

1. Executive Summary: brief high-level overview of the themes and their importance to the institution

California State University Channel Islands (CSUCI) is proposing a unifying theme for its institutional Thematic Pathways for Reaffirmation (TPR): “Brechas por Cerrar/Escaleras por Construir” which translates to “Closing Gaps, Building Ladders.” This theme permeates all aspects of the university, from student life and development, faculty and staff success, information technology, and facilities and sustainability. Proposed by the TPR Advisory Committee after a year of data collection across student, faculty, staff, and administrator stakeholders, this theme provides the foundation for strategic priorities that undergird President Richard Yao and Provost Mitch Avila’s long-range institutional plan to fully realize the mission and vision of the institution.

2. Overview of the institution: a brief description, not to exceed a few paragraphs, of the values, mission, and history of the institution

Established in 2002, CSUCI is the youngest institution in the CSU system. The campus itself was created in the Mission-Revival and Spanish Colonial Revival architectural style, close to the Pacific coastline, and nestled against the foothills of the Santa Monica Mountains. CSUCI is the only public four-year university in Ventura County and offers substantial economic and fiscal benefits to its surrounding communities. CSUCI offers small class sizes with a student faculty ratio of 23:1, has twenty-six majors and thirteen graduate and credential programs. CSUCI’s student population averages about 6,000, and in Spring 2022 the student population is 61% first-generation (neither parent/guardian graduated from a 4-year institution), 58.6% from historically underrepresented groups, and 51.1% Pell grant eligible.

For the Fall 2020 cohort, first-time, full-time students presented with a 1-year retention rate of 81.6%, with transfer students presenting at 87.2%. For the Fall 2015 cohort, first-year students presented with a 6-year graduation rate of 58.1%, and the Fall 2017 transfer cohort 4-year graduation rate was 80.1%. CSUCI is continuing initiatives to meet the Graduation Initiative 2025 (GI 2025) goals set by the CSU Chancellor’s Office and has exceeded the goal set for transfer students.

The mission of CSUCI is as follows: “Placing students at the center of the educational experience, CSUCI provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduate students with multicultural and international perspectives.” CSUCI has four mission pillars to support the mission elements: integrative approaches, service learning, and multicultural and international perspectives. To facilitate the implementation of these pillars, there are four Mission Based Centers: Community Engagement, Integrative Studies, International Affairs, and Multicultural Engagement. The Centers offer awards, programming, events, opportunities and guidance to students, faculty, staff, and programs that support a strong mission focus at every level.

CSUCI continues to be recognized nationally for its accomplishments, ranking 15th out of 1,549 universities in the nation by *CollegeNET* in 2021 on ability to increase the social mobility of students. Additionally, CSUCI was ranked the fourth “Best College for Transfer Students” by *MONEY Magazine* in 2018 and ranked 17th for “Best Bang for the Buck – West” by *Washington Monthly* in 2021 for providing an affordable and valuable education for its students.

3. Process for development of the themes: a brief description, not to exceed a few paragraphs, of how themes were identified and who was involved in the process.

CSUCI has been dedicated to a thorough process of engaging campus stakeholders to collect input and develop our themes. The provost began this discussion in a campus-wide town hall on September 9, 2021. The TPR Advisory Committee was then formed as a cross-divisional effort with student, faculty, staff, and administrative representation. With support from the Division of Academic Affairs Data Analytics Office, the TPR Advisory Committee began the first round of data collection for input on themes with a survey that was administered to all students, faculty, staff, and administrators from November 11, 2021-January 28, 2022. The survey results were used to inform eight faculty, staff/administrator, and student focus groups that were conducted in February 2022. Campus stakeholders were also invited to give additional feedback through Padlet boards throughout February and March 2022.

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Over 400 survey respondents identified three broad areas as important and/or in need of improvement at CSUCI: 1) Academic and Curricular Programs, 2) Student Services, Support and Development, and 3) Diversity, Equity, Inclusion, and Accessibility (DEIA). Responses to open-ended questions on the survey were then coded to further identify academic quality and offerings, academic support, and DEIA initiatives as clear areas of priority for campus stakeholders. Additional qualitative data from eight focus groups allowed us to further develop those areas of priority as well as identify the campus programs, initiatives, and activities that serve the campus community across those areas. The TPR Advisory Committee used this campus input to develop our unifying theme, as it speaks to all areas identified through our data collection efforts and mirrors the strategic priorities for our campus. CSUCI's three priorities: 1) Academic Quality & Student-Centered Infrastructure, 2) Student Services, Support, & Development, and 3) Diversity, Equity, Inclusion, & Accessibility (DEIA) are directly informed by the quantitative and qualitative data collection efforts. A more [detailed analysis of the survey and focus group results](#) can be found on CSUCI's WASC Accreditation website.

The TPR Advisory Committee shared out the unifying theme and priorities with campus stakeholders via presentations to the president's cabinet, the Academic Affairs Council, Senate Executive Committee, Staff Council, and Student Government, along with forums for faculty, staff, and students.

4. Description of each theme

4. a. What is going to be undertaken?

One unifying theme represents the values of CSUCI at this point in its development: "*Brechas por Cerrar/Escaleras por Construir*" which translates to "Closing Gaps, Building Ladders." Over the past several years, there have been initiatives related to this theme, but they were not intentionally connected. Neither were the initiatives bound together in terms of campus wide, cross-divisional assessment initiatives, nor were they all fully institutionalized. Three priorities have been constructed under this umbrella theme, and multiple initiatives operate under each theme. These priorities and the respective initiatives that compose them are tied with each other. Consequently, a major task for the institution in adopting these themes is to create coordinated, assessable initiatives that connect across divisions and units.

The three priorities are: Academic Quality and Student-Centered Infrastructure; Student Services, Support, and Development; and Diversity, Equity, Inclusion, and Accessibility. Specific discussion of each priority follows:

Priority One: Academic Quality & Student-Centered Infrastructure: CSUCI's core academic purpose is to educate students, adding to their knowledge base so they can succeed in specific careers and providing them with life-long learning skills that can be adapted to new opportunities in an ever-changing marketplace, thus preparing them to be productive and responsible global citizens. As one of 23 campuses in the California State University System, CSUCI is deeply involved in the Chancellor's Office Graduation Initiative 2025 (GI 2025), which is a multi-pronged initiative to increase graduation rates for all CSU students while eliminating opportunity and achievement gaps. We currently have several initiatives underway to meet the goals set out by GI 2025 that align with our first priority. The campus has been working on parts of GI 2025 since 2015 and initiated the first campus-wide GI 2025 Task Force in 2017 which has now morphed into an umbrella task force overseeing a series of steering committees, working groups, and teams. At its core, this priority is focused on better defining and measuring student success as well as investing in and improving new and existing academic programs. This is linked to the other two priorities, and to our umbrella theme as we plan to increase persistence, retention, and graduation rates.

For this priority, and in conjunction with GI 2025, we are implementing **block scheduling** for all first-time, full-time (FTFT) undergraduate students in fall 2022. This is to scale up to include all FTFT and full-time second year students by fall 2023. We are also scaling up the availability of **learning communities (LC) and living-learning communities (LLC)** for FTFT students by doubling the seats available in fall 2022, and then including all FTFT students in an LC or LLC in their first year. Both initiatives have been piloted with relatively smaller cohorts, and the University secured external funding to support student housing initiatives. We are also engaging in a process to select ten courses with the highest **DFWI rates** for the most students, with an eye toward resolving **equity gaps** within these courses. The institution's focus is on lower-division general education courses. GI 2025 funding can be leveraged to examine, re-develop, and implement change in these courses with the goals of improving student learning. This work is already underway in our mathematics department with a focus on first year math courses. We are also rolling out a program called CSUCI

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Initiative for Mapping Academic Success (**CIMAS**), which is designed to build students' academic skill sets, their sense of academic efficacy and motivation, and their sense of connection to the university. The more specific goals of CIMAS are to increase student retention and to help students maintain progress toward graduation. CIMAS is based on an Excelencia in Education "Program to Watch" commended program designed by CSUCI Sociology faculty in partnership with Academic Advising. CIMAS targets students who experienced negative course outcomes in Fall 2021 courses (specifically, non-passing or incomplete grades, course drops, or term withdrawals). The final initiative here is called **Charting our Course**. This is a strategic planning exercise to identify which degrees and academic programs we will prioritize creating through the rest of this decade.

Cross-divisional collaborations will be leveraged as we move forward with our reaffirmation process. We look forward to assessing the efficacy and outcomes of these initiatives to create a campus wide plan supporting the quality academic programs and student-centered infrastructure.

Priority Two: Student Services, Support, & Development: Much of CSUCI's focus is on student retention and success. Our first priority lays the groundwork of strong academics and structures for those programs. This second priority is centered on ways that CSUCI can empower and aid students in their journeys through our university. The campus is moving toward more responsive and dynamic academic advising. Our goal is to provide access to two- and four-year **academic road maps** which will be available online and within a **digital degree planner** to ensure a more consistent and clearer path to graduation. Evidence shows that planners provide students with an accurate, real-time understanding of what courses they need to graduate and real-time corrections when key academic milestones are missed. Another goal here is to schedule course offerings each semester based on this real-time data. Another initiative for this priority is to **remove administrative barriers** – particularly those that disproportionately affect low-income and first-generation students. We will assess how existing policies may have disparate impacts or derail academic progress in unintentional ways, and eliminate the barriers identified as problematic. For example, enrollment holds for financial debt to the institution was raised from \$10 to \$600. Also, CSUCI eliminated all advising holds for student registration.

Another initiative is **Channel Your Success (CYS)**, an academic student success and engagement initiative aimed at improving retention rates and timely graduation for students. CYS aligns with advancing GI 2025 and campus-wide strategic planning. An effort to eliminate equity gaps, CYS is a peer-led campaign offering culturally relevant activities intended to empower students to become navigators of their own success. Students from historically underrepresented groups such as Latinx, low socioeconomic status, and first-generation, can establish connections and build community through culturally relevant programming that provides an encouraging space for networking and building support systems at CSUCI. Much of this student support programming is a collaboration between Academic and Student Affairs. Specifically, we have embedded peer mentors in both divisions that lead Dolphin Interest Groups (DIGs) and provide peer support for undergraduate students.

We couple this work with a **basic needs initiative** because student success is determined by factors in and outside the classroom. In 2016 and 2018, CSU investigated two out-of-classroom factors that negatively impact students' academic functioning: food insecurity and housing insecurity. CSUCI will target and mitigate these factors through campus-based efforts and the leveraging of federal, state, and local programs and resources. Also, the Basic Needs office in Student Affairs, Library and many lab faculty in Academic Affairs, and the Information Technology Services in Business and Financial Affairs collaborated across their divisions to quickly collect campus laptops and acquire Wi-Fi hotspots to distribute to students when the pandemic exacerbated existing equity challenges. This collaboration continues, ensuring that students continue to have access to the technology they need to succeed.

The final initiative for this priority involves the work of a **cross-institutional Transfer Success Team** between CSUCI and Oxnard College (OC). Our intersegmental team, which includes representatives from Academic Affairs, Student Affairs, and Institutional Research through the Office of the President, will explore the use of the CSU Dashboard Data and help create momentum for our regional transfer initiatives (building off the [Regional Transfer Report](#)). We hope to foster dialogue on ways to track student success from OC to CSUCI and identify ways to increase transfer rates.

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Priority Three: Diversity, Equity, Inclusion, and Accessibility: Like many universities, CSUCI is able to think deeply about equity, diversity, inclusion and justice (EDIJ) in response to shifts in our student population and the broader socio-political context we are experiencing. University leadership has taken specific actions to grapple with DEIA gaps on our campus. For example, in summer and fall 2020, several commitments to action and recommendations toward realizing racial justice at CSUCI were made by the President and the **President's Advisory Council on Inclusive Excellence (PACIE)**. Many campus organizations and programs supported this work directly and indirectly (e.g., the Asian/Asian American Pacific Islander Association, the Black Faculty & Staff Association, the Chicana/o, Latina/o Faculty & Staff Association, Academic Senate, Staff Council, and academic programs), with some writing statements of their own in support of racial justice. Development of the **Inclusive Excellence Action Plan (IEAP)** Framework in January 2021 sought to bring focus of this plethora of racial- and social-justice oriented intentions, recommendations, and commitments into focus. Six themes emerged through qualitative analysis of four primary documents published through the Office of the President. These themes informed the development of six Inclusive Excellence Action Teams (IEATs). We will focus on initiatives resulting from this work for this priority.

In addition to campus wide IEATs, the campus is now engaged in the **expansion of Ethnic Studies** curriculum and cultural centers. We intend to add a cultural or affinity center to Chicano/a Studies, launch an Africana Studies program with new faculty fall 2022, and plan for the development of an associated center along with Asian American and Indigenous Studies programs, respectively. The Center for Community Engagement will work with faculty in ethnic studies programs to integrate service learning into their courses, further institutionalizing this high-impact practice and the benefits it offers students, as well as promoting outreach with community stakeholders in our region.

CSUCI will expand professional development opportunities for faculty around teaching and learning. Specifically, **Teaching & Learning Innovations (TLi)** will offer T.H.R.I.V.E. (T - Teaching & Technology, H - High-Touch & Human Centered, R - Revised & Reenergized, I - Interaction & Impact, V - Vulnerability & Variability, E - Equity, Empathy, & Engagement) for all faculty interested in learning opportunities to support course preparation. We offered this program on campus in spring 2021 as T.H.R.I.V.E 2.0. Faculty participants received digital badges based on what they chose to complete. The goal is to continue to increase the number of faculty in T.H.R.I.V.E. and increase the number of courses employing the strategies faculty learn through this initiative over time.

Finally, *Excelencia in Education* established the *Seal of Excelencia*, a national certification for institutions that strive to go beyond enrolling to intentionally serving Latina/o/x students. CSUCI was certified with the Seal in 2019, and we will apply for recertification in 2022. Criteria for certification include data, practice, and leadership requirements.

4.b. Which specific standards and CFRs are tied to the theme?

Because the strategic priorities encompass all operations of the institution, all the standards are connected to our unifying theme and the three priorities therein. As noted below, there are multiple CFRs connected to each as well. The overarching theme speaks to the essential character of the CSU system and CSUCI, declaring that we are committed to providing a quality, well-supported academic program in a student-centered environment where the diverse residents of our community feel they belong. The extent to which we are closing equity gaps are being assessed at the institutional level, with focus on certain academic areas.

Academic Quality and Student-Centered Infrastructure: CSUCI is ensuring that we offer a solid foundation to students so they can make timely progress toward their degree through block scheduling. As students are taking the correct classes, they will actively engage with the material that they are learning through expanded learning communities. A campus-wide effort to identify the reasons behind high DFWI-rate courses will improve student success and identify areas where there are mismatches between learning outcomes and pedagogical tools. The Charting Our Course initiative ensures that a CSUCI degree prepares students for the civic and employment environments of our region. First-year support efforts, such as CIMAS, provide integrated academic support in the critical early semesters of enrollment when students are least certain about their belonging on campus.

Student Services, Support, and Development: CSUCI is implementing a new degree planner with an associated set of road maps built in. This degree planner will actively guide students to enroll in the courses that they need to earn their

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degree in a timely manner. To complement the technological piece, the CYS initiative is matching first- and second-year students with mentors to help them navigate institutional complexities. CSUCI is also taking multiple opportunities to smooth out these complexities by removing institutional barriers, as appropriate.

Diversity, Equity, Inclusion, and Accessibility: CSUCI has embarked on a comprehensive effort to advance racial and social justice throughout the campus and to broaden responsibility for DEIA advocacy to all staff, faculty, and administrators, not just representatives of minoritized groups. Many of these initiatives are channeled through the Inclusive Excellence Action Plan (IEAP), a cross-institutional commitment and directing of funds to reduce inequities in staffing, workforce composition and development, and student success outcomes -- commitments undertaken in direct response to findings from recent campus-climate surveys. The Faculty Development Pathway is an example of this commitment to help faculty learn about and discuss the lived experience of their colleagues and our students of diverse backgrounds. The CSU system’s commitment to diversity is reinforced by the adoption of an ethnic studies general education requirement. The implementation of this requirement at CSUCI was driven by a faculty task force and supported with development activities through Academic Affairs. Finally, CSUCI takes data-based opportunities to reflect on our progress towards our diversity goals and recognize the advances our institution has made towards achieving these goals, such as our current efforts to recertify as a Seal of Excelencia institution.

Please see below for a table of which themes are tied to which standards. The Steering Committee will narrow the focus of its work based on these recommendations:

| Priority | CFR |
|--|--|
| Academic Quality & Student-Centered Infrastructure | 1.2, 1.4, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.8, 2.14, 3.1, 3.5, 4.1, 4.2, 4.5, 4.7 |
| Student Services, Support, and Development | 1.4, 2.2, 2.2a, 2.7, 2.10, 2.11, 2.12, 2.13, 2.14, 3.2, 3.5, 4.3 |
| Diversity, Equity, Inclusion, and Accessibility | 1.4, 2.3, 2.4, 2.5, 2.10, 3.1, 3.2, 3.3, 3.5, 3.7, 4.1, 4.2, 4.3, 4.5, 4.6 |

4.c. Why is it important for the institution to conduct this work (the rationale)?

There is no shortage of current reports detailing the many issues plaguing higher education, and as such, this is a pivotal time in which CSUCI must re-imagine what education means in the twenty-first century alongside simultaneous transformation of its infrastructure, capacities, and established ways of operating. This is no easy set of tasks, but this work is essential to help our students become productive and responsible global citizens who are also equipped with life-long learning skills that can be adapted to new opportunities in an ever-changing marketplace. We will achieve these goals by building ladders to help students reach these outcomes and by closing gaps so that they can be realized by *all* our students. It is our belief that we will achieve our vision for the future through our collective campus work to increase diversity, equity, inclusion, and accessibility; to provide a high-quality and student-centered education; and to expand and develop relevant student services and support.

4.d. What work, if any, has already been done in this area?

The institution has already engaged with some projects to incorporate these themes into our mission-based centers, strategic initiatives, Graduation Initiative 2025 efforts, and other important campus initiatives, along with work in place to strengthen our commitment to these themes.

For example, for the Academic Quality & Student-Centered Infrastructure priority, CSUCI continues to expand its LLC/LC to align with the university’s mission pillars, including a transfer student learning community supporting students through their transition to CSUCI. Data analysis on Learning Communities offered from 2011-2018 test the overall treatment effect of participating in *any* of the learning communities. shows that participating in a Learning Community is significantly associated with: (1) higher GPAs (both CI and total GPAs at end of the first term and end of the first year, (2) more total units attempted in the first year, (3) a higher probability of being retained to the spring of their first year, and the fall of their second year, (4) fewer DWFIs in the first term, and (5) a lower probability of being in

poor academic standing at the end of the first term and end of the first year. We are using pilot data to inform our long-term plans and scaling up accordingly.

We have also been tracking basic needs data on utilization of the Dolphin Pantry which provides food and other staples for students who are food insecure, and we know that from November 2021 through March 2022, 1,409 students were served -- the majority of whom identified as Hispanic or Latino. For the Student Service, Support, & Development priority, the Basic Needs Program continues to build upon its existing resources to offer students the support they need by providing permanent staffing, especially when faced with the effects of the pandemic. For the Diversity, Equity, Inclusion, & Accessibility priority, as previously stated TLI has offered T.H.R.I.V.E, an opportunity for faculty to engage in course preparation with courses such as Equity in Action, which includes assignments that support the creation of equity asset building content. For example, in summer 2020 and 2021, 245 faculty completed the T.H.R.I.V.E. orientation. Further, 238 faculty completed four of four T.H.R.I.V.E. challenges and developed new learning plans based on this training.

4.e. What does the institution expect to accomplish?

There are many goals embedded in the *Brechas y Escaleras* Plan that this Institutional Report can help bring into sharper focus. The institution plans to develop smarter and more sophisticated measures of student retention and interventions, thereby developing more longitudinal information to capture student success. For example, we have developed an inventory of all programs that have embedded peer educators. At the same time, we have collected data on courses with high DFWI rates and equity gaps. We will overlay these data to determine where gaps exist, what the impact of embedded peer educators are by course, and what additional supports might be necessary.

To help the institution better construct its vision for the future, the Charting our Course initiative will involve faculty, staff, students, and administrators on problem solving and goal setting. To illustrate, Provost Avila recommends a general education task force to examine GE program review, policy, and assessment. This will position CSUCI to better measure and address student and program learning outcomes.

4.f. How will the project be assessed or evaluated?

In recent years, CSUCI achieved growth in creating the infrastructure and resources needed to support robust assessment and evaluation of these themes and relevant initiatives on a long-term basis. This growth builds upon and improves prior assessment at CSUCI by institutionalizing support, centralizing coordination, and broadening communication related to assessment and evaluation. Key relevant efforts in terms of campus structure include new leadership in the areas of Academic Planning and Institutional Research, as well as increased staffing within these units, which together provide a marked increase in the ability of CSUCI to build and support assessment efforts on campus. Substantive improvements have also been implemented through sustained efforts to create formal linkages between program review, assessment, and academic planning to improve the Continuous Improvement process. Other improvements come in the form of resources and supportive structures, such as the development of a suite of data dashboards and training programs within both Academic and Student Affairs to make relevant data broadly available. The collective impact of CSUCI's improved assessment and evaluation infrastructure and resources allows us to conduct a variety of traditional academic and co-curricular assessments, as well as to work collaboratively and creatively across divisions and units to evaluate and report on the data generated related to the institution's themes.

5. Timeline for each theme

5.a. When does the project begin (or when did it) and when is it expected to end?

The theme of gaps and ladders that we chose for assessing ourselves is part of the Chancellor's Office GI 2025 Initiative, as well as university strategic planning. Many of the priorities outlined within this theme that are deemed successful will be embedded into our 10-year outlook. Because these are ongoing items directly related to the mission of the university, there is no predetermined end date, and will continue long after the reaffirmation review. This theme and these priorities are central to CSUCI's identify, development, and institutional success.

5.b. Does it continue after the reaffirmation review?

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As mentioned, this project is part of a long-term reimagining of CSUCI's priorities. Consequently, when WSCUC conducts its site visit in 2024, the institution will be in the early phases of implementation of these themes.

5.c. As appropriate, how does the timing integrate with other complementary institutional activities?

The *Brechas y Escaleras* Plan directly aligns complementary activities both within the campus and the California State University system. GI 2025, the Chancellor's Office initiative to improve graduation rates and close equity gaps by 2025 calls for block scheduling, targeting high DFWI courses, and implementing degree roadmaps and planners. Additional Executive Orders from the Chancellor's Office, including EO 1110 and EO 1100, are designed to improve degree pathways and time to degree by eliminating non-credit-bearing remedial coursework and expanding the breadth of general education offerings to include ethnic studies (AB 1460). At CSUCI, the first Inclusive Excellence Action Plan (IEAP#1) is a Spring 2022-Spring 2023 plan that will carry CSUCI through the next year of DEIA efforts, with plans for subsequent IEAPs throughout the reaccreditation process and beyond. The timeline also overlaps with CSUCI's Charting Our Course and Multi-year Academic Plan (MAP) which proposes expanding our degree offerings in three waves over the next 4-6 years. As discussed elsewhere, the integration of these campus and systemwide efforts with the theme of gaps and ladders provides the CSUCI community with the opportunity to reframe and reimagine its education and institutional priorities.

6. Resources: what human and financial capital will be needed?

To select and develop the themes, CI formed a TPR Advisory Committee (TAC) with student, faculty, staff, and administrator representatives. The TAC was led initially by the Associate Vice President for High Impact Practices and Experiential education and then this work was transferred to the Vice Provost in early Spring 2022 upon her onboarding at CI. The TAC divided its work into three categories: (1) data collection and theme selection, (2) preparing for the implementation of a Steering Committee that will lead the work of the TPR after this report is submitted, and (3) create marketing and web materials for the accreditation process. The TAC met biweekly so that the work of the three subcommittees could be shared with all committee members, and all committee members could provide feedback across subcommittees. The TAC will disband upon completing its charge, which will occur when this themes proposal is accepted by WASC.

In consultation with President Yao and members of his Cabinet, along with Staff Council, Academic Senate, and Student Government, a Steering Committee will be formed. Led by CI's Accreditation Liaison Officer, Steering Committee members will represent all campus constituencies and will design the process to investigate the themes. Reassigned time or additional compensation will only be provided, as needed, for Steering Committee members for whom it is required by contract or for those who take on significant leadership roles. This committee will also operationalize the various parts of the re-accreditation process such as develop and submitting written reports and planning the 2024 WASC visit.

While still a comparatively young university, CSUCI is no longer an emerging institution – and while much maturation and growth has been achieved, it is important that we focus on adequately supporting our future development with human and financial capital and other needed resources. The campus developed a set of Strategic Initiatives for 2018-2023 and implementation planning teams to guide and provide resources for efforts and work towards these Initiatives. However, during that same timespan, CSUCI experienced leadership changes at several levels, and this campus-based challenge has been compounded by larger issues in our local and global communities. Because of this, CSUCI must provide substantial investments to support further growth and development, restructuring and expanding staffing and resource allocations as required. In spite of ever-present funding and financial challenges, CSUCI must continue to recognize that the only path to becoming [“nationally recognized as a leader in providing equitable, affordable, and transformative education that enables social and economic mobility for its diverse student population”](#) is through the sustainable development of adequately resourced efforts and initiatives.

7. Institutional stipulation: signature of the CEO, attesting that the project has her/his endorsement, on the IR certification form. (See next page)

INSTITUTIONAL REPORT CERTIFICATION FORM

To: WASC Senior College and University Commission
Re: 2022 Reaffirmation of Accreditation, Thematic Pathway for Reaffirmation
Themes Proposal
From: Richard Yao, Ph.D.
California State University Channel Islands
One University Drive
Camarillo, CA 93012

This report is submitted in support of our institution's accreditation review.

I affirm the accuracy of the information presented and the institution's intention to comply fully with WSCUC's Standards and policies.

Signed: 
Richard Yao (Apr 26, 2022 14:52 PDT)

Chief Executive Officer

Name: Richard Yao

Title: President

Date: 26 April 2022