CSU | Channel Islands

CSUCI Enrollment Report

Submitted by President Richard Yao, Ph.D.
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Abstract
This report provides detailed information in four parts that, taken together answer three questions: (1) What do we know? (2) What are we doing? and (3) What is the plan going forward? From recruitment, admissions, and orientation to the first-year experience, and from removing administrative barriers to continuous improvement of our academic programs, this collaborative, essential work is built on the assumption that addressing our enrollment challenges requires intentional, thoughtful action by cross-divisional teams. When combined with the long-term strategic planning already well underway on campus, including new developments in strategic enrollment management, academic master planning, and strategic budget planning, the campus is well-poised to make progress on its most pressing challenges.

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Part I: Background and Historical Context

Understanding the twin, sobering realities that CSUCI is currently facing—our enrollment crisis and its accompanying budget implications—requires grounding in why our University was created and what our campus represents to the region we serve that is unique within the CSU.

Another Story on a Strong Foundation: Academic Excellence Means Opportunity for the Region

CSUCI has a clear and compelling founding story: community leaders from Ventura and Santa Barbara counties, led by Congressional Representative Robert Lagomarsino and State Assembly member Jack O'Connell, actively pursued and lobbied for the establishment of CSU Channel Islands as a cornerstone for advancing the quality of life on the Central Coast. The upswell of support by the citizens of the region, and especially by its civic leaders, has continued to this day and is one of our greatest assets as a campus.

The establishment of CSUCI in Ventura County made undergraduate and graduate education available and attainable to many in our region who would not otherwise have accessible, affordable opportunities to further their education beyond the community college level. CSUCI matters to the people, communities, and employers we serve in unique ways, given our existence as the only public, four-year university in our service region. We are not one among several public options. This spells opportunity for us and our regional partners.

While we continue to enjoy significant regional support, we recognize that CSUCI must go further to fulfill our implicit promise to our service area. Our profile of degrees has not kept up with regional workforce needs, especially in areas related to technology, social work and mental health, engineering, and even education. Through academic planning conversations that began at the start of the Spring 2022 semester, the campus community reaffirmed its commitment to serving the region, explicitly recognizing that doing so would require expanding our academic programs in new and different directions. While this work is not yet complete, a narrative accompanying our proposed Academic Master Plan demonstrates the clear progress we have made and will continue to make, upon its approval, toward achieving this goal. In doing so, it positions CSUCI to fulfill the vision of those who persevered to bring this campus into existence.

With more than half of our student population being the first in their families to attend college and with our having again received national recognition as an impactful Hispanic-Serving Institution (HSI), we take seriously our goal of investing back into the community which has supported us steadfastly for the last twenty years, and we remain committed to using higher education as a path to success for the people and the region we serve.

HSI Status and Seal of Excelencia

As part of a strategic and regionally responsive enrollment effort, CSUCI became an HSI in 2010. Since then, we have leveraged over $40 million in competitive grant funding that created opportunities to provide newly developed support services during some of the most challenging years in CSUCI's history, with student success efforts made available to all of our students and extending the benefits well beyond our Latina/o population. These grant funds have allowed the campus to continue innovating for student success, developing our institutional capacity to be Latina/o student-ready, and increasing our cultural responsiveness to the needs of a more diverse and regional student population.

In 2019, CSUCI applied for certification for the Seal of *Excelencia*, a prestigious, voluntary, and comprehensive certification granted by the Washington, D.C.-based organization, *Excelencia* in Education. The Seal recognizes an institution's very high level of commitment and effort to serve Latina/o students successfully. At that time, CSUCI was one of only nine institutions in the nation—the only California State University campus and the only California institution of higher education—to earn the Seal of *Excelencia* in 2019, its inaugural year.

While the Seal is not an award or ranking, it is part of *Excelencia* in Education's strategy to close the education equity gap; accelerate the number of Latina/o students who attain college degrees by 2030; and ensure America's future by prompting more high-quality educational opportunities. Through this strategy, *Excelencia* urges HSI's to be intentional and to prioritize the use of data to inform decision-making, to improve educational policies and practices, and to enact and cultivate effective leadership.

In continuation of service to our local region and Latina/o student population, CSUCI was again recognized by *Excelencia* in Education with recertification of the Seal of *Excelencia* in 2022. To earn the three-year certification, CSUCI demonstrated that we have further built on the foundation of success we established through more rigorous data analyses, evidence-based practices, and intentional leadership in serving our Latina/o students.

Defining *servingness* at HSIs is a complex process because the HSI designation is based solely on an institution reaching a specific enrollment threshold of Latina/o students, as defined through the Higher Education Act. Although explicitly operationalizing *servingness* is difficult to do, it is necessary to outline CSUCI's commitment to intentionally serving Latina/o students and communities. Channel Islands is committed to "whole person" development and therefore we invest in academic outcomes (such as persistence, graduation, transfer, course completion, STEM degree completion, and labor market outcomes) as well as nonacademic outcomes (such as the development of academic self-concept, leadership identity, racial identity, critical consciousness, graduate school aspirations, and civic engagement). Indicators of serving Latina/o students go beyond these measures to include the experiences of students on campus, particularly experiences that are validating and positively influence a sense of belonging through, for example, interactions with same racial-ethnic peers and Spanish-speaking peers, faculty, and staff, culturally relevant curriculum, mentoring and support, and cultural symbols like murals on campus.

At CSUCI we've made decisions to intentionally engage Latina/o communities through our University Culture program and to recruit Latina/o students in the region via local, Latino-majority school districts. We offer culturally responsive admissions and new student orientation by providing information in Spanish to students and families. Once enrolled, Latina/o students are provided with options to experience learning communities, courses with embedded peer tutors (also Latina/o), first generation-friendly planning and enrollment tools, and interventions to bolster academic progress, as appropriate. Pell grants, housing scholarships, on-campus employment, debt forgiveness, and paid internships have leveraged students' ability to avoid or minimize financial burdens that serve as a barrier to their academic success. To strengthen wrap-around services, CSUCI has invested in faculty and staff development in terms of cultural dexterity, basic needs accessibility and breadth of supports offered, and developed ties regarding regional workforce needs. There is also commitment at CSUCI to increase the diversity of leadership, faculty, and staff to reach parity with the state of California. We've been making progress toward these goals through replacement of personnel through retirement, creating new positions, and implementing equity-minded hiring practices in faculty and administrative searches. These components contribute to the culture of serving, and not just enrolling, Latina/o students.

On Social Mobility and Post-Graduate Outcomes
According to the research by Opportunity, a non-partisan, not-for-profit organization located at Harvard University, CSU Channel Islands is ranked #3 among 72 nonselective, four-year public institutions in the USA in social mobility for its students. 32% of our students who were from the bottom quintile moved to the top fifth of income earners as adults.

Higher education is widely recognized as an engine of social mobility (SM), providing opportunities for graduates to secure employment and salaries commensurate with earned degrees (Tough, 2019). Given that most first-generation college students indicate that one of their primary reasons for attending college is to earn a good-paying job (Tough, 2019), these rankings likely serve as an important signal for students and other campus stakeholders. However, these rankings use an operational definition of SM, which is heavily

weighted by the graduation rates of Pell grant recipients. While the graduation rates of Pell grant recipients are undoubtedly a critical measure, there is a need for an expanded definition of SM that is more inclusive and includes post-graduate earnings, time to job placement, and pursuit of graduate study.

This work is a vital aspect of our long-term enrollment management plan in relation to our overarching narrative of post-graduation success, meeting regional workforce and industry needs, and social mobility. In Spring 2022, a cross-divisional team, supported through the Office of the President, participated in the CSU Student Success Analytics Program, using that opportunity to design a study to broadly assess and measure post-graduate outcomes as one facet of social mobility. In addition to supporting campus marketing and recruitment efforts, a driving factor for the study was that our service region, while a highly desirable place to live, has a very high cost of living—34.9% over the national average in Ventura County. While students may prefer to stay in the area following graduation, a scarcity of jobs in the region that pay well enough to allow new career professionals and their families to thrive can easily thwart that desire. For these reasons, we invested resources in accessing and more rigorously analyzing data that would help us to better understand our own impact and to create opportunities to build stronger pipelines with employers in the region.

With the above context in mind, the Post-Graduate Outcomes Project collated various data sources measuring post-graduate outcomes, assessed the relative limitations of each dataset, and began exploratory analyses (quantitative and qualitative) of the data with the goal of understanding what programmatic and/or co-curricular factor(s) enhance post-graduate outcomes, with the ultimate goal of using these findings to improve curriculum across all academic disciplines. Results to date from this work include a summary of preliminary findings and a Post-Graduate Outcomes website published May 2022, describing data sources used and providing dashboards in four areas: Salaries; Industries, Jobs, and Locations; Graduate Studies; and Graduating Student Plans.

20th Anniversary and "Young Adulthood"
It was at the start of this 2022-23 academic year that CSUCI celebrated its 20th anniversary, under the banner theme of "Honoring Our Past—Building the Future." While comparisons between a 20-year-old institution and a 20-year-old human being are unscientific, descriptions of the "Young Adult" period spanning the ages of 20-25 resonate nonetheless, particularly in the area of identity formation. According to the Digital Wellness Lab at Boston Children's Hospital:

> Many young adults will find themselves facing some instability in this "in-between" period of their lives. They often feel that they are not yet an adult… however they also feel the pressure that comes with having more responsibilities and accountability than when they were adolescents. They may feel anxieties surrounding their place… as they make big decisions about their future. It is a time to question what they want… (para. 4)

While instability, pressure, more responsibilities and accountability, anxieties, and questioning what we want are certainly familiar realities for the CSUCI community, to continue the metaphor, the way *through* challenges for the young adult is found in the developmental themes describing this period: "During this stage of life, young adults further develop their critical thinking skills, form relationships based on shared values and belief systems, modify their risk taking behaviors and make decisions based on future consequences" (para. 1). Criticality, shared values and beliefs, and measured, data-based decision making are equally important as we work this year to assess how well we are fulfilling our mission in service to our students and region.

Current enrollment and budget realities are severe, and we fully recognize the magnitude of challenges we face in the immediate term; these challenges are reflected in the next two sections of this report, "Regional Characteristics" and "Current Realities at CSUCI." That said, the long-term view is promising as described in the final section, "Our Way Ahead." I am confident that the strategic, data-informed, and cross-divisional work we have done over the past two years lays a strong foundation for the coming few years and beyond.

Part II: Regional Characteristics

It is important to identify aspects of our unique regional context to inform our enrollment strategies, which include specific characteristics related to higher education access and success. For example: (1) our students are typically not prepared to be immediately successful in higher education; (2) there is significant disparity across the Ventura County in household income levels, and CSUCI students tend to come from the "acutely low" to "lower" income levels; and (3) *urban, suburban, and rural are equally relevant terms* to describe Ventura County, resulting in an educational milieu marked by polarities in the kinds of opportunities and challenges that exist in widely differing contexts. These three points are interconnected and deeply relevant to CSUCI enrollment, growth, and the future of our service area in the following ways.

While we have historically navigated these challenges with varying degrees of success, we must now be more intentional in using these data to adjust and update our strategies from both admissions/recruitment and student success perspectives.

Addressing Low Levels of College Readiness in Ventura County

Ventura County students overall are performing below the State average on the California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC) scores in English-Language Arts and Mathematics (among other disciplines), as illustrated in the California Department of Education's Smarter Balanced Summative Assessments dashboards (2021-22 results shown in Figure 3). Interestingly, 11th graders in 2021-22 performed better in ELA but worse in Mathematics.
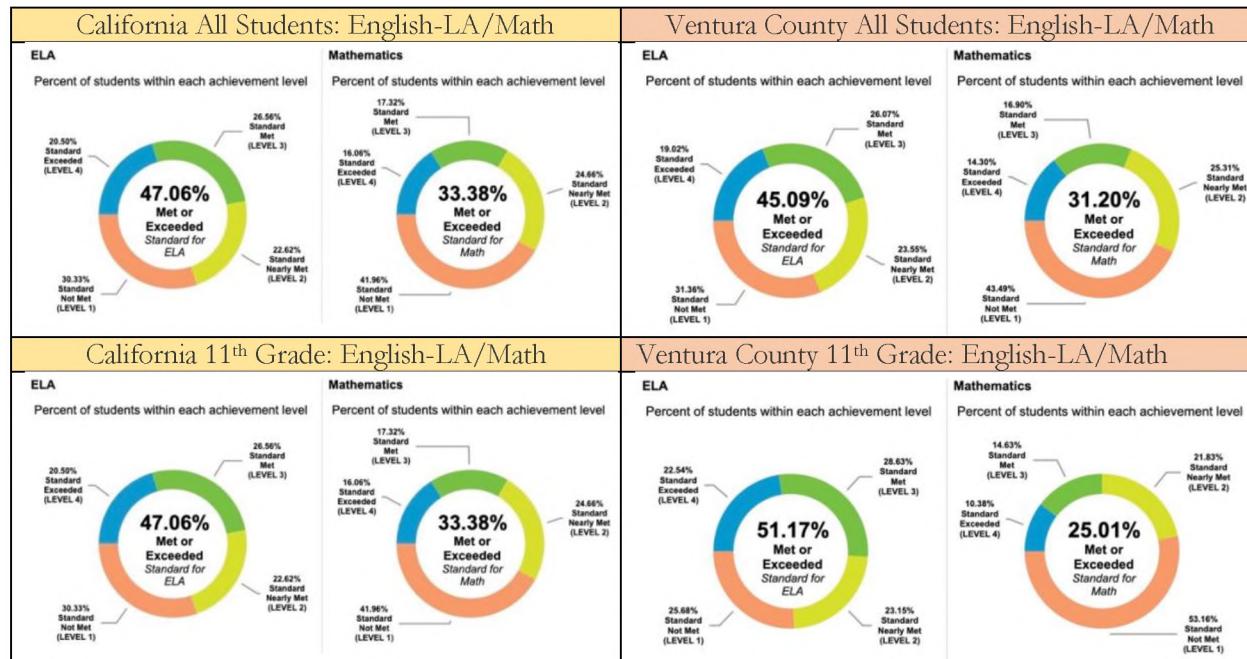
Figure 1: Comparing CAASPP and ELPAC averages in California and Ventura County (2021-22)

Overall averages for Ventura County compared to State averages provide a high-level view of students' performance and progress, but differences by high school district provide essential context. In the first column of Figure 4, below, Ed Data on Free and Reduced Price Meals (FRPM) from 2021-22 are noted for each district in the first column, as are the 2016-2020 Median Household Income (MHI) levels for the municipalities associated with each district.

While it is no surprise that household income and educational outcomes are related, examination of this reality, district by district, through the prism of the number of adolescents in need of food support, personalizes the numbers—as does the reality of households navigating life in the "very low" to "lower"

annual income ranges (conservatively for a family of three, per Figure 3 in the next section) in seven of Ventura County's ten high school districts. Notably, even the three most affluent of districts do not reach the level of "moderate" median income established in Ventura County for a household of three, at $124,650.

Ventura County High School Districts	# Students	% Low SES	English/ Lang Arts compared to CA average	Math compared to CA average	College and Career Readiness
Oxnard Union High FRPM 11,895 students Oxnard MHI: $62,349	17,394	68%	-30.8	-121.6	46.5%
Pleasant Valley FRPM 1,848 students Camarillo MHI: $87,120	5,735	27%	19.2	-16.5	not available
Fillmore Unified FRPM 2,803 students Fillmore MHI: $54,519	3,673	76%	-66.2	-106.6	33.8%
Moorpark Unified FRPM 1,696 students Moorpark MHI: $99,353	5,772	31.9%	+16	-25.7	50.4%
Conejo Valley Unified FRPM 3,361 students Thousand Oaks MHI: $99,115 Westlake Village MHI: $115,550	16,703	22%	+28	+3.4	54.6%
Oak Park Unified FRPM 522 students Oak Park MHI: $117,326	4,310	12.2%	+76.2	-50.7	76.4%
Ojai Unified FRPM 925 students Ojai MHI: $60,714	2,244	42.5%	-25.8	-74.6	43.9%
Santa Paula Unified FRPM 4,035 students Santa Paula MHI: $53,692	4,988	83.7%	-48.1	-98.4	39%
Simi Valley Unified FRPM 6,176 students Simi Valley MHI: $89,595	15,711	40.7%	-11.6	-50.9	47.7%
Ventura Unified FRPM 8,452 students Ventura MHI: $77,335	15,359	55.5%	-17.8	-56.6	43.5%

Figure 2: CAASPP and ELPAC results by Ventura County high school district and household income by city

An Obvious Nexus: Low Income, Low Achievement, and the Critical Need for CSUCI

California School Ratings* for Ventura County correlate with household income levels of the areas in which schools are located: the higher the income level, the higher the school rating. While comparing schools by standardized testing results alone is problematic for many reasons, school rankings hold great value for the work they do in making visible the relationship between household income (see Figure 5) and educational attainment.

In applying that reality to our service region and in understanding the students who tend enroll at CSUCI, regardless of where they come from, a healthy majority of our incoming students from Fall 2022 (see Figure 6) have household incomes in the "acutely low-income" to "low income" ranges, as defined in 2022 for people who live in Ventura County. While viewing those income ranges in Figure 5 below, note that the average number of people per household in Ventura County is 3.03. This number can be significantly higher for younger households with children and for households that include extended family and/or multiple families; our use of the annual income limits in the 3 Person Household column is intentionally conservative—amplifying the income-and-outcomes points made below.

Annual Income	1 Person Household	2 Person Household	3 Person Household	4 Person Household	5 Person Household	6 Person Household	7 Person Household	8 Person Household
Acutely Low (15%)	$ 12,100	$ 13,850	$ 15,550	$ 17,300	$ 18,700	$ 20,050	$ 21,450	$ 22,850
Extremely Low (30%)	$ 26,350	$ 30,100	$ 33,850	$ 37,600	$ 40,650	$ 43,650	$ 46,650	$ 49,650
Very Low (50%)	$ 43,900	$ 50,200	$ 56,450	$ 62,700	$ 67,750	$ 72,750	$ 77,750	$ 82,800
Lower (80%)	$ 70,250	$ 80,300	$ 90,350	$ 100,350	$ 108,400	$ 116,450	$ 124,450	$ 132,500
Median (100%)	$ 80,800	$ 92,300	$ 103,850	**$ 115,400**	$ 124,650	$ 133,850	$ 143,100	$ 152,350
Moderate (120%)	$ 96,950	$ 110,800	$ 124,650	$ 138,500	$ 149,600	$ 160,650	$ 171,750	$ 182,800

Figure 3: 2022 Ventura County Income Limits

This information about Ventura County income ranges provides meaning for Figure 6, below, which shows the distribution of household income levels for students newly enrolled at CSUCI in Fall 2022. Mapping the Ventura County annual income levels onto CSUCI students' household income ranges provides a concise view of the fact noted above, that per the "3 Person Household" column, 56.2% of our students have household incomes in the "acutely low" (up to $15,550) to "lower" income" (up to $90,350) ranges.

Household Income	New CI Students F22 (635)	%	VC Income Level	VC Income Ranges
<$24,000	92 of 635	14.5%	Acutely low	$0 to $15,550
$24,000 - $35,999	89 of 635	14.0%	Extremely low to Very low	$15,551 to $33,850 $33,851 to $56,450
$36,000 - $47,999	82 of 635	12.9%	Very low	$33,851 to $56,450
$48,000 - $59,999	58 of 635	9.1%	Very low to Lower	$33,851 to $56,450 $56,451 to $90,350
$60,000 - $71,999	36 of 635	5.7%	Lower	$56,451 to $90,350
$72,000 and above	236 of 635	37.2%	Lower to Median to Moderate	$56,451 to $90,350 $90,350 to $103,850 $103,851 to $124,650
Other/Unknown	42 of 635	6.6%	Unknown	Unknown

Figure 4: CSUCI students newly enrolled in Fall 2022 categorized by Ventura County household income ranges

The income ranges in the first column of Figure 6 are established by the CSU, and incomes above $71,999 are not broken out by range. Still, with the "median" income level beginning at $90,351 for a household of three

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* A rating of 10 is high, with scores in 90th percentile and above; 1 is low, with scores below the 10th percentile.

in Ventura County, it is safe to assume that household incomes for some of the 236 students in the "$72,000 and above" category fall between $72,000 and $93,350—that is, in the "lower" income level. Given that the median income of current CSUCI students is below $40,000, we estimate, very conservatively, that at least one-third of those 236 students are from households in the $72,000-$93,350 range. This would bring the total percentage of Fall 2022 FTFT students in the "acutely low," extremely low," "very low," and "lower" income levels to 68.6%—nearly 7 of every 10 students. Comparatively, our Fall 2022 University Fact Sheet shows 52.4% of all CSUCI students were Pell eligible.

It is important here to recall CSUCI's mission and our accomplishments as an HSI that has twice been awarded the Seal of *Excelencia*. The interventions and innovations described in that section of this report represent almost 13 years of focused attention, experimentation, and the strategic use of data as we tackled the pedagogical, logistical, financial, and attitudinal challenges that come with learning how to meet our incoming students where they are rather than where they are "supposed to be." As the only twice-stamped CSU with the Seal, having received national recognition in 2019 and again in 2022 for what we have learned and what we are continuously doing, we have earned respect across the expansive reach of the nation's Hispanic Serving Institutions for our work in finding ways to mitigate the "low income, low achievement" nexus.

We are fighting the current enrollment crisis not to save jobs, though of course the broad swath of CSUCI faculty, staff, and administrators who have worked hard and given much to this University are deeply valued for having created our many successes over the years. But we know that our University exists not *for* us. We are here for this region and its people who need what we have learned and who deserve the promise of this public good that is the CSU—a knowledge-building, justice-advocating, economic engine in their backyard.

Regional Educational Attainment Equity Gaps
A second way in which the three points noted at the start of this section are closely interconnected is by making visible the disparities in rates of educational attainment by the Latina/o population in Ventura County compared to Ventura County rates overall. Health Matters in Ventura County graphics in Figure 5 not only make those attainment differences starkly visible; they also make the link between education and health explicit. These data and this connection provide a clarion call for the CSU in general and for CSUCI in particular to serve well the needs of this region.


Ventura County Educational Attainment at age 25+

Hispanic/Latino Educational Attainment at age 25+
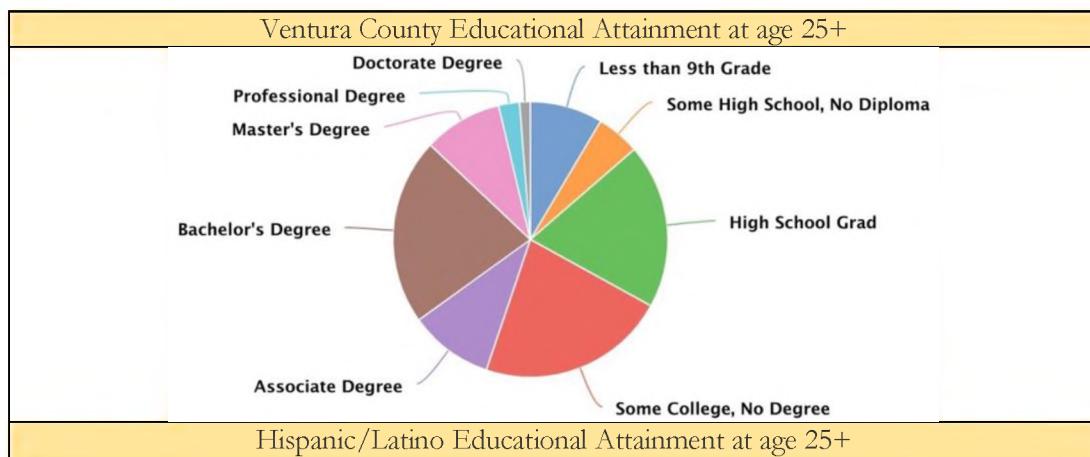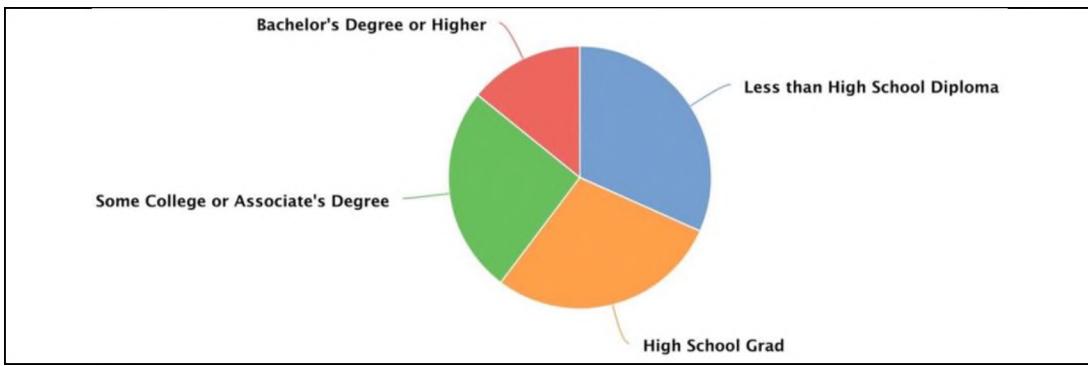
Figure 5: Educational attainment in Ventura County overall and by Hispanic/Latino residents

While 44.1% of the County is Latina/o, that percentage rises to 60.7% of the CSUCI student body. With about 70% of our students (extrapolating from the newly enrolled students in Fall 2022 above) living in households with "acutely low," extremely low," "very low," or "lower" income levels; and with the diversity of our student body—over 60% identifying as Latina/o, 23% as White, 6.5% as Asian or Pacific Islander, 3.7% as having two or more ethnicities, 2% as African American, 1.0% as International, 0.2% as American Indian (and 3.3% unknown); and with over 60% being first-generation college students—*our responsibility to be a university that expects more of ourselves to be "student-ready" rather than one that judges our students for not being "college ready" is clear.* Our institutional mission to serve the needs of our service region requires that we—the administrators, faculty, and staff of CSUCI—must each do our part where we can, ensuring that our Strategic Enrollment Management Plan *recognizes, designs for,* and *delivers* on seeing that responsibility through.

The support our students need is sometimes derided as "hand-holding," and if that is the "*pobrecito*" energy students perceive (i.e., "you poor thing"), it should be derided. But to call the work of mitigating the "low income, low achievement" nexus "hand-holding" is to not understand or not care how difficult that work is, for the students and their supporters. At CSUCI, we are building a strengths-based system of respect and support that acknowledges, simply and pragmatically, that needs exist and help is good—but that success is built on strengths. Helping our students to see, accept, and work from where they are, with all of the assets they bring to the table—rather than to train their eyes and energies on where they are "supposed to be"—is a core strategy applied in multiple ways and embedded in all of our academic and co-curricular programs.

Ventura County: Urban, Suburban, and Rural
As previously noted, urban, suburban, and rural are equally relevant descriptors for Ventura County and the parts of Santa Barbara and Los Angeles Counties that we serve. This fact contributes to the uniqueness, strengths, and educational challenges of our region.

There are advantages and drawbacks, educationally speaking, for urban and rural communities in the United States (e.g., UWA Online, 2019, Bailey, 2021, and Gutierrez, n.d.), with the latter having a higher high school graduation rate, higher poverty rate, more employment and job security concerns, and more issues with transportation—while having less access to mental health care, to the Internet, and to quality reading materials in the early years. With declining populations in rural communities as families move into more urban areas, student-allocated dollars from state and federal funding sources move with the students into their new urban or suburban school districts. Gutierrez notes that across the country, urban school districts receive 20-50 percent more funding than their rural counterparts.

Even when comparing rural-to-rural student performance and progress, significant differences exist. Drescher and Torrance (2022) discovered up to two grade levels of academic achievement differences between rural students in New England and in the Pacific Northwest. They further noted that academic achievement differences are small between rural and urban students overall, but that when findings are disaggregated by race, significant differences appear (e.g., white and Native American students are about a half-grade lower than white urban students).

We emphasize rural over urban in this narrative, as it is the smaller communities in the rural areas of our service region who, frankly, notice our absence. While we are working to change this, in part through our Regional Educational Partnerships office created in Fall 2022, the reality is that we have work to do in ensuring that CSUCI, in being of good service to our region, explicitly includes those communities that have not historically been prioritized in our outreach, recruitment, and partnership efforts. This is an obvious area of focus for our recently reorganized Enrollment Management & Marketing department (described in Part III, "Current Realities at CSUCI").

Declining P12 Enrollment
CSUCI has not yet felt the looming drop-off in high school enrollments in our region, as illustrated in the figure below.
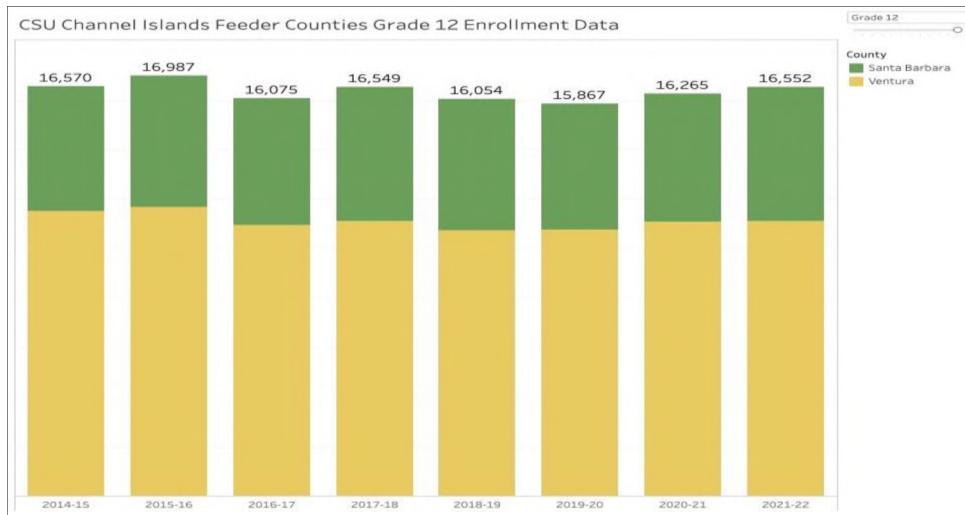
Figure 6: CSUCI feeder counties Grade 12 enrollment data 2014-15 through 2021-22

However, all indications signify that the drop-off is coming. The cohorts in high schools that signal the shift just entered 9th grade in the 2022-23 academic year, which means that we will likely see the impact of this population shift downward beginning in Fall 2026. According to enrollment data published on the California Department of Education website, K-12 education in our state will be facing a 14% decline in enrollment numbers in the next 10 years, including a 9% decrease in Santa Barbara County and a 19% decrease in Ventura County. The second largest school district in the USA, L.A. Unified School District, will be facing a 15% decline in enrollment. Except for multiracial students, whose enrollment is predicted to increase by 23%, all other racial and ethnic groups will face a decline in enrollment. The steepest decline is anticipated for American Indian (24%) and African American (21%) students.

Declining Community College Enrollment
While the anticipated drop-off in high school enrollment is on the near horizon, of immediate concern is the well-established drop-off in our feeder community colleges, defined as those from which we received 100 or more applications in Fall 2022. Per findings distilled from the Management Information Systems Data Mart of the California Community Colleges Chancellor's Office, CSUCI's eight feeder community colleges experienced a cumulative drop in enrollment of 139,920 students from Fall 2016 – Fall 2021, a 38.2% reduction in six years (see Figure 7).

College	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Allan Hancock	66,035	79,460	29,737	31,023	36,332	31,355	
Canyons	26,723	24,130	25,221	23,804	25,613	23,127	
LA Pierce	42,860	33,024	27,264	29,365	25,108	24,013	
Moorpark	70,102	25,274	27,517	26,571	37,827	31,531	31,239
Oxnard	31,188	15,194	16,055	16,610	31,051	25,295	22,534
Santa Barbara	23,398	23,817	25,256	25,693	20,946	21,018	
Santa Monica	47,872	45,034	43,758	42,447	40,928	37,418	
Ventura	58,039	25,357	27,965	26,125	36,362	32,540	30,963
Grand Total	366,217	271,290	222,773	221,638	254,167	226,297	84,736

Figure 7: CSUCI feeder school enrollment losses since Fall 2016

There is some promising news, however. Per the California Community Colleges Chancellor's Office Enrollment Status Summary, first-time student enrollments in Ventura County's community colleges are showing initial signs of recovery from the pandemic (see Figure 8 on FTF Enrollment). The highest increase in number of first-time students is in those enrolling at Oxnard College, up by 14% in Fall 2022 compared to Fall 2021, followed by Ventura College (up 7%), and Moorpark College (up 5%). (Data from Santa Barbara Community College is not available at this time for Fall 2022.)
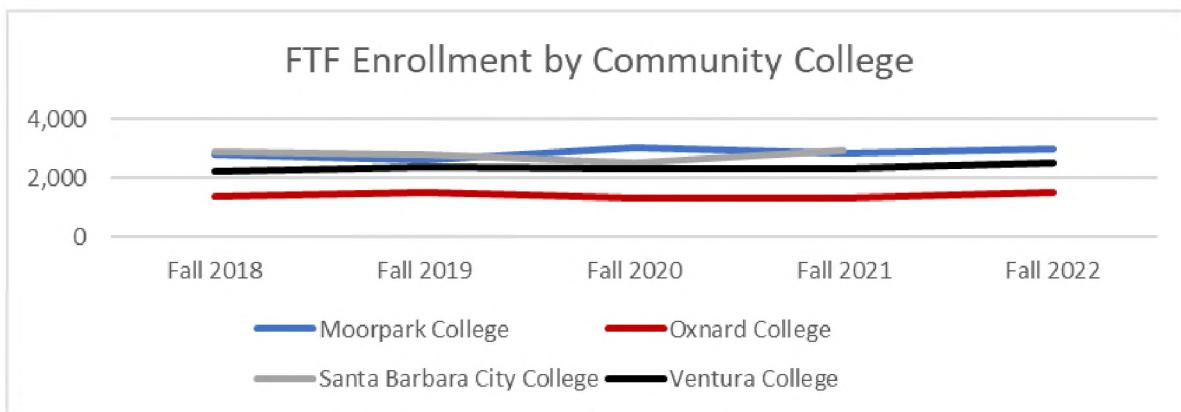
Figure 8: Ventura County community colleges show slow recovery from pandemic losses

We will continue to study and work to ameliorate explanatory factors for the enrollment crisis that our partner community colleges and we are experiencing. We will do this, in part, through the leadership of our new Associate Vice President for Enrollment Management & Marketing and our new Director of Admissions, both of whom were new to CSUCI in January 2023. In addition, our dual admissions collaborative work with our Ventura County Community College District and Santa Barbara City College will inform this work moving forward.

Declining CSUCI Enrollment: Two Hypotheses
Hypothesis 1: A Declining Value Proposition. The first of our two theories explaining this enrollment crisis is that the value proposition of a bachelor's degree has declined for one or more of the following reasons:
- There exist perceptions and decisions by prospective students and their families that the college debt load incurred by students in the United States—$1.75 trillion cumulatively in 2022, per Hahn and Tarvor, with the average per-student debt at nearly $29,000, and with more than half of all college students leaving with debt (sometimes without a degree)—is not worth it;
- There exist conservative political concerns that higher education has a liberalizing and therefore negative effect on the country which, as this concern goes, must be balanced with more conservative

faculty, curricula, and learning experiences—and in the meantime, higher education is understood to be not only a poor investment but a threat;

- There exist social concerns about higher education as a "feminizing" force, with males of all races—particularly males of color—disappearing from college campuses, to the degree that, at CSUCI, our student body was 66% female in Fall 2022.

The last of these three possible reasons for why a baccalaureate degree may not be seen as worthwhile by prospective students is daunting but actionable. Whether this hypothesized reason for the decline in male enrollment in college is sexist or not (i.e., "feminized" is not commonly understood to be a positive change), that is not the interesting point in this context. The interesting point, that is the reality that can be addressed in our Strategic Enrollment Management Plan and acted upon, is that males were only 41% of all college students in the U.S. in 2020, and as indicated above, only 34% of CSUCI's student body.

Health Matters in Ventura County demographic data from 2022 show local degree attainment outcomes by sex. See Figure 11 for differences in educational attainment, ages 25+ between females and males in Ventura County/California overall, and by Latina/o females and males in Ventura County/California. Higher education levels in which female attainment exceeds that of males, highlighted in Figure 11, do not yet reflect the significant differences between female and male college enrollment levels of the past several years, but the trend is already visible.

All of Ventura County	Females (VC / CA)	Males (VC / CA)
Less than 9th Grade	8.56 / 9.13%	8.73% / 8.51%
Some High School, No Diploma	5.10% / 6.79%	5.49% / 7.83%
High School Graduate	19.35% / 19.78%	21.69% / 21.55%
Some College, No Degree	22.20% / 20.76%	21.66% / 20.67%
Associate Degree	9.89% / 8.50%	8.83% / 7.21%
Bachelor's Degree	21.94% / 22.18%	21.38% / 21.06%
Master's Degree	9.25% / 9.24%	7.81% / 8.42%
Professional Degree	2.47% / 2.26%	2.51% / 2.71%
Doctorate Degree	1.25% / 1.36%	1.88% / 2.04%
Latinas/os in Ventura County	Females (VC / CA)	Males (VC / CA)
Less than High School Diploma	31.28% / 33.30%	32.12% / 34.67%
High School Graduate	25.84% / 24.87%	31.34% / 28.07%
Some College or Associate Degree	27.71% / 26.44%	23.38% / 24.63%
Bachelor's Degree	15.18% / 15.39%	13.16% / 12.63%

Figure 9: Degree attainment in Ventura County by females and males and by Latina/o females and males, 25+

These degree attainment differences by sex are logical outcomes of the reality that "The male college crisis is not just in enrollment, but completion." In that 2021 article, Reeves and Smith claim that *declining enrollment across the country is driven almost wholly by men rejecting postsecondary studies as an option after high school.* Further, they write that the gender gap—which had been building ever since parity between men and women was briefly achieved in 1982—widened greatly during the pandemic, with seven times fewer men than women enrolling in college in Fall 2020 compared to the year before. These authors cite another, Hannah Rosin, as saying that this dramatic shift in college enrollment is "the strangest and most profound change of the century, even more so because it is unfolding in a similar way pretty much all over the world" (para. 2). While this psychological and/or attitudinal shift is indeed profound, we can work with attitudes and the psychology of positions taken.

It is unknown at this point how such significant discrepancies in postsecondary studies and educational attainment between the sexes (with no disrespect intended in implying only binary options, but such is the nature of available data) will impact families, communities, and societies around the world and into the future. However, interesting data on the topic can and should inform our work to engage the young men of our

region. For example, 2021 U.S. Census Bureau data on median income by educational attainment show two things, one of which, in Line 1, makes short work of the argument that the value proposition of higher education is lacking.

	Median annual earnings 2021	< 9th grade	9th to 12th no diploma	HS graduate, including GED	Some college, no degree	Associate degree	BA	MA	Prof Degree	Doctorate
1	F&M	33,565	35,405	41,742	49,163	51,546	71,819	87,057	121,543	120,746
2	Female	30,145	30,162	36,278	41,193	45,796	61,582	76,159	102,438	100,460
3	Male	36,580	38,547	46,370	53,283	60,287	82,366	101,535	145,952	142,343
4	Diff $	6,435	8,385	10,092	12,090	14,491	20,784	25,376	43,514	41,883
5	Diff %	17.6	21.8	21.8	22.7	24.0	25.2	25.0	29.8	29.4

Figure 10: U.S. Census Bureau 2021 median income, 18+ years, worked full-time, year-round, all races

The other aspect shown with stark clarity in Lines 2-5 is the difference a person's sex makes on median annual earnings, regardless of the level of educational attainment achieved. Even with median income comparisons stacked heavily in men's favor, the gap is inexplicably growing between men and women in college completion. It seems the long-term benefits of educational attainment are not well communicated, not well understood, and/or not valued by young men in particular; whichever the case, there are focused actions we can take that will become part of our Strategic Enrollment Management Plan. Differences between men's and women's reasons for not pursuing a four-year degree can inform our outreach efforts and messaging strategies.
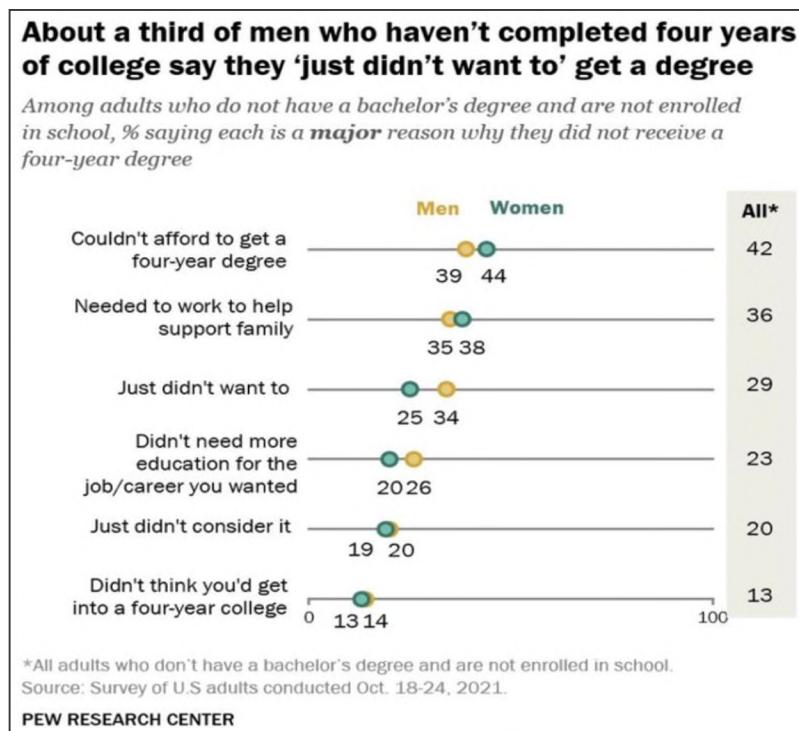
Figure 11: Men's and women's reasons for not pursuing BA (Parker, 2021)

While the stakes of an enrollment crisis caused in large part by men's withdrawal from higher education are high for CSUCI, they are also high for the men of our region. As Kim Parker of the Pew Research Center explained in 2021, "The implications of the growing gap in educational attainment for men are significant, as research has shown the strong correlation between college completion and lifetime earnings and wealth accumulation" (para. 2). There are both room and reasons for CSUCI to use such findings in designing and

implementing an initiative to recruit, enroll, and retain men as a critical part of our Strategic Enrollment Management Plan.

Hypothesis 2: Existential Threats, Loss of Connection, and Dimming Hopes. While the first hypothesis has predominantly political, social, and economic roots, the second is more psychologically based and directly related to the more recent, significant retention challenges we have observed post-COVID. Reality for young people today is a sea change away from how those of us who are leaders as administrators, faculty, and staff in higher education typically experienced our childhood, adolescence, and young adult years. Most of us did not grow up thinking that "normal" included phrases like "school shooting," "another mass shooting," "climate change," "January 6 insurrection," "global pandemic," "The Great Resignation," and "I can't breathe" (though the latter phrase is only new in broader public awareness of police brutality toward Black people). It is enormous what young adults are having to navigate, before the corpus collosum has even fully myelinated. Students' social and emotional needs, particularly for our younger undergraduates, are also enormous and only beginning to be understood.

Having hope, being academically engaged, returning to social gatherings and activities, connecting with others, and setting goals for the future—all of these are essential for success on many dimensions. And not only are we not there yet in knowing how to encourage and support this kind of health and growth for students across all of our divisions and units on campus; we are also looking at these navigation problems for young adults through our *own* experiences with each one of these difficult realities, many of which are literal existential threats. We don't know how the surely less-fraught childhood, adolescence, and young adulthood that many of us were able to have, imperfect as they may have been, impact our perceptions now of what students are going through; we don't yet know what their strengths and needs will be through this pivotal moment of individual, institutional, local, state, national, and global history and evolution.

What is clear right now is that our students need support in nurturing their own and others' social and emotional health. That need coexists nicely with our students' oft-shared desire, especially by residential students, for more things to do on campus. We have anecdotal data indicating that residential and commuter students alike wish for a more typical college experience, vibrant with cultural, social, political, academic, and co-curricular activities.

There is much to study and learn—all of which will impact the well-being of our region and its people as well as our enrollment outcomes and fiscal health.

Part III: Current Realities at CSUCI

Enrollment management is unquestionably the top priority of CSUCI, and we have been engaging our campus community in discussions about enrollment management since Spring 2022 and held campus-wide town halls throughout Fall 2022. This work is vitally important in the immediate term, of course, but of equal importance is our concurrent focus on the long-term, strategic vision and organizational development of CSUCI. This longer-term view is especially relevant as CSUCI celebrates our 20th anniversary. While our reflexive response is to examine enrollment management in terms of new student enrollment, we know that it encompasses and impacts every single aspect of CSUCI, and on varying levels. This includes immediate and long-term budgetary and financial implications, instruction/course offerings, staffing, the student experience, and student success.

Enrollment Status

Figure 12: CSUCI enrollment history and forecast (2014-15 through 2027-28)

As seen in the figure above, our original planning and budgetary target for the 2022-2023 AY was 5,438 FTES annualized, which represented a 2.7% increase in FTES from 2021-2022. While we knew that this target was ambitious, we were cautiously confident when examining the specific metrics necessary to meet this target. This included minor adjustments/improvements in headcount to FTES ratios, yield rates for first-year students and new transfers, and units attempted for new students and returning students. However, this was all predicated on increasing our Spring to Fall retention rate for returning students by 2% from our original target. In spite of our various student retention and enrollment campaigns, we fell short of our retention target, which resulted in a significant and precipitous drop in enrollment for the current AY.

For Fall 2022, our official census enrollment numbers were as follows: 5,643 headcount and 4,768 FTES. We were up 9% in new first-year FTES but down 19% in our new transfer FTES, which is consistent with our local community college enrollment data. Our overall FTES figure for Fall 2022 represented a 25% drop in FTES since Fall 2019. Based on our Fall 2022 numbers, we projected an annualized FTES of 4,630 for the 2022-2023 AY, which is 24.5% below our funded target of 6,135 FTES. Preliminary Spring 2023 enrollment numbers indicate that we will meet or be very close to the 4,630 annualized projection for 2022-23 (our finalized annual FTES enrollment will be confirmed after Spring census). When examining the historical enrollment of CSUCI over the years, our enrollment decline since Fall 2019 erased almost a full decade of previous enrollment growth.

Regarding our enrollment modeling moving forward, we have developed two scenarios: a status quo projection and a projection that takes into account our implementation of several new, high-impact practices. In both scenarios, we expect a dip in enrollment in 2023-24, which is attributable to our retention loss from Spring to Fall 2022 (i.e., losses in the retention of current students results in a compound effect on subsequent outyears). The status quo projection is a more conservative model, while our high impact projection assumes that our various initiatives will have a positive impact on new student yield and the retention and persistence of current students. Moving forward and directly related to our long-term academic master planning process, we will eventually develop a third enrollment model, which includes projected enrollment growth in response to new academic program and course offerings. It is important to note that our enrollment models are fluid, and we will continually update projections based on new data.

CSU Budget Reallocation Plan & Impact on CSUCI

An additional challenge facing CSUCI in effectively addressing our enrollment is the significant cut in our general fund campus allocation beginning in the 2024-25AY, as outlined in Interim Chancellor Koester's CSU Enrollment Target and Budget Reallocation Plan 2023. As shown in the below figure, we are anticipating a $7.8M permanent cut to our base budget over this timeframe, beginning with a $2.7M cut in 2024-25, a $2.59M cut in 2025-26, and an additional $2.46M cut in 2026-27AY.

Prior to the pandemic, CSUCI derived approximately 32% of total operating revenue from student fees (Category I & II). Category I fees accounted for approximately $38M in 2019. Current projections point to $10M in lost revenue in FY 2024-25, a 26% decline from pre-pandemic levels. When combined with the magnitude of the campus appropriation cuts noted above, in 2026-27, our total revenue shortfall (cumulative appropriations reductions + lost tuition revenue that year) equates to $16.5M. This will have a significant impact on our ability to devote the necessary resources towards our immediate and long-term strategies.

	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25	FY 2025-26	FY 2026-27
CSU Appropriations - Prior Year Ending	$ 91,327,000	$ 93,295,000	$ 97,851,000	$ 97,851,000	$ 95,120,925	$ 92,527,354
Reduction - 5%		6135	6135	6135	5828	5537
Funded FTES Decrease				(307)	(291)	(277)
Revised Funded FTES		6135	6135	5828	5537	5260
Appropriation Reduction - based on $8900 marginal cost of instruction				$ (2,730,075)	$ (2,593,571)	$ (2,463,893)
Cumulative $ Reduction				$ (2,730,075)	$ (5,323,646)	$ (7,787,539)
Cumulative Reduction - Funded FTES				(307)	(598)	(875)
Projected FTES - 9/19/2022 forecast		4,631	4,424	4,318	4,477	4,623
Overfunded FTES		1505	1711	1511	1060	637
Variance - Funded FTES vs Forecast		24.52%	27.89%	25.92%	19.14%	12.11%
	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25	FY 2025-26	FY 2026-27
Tuition Revenue Shortfall						
FY 22-23 Original Enrollment Planning Forecast (prior to Fall 22 Census)		(4,004,885)	(2,756,000)	(1,457,160)	(444,064)	599,424
Enrollment Forecast Update - above original campus budget plan		(4,633,794)	(7,068,144)	(8,978,507)	(9,075,754)	(9,280,910)
Fall 2022 Census Forecast - Tuition Revenue Shortfall		(8,638,679)	(9,824,144)	(10,435,667)	(9,519,818)	(8,681,486)

Figure 13: CSU appropriations projected through FY 2026-27

The main challenge facing our campus is determining the path forward from a budgetary and resource allocation perspective, while in the midst of the greatest enrollment challenge our campus has ever faced. The campus recognizes that it must operate out of an updated playbook driven by new factors related to student success. While we will continue to use real-time data to update our modeling and projections, our overarching approach will involve a combination of one-time savings, use of reserves, and substantial permanent base budget reductions over the next 5-years (beginning in this current 2022-23AY, with a current hiring chill and projected $5M in one-time savings) to allow enrollment and retention initiatives and integrated marketing and branding campaigns to take hold (see figure 14). We will prioritize various cost mitigation strategies that protect the student experience and drive their success while focusing on efficient operations and financial sustainability; however, the magnitude of these budget cuts makes the execution of these plans exceptionally difficult.

	FY 2021-22	FY 2022-23	FY 2023-24	FY 2024-25	FY 2025-26	FY 2026-27
Economic Uncertainty Reserve - Beginning of Year	$ 40,560,000	$ 40,560,000	$ 32,940,983	$ 24,762,635	$ 17,418,875	$ 12,745,504
Net Operating Surplus / (Deficit) - Permanent		(0)	(971,136)	(3,702,850)	(6,349,001)	(8,812,894)
FTE (Academic Year Average - excludes summer)		4,631	4,424	4,318	4,477	4,623
FTE below Appropriations		(1,505)	(1,711)	(1,511)	(1,060)	(637)
Tuition Revenue Shortfall - FTE below 6135		(8,638,679)	(9,824,144)	(10,435,667)	(9,519,818)	(8,681,486)
One-Time Expenditure Surplus/(Deficit)		(3,980,338)	(1,383,068)	(1,205,243)	(804,551)	(804,551)
Total Surplus/(Deficit)		(12,619,017)	(12,178,348)	(15,343,760)	(16,673,370)	(18,298,931)
Estimated Year-end Savings - One-time		5,000,000	2,000,000	0	0	0
Yr 1 Permanent Reduction - 6 months - Effective Jan 2024			2,000,000	2,000,000	2,000,000	2,000,000
Yr 1 Permanent Reduction - 6 months - Effective July 2024				2,000,000	2,000,000	2,000,000
Yr 2 Permanent Reduction				4,000,000	4,000,000	4,000,000
Yr 3 Permanent Reduction					4,000,000	4,000,000
Yr 4 Permanent Reduction						3,000,000
Annual Budget Reduction			4,000,000	4,000,000	4,000,000	3,000,000
% Reduction (Appropriation + Tuition Revenue)			3%	3%	3%	2%
Total Plan of Action			4,000,000	8,000,000	12,000,000	15,000,000
Total Contribution to/ (Draw from) Reserves		(7,619,017)	(8,178,348)	(7,343,760)	(4,673,370)	(3,298,931)
Cumulative		$ (7,619,017)	$ (15,797,365)	$ (23,141,125)	$ (27,814,496)	$ (31,113,427)
Economic Uncertainty Forecast - End of Year	$ 40,560,000	$ 32,940,983	$ 24,762,635	$ 17,418,875	$ 12,745,504	$ 9,446,573
# Months Operations Coverage (minimum requirement = 3 months coverage)	4.1	3.1	2.5	1.8	1.3	1.0
Economic Uncertainty Target - 3 months Coverage	30,000,000	31,500,000	31,500,000	31,500,000	31,500,000	31,500,000
Required Reductions (reserves less than 3 months operating coverage)		$ 1,440,983	$ (6,737,365)	$ (14,081,125)	$ (18,754,496)	$ (22,053,427)

Figure 14: Economic Uncertainty Reserve projections through FY 2026-27

As noted in our November 1 Enrollment Management Update, we are working diligently on a number of significant cross-divisional efforts to improve student retention and persistence, increase new student enrollment, and strategically plan for our long-term future. That said, we must understand and utilize the data we have and plan accordingly. We have been preparing our campus community for the difficult years in our immediate future, with clear messaging that we must become lean before we can grow again. Paradoxically, however (or paralogically, as philosopher Tim Freke would have it), while we are becoming leaner, the long-term health of our University requires us to simultaneously take steps to grow again. Our short-term realities and long-term goals are in tension, but they exist together. How we manage to achieve this balance will be some of our hardest work ahead. Rather than implementing across-the-board budget cuts, I am instead asking each division to critically assess essential positions required for us to navigate the tension between immediate needs and long-term growth. We will be engaging the campus in this work through established and formal communication structures—via the Strategic Resource Planning Committee (SRPC) and campuswide Enrollment Town Halls scheduled throughout Spring 2023.

Campus Dynamics at 20 Years of Age
Directly related to the work noted above, an interesting perspective on change as a young campus (and CSUCI has been through much of it, with two new presidents and four provosts since 2015, an entirely new cabinet since January 1, 2021, and the ongoing navigation of a global pandemic since Spring 2020) is that even small changes can have significant impacts on the campus community. In fact, even campus growth creates new and challenging campus dynamics in relation to our organizational development.

For example, a colleague recently described to me their theory of three general eras of employee at CSUCI: (1) those who arrived in the early years, founded the University in the liberal arts tradition, and with many years of history and hopes invested in CSUCI, still hold a strong sense of connection with the campus identity and traditions that they created; (2) those who arrived in the middle years, not personally connected to the identity-building work of those who came before, but close enough to the early years and those early-year colleagues to understand and generally value and adopt established identity and traditions; importantly, for this "middle-years" group, the number of faculty and staff was still small enough for members of a small but growing campus community to know everyone, making enculturation in established values more easily and naturally possible; and (3) those who came in later years, who experienced little in the way of stability in executive leadership and for whom CSUCI traditions from early years may feel far away; as the number of

faculty and staff additions grew, members of this latter group may not have been able to develop as much of a sense of belonging and connection with the campus's initial identity as their colleagues from the first two groups.

This observation is incredibly significant. We are battling an enrollment crisis while operating with arguably differing understandings of who we are and what we value as a University in relation to our long-term strategic vision. While understandable that rebranding CSUCI was not at the top of my priority list at the height of the pandemic, it is increasingly clear that this is essential work. We have already contracted and begun this work on our brand foundation with ADV Market Research & Consulting, which was underway in Spring 2022, to lead the campus community in discussing and discovering our brand promise—the message that encapsulates our identity, our aspirations, and our uniqueness. This will be essential work that will: (1) help our campus community to cohere; (2) position our University as an effective competitor for a shrinking population of young adults going to college; and (3) serve our region better through a new sense of unity and clarity about who we are and what we do. Our enrollment efforts will be greatly impacted by our accomplishments in this identity and branding effort.

Part IV: Our Way Forward

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 Communications & 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.

		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%

Figure 15: 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 (see 2023 Spring-Summer Tactical Plan) 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 Communication and Marketing Plan

As noted earlier, CSUCI is well underway with our Integrated Communication and Marketing Plan (ICM). 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

Figure 16: 2021-22 Philanthropic Report Appendix: Philanthropic productivity

2022-21 Philanthropic Report Appendix
Endowment

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%

Figure 17: 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

Our campus fully understands that the most effective way for us to stabilize and grow enrollment is to improve student retention and persistence. We have worked diligently to engage all divisions and programs across campus to engage in this work. Historically and as a young institution, CSUCI had experienced challenges related to cross-divisional collaborations and partnerships, which resulted in a lack of centralized and coordinated effort, duplication of services, and a general inefficiency and ineffectiveness in addressing many of our student success needs – especially those related to co-curricular supports and addressing administrative barriers. We have made significant process in the last year, through the intentional leadership of our cabinet members, and our cross divisional partnerships and sharing of responsibilities across units are flourishing in this time of shared crisis. The following cross-divisional teams are carrying out some of the most important work on our campus:

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

Figure 18: 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 McKenzie-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. The Spring 2023 schedule of events provides details about this effort. 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 way is to name the ways in which we have been planning strategically for much of the past two years. There are seven broad areas where we have been engaged in deep planning, described in my Fall 2022 Convocation Address.

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
7. The beginnings of a Strategic Integrated Budget Planning process

As you can see throughout the content of this report, these areas continue to be the focus for our campus as we navigate our immediate enrollment challenges and prepare for the long-term success of our campus and region. However, the magnitude and extent of our budget realities will require us to make difficult decisions in cutting and re-allocating existing resources and will likely require additional forms of structural support to ensure we continue to make progress on this work moving forward.

I am happy to schedule a follow-up meeting(s) to answer any questions and to discuss our enrollment management plan in more detail.

Sincerely,

Richard Yao, Ph.D.
President