<div align="center">

CSUCI Enrollment Management: Our Way Forward
President Richard Yao
February 2023

</div>

Our Strategic Enrollment Management Plan focuses on a number of immediate strategies to improve new student recruitment and yield through the targeted use of data, while concurrently focusing on the intermediate and longer-term planning necessary for the strategic success of CSUCI.

Immediate Strategies in Enrollment Management
Restructuring of Enrollment Management Department
We have restructured our Enrollment Management department to intentionally address two of our most pressing needs: 1) strengthening and better supporting our Recruitment and Admissions team and their efforts, and 2) significantly improving our marketing and branding efforts.

When examining our recruitment and admissions strategies and associated data points, it is clear that we have work to do in relation to developing a more targeted, intentional, and strategic admission and recruitment plan moving forward. In addition, while CSUCI has had a Communication & Marketing department, a closer examination of this work indicates that we have never had a high-level, strategic marketing and branding plan to inform and promote our work. As such, we moved marketing from its current home in Communication & Marketing to the newly named unit, Enrollment Management & Marketing (EM&M). Our new AVP of Enrollment Management and Marketing (AVPEMM), who just started in January, brings high-level marketing and branding expertise while focusing also on fully integrating our marketing and branding into our recruitment and admissions work and more broadly as well. The AVPEMM reporting units will include Admissions and Recruitment and Financial Aid (due to the high level of coordination and need between Financial Aid and new student admissions and enrollment). I am confident that these shifts will have a positive impact on our new student enrollment, including the yield of our incoming Fall 2023 cohort.

Collaboration Between Admissions and Recruitment and Institutional Research
In Spring 2022 we hired a Director of Institutional Research (IR) after having been without one for three years, and we recentralized the IR team after it had been decentralized in 2018. IR plays such a significant role in evaluating and assessing our student success initiatives to help inform decisions on resource allocations. Equally important, however, is that we are now utilizing IR to identify the main data points to inform our recruitment efforts. For example, at a high level, with limited staff and resources, we cannot possibly connect with every single prospective student. Therefore, our Admissions & Recruitment team is working with IR on two high-level, critical questions: Are we focusing on the high schools where we have a historically high yield and to ensure we maintain this pipeline? Or are we targeting the schools where our data suggests that we should have a greater yield and ultimately expand our pipeline?

What we do know is that across the board, when examining all 12th grade students across high schools in our region, we have work to do in increasing the number of students who apply to CSUCI. The highest rates hover around 22%. A more specific example involves our application and admissions data from Oxnard Union High School District (OUHSD). Our data analyses indicated that for every 100 seniors in OUHSD, only 10 applied to CSUCI, and of the 10, only 2.5 enrolled as first-year students. In addition, of the 10 who were admitted, 3 enrolled at a local community college, but we only see 1 of those admits return as a new transfer student.

When examining yield rate from local high schools, the highest yield rate (18%) for FTFT at CSUCI for Fall 2022 was recorded among schools located within 20 miles to campus, and the lowest rate of 4.2% was recorded for schools located beyond a 200-mile radius from the campus. As such, it is imperative that our immediate outreach and recruitment efforts focus primarily on local schools, as well as additional schools located within a 100-mile radius from campus. Recent data from Fall 2022 indicated application increases from Ventura County (a minimal .5%), Riverside County (2.6%), and Santa Barbara County (8.5%), but decreases from Los

Angeles and San Diego Counties (10%) and Kern County (25%). More specifically, we saw the largest increases in applications from Channel Islands High School (56%) and Dos Pueblos Senior High (40%).

The various comprehensive data sources we are using to develop a more targeted and intentional recruitment plan include High School Enrollment Data and our newly developed Admissions Funnel Dashboard. As you will see when examining our admissions dashboard, we are excited about how the targeted use of data will better inform our recruitment efforts and further increase our efficiency and effectiveness when combined with the integration of our marketing and communications plan. We have hired a new Director of Admissions and Recruitment who recently started in January. They have the breadth and depth of data necessary for an overarching approach and philosophy towards recruitment and admissions, but at the same time, the first order of business will be to utilize these data to inform a more specific outreach and recruitment plan (including a model predicting yield from application data to identify applicants on which to focus efforts) – with specific emphases on where we allocate and prioritize our precious staff and time resources and specific targets and metrics for local schools.

Competitor Analysis – Other CSUs and UCs

A significant aspect of our more targeted admissions strategy involves a thorough and comprehensive competitor analysis to inform this work. The Superintendent for the Ventura County Office of Education recently remarked on Ventura County's great need for a diverse and well-educated workforce but noted that we lose college students from the region because of the limited number of academic programs that CSUCI offers. Without growing our academic offerings, it is difficult to compete with other universities in the region and their wide variety and number of major offerings. We are working very hard to change this. Our Academic Master Plan, submitted to the Chancellor's Office in early January 2023, included 18 new degree proposals, and we anticipate submitting up to 9 additional degree proposals later this year. Alignment of academic program offerings with regional employment needs is an essential component to CSUCI's vitality in the region (see Industry Projections 2018-2028 and Occupational Projections 2018-2028).

According to the Cal State Admissions Dashboard, 39% of students admitted to CSUCI for Fall 2021 chose to enroll in other CSU's, 8% went to UC's and 18% went to California Community Colleges. The top 5 destinations for our admitted first-year students are as follows: 1) CSU Northridge; 2) CSU Channel Islands; 3) CSU Los Angeles; 4) CSU Long Beach; 5) UC Santa Cruz. CSUCI is the only institution within the CSU that loses the majority of its admitted first-year students to other CSU's. Our goals in upcoming years will be to: (1) increase brand recognition and brand perception of CI within the communities we serve, and (2) build a pipeline of prospective students, gauging their interest in CI starting much earlier in K-12 student lifecycle (i.e., middle- and elementary school).

With regards to our transfer student admissions, the figure below shows the market share estimations as percentages of all ADT and associate degrees from each college who transfer to a local CSU or UC campus. CSUCI is the leading destination among local 4-year public institutions for transfer students from Oxnard and Ventura Colleges. However, these data indicate the need for focused recruitment efforts at Moorpark College and Santa Barbara City College, while continuing our efforts and improving outcomes with Oxnard and Ventura Colleges.

	Year	Moorpark	Oxnard	SBCC	Ventura
CSUCI	2019	4.4%	4.1%	1.6%	9.4%
	2020	4.6%	9.1%	1.6%	6.7%
	2021	3.4%	7.2%	1.2%	5.5%
	2022	3.2%	6.6%	1.6%	5.5%

CSUN	2019	7.0%	2.5%	1.2%	5.0%
	2020	9.6%	4.8%	2.1%	4.4%
	2021	8.2%	3.0%	1.3%	4.0%
	2022	6.9%	3.1%	1.3%	2.6%
UCSB	2019	1.7%	1.2%	8.5%	1.5%
	2020	1.9%	0.5%	6.9%	1.2%
	2021	2.3%	0.7%	8.3%	1.0%
	2022	2.2%	0.2%	8.2%	0.7%
UCLA	2019	1.7%	0.3%	1.2%	0.5%
	2020	2.2%	0.6%	1.6%	0.5%
	2021	2.1%	0.6%	1.7%	0.5%
	2022	2.1%	0.2%	1.4%	0.5%

Market share estimates of transfers from local community colleges

Dual Admissions: CSUCI's Enhanced Transfer Success Pathway Program

Our data clearly suggests that we must do a better job of increasing the number of local transfer students enrolling at CSUCI. While we are working to determine how our limited academic major profile has impacted our numbers, we are in the midst of our planning process with our local community colleges to develop and facilitate a dual admissions pilot program with a target implementation date of Fall 2023, which is an enhanced version of the CSU Transfer Success Pathway (TSP). We received a $75K grant from the Educational Credit Management Corporation (ECMC) to hire a consultant to lead this collaborative work with CSUCI and the four community colleges in our service region: Moorpark College, Ventura College, Oxnard College, and Santa Barbara City College. This collaborative, cross-institutional work occurred throughout the Summer and Fall of 2022 and will continue throughout this Spring to ensure implementation in Fall 2023.

Through the TSP, CSUCI will expand and strengthen our collaborations with community colleges in our region, working to promote successful undergraduate educational experiences for students whose goal is to earn a baccalaureate degree and for whom enrollment in a two-year institution better meets their immediate needs following high school. Our enhanced TSP will provide participating students with high-touch and personalized guidance and support from the start of their community college experience in preparing for the academic demands required for success in upper division coursework, upon transferring to CSUCI. The purpose of the TSP is rooted in research findings indicating that dual admissions make community college participants more likely than their peers to achieve their A.A. sooner with a higher GPA, and much more likely to transfer to a four-year college with their A.A. completed and to graduate with their B.A. (Nicholas, Musoba & Khurana, 2021).

Reasons for these advantages, which CSUCI's enhanced version of the TSP will explicitly build upon and encourage, include: (1) validation of a university identity, with participating students seeing themselves in a four-year degree program starting at the two-year college "rather than seeing themselves as two-year students who might transfer someday" (p. 917); and (2) the benefit of a guarantee that a seat would be awaiting them upon transfer, with students finding "a promise to be much better than a hope" (p. 917).

With thanks to support from the Educational Credit Management Corporation (ECMC), we are currently exploring additional philanthropic support that would place things like belongingness, connectedness, and

building navigational capital in higher education at the forefront for regional TSP participants—with funded activities extending benefit to other CSUCI students as well. In addition, our focus will also be in increasing visibility of STEM degrees (Biology and Mathematics), Business Degrees (especially Economics), Early Childhood Studies, and Psychology. Our short-term action plan includes the following components:

- Partnership with faculty on promoting programs (e.g., special off- and on-campus events; an advising buddy system with faculty available to answer questions and help transfer students in their majors at community colleges; peer-to peer-mentorship programs between current CSUCI students and community college students; possible club competitions/events on campus)
- Using National Clearinghouse data and/or a local data sharing MOU with our local community colleges, develop a proactive communication and outreach plan in collaboration with our community college partners for admitted students who decided to continue at local community college.
- Explore the offering of selective B.A. and B.S. degrees at community college campuses, with CSUCI faculty teaching evenings and weekends at community colleges, eliminating the needs for students to commute to the CSUCI campus
- Expansion of outreach activities for specific degrees (e.g., Environmental Management at Moorpark College has high enrollment but low application rate to CSUCI; work with associate degree students from Santa Barbara to increase interest in Information Technology program)

Perhaps most importantly, while our enhanced TSP is designed to increase new transfer enrollment and success, it ultimately serves our region more broadly by concurrently promoting increased enrollment at our local community colleges, facilitating completion of their associates degree, and addressing the regional needs noted earlier.

Immediate Strategies: Integrated Marketing Communication Plan
As noted earlier, CSUCI is well underway with our Integrated Marketing Communication Plan (IMC). This is especially important in relation to our organizational development, with a specific focus on better establishing our academic and institutional identity, the distinctive features of a CSUCI education, and how we serve our region through our post graduate outcomes. Phase I of this work commenced In Spring 2022, with ADV Market Research & Consulting conducting brand market research by collecting and analyzing both qualitative and quantitative data from a variety of internal and external campus stakeholders. Their initial analysis has been extremely beneficial and has identified clear actionable data points. Key findings include the following:
- The majority of high school counselors were not able to assess CSUCI on several outcomes, including academic-related qualities
- Only 15% of high school counselors indicated that they knew CSUCI "extremely well"
- Student life was mentioned as an opportunity for improvement for both residential and commuter students – i.e., it is not solely an issue among commuter students who often feel less connected to campus life than residential students
- Faculty and staff tend to be more critical of CSUCI than other stakeholders. This is uncommon in ADV's experience
- Current students and alumni agree that they would like to see CSUCI improve its reputation for affordability, student life, and professional preparation. Faculty and staff, on the other hand, want CSUCI to have a stronger reputation on academic quality and campus facilities. And faculty and staff also want to see CSUCI have a stronger reputation for professional preparation
- Alumni are most likely to recommend CSUCI
- An impressive 87% of students would choose CSUCI again if given the chance. This is among the best results ADV has ever seen for this question and speaks to a high level of satisfaction and pride among CSUCI students

We are currently in the midst of Phase II of this work, which included a more advanced thematic analysis of the survey data to inform our brand foundation moving forward. Not surprisingly, the recommendations indicated that as a 20-year old institution, "CSUCI has only started to develop a clear and powerful brand," and much work needs to be done in relation to the long-term strategic success of the University. One of the most powerful findings was that CSUCI should extend "far beyond the current brand introduction where you define yourself as student centered, innovative and creative – little in the research we have just completed would hint at the latter two, and student centered is superfluous as every college of university exists for that very reason." Currently, CSUCI is described as a "fine affordable and convenient university for students who want a supportive and welcoming environment." Obviously, these are not positions of strengths and stronger and clear academic outcomes and success would make a significant difference. As such, this data indicates that "focusing on outcomes/success and its supporting attributes and actions is needed to become the appropriate tope of mind associations with the University." In addition, "between lack of awareness about this success from external audiences and internal both, nothing is more important to prove. And you may well have a powerful story to tell about life after CSUCI, but even stakeholders don't know and/or believe this."

This process has demonstrated how vital this work is to our long-term strategic success, especially in relation to the organizational development and dynamics noted throughout this report and our current work more rigorously examining our post-graduate outcomes. ADV will be engaging all aspects of our campus community in this work to firmly establish and finalize our brand foundations before moving into the official launch of the brand into the market. In addition, and directly related to Phase II of this process, we have also contracted with Beacon Technologies to conduct a web audit, which will inform our web redesign scheduled to begin in Spring 2023.

Immediate Strategies: Improving Student Retention and Persistence
Leveraging Philanthropic Support to Address our Greatest Needs
Despite the challenges associated with the COVID pandemic and significant leadership changes during this time, philanthropic support of CSUCI has soared to an extraordinary degree. As noted in the figures below, CSUCI has outpaced all Peer 1 groups with regards to 3-year philanthropic productivity and percentage of endowment growth. While our Mackenzie Scott gift in 2020 played a significant role in these data, our momentum continued in 21-22, and we are currently on pace to further surpass our recent productivity for 22-23.

2021-22 Philanthropic Report Appendix
Philanthropic Productivity

Peer Group	Campus	2019/2020 Total Gift Commitments	2020/2021 Total Gift Commitments	2021/2022 Total Gift Commitments	Three Year Average
1	Bakersfield	$10,341,426	$8,463,053	$5,190,070	$7,998,183
	Channel Islands	$3,991,065	$20,170,347	$16,457,735	$13,539,716
	Dominguez Hills	$4,501,133	$8,320,365	$9,073,244	$7,298,247
	East Bay	$12,582,245	$7,007,649	$12,456,315	$10,682,070
	Humboldt	$4,173,396	$9,339,953	$11,602,881	$8,372,077
	Maritime Academy	$7,100,761	$12,050,663	$10,655,821	$9,935,748
	San Bernardino	$9,712,809	$9,067,292	$15,924,605	$11,568,235
	San Marcos	$4,769,464	$5,501,845	$6,094,975	$5,455,428
	Stanislaus	$1,476,291	$1,744,478	$3,216,780	$2,145,850
		$58,648,590	$81,665,645	$90,672,426	$76,995,554

2021-22 Philanthropic Report Appendix: Philanthropic productivity

Peer Group	Campus	2019/2020 Market Value	2020/2021 Market Value	2021/2022 Market Value	2020/2021 to 2021/2022 Comparison	
					Amount	Percentage
1	Bakersfield	$26,944,055	$36,234,619	$35,096,739	-$1,137,880	-3.14%
	Channel Islands	$15,625,255	$19,808,229	$32,528,669	$12,720,440	64.22%
	Dominguez Hills	$13,067,588	$18,285,969	$20,043,378	$1,757,409	9.61%
	East Bay	$16,876,939	$20,704,912	$22,448,788	$1,743,876	8.42%
	Humboldt	$32,059,529	$42,188,227	$38,642,161	-$3,546,066	-8.41%
	Maritime Academy	$10,726,358	$13,514,934	$12,264,913	-$1,250,021	-9.25%
	San Bernardino	$44,939,032	$55,591,997	$46,895,980	-$8,696,017	-15.64%
	San Marcos	$27,957,341	$35,766,462	$31,187,653	-$4,578,809	-12.80%
	Stanislaus	$16,131,357	$19,952,255	$17,521,345	-$2,430,910	-12.18%
		$204,327,454	$262,047,604	$256,629,626	-$5,417,978	-2.07%

2021-22 Philanthropic Report Appendix: Endowment

Perhaps most importantly, our data informed philanthropic model has focused on investing in student success initiatives targeting our most pressing needs. This fall, our First Year Experience initiatives were funded through this philanthropic support, including our CSUCI Summer Success Academy, financial support in the form of renewable 4-year scholarships and new housing grants renewable for 2-years, and embedded peer-to-peer academic supports in all A2 and B4 courses.

- CSUCI Summer Success Academy: We expanded our original EOP Summer Bridge program to a five-week residential program that included six GE units and incorporated embedded, academic peer-to-peer support (all of the students took a UNIV course, half took ENG Composition, and the other half took COMM Public Speaking). Co-curricular programming focused on various aspects of student development, including navigational capital, community building and belonging, academic identity, and metacognition. 68 incoming EOP and Sankofa Scholar students were served in this program. Average GPA upon completion of the program was 3.5, and 67 of the 68 students received passing grades in both GE courses.
- Financial Support for Housing Students: We offered 200 housing grants of $5,000 to low-income FTFT students, renewable up to two years. Students receiving this grant were required to participate in a Learning Community for the first year.
- Renewable 4-Year Scholarships: We examined our scholarship data going back to 2016 and conducted comprehensive data analyses with the purpose of identifying which scholarship features were most associated with improved retention and persistence. Our findings suggested that 1) financial awards of $6,000+ and $1,500-$3,500 were significant predictors of improved retention; 2) more frequent scholarships were significant predictors of improved retention; and 3) propensity score matching modeling suggested that students with an incoming GPA below 3.0 who received a scholarship outperformed those with an incoming GPA above 3.0 who did not receive scholarship assistance.

As such, through philanthropic support and collaboration from Jeff Green and Dataphilanthropy, we offered 50 renewable scholarships ($12,000 over the first two years and $8,000 over the last two years), for Pell eligible/Dreamer eligible, first-generation students, with an incoming high school GPA 2.99 and below. We tied these awards to participation in a Learning Community in the first year, in addition to mandatory Academic Advising two times per semester. The scholarships are structured to incorporate Career Development Services during the junior and senior years. We are confident that by intentionally targeting the "murky middle," so to speak, with financial incentives

and proven academic supports, we will see a significant impact on the retention and persistence of this incoming cohort.

We have also secured an additional commitment of $5M to expand this program up to 250 students for the incoming Fall 2023 cohort.

- Embedded Peer-to-Peer Support in Quantitative Reasoning (B4) and Composition/Rhetoric (A2) Courses: We have allocated resources to expand our embedded peer-to-peer academic tutoring in almost all sections of first-year English Composition and Quantitative Reasoning courses through our Multiliteracy and Writing Center and Learning Resource Center. Earlier analyses had indicated a positive impact of embedded tutoring on DFW rates and increased utilization of academic support programs. Our programming also included a 30-hour, summer faculty development program to facilitate best practices in fully incorporating the embedded tutors and more active learning strategies into the curriculum.

Cross Divisional Partnerships/Collaborations in Student Success
par

Cross-Divisional Partnerships	Divisional Representation
Executive Retention Steering Committee	OTP, DAA, DSA, BFA, Enrollment Management
Middle Leadership Academy Team	HIPPE, Orientation, Academic Advising, Student Retention, SIGUE
Peer Educator Training	Library/LRC, SASEI, Learning Communities
GI 2025 Task Force	Faculty, Staff, Students, All Divisions
WASC Reaffirmation Steering Committee	Faculty, Staff, Students, All Divisions
Inclusive Excellence Action Teams	Faculty, Staff, Students, All Divisions
Undocumented Students Committee	Faculty, Staff, All Divisions

Cross-divisional partnerships, with a shared crisis encouraging shared responsibilities

GI 2025 and Additional Student Success Initiatives
Detailed information about where our campus is relative to our established GI 2025 goals is provided in CSUCI's 2021-22 Institutional Progress Report, submitted to Interim Chancellor Koester on August 24, 2022. Our GI 2025 Task Force continues to pursue key GI 2025 goals and Equity Priorities, including block scheduling, along with new initiatives related to program review and early alert. Our most recent task force report and our 3rd Quarter Report on Equity Priorities, both from October 2022, include a number of links relevant to the most recent GI2025 Quarterly Report. We will also be moving Summer Session courses from Extended University to Stateside, beginning Summer 2023. With this move, we will be capturing Summer Session enrollment in our Stateside enrollment numbers, with Summer being the beginning of each new academic year.

Expanded Learning Communities
Because Learning Communities and Living Learning Communities are one of our most impactful student success initiatives, we expanded our LC/LLC programming to serve 298 students in Fall 2022 (up from 98 students served pre-pandemic, in 2019) in various themed group cohorts. Previous regression modeling and propensity score matching analyses of longitudinal LC data indicated that after controlling for multiple individual/pre-college factors, LC participation predicted higher CSUCI and overall GPA at the end of the first term and year; increased total units attempted in the first year; higher probability of retention into second term and second year; fewer DFW's in the first term, and higher probably of being in good academic standing at the end of the first year. Based on these data points, scaling up and increasing the capacity of our LC's are a primary focal point of our student success and retention efforts. Plans for 2023-24 include expanding our LC/LLC programming further, to serve up to 70% of our incoming FTFT students. In doing so, we are working to create sustainable, discipline-based homes for these LC/LCCs in the University. See the Learning

[Communities Ad Hoc Task Force Proposal (12/12/2022)](#) for that study group's recommendations moving forward.

New Student Onboarding

This is a [collaborative effort across the divisions of Academic Affairs, Student Affairs, and Business & Financial Affairs](#). Through this effort, we are ameliorating timeline and administrative barriers and challenges associated with the life cycle of recruitment to enrollment (i.e., application, admission, orientation, awarding of financial aid, transcript review, and of course, registration and enrollment). We moved quickly to ensure this new cycle was in place for our Spring 2023 New Transfer cohort. We plan to evaluate and assess the impact of this work on new transfer yield and subsequently implement for the Fall 2023 first-year and new transfer cohorts.

In addition, we have taken steps to more rigorously and critically examine our student communication involved with new student onboarding. Several years ago, our now-Dean of Extended University and AVP for Digital Learning and colleagues developed an inventory of communications received by students throughout their first year at CSUCI. This project yielded results demonstrating that new students received thousands of email messages from a wide array of offices across the university. An uncoordinated barrage of communication is not helpful to students, at best, and may create confusion and conflicting information that adversely impacts their success, at worst. A Middle Leadership Academy team was formed to study and propose steps toward ensuring an integrated, culturally relevant, and academically grounding new onboarding experience at CSUCI. The [MLA White Paper](#) provides strategies for accomplishing this goal.

CSUCI Initiative for Mapping Academic Success (CIMAS)

We piloted this program in Spring 2022, which targeted students who had at least one DFWI in the Fall 2021 semester, and based on these initial results, we are moving forward with another cohort for Spring 2023. This was a semester-long, comprehensive, immersive program which incorporated faculty, staff, and peer mentorship; academic skills support; sense of belonging/community; and place-based experiential learning opportunities. Initial data was very promising. The average GPA for CIMAS students increased from 2.01 in Fall 2021 to 2.58 in Spring 2022; average units attempted increased from 11.0 to 13.0; and the Spring to Fall persistence rate was 89.7%. Compared with eligible students who did not participate in CIMAS, CIMAS students had a Fall 2022 GPA that was almost 1 grade point higher and had a 7% higher persistence rate.

Degree Planner

In full alignment with the Chancellor's Office GI2025 equity goal priorities, CSUCI has recently implemented an updated version of the Degree Planner. Moving forward, we are fully committed to building a course schedule based on real-time student utilization data to ensure that we are offering the courses students need when they need them.

Holistic Student Supports

Data from our Basic Needs, Counseling & Psychological Services, and Campus, Access, Retention & Equity (CARE) Team are experiencing an increase in student demand. In addition, we are investing in our student affinity groups and Identity, Diversity, Equity, and Access (IDEA) initiatives. These programs are especially important to student success, as focus groups and qualitative data indicate that our students are struggling with higher levels of isolation and emotional distress and present with poorer coping skills and study strategies. In addition, an examination of our Beginning College Survey of Student Engagement results for the Fall 2022 cohort indicated that expectations about their level of engagement at CSUCI in relation to their overall success are at all-time lows – on some measures having fallen 20 or more percentage points since 2019. This is true for nearly every topic surveyed – from expecting to seek help when having difficulty with coursework; to thinking that support services will be available to them; to anticipating the need to write more than one draft for a paper; to expecting interactions with people of a race or ethnicity or with religious beliefs

other than their own, and many other behaviors associated with student success. These findings further highlight the importance of our co-curricular supports focusing on holistic student development and success.

- Campus, Access, Retention & Equity (CARE) Team: CARE support at CSUCI has continued to grow with more students being referred to the Dean of Students office for support through reports from faculty and staff. Our cases from Fall 2021 to Fall 2022 increased by over 45% (104 students). We know from periodic feedback received from students that they are grateful for the outreach and the expressions of care and concern. Through CARE reports and outreach, we are able to refer students personally to campus services to help them personally and academically. We are in process of examining the impact of CARE support on student retention and persistence.

- Basic Needs: Basic Needs has been able to support almost double the number of unique students in Fall 2022 compared to Fall 2021 (1070 in Fall 2022 compared to 623 in Fall 2021). This is largely due to expansion of the Dolphin Food Pantry, investment in pantry facilities and staffing, and key partnerships to increase resources and implement procedure/ policy changes. This includes implementation of EAB across all Basic Needs services, collaborating with community resources such as Foodshare and Food Forward, and revising the emergency grant, Ekho Your Heart Grant, and Emergency Housing processes and procedures with assistance from Financial Aid, Advancement, and Housing. When examining our Dolphin Food Pantry data going back to 2018, which included the quantitative analyses of over 1,500 unique food pantry users and the secondary analyses of 40 semi-structured interviews, between-group comparisons revealed a positive correlation between food pantry use and decreased DFWI rates, credit completion rates, cumulative GPA scores, advising utilization, and retention or graduation rates.

- Affinity Spaces for Student Groups and Expanded IDEA Programming: We have committed $1M in philanthropic funds to support the creation of affinity spaces for various student groups. A clear realization of the past two decades in higher education and student success is that it matters greatly, whether students feel a sense of belonging on their college campus – and further, that belongingness is more elusive for students minoritized by constructs like race and ethnicity, sexuality, and disability.

- Disability Accommodations and Support Services (DASS) Case Manager: We leveraged philanthropic funding to support the creation of a DASS Case Manager Position, which builds upon our existing case management model for various programs, including Basic Needs, CARE, CAPS, and now DASS.

Immediate Strategies: Improving Campus Climate

With the context of our organizational development noted earlier and the importance of campus climate on student success, we have undertaken three major initiatives for the purposes of understanding our campus community's perceptions of climate and working toward the assurance that every student, staff member, faculty member, and administrator can work and learn in a healthy and positive environment: Campus Climate Surveys, Inclusive Excellence Action Plan, and the Equity Lens Framework.

With our GI2025 goals on closing equity gaps for students from historically underrepresented groups and Pell recipients in the forefront of our overarching efforts, it is imperative that we are embedding diversity, equity, inclusion and access into all aspects of our work – both inside and outside of the classroom and for all members of our campus community. If we are doing this work at an exceptionally high level, progress on our student success metrics and GI2025 goals (and subsequent enrollment growth) will follow.

- Campus Climate Survey: I am proud of our work to better understand our campus climate through survey instrumentation that, for the first time in Fall 2022, was developed, administered, and analyzed in house. The first of these was on the topic of job satisfaction and was administered to all employees in late Fall 2022. In marked improvements over prior Campus Climate Surveys in 2018 and 2020, the latest went deep rather than broad in its single-topic-focused content, and by late January, had findings ready for sharing with the campus community—satisfying our goal with this

new approach of administering short, focused surveys every semester, in that we can get good data out to the campus in more focused, more timely, and therefore more actionable ways.

Our plan is to develop a sequence of four short, focused surveys for employees, the first of which was administered in Fall 2022, and four short, focused surveys for students, the first of which will be administered in Spring 2023. Also in Spring 2023, the second employee survey will be administered. In Fall 2023, the second student survey and third employee survey will be administered, and on through until four surveys have been taken by each group. Then the cycle will start again for each group—four surveys over four semesters, repeating that cycle so that changes over time can be identified through this longitudinal data collection strategy.

- Inclusive Excellence Action Plan (IEAP): This is CSUCI's comprehensive plan, developed in 2021-22 by six Inclusive Excellence Action Teams (IEAT). The IEAP will be enacted and revised for years to come, beginning in 2022-23, for promoting racial and social justice throughout our campus. Through this immediate, intermediate, and long-term initiative, we commit to doing better and being better by advancing racial and social justice at CSUCI in these six action areas: Professional & Leadership Development; Recruitment, Hiring & Retention of a Diverse Workforce; Advancement and Community & Government Relations; Campus Climate & Communication; Data-Based Decision-Making & Planning; and Student Access & Success. We are confident that, in making progress in these six areas, student persistence will be better facilitated, student success will be better realized, and campus climate pain points will be better seen, understood, and addressed. Our work to grow our collective and individual knowledge and skills for walking the DEIA talk is most *visible* in our [Inclusive Excellence Action Plan](#) (IEAP) website, which lists all IEAP initiatives, divisional leads, and status reports on initiatives that received funding through the 2021-22 SRPC process for awarding Strategic Initiatives funds.

- Equity Lens Framework (ELF): Through the leadership of the [President's Advisory Council on Inclusive Excellence (PACIE),](#) the Equity Lens Framework (ELF) that was used by six Inclusive Excellence Action Teams in 2021-22 to inventory and evaluate our DEIA progress in six dimensions has been revised. An ELF Interactive version has now been published that will, in the future, allow us to download institution-wide results and create data visualizations on DEIA changes over time at CSUCI. It is exciting to know that we are building toward having a DEIA dashboard as a critical element of our DEIA praxis—the ongoing cycle of reflection and action that our IEATs (reflection arm) and IEAP initiatives and website (action arm) are designed to facilitate. The interactive ELF will be piloted in Spring 2023, with standardization of usage requirements (i.e., for institutional dashboard-building purposes) to be determined and in effect by Fall 2023.

Intermediate and Long-Term Planning
Following is a summary of what we are doing to navigate the tensions of a short-term crisis with our long-term needs, which include growing our academic offerings; accreditation; building more regional academic partnerships; and capital projects.

Academic Master Plan
As previously noted, we recently submitted our updated Academic Master Plan and accompanying narrative, which included 18 new degree proposals, and we anticipate up to an additional 9 degree proposals to be submitted later this year. If approved, these new academic programs will add to the limited number of majors currently in existence (28), allowing us to expand opportunities to deliver on our core academic mission, which aims to:

- Support a largely first-generation, historically underserved student population by leveraging diversity as a transformational force and intentionally advancing "servingness" by developing

institutional capacity to be student-ready, shifting our teaching and learning landscape to being culturally responsive, and removing structural barriers to student success.

- Provide impactful hands-on education through high-quality classroom instruction and experiential learning such as internships, international opportunities, student research, and community-based engagement.
- Prepare graduates capable of generating new knowledge, equipped to advocate for equity and justice, competent to lead inclusively with diverse populations, and equipped for careers in our regional workforce.
- Advance faculty as active scholars and artists, as passionate teachers who adopt effective pedagogies and learning technologies, and as professionals committed to the continuous improvement of our academic programs.
- Educate students to become leading environmental citizens who will contribute to co-creating a sustainable campus and advancing a green economy through interdisciplinary, environmentally focused, and place-based curricula.
- Lead the region as a force for the public good by affirming our commitment to civic responsibility, our role in supporting our students as civic leaders, and our partnerships with regional nonprofits, governments, and businesses to transform our region and reduce social inequities.

Perhaps most importantly, our strategic vision for CSUCI involves a more focused, data-informed, and intentional emphasis on meeting our regional workforce and industry needs as well as an emphasis on the priorities outlined in Governor Newsom's budget compact. While we fully recognize the difficulties of expanding academic programs when faced with the significant revenue deficits and general fund appropriation cut as outlined earlier, we cannot emphasize enough the importance of this work in relation to CSUCI's long-term vision and success. Our long-term enrollment goals and ability to serve our region at an exceptionally high level depends, first and foremost, on the range and breadth of our academic programs. Our success is critical to the region's, making development of new academic programs essential at this time. To bridge our near-term realities and fiscal challenges with that vision, we are now implementing substantial and comprehensive cost mitigation strategies while ensuring that our planning processes and re-allocation of existing resources are focused on CSUCI's long-term capacity to meet the needs of the people, communities, and employers of our region. In recognition of the importance of expanding our academic programs, we have also set aside $10M of the MacKenzie Scott gift to support these endeavors.

An accompanying aspect of this work involves an examination and evaluation of developing and growing our online, hybrid, and/or low-residency programs that target "non-traditional" students who require flexibility and convenience without sacrificing academic excellence. We have ample data demonstrating that our current students desire more online course offerings, but with a longer-term strategic perspective in mind, CSUCI must incorporate an expanded focus on how to serve and develop programs to meet the demand of this growing student demographic.

WASC Thematic Pathway for Reaffirmation

Our WASC Thematic Pathway for Reaffirmation is a vital component in strengthening our commitment to academic excellence, especially as it relates to the continued evolution of our institutional identity and strategic vision moving forward. The WASC Reaffirmation Steering Committee has been actively working to engage our campus in critical conversations about academic program development, assessment and program review—all of which roll into accreditation. As part of this process, our Success and Inclusion for Graduate and Undergraduate Excellence (SIGUE) department will sponsor a series of workshops called CI@CI (Continuous Improvement @ CI) on program development, assessment and program review, and accreditation, respectively, throughout the semester—culminating in a celebration of continuous improvement at CSUCI with awards, research posters, and food. Academic program chairs, faculty working on program assessment, faculty developing new academic programs, and local curriculum committee

members, along with related staff members and administrators, are asked to prioritize engagement in the CI@CI initiative in the Spring semester.

Internship Expansion

CSUCI's [Institutional Mission-Based Learning Outcomes](#) grounded in interdisciplinary, community engagement, multicultural, and international perspectives directly align with preparing college graduates to enter the global workforce economy. Application of learning in real-world contexts is a necessary component for higher educational institutions to consider as a critical benchmark of workforce readiness. Methods to address the skills gap involve providing high-impact educational practices (e.g., internship programs, mentorship, and career education programs) to foster hands-on learning in the professional workplace setting ([Workforce Readiness Consortium Project](#), 2006).

High impact career education experiences positively impact post-graduation career outcomes. For example, in 2019, CSUCI graduates who reported completing an internship were significantly more likely to have secured new employment (23%) than those who did not complete an internship (17%). Employers prefer hiring candidates with direct internship experience. In the NACE Job Outlook Survey (2017), employers ranked completing an internship as the number one attribute desired on a candidate's resume followed by internship experience in their industry, major, and leadership role(s).

Internship completion correlates with an increase in retention and post-graduation success as evidenced by our 2019 Graduating Student Survey. More than half of respondents said that completing an internship affected career plans, major selection, academic course selection, and graduate school decisions. Completing an internship most impacted career plans, with 77% of respondents indicating that completing an internship affected this "A lot" or "Some". Internships also affected major selection (50%), academic course selection (59%) and graduate school decisions (56%). Internships were positively correlated with securing new employment after graduation. Likewise, those who completed internships while at CSUCI were more likely to be accepted to graduate school, complete a research project, and participate in leadership activities across campus. Every student should have an opportunity to engage in an internship experience during their academic career. Between 2017-2020, however, only *19% of graduating students* reported completing an internship (CSUCI Graduating Student Survey).

In Fall 2022, CSUCI secured donor support to invest in expanding internships at CSUCI resulting in a new Faculty Internship Coordinator who will liaison with Career Development and Alumni Engagement (CDAE) to broaden internships across all academic programs. Our long-term vision is to work in partnership with CDAE and Academic Affairs to implement the existing campus policy while outlining procedures in compliance with [E.O. 1064](#). The purpose is to maximize the educational experiences of our students through academic credit internships while minimizing CSUCI's liability exposure.

Executive Director of Regional Educational Partnerships

One avenue we have pursued to further promote our long-term vision is the creation of our Executive Director of Regional Educational Partnerships, which focuses on the combination of experiential learning, career readiness, and increased institutional visibility through collaborative projects. Partnerships that we are actively promoting include those that provide recurring opportunities for CSUCI faculty and students to directly contribute to real-world problem-solving within the region, of which one major theme is environmental conservation and restoration. As an important example, we are forging a broad partnership with the Santa Barbara Zoo. This partnership will provide opportunities for collaboration with many of our academic programs, includes the placement of a Conservation Center on our main campus, and will help to raise public awareness of CSUCI.

CSUCI also has much to learn and much to gain through prioritizing outreach to rural communities in our service region. There are opportunities for educational partnerships in our region to develop around themes like sustainable agriculture, the importance of biodiversity, and learning how to live harmoniously and within

the limits of the natural resources available to us. CSUCI is positioned in Ventura County, the nation's eleventh largest county in crop value, and we have no programming to support the agricultural industry or the people's career trajectories who work within it. An opening opportunity is in the creation of Career Technical Education (CTE) pathways and internships in this rich agricultural region. The creation of a beekeeping pipeline is a natural opportunity for disciplinary expertise (CSUCI) to join with agricultural industry leaders to create educational and internship opportunities for some of the students and families most closely connected to the land that sustains us.

Industry engagement is a key component for our service to the region. Maintaining existing partnerships with current employers, cultivating new relationships with employers, and ensuring the campus has a finger on the pulse of the evolving needs of our regional workforce is critical to our future and to the future of our service region. Outreach and representation on the CSUCI Workforce Development Board of Ventura County, Chambers of Commerce, Economic Development Boards, and other professional employer groups is a campus priority. Maintaining a consistent understanding of our regional employer hiring trends including candidate qualifications, skills, hiring plans, and market trends will contribute to our ability to adapt and respond to evolving employer needs.

Capital Projects
No activity on campus more perfectly captures the tensions between the current drop-off in enrollment and subsequent budget scenario than new construction. New construction demonstrates our commitment and prioritization of the long-term success of CSUCI and plays such a significant role in facilitating growth on all levels. However, these investments must be balanced and considered within our current budget realities – weighing the need for immediate cuts and re-allocation of existing resources with the need to invest in facilities and programs that will ultimately drive enrollment growth. With that context in mind, Gateway Hall is fully funded and expected to be completed as planned, with an opening date of Summer 2025. Gateway Hall will create 80,000 square feet for student services and enrollment management, added instructional space, computer science and mechatronics labs, and the new home of Extended University.

In addition to Gateway Hall, our top capital and programming priority is our Early Childhood Care & Education Center, which is planned to be an early childhood educational laboratory school – and will expand high quality pre-school and childcare services available in Ventura County. In addition, with the new transitional kindergarten credentialing requirements on the horizon, we are developing the curriculum to fulfill the new workforce needs in TK education. Thanks to campus partners, community advocates, County leaders, State support through Assemblymember Jacqui Irwin, and philanthropic efforts, we have raised almost $26M to date for this endeavor.

Summary
Clearly, there is much to be done and much being done. In our efforts to create a sustainable business model aligned with our long-term strategic vision, we will be intentional in avoiding common pitfalls that merely balance the budget on a short-term basis. These pitfalls include 1) arbitrary "across the board" cuts to spending; 2) forgetting to discover and protect economic engines; and 3) failing to fully engage a broad group of stakeholders in budget reduction and planning processes. We have options for how to synthesize all of this, one of which is to name the ways in which we have been planning strategically for much of the past two years: (1) Academic Master Plan; (2) Plan for achieving GI 2025 goals and equity priorities; (3) Plan for DEIA praxis through our IEAP and associated teams; (4) Integrated Communication Marketing Plan and its market research project, website audit, and web refresh; (5) Reorganizing Enrollment Management & Marketing and building toward a Strategic Enrollment Management Plan; (6) Thematic Pathway Review plan for re-accreditation, with our WASC visit scheduled for Spring 2024; and (7) The beginnings of a Strategic Integrated Budget Planning process.