# CI in 2022: Context, Challenges, and Solutions

**(Slide 1)** Thank you, everyone, for taking time out of your busy schedule to be here. It is good to see everyone.

I would like to start out by welcoming the staff and faculty members who have either just joined us this semester or who recently switched to new positions around campus. I wish I had time to introduce each of you and your new roles, but please know how welcome and needed you are - because each and every one of us plays a role in our students' success. Student-centered dedication and service on the part of every member of our campus community is what allows us to accomplish our mission, helping the learners in our care to realize their potential as the well-prepared professionals, leaders, and civically engaged members of society that our world needs them to be.

**(Slide 2)** With that in mind, I do want to introduce three new campus leaders who recently joined us.
- Our new Vice Provost, Dr. Jessica Lavariega Monforti
- Executive Director of Human Resources, Mitzi Williams
- And Director of Institutional Research & Chief Data Officer, Dr. Matthew Zivot

As you know, these are arguably three areas of greatest need for our campus community, and I am looking forward to their leadership and contributions.

## Our Work in Context

**(Slide 3)** I would love to begin this first address as permanent president for the Channel Islands community by sharing the enthusiasm and confidence I feel for the work that we are doing together, focusing on the aspirations and needs of the students, families, and communities we serve.

This enthusiasm and confidence are well founded and very genuine. However, the realities of the current political, social, and environmental context in which we are doing our work requires our acknowledgement. At the same time, these realities of the larger context in which we are living, learning, and working only strengthen and reinforce how vital our student-centered mission and relationships are.

Examining our work within the broader context is always a complex process, but it is even more challenging now when considering that just a week ago:
- **(Slide 4)** Russia had not yet invaded the Ukraine in the largest attack on a European state since WWII (Zinets & Vasovic, 2022). We are seeing how these awful events are unfolding. I want to express my concern and emphasize the support of our campus to members of our community with family and friends in Ukraine, Russia, and other areas impacted by President Putin's invasion of Ukraine. Please, reach out to the students and colleagues you know who may be struggling, and if you are struggling, I encourage you to make good use of campus supports available to you – especially your colleagues on this call and across the campus.
    - I want to recognize a few members of our campus community for your outreach efforts. First, Dean Jill Leafsteadt – she and her team in EU were conducting targeted outreach to their students and faculty colleagues who were directly impacted

shortly after the invasion began. Dean Vandana Kohli, who I know who is also conducting outreach to her faculty, staff and students. I also want to recognize our International Faculty and Staff Association and our Asian American Pacific Islander Association for your leadership. They sent out a joint statement and I want to especially thank Dr. Alona Kryshchenko, who put together a list of ways to support and send aid to Ukraine.

- **(Slide 5)** Just a week ago, the governor of Texas had not yet mandated that the state's child welfare agency treat gender-affirming procedures as "child abuse" (Breslin, 2022) – and as someone who for many years provided therapy for children who were victims of abuse and neglect, words cannot describe my reaction to this and how I feel about this expanded conceptualization of what now constitutes child abuse.
- And the United Nations had not yet released its finding that, mostly because of climate change, catastrophic fires could increase by 57 percent by the end of this century (Zhong, 2022).

And of course, these recent developments are on top of everything we've been navigating over the past two years – the continued impact of COVID; legislative attempts across 36 states to restrict education about racism and other forms of bias (Stout & Wilburn, 2022); the development of hotlines through which P12 educators can be reported for teaching "divisive concepts" (Abdel-Baqui & Calfas, 2022); threats to university professors with loss of tenure for teaching Critical Race Theory (Faheid, 2022); and hate crimes across the country reaching the highest levels since 2009 (Hernandez, 2021).

**(Slide 6)** In this discussion of current challenges, I would be remiss if I did not also address the ongoing leadership transition happening within the Chancellor's Office. I'm sure you're aware that Chancellor Castro resigned recently, and that his handling of Title IX complaints about a vice president at Fresno State while he was president there prompted his resignation. There is such a broad impact here and, on many levels, even nationally, with the CSU being the largest and most diverse university system in the nation. I'm thinking about all of the individuals involved and those who were and are directly impacted – first and foremost, those who endured mistreatment that led to those Title IX complaints. I'm also thinking of everyone at Fresno State and others who may be experiencing this situation as traumatic, including everyone at the Chancellor's Office, the Board of Trustees, and our individual campuses.

Clearly, our individual and collective experiences at Channel Islands are impacted by all of these contextual factors. *But we must allow ourselves to be equally affected, if not more so, by the resilience of our students and by the dedication of everyone on this call and the colleagues around us.* I am filled with gratitude and appreciation for all of you – for your continued perseverance, dedication, and commitment to our students' success and campus community more broadly. You have refused to be dissuaded from showing up every day, meeting your responsibilities, and working towards our collective goals. It is in this context that we all must invest our energy and focus moving forward.

## CI's Greatest Challenge: Enrollment Management

**(Slide 7)** Given the breadth and depth of the many crises we continue to face, being deeply concerned about an "enrollment cliff" (Kline, 2019) affecting most institutions of higher education across the country, including ours, may seem insignificant in comparison. But we know what is at

stake for past, current, and prospective students, for their current and future families, and for our society, whether a college degree is broadly viewed as affordable, attainable, relevant, and worthwhile. Stakes are particularly high for students from groups that have long been underserved by systems of P12 and higher education.

CI's future, too, will swing – one way or the other – on the hinge of that value proposition. The good news is that we have spent the last year building a comprehensive plan, detailed in upcoming slides, for ensuring that we are headed in the right direction. And we have solid indicators that CI is a good bet – because of our collective will to see institutional strengths and weaknesses with equal clarity; our progress in making good data accessible and actionable; and, in a literal take on the "good bet" analogy, philanthropic investments in CI that more than tripled our goal in FY2021 and are on track to exceed the more ambitious goal set for this year.

**(Slide 8)** *All of this is to say that the main challenge ahead that I see for CI is rooted in that value proposition and located in our shared responsibility for enrollment management.* Because all of the immediate challenges we're navigating – our GI2025 efforts; closing equity gaps; improving our mental health and basic needs supports; attending to our staffing and tenure density needs; coordinating our DEI work through our Inclusive Excellence Action Plan; strategic budget planning; improving our communications and marketing; and of course, continuing to navigate the impact of COVID – all funnel up to and directly impact this overarching challenge of enrollment management.

It is essential to note that when we talk about enrollment management, we have a tendency to focus primarily on increasing the number of new students to our campus. However, the overwhelming majority of effective enrollment management involves the retention and persistence of our currently enrolled students. This focus on retention will allow us to meet our twin goals of prioritizing student success and meeting our enrollment goals.

**(Slide 9)** With spring census last week, we are officially at **5297** FTES annualized enrollment for the 21-22 academic year. As I've stated in numerous settings, the Chancellor's Office is calling for all campuses to be within 5% of their funded FTES target. At Channel Islands, we are funded for **6135** FTES, making our immediate goal that of regaining 95% of that number, **(Slide 10)** growing to **5830** full-time equivalent students (FTES) by the end of the 2024-25 academic year. This is a difference of **533** FTES from where we currently are.

**(Slide 11)** To reach this **minimum goal of 5830 annualized by Spring census in 2025**, we have:
1. Established our FTES growth goal at 2.7% for the 2022-23 academic year, and at 4% for both 2023-24 and 2024-25, and
2. Created a comprehensive plan, comprised of immediate, intermediate, and long-term interventions designed to ensure that we achieve our enrollment and equity goals.

### Current Status on Key Metrics

**(Slide 12)** *Applications and Admissions*: we were up 5% overall in applications for fall 2022 and are relatively flat in terms of admissions. As such, our focus is to increase our yield of newly admitted students – we were at 14% for fall 2021 - and need to get back to the 16+% yields we were seeing pre-COVID. **(Slide 13)** When taking a closer look at our admissions data, the good news is that we are up 15.2% in FTFY admissions, but we are down 14% in new transfer admits. This was a bit of a surprise. In the midst of COVID, we were not expecting the steep enrollment drop at our

community colleges, both locally and nationwide. Our Enrollment Management Team is working with colleagues across divisions to increase our overall yield for the fall 2022 cohort.

**(Slide 14)** *Persistence Trends*: When looking at the retention data for our Fall 2021 FTFT cohort, they presented with a Fall 2021 to Spring 2022 retention rate of 93.5%, which is promising when considering the current challenges; however, to meet our enrollment goals we need to get back to a Fall to Spring retention rate in the mid- to high- 90's moving forward. For our Fall 2020 FTFT cohort, we are at a 75.3% one-and-a-half-year retention rate; and for our Fall 2019 cohort, we're at a 67.8% two-and-a-half-year retention rate. **(Slide 15)** While these rates are better than earlier cohorts, we must consider that our Fall 2019 cohort is the first one whose 6-year graduation rate will be measured against our GI2025 goal of 67%. At a 67.8% two-and-a-half-year current retention rate for this cohort, we have no room for error in reaching a 6-year graduation goal of 67% by 2025.

**(Slide 16)** With regards to our transfer students, our Fall 2021 new transfer cohort saw a Fall to Spring retention rate of 91.7%. For the Fall 2020 cohort, they presented with an 87.2% 1-year retention rate and a one-and-a-half-year rate of 78.4%. These figures are lower than previous cohorts, and this difference was observed early.

**(Slide 17)** *Equity Gaps:* When considering our equity gaps related to retention, we saw that for the Fall 2021 first-time/full-time and new transfer cohorts, our Underrepresented Minority (URM) students and our Pell eligible students were retained to Spring 2022 at higher rates than non-URM and non-Pell students. **(Slide 18)** Our first-time, full-time URM students had a 94.1% retention rate, and our new transfer cohort presented with a 92% retention rate. **(Slide 19)** For our Pell eligible students, first-time, full-time students are at 94.9% retention rate, and our transfers are at 92.3%.

**(Slide 20)** Retention is the first step in meeting our GI2025 goals, and these data points are very promising. However, historically, while we've seen gains in retention, there is documented gaps in DFW rates, units completed, and GPA. there continue to be gaps in DFW rates, units completed, and GPA. So, while we are moving in the right direction with retention - the most fundamental student success metric - we have work to do to ensure we're making progress on the other metrics that contribute to timely degree completion.

## Action Plan: Immediate, Intermediate, and Long-Range Enrollment Management Strategies

**(Slide 21)** I ask each of you to find opportunities to engage in our immediate, intermediate, and long-range enrollment management strategies because our success requires the focused, engaged, and sustained commitment of the entire campus community.

**(Slide 22)** Our flow model for getting to a minimum enrollment of 5830 FTES by Spring 2025 clearly states our goal of realizing increases of 2.7%, 4%, and 4% over the next three years. However, it is not enough to simply state that we're planning to increase enrollment by those percentages in the coming years. To be meaningful, we need to be identifying the specific metrics and associated targets that will result in us achieving these enrollment goals. The beauty of our flow model demonstrates the impact of improved metrics (even just one or two percentage points) on a number of variables. And we are finalizing the combination of metrics and associated targets that will help us meet our goals. These include Fall to Spring and Spring to Fall retention targets; decreasing the ratio of headcount to full-time equivalent students; increasing the average number of

units completed each semester; specific yield targets for our FTFT and new transfer cohorts; and eventually, the role of new academic programs in driving new enrollment.

**(Slide 23)** Additionally, our GI2025 efforts continue to be impactful. Through our data analyses, we are becoming more targeted, focused, and intentional in our efforts to achieve our GI2025 goals which include eliminating equity gaps utilizing the five Equity Goals Priorities as outlined by the Chancellor's Office. As all of you know, these areas of focus are nothing new to Channel Islands. Our faculty and staff have been working in these areas for some time now. We are in the process of better centralizing and coordinating our GI2025 efforts to ensure that we are not duplicating our efforts and that we are maximizing our capacity from staffing and resource perspectives.

### Immediate Enrollment Management Strategies

**(Slide 24)** In the immediate term, we are focused on maximizing our yield of new students for the Fall 2022 cohort and ensuring we retain as many current students as we can from Spring 2022 to Fall 2022. With this in mind, Provost Avila reallocated $500K to Enrollment Management, investing in supports for AVP Dang and the Enrollment Management team to not only attract and enroll new students but to fund interventions through the divisions of Academic and Student Affairs to ensure the highest possible retention rates for current students.

**(Slide 25)** In addition, we are leveraging our philanthropic support in developing a robust first year experience that addresses our most pressing needs: increasing yield for fall 2022; expanding financial support for our students; improving year 1 to year 2 retention; supporting student completion of quantitative reasoning and composition/rhetoric courses in the first year; decreasing DFW rates and subsequently increasing unit completion and sophomore status by the second year. **(Slide 26)** Thanks to the generous philanthropic support of Mackenzie Scott and Jeff Green, the CEO of The Trade Desk, four new first-year experience initiatives are underway for the Fall 2022 cohort.

- Expanded EOP Summer Bridge: CSUCI Summer Success Academy
  - We are working to expand our existing EOP summer bridge to a 6-week Summer Success Academy program that still incorporates leadership, belonging, peer support, and navigational capital pieces of the curriculum; but that also adds 2 GE courses with embedded peer to peer academic based supports.
  - This initiative will serve between 60 and 80 new FTFT students, with all tuition, books, and residential expenses paid for using a portion of our Mackenzie Scott gift.
  - This expanded, already successful Summer Bridge program will now allow students to begin their first fall semester at CI with six units already earned, positioning them to be successful in completing 30 units of study in their first year.
  - There is a cross divisional team working on this, and I want to thank Tracey Johnson and Dr. Ernesto Guerrero from Student Affairs, Dr. Dennis Downey and associated faculty members for serving as leads; our Registrar, Colleen Forest and team; Brooke Masters and the team in the LRC, and anyone I may have missed.

- Renewable 4-Year Scholarships
  - Scholarship analyses conducted through our Division of University Advancement in Summer 2021 clearly demonstrated that financial support plays a key role in student success. More specifically, the regression model that we utilized showed that more

frequent scholarships predicted improved retention, and scholarship awards of $6000 or more and those between $1500-3000 predicted improved retention. In addition, a propensity score matching model indicated that scholarship support had a significant impact on GPA for those who had an incoming GPA below 3.0 – and this is especially relevant when considering our efforts with the "murky middle" as Georgia State likes to call it.

- o With these analyses in mind, Jeff Green is providing a gift to Channel Islands that will fund 50 renewable scholarships for first-time, full-time students. This financial support will be paired with practices we know have positive impacts on student success. Recipients will be awarded $6K in each of their first two years at CI and $4K in each of their last two years. They will be required to meet with an advisor twice per semester, complete their quantitative reasoning and composition requirements during their first year, participate in a learning community during their first year, and utilize Career Services in their junior and senior years.
- o I want to thank Dr. Marie Francois and Dr. Jenn Perry, our Enrollment Management team, and our Housing and Residential Education teams for their work and dedication in maximizing the capacity of our learning communities to move this initiative forward.

- Financial Support for Housing Students:
  - o Though our attempt in 2021 was not successful in qualifying for Governor Newsom's $22B affordable housing initiative -- having proposed the utilization of those funds for paying down our debt and using what we would normally have paid on debt to subsidize housing for Pell eligible students -- the proposal process did plant the idea to look at financial support for housing as a strategy for eliminating obstacles and promoting student success.
  - o Funding from the Mackenzie Scott gift will be used to provide up to 200 FTFT students who are Pell and Cal Grant eligible a residential housing grant of $5000 for two years, and we will also tie this support with participation in a living learning community.

- Embedded Peer-to-Peer Support in Quantitative Reasoning and Composition/Rhetoric Courses
  - o Thanks to another generous gift from Jeff Green, we are looking to expand our embedded peer to peer, discipline-specific academic supports through the Learning Resource Center and the Writing and Multiliteracy Center to all quantitative reasoning and composition/rhetoric courses.
  - o I know many faculty have already engaged with this work over the past year, and we will be incentivizing more involvement to ensure we are maximizing the use and benefits of the peer to peer supports in the curriculum. While there is variability in the efficacy and extent to which faculty are utilizing their embedded supports, we hope that this funding will provide opportunities for faculty to study and share best practices and develop a more standard baseline with regards to how our embedded tutors are utilized in these courses.
  - o This initiative is especially relevant considering the recent DFW rates of these A2 and B4 gateway courses and our need for students to complete both courses within the first year.

**Inclusive Excellence Action Plan. (Slide 27)** In addition to the first-year initiatives described above, our first Inclusive Excellence Action Plan (IEAP) is an immediate-term strategy for facilitating student success, meeting enrollment goals, and advancing racial and social justice at CI for every member of our campus community. As many of you know, our 6 Inclusive Excellence Action Teams conducted their comprehensive inventory, gap analyses, and action plans last year. These action plans, which included a total of 41 suggested DEI initiatives, were evaluated by the President's Advisory Council on Inclusive Excellence and ultimately developed into 16 funding proposals which were vetted through our Strategic Resource Planning Committee in late February of this year. **(Slide 28)** I am proud to announce that 11 proposals were funded through the end of the 22-23 fiscal year.

Perhaps equally important is that many of the other IEAP initiatives that were suggested are being funded through internal re-allocation of existing funds. Each of these initiatives is designed with the intention of further operationalizing our campus commitment to the values of diversity, equity, and inclusion, to advance racial and social justice, to positively impact campus climate, and to close equity gaps.

 I always say that if we are doing our DEI work at a high level, our GI2025 goals and elimination of equity gaps will follow. I want to acknowledge and thank everyone who was involved in this process throughout the past year – and I also thank those who are responsible for the execution of these initiatives moving forward. I am looking forward to examining the outcome data involved with these initiatives to better understand which types of initiatives are having the biggest impact on student success and our DEI efforts. I envision the development of a funding cycle for continuous work in this realm moving forward – based on what we learn through the data to continually update, modify, and improve our initiatives.

## *Intermediate Enrollment Management Strategies*

**Dual Admissions. (Slide 29)** One of our main priorities is to strengthen and further develop the transfer pipeline with our local community colleges, and this is especially relevant when considering the enrollment challenges, we are facing in our respective systems. **(Slide 30)** With this context in mind, we received a $75K grant from the Educational Credit Management Corporation (ECMC) to explore the possibility of a dual admissions pilot program with our local community colleges. Peter Taylor, who is the ECMC President and former CSU Trustee, is enthused about supporting our efforts in this area. The $75K grant is designed to hire a consultant to bring relevant teams together and work through the logistics involved with this process – including the application process; financial incentives; inclusion of specific majors; use of campus facilities; articulation agreements; and more. The goal is to develop this framework to inform a broader proposal to present to the ECMC, requesting resources needed to execute this broader dual admissions program and include financial incentives for students to participate in it.

Just yesterday, however, I received notification that there is actually previously passed legislation, AB132, which mandates that the CSU's and UC's implement a dual admissions program. It originated in 2005, but there are now legislative expectations for actual implementation by 2023-2024. Toward this end, the Chancellor's Office reports that their intention is to create a systemwide agreement with community colleges which will be provided to the CSU presidents for agreement and implementation. As such, we'll be following up accordingly with the Chancellor's Office, and

will look to utilize the ECMC gift as part of the financial incentivization for the program. Strengthening our transfer pipeline through dual admissions has the potential for such a significant impact to our entire region by getting more students planning for a four-year degree from the very beginning of their post-secondary experience

**Integrated Communication and Marketing Plan. (Slide 31)** We are also working on developing the structural pieces required for the development of our Integrated Communication and Marketing Plan. While this will be primarily informed by the Charting Our Course Academic Master Planning process – especially with regards to our academic programs and distinctive features of a Channel Islands educational experience, a few foundational pieces such as hiring a firm to conduct market research are underway.

### Long-term Enrollment Management Strategies

**(Slide 32)** I've long said that we cannot have a long-term strategic enrollment management plan without an academic master plan to inform this work – because all aspects of strategic planning, including our long-term enrollment goals; our integrated communications, marketing, and branding plan; strategic budget planning processes; and campus capital needs must be driven and informed, first and foremost, by our academic programs. The good news is that work is underway in developing the structural foundations for these related components of our strategic planning. It is the combination of academic excellence, the distinctive features of a Channel Islands education being newly defined through our Academic Master Planning "Charting Our Course" efforts currently underway, and successful post graduate outcomes that will serve as the foundation of our enrollment growth for the next 20 years.

But perhaps most importantly, as we enter our 21$^{st}$ year as a university, we need to more formally assess how well we've met the regional workforce, industry, and service needs of our community. Through this process, we are examining our local data on varying levels and domains and examining trends to ensure that we will be meeting the current and future needs of our community and region through our academic programming. I also appreciate the examination of program data across the CSU's and our local community colleges to inform this work moving forward.

**(Slide 33)** I want to recognize the leadership of Provost Avila, and the 50+ faculty members who formally participated in our Charting Our Course teams and presented their findings and proposals during town halls, as well as the faculty, staff and students who engaged in the various feedback sessions hosted by the Provost and myself. I am looking forward to next steps in the process, which will involve an examination of the data and the development of budgetary models to inform how we scaffold new and expanded programs moving forward.

One of the pieces of feedback that I've received throughout this process is that "we've done this work before, and nothing ever happened." To me, this process is of the utmost importance because as I noted earlier, it will directly inform all aspects of what we do for the next 20 years. As many of you know, I've set aside the bulk of the Mackenzie Scott gift ($10M) to ensure these efforts are moving forward. We are also working through the campus budget process and finding ways to allocate new funding towards these efforts.

To me, the opportunity to determine our academic and institutional identity for the next 20 years – informing how we can impact our region and its people through our academic programs – is the

opportunity of a lifetime. I hope it is a reminder for all of us as to why we came to Channel Islands in the first place. This is the kind of innovative opportunity that makes CI such a special and exciting place to work.

## A Brief Status Update: Goals of the Presidency

**(Slide 34)** In my previous Spring Address and in subsequent communications as Interim President, I spoke to you about my priorities and where we stood in achieving them. These goals focused on: (1) bridging institutional values; (2) improving campus communication on varying levels; (3) finding common ground on shared governance; (4) achieving our GI2025 goals, (5) eliminating equity gaps and advancing racial and social justice; (6) and initiating the academic master planning and strategic enrollment management processes and associated budget development processes.

I've touched on many of these topics already, but in the spirit of continuous assessment and evaluation, I do want to briefly touch on a few highlights.

### *Improving Campus Communication*

**(Slide 35)** The one piece of feedback I've consistently heard since my initial arrival in 2018 is that we need to improve communication on campus. In fact, this is something that comes up in almost every meeting that I attend. And rightfully so, because healthy communication dynamics are essential to effective shared governance and to our ability to meet our GI2025 goals, advance racial and social justice, and make improvements related to our campus climate.

**(Slide 36)** One of my main goals as Interim President was to develop more formal communication structures to ensure equitable access and opportunities for direct communication. I want to thank the campus community for your willingness to engage with me directly within these structures – in town halls, office hours, and meetings with Senate Exec and full Academic Senate, Staff Council leadership, Student Government leadership, CFA leadership, and various affinity groups, including ChiLFASA, BFSA, and our newly developed AAPI association.

Communication needs to flow in every direction possible, and because communication is co-created, it can be difficult and messy at times. As many of you can also attest, this has definitely been the case over the past year and more. I appreciate your willingness to lean into these difficult conversations and embrace the process with the underlying assumption that accepting and navigating conflict in healthy ways is the catalyst for authentic change – both at the individual and collective level.

**(Slide 37)** I ask, too, that you work with me in the coming months toward developing more systematic ways of managing inward-facing communications. If you are a representative on a committee, do you know who it is who also needs access to the information you receive? Do you have regular avenues available to you for sharing with those people what you learn? If you are an administrator, have you established mechanisms for making sure the faculty and/or staff in your area not only have the information they need to be successful, but also know how, when, and with whom to share it? If you are a program chair, have you established mechanisms for ensuring that the faculty and staff in your program receive as appropriate the communications that are shared with you by campus leadership?

Getting communication right may be as challenging as anything we attempt to accomplish together. I invite you to hold me appropriately accountable for my part in it, and I hope you will challenge yourself to join me in the effort.

## Shared Governance

**(Slide 38)** While the concept of shared governance is so very broad, I have wanted to focus on it in relation to the budget process as a starting point – because while we all are likely to agree on the importance of our enrollment, GI2025, and equity goals and the need to create a campus climate that best facilitates our work, our opinions may differ in terms of the methodology for how we best achieve these goals. And resource allocation is at the heart of this process. It is also the source of many conflicts on campus – both within and between divisions. As such, if we can make progress in realizing the ideal of shared governance with our budget process, we can use this as the foundation for other appropriate areas moving forward.

**(Slide 39)** While we have much work to do campus wide, we have made strides in the right direction. We've expanded membership of our Strategic Resource Planning Committee to include more faculty, dean, staff, and student representation. We've established the SRPC as a recommending body to me, as President, to inform funding decisions. Perhaps most importantly, we've emphasized more transparency with the budget and are making progress here – including the review of budget actuals, reporting fund balances by division, staffing and faculty data (and associated salary savings), and operational savings as well. While this may sound basic and fundamental, please keep in mind that these kinds of data have not been previously shared on our campus. I want to thank our Interim CFO, Barbara Rex for her leadership on this. Moving forward, I will continue to work with cabinet to ensure an inclusive and transparent divisional process – ensuring that leadership at all levels are engaged in the process by carefully vetting and communicating decisions at the local level. Our overarching goal is to ensure that our budget process and resource allocations are in full alignment with our long-term strategic plan – and as I said, this process can be a model of good, shared governance practices that we can utilize moving forward.

The ideal of shared governance is also served through the communication ideals previously mentioned. On so many occasions in the past year, I have enjoyed the kind of collegial give and take that trust in a collaborative approach and the value of a well-reasoned argument can make possible. I'm thinking, for example, of several discussions with the Senate Executive Committee in Fall 2021 while discussing revisions to the policy on hiring administrators. Administrative and faculty representatives in those discussions did not always agree, but we worked together to clarify reasons behind our differing perspectives, found ways to honor those reasons and perspectives, and ended up with a policy recently passed by the Academic Senate and that just passed through the President's Planning and Policy Council (PPPC) process yesterday. I want to thank our Senate Exec leaders and everyone who was involved in that process.

*Post-Graduate Outcomes.* **(Slide 40)** I also shared my intentions during my interim year of examining our post graduate outcomes with more rigor, and we've made good progress here as well. I want to thank the core team working on this – Dean Sue Andrzejewski, Dr. Miguel Delgado Hellester, Dr. Amanda Carpenter, Dr. Paul Peterson, Jessica Muth, Dr. Jared Barton (even though he is no longer with the team, he did much of the heavy lifting), and Dr. Kaia Tollefson. We have gathered data from numerous sources, including salary data through the Chancellor's Office and

Employment Development Department; graduate school data through the National Clearinghouse; finalized our alumni survey for 1- and 5-years post-graduation; finalized our graduation survey; and invested in EMSI data to obtain more accurate alumni contact information and post graduate outcome data. We are in the process of organizing these data to present to the campus community and perhaps most importantly, to make this data readily available. Our ultimate goal is to utilize our findings to improve our curriculum – that is, what aspects of student learning outcomes, high impact practices, and career development can be embedded to improve outcomes post-graduation?  This work has been a tremendous lift – and I am thankful for everyone's efforts here.

**COVID-19: (Slide 41)** Of course, we are continuing to navigate the impact of COVID on our campus community, and we continue to monitor the rapidly changing conditions and guidelines. I have met with several constituent groups on campus over the past couple of weeks, gathering feedback to inform my deliberations on the indoor mask mandate at CI. I am continuing to consult with our Environmental Health & Safety colleagues and Ventura County Public Health to identify the specific metrics we will utilize in potentially modifying our requirements.

As you know, VCPH lifted the mask requirement in Ventura County about 2 weeks ago, but there was some incongruence between this and the CDC guidelines. Since then, we had been monitoring county transmission rates as the primary data point in relation to the CDC recommendations regarding mask wearing. However, just last Friday, the CDC modified their transmission methodology and subsequent guidelines, and yesterday, CDPH lifted the mask requirement for the K-12 system after March 11. We are still taking stock of the changing conditions and recommendations. More specifically, we'll be examining:

1. VCPH reporting on cases per 100K, hospitalizations, and ICU numbers – which now comprise the CDC methodology on determining overall transmission rate.
2. We will also examine the data with the underlying context that trends require time to stabilize
3. We'll continue to monitor our local cases here on campus, which continue to be at a very manageable level.

I am consulting with VPCH later this week and will be sending out separate messaging outlining our plan moving forward. Whatever the plan, please know that it will be grounded in two principles that have guided our approach for the last two years. First, we will be utilizing the data to inform our interventions and any modifications to our protocols. Second, we have always gone a step above the baseline or minimum requirements. And we will embrace these two principles moving forward. More to come on this front.

**Conclusion: On Data and "Praxis"**

**(Slide 42)** It can be tempting to lose focus and let our attention drift when presented with data graphics and accompanying calls for accountability, better assessment practices, and forever-unquenched needs for continuous improvement. It's understandable, even, given the sometimes-dehumanizing applications and misuses of data in education that we have all likely seen, and for some, personally endured. But our capacity to build data competence into our culture at CI is deeply connected to our capacity to serve our students well, to facilitate their success, and to achieve our mission.

Our ability to make good data accessible and actionable humanizes not only those we serve; it humanizes us and those we work with, as well. **(Slide 43)** I'll turn to Paulo Freire -- whose work I learned about from my son, Ben -- to explain what I mean by this. Freire wrote about what he called "praxis," or the essential, iterative cycle of "reflection and action directed at the structures to be transformed" (1970, p. 126). He described this process as essential to our humanity, writing:

> For apart from inquiry, apart from the praxis, individuals cannot be truly human. Knowledge emerges only through invention and re-invention, through the restless, impatient, continuing, hopeful inquiry human beings pursue in the world, with the world, and with each other. (1970, p. 72)

According to Freire, inquiry is what helps to humanize and connect us. And it is the iterative, restless cycle of reflecting and acting upon the data resulting from our inquiries that allows knowledge to emerge. That's what the value of praxis is. **We reflect, we act, and we learn -- so we then have new data to reflect upon, informing our next actions, which allow us to further deepen our knowledge.** It's an inquiry cycle familiar to faculty, staff, and student scholars in higher education. I would venture to say, though, that the essential, humanizing core that Freire positions as the heart of our praxis is something we can easily lose sight of – especially when considering how our objectivity-dominated world can result in the presentation of data to which we don't feel connected.

**(Slide 44)** As President of CI, I think often about my responsibility to help ensure that each member of our campus community feels connected to our student success metrics, accepts responsibility for helping to move the needle on them, and understands the humanizing purposes these data serve.

Throughout my interim presidency, I spoke frequently about the need to spend 2021 "teeing things up" for the next permanent president, whoever that person turned out to be. Looking back at 2021 now, through the lens of my developing understanding of praxis, I see that "teeing up" year as a deep, reflective dive into CI. It was an action-oriented year relative to the pandemic, to be sure, but much of our work since January 2021 has been in the realm of sustained reflection -- working with data to see ourselves clearly and honestly on many fronts, through our Inclusive Excellence Action Plan, Retention Strike Force, Charting Our Course Academic Master Planning process, and Integrated Communication Marketing Plan, among other efforts -- readying ourselves to take informed, strategic action on those multiple fronts, all of which funnel up to and connect with our overarching challenge of enrollment management.

Sustained and rigorous reflection is difficult and time-consuming, but we have been doing this work in many mission-critical realms for over a year and long-before I arrived to Channel Islands. With this in mind, I know that moving forward, we are ready to act, continuously reflect on our progress, and grow our capacity to effectively and impactfully serve our students, the region, and each other.

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