This introduction to planning at CSUN:

- summarizes CSUN’s Mission (p. 2)
- outlines how University Initiatives and Presidential Priorities (p.3) relate to it, and
- reviews the Annual Planning Timeline (p.4).
Mission

California State Northridge has had clear direction and organized planning for a number of years. The Mission, Vision, and Values of CSUN stress:

• commitment to Teaching, Scholarship, and Active Learning.
• commitment to Excellence
• respect for All People
• alliances with the Community, and
• encouragement of Innovation, Experimentation, and Creativity.

In this context, the University dedicates itself to:

• create a community of shared values
• be the first choice for university applicants
• be the leader in enhancing the educational, cultural and economic resources of our region; and
• receive local and national recognition.

The colleges and the Library have created visions, missions, and strategic plans that derive from these principles. In short, these units emphasize core knowledge and skills, relevance, diversity, ethics, partnership with local communities, and continuous improvement through assessment. The University’s divisions similarly dedicate themselves to engaging students in learning both inside and outside classes, supporting CSUN’s core functions, and linking to the community.

Additional Resources:

The University’s

Mission, Vision, and Values statement.
Assessment Office Web site

Divisional Mission and Values Statements

Administration and Finance
Student Affairs
Information Technology Resources
University Advancement
University Corporation

Mission, Vision, and Values Statements of Academic Affairs Units

Arts, Media, and Communication
Business and Economics
Michael D. Eisner College of Education
Engineering and Computer Science
Health and Human Development
Humanities; Social Sciences
Science and Mathematics
Library
Roland Tseng College of Extended Learning
Initiatives and Priorities

The university has reflected considerably on how to turn abstraction into action. In 2001, the campus—guided by President Koester—narrowed the University’s Goals and Initiatives to Student Achievement; Campus Environment; Research, Scholarship, and Creative Activity; Resources/Institutional Effectiveness; and Serving the External Community.

In 2003, the President’s priorities refined these into:

- improving graduation rates
- connecting to the community
- becoming more user-friendly
- increasing non-General Fund resources and
- working as a team

These priorities motivated an integrated effort to improve graduation rates and to become a more learning-centered University that valued access, collaboration, and high expectations.

- In 2001, a faculty retreat on retention and graduation led to the creation of a task force that issued a report in 2003 with multiple recommendations.

- A Fall 2005 report to the Chancellor’s Office in 2005 recorded substantial progress to date on implementing the recommendations of the task force.

- In 2004, President Koester recalled the campus to the values of the WASC report in 2000. In that document (Becoming a Learning Centered University: Achievement, Technology, and Assessment) CSUN dedicated itself to active learning as a means of engaging—and retaining—students.

- Symposia in 2004 and 2005 specified tasks that would make CSUN more learning-centered. In 2005-06, the Provost summarized this agenda in his Spring 2005 message, soon after CSUN launched one of the recommended action items emerging from the symposia, a program of LCU grants.

- In 2005-06, CSUN completed its physical master plan, Envision 2035. The plan provides ample open spaces for collaborative activities and community engagement so that FTES growth does not overwhelm long-standing priorities and commitments.

Additional Resources:

Presidential Initiatives:

- University Goals and Initiatives outlined by the President in August 2001
- President’s August 2003 Convocation Address (further elaboration of priorities)
- Commitment to active learning accompanying WASC reaccreditation
- Learning Centered University (LCU) Initiatives and Grants

Provost’s Spring 2005 Message focusing on the Learning Centered University

Activities Aimed at Improving Graduation Rates:

- Report of the Graduation Rates Task Force
- Report to the Chancellor’s Office on campus progress in implementing initiatives designed to improve graduation rates
Annual Planning Timeline

Each year in spring, the Cabinet, consisting of the Vice Presidents, has consulted within their divisions about the actions that they will undertake in the next year to realize the President’s five priorities. Together, they meld these actions into annual University plans.

This annual plan, in turn, has driven the formulation of the budget, specifically the allocation of new money, which is generated largely by FTES growth. The budget is presented to the University Planning and Budget Committee (UPBG). This has been the process for transferring the power of the mission, vision, values, and priorities to funded behaviors.

This process changed for 2006-07 so that planning could be built more explicitly around assessment of student learning and more clearly linked to budgeting. In short, divisions will construct their requests earlier to allow for more consultation and greater integration of plans and budgets. Several committees, including UPBG, review them for consistency, effectiveness, and linkage to mission, vision, and values. This revised process conforms with the expectations of WASC; it also makes the process more sequenced.

Additional Resources:

Annual Cabinet Deliberations

President’s Five Priorities
Annual University Action Plans (click on “Annual Objectives & Priorities” on the left)

Budget Review Process

General Fund Annual Budget
Charge and Composition of the UPBG Committee.

New Focus on Assessment in Budgeting Process

Budgeting Process for 2006-07
Assessment Office Web site
Provost’s Summer 2006 message focusing on WASC expectations for re-accreditation