Goal 1: Increase graduation rates and reduce time to graduation.

1. Establish a quantified target for each of the next five years. (Hellenbrand with Fran Horvath and Institutional Research)
   Date – August 2004
   a. Target:
      i. Continuation rates for first time freshmen and transfers
      ii. Graduation rates – FTF and transfer students
      iii. Reducing number of students who graduate with more than 140 units
   b. Consult with Faculty Senate Executive Committee
   c. Disseminate widely – Provost Council, Faculty Senate, etc.

2. **Implement the policy recommendations that will have the most immediate impact on reducing the time to degree completion (immediate):**
   a. Semester-by-semester plans to graduation (Fieweger) Done
      i. Use these plans to shape departmental decision making
      ii. Make these plans widely available and link to other efforts (e.g. post on web; link to Advisement Centers, Advising Task Force, Learning Centered initiative, etc.)
   b. Reduce number of units in GE (Complete template in 2004-2005; course approvals in 05-06) (Hellenbrand)
   c. Revise “prime time” schedule to meet needs of students (Bain – update mid-spring 04)
   d. Design curriculum scheduling and course and classroom capacity to increase the likelihood that students will be able to take the courses they need when they need them (Bain – update mid-spring 04) (Check with Spero)
   e. Implement the policy recommendations from Graduation Rate Task Force. Indicate status of various GRTF recommendations. (Hellenbrand)

3. **Implement advisement recommendations that will have the greatest potential for reducing time to degree completion.**
   a. Review and revise the current academic advisement model. (Piper, 2004-05)
   b. Develop a program/strategy to support freshmen. (Piper, First-Year Experience Group, 2003-04)
      Action Steps for 2004-05:
      1. In consultation with colleges, develop implementation plans
      2. Determine how to assist students to use automated early warning and intervention grad check (DARS) to make progress toward degree in a timely way.
   c. Develop a program to support transfer students. (Piper, 2004-05)
d. Implement an automated early warning and intervention/graduation check to track degree progress, identify implications of academic program decisions, and identify and respond to students not making adequate progress to graduation. (2004-06)

e. Develop (IT) administrative tools to implement advisement recommendations/objectives, for example: (ITR)
   i. Enhance student advisement processes and degree tracking (see 3a and d)
   ii. Permit the effective scheduling and utilization of classrooms (in progress)

4. Improve the ability of the colleges to provide availability of the classes students need to make satisfactory progress in their academic careers. (Academic Affairs, in progress 2004-06)

5. Develop a model structure to put students on degree tracks that would be more effective for scheduling, matching schedules to plans. Intent is to use the developed 4-year plans. (Bowman, Piper and Hellebrand) (December 2004)
   a. Select departments/colleges
   b. Disseminate widely
   c. Timeline
   d. Data
   e. Focus on subgroups of students where we can have greatest impact – one college or department – focus on new students-make sure all students get academic advisement linked to career advisement
   f. Track all incoming students
   g. Work with upper-division students on strategy for completion
   h. Reward departments for doing it (find additional funding)
   i. Work on scheduling over 2 years

Goal 2: Raise 10% of our State Budget in private funds (or) Consistently improve the amount of contributed funds the campus raises

1. Successfully conduct a capital campaign for a new Performing Arts Center (2003) (Knudson)
   a. Use the campaign phases as strategic marketing tools to expand our sphere of influence in the community, primarily, the building of strong, solid and real relationships with community leaders, corporations, foundations and individuals positioned to help us achieve our mutual goals. (ongoing)
   b. Provide support for the all-University effort to raise funds for the new Performing Arts Center. (ongoing)
   c. Launch silent phase of campaign for the Performing Arts Center ($50m goal) (January 2005)
   d. Disseminate information about the campaign internally. Elevate for 2004-05, and use this as the model for a broader capital campaign
      i. Cite in convocation speech (Koester)
      ii. Tie into LCU initiative (All)
e. Form two new volunteer committees for the campaign: an honorary leadership committee made up of prominent alumni and other leading Angelinos; and a strong working committee. (Fall 2004)

2. **Implement activities and partnerships to increase fund raising/fund development/gifts (2003-04) (Knudson)**

3. **Build a stable development infrastructure centrally and in the colleges (2003-04; continuing) (Knudson/Hellenbrand)**
   a. Continue to focus the development directors on major individual giving, both current and deferred, and on achieving the benchmarks of prospects and personal visits.
   b. Continue to build the core supports within University Advancement and the Colleges designed to support those activities. Priority supports to be enhanced in 2004-05 include research, prospect management and grant writing.
   c. Enhance the University’s ability to engage high-level friends and alumni on campus with students and faculty by creating a formal Executive Speakers Series and Professor for a Day program.
   d. Strengthen the University’s research and prospect identification systems. Focus existing research staff increasingly more proactively to identify leads for the Colleges. Ask senior and retired faculty, staff and volunteers in an increasingly systematic way for high quality leads and introductions.
   e. In September 2004 commence an annual fall direct mail solicitation from the Deans to the degreed alumni of their Colleges, coordinated through the Annual Giving program.
   f. Build a coordinated stewardship program under the leadership of the Director of Community Relations and Donor Communication for five classes of supporters: all President’s Associates levels; all President’s Business Council levels; those closely associated with endowments; those who have made planned gifts or bequest commitments; and donors whose cumulative giving has reached the highest levels.

4. **Build ability to bring in major gifts. (Knudson along with Hellenbrand 2004-ongoing)**
   a. The Deans and development staff will maintain a focus on building their major gift prospect pools to at least 200, the number of prospects in active cultivation or solicitation to at least 75, and the number of qualified personal meetings per week to at least three and at least 150 per year. In future years we will expect this pool of prospects/suspects to grow to 500 overall per College.
   b. The Colleges and development staff will fully utilize the resources of University Advancement in Alumni Relations, Annual Giving, Special Events (for Presidential level events) and other support areas.
   c. Colleges will devote non-development resources to programming and securing small recurring sponsorships for College events and activities.
5. Increase external grant funding. (Primary responsibility for this is in Academic Affairs) (Linda Bain/Harry Hellenbrand, 2003-05)
   a. Review and assess current practices that were designed to identify, promote and assist faculty in obtaining external funding for research and creative activities, educational development (student academic and research supportive), and faculty development (instructional) projects and programs. Set goals. (Administrative review was completed in 03-04.)
   b. Create an infrastructure (staff, facilities, equipment) to support faculty in obtaining external funding.
   c. Look to report and add action steps

6. Increase Foundation and Corporation grants. (University-wide)
   a. Identify at least three major university based initiatives for large foundation support to be created in collaboration between Academic Affairs, select Colleges and University Advancement. Both the PAC and TNE currently meet this criterion. We may consider professional and pre-professional health education as a third initiative.
   b. Increase support for grant writers. University Advancement has committed to making some grant writing assistance available to the Colleges. To successfully secure major funding commitments, additional funding for proposal writing will be necessary.
   c. Discuss public commitment that raising private funds is a priority for Academic Affairs and institutional priority in each of the divisions. (Koester, Knudson, Hellenbrand)
   d. Maintain strong coordination among the Office of the Provost, the Colleges and the Director of Corporate and Foundation Relations on the forgoing efforts to assure that they are adequately staffed.

7. Place greater emphasis on the planned giving component of fundraising and aim for a 25% planned giving goal (including bequests, bequest commitments, and other deferred or complex arrangements).
   a. Increase their focus on documenting major bequest commitments pursuant to new fundraising guidelines, recognizing bequests during the donor’s lifetime and strengthening relationships with emeriti and older alumni at the College level. (Knudson/development staff)
   b. Continue to reach out financial, legal and other estate planning professionals throughout both the San Fernando Valley and the greater Los Angeles area to help identify and communicate with their most wealthy clients. Increase collaboration among the Director of Planned Giving, the Colleges that potentially have the closest relationships with these professionals (BAE, S&BS), and segments of the Foundation board. (Knudson/Development staff)

8. Develop a plan and proposal for development in Student Affairs (2004-05) (Knudson/Piper)
Goal 3: Become a user-friendly campus.

1. Assure transparent and effective business processes. (2003-04)
   a. Provide staff development focused on transparent business processes. (Ongoing – Qayoumi)
   b. Develop web-based interface for business processes and FAQ (pilot in Fall 2004) (Bowman)
   c. Complete the development of an information management system that will provide staff with accurate and timely information about current and new administrative practices (Bowman, 2003-04) (pilot will be completed Fall 2004).
   d. Capture new processes, document new business procedures as they come up, all in a standard format. Create process for building and maintaining as part of original roll-out. Include training for new and existing employees (Bowman).
   e. Develop consolidated management information reports that integrate the resources and expenses of every department from all fund sources (i.e. general funds, lottery, Foundation, Grants and contracts, etc.). (2004-05) Have financial statements by August 2005- Qayoumi)

2. Develop a service orientation in all university offices (division – specific responsibility) (2003-04) (Plans due to Koester 12/5/03) Done

3. Improve the campus environment to meet needs related to: (ongoing)
   a. Social/gathering places (University Corp. strategic plan)
   b. Safety (ongoing)
   c. Identity (ongoing)
   d. Campus signage (ongoing)
   e. Lighting (ongoing)
   f. Availability of up-to-date campus maps at Information Booths

4. New Objective: Continuous quality improvement
   a. Assessment of customer service orientation of staff in University (or by area) – not in 04-05 but in future year.

Goal 4: Continue to strengthen the connections between the University and the community, as well as relationships within the campus community. (ongoing)

1. Continue to support programs/efforts that reflect key messages of the University mission.
   a. Inventory, document and disseminate information on institution-driven and student driven service partnerships based upon the kind of partnership (tutoring vs. health care, etc.) and the population served (by neighborhood, age, gender, etc.).
   b. Disseminate information on service partnerships internally and provide opportunities for faculty and staff to identify ways that service partnerships in their areas reflect the University’s key message and mission.
c. Provide opportunity for divisions and units to frame key messages specific to their areas, and to educate the campus community about our mission as a regional comprehensive university. (Knudson)
   i. Link Communications Committee with Student Outreach (Piper and Ken Swisher)
   ii. Disseminate standards for word mark and messages for web publication, and resolve technical problems with word mark (Knudson)

5. Improve internal campus communication and collaboration (ongoing).
   a. Assess and revise current practices, procedures, and communication strategies and continue to use more strategic distribution strategies. (Knudson)
      i. Refine procedures regarding communication operations, share better with others across the university and put on line or on the G drive or both.
      ii. Use the publication of a University Advancement services brochure for internal distribution to help with communication between University Advancement and the rest of the university.
   b. Establish cross-divisional teams to address university-wide issues and to serve as advisory groups, such as the University Strategic Communications Committee and the Web Management Committee. (All)
      Also:
      i. Build interdisciplinary partnerships across campus that are attractive to fund raising sources. (All)
      ii. Refine the university’s recently begun Issues Management process. (Continuing) (Knudson)
   c. Disseminate information on internal campus communication and collaboration strategies and obtain faculty/staff feedback.
      i. Begin implementation of internal communications committee plan to produce more consistent communication across the university, including workshops, further distribution of message and identity guidelines and templates, and continued presentations at college’s department chairs meetings and other meetings of university communicators. (Begin implementation 2004.)
      ii. Use the new University Web Management Committee survey and recommendations and the director or marketing communication’s continued communication with faculty and staff across the university to work toward this goal.
6. **Improve external campus communication and partnerships.**
   a. Better define and expand the use of the university’s key messages in our communication efforts to achieve greater impact in our community.
      i. Continue to develop and implement the university strategic communications plan.
      ii. Continue the strategic redistribution of our main publications to repeat key messages several times a year to the same key constituencies. (Continuing in 04-05)
      iii. Clean the entire database, giving the university the best alumni and donor information ever. (Summer, 2004)
      iv. Complete the projects in the university strategic communication plans that were not completed in 2003-04 and are scheduled for completion in 2004-05. These include:
         1. Developing a community impact brochure
         2. Partnering with KCSN and local cable television stations
         3. Producing a publication on prominent alumni
         4. Creating an annual fund raising success brochure
         5. Publishing a publication on University Advancement services for internal distribution
         6. Playing a more active role in employees and student orientations
   b. Provide opportunity for divisions and units to frame key messages specific to their areas in 2004-05 with a particular emphasis on student affairs.
   c. Support work of the two university wide committees on event/alumni outreach and communications, to bring together many different perspectives from the campus to better coordinate communications and event planning in a more integrated way.
   d. As appropriate to the mission and costs, encourage community use of campus (“do not harm”).

7. **Conduct another baseline survey to assess impact of effects on improving knowledge of university within key constituencies (2005-06 – Knudson)**

**Goal 5: Be an effective organization known for team collaboration.**

1. **Establish cross-divisional teams to address University-wide issues.**
   a. Use more associate vice presidents and directors to work on Cabinet identified issues.
   b. At division level when work teams are created, include staff from other divisions.

2. **Constantly support and reward teaming strategies, including informal comments within your division that model collaboration.**

3. **Work using the norms of engagement we have already agreed upon.**
   a. Periodically review the cabinet commitments from a process perspective.
   b. Implement cabinet commitments within divisions (“Push-down”)

President’s Cabinet Retreat Summary
Printed 7/23/04