MEMORANDUM

DATE: October 18, 2010

TO: Academic Affairs Leadership Council
               Budget and Long Range Planning Committee

FROM: Jennifer L. Jeffries
               Associate Vice President for Planning, Accreditation and Assessment

SUBJECT: Three Year Rolling Plans – 2011-2014

Dear AALC and BLP Colleagues:

On November 2, from 9-11 AM, AALC and BLP will meet to discuss the 2011-2014 three year rolling plans; more specifically, we will develop a prioritized recommendation to the Provost for 2011/12 goals requiring identification of funding.

In this document you will find a three year rolling plan for each Academic Affairs unit and the Arts and Lectures Series. The documents include the common planning assumptions for Academic Affairs, unit specific assumptions, strategic goals and annual goals.

Please note that some units provided AY 10/11 info for context purposes. Do not feel that you were remiss if you did not do likewise, as it was not an expectation.

A companion document to the three year rolling plans will be sent to you on October 22. It is a chart which will display how the unit's goals intersect with the Academic Affairs four goals. It will also provide the projected cost for the goals that require identification of funding. The purposes of the chart are to: 1) provide a quick reference during our prioritizing discussions, 2) to illustrate the intersection of unit goals with Academic Affairs goals, and 3) to efficiently present the costs associated with goals.

I found the plans to be an inspired peak into our collective future and I look forward to our discussion about them and the prioritization of the AY 2011/12 goals.

JJ/ki
Attachments: Three Year Rolling Plans

The California State University

Bakersfield | Channel Islands | Chico | Dominguez Hills | East Bay | Fresno | Fullerton | Humboldt | Long Beach | Los Angeles | Maritime Academy
Monterey Bay | Northridge | Pomona | Sacramento | San Bernardino | San Diego | San Francisco | San Jose | San Luis Obispo | San Marcos | Sonoma | Stanislaus

Strategic Planning and Budget Cycle
Three-Year Rolling Budget/Hiring Plans
FYs 11/12, 12/13 and 13/14

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Strategic Planning and Budget Cycle
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Subdivision Unit: Academic Programs

PART I: NARRATIVE

A. Planning Assumption and Goals

1) **Common planning assumptions for all Academic Affairs subdivision units**
    i.   FTES flat for all three years, based on AY 2010/11 projected FTES.

    ii. Budget projections flat for all three years, based on FY 10/11 budget allocation

    iii. Unit plans are aligned with the four Academic Affairs Strategic Plan Goals; namely:

        1. Create and implement innovative approaches and programs that add value to our diverse communities.
        2. Expand learning opportunities bridging theory and practice.
        3. Develop relationships that connect CSUSM to external communities and organizations.
        4. Support faculty research and creative activity to create a community of scholars that collaborates with a community of learners.

    iv. Programs and units remain focused on the future

Academic Programs currently has three functional areas: Curriculum and Scheduling, General Education, and First-Year Programs. The specific assumptions governing these are:

2) Curriculum and Scheduling Office (CSO):

    i.   [Assumption] The campus and external community will accept the new catalog (and future catalog addenda) in the new digital format and it will not be necessary to return to a hard-copy printed catalog and catalog addenda.

    ii. [Assumption] The continued focus on planning for the future indicates that there still will be significant levels of curriculum under development. In particular, flat FTES targets will likely encourage development of self-support programs. CSO will support the development of this curriculum as it moves through the Academic Senate approval process and (as necessary) through approval and review at the Chancellor's Office.

    iii. [Goal] Improve business processes and increase the functionality of the course catalog and class schedule modules in CMS PeopleSoft. CSO staff excel in the front-end customer

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Date: June 21, 2010 (initial); October 11, 2010 (last revision)

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service side of these modules (e.g., working with faculty and Senate committees in curriculum approval and with departments/colleges/school in scheduling classes) and are fully capable of doing routine trouble-shooting but do not possess the same level of technical expertise that was supplied centrally by IITS when we were still running Banner. Unlike the other main areas responsible for the Student Administration module (EMS, Financial Aid, Academic Advising) , there currently is no Information Technology Consultant (ITC) position in CSO, and creating/filling such a position is a priority. The existence of such a position will position CSO to

(a) more readily troubleshoot problems in the class schedule(which manifest themselves when students can't register for a course that they need or are able to register for courses where they should not be able to do so; in either case these need to be resolved immediately),

(b) respond to changes in PeopleSoft (e.g., bundle testing, testing new "Feature Packs" which are expected to be rolled out several times each year, identifying when new functionality will allow us to improve business practices) ,

(c) also support General Education and First-Year Programs by developing customized reports and processes needed for assessment and monitoring of/communications with first-year students, and

(d) generally improve the efficiency of the existing office staff who would have some of their technical responsibilities replaced by other responsibilities better matched to their qualifications.

3) General Education

   i. [Assumption] The GE Assessment Coordinator completed our first full assessment cycle in 2009-10. Before beginning a second complete multi-year assessment cycle, the GEC needs to complete its development of the General Education Learning Outcomes (GELOs. The GE Assessment Coordinator will continue to support and provide leadership to the GEC in the development of GELOs. Areas of special attention are

   (a) diversity – see the Foundations of Excellence report and the March 25, 2010 message from Pres. Haynes to the campus on Action Steps for Improving Campus Climate and Diversity],

   (b) interdisciplinarity/multidisciplinarity – how should this long-standing public commitment be maintained, and

   (c) personal and social responsibility – one of the four primary LEAP [Liberal Education America's Promise] goal areas that need to be represented in our GELOs per EO 1033.

    ii. [Goal] GE Assessment should be moved from a centralized model that is dependent on the coordinator meeting individually with faculty who meets individually with instructors who perform embedded assessment in their GE classes to a model that involves faculty working together on assessment across the GE program.

4) First-Year Programs (FYP)

    i. [Assumption] FYP will continue to serve at least 70% of each incoming class of first-year students in a GEL course and the average class size in GEL sections will remain in the low 30s.

    ii. [Goal] At least 85% of each incoming class of first-year students will enroll in a GEL course, with the majority of these enrollments occurring in the Fall semester of the first year or the Summer before the first year.

    iii. [Assumption] EO 1048 (Early Start Program) will require CSUSM to launch Early Start Program in mathematics and for "at risk" English students. The Summer Academy already offered by First-Year Programs is a likely model for our "Early Start Program." If the Summer Academy model is adopted as the principal means of meeting the EO 1048 obligations of the campus, then this will lead to both an increase in the number of students enrolling in a GEL course (somewhat modest because so many students already do so) and a major shift in enrollment patterns from the current Summer:Fall:Spring ratio of 2:9:1 to something along the lines of 11:9:1. Note that this would significantly reduce FTES generated in FYP if Summer Academy remains a self-support offering as will likely be the case. Note that this will also require adding an additional decision factor (whether a student attends Summer Academy) to Lower-Division Roadmaps, and this will effectively double the number of individual underlying maps in order to keep these useful for first-year students. (Note that providing better guidance to first-year students at the outset of their academic careers was one of the top four priorities identified by the Foundations of Excellence Task Force.) Early Start also serves as an occasion for CSUSM to re-engage with mathematics and English teachers in key feeder school districts to help them better prepare students to enter CSUSM proficient in these subject areas. CSUSM ran a successful program, the Collaborative Academic Preparation Initiative (CAPI), for several years out of Academic Programs, and the Oceanside and San Marcos school districts have asked that we reinstitute a CAPI-like program.

    iv. [Assumptions and Goals] FYP will play a lead role in carrying out actions requested by the First-Year Council (following the Foundations of Excellence Self-Study) and the Graduation Initiative Steering Committee. In addition to items i. and ii. above, these will include

        (a) development of new, and maintenance of existing, first-year learning communities ,

        (b) build-out, overhaul and routine maintenance of Lower-Division Roadmaps (LDRs), and

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(c) expanding faculty development opportunities for all instructors (especially non tenure-track faculty and teaching associates) of first-year courses.

   v. [Assumption] FYP currently lacks a centralized location for its faculty who teach 1000+ incoming first-year students each year. Currently the Associate Director is in Markstein Hall, administrative support is provided by a student assistant in Craven 5201, and lecturers hold office hours in various offices across campus.

B. Goals by Fiscal Year
1) FY 2011/12

   i. Develop in-house PeopleSoft expertise in CSO to improve CSO business practices and offer technical support to FYP and GE Assessment by hiring an Information Technology Consultant – Career. (Estimated cost: $83K including benefits + $1.3K for computer/telephone complement)

   ii. Produce a "second-generation" entirely digital catalog with improved functionality.

   iii. Begin systematic assessment of new GELOs.

   iv. Begin supporting faculty assessment teams that would examine student work from across the GE curriculum to assess student mastery of GELOs. (Estimated cost: ongoing support of approximately $5K/year)

   v. Complete all preparations for expansion/transformation of Summer Academy into the CUSM Early Start program

   vi. Support a team of faculty in the planning of a new FY learning community which complements the existing slate of FY learning communities. (Estimated cost: approximately $5K.)

   vii. Obtain a small cluster of offices for FYP in immediate proximity to each other: an office for the Associate Director, an office for other instructors of GEL classes to use (which would be made available to lecturers from other units after FYP lecturers had been accommodated; estimated cost: $1.3K for computer/telephone complement), and an office/workstation for administrative support of FYP and for FYP instructors to use for preparing course materials.

   viii. Add an administrative support position (half-time) to support FYP, currently supported by a student assistant. (Estimated need: $21K including benefits + $1.3K for computer/telephone complement)

   ix. Add an SSP (Student Service Professional) to FYP to re-develop Lower-Division Roadmaps to take into account the Early Start program. (Estimated cost: $59K including benefits + $1.3K for computer/telephone complement)

   x. Establish faculty liaisons from the Mathematics Department and the Literature and Writing Studies Department to teachers in Oceanside and San Marcos high schools (one faculty member per discipline per school district per semester). (Estimated need: eight course releases = $41,616.)

2) FY 2012/13

       i. Begin evaluation of the new GE assessment framework.
      ii. Continue supporting faculty assessment teams that would examine student work from across the GE curriculum to assess student mastery of GELOs. (Estimated cost: ongoing support of approximately $5K/year)
    iii. Support a team of faculty in the planning of a new FY learning community which complements the existing slate of FY learning communities. Note: this would be a different learning community from the one supported in 2011/12. (Estimated cost: approximately $5K.)
     iv. Launch Early Start program.
      v. Continue faculty liaisons from the Mathematics Department and the Literature and Writing Studies Department to teachers in Oceanside and San Marcos high schools (one faculty member per discipline per school district per semester). (Estimated cost: eight course releases = $41,616.)

3) FY 2013/14
       i. Continue supporting faculty assessment teams that would examine student work from across the GE curriculum to assess student mastery of GELOs. (Estimated cost: ongoing support of approximately $5K/year)
      ii. Support a team of faculty in the planning of a new FY learning community which complements the existing slate of FY learning communities. Note: this would be a different learning community from the ones supported in 2011/12 and 2112/13. (Estimated cost: approximately $5K.)
    iii. Continue faculty liaisons from the Mathematics Department and the Literature and Writing Studies Department to teachers in Oceanside and San Marcos high schools (one faculty member per discipline per school district per semester). (Estimated cost: eight course releases = $41,616.)

Subdivision Unit: Academic Programs
Prepared by: David Barsky
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California State University San Marcos

Division of Academic Affairs
Strategic Planning and Budget Cycle
Three-Year Rolling Budget/Hiring Plan for FYs 11/12, 12/13 and 13/14
Part I: Narrative, Sections A and B

Subdivision Unit: Academic Resources

PART I: NARRATIVE

A. Planning Assumption and Goals

1) Common planning assumptions for all Academic Affairs subdivision units

   i.   FTES flat for all three years, based on AY 2010/11 projected FTES.

   ii.   Budget projections flat for all three years, based on FY 10/11 budget allocation

   iii.   Unit plans are aligned with the four Academic Affairs Strategic Plan Goals; namely:

      1. Create and implement innovative approaches and programs that add value to our diverse communities.
      2. Expand learning opportunities bridging theory and practice.
      3. Develop relationships that connect CSUSM to external communities and organizations.
      4. Support faculty research and creative activity to create a community of scholars that collaborates with a community of learners.

   iv.   Programs and units remain focused on the future

2) Common planning assumptions for Academic Resources

   i.   Faculty hires will resume after the economic downturn, therefore every faculty hire because of retirements, resignation or other circumstances must be strategic in terms of priorities in AA as a whole and within each unit. Attracting, hiring, and retaining exemplary faculty is critical to the long-term academic vision of the institution.

   ii.   The Faculty Center will be evolving as the Director begins her second year. The center will continue to look for ways to support faculty through mentoring and professional development activities.

   iii.   CSUSM will assume responsibility for oversight of the North County Higher Education Association through the Faculty Center, which will provide opportunities to review and possibly expand or change the mission of the relationship between Mira Costa College, Palomar College, and CSUSM.

   iv.   High quality labor-management relationships are always essential and have particular importance during challenging labor negotiations in the midst of difficult economic times.

Subdivision Unit: Academic Resources (AR)
Prepared by: Janet Powell, Associate Vice President for Academic Resources
Date: September 2010

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     v.   OCSL will continue to expand on positive community relations and student service. The office will also assume primary responsibility for maintaining permission/release paperwork for student activities off campus.

3) Academic Resources Strategic Goals

Academic Resources will:

    i.   review and revise tenure-track faculty search and hiring practices to ensure we are recruiting and retaining a diverse faculty.

    ii.   review best practices for retaining diverse faculty and providing guidance for successful promotion and tenure reviews.

    iii.   develop (through the Faculty Center) a series of workshops (live and possibly online) on diversity and equity issues per President Haynes' charge. Production costs will be provided by the President's Office.

    iv.   work with the Office of Graduate Studies and Advancement to provide grant writing activities and opportunities for funding of projects for faculty.

    v.   support the Office of Community Service Learning and encourage more faculty to integrate service learning in courses.

    vi.   review and update business processes such as faculty workload reporting and Academic Transaction Forms for efficiency and to move toward a paperless process.

    vii.   Explore developing more formal connections between the Faculty Center and Student Affairs to better meet student needs.

B. Goals by Fiscal Year
1) FY 2011/12

Academic Resources will:

    i.   implement recommendations and action plans from the "Committee on Diversity in Hiring" approved by President Haynes, which will address both staff and faculty hires, retention and support for career advancement.

    ii.   implement recommendations and action plans from the "Institutional Practices Committee" to review institutional practices to ensure climate, inclusiveness and equity are embedded throughout our organizational structure and processes that guide our university, specifically as they relate to faculty affairs.

    iii.   continue to pilot new "Faculty Activity Reports (FARs)" and conduct random audits to ensure accuracy on internal and external reporting.

    iv.   implement recommendations of the "Workload Next Steps" committee.

    v.   pilot paperless contract, Academic Transaction Form (ATF), sabbatical, and Promotion and Tenure Files processes.

    vi.   implement and monitor consolidated "Students in the Community" website.

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vii. explore the interest level and feasibility of holding faculty research presentations for university and community audiences sponsored by the Faculty Center.

viii. conduct training on new Collective Bargaining Agreement (CBA) with chairs and Associate Deans.

ix. partner closely with the Office of Research and Graduate Studies to support grant writing opportunities and professional development activities for faculty interested in developing curriculum that supports undergraduate research.

2) FY 2012/13

Academic Resources will:

i. assess new hiring protocols based upon best practices.

ii. assess implementation of new practices as recommended through the "Workload Next Steps" committee.

iii. assess implementation of paperless practices on sabbaticals, Promotion and Tenure Files, and Academic Transaction Forms (ATFs).

iv. monitor, assess, and revise planning strategies, practices, and policies to mentor and retain new faculty as needed.

v. study the feasibility of hiring a full-time grant writer.

3) FY 2013/14

Academic Resources will:

i. assess and revise new procedures and policies as needed.

ii. assess the need for additional personnel in Academic Resources depending on the number of faculty hires.

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Prepared by: Janet Powell, Associate Vice President for Academic Resources
Date: September 2010

California State University San Marcos

Division of Academic Affairs
Strategic Planning and Budget Cycle
Three-Year Rolling Budget/Hiring Plan for FYs 11/12, 12/13 and 13/14
Part I: Narrative, Sections A and B

Subdivision Unit: Academic Senate

PART I: NARRATIVE

A. Planning Assumption and Goals

    1) Common planning assumptions for all Academic Affairs subdivision units
        i.   FTES flat for all three years, based on AY 2010/11 projected FTES.

        ii. Budget projections flat for all three years, based on FY 10/11 budget allocation

        iii. Unit plans are aligned with the four Academic Affairs Strategic Plan Goals; namely:

            1. Create and implement innovative approaches and programs that add value to our diverse communities.
            2. Expand learning opportunities bridging theory and practice.
            3. Develop relationships that connect CSUSM to external communities and organizations.
            4. Support faculty research and creative activity to create a community of scholars that collaborates with a community of learners.

        iv. Programs and units remain focused on the future

    2) The Academic Senate's permanent funding supports one full-time AA/S position. Due to a steadily increasing workload, the Senate anticipates requesting funding for a permanent, part-time, 10/12 staff position for the Senate as soon as funds can be identified for this purpose.

    3) We anticipate a reclassification of the current full-time employee in 2011/12, resulting in an approximately 5% salary increase. Decreases to operating expenses and possibly to faculty release time funds would provide the necessary funding for this increase.

    4) The Academic Senate office manages funds for our two statewide senators' travel. These funds are allocated to the campus by the statewide senate office in Long Beach and fully cover the senators' expenses. We expect this practice to continue.

Subdivision Unit: Academic Senate
Prepared by: Yoshii/Woolf
Date: 06/15/2010

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B. Goals by Fiscal Year

    1) FY 2011/12

        a) Continued support for the Academic Senate and its committees with expanded levels of service via the Web and monthly follow-up forums for Senate items which generate significant discussion and debate. Ensure adequate staffing for Senate office and adequate faculty release time for Senate work. Continued efforts to increase resources on the Senate website to benefit the campus at large.

    2) FY 2012/13

        a) Continued support for the Academic Senate and its committees with expanded levels of service via the Web and monthly follow-up forums for Senate items which generate significant discussion and debate. Ensure adequate staffing for Senate office and adequate faculty release time for Senate work. Continued efforts to increase resources on the Senate website to benefit the campus at large.

    3) FY 2013/14

        a) Continued support for the Academic Senate and its committees with expanded levels of service via the Web and monthly follow-up forums for Senate items which generate significant discussion and debate. Ensure adequate staffing for Senate office and adequate faculty release time for Senate work. Continued efforts to increase resources on the Senate website to benefit the campus at large.

Subdivision Unit: Academic Senate
Prepared by: Yoshii/Woolf
Date: 06/15/2010

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California State University San Marcos

Division of Academic Affairs
Strategic Planning and Budget Cycle
Three-Year Rolling Budget/Hiring Plan for FYs 11/12, 12/13 and 13/14
Part I: Narrative, Sections A and B

Subdivision Unit: <u>Office of Planning, Accreditation and Assessment – Arts and Lectures</u>

PART I: NARRATIVE

A. Planning Assumption and Goals

1) **Common planning assumptions for all Academic Affairs subdivision units**
   i. FTES flat for all three years, based on AY 2010/11 projected FTES.

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      4. Support faculty research and creative activity to create a community of scholars that collaborates with a community of learners.

   iv. Programs and units remain focused on the future

2) **Planning assumptions for Arts and Lectures Series**

   i. Arts & Lectures will continue to offer co-curricular and curriculum-linked events that are proposed by faculty/staff/students/community members and approved by the Arts and lectures Committee which is made up of representatives from faculty, staff, students and administration.

   In 2009/10, the Arts and Lecture Series hosted 37 events with a total attendance of approximately 5500 audience members, primarily CSUSM students.

   ii. The allocation of IRA funds from Student Affairs is essential to the Arts and Lectures series. For the 11/12 season, it is assumed that the level of IRA funding will remain the same. Any change in IRA allocation would result in an adjustment to the number of events offered and the quality of the events.

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iii.The leadership of the faculty chair is central to the notion of curriculum – linked events and collaboration with faculty proposers.   The release time for the faculty chair should be one course release per semester in order to maintain and grow the quality of the Arts and Lectures series.

iv.The support of a full time administrative coordinator is fundamental to the series. The financial support for this position is assumed to be ongoing.

v.The operations budget will need to be increased due to the increased cost of printing, parking, student assistants, technical support and facility fees.

3) **Strategic goals for Arts and Lectures Series**

i.Increase student participation in an attendance at Arts and Lectures events by expanding co-sponsorships across the campus.

ii.Increase the visibility and expand the reputation of Arts and Lectures to new audiences, friends, funders and donors.

iii.Build a sustainable financial foundation for Arts and Lectures.

iv.Expand community outreach efforts in collaboration with Community Engagement and Advancement.

i. **Goals by Fiscal Year**
   a. **FY 2011/12**

i.Provide an 11/12 season equal to or surpassing the quality of previous seasons.

ii.Secure two release courses per academic year for faculty chair.

iii.Host one to two signature events per semester in collaboration with Advancement and Community Engagement.

iv.Identify and use alternative processes to augment current promotional materials and possibly reduce printing costs.

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v.Participate in discussions associated with the construction of and opening of the Student Union facility.

vi. Explore revenue streams in collaboration with Student Affairs and faculty proposers.

b. **FY 2012/13**
i. Provide a 12/13 season equal to or surpassing the quality of previous seasons.

ii.Evaluate the prior year signature events. Adjust as necessary and host one to two signature events a semester in collaboration with Advancement and Community Engagement.

iii.Participate in discussions associated with the construction of future facility plans that are pertinent to Arts & Lectures.

c. **FY 2013/14**
i. Provide a 13/14 season equal to or surpassing the quality of previous seasons.

ii.Evaluate the prior year signature events. Adjust as necessary and host one to two signature events a semester in collaboration with Advancement and Community Engagement.

iii.Participate in discussions associated with the construction of future facility plans that are pertinent to Arts and Lectures.

Subdivision Unit: Office of Planning, Assessment and Accreditation
Prepared by: Jennifer Jeffries
Date: September 10, 2010

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College of Arts and Sciences
Three-Year Budget Plan (FY 2010-11 – FY 2012-13)

A. *Planning Assumptions*
- We assume the California state economy will continue to struggle during our three-year planning period.
- We are sure the college is underfunded, by a variety of measures, as compared to state resources provided to other instructional cost centers in Academic Affairs.
- We assume the College will continue to provide instruction for the vast major of the campus' enrollment target, at least during the three years of this planning cycle.
- AA common assumptions are:
  o No FTES growth over next three years.
  o No increase in unit budgets over next three years.

   FTES and FTEF growth assumptions:
- Per figures from Provost's Enrollment Planning Group, CoAS will:
  o Deliver ~75%- 77% of campus instruction
  o The CoAS assigned enrollment target in AY 2010-11 will be 5131 FTES (reduced by 6% from 2009- 10 enrollment target of 5464 FTES) – *[Please note that these FTES targets no longer describe the FTES status of the College's student community – The College expects to have an annualized residential FTES of approximately 5850 in AY 2010-11].*
- Overall proposal:
  o Secure PT resources sufficient to deliver instruction that TT faculty cannot and to maintain course scheduling flexibility.
  o Increase staff needed to support instruction: 3 departmental Academic Coordinator hires; 4 IST hires.
  o Increase Dean's Office/College-wide budget support staff: 1 staff position.

It is important to move forward with our three-year hiring plan to set the stage for eventual campus FTES growth whether the College remains a single unit or splits in to two or more units.

B. *College Strategic Goals that Inform the CoAS Three-Year Budget Plan:*
- Invest in human resources to pursue primary educational goals:
  o To provide highest-quality baccalaureate and master's degree programs;
  o To build a modest set of academic programs at the campus' Temecula site;
  o To offer students rich/multi-dimensional education in arts and sciences; and
  o To deliver a vibrant/imaginative General Education curriculum.
- Achieve college budget allocation stability to enhance long-term planning:
  o To clarify the size and method for growth of the College's permanent budget;
  o To clarify the size and source of the College fiscal budget;

- o To achieve College budget independence from the Provost's office to avoid the need for additional college funding requests following fall budget uploads (clearly, unplanned initiatives may require mid-year additional College funding).
- With respect to human capital, we seek to achieve the following:
  - o To reduce FTES:TT from 2009-10 level of 34.8 to 30.5:1 by AY 2012-13;
  - o To move toward complying with California Legislative Assembly Concurrent Resolution # 73 (ACR 73) requirements by reversing current PT:TT faculty ratio of 60:40; and
  - o To support meaningful faculty/staff professional development.
- To maintain Academic Excellence, we pursue the following goals:
  - o To sustain and strengthen existing academic programs, while developing and implementing CAMP-projected new and emerging programs, completing the range of broad foundational majors (as defined by the CSU) and expanding multi- and interdisciplinary fields of study;
  - o To emphasize and foster interactive, experiential, laboratory, and field-based learning, and the application of new technologies in classroom, research, and creative settings – all based on research demonstrating these are best practices in teaching and learning;
  - o To ground our programs and practices in effective program review and assessment aimed at focused improvement;
  - o To ensure greater interaction between students and tenure-track faculty;
- To strengthen Community Partnerships, advance Educational Equity, and expand opportunities for community service learning, we seek:
  - o To expand the CoAS community-based Advisory Council over the next three years;
  - o To increase our efforts to produce joint grant efforts and other funding initiatives with our community college partners in our region; and
  - o To strengthen our commitment to hiring faculty, staff, and administrators, who reflect regional demographics.
- To advance our efforts to create a culture of seeking and securing non-state funds to augment support for faculty and for the college beyond basic state support, we seek:
  - o To create faculty development awards that lead to development and submission of grants, contracts, and other revenue generating activities; and
  - o To support faculty, in various ways, who currently have grant funds to ensure continuation of their current funding.
- To provide sufficient administrative, technical, and managerial support to classroom instruction and college operations *and* to create the infrastructure that can support *either* a large single-unit College of Arts & Sciences *or* a reconfigured set of split-off Colleges, we wish:
  - o To create one new divisional budget analyst position so that we can have one College-wide budget analyst along with one budget manager per academic division for a total of three budget managers [Note: the College-wide budget analyst would serve as budget manager for one of the three divisions.];

- o To create a new Assistant Dean or Director of Student Issues, who would focus on student issues currently handled by, and report to, our Associate Dean for Instruction and Academic Programs.

The details and budget calculations associated with the general programmatic goals outlined below will be provided in Part II of our Three-Year Budget Planning (Due: Oct. 15, 2010). In addition, an updated version of the current College Academic Master Plan (CAMP) and the College Hiring Priority List will be provided by September 15, 2010)

Programmatic Goals and Proposed Hires and Budget: 2010-11

1. *Programmatic Goals*
   - Implement
     - o Minor in Video/Film Production, Spring 2011
     - o Minor in Music Technology, Spring 2011
     - o Recommendations from the Student Media Advisory Council in consultation with contributing departments and faculty as regard the campus' newspaper, TV station and radio station
   - Complete on-campus review of new program proposals (P-forms):
     - o B.A. in Child and Adolescent Development (still pending final approval)
     - o B.A. in Digital and Media Arts
   - Begin and perhaps complete the on-campus review of new program proposals:
     - o B.A. in Music
     - o B.A. in Philosophy
     - o B.A. in Theater
   - Complete A-form review and support P-form writing of
     - o M.S. in Biochemistry
     - o B.S. in Computational Biology
     - o B.A. in French
   - Complete CCTC reaccreditation of Single-Subject Waiver Programs in
     - o English
   - Support early planning of
     - o B.S. in Environmental Science
     - o M.A. in Digital and Media Arts

2. *Faculty Hires*
   Recent developments as regarding student enrollment increases in the College in AY 2010-11 requires some planning for the possibility of faculty searches that would be launched in AY 2011-12, for potential hires in AY 2012-13. The College will approach the possibility of adding approximately 15 new faculty during the current three year planning cycle by provided Academic Affairs with the College's prior list for the addition of future tenure track

colleagues (*cf.* Attachment for 2009-10 version of the priority list which might change as new search priority plans are made during AY 2010-11).

3. *Staff Hires*
   - **Departmental Academic Coordinators**:
     The under-funding of CoAS creates a necessity to provide support-staff infrastructure required to deliver high quality instruction. Currently, we have ~15.4 Total FTEF (TT+Adjunct)/ASC in academic departments; we will seek information from other CSU colleges to establish appropriate benchmarks for ASC:FTEF and ASC:FTES ratios.
     - As we work toward the goal of maintaining and reducing Faculty FTEF:ASC, we hope to hire one ASC in 2010-11.
   - **Instructional Support Technicians:**
     Instructional Support Technician – Visual Arts: To build a functioning studio art program, VPA needs a dedicated 1.0 IST to assist and oversee materials, equipment, and facilities; be responsible for studio equipment; and assist faculty w/ equipment ordering and maintenance. This is a standard position in all Visual Arts programs.

   - **Dean's Office Staffing Needs:**
     - *Three (3) Division Budget Analyst Model*: We propose to manage the CoAS budget by three (3) disciplinary-based divisions, with one (1) budget manager for each division.
       - One new staff (divisional budget analyst) hire is planned; detailed description of proposed model available on request.
     - *Assistant Dean for Instruction*: This position will serve as the Dean's designee for routine student issues (including issues such as course withdrawals, grade changes, and academic reinstatements). This staff member will work closely with the Dean of Students Office, Registration and Records, and Undergraduate Advising. This position will be a reclassification of a current Dean's office staff position and they will report to our Associate Dean of Instruction and Academic Programs.
     - *Assistant Budget Analyst*: This position will be a faculty position, created by funding .40 assigned time.

4. *Ongoing Operations*
   - **Increased O&E**: Modest increase to replace some of the lost support for faculty over the past three years.
   - **Faculty professional development**: Return allocation for faculty professional development to $500/TT.
   - **Department Chair/Program Director professional development**: Facilitate DC/PD participation in CSU system-wide disciplinary Chairs Groups/Department/Program.
   - **Staff professional development**: Provide staff with the opportunities to participate in CSU-wide trainings at the annual ARC conference.
   - **Department Chair and Program Director compensation**: To provide summer stipends to all department chairs in the College on a tiered payment system linked to department

size. To increase to 11-month contracts for selected personnel. We will assemble an Ad Hoc Faculty Committee to review all chair compensation matters. The report will make recommendations and examine resource implications as regard an implementation plan.

- **Dean's Office OE&E**: Modest increase to replace some of the lost support for operations experienced over the past three years.
- **Dean/Associate Dean Participation at Dean Meetings:** Return funding to allow Dean/Associate Deans to attend system-wide and national Dean's meetings.

5. *One-time Funds*
   - **Academic Program Development and Assessment Efforts**:
     - Provide assigned time to develop new majors.
     - Provide Summer stipends for faculty /faculty to complete second- and third-round revisions of CCTC documents for recertification of 2 Single-Subject Waiver Programs, namely English and Spanish.
   - Some assigned time to provide focused faculty time to write Program Review self-assessment reports (Biological Sciences, B.S.; Biological Sciences, M.S.; Computer Science, B.S.; Computer Science, M.S.; History, B.A.; History, M.A.; and Liberal Studies, B.A..

Programmatic Goals and Proposed Hires and Budget Increases: 2011-12

1. *Programmatic Goals*
   - Implementation
     - B.A. in Child and Adolescent Development (assuming funding for faculty hires is available)
     - B.A. in Environmental Studies
     - B.A. in Ethnic Studies
   - Complete on-campus review of new program proposals (P-forms):
     - M.S. in Biochemistry
     - B.S. in Computational Biology
     - B.A. in Digital and Media Arts
     - B.A. in French
   - Complete A-form review and support P-form writing of
     - B.S. in Environmental Science
   - Support early planning of further programs currently on CAMP placeholder status B.A. in Dance

2. *Faculty Hires*
   Student enrollment increases in the College in AY 2010-11 requires some planning for the possibility of faculty searches that would be launched in AY 2011-12, for potential hires in AY 2012-13. Pending allocation of funds, the College plans to launch

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approximately 15 new faculty searches in academic programs defined by College's prior list for the addition of future tenure track colleagues (*cf.* Attachment for 2009-10 version of the priority list which might have been changed as new search priority plans may have been made during AY 2010-11).

3. *Staff Hires*
   - **Departmental Academic Coordinators**: As we work toward the goal of maintaining and reducing Faculty FTEF:ASC, we plan to hire one ASC in 2011-12.
   - **Instructional Support Technicians**: As CoAS grows, it will be essential to provide additional technical support for not only the science departments but other departments in the Arts, Humanities, and Social Sciences. We plan to deploy at least two additional ISTs in 2011-2012.
     - *Instructional Support Technician – facilities and tech support:* VPA requires this position to serve as a central clearinghouse for all departmental, University, and off campus requests for the Arts building performance spaces. This IST will schedule studios, labs, and performance spaces for rehearsals, performances, and installations; publish schedules, and complete necessary department and University paperwork; and support/ supervise daily checkout equipment inventory and procedures.
     - *Instructional Support Technician – HIST digital media specialist*: Given new multimedia skills required of teachers and researchers, and the "new media" focus of HIST's MA, at least one 0.50 IST is need, both to aid the graduate students and to assist teaching faculty who are developing new courses with technology as a central component.

4. *Ongoing Operations*
   - **Increased O&E**: Modest increase to replace some of the lost support for faculty over the past three years.
   - **Faculty/Staff professional development**: Support allocation for faculty/ senior staff professional development and increase to $1,000/TT and $500/senior staff.
   - **Department Chair/Program Director professional development**: Facilitate DC/PD participation in CSU system-wide disciplinary Chairs Groups, ~$500/Department/Program.
   - **Department Chair and Program Director Compensation**: Provide summer stipends to all department chairs on tiered payment system linked to department size. To increase to 11-month contracts for selected personnel (*cf*. Ad Hoc Committee Report in 2010-11).
   - **Dean's Office OE&E**: Match enrollment growth and provide adequate support to an increasing pool of TT faculty and staff.

5. *One-time Funds*
   - **Academic Program Development and Assessment Efforts**
     - Provide assigned time to develop new majors.

- o Provide assigned time to for 5-6 programs to complete program reviews. (NOTE: Strategic Planning and Assessment funds are available for focused SLO assessment projects. Our proposal targets the need to compile data and write up Program Review self-assessment reports.)

Programmatic Goals and Proposed Hires/Budget Increases: 2012-13

1. *Programmatic Goals*
   - Implement
     - o M.S. in Biochemistry
     - o B.S. in Computational Biology
     - o B.A. in Digital and Media Arts
     - o B.A. in French
     - o B.A. in Music B.A. in Philosophy
     - o B.A. in Theater
   - Complete on-campus review of new program proposals (P-forms)
     - o Minor in Actuarial Science
     - o B.S. in Environmental Science
     - o Minor in Statistics
   - Begin and perhaps complete on-campus review of new programs proposals:
     - o B.A. in Dance
   - Support the writing of A-forms and P-forms of further programs currently on CAMP placeholder status
   - Continue further new program planning, per updated CAMP
2. *Faculty Hires*

   Student enrollment increases in the College in AY 2010-11, and presumably again in AY 2011-12, will require the addition of new faculty colleagues. Pending funding allocations, the faculty searches launched in AY 2011-12, will lead to appointment of approximately 15 new colleagues in the academic programs defined by College's prior list for the addition of future tenure track colleagues (*cf.* Attachment for the 2009-10 version of the priority list which may have changed as new search priority plans may have been made during AY 2010-11).

3. *Staff Hires*
   - **Departmental Academic Coordinators:**
     - o As we work toward the goal of maintaining and reducing Faculty FTEF:ASC, we plan to hire one ASC in 2012-13.
   - **Instructional Support Technicians:**
     - o *Instructional Support Technician*: As the College continues to grow, it will be essential to provide additional technical support for not only the science departments but other departments in the Arts, Humanities, and Social Sciences. We plan to deploy one (1) IST in 2012-13 to meet these departmental needs.

4. *Ongoing Operations*
   - **Increased O&E**: Modest increase to replace some of the lost support for faculty over the past three years.
   - **Faculty/Staff professional development**: Provide allocation for faculty/ senior staff professional development money @ $1,000/TT and $500/senior staff FTE.
   - **Department Chair/Program Director professional development**: Facilitate DC/PD participation in system-wide disciplinary Chairs Groups, $500/Department/Program.
   - **Department Chair and Program Director compensation**: Provide summer stipends to all department chairs in the College on a tiered payment system linked to department size. To increase to 11-month contracts for selected personnel (*cf*. Ad Hoc Committee Report in 2010-11).
   - **Dean's Office OE&E**: To match enrollment growth and to provide adequate support to an increasing pool of TT faculty and staff.

5. *One-time Funds*
   - **Academic Program Development and Assessment Efforts**
     o Provide faculty assigned time to complete program reviews. We expect 5-6 programs to undergo review in 2012-13. (NOTE: Strategic Planning and Assessment funds are available for focused SLO assessment projects. Our proposal targets the need to compile data and write up Program Review self-assessment reports.)

Division of Academic Affairs
Strategic Planning and Budget Cycle
Three-Year Rolling Budget/Hiring Plan for FYs 11/12, 12/13 and 13/14
Part I: Narrative, Sections A and B

Subdivision Unit: <u>College of Business Administration</u>

PART I: NARRATIVE

A. **Planning Assumption and Goals**

1) **Common planning assumptions for all Academic Affairs subdivision units**
   i. FTES flat for all three years, based on AY 2010/11 projected FTES.

   ii. Budget projections flat for all three years, based on FY 10/11 budget allocation

   iii. Unit plans are aligned with the four Academic Affairs Strategic Plan Goals; namely:

      1. Create and implement innovative approaches and programs that add value to our diverse communities.
      2. Expand learning opportunities bridging theory and practice.
      3. Develop relationships that connect CSUSM to external communities and organizations.
      4. Support faculty research and creative activity to create a community of scholars that collaborates with a community of learners.

   iv. Programs and units remain focused on the future

2) **Planning Assumptions for CoBA**

   i. The University and CoBA desire to be accredited by AACSB
   ii. CoBA strives for academic excellence by providing a quality business educational experience for it students by developing rigorous and relevant programs that are taught by active scholars providing a balance of theory and application
   iii. There will continue to be a severe shortage of PhD candidates in the business disciplines
   iv. It will remain extremely difficult to successfully recruit qualified faculty
   v. State funding for higher education will continue to decline
   vi. Critical situation with lack of faculty in Accounting and Strategy (3 Accounting faculty for over 300 students; 1 Strategy faculty member teaching a course required of all business majors)

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3) **Strategic Goals**

    i.   Make progress towards AACSB accreditation
          a. Hire faculty
          b. Make continued efforts on assessment
          c. Encourage faculty research
    ii.   Generate alternative funding sources to state funding
          a. Hold fundraising events
          b. Increase the level of alumni giving
          c. Develop programs/services for the business community
    iii.   Provide relevant and rigorous student programs
          a. Explore creating specialized minors – e.g. entrepreneurship
          b. Expand mentoring program
          c. Create an orientation for new CoBA students
          d. Expand Value Improvement Program
    iv.   Develop Alumni relations
          a. Create a CoBA alumni association
          b. Create alumni Advisory Board

B. Goals by Fiscal Year
   1) FY 2011/12
      i.   Hire two faculty - Accounting and Strategy
      ii.   Adopt oral and written communication rubrics college wide
      iii.   Assess Program Level Student Learning Outcomes
      iv.   Develop sources of funds to support faculty summer research grants
       v.   Hold faculty research brown bags
      vi.   Hold orientation in the Fall for CoBA students
     vii.   Begin MBA program in Temecula
    viii. Begin curricular discussion regarding minor
      ix.   Conduct needs assessment to determine what products/services would be needed for business community
       x.   Hold fundraising/community events raising $100,000
      xi.   Organize annual campaign for CoBA alumni giving
     xii.   Expand mentoring program to 50 students
    xiii. Expand VIP to two cohorts of 30 students each
    xiv. Develop recommendations on possible alternative methods for course delivery

   2) FY 2012/13
      i.   Hire two faculty – Accounting and Strategy
      ii.   Close the feedback loop on Program Level Student Learning Outcomes by making any indicated program changes
      iii.   Continue funding faculty summer research grants
      iv.   Continue faculty research brown bags

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Prepared by: Dennis Guseman
Date: June 15. 2010 (initial) October 11, 2010 (last revision)

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       v.   Hold fundraising/community events raising $150,000
      vi.   Begin CoBA alumni annual campaign raising $10,000
     vii.   Expand mentoring program to 75 students
    viii.   Introduce new product/service for business community

3) FY 2013/14
       i.   Hire two faculty – Accounting and Management
      ii.   Develop Option Level Student Learning Outcomes
     iii.   Continue funding faculty summer research grants
     iv.   Continue faculty research brown bags
      v.   Hold fundraising/community events raising $200,000
      vi.   Continue CoBA alumni annual campaign raising $15,000
     vii.   Expand mentoring program to 100 students
    viii.   Begin offering additional products/services for business community

Subdivision Unit: College of Business Administration
Prepared by: Dennis Guseman
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Division of Academic Affairs
Strategic Planning and Budget Cycle
Three-Year Rolling Budget/Hiring Plan for FYs 11/12, 12/13 and 13/14
Part I: Narrative, Sections A and B

Subdivision Unit: <u>College of Education</u>

PART A: NARRATIVE

1. **Planning Assumptions and Goals**

   i) **Common planning assumptions for all Academic Affairs subdivision units**
      i. FTES flat for all three years, based on AY 2010/11 projected FTES.

      ii. Budget projections flat for all three years, based on FY 10/11 budget allocation

      iii. Unit plans are aligned with the four Academic Affairs Strategic Plan Goals; namely:

         1. Create and implement innovative approaches and programs that add value to our diverse communities.
         2. Expand learning opportunities bridging theory and practice.
         3. Develop relationships that connect CSUSM to external communities and organizations.
         4. Support faculty research and creative activity to create a community of scholars that collaborates with a community of learners.

      iv. Programs and unit remain focused on the future and retain fidelity to the CoE Mission Statement and the transformation of public education.

   2. **Planning Assumptions for the College of Education**
      i) The major influence on the College reaching its FTES targets is predicated upon two issues: the ever-changing employment needs of public schools and the ongoing external budget crisis. In this uncertain climate, it is anticipated numerous public school teachers will continue to receive 'pink slips' (notification of possible termination of employment) each spring. These actions make it difficult to predict enrollment numbers in credential and MA programs. The current context could change rapidly if the numbers of projected retirees begins to materialize. The College will be called upon to fill the void very rapidly and our plan contains the flexibility and blueprint needed to do so. Additionally, when trying to respond to current needs of public schools, such as the Communication Disorders and Autism Spectrum programs accomplish, the COE is underfunded and must run the programs through self-support means, thereby losing FTE.

ii) The next three years will be a critical time period for the College to prepare for the spring 2014 accreditation visit from the National Council for Accreditation of Teacher Education (NCATE) and continued licensure from the California Commission on Teacher Credentialing (CTC). The College will, among several issues, need to carefully analyze and protect the appropriate ratio of tenure line and adjunct faculty to meet the criteria for each organization. Beginning in 2010-11, we will have one faculty member in the fifth year of the FERP program, two faculty members in the second year and five faculty members in their first year. In addition, we have two faculty members currently serving as the CoE administrative leadership team and two other faculty members serving as Associate Vice Presidents for Academic Affairs. All together with various resignations and assignments, we have decreased from a full-time faculty of over 35 to a full-time faculty of 21 in 10-11.

iii) The College of Education has a long-standing history of serving the K-12 community. We have been a regional leader in the changing face of education. A major piece of our reputation with the community is that historically, we have been able to respond to district needs throughout the year. Multiple admission points, including spring and summer, provide a pivotal mechanism by which to respond to those needs. For example, when San Marcos Elementary approached us with a request for a professional development school partnership to strengthen student achievement and teacher training, we were able to respond, in part, by admitting and placing a credential cohort there in the spring. That cohort became a major contributor to the school's ability to enact their plans as well as to serve as an extraordinary training opportunity for the new credential candidates. The pattern of fall and spring admissions is a community custom that serves not only practicing teachers but is integral to the pipeline of prerequisite courses leading into credential programs.

iv) Our previous three-year rolling plan included 10 tenure-line faculty searches and hires. We were able to successfully hire three new faculty members in the areas of Educational Administration (1), Communication Sciences and Disorders (1) and Literacy Education (1). These hires allowed us to sustain a high demand Administrative Services Credential program and to develop and begin a greatly needed Communication and Sciences Disorders credential and MA program. Given our currently reduced tenure-line faculty numbers, we need to turn serious attention and effort to strategic searches and hires. The search and hiring plans outlined in the current three-year rolling plan extend the previous plan and intentions given the current context for K-12 public education. In addition, this plan includes "growth" hires in areas for which data indicate increasing need in future years such as Special Education, Educational Administration and the Joint Doctoral program in Educational Leadership. The proposed hires also take into account the anticipated phase outs of faculty currently in the FERP program.

3. **Strategic Goals:**

i) **Diverse Populations**
   i. Strengthen knowledge, skills, and dispositions of teacher candidates' ability to work effectively with English learners and At-Risk populations.
   ii. Strengthen knowledge, skills, and dispositions of in-service teachers' ability to work effectively with English learners and At-Risk populations.
   iii. Recruit and retain an ethnically and linguistically diverse teacher candidate population.
   (*Expand learning opportunities bridging theory and practice.*)

ii) **Teacher Candidates**
   i. Increase the diversity of the credential candidate pool in all areas.
   ii. Increase the diversity of the Master of Arts pool in all areas.
   iii. Continue to increase the number of mathematics, science, special education, and educational administration credential candidates K-12.
   iv. Assess teacher quality and degree to which our graduates transform public education and schools.
   (Create and implement innovative approaches and programs that add value to our diverse communities.)

iii) **Specialized Programs**
   i. Implement a Professional Development School District model to address critical teacher preparation need areas in public schools.
   ii. Coordinate with local school districts on services needed in the face of diminishing Beginning Teacher Support and Assessment (BSTA)/Induction programs.
   (*Develop relationships that connect CSUSM to external communities and organizations*.)

iv) **Alternative Delivery Modes**
   i. Expand use of technology in credential programs.
   ii. Expand use of technology in M.A. and other specialized professional development programs for in-service teachers.
   (Create and implement innovative approaches and programs that add value to our diverse communities.)

v) **Leadership Development**
   i. Assist districts and local school sites by increasing efforts to train teaching and administrative leaders.
   ii. Develop New Teacher Leadership Certificate/Credential.
   iii. Develop Dual Language Immersion Certificate.

(*Develop relationships that connect CSUSM to external communities and organizations.*)

vi) **Program Expansion** –
   i. Target program growth on the Temecula satellite campus.
   ii. Develop International Baccalaureate teacher preparation/training curriculum and center.

   (*Expand learning opportunities bridging theory and practice.*)

vii) **Cross Campus Collaborations** –
   i. Engage in discussions with other units and departments regarding targeted areas for collaboration that focus on services in public schools.
   ii. Continue the Learning Assistants Program, our collaboration with the College of Arts and Sciences to support the Chancellor's Math Science Technology Initiative (MSTI), which provides a pipeline for math and science teacher candidates.
   iii. Engage in discussions with First Year Programs regarding increased participation in programs by CoE.

   (*Create and implement innovative approaches and programs that add value to our diverse communities.*)

viii) **Faculty Research and Creative Activities** – Sustain and continue to support faculty scholarly research and creative activities within each strategic goal. Each goal encompasses multiple opportunities for faculty to advance their individual research agendas in diverse content areas. Applied research forms the foundational basis for some of the CoE strategic goals. (*Support faculty research and creative activities to create a community of scholars that collaborates with a community of learners.*)

B. Goals by Fiscal Year

1) FY 2010/11

(Note: The College of Education included fiscal year 2010/11 as it represents the first year strategy of a multi-year approach to bring back the balance of tenure-line and adjuncts to prepare for the upcoming accreditation visit in 2014.)

i. **Search for Tenure line faculty position - Special Education**: The Special Education (SPED) Credential Program is undergoing a significant shift in its program design beginning in fall 2011. These changes are being made to align the program with the new CTC standards for Special Education. At present the College has only one full time tenured professor and two professors who have joined FERP. Staffed this way, the program is in a very fragile position to prepare and to teach students in the new program design.

Search for Tenure line faculty position – Science Education: The College has experienced a critical reduction in full-time tenure-line faculty. We have a number of content areas that have need for additional faculty to meet the teaching demands across all credential programs, the MA and Joint Doctoral programs. Science education currently has one tenure-line faculty member and one faculty member in the final year of his FERP status.

Our history indicates that the planned searches often change due to unplanned retirements and personnel movement, thereby necessitating alteration in the hiring plans.   The searches listed in this document only begin to rebuild the CoE faculty ranks to more appropriate levels for accreditation purposes. As new credential/MA programs roll out over the next three years and beyond, we anticipate additional needs in tenure-line faculty ranks.   This plan will be reviewed on an annual basis to affirm or revise search priorities.

The College of Education has been very conservative over the past three years given the budget uncertainties. By taking this approach, vacant faculty lines were left vacant, the CoE ended each year with a positive balance, and each year was able to move money back to Academic Affairs to use where it was needed. At this point, the CoE needs to begin rebuilding its tenure line faculty ranks in the most critical areas. At this point, beginning the 2011-12 academic year without these positions filled will be problematic for the College.

The College of Education will use vacant lines to cover some hires. While it reduces available salary savings dollars, which will impact Academic Affairs as a whole if the budget situation does not resolve itself, the impact will be mitigated somewhat because adjunct faculty who have covered these 'holes' will not be required. These are also important hires as the College restores the balance of tenure line and adjunct faculty in preparation for the accreditation visit.

ii. **Develop and implement the P16 Professional Learning Coalition with San Marcos Unified**. Plans include more clearly defining mutual goals and outcomes geared to closing the achievement gap in K-16 and strengthening K-12 students' readiness and preparation for higher education.

iii. **CoE Staff Positions.** The CoE Student Services Center is currently operating without a Director and with a temporary appointment serving in the Multiple Subject Field Placement Coordinator position. These two lines will be recruited and filled during this academic year. Additional staff hires are needed in response to increasing complexity in credentialing and data management demands. In addition, we've added two additional programs that require credentialing support – Communication

Disorders and Autism Spectrum Disorders. The Student Services Center provides start to finish advising and credentialing/MA/Doctorate support services to students. The Center is a foundational component of the CoE.

iv. **Build connections to undergraduate education at CSUSM.** One continuing goal is to increase the number of ethnically and linguistically diverse teacher candidates in all of our teacher credential programs. While we have multiple efforts in effect, we plan to work more aggressively on building a pipeline for future teacher candidates through their undergraduate educational experience. One area we plan to expand our involvement is in the First Year Program where we believe we have skills, knowledge and dispositions to contribute and make a positive difference.

a. **FY 2011/12**
   i. Hire one tenure-line faculty member in Special Education and one tenure-line faculty member in Science education.
   ii. Search for two additional tenure-line faculty members, one in in Educational Technology education and one in Social Studies education.
   iii. Recruit and hire one support staff member for CoE Student Services Center.
   iv. Continue curriculum development/refinement to meet Institutional Accountability Plan goals outlined to the Chancellor's Office.
   v. Develop plan to take advantage of HSI/API status to increase diversity of the teacher candidate pool applying to CoE in all programs.
   vi. Increase participation in the First Year Program through course instruction by CoE faculty.
   vii. Implement new SPED credential program in response to new state-mandated standards.
   viii. Implement new BCLAD credential program in response to new state-mandated standards.
   ix. Continue development of more hybrid online courses for credential and MA programs in response to university-wide technology initiatives.
   x. Work with Extended Learning to market/recruit for teacher professional development programs in Temecula as identified by the regional school districts.
   xi. Initiate preparations/plan for accreditation in spring 2014.

b. **FY 2012/13**
   i. Hire two tenure-line faculty members, one in Educational Technology education and one in Social Studies education.

ii. Search for two additional tenure-line faculty members, one in Multicultural/Multilingual education and one in Math education.
iii. Search for one additional tenure-line faculty member - in Educational Leadership for our Joint Doctoral Program.
iv. Continue curriculum development/refinement to meet Institutional Accountability Plan goals outlined to the Chancellor's Office.
v. Implement plan to take advantage of HSI/API status to increase diversity of teacher candidate pool applying to CoE in all programs, monitor progress and benchmarks.
vi. Continue increased participation in First Year Program and begin planning a pipeline/pathway for undergraduate students to a teacher credential.
vii. Develop Teacher Leadership certificate in response to new state-mandated standards.
viii. Continue development of more hybrid online courses for credential and MA programs
ix. Continue to deliver and possibly expand program offerings in Temecula
x. Refine and expand the Professional Development District activities as defined by mutually developed goals.
xi. Continue progress towards preparation for Spring 2014 accreditation visit

c. FY 2013/14
i. Hire two tenure-line faculty members, one in Multicultural/Multilingual education and one in Math education.
ii. Hire one tenure-line faculty member - Educational Leadership/JDP
iii. Search for two tenure-line faculty members, one in Educational Administration and one in Literacy education.
iv. Continue curriculum development/refinement to meet Institutional Accountability Plan goals outline to the Chancellor's Office.
v. Continue implementation of plan to take advantage of HSI/API status to increase diversity of teacher candidate pool applying to CoE in all programs, making adjustments based on assessment evidence.
vi. Continue participation in First Year Programs; implement pipeline/pathway plan; monitor progress and benchmarks
vii. Implement Teacher Leadership certificate and integrate it into CoE assessment system.
viii. Continue development of more hybrid online courses for credential and MA programs.
ix. Identify additional programs for Temecula.
x. Refine and expand the Professional Development District activities as defined by mutually developed goals.

xi. Prepare for the spring 2014 accreditation visit.

California State University San Marcos

Division of Academic Affairs
Strategic Planning and Budget Cycle
Three-Year Rolling Budget/Hiring Plan for FYs 11/12, 12/13 and 13/14
Part I: Narrative, Sections A and B

Subdivision Unit: Extended Learning

PART I: NARRATIVE

A. Planning Assumption and Goals

1. **Common planning assumptions for all Academic Affairs subdivision units**
    i.   FTES flat for all three years, based on AY 2010/11 projected FTES.

    ii. Budget projections flat for all three years, based on FY 10/11 budget allocation

    iii. Unit plans are aligned with the four Academic Affairs Strategic Plan Goals; namely:

        1. Create and implement innovative approaches and programs that add value to our diverse communities.
        2. Expand learning opportunities bridging theory and practice.
        3. Develop relationships that connect CSUSM to external communities and organizations.
        4. Support faculty research and creative activity to create a community of scholars that collaborates with a community of learners.

    iv. Programs and units remain focused on the future

    Planning Assumptions - EL

    As a self-support unit within Academic Affairs, Extended Learning is uniquely positioned to produce program growth for the campus at a time when divisional planning assumptions reflect flat projections in enrollment and budget. Overall, the Extended Learning unit has made great strides to: improve its financial outlook, eliminate its structural deficit, demystify false assumptions about Extended Education, and create an organizational culture that embraces innovation, entrepreneurialism, and its academic foundation.

    For the unit to continue fulfilling the educational needs of the region, as well as to exemplify the Academic Affairs Strategic Planning Goals, the following planning assumptions and strategic goals will be paramount in EL's three-year rolling budget/plan:

    1. Program Development
        - EL will focus its development efforts on degree, certificate, and certification programs with an eye toward emerging market needs/trends

Subdivision Unit: Extended Learning
Prepared by: Jan Jackson
Date: June 10, 2010

- EL will work collaboratively with the colleges/schools to identify new degree, certificate, and certification programs that may be launched via self-support operations.
- EL will leverage its partnerships with the colleges/schools to build programming in support of and around faculty areas of interest and research.
- EL will pursue partnerships with other CSU campuses to offer novel degree and certificate programs that otherwise would not be offered in the region.

2. Launch of Approved Programs
   - EL will work with the colleges/schools to identify existing degree and certificate programs that may be appropriately launched or repackaged via self-support. Examples include: College of Education certificates (e.g. – CTEL, Reading, etc.) that act as pathways to the M.A. in Education, and degree programs that may not be able to launch due to CSU budget reductions.
   - EL will work to launch newly approved programs such as the Master of Arts in Education, Communicative Sciences and Disorders option, and the LVN to BSN program for Scripps Health.

3. Business, Industry and Government Partnerships
   - EL will strengthen its Business, Industry and Government partnerships by participating in community events, seminars, and outreach.
   - EL will actively pursue contract and corporate training opportunities in San Diego and Riverside Counties.

4. Temecula Center
   - EL will continue to collaborate with the colleges/schools to identify new degree, certificate, and certification program that may be launched at the Center.
   - EL will work to strengthen the CSUSM partnership with Mt. San Jacinto Temecula with a goal of creating degree pathways and articulation agreements that are mutually beneficial.
   - EL will work to implement branch campus "best practices" at the Center.
   - EL will work to develop a future staffing plan for the Center.

5. International Programs
   - EL will actively pursue contracts with International institutions of higher education for short-term academic and non-credit study programs.
   - EL will increasingly collaborate with the Office of Global Education to identify program opportunities that are beneficial to the campus community.

6. Strategic Hiring of Staff
   - EL will continue to leverage new hires in order to achieve divisional and unit goals.
   - Hiring emphases will be placed on (1) entrepreneurial-minded program developers and administrators; and (2) service-oriented student affairs professionals.

7. Marketing and Public Relations
   - EL will enhance print materials and external communication regarding self-support programs and learning opportunities.

Subdivision Unit: Extended Learning
Prepared by: Jan Jackson
Date: June 10, 2010

- EL will strategically position its programs and unit as a leading provider of continuing higher education in the region.
- EL will develop educational materials and establish mechanisms to internally (on-campus) disseminate information about CSU Extended Education and the policies and procedures that govern our unit.

B. Goals by Fiscal Year

1. FY 2010/11

For EL, 2010/11 will be a foundational year, laying much needed groundwork for program growth, space expansion, and staffing/resource enhancement in the subsequent years. Continuing with the progress made in 2009/10 with respect to new program development and delivery and with creating an internal student services and support unit, 2010/11 will position EL to better serve the region's academic needs that currently can't be met through state budget allocations. As the 2009/10 fiscal year draws to a close for EL, it does so with a revenue surplus, allowing us to pay off the deficit we've been carrying for several years and beginning the financial recovery that will allow us to rebuild our mandatory reserves.

During 2010/11, EL will further position itself (and simultaneously help position the colleges/schools) in a number of ways that will inform the three year rolling activities of 2011/12 and beyond. These essential and pivotal activities include:

  i. Launch newly approved programs, including the: M.A. in Education, Communicative Sciences & Disorders option, Autism Spectrum Disorders supplementary authorization, and Career Technical Education Credential.
 ii. Continue working on the development and needed approvals for the Health Information Technology certificate, and the Master of Public Health programs.
iii. Continue working with campus and community stakeholders to flesh out programming at the Temecula Center. Academic Year program launches for the Temecula Center will include the: Meeting and Event Planning Certificate, B.S. in Kinesiology, B.S. in Business Administration, RN to BSN degree, RN to MSN degree, and MSN degree.
 iv. In collaboration with the College of Business Administration, offer needed preparatory courses and tests and market the anticipated Fall Semester 2011 launch of the MBA program at the Temecula Center.
  v. Work collaboratively with the College of Education to identify market-demand for a cohort-based Multiple Subject Credential program at the Temecula Center.
 vi. Seize opportunity during the region's economic recovery by building, strengthening and/or expanding partnerships with local business and industry to offer onsite and customized training programs with both credit and non-credit offerings.
vii. Strengthen EL's position to meet the educational needs of the community through strategic hiring of the following positions: Director of Program Development, Marketing and Public Relations Specialist, and a third Academic Advisor/Evaluator.

Subdivision Unit: Extended Learning
Prepared by: Jan Jackson
Date: June 10, 2010

      viii.   Invest in EL's physical infrastructure by remodeling EL classrooms, acquiring the vacated PACS space in FCB for use as EL's Student Services Center, and exploring the possibility of purchasing the FCB complex.

2. **FY 2011/12**
    i. Continue to add degree/academic credit programs to the Temecula schedule, to include (at a minimum) the MBA, the Master of Public Health degree, and the Health Information Technology certificate program
    ii. Work collaboratively with Dr. Jack Leu to develop the Master of Health Information Technology program.
    iii. Launch the International Baccalaureate certificate program in collaboration with Dr. Carol Van Vooren and the College of Education.
    iv. Develop a 2+2 online and/or hybrid inverted bachelor's degree program that is geared to address the needs of adult and non-traditional learners.
    v. Conduct a feasibility study regarding the development, and launch of a certificate program in Hospitality.
    vi. Research all possible avenues for launching an MSW through CSUSM, perhaps collaboratively with another CSU institution
    vii. Collaborate with state-wide entities such as the California Workforce Association and the Department of Labor to position CSUSM EL as a key participant at industry and workforce meetings, thus enabling the University to be considered for additional training, development, and grant monies.
    viii. Ensure technology and library support resources are dedicated and aligned with program growth areas
    ix. Add staff in critical need areas, including program support and student services—both at the San Marcos campus and in Temecula

3. **FY 2012/13**
    i. Continue to work collaboratively with the colleges/schools to identify new degree, certificate, and certification programs that may be launched via self-support operations.
    ii. Continue working with campus and community stakeholders to flesh out programming at the Temecula Center.
    iii. Conduct a feasibility study regarding the development and launch of a self-support Master of Public Administration program to be offered as a site-based program for public entities and government agencies in both San Diego and Riverside counties.
    iv. In consultation with Planning, Design and Construction, create a long-term space and building plan for EL, which may include the construction of a new on-campus facility.

4. **FY 2013/14**
    i. Continue to work collaboratively with the colleges/schools to identify new degree, certificate, and certification programs that may be launched via self-support operations.
    ii. Explore self-support program opportunities in Southern Orange County, specifically to include the following cities: San Juan Capistrano, Dana Point, and San Clemente.

Subdivision Unit: Extended Learning
Prepared by: Jan Jackson
Date: June 10, 2010

California State University San Marcos

Division of Academic Affairs
Strategic Planning and Budget Cycle
Three-Year Rolling Budget/Hiring Plan for FYs 11/12, 12/13 and 13/14
Part I: Narrative, Sections A and B

Subdivision Unit: Office of Graduate Studies and Research

PART I: NARRATIVE

A. Planning Assumption and Goals

1) **Common planning assumptions for all Academic Affairs subdivision units**
   i. FTES flat for all three years, based on AY 2010/11 projected FTES.

   ii. Budget projections generally flat for all three years, based on FY 10/11 budget allocation

   iii. Unit plans are aligned with the four Academic Affairs Strategic Plan Goals; namely:

      1. Create and implement innovative approaches and programs that add value to our diverse communities.
      2. Expand learning opportunities bridging theory and practice.
      3. Develop relationships that connect CSUSM to external communities and organizations.
      4. Support faculty research and creative activity to create a community of scholars that collaborates with a community of learners.

   iv. Programs and units remain focused on the future

2) **Common planning assumptions for the Office of Graduate Studies & Research**

The Office of Graduate Studies & Research (OGSR) is strategically poised to grow in the next few years. However, growth is expected to be tempered by flat academic affairs and university budgets. Most of OGSR's needs are related to developing the necessary infrastructure and capacity to generally support graduate studies and research. In light of new OGSR initiatives, such as expanding graduate program offerings; institutionalizing undergraduate research; and increasing external grant development, the expansion of OGSR infrastructure and capacity are crucial to the success of these initiatives.

a. Graduate Studies

OGSR anticipates slight increases in graduate FTES growth as a result of expansions in existing and new graduate program offerings. However, without appropriate resources to support graduate programs, the quality and accessibility for graduate education at CSUSM may erode. Among OGSR's immediate goals are developing support (e.g., allocation of the graduate fee differential) for colleges/ graduate programs to adequately distribute faculty workload; supervise graduate students, master's thesis, and projects; as well as the implementation of appropriate mechanisms for tracking student progress, assessing student learning outcomes, facilitating program reviews, and overseeing the graduate level graduation writing requirement. Among the OGSR planning assumptions and goals are to:

Common Assumptions

  i.   Expect that permanent and fiscal allocations will be the same as 2009-10

  ii.   Assume that total FTES goals will be 6% lower than 2009-10 but master's student admissions will not restricted

  iii. Anticipate a slight growth in overall graduate student enrollment (1-2%) because of new graduate program offerings and increasing non-resident and international student presence

Common Goals

  i.   Increase the number of graduate program offerings including interdisciplinary programs

  ii.   Promote graduate student diversity through outreach and recruitment activities

  iii. Support academic planning, program review, and assessment for graduate programs

  iv.   Collaborate with the Colleges/graduate programs, Extended Learning, and University Advancement to seek external/ internal (e.g., graduate fee differential) sources of support for faculty/graduate coordinators, master's student scholarships, teaching/graduate assistantships, and graduate fellowships

b. Research

OGSR is experiencing greater demand for research support and services including faculty/student research, master's theses/projects, research training, external grant development, and center /institute activities. Among the OGSR planning assumptions and goals are to:

Subdivision Unit: Office of Graduate Studies & Research
Prepared by: Gerardo Gonzalez
Date: October 12, 2010

<u>Common Assumptions</u>

     i.   Expect that permanent and fiscal allocations will be the same as 2009-10

     ii.   Continue external grant development through training and support

<u>Common Goals</u>

     i.   Increase extramural grant awards by 5% annually

     ii.   Enhance our campus research infrastructure and capacity

     iii.   Institutionalize an undergraduate student research and creative activities program

     iv.   Explore collaborations with the Colleges, Extended Learning ,and University Advancement to seek external support for faculty and student research as well as centers and institutes

     v.   Identify the goal of securing external/ internal support for faculty and student research and centers/ institutes among academic affairs fundraising priorities

Subdivision Unit: Office of Graduate Studies & Research
Prepared by: Gerardo Gonzalez
Date: October 12, 2010

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B. Goals by Fiscal Year

1) FY 2011/12

a. Graduate Studies

    i.   Pursue external/ internal (<u>e.g., graduate fee differential</u>) funding to ensure the high quality of CSUSM graduate programs via:
- support for faculty/graduate coordinators
- growth in graduate program offerings
- promotion of successful student progress

Potential collaborators: Colleges/ graduate programs and Extended Learning

    ii.   Enhance OGSR staff capacity (e.g., professional development) to support graduate programs and ensure compliance with CSUSM and CSU policies

    iii.   Promote outreach activities to increase diversity among graduate student applicants including international students
Potential collaborators: Colleges/ graduate programs, Office of Global Education, and University Outreach

    iv.   Seek external/ internal support to recruit and retain high quality master's students through:
- graduate/ teaching assistantships to enhance instruction and research
- scholarships and financial aid packages competitive with similar master's institutions

Potential collaborators: Colleges/ graduate programs, Extended Learning, and University Advancement

    v.   Offer university-wide writing services for graduate students needing to fulfill graduate-level Graduation Writing Assessment Requirement (GWAR)
Potential collaborators: Colleges/ graduate programs and Office of Global Education

    vi.   Look into a digital archive of master's student theses/ projects and doctoral dissertations
Potential collaborators: Colleges/ graduate programs, Library, and IITS

b. Research

    i.   Seek external/ internal funding to advance a student research and creative activities program including:
- a student research showcase
- general research/travel support
- a repository for student research data

Potential collaborators: Colleges/departments, Library, and IITS

    ii.   Increase extramural grant awards by 5% annually

Subdivision Unit: Office of Graduate Studies & Research
Prepared by: Gerardo Gonzalez
Date: October 12, 2010

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Potential collaborators: All AA units

iii.   Institutionalize a university-wide event celebrating faculty scholarship
Potential collaborators: All AA units

iv.   Offer training and peer support for faculty to increase external grant development for research/creative activities
Potential collaborators: Colleges and Faculty Center

v.   Pursue external/ internal support for centers/institutes and faculty-student research
Potential collaborators: Colleges, Extended Learning, and University Advancement

vi.   Explore a digital archive for faculty scholarship
Potential collaborators: Colleges, Library, and IITS].

FY 2012/13

a. **Graduate Studies**

i. Secure external/internal (<u>e.g., graduate fee differential</u>) funding for graduate programs to ensure the high quality of CSUSM graduate programs via:
   - support for faculty/graduate coordinators
   - growth in graduate program offerings
   - promotion of successful student progress
   Potential collaborators: Colleges/ graduate programs and Extended Learning

ii. Promote outreach activities to increase diversity among graduate student applicants including international students
   Potential collaborators: Colleges/ graduate programs, Office of Global Education, and University Outreach

iii. Secure financial support to recruit and retain high quality master's students through:
   - graduate/ teaching assistantships to enhance instruction and research
   - scholarships and financial aid packages competitive with similar master's institutions
   Potential collaborators: Colleges/ graduate programs, Extended Learning, and University Advancement

iv. Pilot a digital archive of master's student theses and projects, and doctoral dissertations
   Potential collaborators: Colleges/ graduate programs, Library, and IITS

b. **Research**

i. Implement a student research and creative activities program including:
   - a student research showcase
   - general research/travel support
   - a repository for student research data
   Potential collaborators: Colleges/departments, Library, and IITS

ii. Institutionalize training and peer-review support for faculty to increase external grant development *[Potential collaborators: Colleges and Faculty Center]*.

iii. Secure external/ internal support for centers/institutes and faculty-student research
   Potential collaborators: Colleges, Extended Learning, and University Advancement

iv. Increase extramural grant awards by 5% annually *[Potential collaborators: All AA units]*.

v. Pilot a digital archive for faculty scholarship
   Potential collaborators: Colleges, Library, and IITS

FY 2013/14

a. **Graduate Studies**

   i.   Implement external/internal funding (<u>e.g., graduate fee differential</u>) to ensure the high quality of CSUSM graduate programs via:
   - support for faculty/graduate coordinators
   - growth in graduate program offerings
   - promotion of successful student progress
   Potential collaborators: Colleges/ graduate programs and Extended Learning

   ii. Promote outreach activities to increase diversity among graduate student applicants including international students
   Potential collaborators: Colleges/ graduate programs, Office of Global Education, and University Outreach

   iii. Offer financial support to recruit and retain high quality master's students through:
   - graduate/ teaching assistantships to enhance instruction and research
   - scholarships and financial aid packages competitive with similar master's institutions
   Potential collaborators: Colleges/ graduate programs, Extended Learning, and University Advancement

   iv. Implement a digital archive of master's student theses/ projects, and doctoral dissertations
   Potential collaborators: Colleges/ graduate programs, Library, and IITS

b. **Research**

   i.   Institutionalize a student research and creative activities program including:
   - a student research showcase
   - general research/travel support
   - a repository for student research data
   Potential collaborators: Colleges/departments, Library, and IITS

   ii. Secure external/internal support for centers/institutes and faculty-student research
   Potential collaborators: Colleges, Extended Learning, and University Advancement

   iii. Increase extramural grant awards by 5% annually
   Potential collaborators: All AA units

   iv. Institutionalize a digital archive for faculty scholarship
   Potential collaborators: Colleges, Library, and IITS

California State University San Marcos

Division of Academic Affairs
Strategic Planning and Budget Cycle
Three-Year Rolling Budget/Hiring Plan for FYs 10/11, 11/12, 12/13 and 13/14
Part I: Narrative, Sections A and B

Subdivision Unit: Instructional and Information Technology Services

PART I: NARRATIVE

A: Planning Assumptions
   1) **Common planning assumptions for all Academic Affairs subdivision units**
      i.   FTES flat for all three years, based on AY 2010/11 projection.
      ii. Budget projections flat for all three years, based on FY 10/11 allocation
      iii. Unit plans are aligned with the four Academic Affairs Strategic Plan Goals; namely:
         I.   Create and implement innovative approaches and programs that add value to our diverse communities.
         II. Expand learning opportunities bridging theory and practice.
         III. Develop relationships that connect CSUSM to external communities and organizations.
         IV. Support faculty research and creative activity to create a community of scholars that collaborates with a community of learners.
      iv. Programs and units remain focused on the future
   2) **Technology as a key component for innovative instruction:** Faculty and Administrators will continue to search for methods of using technology to improve student success. After GIS capabilities are more fully established in SBSB, faculty will make optimal use of this resource. Additionally, GIS use in RaDAR reports will grow.
   3) **Increased Organizational Productivity:** There will be increased use of administrative systems such as CMS to improve organizational productivity and quality. Innovative alternatives to the present information technology methods will be explored in order to implement "green technology". Ongoing campus wide organization cost-savings activities will result in increased use of these technologies.
   4) **Technological Change and Advancements as it relates to human resources:** Staffing within IITS will continually change and require development to support the dynamic nature of technology. Reallocation of resources within the department will be necessary to maintain the appropriate staffing levels as required to meet campus needs. Staff members will require development to maintain the appropriate skills sets. Staff members with high demand skill sets will leave the campus for higher paying jobs. IITS expects to continue to move forward occasionally providing salary increases to meet increases in skills and experience.
   5) **Reliance on Infrastructure and Support Systems:** As mobile computing and hybrid instruction increases, campus reliance on technology requires a sustainable infrastructure and support system in order to ensure efficient use. Faculty and students will expect educational resources to be available "anytime, anywhere".
   6) **Non-Baseline Funding Opportunities:** Activities supported through research grants, Extended Learning, ASI, UARSC, Temecula and external units will grow. Funding from these sources will provide the increased support demanded by these various operations plus improve on total hours of support for the entire campus.

Subdivision Unit: Instructional and Information Technology Services
Prepared by: Wayne Veres
Date: June 6, 2010

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7) **System or Government Regulatory Compliance:** New policies from the CSU, regulations from the federal government and requirements from commerce partners will require the campus to create new policies and procedures for compliance. This will require a combination of increased information security analysis (e.g. Payment Card Industry, HIPAA), procedures (e.g. Red Flag, HEAR legislation) and reporting (e.g. CSU-wide Information Security Policy, PCI-DSS). These efforts will require technology and staffing resources in order to adequately comply with the requirements.

8) **Line Items in the Campus Multi Year Budget Model (MYBM)**: IITS is relying on line items in the MYBM that have designated funds for Smart Classrooms, Markstein Hall computers, and Department of Physics Academic Technology. Should the MYBM not produce these funds IITS's ability to support instruction will be seriously jeopardized.

B: Goals by Fiscal Year

1) **FY 2010/11**

   Goals for Assumption: Technology as a key component for innovative instruction
   i. *Stabilize the Cougar Courses Environment* – Complete conversion from WebCT to Moodle; conduct a gap analysis and upgrade to the next generation of Moodle (2.0); implement point-in-time database and application recovery; increase use of virtual hardware; investigate cloud options such as Moodle Rooms.
   ii. *Implement Test Trial for the Institutional Repository* – Collaborate with the CSUSM Library to work with early adopters on an Institutional Repository for self-archiving of scholarly research and to provide an innovative approach to making research materials more visible.
   iii. *Accessible Content –* Develop support materials for accessible course content in the Cougar Courses Learning Management System (LMS) and identify cost-effective methods for capturing online video.
   iv. *Geographic Information Systems (GIS) –* Support the new courses and programs utilizing GIS by expanding support for new and continuing users and providing the infrastructure (GIS server) to make the new GIS lab in SBSB self-sustaining.
   v. *Online Courses and Programs* – Collaborate with colleges and the Faculty Center to develop a model for supporting the development of online courses and programs.

   As part of a campus process to define a campus vision for academic technology, the Discovery Café was held. Based on faculty input from the Discovery Café, the following goals for academic technology emerged:
   vi. **Online Resource**: Create an online space to showcase pedagogy and research in the area of technology integration in teaching and learning.
   vii. **Digital Showcase** – Continue and expand the Digital Showcase as a vehicle for faculty to share innovative practices with technology.
   viii. **TULIP** – To support teaching and learning with technology both online and face to face, restore TULIP workshops.

ix. **Regional Conference** – To highlight academic technology use and to reach out to faculty not yet engaged in online instruction or technology integration, create a vibrant regional conference over a three-year period. In 2010/2011, campus table talks would be held where current successful practices are shared informally and each experienced faculty member brings along a colleague with less technology experience.

Goals for Assumption: Increased Organizational Productivity

i. *Administrative changes challenge the campus* – Provide campus wide communication and detailed project plan on the expectations and timelines for the upgrade of the CMS PeopleSoft Student Administration (HCM) and the Consolidated Finance System (CFS).

ii. *Academic Planning Database (APDB)* – Provide campus wide project management and technical support for the business process re-engineering of data entry process for ensuring the Academic Planning data is accurately and consistently reported.

iii. *Visual Data Analysis Increases* – Applications today produce data at unprecedented rates and the capacity to collect data will grow. IITS will explore ways to facilitate visual data analysis by providing support for sophisticated data analysis tools which can highlight patterns or anomalies in reports and increase campus ability to make information-based decisions.

iv. *Implement Identity Management System* – Implement a sound and stable identity management system using Shibboleth in order to support a secure login mechanism for the Consolidated Finance System (CFS). Explore additional use of Shibboleth with applications such as online travel and providing access for Alumni.

Goals for Assumption: Technological Change and Advancements as it relates to human resources:

i. *Professional growth Opportunities* – In FY 2009/10, IITS lost three staff members. To meet campus requirements IITS will reallocate resources to hire staff, supply training and then increase responsibilities over time. Staff salary adjustments will be necessary due to increased skill sets and responsibilities necessary to support campus need.

ii. *Staff Training Continues* - Provide appropriate training opportunities to support existing technologies (MySQL, Moodle, Oracle, PeopleSoft, SQLServer, Cascade) and implement / investigate future technologies (open source alternatives, cloud computing).

Goals for Assumption: Reliance on Infrastructure and Support Systems:

i. *Service Shifts* – Faculty and students need more access to applications presently available only in a campus computer lab. Implement a pilot technology which allows faculty and students to access high end applications from outside the instructional computer labs thereby reducing student reliance on the availability of a seat in the student computer labs.

ii. *Investigate new technology* - Investigate the best practices for implementing applications in a cloud environment in order to determine if "the cloud" is a cost effective solution for some of the campus data center operations. Investigate options, viability, cost, reliability, data recovery, disaster recovery and security. Determine security

approach in order to ensure regulatory compliance and data segregation. Determine which core applications could run in a cloud environment. Explore ways to utilize Federation Services for use with cloud environments.

iii. ***Evaluate Instructional Technology Resources*** – Determine method to provide the appropriate instructional technology with the limited resources available. The Social & Behavioral Sciences Building (SBSB) will be coming on line which is severely underfunded for it planned technology needs. In addition many instructional labs do not have a permanent funding source for appropriate replacement within the refresh program. It will be critical to develop a long term refresh plan for the entire campus instructional environment.

Goals for Assumption: Non-Baseline Funding Opportunities:

i. ***Extended Learning*** –Support for Nursing, the new Temecula campus and summer school is expected to double. User Support Services and distance learning support will need to appropriately increase staffing on a fiscal basis until permanent support for these activities is determined.

ii. ***E-text*** – Meet the demand of Disabled Student Services textbook conversion. Hire appropriate student assistants.

iii. ***Obtain Appropriate Funding to Support Various Auxiliary Activities*** - Video Security systems for new Police Station and parking structure will require IITS support. Several grant proposals (AVID, IQuest, NIH, etc.) are expected to fund which will need IITS support.

iv. ***Arts and Sciences Technical Support*** – IITS will be required to provide appropriate technical support for the Computer Science and Communications department. The expense of this support will save a considerable amount of budget for the college of Arts & Sciences.

Goals for Assumption: System or Government Regulatory Compliance:

i. ***Secure Software Development*** – Adopt open source web application security controls such as those defined by the Open Web Application Security Project (OWASP) organization in order to ensure that campus applications are not vulnerable to attack. Continue to provide support to the campus for the implementation and completion of the PCI Data Security Standard (DSS) compliance.

ii. ***Mobile Access to Information*** -As new and mobile technologies increase access to campus resources, practices and technologies must be created to address risk of unauthorized access to sensitive data. Safe and reliable user access controls need to be clearly established monitored and maintained. There will be increased emphasis on classifying the information being stored or accessed off campus in order to prevent exposure of sensitive data.

iii. ***Meet Information Security Compliance Objectives*** – Become fully Payment Card Industry Data Security Standards compliant by moving all payment card activities to off-campus systems. Implement a policy and procedures required to meet Federal "Red Flag" Act.

Ensure HIPAA compliance by instituting annual review of communication and data storage elements of Student Health Center operations. Meet HITECH requirements related to copyright protection.

2) **FY 2011/12**

   Goals for Assumption: Technology as a key component for innovative instruction:
   i. **Cougar Courses** – To support the innovative use of the Learning Management System, provide opportunities through video vignettes and presentations for faculty to share innovative practices teaching with the LMS. In addition, showcase effective uses of technology integration by encouraging faculty to submit courses to the international Cool Courses Competition sponsored by Moodle.org.
   ii. **Regional Conference** – Expand the table talks on successful practices with academic technology to include local community colleges.
   iii. *Accessible Content* **–** Provide support to faculty as they transition to fully accessible course content and deploy cost-effective method for video captioning.
   iv. **GIS** – Analyze the opportunities for GIS use across campus. Analyze the support needed for GIS use across campus and also the staff and technical resources needed to maintain the GIS lab in SBSB.

   Goals for Assumption: Increased Organizational Productivity
   i. *Administrative changes challenge the campus* – Provide campus wide communication and detailed project plan on the expectations and timelines for the upgrade of the CMS PeopleSoft Student Administration (HCM) and the Consolidated Finance System (CFS).
   ii. *Keep continuity with CMS initiatives* – Increase IITS participation on campus wide committees, improve campus wide communication of various IT projects so continuity and momentum can be maintained should there be administrator turnover.
   iii. *Need for Innovative Mobile applications* – With the advancement of mobile computing and the use of smartphones, tablets, and notebooks the campus will need to stay current with i*ncreased broadband wireless services and ensure security of the network and mobile applications.*
   iv. *Increased need for visual data analysis* – *Improve and increase the number of reports in our data warehouse to improve campus financial reporting capabilities as the Consolidate Finance System limits our ability to create and modify in the online system.*
   v. *Explore collaborative technologies* – Work with the library to better integrate systems and utilize data analytics. Explore ways to build academic analytics in order to provide personal dashboards to track student progress and identify students at risk.

   Goals for Assumption: Technological Change and Advancements as it relates to human resources:
   i. *Keeping Professional Staff* – IITS expects the economy to begin to recover and that Higher Education will continue to lag behind. This will place additional pressure on IITS due to increased loss of highly skilled staff. However, IITS will continue its long term

development plans which expect some loss of staff, continue appropriate training, and some staff salary adjustments as skill sets increase.

    ii.   *Personnel Growth* **–** IITS expects on-line courses will grow dramatically by FY 2011/12which will require more technical staff to support faculty in their endeavor to provide a high quality education to our students. In addition, the campus community will demand more office automation which requires a delicate balance of process engineering and technical design. The technology is available but IITS human resources will be required. A small growth in technical staff will pay very large dividends to the campus community.

        a.   On-Line learning – 1 staff member
        b.   Office automation – 1 staff member

Goals for Assumption: Reliance on Infrastructure and Support Systems

    i.   *Social and Behavior Science Building* – IITS analyzes the demand shift from state supported computers to student owned devices (advanced mobile and traditional computers) to plan upcoming refresh purchases.

    ii.   *Reduce need for open computing labs* – Students access CSU software resources with their own devices lowering demand on open computing lab.

    iii.   *Cloud Computing services shifts costs* – Implement core applications running in a cloud environment based on best practices. Continue to explore ways to utilize Federation Services for use with cloud environments.

    iv.   *Need for Innovative Mobile applications* – With the advancement of mobile computing and the use of smartphones, tablets, and notebooks the campus will need to stay current with i*ncreased broadband wireless services and ensure security of the network and mobile applications.*

    v.   *Transition to High Definition Format for Video Production* – High definition is the modern format for video production. Upgrade one of two Kellogg studios to HD to ensure compliance with industry standards, consistency with modern production techniques, and compatibility with academic programs. Apx. need $200K

Goals for Assumption: Non-Baseline Funding Opportunities:

    i.   IITS will apply appropriate resources to whatever fiscal funding is given to IITS for support.

Goals for Assumption: System or Government Regulatory Compliance:

    i.   Create annual review & reporting methodology for compliance objectives. Standardize information security training and development delivery methods and requirements for campus personnel. Meet final compliance objectives or implement adequate compensating controls in order to be fully compliant.

3) FY 2012/13

Subdivision Unit: IITS
Prepared by: Wayne Veres
Date: June 15, 2010

(Analysis from previous years will be done to adjust assumptions and goals appropriately.)
Goals for Assumption: Technology as a key component for innovative instruction:
   i. Meet the CSU requirement for accessing content for all courses and administrative web pages. IITS will provide live captioning for campus events.
   ii. Next Generation LMS planning well underway
   iii. Prepare to support E-textbooks for at least 50% classes
   iv. Expand table talks to a regional conference on innovative uses of technology to support teaching and learning.
   v. Add a GIS specialist (1 FTE) to support the SBSB GIS lab and support faculty use of GIS for instruction and research.

Goals for Assumption: Increased Organizational Productivity:
   i. Planning underway for next generation ERP system.
   ii. Prepare to deliver and support mobile applications.

Goals for Assumption: Technological Change and Advancements as it relates to human resources:
   i. Succession planning required for IITS managers.
   ii. Technological advancements will continue to require staff development.
   iii. Backfill staff members in order to support highly specialized academic technology/multimedia activities.

Goals for Assumption: Reliance on Infrastructure and Support systems:
   i. Prepare to support Faculty/Staff/Administrator new hires who will challenge current thinking of what is an IT baseline – ubiquitous access, online first, e-access, mobile apps.
   ii. Prepare to have Cloud services account for more than 75% of software applications.
   iii. CSU virtual applications are stable, shifting CSUSM software distribution methods.
   iv. *Transition to High Definition Format for Video Production* – High definition is the modern format for video production. Upgrade the second of two studios to HD to ensure compliance with industry standards, consistency with modern production techniques, and compatibility with academic programs. Apx. need $200K

4) **FY 2013/14**
   (Analysis from previous years will be done to adjust assumptions and goals appropriately.)
   i. Faculty/Staff/Administrator new hires will challenge conventional thinking of what is an IT baseline – ubiquitous access, online first, e-access, mobile apps.
   ii. Next generation cloud based ERP system implementation started.
   iii. Prepare to participate in CSU wide online courses

California State University San Marcos

Division of Academic Affairs
Strategic Planning and Budget Cycle
Three-Year Rolling Budget/Hiring Plan for FYs 11/12, 12/13 and 13/14
Part I: Narrative, Sections A and B

Subdivision Unit: Library

PART I: NARRATIVE

A. Planning Assumption and Goals

1) Common planning assumptions for all Academic Affairs subdivision units
   i. FTES flat for all three years, based on AY 2010/11 projected FTES.

   ii. Budget projections flat for all three years, based on FY 10/11 budget allocation

   iii. Unit plans are aligned with the four Academic Affairs Strategic Plan Goals; namely:

   1. Create and implement innovative approaches and programs that add value to our diverse communities.
   2. Expand learning opportunities bridging theory and practice.
   3. Develop relationships that connect CSUSM to external communities and organizations.
   4. Support faculty research and creative activity to create a community of scholars that collaborates with a community of learners.

   iv. Programs and units remain focused on the future

Subdivision Unit: Library
Prepared by: Barbara Preece
Date: 6.15 2010

2) Library planning assumptions

    i. Collections-access and purchase assumptions

        1. Cost of Library content and access to content will continue to increase

        2. Collection budget will remain stable; increased inflation will result in decreased purchasing power

        3. Additional content will move to a subscription basis requiring a larger commitment of permanent funds;

        4. Additional permanent funds are needed to support any new programs/curriculum

        5. CSU Chancellor's Office will reduce subsidization of subscriptions for databases and journals

    ii. Increased FTEs in distributive learning programs and online courses will result in modifying delivery of content and instruction

    iii. Expanded demand for innovative services will require new technologies and expertise, a sustainable infrastructure and support system and increased collaboration with IITS and CSU partners

    iv. Continued support of the information needs of the CSUSM community

    v. Increased efficiency and effectiveness of operations within the Library

    vi. Assess effectiveness on a continuing basis of Library programs and services

    vii. Increased collaboration with community partners (e.g. CSU's, NCHEA, Community-including local public libraries, high schools, CIRCUIT members - SDSU, UCSD, USD, San Diego County Library)

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B. Goals by Fiscal Year
1) FY 2010/2011
    i.   Employ efficiencies in purchase and delivery of Library content
    ii.   Review allocation model for purchasing and accessing Library content
    iii.   Work collaboratively with CSU's to implement CSU Virtual Library
    iv.   Support student learning and retention by leveraging advances in technology to expand library services and ensure 7/24 access to on-line Library resources
    v.   Support student success by targeting classes to embed Library instruction
    vi.   Work with IITS to explore alternate ways to embed Library instruction in courses
    vii.   Continue to provide high quality services and spaces that support the campus community's use of information resources
    viii.   Explore use of electronic archives (institutional repository hosted by CSU Chancellor's Office) and in collaboration with Graduate Studies and Research, Academic Senate, and IITS to archive

        1.   Faculty, student, and staff publications and presentations
        2.   Electronic theses and dissertations
        3.   Make available research data to wider community as mandated by funding agencies

    ix.   Work with Provost, Academic Senate, and Colleges to determine if the campus should support a statement on Open Access
    x.   Develop Library wide assessment plan
    xi.   Develop marketing plan to better inform community of Library programs and services

2) FY 2011/2012
    i.   Request that UBC include annual funding to cover yearly inflationary increases for Library content. For example, Libraries have been advised to plan for a eight percent inflation rate as a guide in FY11.
    ii.   Pilot new models for purchase and access of Library content
    iii.   Continue to work with CSU's in implementation of CSU Virtual Library
    iv.   Continue to explore and evaluate open source tools to deliver content and instruction
    v.   Continue to incorporate library instruction in additional classes and through distributed learning
    vi.   Continue to provide high quality services and spaces that support the campus community's use of information resources
    vii.   Begin pilot project of electronic archiving based on guidelines developed in previous year (institutional repository)
    viii.   Explore ways to collect and make available research data to wider community as mandated by funding agencies
    ix.   Work with Graduate Studies and Research, Academic Senate, and IITS to develop a pilot project for electronic Masters theses and EDDs
    x.   Implement Open Access policy for campus if approved in previous year

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    xi.   Implement Library wide assessment plan in coordination with campus assessment policies

   xii.   Implement marketing plan to better inform community of Library programs and services

3) FY 2012/13

     i.   Implement model for purchase and access of Library content

    ii.   Continue to work with CSU's in implementation of CSU Virtual Library

   iii.   Continue to explore and evaluate open source tools to delivery content and instruction

   iv.   Continue to incorporate Library instruction in additional classes and through distributed learning

    v.   Continue to provide high quality services and spaces that support the campus community's use of information resources

   vi.   Implement electronic archiving of faculty/student research, presentations

   vii.   Implement project to collect and make available research data per guidelines from funding agencies

  viii.   Implement project to digitize paper copies of Masters theses and EDDs

   ix.   Develop open access journal highlighting campus research

    x.   Review Library assessment plan

   xi.   Continue to update Library marketing plan

4) FY 2013/14

     i.   Continue to work with CSU's in implementation of CSU Virtual Library

    ii.   Continue to explore and evaluate open source tools to delivery content and instruction

   iii.   Continue to incorporate Library instruction in additional classes and through distributed learning

   iv.   Continue to provide high quality services and spaces that support the campus community's use of information resources

    v.   Assess Implementation of electronic archiving of faculty/student research, presentations

   vi.   Assess Implementation to collect and make available research data per guidelines from funding agencies

   vii.   Assess project to digitize paper copies of Masters theses and EDDs

  viii.   Develop open access journal highlighting campus research

   ix.   Review Library assessment plan

    x.   Continue to update Library marketing plan

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California State University San Marcos

Division of Academic Affairs
Strategic Planning and Budget Cycle
Three-Year Rolling Budget/Hiring Plan for FYs 11/12, 12/13 and 13/14
Part I: Narrative, Sections A and B

Subdivision Unit: Office of Planning, Accreditation and Assessment

PART I: NARRATIVE

A. Planning Assumption and Goals

1) **Common planning assumptions for all Academic Affairs subdivision units**
   i. FTES flat for all three years, based on AY 2010/11 projected FTES.

   ii. Budget projections flat for all three years, based on FY 10/11 budget allocation

   iii. Unit plans are aligned with the four Academic Affairs Strategic Plan Goals; namely:

   1. Create and implement innovative approaches and programs that add value to our diverse communities.
   2. Expand learning opportunities bridging theory and practice.
   3. Develop relationships that connect CSUSM to external communities and organizations.
   4. Support faculty research and creative activity to create a community of scholars that collaborates with a community of learners.

   iv. Programs and units remain focused on the future

2a) **Assumptions for Academic Planning**

   i.New and emerging fields of inquiry will result in new program proposals ,created by faculty in response to regional needs and student interest .

   ii. Global experiences will become more in demand and will need to manifested within the curriculum, through international student travel and faculty research that spans the globe.

   iii.The role of student and professor will change as technology provides expanded and unfettered access to knowledge and pedagogical practices evolve in response to generational factors.

   iv.There are many opportunities to expand the academic reputation of CSUSM in our region. Parents, students and businesses leaders are hungry to hear about us.

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v.CSUSM will grow over time, in students, faculty and programs. Planning conversations we have in the near term are critical to our long terms success in "growing into ourselves."

2b) Assumptions for Accreditation

i.The current WASC accreditation cycle will conclude in Fall 2012 with the Interim Reprot. The next cycle begins with the Institutional Proposal due in Spring 2014.

ii. New remote sites may and degree of on line education will increase over time; both will need ongoing attention in order to fulfill WASC accreditation requirements.

2c) Assumptions for Assessment

i.   Program assessment activities will continue to need the guidance and support of LOAF and faculty member on special assignment.

ii.   Colleges will provide course release for faculty leading programs reviews.

iii.   WASC interim report is highly dependent on the degree of annual assessment completion and program reviews through 2011-12.

iv.   Support will continue to be provided by the colleges/schools to departments to support annual assessment activities.

v.   The national and global trends in higher education, accreditation agencies and the USDE relative to assessment will continue to require data that illustrates student success and program effectiveness. This is both an institutional integrity issue and a consumer protection matter. Requirements for data other than and in addition to GPA will continue.

vi. **Goals by Fiscal Year : Academic Planning**
  a. **FY 2011/12**

   i. Convene the annual forecasting conversation using the Discovery Café model, with a focus on emerging trends in higher education, regional needs and expectations and global factors that could affect CSUSM planning.

   ii. Based on Discovery Café outcomes, work with appropriate faculty and administrators to determine how to respond to emerging trends that could affect CSUSM planning.

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      iii.   Explore Academic Affairs hosting Tedx events for our region as a way to signal we are a forward looking institution and to compliment other activities that highlight faculty research and students' academic successes.

    b. FY 2012/13

      i.   Based on 1112 Discovery Café outcomes, work with appropriate faculty and administrators to determine how to respond to emerging trends that could affect CSUSM planning.

      ii.   Based on the 1112 evaluation, refine the annual forecasting conversation using the Discovery Café model.

      iii.   Pilot a TEDx event, evaluate it, and determine if Academic Affairs is well served by continuing to host such an event.

    c. FY 2013/14

      i.   Based on 1213 Discovery Café outcomes, work with appropriate faculty and administrators to determine how to respond to emerging trends/factors that could affect CSUSM planning.

      ii.   Based on the 1213 evaluation, refine the annual forecasting conversation using the Discovery Café model.

vii. Goals by Fiscal Year: Accreditation

    a. FY 2011/12

    i.Prepare the Interim WASC Report for submission in Fall 2012 in order to secure CSUSM accreditation status and preserve, among other important aspects of institutional standing, student financial aid eligibility.

    b. FY 2012/13
      i.   Initiate writing of the Institutional Proposal

    c. FY 2013/14
    i.Complete writing of Institutional Proposal for submission to WASC.

vii. Goals by Fiscal Year: Assessment

    a. **FY 2011/12**

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    i.Collaborate with IPA to establish a systematic, longitudinal process to survey alumni on post-graduation perspectives of program quality.

    ii.Collaborate with IPA to establish a systematic, longitudinal process to survey employers about their perspectives on program quality and emerging trends in their fields.

    iii. Provide support to PAC in evaluating the piloting of the new program review process.

    iv. Collaborate with Faculty Center in hosting faculty professional development sessions on assessment practices.

b. **FY 2012/13**

    i.Pilot the longitudinal alumni survey process on post-graduation perspectives of program quality and employer survey for programs undergoing review in 2013/14.

d. **FY 2013/14**

    i. Add alumni and employer data to program review data notebooks.

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Date: September 10, 2010

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Subdivision Unit: School of Nursing Three Year Rolling Plan for 2010 - 20014

Part I: Narrative

A.   **Planning Assumptions and Goals**

   1) Common planning assumptions for all Academic Affairs subdivision units

      i.   FTES flat for all three years, based on AY 2010/11 projected FTES.

      ii. Budget projections flat for all three years, based on FY 10/11 budget allocation.

      iii. Unit plans are aligned with the four Academic Affairs Strategic Plan Goals; namely:

         1. Create and implement innovative approaches and programs that add value to our diverse communities.
         2. Expand learning opportunities bridging theory and practice.
         3. Develop relationships that connect CSUSM to external communities and organizations.
         4. Support faculty research and creative activity to create a community of scholars that collaborates with a community of learners.

      iv. Programs and units remain focused on the future.

B.   **SON Programmatic Goals in line with the AA focused goals**

     1.   Create and implement innovative approaches and programs that add value to our diverse communities.

        1.1   Continue to pursue the development of a collaborative track model grant as part of the larger California initiative with local community colleges (Palomar, San Diego City, & Mt. San Jacinto) to enable additional students to seek a baccalaureate degree while completing some of the more expensive nursing courses at a community college. Applied for $300,000 grant over three years and HRSA has requested a rewrite of the grant proposal due by November 2010. Program could be offered through self-support.

        1.2.   Continue to pursue funding for the Native American Grant that would enable selected members of the Native American and

Hispanic communities to remediate basic English and math skills and successfully complete pre-nursing prerequisites. Theses students would become a grant supported clinical group of 20 members that would be added to an existing 40 member cohort taking didactic courses without additional state cost. Will submit a grant request for Song Brown State Workforce diversity funding in Fall 2010. Program could be offered through self-support.

1.3   Create an accelerated Corpsmen/LVN – BSN program for military personnel and others to transition to the BSN. Seek funding ($300,000) for this venture trough San Diego Workforce Investment and or through Song Brown funding. The accelerated component of the program would allow for the student to demonstrate competencies to rapidly progress through the program. The program could be offered through self-support.

Fiscal impact of the above 1.1 – 1.3 is state funding and FTES generation neutral if offered through self support.

2. Expand learning opportunities bridging theory and practice.

    2.1.   Continue to recruit for the newly developed RN to MSN and the graduate program (MSN) and seek partners among the major health care systems in the North San Diego County and Temecula areas to offer on-site advanced degree options to staff nurses.

    2.2   Implement the newly funded ($293,000) senior student nurse residency program with PPH that will provide additional clinical skills building and preparation for clinical practice. This grant will provide a paid externship ($19.00/hour) for a minimum of 12 hours of preceptored clinical practice a week for two semesters.

    2.3   Seek NIH funding for the advanced practice graduate student stipends for the Clinical Nurse Leader and the Clinical Nurse Specialist options.

Fiscal impact of the above is state funding and FTES generation neutral as programs are through special sessions which do not use state funding and do not generate FTES.

3. Develop relationships that connect CSUSM to external communities and organizations.

   3.1. Continue to recruit for the newly developed RN to MSN and graduate program (MSN) and seek partners among the major health care systems in the North San Diego County and Temecula areas.

   3.2 Continue and strengthened the overall partnership with Palomar Pomerado Health and expand the Clinical Faculty Associate program with advanced practice clinicians.

      3.2.1 Pursue arrangements for the joint use of the Palomar Pomerado Health Education Center utilizing simulation technologies for the mandatory validation of clinical skills for the existing nursing staff.

   3.3. Continue to strengthen the overall partnership with Kaiser Permanente

      3.3.1 Extend the faculty support program for another year.
      3.3.2 Extend the student forgivable loan program for another year.

   3.4 Increase the partnership with Tri-City, Sharp and Scripps Health Systems by pursuing arrangements for Clinical Associate Faculty status for selective employees and pursuing RN to MSN programs for employees.

   3.5. Continue to implement the $400.000 simulation grant to develop faculty training programs in clinical simulation for CSUSM, community college faculty and other clinical educators in the surrounding area.

   3.6 Continue to develop our global out reach in Africa, Mexico and Asia.

Fiscal impact of the above is state funding and FTES generation neutral

4. Support faculty research and creative activity to create a community of scholars that collaborates with a community of learners.

   4.1. Continue the Research Café begun in spring 2008 by SON faculty to explore common areas of interest in research and scholarship.

   4.2. Explore collaborative research projects with staff from PPH and other local health care institutions.

4.3. Continue with the collaborative research project on the effectiveness of clinical simulation with the Bay Area Simulation Center (BASC).

4.4. Explore collaborative research projects with other disciplines from CoAS, CoE and CoBA to identify common areas of interest, and pursue joint research projects.

B. Goals by Fiscal Year

1. FY 2010/11

    1.1 Successfully recruit two tenure track faculty and to have them on permanent funding using existing resources.

    1.2 Complete the development of the MSN option courses and expand graduate enrollment.

    1.3 Submit and finalize undergraduate curriculums revisions

    1.4 Begin development of an adult and psychiatric/mental health NP program.

    1.5 Begin development of the Native American Grant that would enable selected members of the Native American and Hispanic communities to remediate Basic English and math skills and successfully complete pre-nursing prerequisites.

    1.6 Continue to pursue grant funding of a collaborative track model grant as part of the larger California initiative with local community colleges (Palomar, San Diego City, & Mt San Jacinto).

    1.7 Continue to pursue grant funding to create an accelerated Corpsmen/LVN – BSN program for military personnel and others to transition to the BSN.

    1.8 Effectively transition leadership of the SON to a new Director and determine the direction of restructure for the School.

    1.9 Complete approval of the A form for the Master's in Public Health and submit the P form.

    1.10 Seek CCNE Accreditation of the graduate program

2. FY 2011/12

    2.1 Significantly increase enrollment in graduate programs.

    2.2 Recruit two tenure track faculty.

    2.3 Complete approval of P forms for the Master's in Public Health.

    2.4 Explore the possibility of School Nurse post-BSN certificate versus a concentration in the graduate program.

    2.5 Explore the possibility of a joint Master's program in Health Care Administration with Co BA.

    2.6 Seek approval of an adult and psychiatric /mental health Nurse Practitioner program.

    2.7 Seek global health experiences for students and faculty

    2.8   Develop in the MSN program a public health nursing concentration with a global focus.

3.   FY 2012/13

    3.1   Explore the possibility of the a DNP program.

    3.2   Initiate the Master's in Public Health.

    3.3   Seek approval of a School Nurse program.

    3.4   Jointly develop a Health Care Administration graduate program with CoBA.

    3.5   Evaluate sufficient of tenure line positions and determine the need for additional lines.

4.   FY 2013/14

    4.1   Explore a permanent and larger facility for the School of Nursing.

    4.2   Examine expansion of the state supported generic program.

    4.3   Evaluate the ability of the SON to reclaim some of the self-support programs.

    4.4   Determine the impact on expanding the collaborative track model and conservation of state funds for program expansion.

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