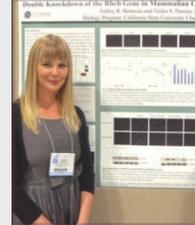


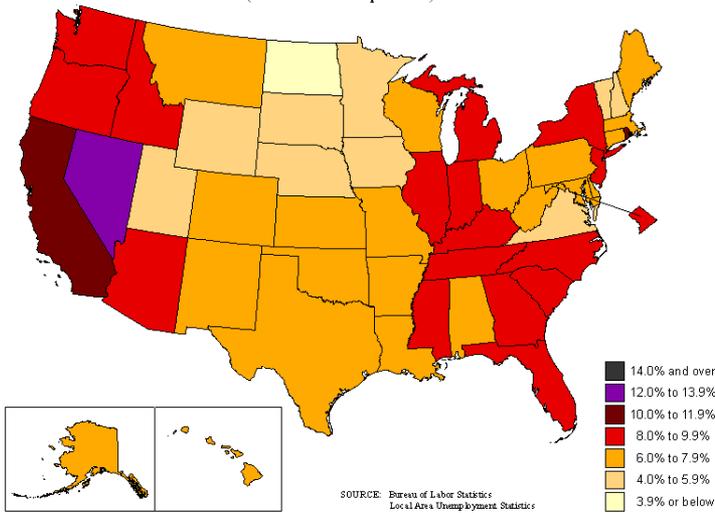


*"Placing students at the center of the educational experience"*



**Unemployment rates by state,  
seasonally adjusted, February 2012**

(U.S. rate = 8.3 percent)

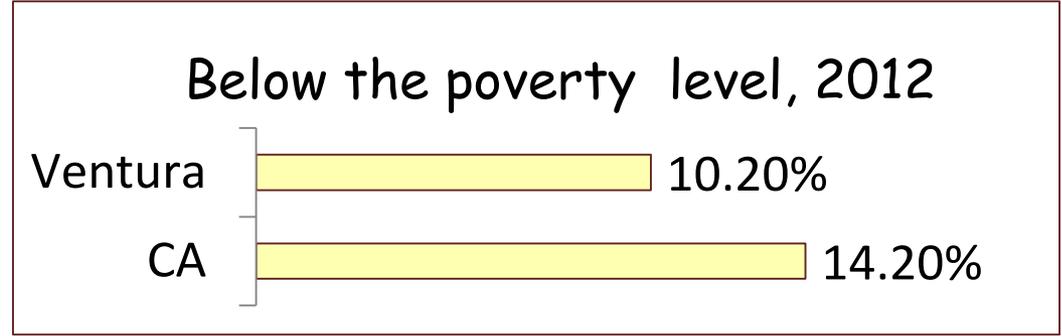


**California Demographics, 2010**

White	40.1%
Hispanic	37.6%
Asian	13.0%
African American	6.2%
Two or more groups	1.7%
Native American	1.0%
Pacific Islander	0.4%

**Poverty Rates, 2012**

Los Angeles	17.3%
Santa Barbara	19.0%
Ventura	10.6%
California	15.7%



**Cost of Living**

Ventura	45%	↑
Camarillo	49.3	↑
Oxnard	14.4%	↑

Source: U.S. Bureau of Labor Statistics Office of Occupational Statistics and Employment Projections

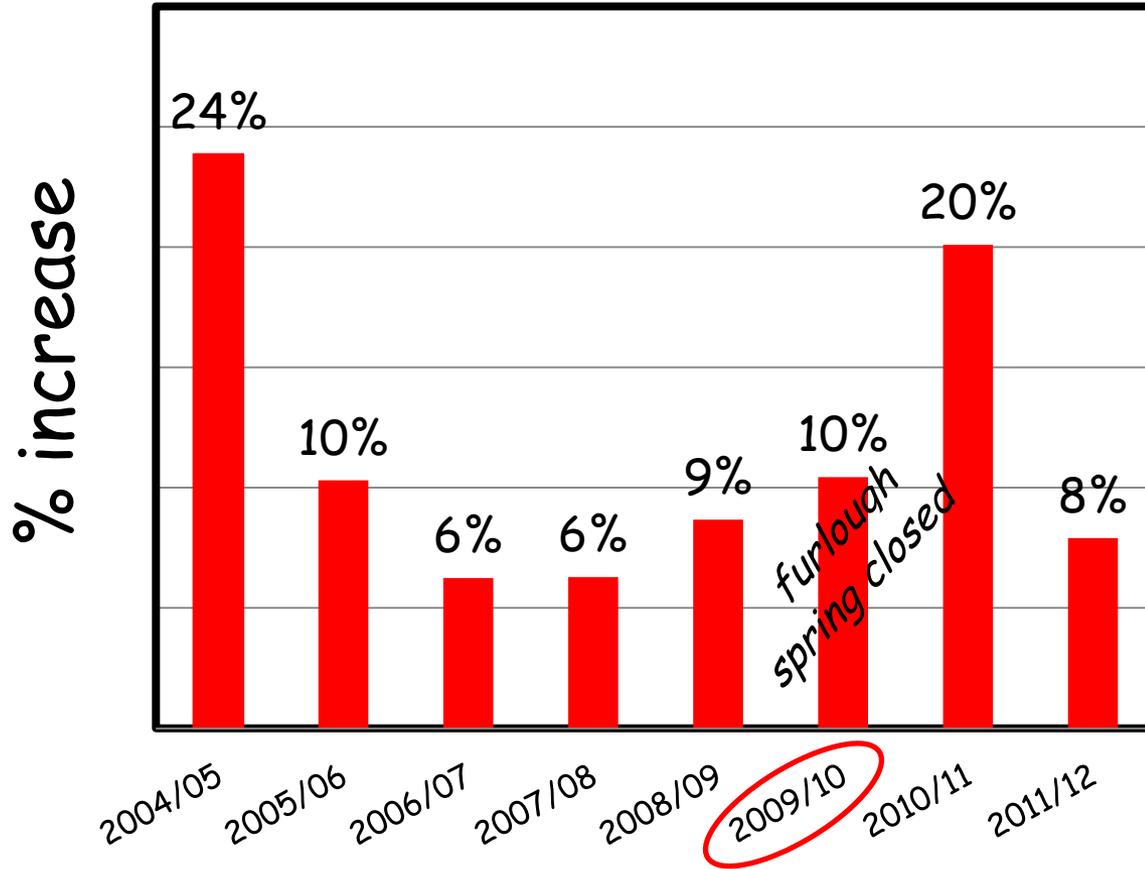
# Content for today and campus strategic planning ...



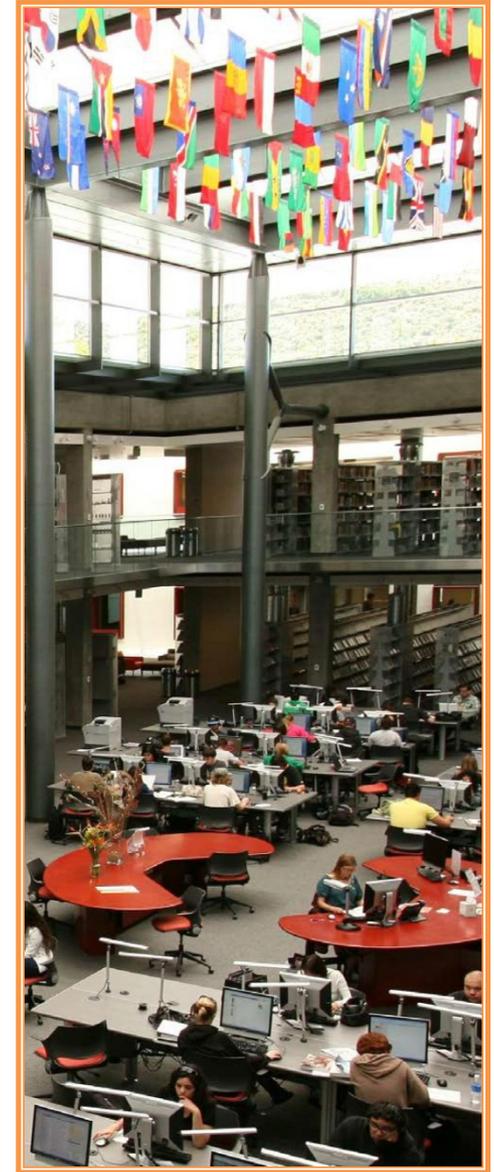
Change agents...

- 4-year residential and research vs for-profits
- Students are seeing 4-year residential programs as expensive, problematic, and inflexible.
- Three-year degree programs.
- Universities offer one-year preparatory programs to high school students
- Classroom discussions, office hours, lectures, study groups, and assignments will move on-line.
- Faculty , less an oracle and more an organizer and guide; that is, someone who adds perspective and context.

# Fee Increases - 2004 to 2012



Source: CSU 2012



# QUESTIONS

- WHO ARE WE?
- WHO DO WE SERVE?
- HOW DO WE LOOK TODAY?
- WHAT'S NEXT?

# TOOLS

- STRATEGIC PLANNING
- DATA
- TITLE V
- GRADUATION INITIATIVE
- ADMINISTRATION
- FACULTY
- STAFF
- STUDENTS



**UNIVERSITY OF THE CHANNEL ISLANDS**  
**STRATEGIC PLAN 2008-2013**

**PRESIDENT'S MESSAGE**

Just over five years ago I called upon the University to develop the Foundation and principles that would guide the initial development of our University. With that blessing we have accomplished much. Having students at the center of the educational experience, we have grown from an enrollment of 1,000 students, 100 faculty and staff, and ten majors to a well developed, comprehensive institution of 3,000 students, over 300 faculty and staff, 29 majors and 52 graduate/interdisciplinary programs, and an culture and tradition.

The University has changed and the world has changed. In the first decade of this new century we find a world with considerable challenges: the globalization of cultural and economic interactions; the environment and the efficient management of our planet's resources; population increases, particularly in areas that traditionally have been less likely to attract higher education; and the explosion of information and the responsibility to maximize it with an unbiased eye. These issues demand that we continue to encourage, seek to educate students who can think critically, work in teams, and solve the real world problems with interdisciplinary approaches.

Thus, at the beginning of the 2007-08 academic year I asked the University Planning and Coordinating Council (UPACC) to assess the University's strategic plan and make recommendations that will prepare our students to deal with the "disruptive" issues of the 21st century. UPACC conducted a comprehensive review of the University's current campus, classroom and town hall meetings, and national, regional, national and global conditions, generating 167 and 10th discussions about the path that the University should chart. Their responses to this information has resulted in an affirmation of the University's Mission Statement, and more relevant goals, values, and general strategies. I applaud their efforts.

This document summarizes the key elements of the plan. In the fall UPACC will implement the plan by determining specific the program and the key actions that include the following: assessing our progress, updating our planning efforts with annual reviews through December 31, California State University Channel Islands education leaders for the future.

Thank you,  
Richard R. West  
President



**Channel Islands**  
**UNIVERSITY OF THE CHANNEL ISLANDS**

**Division of Academic Affairs**  
**Strategic Plan**  
**2011-2016**

The Division of Academic Affairs creates and delivers excellent academic programs. It actively supports instructional, scholarly and creative activities, engages and mentors students, and fosters intellectual, ethical and creative development.



**Division of Student Affairs**  
**California State University**  
**CHANNEL ISLANDS**

**Strategic Plan**  
**2011-2016**

"Placing students at the center of their educational experience..."

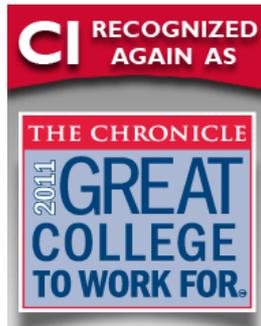
KILUSAN, PHILIPPINE

# Who do we serve?

County	Fall 2009		Fall 2010		Fall 2011	
Ventura	674	(56.0%)	681	(51.5%)	666	(47.7%)
Los Angeles	208	(17.3%)	277	(21.0%)	297	(21.3%)
Other California	100	(8.3%)	97	(7.3%)	133	(9.5%)
Santa Barbara	60	(5.0%)	77	(5.8%)	107	(7.7%)
San Diego	43	(3.6%)	44	(3.3%)	46	(3.3%)
Out-of-State	39	(3.2%)	44	(3.3%)	24	(1.7%)
Orange	25	(2.1%)	33	(2.5%)	48	(3.4%)
Riverside	22	(1.8%)	22	(1.7%)	30	(2.1%)
San Bernardino	18	(1.5%)	30	(2.3%)	29	(2.1%)
San Luis Obispo	14	(1.2%)	17	(1.3%)	17	(1.2%)



Source: ERS Enrollment Term Files  
 CI Institutional Research 3/13/12



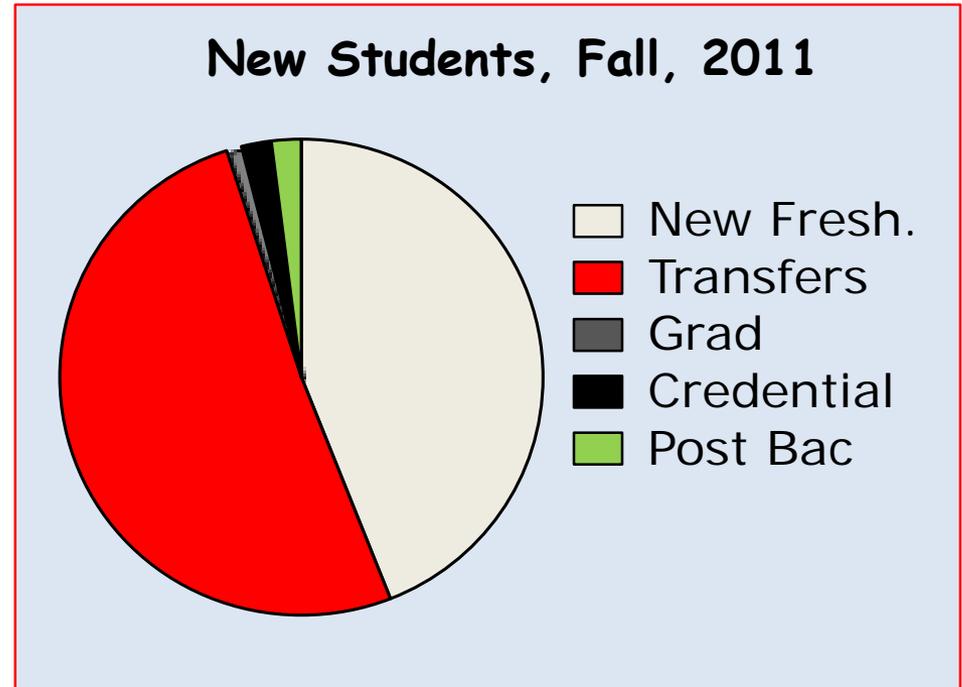
## Growth -FTEs (15 units = 1 FTEs)

	Fall	Spring	Annual
2003-04	1296	1327	1312
2004-05	1656	1755	1706
2005-06	2137	2109	2123
2006-07	2640	2594	2617
2007-08	3038	2842	2940
2008-09	3271	3033	3152
2009-10	3314	2950	3143
2010 -11	3279	3244	3271
2011 -12	3599	3581	3590

Source: ERS Student Census Files  
CI Institutional Research 4/10/12

# New Student Trends (headcount)

Number of New Students		
	Fall	Spring
2005-06	958	321
2006-07	1165	319
2007-08	1290	346
2008-09	1131	226
2009-10	1203	40
2010-11	1322	304
2011-12	1397	383





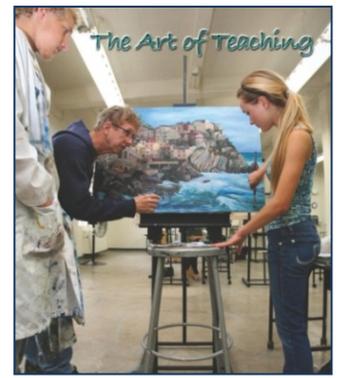
# The ratio of "native" to "transfer" students has changed

Enrolled Undergraduate Students by Entry Status			
Fall	Total (N)	Freshmen	Transfer
2006	2,868	39.4%	60.6%
2007	3,289	43.1%	56.9%
2008	3,482	46.0%	54.0%
2009	3,584	47.1%	52.9%
2010	3,593	50.0%	50.0%
2011	3,994	49.8%	50.2%

Enrolled Undergraduate Students by Entry Status			
Spr	Total (N)	Freshmen	Transfer
2007	2,781	38.9%	61.1%
2008	3,179	42.0%	58.0%
2009	3,213	45.9%	54.1%
2010	3,164	49.6%	50.4%
2011	3,504	47.7%	52.3%
2012	3,934	46.3%	53.7%

"Entry Status" = whether students begin at CI as freshmen or transfer..

Source: ERS Student Census Files  
CI Institutional Research 4/10/12



# Percent Full-time Trends

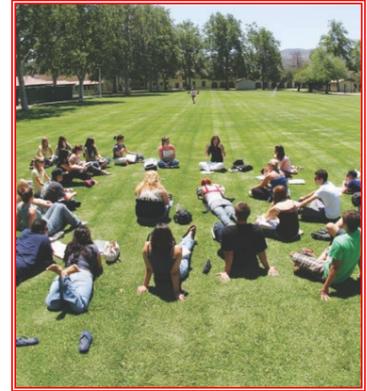


Undergraduate Students	
Fall Semester	Percent FT*
2002	55%
2003	70%
2004	70%
2005	74%
2006	80%
2007	78%
2008	81%
2009	83%
2010	83%
2011	83%

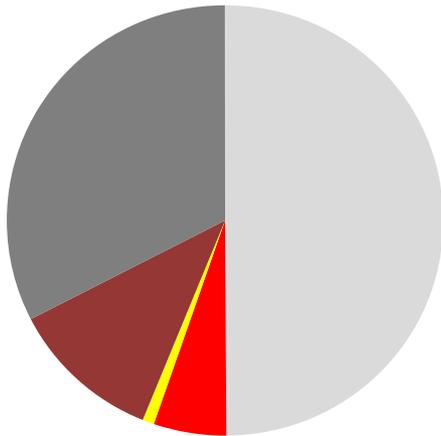
Fall 2011 New Students		
	Full-Time*	Part-Time
Native Freshmen	98%	2%
New Transfers	73%	27%

\*Full-time = 12 or more credit hours

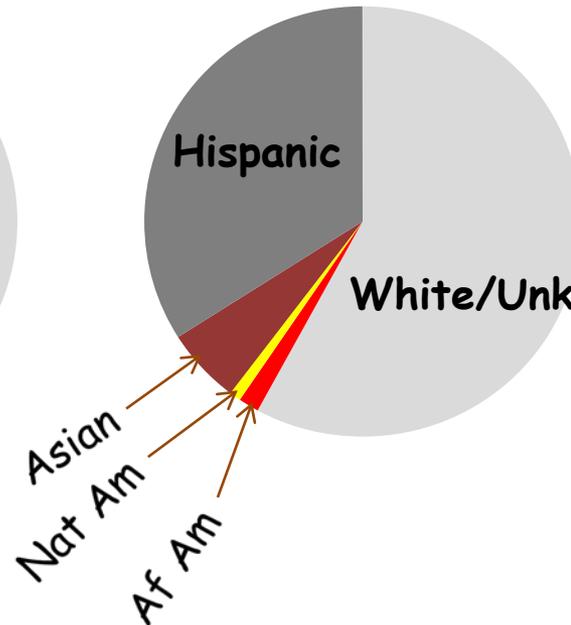
# Our 2012 demographics are similar to that of the region.



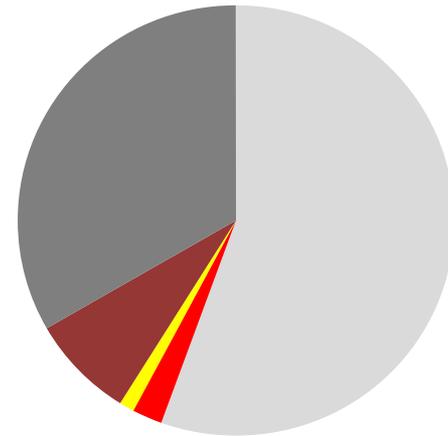
California



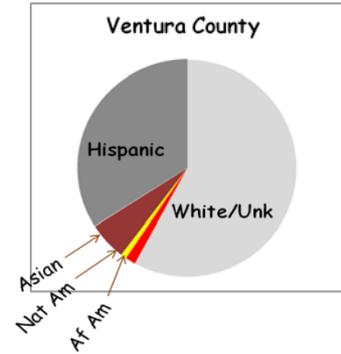
Ventura County



Channel Islands



# Who are the URM's?



Fall Term	Afr. Am.	Asian	Hispanic	Nat. Am.	White/Unk	Total
2007	90 (3%)	243 (7%)	922 (26%)	30 (1%)	2314 (64%)	3599
2008	94 (2%)	260 (7%)	956 (25%)	39 (1%)	2434 (64%)	3783
2009	73 (2%)	260 (7%)	989 (26%)	40 (1%)	2500 (65%)	3862
2010	85 (2%)	253 (7%)	1188 (31%)	34 (1%)	2268 (59%)	3828
2011	89 (2%)	285 (7%)	1260 (30%)	37 (1%)	2508 (60%)	4179

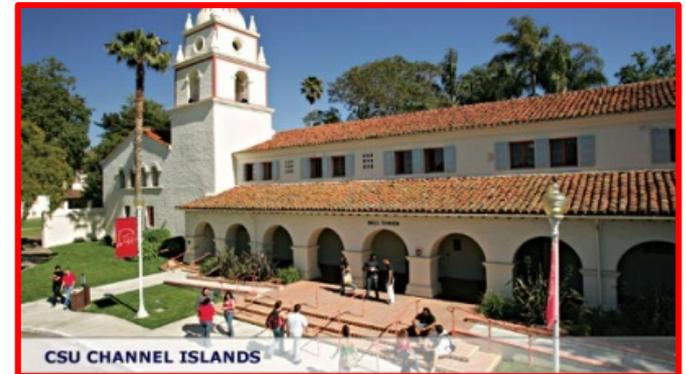
CI Institutional Research 4/10/12  
Source: ERS Student Census Files



# ~ 27% of Fall 2011 students are 1<sup>st</sup> generation

	Fall 2011	Spring 2012
<u>New Transfers</u>	N= 714	N=341
Non-URM	466 (65%)	216 (63%)
URM	248 (35%)	125 (37%)
Hispanic	240 (34%)	121 (35%)
1st Generation*	196 (27%)	86 (25%)
<u>New Freshmen</u>	N= 617	-
Non-URM	365 (59%)	-
URM	252 (41%)	-
Hispanic	221 (36%)	-
1st Generation *	161 (26%)	-

\* First Generation = neither parent has attended college



Source: ERS Enrollment Term Files  
CI Institutional Research 4/10/12

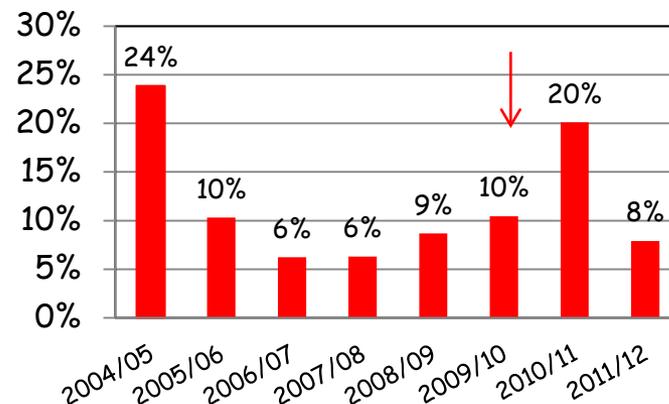
# First Year Student Retention

Native Students	Non-URM	URM
2003-04	72%	77%
2004-05	81%	77%
2005-06	77%	79%
2006-07	77%	70%
2007-08	77%	78%
2008-09	78%	83%
2009-10	77%	69%
2010-11	81%	82%

Transfer Students	Non-URM	URM
2003-04	82%	83%
2004-05	84%	84%
2005-06	84%	81%
2006-07	82%	84%
2007-08	82%	82%
2008-09	88%	84%
2009-10	87%	82%
2010-11	86%	84%

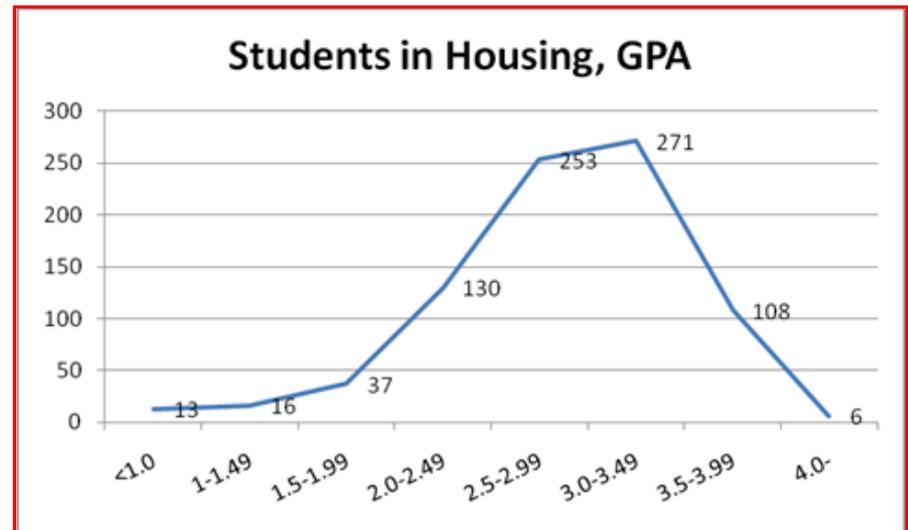


"URM"; under-represented minorities (African American, Native American, Hispanic)



# Retention of First Year Resident Freshmen

Fall 2010	337 FTE
Returned to Housing	45%
Retention	82%
Left CI	18%



# First Year Academic Success

**Knowledge is Riveting**

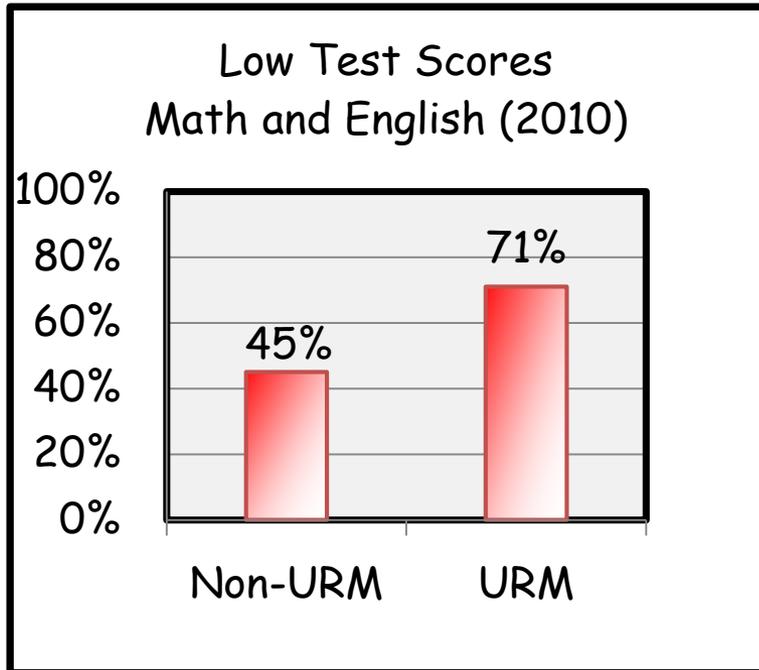


GPA of 2.0 or Better		
Cohort	Native Freshmen	Transfers
2008	81%	86%
2009	67%	78%
2010	80%	85%

Fall 2010	Afr Am	Asian	Hispanic	Nat Am	White /Unkn
Native Freshmen	N=26	N=27	N=185	N=4	N=252
Good Standing	85%	85%	82%	100%	89%
Probation	4%	7%	14%	0%	7%
Dismissed	12%	7%	5%	0%	4%
Transfers	N=8	N=34	N=221	N=6	N=379
Good Standing	75%	94%	89%	83%	95%
Probation	13%	3%	4%	0%	2%
Dismissed	13%	3%	7%	17%	3%

"Academic Success" and in "Good Standing" = students who complete the first year with GPA of 2.0 or better; "Dismissed" = includes both academic and behavioral separations

# One Year Follow-up ...

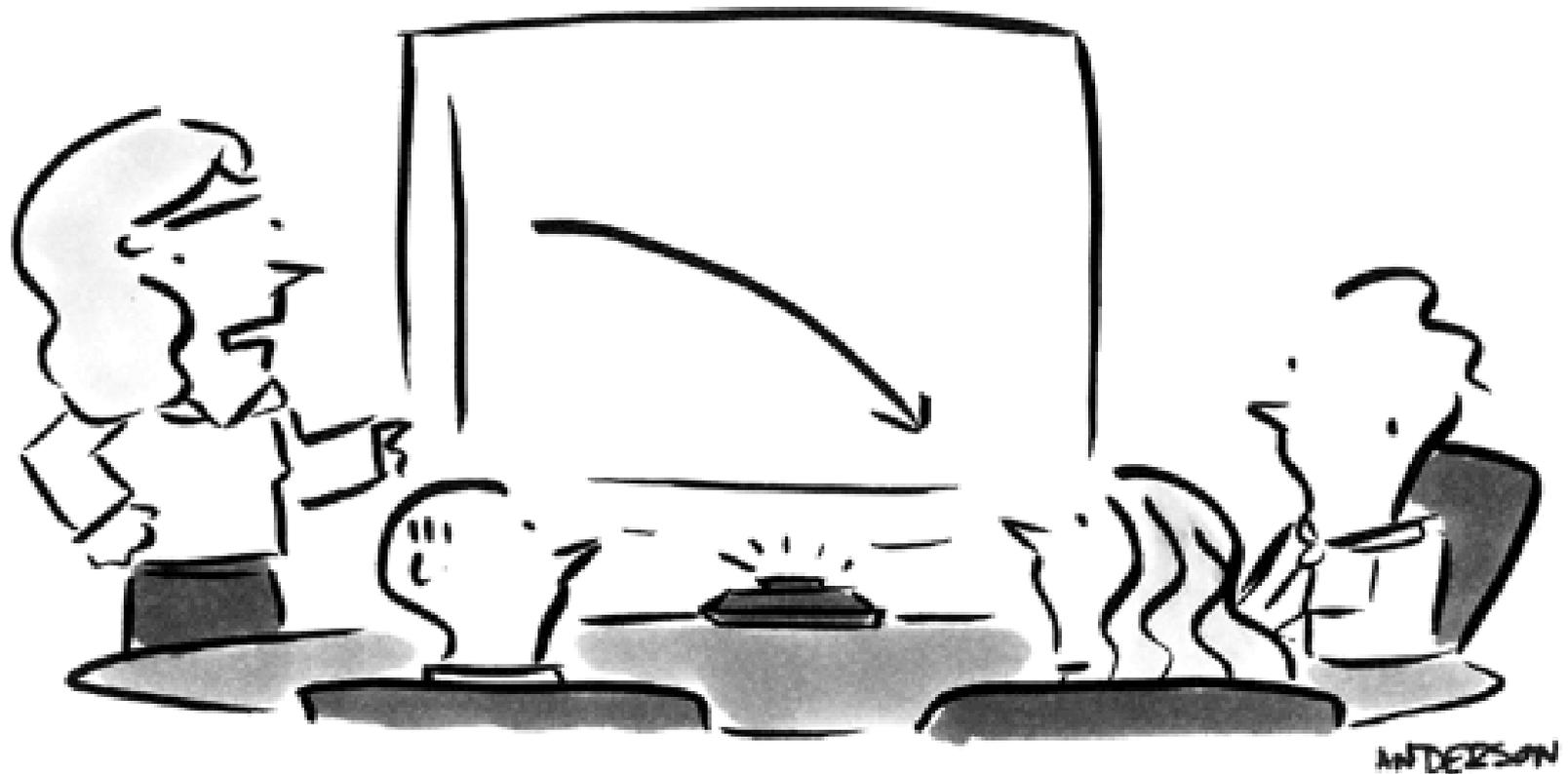


GPA 2.0 or better after one year

	Non-URM	URM
FA08	91%	90%
FA09	87%	83%
FA10	80%	73%

"URM"; under-represented minorities (African American, Native American, Hispanic)





"And, as this graph shows, I'm clearly unhappy about the previous graph."

# First Year Retention - STEM Majors

Retention by Enrollment Status		
Cohort	Native Freshmen	Transfers
FA08	92%	90%
FA09	89%	95%
FA10	95%	98%

Non-URM/URM Comparison		
Cohort	Non-URM	URM
FA08	91%	91%
FA09	93%	89%
FA10	98%	96%

"STEM"; students majoring in science, technology, engineering, or math (excludes nursing)

"URM"; under-represented minorities (African American, Native American, Hispanic)

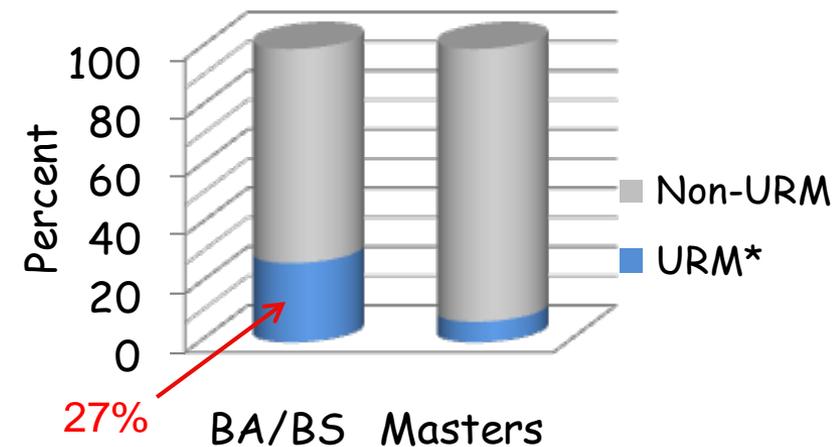


# Degrees Awarded

	BA/BS	Masters Degrees	Teacher Credentials
2003-04	142	-	-
2004-05	346	-	62
2005-06	423	10	91
2006-07	402	21	98
2007-08	755	45	99
2008-09	802	63	105
2009-10	698	86	100
2010-11	872	88	117
<b>Total</b>	<b>4,440</b>	<b>313</b>	<b>672</b>



URM/non-URM Degrees  
(all years)



"URM"; under-represented minorities  
(African American, Native American,  
Hispanic)

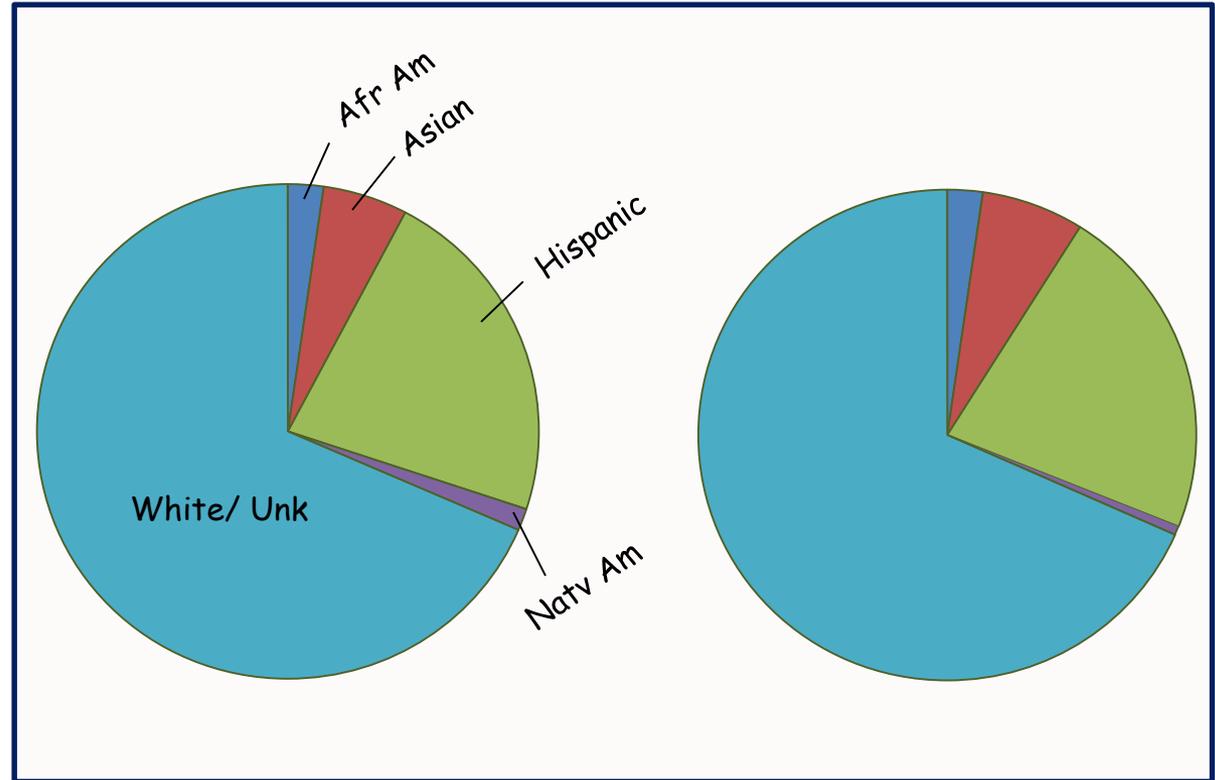
Source: ERS Degree Term Files & Annual Credential Files  
CI Institutional Research 3/28/12



# BA/BS by Ethnicity

AY 09-10

AY 10-11



Source: ERS Degree Term Files  
CI Institutional Research 4/10/12

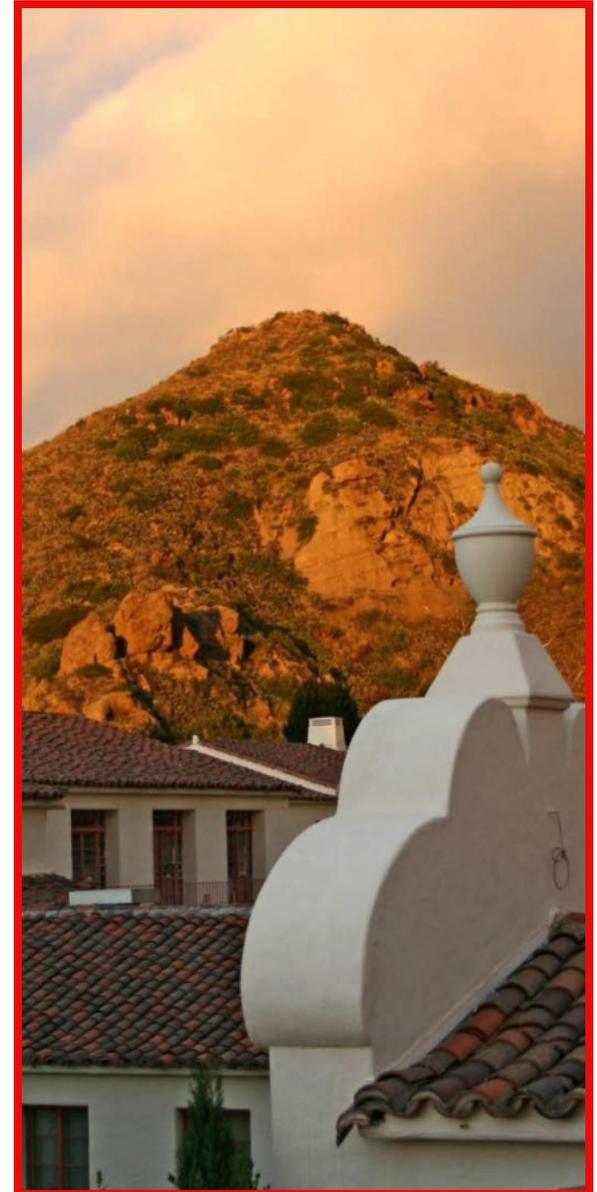
# Six Year Graduation Rate

<b>Native Students</b>	Non-URM	URM*
2003-04	53%	48%
2004-05	58%	55%
2005-06	54%	48%

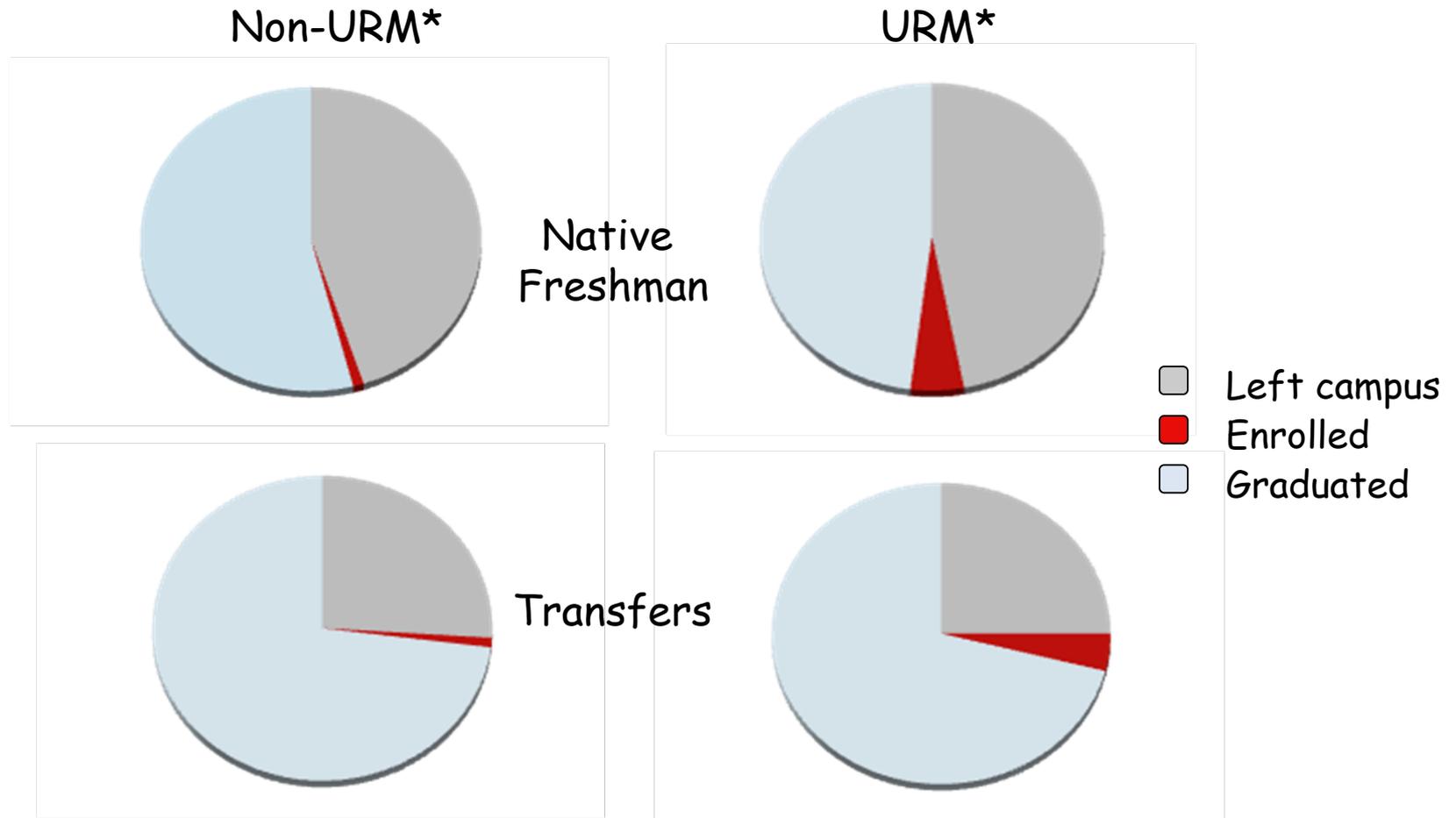
<b>Transfer Students</b>	Non-URM	URM*
2003-04	72%	70%
2004-05	76%	78%
2005-06	73%	71%

"URM"; under-represented minorities (African American, Native American, Hispanic)

Source: CI Retention and Graduation Interactive Report  
CI Institutional Research 3/14/12



# Six-Year Progress: 2005-06 Cohort



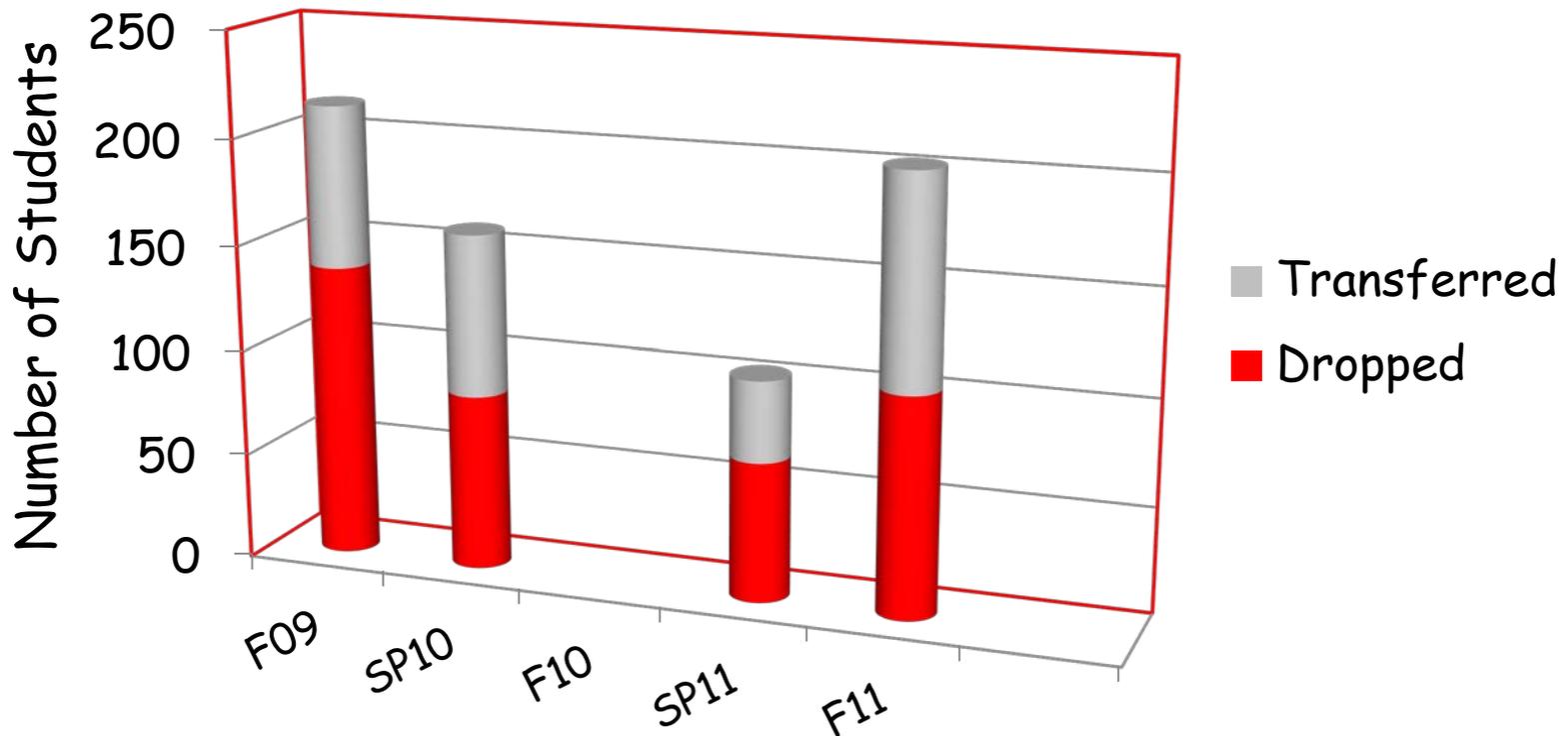
Source: CI Retention and Graduation Interactive Report  
CI Institutional Research 3/14/12

"URM"; under-represented minorities (African American, Native American, Hispanic)

What about the students  
that did not complete?



# Number of "eligible" students that transferred or dropped at semester's end



Source: CI DataMart and NSLC data  
CI Institutional Research 3/28/12



# Students That Left CI (Fall 09 to Fall 2011)

	Dropped out	Transferred
Female	36%	31%
Male	64%	69%
Age 17-24	33%	37%
Age $\geq$ 25	67%	63%
URM*	21%	16%
VC Residents	36%	21%
HS GPA $\geq$ 3.0	60%	70%
CI GPA $\geq$ 3.0	34%	38%
English - Low Test Scores	31%	34%
Math - Low Test Scores	21%	33%



\*URM"; under-represented minorities (African American, Native American, Hispanic)

# Plans After Graduation, Spring 2011



Survey Responses		# Responses
1.	Look for a job	379
2.	Have a job in my field of study	110
3.	Have a job in another field	74
4.	Grad School	308
	4a. Admitted	34
	4b. Have applied or will apply	274
5.	Moving out of area	91
6.	Start a family	54
7.	Don't know/Other	50
8.	Other	20
Total Surveys Received		679

Graduate Schools
Antioch University
Azusa Pacifica
CLU
CSU Channel Islands
CSU Long Beach
CSU Northridge
Harvard
La Verne
Medical School
Midwestern Dental School
National University
Nursing School
Univ of Pacific, Dental
Western
Yale University

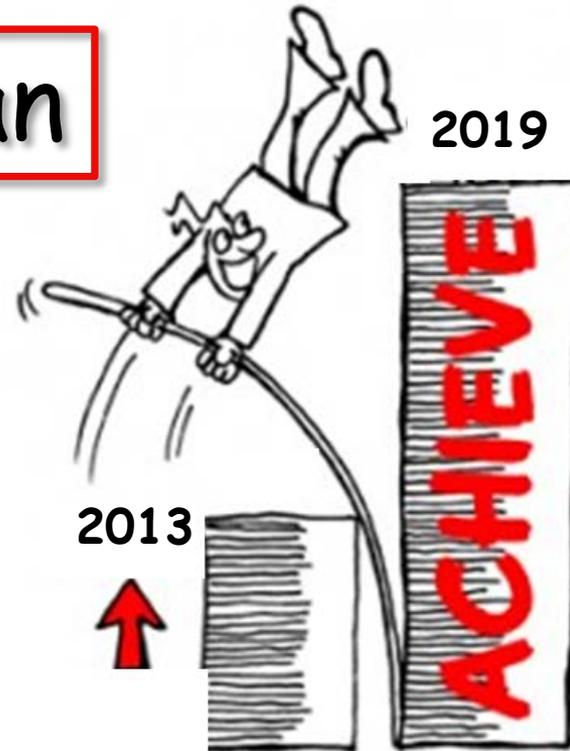
Source: Gradfest Survey of Future Plans  
 CI Institutional Research 4/10/12

# CI Strategic Plan

"What do we do?"  
"For whom do we do it?"  
"How do we excel?"

Vision, Mission, Values

- Draw -ideal end state?
- See -today's situation; ID the gap from ideal and why?
- Think -specific actions; to reach the ideal
- Plan -what is required to execute

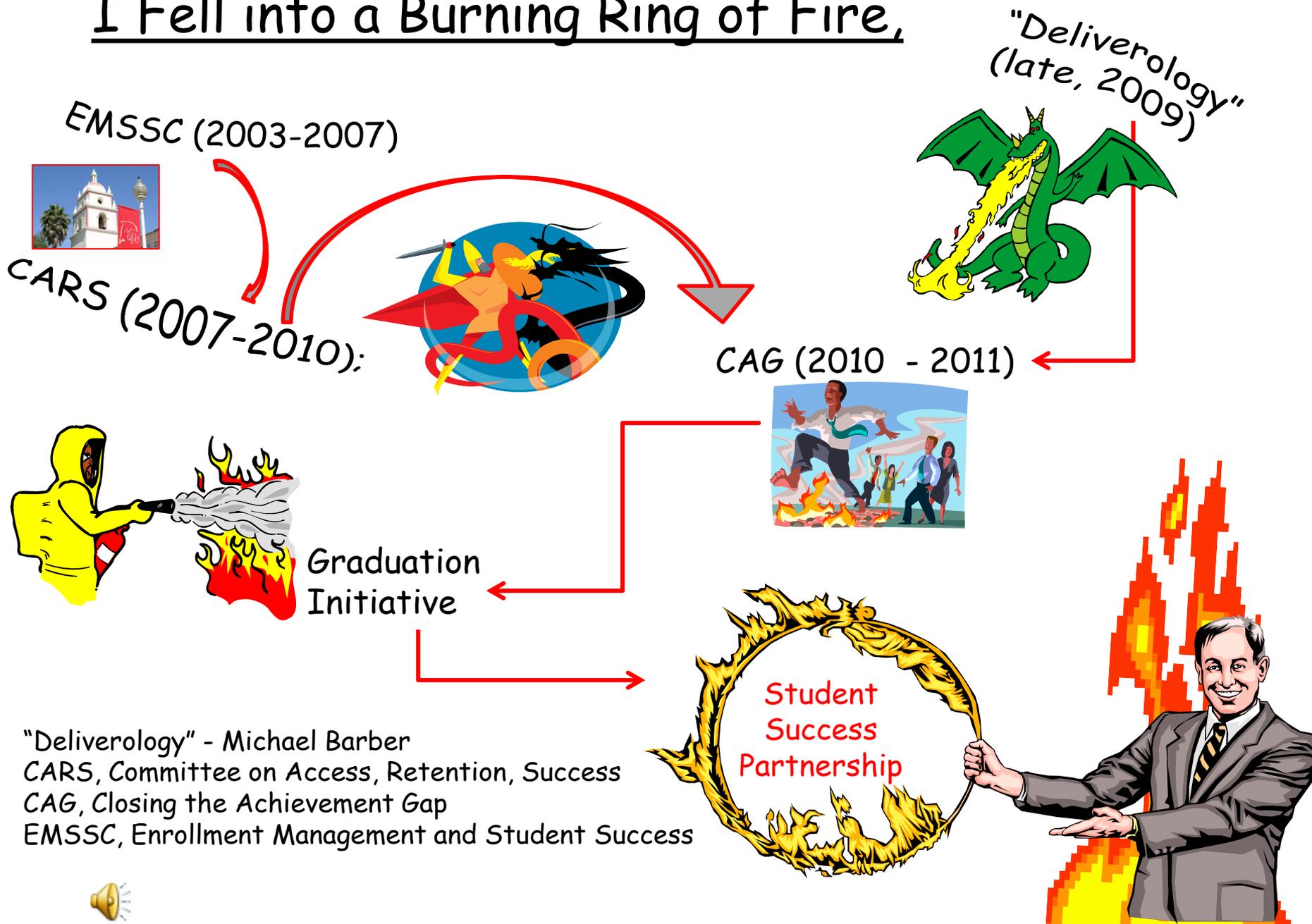




# Academic Affairs Strategic Plan: 2011-16

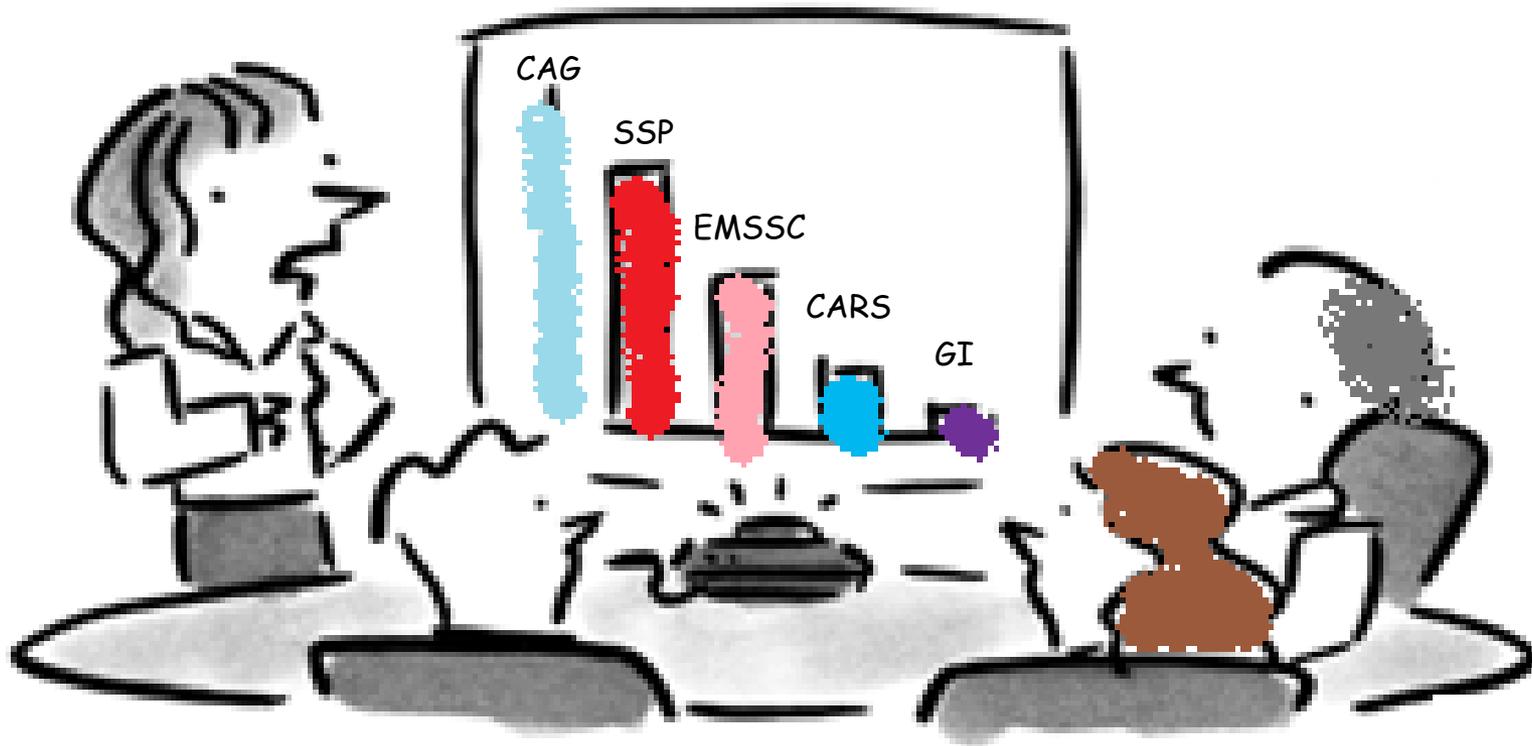
Initiatives	In Two Years	In Five Years
<p>Actively support the University Strategic Plan-</p> <ul style="list-style-type: none"> <li>• Student Access, Retention and Success;</li> <li>• Sustainability</li> <li>• STEM (science, technology, engineering, mathematics) Crisis;</li> <li>• Wellness</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Enhance undergraduate research opportunities;</li> <li><input checked="" type="checkbox"/> Create a data-driven-climate</li> <li><input checked="" type="checkbox"/> Adopt STARS—improve compliance;</li> <li><input checked="" type="checkbox"/> Build relationships with 2 year feeder schools;</li> <li><input type="checkbox"/> Increase enrollments in STEM;</li> <li><input type="checkbox"/> Promote culture of wellness.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Improve T/T to Lecturer ratio; Plan effective growth including GE changes;</li> <li><input checked="" type="checkbox"/> Increase STARS compliance;</li> <li><input type="checkbox"/> Increase enrollment, and graduation rates;</li> <li><input type="checkbox"/> Add new degree tracks in STEM disciplines;</li> <li><input type="checkbox"/> Implement programs to support wellness of faculty, staff and students.</li> </ul>
<p>Fully implement assessment processes leading to continuous improvement.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Complete baseline for all programs including Centers;</li> <li><input type="checkbox"/> Prepare a comprehensive array of assessment instruments;</li> <li><input checked="" type="checkbox"/> Enhance resource allocation to assessment.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Fully implement assessment plans for all academic programs (including GE);</li> <li><input type="checkbox"/> Complete program reviews for all academic programs (including GE);</li> <li><input type="checkbox"/> WASC re-accreditation received</li> </ul>
<p>Create and implement a first, second and transfer year programs</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Implement first year and transfer experience (ISLAS)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Implement second year experience.</li> </ul>

# I Fell into a Burning Ring of Fire,



"Deliverology" - Michael Barber  
CARS, Committee on Access, Retention, Success  
CAG, Closing the Achievement Gap  
EMSSC, Enrollment Management and Student Success





"Until further notice, job one is now job six."

# Student Success Partnership (SSP)



The SSP Steering Committee, deploys small, short-term task forces to research and make recommendations

- TF1 Assignment: Inventory best practices for at-risk students;  
Outcome: Provided chairs with names of non-returners by program.
- TF2 Assessment: How are students accessing and understanding advising?  
Outcome: Provided chairs with Early Warning letter
- TF3 Assignment: What resources do students access?  
Outcome: Faculty advisors learn CARR  
Outcome: Reach out to undeclared students
- TF4 Assignment: What can we do about helping poorly prepared students?  
Outcome: Personal follow-up with 2.2 and below students.
- TF5 Assignment: What can we do about helping at risk students?  
Outcome: Targeted advising to those who fail first year math/English

