36 were included in the analysis. Five were non-responsive to the prompt and therefore excluded from analysis. [28]

General Comments
1. General support for Goal 2 (2 mentions).
2. Commentary:
   a. Equates graduation rate with student success which minimizes faculty role and educational aspects of university (1 mention).
   b. Graduate rate targets are too low and do not match Chancellor's Office targets (3 mentions).
   c. Too much jargon (e.g. roadmaps, dashboards) (1 mention).
   d. Requires department/faculty buy-in (2 mentions). [29]
   e. Early warning systems are not very effective (1 mention).
3. Suggestions:
   a. Revise goal to "Strengthen opportunities for students' timely degree completion" (1 mention); include time to degree benchmarks (1 comment).
   b. Add strategy "Launch graduate studies task force to articulate benchmarks and recommendations for graduate education" (1 mention); "Provide a first year experience for all students (first-year freshman and undergraduate transfers" (1 mention).
   c. Identify barriers to completion and graduation (2 mentions).
   d. Include additional strategies regarding: equity gap (1 mention); affordability (1 mention); increased adoption of Open Educational Resources (1 mention); reduced student costs (1 mention); supporting academic success through classroom instruction, cross-disciplinary activities, and reduced faculty course load (6 mentions).
   e. Inclusivity: Needs to be inclusive of graduate students (3 mentions); inclusive of all students, not just those targeted by GI 2025 goals (1 mention).

Goal 2 Objectives
1. General support for objectives (1 mention).
1. Commentary:
   a. Strategies to support "examine existing benchmarks" are missing (1 mention).
2. Suggestions:
   a. Add bullet point "Identify and implement programs and resources that support evidence-based best practices for supplemental instruction and maintenance of pedagogical currency" (1 mention).
   b. The term "equity gaps" should be eliminated (1 mention) or defined (1 mention).
   c. Define "graduate student success" (1 mention).
   d. Include baseline figures to make objectives clearer (1 mention).

---

[28] "I work in the graduate school, so I don't engage in much of these."
[29] "Need to convince faculty that these things are necessary. Lack of faculty buy-in is a significant obstacle to achieving these goals."

Strategy 1: Engage in cross-divisional collaboration essential to holistic student advisement and support

1. The term "holistic student advisement" is vague and could be replaced with "academic, personal, and professional advisement" (1 mention).
2. Ensure continuity of advisement (1 mention). [30]

Strategy 2: Ensure all students have appropriate road maps

1. Append "and campus resource guides" to end (1 mention).
2. Road maps are difficult to implement (2 mentions) and need to be improved (2 mentions). [31]
3. Road maps should be ensured by the department (1 mention).

Strategy 3: Support degree completion by building course schedules aligned with road maps

1. Examine classes offered (1 mention).

Strategy 4: Implement a 15 unit per semester campaign

1. Revise strategy to "Implement a 15 credits per semester/30 credits per year campaign, provide support to increase the percentage of students who achieve these benchmarks, and improve the average unit load for the campus (1 mention).
2. Do not pressure students into 4-year graduation (3 mentions). [32]
3. Consider cost of students taking on more classes with limited schedules (1 mention).

Strategy 5: Accelerate appropriate responses to program bottlenecks and barriers

1. Address GE in bottlenecks (1 mention).
2. Some bottlenecks and barriers are beyond CSUF control (1 mention).

Strategy 6: Design and implement intentional orientation for all students, including in-person mandatory transfer orientation

1. Revise strategy to "Implement a meaningful in-person orientation for all students and track outcomes" (1 mention) and include "monitor the timely graduation rate of the students who participated in the orientation" (1 mention) and "inclusive planning process to design and implement orientation" (1 mention).

Strategy 7: Increase interventions to support retention efforts, including focus on underrepresented populations

1. Students fail to take advantage of interventions already in place (1 mention).
2. Not all interventionists are skilled or willing (1 mention).

---

[30] "Eliminate "take a number" advising programs where the student sees a different adviser each visit, depending on the luck of the draw to get any kind of continuity in advice."

[31] "Is there no online tool to dynamically picture the practical pathway to a degree? Must we use letter-sized paper printed with obtuse references to classes that have not been taught since the Bush Administration? Can't students build their own models and see the financial, logistical and academic results of the modeled options?"

[32] "Students who are working many hours should not be counseled to obtain their B.A.s in four years, as they will more than likely not be able to obtain a G.P.A. high enough to get into graduate school and thus attain their career goal."

Strategy 8: Provide appropriate and informed data/dashboards
1. Delete this strategy (1 mention).
2. Show costs associated with impact (1 mention).

Strategy 9: Develop and implement an engagement and communication plan for and with faculty and staff to highlight their critical partnerships in student success efforts
1. Revise strategy to "promote and support faculty's critical role in student success efforts" (1 mention).
2. Who will execute the engagement and communication plan and will resources be provided? (1 mention).

Goal 3 Recruit and retain a high-quality and diverse faculty and staff:
Of the 35 responses received about Goal 3 objectives and strategies, 31 were included in the analysis. Four were non-responsive to the prompt and therefore excluded from analysis. [33]

General Comments
1. General support for Goal 3 strategies (1 mention). [34]
2. Commentary:
   a. Diversity and inclusion issues are secondary (1 mention). [35]
   b. Campus climate inhospitable to faculty of color, female faculty, and members of other historically marginalized groups (3 mentions). [36]
   c. Non-competitive faculty salaries impede hiring goals (3 mentions).
   d. Language indicates faculty are not a priority (2 mentions). [37]
   e. Composition of university Diversity Fellows (1 mention). [38]
3. Suggestions:
   a. Add strategies "Increase campus based support for, and promote faculty research and creative activities" (1 mention); "Establish and implement faculty and staff retention benchmarks" (1 mention); "Establish and implement a comprehensive onboarding program for new faculty and staff throughout the probationary period" (1 mention); "Increase campus based support for competitive hires for faculty and staff" (1 mention); provide professional development (1 mention).
   b. Remove barriers to candidate understanding of job description and requirements (1 mention).

---

[33] "We need more parking."

[34] "Tangible results for these strategies will definitely build creditability."

[35] "CSUF is embedded in and representative of progressive southern California; diversity and inclusiveness issues are largely moot or are at most secondary."

[36] "Gender issues need greater attention. Women are historically underepresented [*sic*] in certain fields, and little attention seems to be given to this at CSUF."

[37] "This document does little more than set priorities and this screams that faculty aren't a priority, but grad rates and liability reduction are. The solution for faculty is in academic departments, not HRDI."

[38] "You can even see this in the composition of the new university diversity fellows - most of them are senior white males; it is troubling that the university gave these leadership positions and release time to people with limited insight regarding the problem and the least need for release."

     c. Create diversity awards for recruitment and retention of underrepresented faculty (1 mention).

     d. Place focus on faculty retention (1 mention).

     e. Leadership training is needed (1 mention).

     f. Define what it means to be an R3 institution (1 mention).

     g. Staff need diversity and inclusiveness training and support (1 mention).

     h. Support for faculty participation in regional/national networks is needed to provide community support (1 mention).

     i. Top-down leadership is needed to address these concerns (1 mention).

Goal 3 Objectives

1. General support for objectives (1 mention).
2. Commentary
     a. None
3. Suggestions:
     a. Revise objective 1: delete "safety" (1 mention); define safety (1 mention) [39].
     b. Revise objective 2 to "Increase faculty and staff retention" (1 mention).
     c. Revise objective 3 to "Increase the number of tenured and tenure track faculty with concentrated representation from historically underrepresented groups and report annually" (1 mention); change "number" to "percentage" (1 mention); insert "our" before "historically underrepresented groups" (1 mention).
     d. Revise objective 4 to "Increase the number of full-time staff with concentrated representation from historically underrepresented groups and report annually" (1 mention).
     e. Revise objective 5 to "Develop, assess, adjust, and enhance effectiveness of programs to support faculty teaching, scholarly and creative activities, and service" (1 mention); delete "enhance the" (1 mention).

Strategy 1: Conduct assessment of the campus climate and aggregate data

1. Revise strategy to "Conduct campus climate survey and aggregate data on a regular basis. Report findings to the campus community" (1 mention).
2. Previous climate studies have not produced tangible outcomes (3 mentions).

Strategy 2: Incorporate diversity, equity, and inclusion in all assessment and annual goals for departments and programs

1. Revise strategy to "Incorporate diversity, equity, and inclusion in all assessments and annual goals for Divisions, Colleges, departments, and programs" (1 mention); "In all assessment" is unclear (1 mention).
2. Program assessment that encourages standards of diversity and equity should be supported (1 mention).

---

[39] ""Safety" from what? While I agree that we should feel physically safe (and the campus police are dubious in that respect, I say from experience) should we also not feel academically or ideologically free to explore ideas? Is that represented in this objective in a serous way?"

3. Assessment of diversity and equity are not meaningful if there are no consequences of findings (1 mention).

Strategy 3: Develop, support, and promote an inclusive campus culture for the professional success of historically underrepresented staff and faculty
1. Delete strategy (1 mention).

Strategy 4: Establish and enhance programs and activities that build cultural awareness and more visibly celebrate diversity in ways that better serve and attract a diverse population
1. Revise strategy to "Maintain and grow programs and activities that build cultural awareness and more visibly celebrate diversity in ways that better serve a diverse population." (1 mention).

Strategy 5: Provide colleges, departments, and university programs with appropriate and informed data to improve recruitment functions and processes
1. Revise strategy to "Develop and implement a data driven recruitment process." (1 mention).

Strategy 6: Build and support programs that enhance a sense of belonging and community
1. Attendance is necessary for programs to be effective (1 mention).

Strategy 7: Establish diversity programming, education and strategies throughout the recruitment and hiring cycle that will address the recruitment of diverse faculty
1. Revise strategy to include recruitment of diverse staff, marketing strategies, training, and HR support (1 mention).
2. Applicants should be considered based on their qualifications and not just race/ethnicity (3 mentions). [40]

Strategy 8: Innovate, qualify, and implement effective training and support of hiring committees
1. Delete strategy (1 mention).
2. Meaning of strategy is unclear (1 mention).
3. Hiring committee is an inaccurate term (1 mention). [41]

Strategy 9: Develop and implement inclusive leadership training for managers
1. Revise strategy to "Develop and implement leadership training for faculty and staff professional development" (1 mention).

Strategy 10: Provide annual reports that measure the status of predetermined benchmarks
1. Delete strategy (1 mention).
2. What are the "predetermined benchmarks," how are they determined and measured? (2 mentions).

---

[40] "We should be hiring the best people to do the job they are interviewing for, not checking a box off for race or color etc. This is a discrimination in it's [*sic*] self."
[41] "Also, we have no hiring committees. We have search committees who rank candidates. Administrators hire on our campus."

Strategy 11: Diversify and grow opportunities to strengthen faculty teaching, scholarly and creative activities, and support services to enhance the professional lives of faculty
1. Revise strategy to "Increase campus based support for, and promote faculty teaching" (1 mention).
2. Supporting scholarly and creative activities requires additional resources than available (1 mention).
3. Greater support for part-time faculty is needed (1 mention).

Strategy 12: Elevate and infuse the work of President's Commission on Equity and Inclusion (PCEI) across the campus
1. The mission of the PCEI should be embedded in strategies throughout this goal (1 mention).
2. PCEI has made no impact and should be rethought (1 mention).

Goal 4 Expand and strengthen our financial and physical capacity:
Of the 29 responses received about Goal 4 objectives and strategies, 24 were included in the analysis. Five were non-responsive to the prompt and therefore excluded from analysis. [42]

General Comments
1. General support for Goal 4 (3 mentions). [43]
2. Commentary:
    a. Buzzwords (1 mention). [44]
    b. Resources are dedicated ineffectively to this goal (1 mention). [45]
    c. Lacks instructional/educational focus (5 comments). [46]
    d. Staff are not included in planning (1 comment).
3. Suggestions:
    a. Revise strategy, replacing "expand" with "align" (1 mention).
    b. Build a campus identity through architecture (1 mention).
    c. Address deferred maintenance (4 mentions).
    d. Create educational spaces (4 mention). [47]
    e. Include sustainability as focus (2 mentions). [48]

Goal 4 Objectives
1. General support for objectives (0 mentions).

---

[42] "N/A"
[43] "These strategies are on-going and require a continuous commitment."
[44] "This whole exercise seems like the manipulation of bureaucratic buzzwords with very, very little substance."
[45] "From my perspective, as a faculty member, it seems that there are lots of resources dedicated ineffectively to this goal, and we've had plans on the table for many of these things for decades without any progress made."
[46] "Again, the high emphasis in the strategic plan on everything except instruction rather suggestions [*sic*] that education per se is not considered strategic..."
[47] "Is it possible, with all these remodeling projects, to develop spaces that engender students [*sic*] interactivity, both with the disciplines and with one another? That is distinctly different from creating spaces for "gathering and convening." We have a quad and a student union for that. We need educational spaces that include support resources for students."; "Communications needs a success center."
[48] "The University should set a zero-carbon footprint goal and develop a climate action plan."

2. Commentary:
    a. Isn't the planned renovation of Pollack Library already complete? (1 mention).
3. Suggestions:
    a. Reorder objectives by moving the last one to the second position (1 mention).
    b. Revise objective to "Complete the planned renovation of McCarthy Hall . . . and other buildings and facilities as needed, ensuring the use of evidence-based best practices for building design for academic, collaborative, and scholarly functions." (1 mention).

Strategy 1: Align appropriate resources to create capacity and build infrastructure to successfully meet the goals of the comprehensive fundraising campaign
1. Remove "successfully" (1 mention).

Strategy 2: Build greater alumni affinity for the institution and strengthen alumni advocacy and financial support
No mentions.

Strategy 3: Embrace marketing communications as a core university function that supports the ling-term advancement of the institution
1. Revise strategy to include "long-term educational advancement" (1 mention).

Strategy 4: Foster university-wide community engagement efforts that develop a deep and meaningful CSUF presence throughout Orange County
No mentions.

Strategy 5: Implement routine multi-stage research and tracking of post-graduation employment, further study, satisfaction with the CSUF experience and perceptions of degree equity, and other appropriate metrics
1. Revise strategy to "Implement routine multi-interval research and tracking of post-graduation employment, post-bac study, satisfaction with the CSUF experience, perceptions of degree equity, and other appropriate metrics to advance the mission of the university" (1 mention).

Strategy 6: Develop preliminary and preferred options for the Campus Master Plan by December 2018 and July 2019, respectively, based on collected campus feedback; complete the final draft of the Campus Master Plan in February 2020 for approval and adoption by June 30, 2020
1. Revise strategy to "Complete the final draft of the Campus Master Plan in February 2020 for approval and adoption by June 30, 2020." (1 mention).
2. Master Plan should make CSUF competitive with UCLA, USC, and UCI and demonstrate what sets CSUF apart (1 mention).
3. Make university facilities an asset for the general community (1 mention).
4. Involve community in master planning efforts (1 mention).
5. McCarthy Hall should be gutted (1 mention).
6. College Park is isolated from main campus and crossing Nutwood is a dangerous liability (1 mention).

Strategy 7: Enlist the concurrent support of the Effective Interest Rate (EIR) consultant to monitor and anticipate any environmental impacts of recommended Campus Master Plan projects both to expedite plan approval and to ensure a sustainable campus

1. EIR stands for Environmental Impact Report, not Effective Interest Rate in this context (3 mentions).
2. Strategy should be deleted (1 comment).

Strategy 8: Incorporate formal milestone meetings with key stakeholders in any major construction and renovation schedule to improve communications, customer satisfaction and timely completion of projects

1. Strategies 8 and 9 appear to articulate similar ideas (1 mention).

Strategy 9: Consult with appropriate faculty, staff, and students, as well as other stakeholders during the planning stages of building renovation projects to identify and affirm needs for gathering and convening spaces; incorporate appropriate spaces to support effective teaching and learning. Increase connectivity with alumni to promote ambassadorship for awareness, advocacy, and contributions

1. Strategies 8 and 9 appear to articulate similar ideas (1 mention).
2. Separate into three separate strategies (1 mention).

Strategy 10: Define an appropriate target revenue mix by sources

1. Combine strategy 10 and 11 (1 mention).

Strategy 11: Develop appropriate financial models and business plans in each self-support/entrepreneurial program to realize net revenue targets

1. Combine strategy 10 and 11 (1 mention).

Overall Comments (revisions or additions):

Of the 43 responses received about overall revisions or additions, 40 were included in the analysis. Three were non-responsive to the prompt and therefore excluded from analysis. [49]

General Comments
1. General support for overall Strategic Plan strategies (4 mentions). [50]
2. Commentary:
   a. Thanks (4 mentions). [51]
   b. Investment in tracking and engaging alumni is worthwhile (1 mention).
   c. Recent change has made campus less enjoyable (1 mention). [52]
   d. Lacks implementation (1 mention).

---

[49] "I bet a full year's tuition you won't read this."
[50] "Very aggressive goals and strategies, however, we expect no less from Titans to "Reach Higher.""
[51] "Thank you for asking!"
[52] "It's becoming less enjoyable studying at CSUF with all these changes. The library especially and the parking. Besides that the people are amazing and I've made many friends."

e. Lacks vision statement (1 mention).
f. Fails to address educational mission (3 mentions). [53]
g. Fails to address student issues of affordability, housing, and transportation/parking (1 mention).
h. Survey administration: Effort and impact were confusing terms (2 mention) and difficult to estimate (3 mentions); word-heavy (1 mention).

3. Suggestions:
a. Use cultural responsiveness, inclusion, and empowerment as basis for all decision-making (1 mention).
b. Campus identity: develop a campus identity that differentiates CSUF from other institutions, promotes CSUF as a first-choice institution, and showcases depth of offerings (4 mentions). [54]
c. Address climate change issues (1 mention) [55]
d. Create a task force to bolster diversity initiatives (1 mention).
e. Educational resources and support are needed (6 mentions). [56]
f. Graduate students: lack acknowledgement in Strategic Plan (2 mentions) and require support (2 mentions). [57]
g. Campus needs strong, core leadership (1 comment).
h. Stakeholder involvement: feedback during planning process is necessary and results in buy-in (2 mentions); transparency in university planning unifies students, staff, and faculty (1 mention); faculty and students appear to be obstacles, not participants in the Strategic Plan (1 mention); faculty's role in improvement not mentioned (1 mention); no mention of Irvine (1 mention).
i. Transfer and non-traditional students need better support (1 mention).

---

[53] "It's an ambitious plan. But ultimately it forgets why we're all here. We're here to teach students and share knowledge. It's not just about assessment or employ-ability or community outreach. We create meaning at the university. That really isn't represented in any meaningful way in the current plan."

[54] "The sports department, and the library (and the like) will always be a proud beacon, but it is the little things on campus that also give it depth."; "The plan should focus on allowing CSUF to stand out from other big schools and highlight the geographic advantage we have and our access to Southern California."

[55] "In the global society we are facing, climate change will be the major issue to reckon with, disguised in multiple problems. From homelessness to the economy and from natural disasters to refugees, everybody will be affected by this calamity that is unfolding in front of us. For the world to have a chance we need to learn and educate, too much time has been lost already. Too many politicians are blaming symptoms and victims and we are extremely vulnerable right now. Universities have the responsibility to seek and teach the truth and provide the society the tools to solve its problems. Cal State Fullerton needs to step up and play its role."

[56] "We really, really need to have something in here about reinvesting in classroom instruction, and especially providing more support to lecturers, and especially setting targets for tenure density."; "I am fully aware of how expensive a reduction in class sizes (especially for GE courses such as mine) would entail, yet I insist the University take note of it. All the other wonderful programs are extraneous if student learning is stultified by having such large class sizes."

[57] "Grad students receive only cursory acknowledgement in this plan. They are the future faculty of the CSU, and they are diverse. They need our attention and resources."

APPENDIX

Mission and Values

Mission

California State University, Fullerton inspires and prepares students to thrive in an ever-evolving global environment. We cultivate lifelong habits of scholarly inquiry, critical and creative thinking, dynamic inclusivity, and social responsibility. Rooted in the strength of our diversity, we embolden Titans to become intellectual, community, and economic leaders who shape the future.

Values

- Student success: We graduate confident, well-prepared, innovative, and culturally competent Titans who continuously adapt to meet new workforce demands, social justice challenges, and community service opportunities.
- Scholarly and creative activities: We cultivate and promote the collaborative exchange of ideas through rigorous academic and creative activities.
- Diversity, equity, and inclusion: We believe our diversity is the strength of our community where all Titans feel welcomed, honored, respected, and engaged.
- Civic engagement: We inspire all Titans to develop the knowledge and critical thinking necessary to be informed, active, and engaged citizens. As such, we support free expression as both a right and responsibility.
- Collegial governance: We embrace inclusivity, consultation, collaboration, and transparency to bring all Titans into the deliberative process that shapes our institutions, communities, challenges our beliefs, and addresses the needs of a diverse global society.
- Integrity: We serve from our core commitment built from trust and strong character.
- Service to the region: We provide a place and space for the region's current and future leaders to grow and develop, aspiring to better serve the communities where they live and work.

Goal 1 Objectives

- Develop and broaden nationally known signature elements of the Titan experience.
- Ensure all undergraduate students participate in at least three high-impact curricular or co-curricular experiences.
- Support and implement models that build increased cultural competencies.
- Develop and implement a model of comprehensive student health and wellbeing support services.
- Enhance the model of the Titan Experience, including student participation in events, student pride and connection to the University.

Goal 2 Objectives

- Achieve the following by August 2023:
    - 39% of first-time, full-time freshmen graduate within four years.
    - 72% of first-time, full-time freshmen graduate within six years.
    - 42% of undergraduate transfer students graduate within two years.
    - 83% of undergraduate transfer students graduate within four years.
    - Eliminate equity gaps (underrepresented/non-underrepresented, Pell/non-Pell) for first-time, full-time freshmen.
- Examine existing benchmarks for post-baccalaureate and graduate student success and completion.

Goal 3 Objectives

- Assess the university climate and establish benchmarks for faculty and staff safety and sense of belonging.
- Establish and implement benchmarks for faculty and staff retention.
- Increase the number of tenured or tenure-track faculty — with attention to those from historically underrepresented groups — and report annually.
- Increase the number of full-time staff from historically underrepresented groups and report annually.
- Assess, adjust, and enhance effectiveness of current programs to enhance the support for faculty teaching, scholarly and creative activities, and service.

Goal 4 Objectives

- Complete the institution's first-ever comprehensive fundraising campaign.
- Complete the creation of a comprehensive campus physical master plan that provides the framework for future development of the campus physical environment as of 2020.
- Complete the planned renovation of McCarthy Hall, Pollak Library, College Park, Titan Hall, athletic facilities and other buildings and facilities as needed, including the creation of space for communities of gathering and convening.
- Expand the university's self-support and entrepreneurial activities.