

ACADEMIC AFFAIRS DUE: July 15, 2023	DIRECTIONS: Column B, ACCOMPLISHMENTS	DIRECTIONS: Column C, YEAR (S) ASSOCIATED WITH ACCOMPLISHMENTS	DIRECTIONS: Column D, EVIDENCE OF ACCOMPLISHMENTS	DIRECTIONS: Column E, COMPLETION STATUS
Think high-level, major initiatives for inclusion in this document. "Major initiatives," for example: Could span more than one year; could have had an impact on students across multiple programs; may have involved major restructuring of a particular program, school; could have required a significant financial investment, etc.	1. Enter accomplishments in Column B from 2018-2023 for each objective relevant to your division. SEE THE STUDENT AFFAIRS TAB FOR SUGGESTED STRATEGY TO ALIGN ENTRIES IN COLUMNS B-E (i.e., lettering the entries so they can be tracked across the columns). 2. To add additional bullet points within a cell: Press Option + Return keys simultaneously (Mac) or Control + Enter (Windows)	For each accomplishment listed in Column B, indicate the year(s) associated with that work	1. For each accomplishment listed, describe the evidence you have (i.e., evidence that exists) to demonstrate what was done and/or what the impact was of what was done 2. Evidence can be qualitative, quantitative, and/or descriptive/story	For each accomplishment listed in Column B, indicate its status: • Completed • Well underway • Developing • Not attempted • Other

1. EDUCATIONAL EXCELLENCE

GOAL 1: Ensuring students graduate with the high-level knowledge, skills, and experience necessary for engaged citizenship and career success.

OBJECTIVE: Collaborating across Academic and Student Affairs to increase student engagement.

1.1 Continue to develop courses that are interdisciplinary and immersive, which provide opportunities for deep learning and the cultivation of critical thinking skills.	•		•	•
1.2 Increase opportunities for students to engage with the regional community to apply their learning and address meaningful challenges.	•	•	•	•
1.3 Continue to expand opportunities for students to develop a deep sense of civic engagement to become catalysts for social and economic progress in the community.	•	•	•	•
1.4 Ensure that all students experience multiple high-impact learning opportunities through the course of their education (e.g., capstones, study abroad, living-learning communities, field courses, internships etc.).		•	•	•
1.5 Expand opportunities for undergraduate research and creative activity across the curriculum.	•	•	•	•

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1.6 Expand on-campus student employment opportunities that directly improve student success while simultaneously fostering leadership, critical thinking and communication skills (e.g., peer mentoring, in class tutoring).	•	•	•	•
1.7 Increase co-curricular engagement to strengthen community and support the achievement of academic goals.	•	•	•	•
OBJECTIVE: Assuring faculty and programs are supported to promote educational excellence.				
1.8 Continue to improve tenure density to ensure student access to meaningful mentorship and guidance from faculty.	•	•	•	•
1.9 Develop a comprehensive Academic Master Plan to outline projected academic degrees, certifications and credentials.	•	•	•	•
1.10 Provide increased support for faculty development that enhances the quality of teaching, research and creative activity.	•	•	•	•
1.11 Support staffing strategy for Academic Affairs to free faculty time to engage in instructional and scholarly pursuits.	•	•	•	•
2. STUDENT SUCCESS				
GOAL 2: Ensuring all students progress to degree completion in a timely manner regardless of their background.				
OBJECTIVE: Creating clear curricular pathways.				
2.1 Increase academic support for students in the first- year (e.g., proactive advising, embedded tutors, peer mentors, block scheduling).	•	•	•	•
2.2 Improve timeliness of admissions and enrollment (e.g., implement an E-Transcript reader program).	•	•	•	•

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2.3 Implement a campus-wide approach to meet requirements of Executive Order 1110 to ensure that the curriculum, student support and placement procedures facilitate student success in mathematics and quantitative reasoning.	•	•	•	•
OBJECTIVE: Promoting timely degree progression.				
2.4 Provide timely access to student success and other relevant data to enable evidence based decision making across every division of the University.	•	•	•	•
2.5 Examine and remove administrative barriers that impede timely degree progression.	•	•	•	•
2.6 Ensure that students have the opportunity and structured support (including four-year degree maps for all programs) to complete 30 credits every year.	•	•	•	•
2.7 Expand evening, online and summer session offerings to enhance timely degree progression.	•	•	•	•
2.8 Establish a Curriculum Action Team to review the full complement of our curriculum to eliminate confusing and unintended consequences of curricular complexity.	•	•	•	•
2.9 Develop a comprehensive strategic enrollment management plan.	•	•	•	•
OBJECTIVE: Developing innovative partnerships between Academic and Student Affairs.				
2.10 Assess and modify orientation to directly support student success and ensure that students develop a strong sense of self-efficacy, belonging and accountability for learning.	•	•	•	•
2.11 Use data to assess the overall effectiveness of student advising and develop a plan to provide proactive student support that leads to enhanced student success.	•	•	•	•

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2.12 Continue to improve seamless community college transfer and seek opportunities for enhanced collaboration with community college partners.	•	•	•	•
2.13 Expand partnerships between career services, internships and alumni engagement to enhance post graduate success.	•	•	•	•
2.14 Build partnerships with existing social service providers throughout the county to expand the basic needs resources available to support students.	•	•	•	•
3. INCLUSIVE EXCELLENCE				
GOAL 3: Fostering a campus culture that advances inclusive excellence.				
OBJECTIVE: Developing a collective understanding of equity and inclusion.				
3.1 Build a shared understanding of inclusive excellence that includes the development of operational definitions.	•	•	•	•
3.2 Establish a biennial climate survey and utilize results to enhance campus climate, equity and inclusion.	•	•	•	•
3.3 Engage faculty, staff and students in structured opportunities for dialogue across divergent viewpoints.	•	•	•	•
3. 4 Celebrate campus accomplishments and highlight excellence in equity and inclusion.	•	•	•	•
3.5 Develop a framework that will allow for the development and review of University policies through an equity lens.	•	•	•	•
OBJECTIVE: Improving graduation rates for students from historically underserved populations.				
3.6 Expand culturally responsive curricular and co-curricular offerings that infuse inclusivity and holistic student development throughout the student experience.	•	•	•	•

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3.7 Develop a hiring strategy to ensure the continued expansion of diverse faculty and staff to advance academic excellence and student success.	•	•	•	•
3.8 Analyze disaggregated student success data across the University to identify barriers to completion and develop a campus-wide strategy to eliminate student equity gaps.	•	•	•	•
4. CAPACITY & SUSTAINABILITY				
GOAL 4: Taking action to sustain and advance a robust University in an era of declining state support.				
OBJECTIVE: Building self-sustaining programs and initiatives that support an equitable and thriving community.				
4.1 Work in concert with business and community leadership to develop programs and initiatives that contribute to a robust economy and engaged citizenship.	•	•	•	•
4.2 Expand opportunities to serve as a social and intellectual resource for our community.	• CAPS 1: Re-established graduate clinical training program with California Lutheran University (CLU). 2: Established MOU with CSUCI and Community Memorial Healthcare to create a psychiatry residency training site in CAPS.	•CAPS 1: 2019-2020; CAPS 2: 2022-2023	• CAPS 1: The success of the training program has allowed CAPS to continue providing clinical training opportunities for graduate students in psychology at CLU. 2: Psychiatry residencies now have the opportunity to train in college mental health and thus serves as an intellectual resource for our community.	•
4.3 Develop Extended University offerings in concert with area businesses, communities and other regional stakeholders that support economic vitality and civic prosperity.	•	•	•	•
OBJECTIVE: Developing a culture of philanthropy.				
4.4 Increase philanthropic support for the University by strengthening existing cross-divisional partnerships focused on enhanced alumni engagement and philanthropic support.	•	•	•	•

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4.5 Assess internal and external community perception of the University and develop a plan to expand awareness of the University's connection to economic vitality, social mobility and engaged citizenship.	•	•	•	•
4.6 Engage the University community in identifying fundraising priorities that directly support the Strategic Initiatives and launch a focused and aggressive fundraising effort to support them.	•	•	•	•
4.7 Create an "Opportunity Hub" designed to connect community support with University needs.	•	•	•	•
OBJECTIVE: Enhancing faculty and staff development and support.				
4.8 Expand professional development opportunities that cultivate leadership skills and enhanced career success for faculty and staff (e.g., mentorships, CI Connect, etc.).	•	•	•	•
4.9 Identify solutions to the timely response and proactive resolution of workplace conflicts that are not part of a formal process.	•	•	•	•
OBJECTIVE: Promoting sustainability as an integral part of University planning and operational activities.				
4.10 Continue to pursue efficiency and assess effectiveness in administrative services and systems.	•	•	•	•
4.11 Maximize efficiencies by expanding opportunities for cross-divisional collaboration and communication, as well as realigning resources (human, programmatic, financial) in support of the University's Strategic Initiatives.	•	•	•	•
4.12 Leverage technology to allow more time for people to engage in the activities that require human intervention (e.g., eliminating rote manual processes in favor of automatic ones).	•	•	•	•

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4.13 Invest in physical infrastructure that facilitates inquiry and discovery with a particular emphasis on the expansion of public-private-partnerships that are consistent with the academic mission of the University, support environmental sustainability and generates revenue.	•	•	•	•
4.14 Develop a strategy to leverage the use of online, hybrid and year-round courses to enhance access, improve timely degree progression and maximize the utilization of limited physical infrastructure.	•	•	•	•
4.15 Create a comprehensive transportation strategic plan to decrease the number of single user trips to campus and increase opportunities for alternative means of transportation.	•	•	•	•

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Think high-level, major initiatives for inclusion in this document. "Major initiatives," for example: Could span more than one year; could have had an impact on students across multiple programs; may have involved major restructuring of a particular program, school; could have required a significant financial investment, etc.	1. Enter accomplishments in Column B from 2018-2023 for each objective relevant to your division. 2. To add additional bullet points within a cell: Press Option + Return keys simultaneously (Mac) or Control + Enter (Windows) 3. Optional: Are there major initiatives that you are working on in your division that do not show up in Column A? Please add them below (row 77).	For each accomplishment listed in Column B, indicate the year(s) associated with that work	1. For each accomplishment listed, describe the evidence you have (i.e., evidence that exists) to demonstrate what was done and/or what the impact was of what was done 2. Evidence can be qualitative, quantitative, and/or descriptive/story 3. If there are major initiatives that you are working on that are not listed in Column A, add the evidence you have to demonstrate those achievements.	For each accomplishment listed in Column B, indicate its status: • Completed • Well underway • Developing • Not attempted • Other	
1. EDUCATIONAL EXCELLENCE					
GOAL 1: Ensuring students graduate with the high-level knowledge, skills, and experience necessary for engaged citizenship and career success.					
OBJECTIVE: Collaborating across Academic and Student Affairs to increase student engagement.					
1.1 Continue to develop courses that are interdisciplinary and immersive, which provide opportunities for deep learning and the cultivation of critical thinking skills.	•CIBC 1: CIBC established partnerships with within the Communication, Health Sciences, and Anthropology departments to incorporate on-the-water programs as a for-credit section of the respective classes.	• CIBC 1: 2022-2023	• CIBC 1: Our partnership with Communication class involved identifying and presenting results around an issue the Boating Center was experiencing. This student group helped the CIBC create Instagram marketing materials, introduced new community collaborations, and helped coordinate a special program for their class. Through this project, the students learned new marketing strategies and gain real-life work experience. With Anthropology and Health Sciences, the CIBC assisted with the facilitation of an on-the-water program for each of their classes.	•CIBC 1: Completed 2022-2023 with plans to be on-going	

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<p>1.2 Increase opportunities for students to engage with the regional community to apply their learning and address meaningful challenges.</p>	<ul style="list-style-type: none"> • BN 1: The Basic Needs Program partnered with Health Sciences to advance the Dolphin Pantry and CalFresh outreach • BN 2: The Basic Needs Program partnered with faculty in the Biology Department to create a teaching garden on campus that provides fresh produce to the Dolphin Pantry. • USI: And Still, We Rise (ASWR) Series where students will be educated about the lived experiences of marginalized identities within our community, and students will become aware of community organizations that support these marginalized identities. 	<ul style="list-style-type: none"> • BN 1: 2019-2020 • BN 2: 2021-Present • USI: 2019-2023 	<ul style="list-style-type: none"> • BN 1: This provided 25 students with volunteer experience that totaled over 1,400 volunteer hours at the Dolphin Food Pantry with an estimate of \$16,800 value of labor. • BN 2: This provided students in Professor Alarcon's Biology courses experience with agricultural practices, growing seasons, harvesting, and community engagement via supporting the Dolphin Pantry. • USI: ASWR Series Overview: 4 Events, 32 Student Participants, 65 Faculty/Staff Participants, 2.97 Avg. CSUCI GPA. Events: Centering Trans Voices: 8 Student Participants, 2.97 Avg. CSUCI GPA. Indigenous Ways of Healing & Knowing: 4 Student Participants, 2.84 Avg. CSUCI GPA. Activism & Community Organizing: 12 Student Participants, 44 Faculty/Staff Participants, 3.09 Avg. CSUCI GPA. Centering Asian American & Pacific Islander Voices: 8 Student Participants, 21 Faculty/Staff Participants. 	<ul style="list-style-type: none"> • BN 1: Completed • BN 2: Ongoing; the garden has added beds that Basic Needs staff assist with tending, as well as a hydroponic garden that the Biology students are growing seedlings for • USI: Completed 	

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<p>1.3 Continue to expand opportunities for students to develop a deep sense of civic engagement to become catalysts for social and economic progress in the community.</p>	<ul style="list-style-type: none"> • BN 1: The Basic Needs Program partnered with Health Sciences to advance the Dolphin Pantry and CalFresh outreach • DASS 1: Disability Accommodation helped to start a chapter of Delta Alpha Pi, an honor society that recognizes excellence among students who happen to have a disability. DAPi has grown to 65 members. • HRE: Develop and implement opportunities to promote engaged citizenship. • ASI: ASI hosted Civic Engagement Events, Voter Registration Campaigns & was recognized twice by the CA Secretary of State for success in the CA Ballot Bowl between 2018-2023. ASI serves as Civic & Voter Empowerment Coordinator for CSUCI. • LEAP: Collaborated with campus and community partners to provide college access information through University Outreach signature programs. Free Resources: A poster with "How to Get to College" information from the CSU Chancellor's Office, "Fund your Future", and "College Preparation Checklist" from Federal Student Aid Commission. 	<ul style="list-style-type: none"> • BN 1: 2019-2020 • DASS 1: 2021-2023 • HRE 1: 2019-2020 • ASI: 2018-2023 • LEAP: 2019-2023 	<ul style="list-style-type: none"> • BN 1: This provided 25 students with volunteer experience that totaled over 1,400 volunteer hours at the Dolphin Food Pantry with an estimate of \$16,800 value of labor • DASS 1: DAPi continues to grow and currently has 65 members. • HRE 1: RAs provided 15 programs in 2019-20 to increase intellectual honesty, democracy, sustainability, civic engagement, and social justice with a total of 311 participants. Notably, the "Jack-o-Planter" program had 57 participants who created pumpkin planters filled with bee-friendly seeds resulting in 100% biodegradable planters. Through this program, we were able to promote soil enrichment and foster biodiverse landscape to support pollination. Further, students learned about the importance of bee pollination and making personal choices that promote sustainability. • ASI: CA Ballot Bowl – In 2018-2019 CSUCI/ASI Student Government was awarded the CSU Campus with the Largest Percentage of its Student Body Registered by the CA Secretary of State and also ranked 4th Place Campus with Highest Student Voter Registrations (Overall). In 2022-2023 CSUCI/ASI Student Government was awarded the Most Creative Approach to Registering Students to Vote and ranked 13 out of 23 for the CSU campuses in voter registration totals. Link to evidence Tab 1.3 – 2018- 	<ul style="list-style-type: none"> • BN 1: Completed • DASS 1: Ongoing • HRE 1: Completed • ASI: Ongoing • LEAP: Completed 	

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<p>1.4 Ensure that all students experience multiple high-impact learning opportunities through the course of their education (e.g., capstones, study abroad, living-learning communities, field courses, internships etc.).</p>	<ul style="list-style-type: none"> • CAPS 1: Grades for Students in Psychology, Nursing, Health Sciences, and Studio Art completed coursework and Capstone projects (e.g., murals in clinic waiting room) through training in CAPS. 2. Conference presentations on research conducted in collaboration with Psychology Dept. • CIBC 1: CIBC established partnerships with within the Communication, Health Sciences, and Anthropology departments to incorporate co-curricular on-the-water programs. • HRE 1: Collaborated with Academic Affairs on continued development living-learning communities (LLCs). • ASI 1: ASI provided student learning opportunities such as campus committee service and conference attendance. • ASI 2: ASI provided student learning/co-curricular opportunities via internships in The CI View - Student News. The CI View - Student News (media organization) served as an internship site for ENGL-492 with Professor Vose for both the Fall 2022 and Spring 2023 semesters. 	<ul style="list-style-type: none"> • CAPS 1-2: 2022-2023 • CIBC 1: 2022-2023 • HRE 1: 2018-2023 • ASI 1: 2018-2023 • ASI 2: 2022-2023 	<ul style="list-style-type: none"> • CAPS 1-2: All students successfully completed requirements for the research methods and service-learning courses. • CIBC 1: A total of 146 students participated in CIBC programming as a direct result of these partnerships. CIBC plans to expand these opportunities to other academic areas in the future. • HRE 1: 92 students were engaged in shared courses, community building, and educational activities across four LLCs. • ASI 1: List of committees served on, and conferences attended annually through ASI. Link to evidence Tab 1.4 • ASI 2: Fall 2022: Two English major students participated in the ENGL-492 internship, and both passed. Spring 2023: Two English major students participated in the ENGL-492 internship, one passed, and one had to take an incomplete due to unforeseen circumstances. Dr. Vose will be on sabbatical for the Fall 2023 semester and has already established with the Professor taking over the internship that The CI View - Student News will continue being an internship site for as long as the class exists. 	<ul style="list-style-type: none"> • CAPS 1-2: Completed 2022-2023 • CIBC 1: Completed 2022-2023 with plans to be on-going • HRE 1: Well underway • ASI 1: Ongoing • ASI 1: Ongoing 	

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1.5 Expand opportunities for undergraduate research and creative activity across the curriculum.	<ul style="list-style-type: none"> • CAPS 1: Grades for Students in Psychology, Nursing, Health Sciences, and Studio Art completed coursework and Capstone projects (e.g., murals in clinic waiting room) through training in. • CAPS 2: Conference presentations on research conducted in collaboration with Psychology Dept. • HRE: Co-established with faculty affairs Living Learning Communities and co-curricular events that support the objectives of Living-Learning Communities. 	<ul style="list-style-type: none"> • CAPS 1: 2022-2023 • CAPS 2: 2022-2023 • HRE 1: 2018-2023 	<ul style="list-style-type: none"> • CAPS 1-2: All students successfully completed requirements for the research methods and service-learning courses. • HRE: LLC Student Rosters 	<ul style="list-style-type: none"> • CAPS 1: Completed 2022-2023 • CAPS 2: Completed 2022-2023 • HRE: Well Underway 	

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<p>1.6 Expand on-campus student employment opportunities that directly improve student success while simultaneously fostering leadership, critical thinking and communication skills (e.g., peer mentoring, in class tutoring).</p>	<ul style="list-style-type: none"> • WPE 1: Onboarding Training: After completing successful onboarding training for the WPE Program, the Peer Educators are surveyed to provided evidence of competency around health related topics and campus resources. • WPE 2: Tri-semesterly evaluations: The Peer Educators are anonymously evaluated 3x per semester to assess competency, on-going education, an understanding of role, responsibilities, skills acquired, and knowledge of content and available resources. • WPE 3: Exit Survey: Graduating peer educators participate in exit surveys aimed at assessing acquisition of skills from Peer Educator role that they think will serve them post-graduation. (public speaking, professionalism, project management, etc.). • CR 1: CR student staff were trained in the Fall and Spring semesters to identify general rules and safety regulations and be able to apply them to their work. • DASS 1: student staff with a computer science background are hired to work on various alternative media projects for CI students receiving DASS services. They gain practical, hands on experience with transcription, captioning, video creation, video editing and with creating accessible electronic media. • HRE 1: Hired additional student assistants to support HRE's summer conferencing program. 	<ul style="list-style-type: none"> • WPE 1-3: 2022-2023 • CR 1: 2022-2023 • DASS 1: 2022-2023 • HRE 1: 2019-2020 • ASI 1: 2018-2023 • ASI 2: 2018-2023 	<ul style="list-style-type: none"> • WPE 1: Onboarding Training: WPE averaged 98% of the SLOs met immediately following the onboarding training for new wellness peer educators. • WPE 2: Tri-semesterly evaluations: WPE maintained an average of 98% of the SLOs met between the beginning and end of semester evaluations. • WPE 3: Exit Survey: Graduating peer educators described WPE as preparing them ""very well"" for their professional goals. Students said that during their experience in WPE, they were pushed to try new things, develop leadership skills, were provided with autonomy, and grew their capacity to become resilient. • CR 1: In Spring 2023, student employees were surveyed and 92% agreed that they felt well-prepared to respond in emergency situations. When asked about safety procedures that they learned 84% mentioned they felt well prepared to deal with hazardous waste cleanup (blood). Within that same question, 30% mentioned feeling confident in their response and reporting of accidents. • DASS 1: In Spring 2023 graduating student staff moved on to successful employment opportunities. Exit interviews revealed that their work with DASS was a factor. • HRE 1: Employed 3 Intern graduate students to engage outside 	<ul style="list-style-type: none"> • WPE 1-3: Completed 2022-2023 • CIBC 1: Completed 2022-2023 with plans to be on-going • DASS 1: Ongoing • ASI 1: Ongoing • ASI 2: Ongoing

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1.7 Increase co-curricular engagement to strengthen community and support the achievement of academic goals.	<ul style="list-style-type: none"> • CAPS 1: Students in Psychology, Nursing, Health Sciences, and Studio Art completed coursework (internships and practical training) and Capstone projects (e.g., murals in clinic waiting room) through training in. • CAPS 2: Success was measured by course grades and conference presentations on research conducted in collaboration with Psychology Dept. • CAPS 3: Students in the Mental Health Peer Program received credits for their volunteer work. • WPE 1 : During tabling events, students are asked a series of questions to demonstrate their knowledge and acquisition of new health related topics taught to them by the Health Educator. These results are tallied, recorded, and evaluated to measure the effectiveness of these events. Similarly, students are given pre and post-tests to demonstrate learning of Peer Educator based presentations in the classroom around a menu of health related topics chosen by faculty members. These results are tallied, recorded, and evaluated to measure efficacy of intent. • CIBC 1: CIBC established partnerships with within the Communication, Health Sciences, and Anthropology departments to incorporate on-the-water programs as a for-credit section of the respective classes. • CAPS: 1. Grades for Students in Psychology, Nursing, Health Sciences, and Studio Art completed 	<ul style="list-style-type: none"> • CAPS 1: 2022-2023 • CAPS 2: 2022-2023 • CAPS 3: 2022-2023 • WPE 1: 2022-2023 • CIBC 1: 2022-2023 • HRE 1: 2019-2020 • VPSA Office: 2022-2023 • ASI: 2018-2023 • ISS: 2021-2022 	<ul style="list-style-type: none"> • CAPS 1-3: All students successfully completed requirements for the research methods and service-learning courses. • WPE 1: Tabling: WPE met tabling SLOs on average 62% of the time for all Spring 2023 events as indicated on the tabling evaluation. Presentations: WPE met presentations SLOs on average 97% of the time for all Spring 2023 presentations, as indicated on the presentation post test results. • CIBC 1: Our partnership with Communication class involved identifying and presenting results around an issue the Boating Center was experiencing. This student group helped the CIBC create Instagram marketing materials, introduced new community collaborations, and helped coordinate a special program for their class. Through this project, the students learned new marketing strategies and gain real-life work experience. With Anthropology and Health Sciences, the CIBC assisted with the facilitation of an on-the-water program for each of their classes. • HRE: <ul style="list-style-type: none"> -Co-established the Bedford & Dr. Irene Pinkard Living-Learning Community to increase Learning Community offerings in student housing. See Learning Community Roster -Sent a student and professional staff team in March 2020 to participate in a Los Angeles Regional Reception; provided a 	<ul style="list-style-type: none"> • CAPS 1: Completed 2022-2023 • CAPS 2: Completed 2022-2023 • CAPS 3: Completed 2022-2023 • WPE 1: Completed 2022-2023 • CIBC 1: Completed 2022-2023 with plans to be on-going • HRE: Completed • VPSA Office: Ongoing • ASI: Ongoing

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OBJECTIVE: Assuring faculty and programs are supported to promote educational excellence.					
1.8 Continue to improve tenure density to ensure student access to meaningful mentorship and guidance from faculty.	•	•	•	•	
1.9 Develop a comprehensive Academic Master Plan to outline projected academic degrees, certifications and credentials.	•	•	•	•	

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<p>1.10 Provide increased support for faculty development that enhances the quality of teaching, research and creative activity.</p>	<ul style="list-style-type: none"> • CIBC 1: CIBC established partnerships with within the Communication, Health Sciences, and Anthropology departments to incorporate on-the-water programs as a for-credit section of the respective classes. • DASS 1: DASS collaborates with Faculty Development to provide accessibility and accommodations training to new tenure track faculty during fall orientation sessions. • DASS 2: DASS collaborates with Faculty Development by creating educational content for the accommodations section of the Faculty Development Canvas Reference Pages. • DASS 3: DASS, in conjunction with the Provost's Office, has created a Faculty Liaison position. The Faculty Liaison is a faculty member earning WTUs to act as a bridge between faculty and the DASS office, answering questions and resolving issues. • ISS: Undocumented Student Ally Training. Participants will be able to understand the lived experiences of undocumented students. Participants will be able to learn about resources to support undocumented students at CSUCI. 	<ul style="list-style-type: none"> • CIBC 1: 2022-2023 • DASS 1: 2022-2023 • DASS 2: 2022-2023 • DASS 3: 2021-2023 • ISS: 2019-2023 	<ul style="list-style-type: none"> • CIBC 1: Our partnership with Communication class involved identifying and presenting results around an issue the Boating Center was experiencing. This student group helped the CIBC create Instagram marketing materials, introduced new community collaborations, and helped coordinate a special program for their class. Through this project, the students learned new marketing strategies and gain real-life work experience. With Anthropology and Health Sciences, the CIBC assisted with the facilitation of an on-the-water program for each of their classes. • DASS 1,2,3: DASS continues to actively work with faculty through outreach and via the Faculty Liaison. Communications with Chairs and tenure track faculty has greatly improved, especially through the work of the Liason. Adjunct faculty remain a challenge and will be a future focus. • ISS: Undocumented Student Ally Training Overview: 6 Training (sessions included Bronze, Silver, & Gold; as well as online), 34 Employee Participants (staff/faculty/student), 120 Total trained since 2018. 	<ul style="list-style-type: none"> • CIBC 1: Completed 2022-2023 with plans to be ongoing • DASS 1, 2, 3: Ongoing • ISS: Completed. Plans to be ongoing. 	

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1.11 Support staffing strategy for Academic Affairs to free faculty time to engage in instructional and scholarly pursuits.	•		•	•	
2. STUDENT SUCCESS					
GOAL 2: Ensuring all students progress to degree completion in a timely manner regardless of their background.					
OBJECTIVE: Creating clear curricular pathways.					

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<p>2.1 Increase academic support for students in the first- year (e.g., proactive advising, embedded tutors, peer mentors, block scheduling).</p>	<ul style="list-style-type: none"> •AA & EOP: Provide proactive academic and peer advising to first-year students promoting 30 unit completion/year and retention to the second year •OEP: with SASEI developed a comprehensive hiring and training program for Orientation Leaders/PEEP Mentors that focuses on support services that will academically support and enhance the first-time full time student experience •EOP: Established the Summer Success Academy, a 5-week residential credit-bearing program for up to 80 incoming FTFT students. They take two GE courses and receive intensive tutoring, mentoring, and onboarding preparation •DASS 1: Provide more consistent service and proactive outreach to students using DASS services. •HRE: Collaborated with Academic Affairs to support students in LLCs by establishing a structure between RAs and Embedded Peer Mentors to regular student connect with LLC participants. •ASI 1: ASI Student Government contributed to recommendations to the Academic Senate on temporary changes to grading and course withdrawal to help accommodate student challenges associated with COVID-19 and virtual instruction in Spring 2020. •ASI 2: In the spring of 2020, ASI Administration and ASI 	<ul style="list-style-type: none"> •AA & EOP: 2018-2023 •OEP & SASEI: 2023 •EOP: 2022-2023 •DASS 1: 2022- 2023 •HRE 1: 2018-2023 •ASI 1: 2019-2020 •ASI 2: 2019-2020 •ISS 1-3: 2022-2023 	<ul style="list-style-type: none"> •AA & EOP: Advising results in greater one-year retention and higher units per semester - 18-19: 62.4% vs 57.9% 19-20: 75.8% vs 58.3% 20-21: 66.5% vs 52.9% 21-22: 60.9% vs 50.3% •OEP: OL X PEEP Training •EOP: 8.5% higher retention rate when compared to other FTFT who entered in F22 (76.5% vs 68%) •DASS 1: DSA has committed to completely staffing DASS and in 2023 hired a director, 2 alt media specialists, a Note Taking Coordinator, 2 Counsellors, a case manager and a front office coordinator. All positions will be in place at the start of the Fall 2023 semester. •HRE: Collaborated with Academic Affairs in the facilitation of 5 Living-Learning Communities. Embedded Peer Mentors and Resident Advisors meet bi-weekly approximately 12 times a year to discuss student concerns, best practices, and LLC future events and activities. See LLC flier. •ASI 1: ASI Student Government leaders were consulted by Academic Senate representatives for student opinion on temporary changes to grading and course withdrawal policies. Students discussed the topic at length, including at the following ASI Student Government Senate meeting: https://studentgov.csuci.edu/agendas-minutes-16- 	<ul style="list-style-type: none"> •AA & EOP: Ongoing •OEP with SASEI: Ongoing •EOP: Ongoing •DASS 1: All but 1 position is filled as of July 2023. Last position is open for recruitment due to a recent departure and will be filled as soon as possible. •HRE: Well underway •ASI 1: Completed •ASI 2: Completed

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2.2 Improve timeliness of admissions and enrollment (e.g., implement an E-Transcript reader program).	<p>•AA & OEP 1: Separated advising/registration from Orientation to encourage an earlier commitment to the campus and allow for better course planning by departments. By separating registration we also shifted the orientation model to focus on self-efficacy and belonging, both academically and institutionally</p> <p>•AA, EOP, & OEP 2: Initiated Spring into Registration events to encourage prompt registration into next semester's courses. Students have access to drop-in advising and other campus resources in fun atmosphere including giveaways.</p> <p>•EOP 1: First-year EOP students will be assigned a peer mentor who will meet with them at least once per semester and will check in with them multiple times per semester</p> <p>•EOP 2: All first-year students (including non-EOP) will be monitored by EOP staff to ensure registration through fall of the second year</p>	<p>•AA & OEP 1: 2023</p> <p>•AA, EOP, & OEP 2: 2022</p> <p>•EOP 1: 2022</p> <p>•EOP 2: 2022</p>	<p>•AA & OEP 1: As of 7/12, 98% of first year and 95.89% of transfer students who have attended the advising and registration sessions are registered for F23 classes. FTF are registered for an average of 14.7 units and TR for 13.1 units, both increases from last year</p> <p>•AA, EOP, & OEP 2: In our most recent event (S23) 309 students attended</p> <p>•EOP 1: Data for 2022-2023 not yet available</p> <p>•EOP 2: Data for 2022-2023 not yet available</p>	<p>•AA, OEP 1: Ongoing</p> <p>•AA, EOP, & OEP 2: Ongoing</p> <p>•EOP 1: Ongoing</p> <p>•EOP 2: Ongoing</p>	

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2.3 Implement a campus-wide approach to meet requirements of Executive Order 1110 to ensure that the curriculum, student support and placement procedures facilitate student success in mathematics and quantitative reasoning.	•AA: Participated in an EO 1110 Implementation Team with Curriculum, Math & English faculty, SASEI, Institutional Research, and the Registrar's Office to create placement and support structures for successful registration and completion of first year math and English courses. Every semester thereafter, AA works with Registrar's Office to communicate and register students in first-year courses and connects students with tutoring through the LRC or peer mentoring with SASEI	•AA: 2018-2023	First Year Math •Fall 2018 cohort: 94.9% attempted & 75.7% completed •Fall 2019 cohort: 95.4% attempted & 80.7% completed •Fall 2020 cohort: 93% attempted & 71.9% completed •Fall 2021 cohort: 91.3 attempted & 70.7% completed •Fall 2022 cohort: 87.4% attempted & 57.6% completed There was early success in attempted and completion rates, particularly for the fall 2019 cohort, but since the pandemic, despite all efforts, students have not been as successful.	•AA and campus partners: ongoing	
OBJECTIVE: Promoting timely degree progression.					
2.4 Provide timely access to student success and other relevant data to enable evidence based decision making across every division of the University.	•AA & EOP: Provide proactive advising to first-year students promoting 30 unit completion/year and retention to the second year • VPSA office: Collected consistent and accurate utilization data for all programs and services within the DSA. The data collected contributed to multiple comprehensive DSA dashboards which provide cohort data related to student success markers	• AA & EOP: 2018-2023 • DASS 1: 2022-2023 • VPSA office: 2018-2023	•AA & EOP: Advising results in greater one-year retention and higher units per semester - 18-19: 62.4% vs 57.9% 19-20: 75.8% vs 58.3% 20-21: 66.5% vs 52.9% 21-22: 60.9% vs 50.3% • VPSA office: Sample of the main DSA Dashboard. Other dashboards created: Scholarship, Events, Center Visits, BCSSE & NSSE.	•AA & EOP: Ongoing • VPSA office: completed/ongoing	

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2.5 Examine and remove administrative barriers that impede timely degree progression.	<p>• BN 1: Basic Needs changed procedures and criteria/eligibility for emergency grants program to reduce administrative barriers and increase the speed with which students could access small amounts of funds to address immediate crises preventing them from attending classes/ being successful. Examples include car repairs, medical bills, unexpected loss of employment, etc.</p> <p>• SSR with Admission & Registrar: Overhauled the process by which students return to campus after an absence. Previously students had to re-apply to the university through the regular application process resulting in students having to take additional courses at community colleges. Now they submit a one-page form to re-enter.</p> <p>• HRE:</p> <ul style="list-style-type: none"> - Removed administrative barriers and increased access for successful completion of the housing application. - Provided informational and practical support for students and families as they navigated administrative, financial, enrollment, and programmatic requirements. - Supported residents as they transitioned from student housing during the pandemic. 	<p>BN 1: 2022-2023</p> <p>HRE 1: 2019-2020</p>	<p>• BN: In 2022-2023, 63 students applied for emergency grants, and of those, 48 (76%) received funds in varying amounts from \$300-750. Comparatively, in 2020-21 under the previous criteria and process, 29 students applied for emergency grants and of those, only 12 (41%) were approved.</p> <p>HRE</p> <ul style="list-style-type: none"> - Fall 2019 application opened two weeks earlier than the prior academic year to provide more time for thorough completion, prevent loss of student interest due to unavailability of the application, and increased the priority application window for Returning Residents. HRE provided additional time for returning residents to identify roommates and create roommate groups. Further, returning residents were able to create mixed-gender roommate groups electronically without meeting with staff. To decrease processing time and improve roommate matching, we asked all housing applicants about their openness to room with someone with a service (SA) or emotional support animal (ESA). - HRE assisted students and families navigate the intricacies of campus living through walk-ins into HRE, presentations shared at Island View Orientation in English and Spanish, presentations. <p>What's Next? Presentations: Freshmen, 173 attendees; Transfers, 146 attendees IVO Sessions: 235</p>	<p>• BN 1: Complete</p> <p>HRE: Completed</p>	

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2.6 Ensure that students have the opportunity and structured support (including four-year degree maps for all programs) to complete 30 credits every year.	<p>•AA & EOP: Provide proactive advising to first-year students promoting 30 unit completion/year and retention to the second year</p> <p>•AA: Work with academic program chairs and faculty advisors to create four year academic road maps, which were utilized to create the Degree Planner and inform course selection for incoming first year guided registration.</p>	<p>•AA & EOP: 2021-2023</p> <p>•AA: 2021-2023</p>	<p>•AA & EOP: Advising results in greater one-year retention and higher units per semester - •18-19: 62.4% vs 57.9% •19-20: 75.8% vs 58.3% •20-21: 66.5% vs 52.9% •21-22: 60.9% vs 50.3%</p> <p>•AA: Academic Road Map website</p>	• AA & EOP: Ongoing	
2.7 Expand evening, online and summer session offerings to enhance timely degree progression.	<p>AA: work with Student Systems, Academic Deans & EU to make recommended summer course offerings based on students' need and facilitation of a summer graduation</p> <p>AA: partnered with EU to sent invitation emails for a summer grant opportunity to seniors missing 6 units or less for the cost of one class (282 students summer 2022)</p> <p>•Summer 2023 - sent invitation email for summer grant opportunity to 327 seniors with 6 units or less and to 229 first year students to apply for the Make it to 30 Grant</p>	<p>AA: 2020-2022</p> <p>AA: SP 2022 & SP 2023</p>	•	•	
2.8 Establish a Curriculum Action Team to review the full complement of our curriculum to eliminate confusing and unintended consequences of curricular complexity.	•		•	•	
2.9 Develop a comprehensive strategic enrollment management plan.	•		•	•	
OBJECTIVE: Developing innovative partnerships between Academic and Student Affairs.					

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2.10 Assess and modify orientation to directly support student success and ensure that students develop a strong sense of self-efficacy, belonging and accountability for learning.	<p>•AA & OEP 1: Separated advising/registration from Orientation to encourage an earlier commitment to the campus and allow for better course planning by departments. By separating registration we also shifted the orientation model to focus on self-efficacy and belonging, both academically and institutionally</p> <p>•AA, EOP, & OEP 2: Initiated Spring into Registration events to encourage prompt registration into next semester's courses. Students have access to drop-in advising and other campus resources in fun atmosphere including giveaways.</p>	<p>•AA & OEP 1: 2023</p> <p>•AA, EOP & OEP 2: 2022</p>	<p>•AA, OEP 1: As of 7/12, 98% of first year and 95.89% of transfer students who have attended the advising and registration sessions are registered for F23 classes. FTF are registered for an average of 14.7 units and TR for 13.1 units, both increases from last year</p> <p>•AA, EOP, OEP 2: In our most recent event (S23) 309 students attended</p>	<p>•AA, OEP 1: Ongoing</p> <p>•AA, EOP, OEP 2: Ongoing</p>	
2.11 Use data to assess the overall effectiveness of student advising and develop a plan to provide proactive student support that leads to enhanced student success.	<p>•AA & EOP: Data consistently show how students who interact with our Advising office have higher one-year retention rates</p>	<p>•AA & EOP: 2018-2023</p>	<p>•AA & EOP: Advising results in greater one-year retention and higher units per semester - •18-19: 62.4% vs 57.9% •19-20: 75.8% vs 58.3% •20-21: 66.5% vs 52.9% •21-22: 60.9% vs 50.3%</p>	<p>•AA & EOP: Ongoing</p>	
2.12 Continue to improve seamless community college transfer and seek opportunities for enhanced collaboration with community college partners.	<p>• HRE: Began discussions with Oxnard College of offering housing at CSUCI for Oxnard College students, in collaboration with BFA.</p>	<p>• HRE: Fall 2023 for implementation in Fall 2024</p>	<p>• HRE: No data yet, but we are developing contractual documents at this time for Fall 2024 implementation.</p>	<p>• HRE: Developing.</p>	

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2.13 Expand partnerships between career services, internships and alumni engagement to enhance post graduate success.	<ul style="list-style-type: none"> • CAPS 1: Updated CSUCI Policy on Student Mental Health Services to include that alumni can utilize CAPS 24/7 Crisis Support line to access community resources . • CAPS 2: "Adulting 101" group counseling clinicians collaborated with Career Center to help students access these services more effectively. 	<ul style="list-style-type: none"> • CAPS 1 : 2020 - 2021 • CAPS 2: 2020-2021 	<ul style="list-style-type: none"> • CAPS 1-2: Students preparing for graduation demonstrated increased utilization of the Career Center as a function of participating in the "Adulting 101" group at CAPS. 	<ul style="list-style-type: none"> • CAPS 1: Completed 2020-2021 • CAPS 2: Completed 2022-2023 	

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2.14 Build partnerships with existing social service providers throughout the county to expand the basic needs resources available to support students.	<ul style="list-style-type: none"> • CAPS 1: Created Memorandum of Understanding with Ventura County Behavioral Health (VCBH) to provide a pipeline to assist students in accessing mental health services in the community when their clinical needs are beyond the scope of CAPS services. • CAPS 2: Created Memorandum of Understanding with the Coalition for Family Harmony to hire a Confidential Campus Advocate to provide clinical services and advocacy for students who experienced interpersonal violence. • SHS 1: Student Health Services established a partnership with the Conejo Free Clinic located in Thousand Oaks. The Conejo Free Clinic provides free medical, dental, and legal services to low-income and uninsured individuals. • BN 1: Basic Needs successfully collaborated with 7 new social services partners to bring new initiatives to CI or increase capacity of existing services/ initiatives. • BN 2: Basic Needs received 3 grants totaling \$491,175.00. • BN 3: Basic Needs staff were trained on the Homeless Management Information System (HMIS), the common system used by all county service providers. • BN 4: Basic Needs received one time grant funds from the Chancellor's office totaling \$328,275.00 • DASS 1: Through a 	<ul style="list-style-type: none"> • CAPS 1: 2020-2021 • CAPS 2: 2018-2019 • SHS 1: 2022-2023 • BN 1: 2022-2023 • BN 2: 2022-2023 • BN 3: 2022-2023 • BN 4: 2021-2022 • DASS 1: 2022-2023 	<ul style="list-style-type: none"> • CAPS 1: Students now have more direct access to community mental health services. • CAPS 2: Students now have more direct access to on-campus clinical and advocacy services for trauma-related difficulties. • SHS 1: Data from our pre-appointment survey confirms that students find a desire for Student Health Services to provide dental services, as well as additional medical services, such as x-ray screenings. Due to contract negotiations with the County of Ventura and limitations around cost for services provided, Student Health Services is unable to provide these services to students. After visiting the Conejo Free Clinic in person, and discussing the services offered and protocols for accessing those services, Student Health Services staff decided to utilize the Conejo Free Clinic as a primary resource for students who are seeking dental and vision services, as well as other medical services that Student Health Services is unable to provide. Although our clinic is unable to provide many of these services, this collaboration provides us with an easily accessible alternative to refer our students to. With this new partnership, Student Health Services will be promoting the Conejo Free Clinic on our website and inside our clinic. Medical staff will also be notified of this partnership as well and will be instructed to begin 	<ul style="list-style-type: none"> • CAPS 1: Completed 2020-2021 • CAPS 2: Completed 2020-2021 • SHS 1: 2023 completed but data around users will be ongoing • BN 1: Other, ongoing • BN 2: Completed • BN 3: Completed • BN 4: Completed • DASS 1: Completed

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3. INCLUSIVE EXCELLENCE					
GOAL 3: Fostering a campus culture that advances inclusive excellence.					
OBJECTIVE: Developing a collective understanding of equity and inclusion.					
3.1 Build a shared understanding of inclusive excellence that includes the development of operational definitions.	•	•	•	•	Note from Cindy: I'm not sure who owns this, but I know this was a significant effort that was undertaken by a committee where presentations were made to various campus groups to obtain feedback.
3.2 Establish a biennial climate survey and utilize results to enhance campus climate, equity and inclusion.	•	•	•	•	

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3.3 Engage faculty, staff and students in structured opportunities for dialogue across divergent viewpoints.	<ul style="list-style-type: none"> • HRE: Retained equity and inclusion education through RA program requirements. 37 Resident Advisors were each expected to facilitate at least 1 Diversity & Inclusion themed event. • ISS 1: Bridge the Gap 2021. Participants will learn counterstories that enhance their understanding of experiences for various populations, they will be able to recognize how oppression has shown up in society throughout history, will be able to recognize how oppression has shown up in society throughout history and will be able to recognize the need for continued work towards equality for all. • ISS 2: Cultural Heritage Month Socials. Students will be exposed to various perspectives, leaders, histories, and activities to help expand the conversation around identity/diversity on campus and engage in cross-cultural engagement. • ISS 3: Undocumented Student Ally Training. The three Undocumented Student Ally Trainings will be updated to reflect the recent Supreme Court decision and any other national/local updates that need to be made. • ISS 4: Student of Color Success Luncheon events. Hosted a semesterly event and space for students, faculty, and staff of color to network and share their respective journeys and experiences. • ASI: ASI staff helped build CSUCI's capacity for leading the work of advancing racial justice. ASI staff served as facilitators for the MPP-DR 	<ul style="list-style-type: none"> • HRE 1: 2019-2020 • ISS 1: 2021 • ISS 2-3: 2019-2023 • ISS 4: 2022-2023 • ASI: 2022-2023 	<ul style="list-style-type: none"> • HRE 1: RAs provided 21 programs in 2019-20 to increase self and social awareness on areas such as race, ethnicity, spirituality, sexual orientation, socioeconomic status, ability, and gender. Across all programs, there were 645 participants (562 students; 645 including faculty and staff). • ISS 1: Bridge the Gap Overview: 4 Day Event, 235 Total Participants. Student Testimonials: "This event helped me think about my own identity because I am an immigrant. I was fortunate enough to be able to come to this country legally, but I know many others are not able to come legally. It sucks to see how these immigrants who did not come into the country the "correct" way are treated by our government and other individuals." "It helped me truly realize how grateful I am and how much privilege I have in not having to worry about the color of my skin or what language I speak or what gender I look like and how that may affect my safety. As a woman I do feel fear when I step into public, but it is nothing like the fear these marginalized communities feel at all times." "This made me think about my Asian heritage and about all the discrimination my older relatives had to go through and still go through to this day." "All narratives explored really impacted me in a sense that they were really eye-opening and brought emotions with each one. A major takeaway would be to try to 	<ul style="list-style-type: none"> • HRE 1: Ongoing • ISS 1: Completed • ISS 2-3: Completed • ISS 4: Completed • ASI: Completed 	

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3. 4 Celebrate campus accomplishments and highlight excellence in equity and inclusion.	<ul style="list-style-type: none"> • ASI: ASI partnered with or supported annual campus celebrations such as the Legacy Awards, the Women's Recognition Luncheon and varied Affinity Ceremonies through annual funding allocations. Additionally, the ASI Graphic Designer created the marketing materials to promote nominations for The Legacy Awards and created the digital marketing to promote the event, including digital screens, social media, programs and maintained the official website. • ISS 1: Women Recognition Awards. Raising cultural awareness are events that are one-time experiences to educate participants about a specific community/social identity or celebration of diversity. The focus of these events is to expose participants to themes, topics, and/or experiences important to a specific population. This can be accomplished through games, conversations, or passive programming. • ISS 2: Lavender Stoling Ceremony event to celebrate and acknowledge the LGBTQ+ student population. Coordinated events to highlight the success of the LGBTQ+ community and recognize graduating seniors of this community by providing graduation stoles, catered dinners, and other resources/giveaways. • ISS 3: Hosted Sankofa End of Semester Celebration to recognize and acknowledge the first-year and graduating students. Coordinated event to highlight the success of Sankofa students and graduating seniors of this community by providing 	<ul style="list-style-type: none"> • ASI: 2018-2023 • ISS 1-3: 2019-2023 	<ul style="list-style-type: none"> • ASI: ASI allocated approximately \$69,600 between 2018 – 2023 to celebrate campus accomplishments through The Legacy Awards coordinated in collaboration with STEP and The Women's Recognition Luncheon and Affinity Stoling Ceremonies coordinated by ISS. Link to evidence Tab 3.4 • ISS 1: Collaborative Event. Keynote Speaker: Dolores Huerta. Added new award to collaborate with Career and Alumni Services . Over 600 people participated in events throughout the day. • ISS 2: 62 attendees between graduates, guests/supporters, faculty/staff, and administrators. Recognized and provided stoles to 18 graduating students who shared messages for those in attendance. Invited faculty guest speaker as keynote. • ISS 3: 15 attendees between graduates, first-year cohort, and additional guests/supporters. Recognized and provided stoles to 5 graduating students who were part of the first Sankofa (formerly known as AATA) cohort. Recognized and provided flowers & completion certificates to 4 first-year Sankofa students who were in attendance. Awarded the Osamuyi Ighodaro Leadership Award plaque to an outstanding student leader who contributed to the Black/African American student population at CSUCI. 	<ul style="list-style-type: none"> • ASI: Ongoing • ISS 1-3: Ongoing 	

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3.5 Develop a framework that will allow for the development and review of University policies through an equity lens.	•	•	•	•	
OBJECTIVE: Improving graduation rates for students from historically underserved populations.					

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<p>3.6 Expand culturally responsive curricular and co-curricular offerings that infuse inclusivity and holistic student development throughout the student experience.</p>	<ul style="list-style-type: none"> • CAPS: 1. Data analyses captured focused on metric showing an immediate outcome after engaging with CAPS, and because CAPS students were either equally likely or more likely to return the following semester than students who did not go to CAPS. • CAPS 2: Created Mental Health Peer Program that provides students an opportunity for peer-to-peer counseling for school anxiety. Emphasis of the program is to increase wrap around services for historically underserved groups. • ASI: ASI contributed cultural and inclusive co-curricular activities to the student experience between 2018-2023 and even maintained activities virtually during 2020-2021, during virtual instruction due to the COVID-19 pandemic. • ISS: Intentional partnerships with off-campus and on-campus partners to develop an inclusive and holistic approach to diversity education and resources for students. We also actively engage on a multitude of campus committees to support the mission of the institution. • IS: (Intercultural Services) Conceptualized and executed a social media campaign to promote the visibility of the Multicultural Dream Center. • USI: USI Student Personal & Professional Growth. Students will be able to identify two experiences that supported their personal and professional growth. 	<ul style="list-style-type: none"> • CAPS 1: 2018-2019; 2019-2020; 2020-2021; 2021-2022; 2022-2023; • CAPS 2: 2021-2022, 2022-2023 • ASI: 2018-2023 • IS: 2019-2023 • ISS: 2019-2023 	<ul style="list-style-type: none"> • CAPS 1: Based upon data from 2018-2022, data requested by President Yao was analyzed by Senior Analyst in Institutional Research. Shows retention numbers for students who utilized CAPS services. • CAPS 2: Results of Focus Groups suggest that students are benefiting from having multiple options for support around academic stressors impacting well-being. • ASI: ASI contributed a variety of cultural and inclusive co-curricular activities to the student experience between 2018-2023 and even maintained activities virtually during 2020-2021, during virtual instruction due to the COVID-19 pandemic. Link to evidence Tab 3.6. • ISS: Community Partners: Ventura County Office of Education, Human Services Agency, Black Lives Matter VC, Diversity Collective, 805 Resistance, Raising Hope, Immigrant Rising, CARECEN, United Farm Workers, Echoes of Hope, James Storehouse, Children's Services Auxiliary, John Burton. Advocates for Youth On-campus Partners - Academic Affairs: Admissions & Recruitment, University Experience, Center for Community Engagement, Center for Multicultural Engagement, Broome Library, Learning ResourceCenter, STEM Center, Writing & Multiliteracy Center, UNIV 150 (hosting workshops). Student Affairs: Counseling 	<ul style="list-style-type: none"> • CAPS 1: Completed: 2018-2019; 2019-2020; 2020-2021; 2021-2022; 2022-2023; • CAPS 2: 2021-2022, 2022-2023 • ASI: Ongoing • ISS: Ongoing • IS: Completed

STUDENT AFFAIRS DUE: July 15, 2023	DIRECTIONS: Column B, ACCOMPLISHMENTS	DIRECTIONS: Column C, YEAR(S) ASSOCIATED WITH ACCOMPLISHMENTS	DIRECTIONS: Column D, EVIDENCE OF ACCOMPLISHMENTS	DIRECTIONS: Column E, COMPLETION STATUS	
3.7 Develop a hiring strategy to ensure the continued expansion of diverse faculty and staff to advance academic excellence and student success.	<ul style="list-style-type: none"> • VPESA office: Engage in DEI/A-targeted recruitment efforts for professional staff and administrator positions. On an annual basis, budget for advertising in Diverse Magazine, as well as position postings in Diverse Jobs, Hispanic Outlook, and Women in Higher Education. 	<ul style="list-style-type: none"> • VPESA office: 2018-2023 	<ul style="list-style-type: none"> • VPESA office: Staff Posting Options 	<ul style="list-style-type: none"> • VPESA office: complete/ongoing 	
3.8 Analyze disaggregated student success data across the University to identify barriers to completion and develop a campus-wide strategy to eliminate student equity gaps.	<ul style="list-style-type: none"> • VPESA Office: Analyses of Black student enrollment and retention rates were instrumental in applying for the CSU HSI Community Grant, Serving Black Students. Objectives include dedicated support for student programming and engagement; culturally responsive training for DSA staff centered on anti-Blackness; engaging former Black students; and creating a student-led podcast. The award of \$64,460 will fund initiatives to foster a sense of belonging and closing equity gaps for Black students by creating a more inclusive and culturally competent environment. • ISS: Build assessment developments and learning outcomes for all events in Intercultural Services. 	<ul style="list-style-type: none"> • VPESA office: 2022-2023 • ISS: 2022-2023 	<ul style="list-style-type: none"> • VPESA office: A student assistant was hired for the summer to develop a Black student engagement plan featuring a framework for promoting student activities and stories. A fall welcome back event for students will build community among the Black student population with opportunities to connect with Black faculty, staff, and alumni. The podcast will begin production in the fall and stream episodes online and through Dolphin Radio. The DSA staff training program centered on anti-Blackness is in development with an expected launch before the end of the fall semester. • ISS: 9 assessment instruments created to assess all events hosted by Intercultural Services. 	<ul style="list-style-type: none"> • VPESA office: In progress; anticipated completion (based on grant cycle) by December 2023. • ISS: 2019-2023 	
4. CAPACITY & SUSTAINABILITY					
GOAL 4: Taking action to sustain and advance a robust University in an era of declining state support.					
OBJECTIVE: Building self-sustaining programs and initiatives that support an equitable and thriving community.					

STUDENT AFFAIRS DUE: July 15, 2023	DIRECTIONS: Column B, ACCOMPLISHMENTS	DIRECTIONS: Column C, YEAR(S) ASSOCIATED WITH ACCOMPLISHMENTS	DIRECTIONS: Column D, EVIDENCE OF ACCOMPLISHMENTS	DIRECTIONS: Column E, COMPLETION STATUS
<p>4.1 Work in concert with business and community leadership to develop programs and initiatives that contribute to a robust economy and engaged citizenship.</p>	<ul style="list-style-type: none"> • ASI 1: ASI secured a new relationship and ATM provider for the Student Union building during 19-20 after losing the university's ATM provider at the end of spring 2019. • ASI 2: The Dolphin Discount Program offered through the Student Union maintained and grew vendor relations between 2018-2023 with 128 current vendors contributing to a robust economy and affordable and discounted services for all students, staff, faculty and alum who use their CSUCI ID, including during remote learning in 2019-2020. • ASI 3: ASI Student Programming Board launched their signature event Night Market in spring 2020, inviting local vendors from Ventura County to campus to share their goods and services. • ASI 4: Student Organizations and Involvement hosted 6 Blood Drives at CSUCI (Fall 2022 – 2, Spring 2023 – 4) in collaboration with the local Red Cross and CSUCI student organizations. 	<ul style="list-style-type: none"> • ASI 1: 2019-2020 • ASI 2: 2018-2023 • ASI 3: 2020-2023 • ASI 4: 2022-2023 	<ul style="list-style-type: none"> • ASI 1: ASI secured a new ATM partner for the Student Union in Premier America Credit Union. After losing the university's ATM provider, another vendor had been identified by the university, but at a significant cost to ASI and a loss of revenue. After seeking other proposals, Premier America was selected for a 5-year agreement, including a monthly \$500 stipend that other banks were not able to provide, yielding \$6,000 in annual revenue. • ASI 2: The Dolphin Discount Program includes a variety of local and regional businesses, such as amusement park discounts, online services discounts, food discounts, services discounts, and retail discounts, https://asi.csuci.edu/student-union/dolphindiscounts.htm • ASI 3: Since its launch, Night Market has been held 3 times on campus, bringing to campus over 30 unique businesses to campus. This program allowed an opportunity for enhanced student and campus community awareness and support of local small businesses. Link to participant and vendor count evidence Tab 4.1. • ASI 4: Through these efforts, 155 total units were collected potentially saving 465 lives and 93 donors were first time donors. 	<ul style="list-style-type: none"> • ASI 1: Complete • ASI 2: Ongoing • ASI 3: Ongoing • ASI 4: Ongoing

STUDENT AFFAIRS DUE: July 15, 2023	DIRECTIONS: Column B, ACCOMPLISHMENTS	DIRECTIONS: Column C, YEAR(S) ASSOCIATED WITH ACCOMPLISHMENTS	DIRECTIONS: Column D, EVIDENCE OF ACCOMPLISHMENTS	DIRECTIONS: Column E, COMPLETION STATUS
4.2 Expand opportunities to serve as a social and intellectual resource for our community.	<ul style="list-style-type: none"> • CAPS 1: Re-established graduate clinical training program with California Lutheran University (CLU). • CAPS 2: Established MOU with CSUCI and Community Memorial Healthcare to create a psychiatry residency training site in CAPS. • CIBC 1: participated in the public event, Celebration of Whales in CI Harbor, and hosted harbor clean-ups, a kayaking tour with the Naval Base Teen Center in Port Hueneme and our first public Summer Camp Open House. • CIBC 2: The Boating Center was successfully awarded grant funding from the Division of Boating and Waterways (DBW) for scholarships, equipment purchases, and fleet upgrades for youth and community water safety instruction. • ASI 1: ASI professional and student staff presented at national and regional conferences between 2018-2023 and also served in leadership positions for national and regional professional associations. • ASI 2: ASI Student Government served on the Cal State Student Association (CSSA) between 2018-2023, engaging in systemwide, state, and federal higher education policymaking. • HRE: Assessed licensed students living experience to provide a positive living environment within Housing & Residential Education. 	<ul style="list-style-type: none"> • CAPS 1: 2019-2020 • CAPS 2: 2022-2023 • CIBC 1: 2022-2023 • CIBC 2: 2018-2023 • ASI 1: 2018-2023 • ASI 2: 2018-2023 • HRE: 2022-2023 	<ul style="list-style-type: none"> • CAPS 1: The success of the training program has allowed CAPS to continue providing clinical training opportunities for graduate students in psychology at CLU. • CAPS 2: Psychiatry residents now have the opportunity to train in college mental health and thus serves as an intellectual resource for our community. • CIBC 1: Participated in the public event, Celebration of Whales in CI Harbor, and hosted harbor clean-ups, a kayaking tour with the Naval Base Teen Center in Port Hueneme and our first public Summer Camp Open House. • CIBC 2: Since 2018, the CIBC has successfully been awarded over \$220,000. Each year CIBC was awarded \$40,000, until this most recent year where the award was \$60,000 to maximize the impacts of youth and community around safe boating education. • ASI 1: List of national associations professional staff have engaged between 2018-2023. Link to evidence Tab 4.2 • ASI 2: ASI Student Government attended monthly CSSA plenary meetings across the state of California and even virtually during the height of the COVID-19 pandemic. Agendas, minutes and the most recent collective policy agenda are available on the CSSA website: https:// 	<ul style="list-style-type: none"> • CAPS 1: 2019-2020 • CAPS 2: 2022-2023 • CIBC 1: Completed 2022-2023 • CIBC 2: Latest award 2018-2023 • ASI 1: Ongoing • ASI 2: Completed • HRE: Completed

STUDENT AFFAIRS DUE: July 15, 2023	DIRECTIONS: Column B, ACCOMPLISHMENTS	DIRECTIONS: Column C, YEAR(S) ASSOCIATED WITH ACCOMPLISHMENTS	DIRECTIONS: Column D, EVIDENCE OF ACCOMPLISHMENTS	DIRECTIONS: Column E, COMPLETION STATUS	
4.3 Develop Extended University offerings in concert with area businesses, communities and other regional stakeholders that support economic vitality and civic prosperity.	•	•	•	•	
OBJECTIVE: Developing a culture of philanthropy.					
4.4 Increase philanthropic support for the University by strengthening existing cross-divisional partnerships focused on enhanced alumni engagement and philanthropic support.	• CAPS 1: Secured private donation in support of student mental health services.	• CAPS 1: 2019-2020	• CAPS 1: With this donation we were able to invest in promotional items for our anti-stigma campaign and CAPS Clinical Case Manager.	• CAPS 1: Completed 2021-2022	
4.5 Assess internal and external community perception of the University and develop a plan to expand awareness of the University's connection to economic vitality, social mobility and engaged citizenship.	<ul style="list-style-type: none"> • CAPS 1: Obtained full accreditation by International Accreditation of Counseling Services (IACS) on 2/1/23. • CIBC 1: participated in the public event, Celebration of Whales in CI Harbor, and hosted harbor clean-ups, a kayaking tour with the Naval Base Teen Center in Port Hueneme and our first public Summer Camp Open House. 	<ul style="list-style-type: none"> • CAPS 1: 2022 - 2023 • CIBC 1: 2022-2023 	<ul style="list-style-type: none"> • CAPS 1: Increase opportunities for private donations to support mental health services on campus. • CIBC 1: Participated in the public event, Celebration of Whales in CI Harbor, and hosted harbor clean-ups, a kayaking tour with the Naval Base Teen Center in Port Hueneme and our first public Summer Camp Open House. 	<ul style="list-style-type: none"> • CAPS 1: Completed 2022-2023 • CIBC 1: Completed 2022-2023 	

STUDENT AFFAIRS DUE: July 15, 2023	DIRECTIONS: Column B, ACCOMPLISHMENTS	DIRECTIONS: Column C, YEAR(S) ASSOCIATED WITH ACCOMPLISHMENTS	DIRECTIONS: Column D, EVIDENCE OF ACCOMPLISHMENTS	DIRECTIONS: Column E, COMPLETION STATUS	
4.6 Engage the University community in identifying fundraising priorities that directly support the Strategic Initiatives and launch a focused and aggressive fundraising effort to support them.	<ul style="list-style-type: none"> • ASI: During 2019-2020 ASI established relationship with Premier America Credit Union as our ATM service provider and through that partnership Helen Alatorre, ASI Executive Director introduced them to Eva Mendez, Director of Annual Giving and Special Gifts in Advancement. 	<ul style="list-style-type: none"> • ASI: 2019-2020 	<ul style="list-style-type: none"> • ASI: Since establishing the relationship, Premier America Credit Union's contribution to the University has included financial well-being workshops, low-cost financial solutions to its student-members, and monetary contributions to the University to help expand campus facilities, increase course offerings and sponsor various scholarships and research projects. https://www.csuci.edu/news/spotlights/community/francisco-premier-221212.htm 	<ul style="list-style-type: none"> • ASI: Ongoing 	
4.7 Create an "Opportunity Hub" designed to connect community support with University needs.	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	
OBJECTIVE: Enhancing faculty and staff development and support.					
4.8 Expand professional development opportunities that cultivate leadership skills and enhanced career success for faculty and staff (e.g., mentorships, Cl Connect, etc.).	<ul style="list-style-type: none"> • CAPS 1: Professional Development Seminars are facilitated weekly and attended by CAPS clinicians, administrative staff, and clinical trainees. All CAPS Team members are encouraged to present on topics related to culturally-responsive and evidence-based clinical practices. • VPSA Office: Scheduled professional/personal development sessions during monthly divisional meetings based on topic suggestions from DSA staff. Also developed conference-style event for student assistants to build community and provide professional/personal development opportunities. 	<ul style="list-style-type: none"> • CAPS 1: 2019-2020; 2020-2021; 2021-2022; 2022-2023 • VPSA office: 2022-2023 	<ul style="list-style-type: none"> • CAPS 1: Samples of topics include Double Edge Sword of Resilience, Mental Health in Native American Culture, Decolonizing Mental Health, Cultural Competence with Invisible Disabilities. • VPSA office: Training sessions featured three professional consultants as well as campus partners from Institutional Research and the Provost Office, and DSA colleagues. A new survey provided data for future topics for monthly meetings and virtual workshops. 	<ul style="list-style-type: none"> • CAPS 1: 2019-2020; 2020-2021; 2021-2022; 2022-2023 • VPSA office: Ongoing 	

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4.9 Identify solutions to the timely response and proactive resolution of workplace conflicts that are not part of a formal process.	<ul style="list-style-type: none"> • HRE: Executed a responsive plan during the COVID-19 pandemic to address the needs of resident students while employing safety measures and scheduling for employees to promote safety and reduce potential conflict. 	<ul style="list-style-type: none"> • HRE 1: 2019-2021 	<ul style="list-style-type: none"> • HRE: Maintained in-person staffing for two Housing Services Staff to support administrative, maintenance, key, and lock issues and to navigate student inquiries. The remaining four staff members adjusted to an immediate telecommute schedule to support the office functions of the department. Three department managers maintained a rotating schedule to ensure onsite coverage. The main HRE office was physically closed and substituted for virtual services. All in-person services were relocated and centralized to the Santa Cruz Village Office front desk. 	<ul style="list-style-type: none"> • HRE: Completed 	
OBJECTIVE: Promoting sustainability as an integral part of University planning and operational activities.					
4.10 Continue to pursue efficiency and assess effectiveness in administrative services and systems.	<ul style="list-style-type: none"> • CAPS 1: Increased capacity for clinicians to invest time in higher level clinical activities and financial savings were identified. • VPASA office: designed and implemented a DSA process for collection of efficiency data for the University's Administrative Efficiency Committee. • ASI: ASI identified material and personnel savings between 2018-2020 leading to financial savings. 	<ul style="list-style-type: none"> • CAPS 1: 2022-2023 • VPASA office: 2019 • ASI: 2018-2020 	<ul style="list-style-type: none"> • CAPS 1: Total of \$154,216 savings. • VPASA office: Improvement Calculator • ASI: Implemented efficiencies yielded savings totaling \$8,310. Link to evidence, Tab. 4.10 	<ul style="list-style-type: none"> • CAPS 1: Completed 2022-2023 • VPASA office: completed/ongoing • ASI: 	

STUDENT AFFAIRS DUE: July 15, 2023	DIRECTIONS: Column B, ACCOMPLISHMENTS	DIRECTIONS: Column C, YEAR(S) ASSOCIATED WITH ACCOMPLISHMENTS	DIRECTIONS: Column D, EVIDENCE OF ACCOMPLISHMENTS	DIRECTIONS: Column E, COMPLETION STATUS	
<p>4.11 Maximize efficiencies by expanding opportunities for cross-divisional collaboration and communication, as well as realigning resources (human, programmatic, financial) in support of the University's Strategic Initiatives.</p>	<ul style="list-style-type: none"> • CAPS 1: Mental Health Peer Mentor Program to provide outreach and peer counseling regarding school anxiety. • CAPS 2: Case Management Team Model developed to reduce time spent by the entire CARE Team. • ASI 1: ASI provided financial resources to Campus Partners for programs and services that benefit students from 2018-2023. • ASI 2: ASI provided financial resources to Student Organizations for student lead programming from 2018-2023. • ASI 3: In response to COVID-19 and moving to a remote learning environment for 2020-2021, ASI supported Divisional efforts to support students with the creation and management of The Island as a resource and events website. • ASI 4: ASI has engaged in varied cross-divisional collaborations between 2018-2023. ASI served on the planning of some key university wide initiatives, including Commencement, New Student Convocation, and Admitted Dolphin Day. • ASI 5: The ASI Student Union building was designated the Legacy Mural site in partnership with the Center for Multicultural Engagement during the 2022-2023 academic year. The ASI Board of Directors voted in favor of the collaboration on behalf of the student body. • VPSA office: Examined 	<ul style="list-style-type: none"> • CAPS 1-2: 2022-2023 • ASI 1: 2018-2023 • ASI 2: 2018-2023 • ASI 3: 2020-2021 • ASI 4: 2018-2023 • ASI 5: 2022-2023 • VPSA office: 2019-2020, 2022-2023 • HRE 1: 2019-2020 • HRE 2: 2019-present 	<ul style="list-style-type: none"> • CAPS 1: \$64,800 savings, • CAPS 2: \$39,960 savings • ASI 1: Through the ASI Budget Allocation and Spending Committee process, ASI allocated a total of \$ \$841,583 to Campus Partners between 2018-2023. Link to evidence, Campus Partner FY allocation comparison Tab 4.11(A). • ASI 2: Through the ASI Budget Allocation and Spending Committee process, ASI allocated a total of \$ \$170,081 to Student Organizations between 2018-2023. Link to evidence, Student Organization FY allocations Tab 4.11(B). • ASI 3: The Island was created and launched during the summer of 2020 and continued to grow over the course of the year and through Fall 2021. Part of the site included Academic Support resources for a one stop shop approach and over 150 unique event posts while managed by ASI. The site also included links and information for Academic Advising, COVID-19 FAQ, link to the Dean of Students, Helpful Studying Videos, links for Online Tutoring, Zoom Tutorials, and a link to the Writing and Multiliteracy Center on campus. The site was transitioned to the DSA Spring 2022. • ASI 4: ASI collaborated on Commencement by coordinating the selections processes for Commencement Student 	<ul style="list-style-type: none"> • CAPS 1-2: Completed 2022-2023 • ASI 1: Ongoing • ASI 2: Ongoing • ASI 3: Completed • ASI 4: Completed • ASI 5: Completed • VPSA office: Completed • HRE: Completed; Well underway 	

STUDENT AFFAIRS DUE: July 15, 2023	DIRECTIONS: Column B, ACCOMPLISHMENTS	DIRECTIONS: Column C, YEAR(S) ASSOCIATED WITH ACCOMPLISHMENTS	DIRECTIONS: Column D, EVIDENCE OF ACCOMPLISHMENTS	DIRECTIONS: Column E, COMPLETION STATUS	
<p>4.12 Leverage technology to allow more time for people to engage in the activities that require human intervention (e.g., eliminating rote manual processes in favor of automatic ones).</p>	<ul style="list-style-type: none"> • CAPS 1: Transitioning all training materials from manual to digital. • ASI: In 2018-2019 ASI increased efficiency and security in cash management for Student Organizations with the addition of the financial management system on the CI Sync online platform. Peoplesoft data warehouse is not updated frequently enough to assure accuracy at any given point in time for student use, so the use of the CI Sync platform (called Engage), students are able to view their club, organization, or project balances on their own (updated by the ASI Budget & Administrative Analyst on the back end). • HRE 1: <ul style="list-style-type: none"> - Enhanced StarRez to allow for more student autonomy in the application process - Adjusted work order process in response to the COVID-19 pandemic. • HRE 2: Assessed staff to determine automation or increased efficiency in at least one aspect of their role. See excel for more detail. 	<ul style="list-style-type: none"> • CAPS 1: 2022-2023 • ASI: 2018-2019 • HRE 1: 2019-2020 • HRE 2: 2022-2023 	<ul style="list-style-type: none"> • CAPS 1: \$3,456 savings • ASI: The addition of this technological enhancement has since created near real-time student and staff access to ASI01 and ASI02 account balances to prevent overspending. This reduced time spent by the ASI Budget & Administrative Analyst looking up and calculating balances 2-3 times per year per group for 15 minutes per occurrence and also saved time in year-end tracking. The cost was \$3000 for a three-year contract. • HRE 1: <ul style="list-style-type: none"> - For fall 2019, adjusted the student housing application to allow students to select and create mixed-gender roommate groups without with a professional staff member. Also adjusted the application to have students input their interest in residing with a Service or Emotional Support Animal to save staff time by reducing the need to call or email students any time a student with an ESA or SA was moving into housing or changing rooms. - HRE created all Work-Order Tracking, additional office processes, and Key Request Forms to completely online processes for the Summer Conference program. • HRE 2: 100% of the HRE professional staff automated or streamlined at least one process to increase efficiency in at least one aspect of their role. 	<ul style="list-style-type: none"> • CAPS 1: Completed 2022-2023 • ASI: Completed • HRE 1: Completed • HRE 2: Completed 	

STUDENT AFFAIRS DUE: July 15, 2023	DIRECTIONS: Column B, ACCOMPLISHMENTS	DIRECTIONS: Column C, YEAR(S) ASSOCIATED WITH ACCOMPLISHMENTS	DIRECTIONS: Column D, EVIDENCE OF ACCOMPLISHMENTS	DIRECTIONS: Column E, COMPLETION STATUS	
4.13 Invest in physical infrastructure that facilitates inquiry and discovery with a particular emphasis on the expansion of public-private-partnerships that are consistent with the academic mission of the University, support environmental sustainability and generates revenue.	<ul style="list-style-type: none"> • CAPS 1: MOU with Community Memorial Healthcare to establish a psychiatry residency program. • CAPS 2: Clinical Training Program with CLU for doctoral students in psychology to provide clinical services. • ASI: ASI has been collaborating with the university on the expansion and creation of additional outdoor space and seating in the Student Union Courtyard. The project includes three large patio spaces with three semi-enclosed outdoor meeting rooms, and two semi-circle patios for gathering. The project additionally includes new furniture, benches, chairs, outdoor whiteboards, and screens. 	<ul style="list-style-type: none"> • CAPS 1-2: 2022-2023 • ASI: 2021-Present 	<ul style="list-style-type: none"> • CAPS 1: \$10,000 savings • CAPS 2: \$36,000 savings • ASI: The ASI Student Union Courtyard project was initiated in 2021 and is in progress. The projected cost is approximately \$630K. The university allocated \$175K in reserves toward the project and the remaining balance will come from ASI Student Body Center fee reserves, approximately \$455K. This expansion will yield an increase in student study, meeting, and programming space. http://civiewnews.com/news/construction-begins-on-new-student-centered-spaces/ 	<ul style="list-style-type: none"> • CAPS 1-2: Completed 2022-2023 • ASI: Well Underway 	
4.14 Develop a strategy to leverage the use of online, hybrid and year-round courses to enhance access, improve timely degree progression and maximize the utilization of limited physical infrastructure.	<ul style="list-style-type: none"> • CAPS 1: CAPS rapidly transitioned to virtual operations in response to impact of COVID-19. 	<ul style="list-style-type: none"> • CAPS 1: 2019-2020 	<ul style="list-style-type: none"> • CAPS 1: began providing 100% of clinical services using telehealth without closing for a single day. 	<ul style="list-style-type: none"> • CAPS 1: Completed 2019-2020 	
4.15 Create a comprehensive transportation strategic plan to decrease the number of single user trips to campus and increase opportunities for alternative means of transportation.	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	
Major initiatives in DSA that do not appear above	In which strategic initiative above would this/these additional initiative(s) placed?		For each additional initiative listed, describe the evidence you have to demonstrate accomplishments	For each additional initiative listed, indicate the completion status	

BUSINESS & FINANCIAL AFFAIRS DUE: July 15, 2023	DIRECTIONS: Column B, ACCOMPLISHMENTS	DIRECTIONS: Column C, YEAR(S)	DIRECTIONS: Column D, EVIDENCE OF ACCOMPLISHMENTS	DIRECTIONS: Column E, COMPLETION STATUS
Think high-level, major initiatives for inclusion in this document. "Major initiatives," for example: Could span more than one year; could have had an impact on students across multiple programs; may have involved major restructuring of a particular program, school; could have required a significant financial investment, etc.	1. Enter accomplishments in Column B from 2018-2023 for each objective relevant to your division. SEE THE STUDENT AFFAIRS TAB FOR SUGGESTED STRATEGY TO ALIGN ENTRIES IN COLUMNS B-E (i.e., lettering the entries so they can be tracked across the columns). 2. To add additional bullet points within a cell: Press Option + Return keys simultaneously (Mac) or Control + Enter (Windows) 3. Optional: Are there major initiatives that you are working on in your division that do not show up in Column A? Please add them below (row 77).	For each accomplishment listed in Column B, indicate the year(s) associated with that work	1. For each accomplishment listed, describe the evidence you have (i.e., evidence that exists) to demonstrate what was done and/or what the impact was of what was done 2. Evidence can be qualitative, quantitative, and/or descriptive/story 3. If there are major initiatives that you are working on that are not listed in Column A, add the evidence you have to demonstrate those achievements.	For each accomplishment listed in Column B, indicate its status: • Completed • Well underway • Developing • Not attempted • Other

1. EDUCATIONAL EXCELLENCE

GOAL 1: Ensuring students graduate with the high-level knowledge, skills, and experience necessary for engaged citizenship and career success.

OBJECTIVE: Collaborating across Academic and Student Affairs to increase student engagement.

1.1 Continue to develop courses that are interdisciplinary and immersive, which provide opportunities for deep learning and the cultivation of critical thinking skills.	•	•	•	•
1.2 Increase opportunities for students to engage with the regional community to apply their learning and address meaningful challenges.	•	•	•	•
1.3 Continue to expand opportunities for students to develop a deep sense of civic engagement to become catalysts for social and economic progress in the community.	•	•	•	•
1.4 Ensure that all students experience multiple high-impact learning opportunities through the course of their education (e.g., capstones, study abroad, living-learning communities, field courses, internships etc.).	•	•	•	•
1.5 Expand opportunities for undergraduate research and creative activity across the curriculum.	FS 1: Partnered with faculty to support service learning projects for students.	FS 1: 2018	FS 1: Created Walking Tour of campus highlighting the cultural and social history of the land; Conducted analysis of the current and potential usage of CI Park	FS 1: Completed
1.6 Expand on-campus student employment opportunities that directly improve student success while simultaneously fostering leadership, critical thinking and communication skills (e.g., peer mentoring, in class tutoring).	student assistants	•	•	•
1.7 Increase co-curricular engagement to strengthen community and support the achievement of academic goals.	•	•	•	•

OBJECTIVE: Assuring faculty and programs are supported to promote educational excellence.

BUSINESS & FINANCIAL AFFAIRS DUE: July 15, 2023	DIRECTIONS: Column B, ACCOMPLISHMENTS	DIRECTIONS: Column C, YEAR(S)	DIRECTIONS: Column D, EVIDENCE OF ACCOMPLISHMENTS	DIRECTIONS: Column E, COMPLETION STATUS
1.8 Continue to improve tenure density to ensure student access to meaningful mentorship and guidance from faculty.	•	•	•	•
1.9 Develop a comprehensive Academic Master Plan to outline projected academic degrees, certifications and credentials.	•	•	•	•
1.10 Provide increased support for faculty development that enhances the quality of teaching, research and creative activity.	•	•	•	•
1.11 Support staffing strategy for Academic Affairs to free faculty time to engage in instructional and scholarly pursuits.	•	•	•	•
2. STUDENT SUCCESS				
GOAL 2: Ensuring all students progress to degree completion in a timely mannaer regdless of their background.				
OBJECTIVE: Creating clear curricular pathways.				
2.1 Increase academic support for students in the first- year (e.g., proactive advising, embedded tutors, peer mentors, block scheduling).	•	•	•	•
2.2 Improve timeliness of admissions and enrollment (e.g., implement an E-Transcript reader program).	•	•	•	•
2.3 Implement a campus-wide approach to meet requirements of Executive Order 1110 to ensure that the curriculum, student support and placement procedures facilitate student success in mathematics and quantitative reasoning.	•	•	•	•
OBJECTIVE: Promoting timely degree progression.				
2.4 Provide timely access to student success and other relevant data to enable evidence based decision making across every division of the University.	•	•	•	•
2.5 Examine and remove administrative barriers that impede timely degree progression.	•	•	•	•
2.6 Ensure that students have the opportunity and structured support (including four-year degree maps for all programs) to complete 30 credits every year.	•	•	•	•
2.7 Expand evening, online and summer session offerings to enhance timely degree progression.	•	•	•	•
2.8 Establish a Curriculum Action Team to review the full complement of our curriculum to eliminate confusing and unintended consequences of curricular complexity.	•	•	•	•

BUSINESS & FINANCIAL AFFAIRS DUE: July 15, 2023	DIRECTIONS: Column B, ACCOMPLISHMENTS	DIRECTIONS: Column C, YEAR(S)	DIRECTIONS: Column D, EVIDENCE OF ACCOMPLISHMENTS	DIRECTIONS: Column E, COMPLETION STATUS
2.9 Develop a comprehensive strategic enrollment management plan.	•	•	•	•
OBJECTIVE: Developing innovative partnerships between Academic and Student Affairs.				
2.10 Assess and modify orientation to directly support student success and ensure that students develop a strong sense of self-efficacy, belonging and accountability for learning.	•	•	•	•
2.11 Use data to assess the overall effectiveness of student advising and develop a plan to provide proactive student support that leads to enhanced student success.	•	•	•	•
2.12 Continue to improve seamless community college transfer and seek opportunities for enhanced collaboration with community college partners.	•	•	•	•
2.13 Expand partnerships between career services, internships and alumni engagement to enhance post graduate success.	•	•	•	•
2.14 Build partnerships with existing social service providers throughout the county to expand the basic needs resources available to support students.	UAS 1: Used \$40,000 in grant money from CO for support of basic needs initiatives - implemented the Hot Meals Program and the Dolphin Pantry, which are designated to alleviate hunger and provide basic nutrition within our student community.	UAS 2017-18	•	Completed
3. INCLUSIVE EXCELLENCE				
GOAL 3: Fostering a campus culture that advances inclusive excellence.				
OBJECTIVE: Developing a collective understanding of equity and inclusion.				
3.1 Build a shared understanding of inclusive excellence that includes the development of operational definitions.	TITLE IX 1: Finalized new guide for employees, students and guests who are pregnant and/or breastfeeding. Campus map updated to note locations of campus lactation stations. TITLE IX 2: Launched a new website to increase awareness of the CSUCI Clery program and reporting requirements.	TITLE IX 1: 2017-18 TITLE IX 2: 2018-19	TITLE IX 2: https://www.csuci.edu/clery/	Completed
3.2 Establish a biennial climate survey and utilize results to enhance campus climate, equity and inclusion.	See Office of the President -- needs to be both BFSA, OTP, and DAA -- BFSA paid for survey development	•	•	•
3.3 Engage faculty, staff and students in structured opportunities for dialogue across divergent viewpoints.	See Office of the President	•	•	•

BUSINESS & FINANCIAL AFFAIRS DUE: July 15, 2023	DIRECTIONS: Column B, ACCOMPLISHMENTS	DIRECTIONS: Column C, YEAR(S)	DIRECTIONS: Column D, EVIDENCE OF ACCOMPLISHMENTS	DIRECTIONS: Column E, COMPLETION STATUS
3.4 Celebrate campus accomplishments and highlight excellence in equity and inclusion.	ITS 1: Reimplemented the Tech-E Award for excellence in service to the University VP OFFICE 1: Relaunched division newsletter to highlight the amazing people and work in the division, to keep team members updated on how we are contributing to the University's mission and strategic initiative and give some articles of personal interest. VP OFFICE 2: Researched and refreshed the Division recognition program. VP OFFICE 3: Created Excellence in Efficiency Award to highlight the work of the campus in making process improvements and to motivate the campus to continue commitment to continuous improvement.	ITS 1 VP 1: 2018-19 VP 2,3: 2020-21	ITS 1. VP 1: Publication VP 2: Presented the refreshed program at the Spring Division meeting and announced the award winners. VP 3: Initial award presented in FY 21-22	Completed
3.5 Develop a framework that will allow for the development and review of University policies through an equity lens.		•	•	•
OBJECTIVE: Improving graduation rates for students from historically underserved populations.				
3.6 Expand culturally responsive curricular and co-curricular offerings that infuse inclusivity and holistic student development throughout the student experience.	•	•	•	•
3.7 Develop a hiring strategy to ensure the continued expansion of diverse faculty and staff to advance academic excellence and student success.	PS 1: Advertised police officer recruitments on job boards designed to recruit more diverse candidates.	PS 1: 2020-21	PS 1: Increased number of police officers in minority/ethnicity categories by 50%. Increased number of female police officers to 16%.	•
3.8 Analyze disaggregated student success data across the University to identify barriers to completion and develop a campus-wide strategy to eliminate student equity gaps.	•	•	•	•
4. CAPACITY & SUSTAINABILITY				
GOAL 4: Taking action to sustain and advance a robust University in an era of declining state support.				
OBJECTIVE: Building self-sustaining programs and initiatives that support an equitable and thriving community.				
4.1 Work in concert with business and community leadership to develop programs and initiatives that contribute to a robust economy and engaged citizenship.	VP OFFICE 1: Executed MOU with University of California Agriculture and Natural Resources program and Hanes Agricultural Research and Extension Center to establish framework to further shared goals of conducting research, extension and education for the sustainability and benefit of agriculture and natural resources in Ventura County, as well as promoting the environmental and economic sustainability of agriculture, protecting and restoring the natural environment, and enhancing resiliency to climate change and associated disasters in Ventura County. (Also 1.1, 1.2, 1.4, 4.2 initiatives) VP OFFICE 2: Partnered with Carden School (on campus tenant) and finalized an agreement on rent forgiveness because of forced closure in spring 2020. (Also 4.13)	2020-21	•	Completed

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4.2 Expand opportunities to serve as a social and intellectual resource for our community.	•	•	•	•
4.3 Develop Extended University offerings in concert with area businesses, communities and other regional stakeholders that support economic vitality and civic prosperity.	•	•	•	•
OBJECTIVE: Developing a culture of philanthropy.				
4.4 Increase philanthropic support for the University by strengthening existing cross-divisional partnerships focused on enhanced alumni engagement and philanthropic support.	ADMIN 1: Provide support to stand up and run the Alumni Association.	2023	Scheduled Event	Completed
4.5 Assess internal and external community perception of the University and develop a plan to expand awareness of the University's connection to economic vitality, social mobility and engaged citizenship.	•	•	•	•
4.6 Engage the University community in identifying fundraising priorities that directly support the Strategic Initiatives and launch a focused and aggressive fundraising effort to support them.	•	•	•	•
4.7 Create an "Opportunity Hub" designed to connect community support with University needs.	•	•	•	•
OBJECTIVE: Enhancing faculty and staff development and support.				
4.8 Expand professional development opportunities that cultivate leadership skills and enhanced career success for faculty and staff (e.g., mentorships, CI Connect, etc.).	ADMIN 1: Organizational Effectiveness (OE) team organized three cohorts of Lean Six Sigma Green Belt training. ADMIN 2: Launched two new training courses - Champion Training for managers interested in championing excellence on campus; Essentials of Lean Training to include all staff. ITS 1: Launched four training workshops to encourage employees to be technically literate, innovative and ethical DBFA: Participation in CI Connect presentations	ADMIN 1, 2: 2018 ITS 1: 2018-19 DBFA: Since inception	ADMIN 1: 10 new facilitators on campus ADMIN 2: \$563,498 in staff-driven savings ITS 1: Workshops offered	All Completed
4.9 Identify solutions to the timely response and proactive resolution of workplace conflicts that are not part of a formal process.	See Office of the President hiring of Ombuds.	•	•	•
OBJECTIVE: Promoting sustainability as an integral part of University planning and operational activities.				

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4.10 Continue to pursue efficiency and assess effectiveness in administrative services and systems.	ADMIN 1: Developed Key Performance Indicators (KPIs) tied to the Strategic Initiative and DBFA workplans. HR 1: Expanded Shared Services Solution Center to include support for faculty and staff for HR questions. ITS 1: Implemented TeamDynamix ticketing system for IT requests, providing more self-service options and better transparency ITS 2: Partnered with Enrollment Management to deploy an enterprise electronic document imaging and storage platform to facilitate scanning, indexing, storage, retrieval, retention and disposal of student records HR 2: Updated HR website within 30 days of campus going virtual to create one-stop shop for employee questions and resources HR 3: Collaborated with EU and Faculty Affairs to improve efficiency of the EU faculty pay process. Cost savings of over \$17,000 annually. VP Office, HR, Fin Svcs, ITS-4: Pivoted to remote work and implemented online e-approvals and new paycheck distribution, laptop and iPad distribution to faculty, staff and students	ADMIN 1: 2018 HR 1, ITS 1, 2: 2019 VP Office, HR, Fin Svcs, ITS-4: 2020	ADMIN 1: Implemented in annual workplans HR 1: Resolved 40% of calls; route 37% of calls directly to SME ITS 1: https://ci.teamdynamix.com/TDClient/1891/Portal/home/ ITS 2: Conversion of student paper records to electronic	Completed
4.11 Maximize efficiencies by expanding opportunities for cross-divisional collaboration and communication, as well as realigning resources (human, programmatic, financial) in support of the University's Strategic Initiatives.	DQM 1: Developed a data warehouse for employee information (OneCI) VP OFFICE 1: Identified campus inefficiency in manual signature authority delegation tracking process and identified a solution to centralize and streamline using a PeopleSoft module. (Also 4.10) VP OFFICE 2: Launched Customer Service Survey VP OFFICE 3: Stood up new division budget website to increase communications and transparency VP OFFICE 4: Added the ability to view the Campus Efficiency Dashboard from the main page of the OE website. This dashboard gives staff the ability to view their Division's submitted efficiencies in real time.	DQM 1: 2018-19 VP 1, 2: 2019-20 VP 3, 4: 2020-21	DQM 1: OneCI VP 2: Ongoing biannual survey distributed to campus staff	DQM 1, VP 2,3,4: Completed VP 1: In Progress
4.12 Leverage technology to allow more time for people to engage in the activities that require human intervention (e.g., eliminating rote manual processes in favor of automatic ones).	•PS 1: Implement new system-wide lab hazard assessment, inspection, and chemicals software modules PS 2: Transition to new EH&S training platform	PS 1, 2: 2018-19	PS 1: PS 2: SumTotal system	PS 1, 2: Complete

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4.13 Invest in physical infrastructure that facilitates inquiry and discovery with a particular emphasis on the expansion of public-private-partnerships that are consistent with the academic mission of the University, support environmental sustainability and generates revenue.	FS 1: Investment in Mixed Use, Gateway, UGlen Phase II Budget 1: Launched new Capital Planning Work Group FS 2: SI funding to light recreational fields VP OFFICE 1: Worked with Facilities and outside consultants through the FERC settlement process to finalize the 2020 and 2021 RMR agreements with CAISO. The agreements help ensure significant continued cash flow at least through the end of the 2021 calendar year from CI Power. FS 3: Faculty office construction in Manzanita Hall; Gateway Hall design and anticipated to open in Fall 2024; University Glen (Anacapa Canyon-PPP) under construction and opening 2023/24.	FS 1: 2018-2023 BUDGET 1: 2018-19 FS 2: 2019 VP 1: 2020-21 FS 3: 2022-23	FS 1: Construction complete or in process BUDGET 1: Ongoing scheduled meetings	FS 1: Completed and Well Underway BUDGET 1, FS 2, VP 1: Completed FS 3: In Progress
4.14 Develop a strategy to leverage the use of online, hybrid and year-round courses to enhance access, improve timely degree progression and maximize the utilization of limited physical infrastructure.	•	•	•	•
4.15 Create a comprehensive transportation strategic plan to decrease the number of single user trips to campus and increase opportunities for alternative means of transportation.	PS 1: Implemented recommendations in the Parking and Transportation Demand Study. Included formation of subcommittee, two new transit programs, and a MOU with Ventura County Transportation Commission for the College Ride Pilot program, a free bus service for all college students in the County. PS 2: Developed a comprehensive strategic plan to reduce the number of single-occupancy vehicle trips to campus PS 3: Established 65 conveniently located, highly visible carpool stalls	PS 1: 2017-18 PS 2,3: 2018-19	PS 2,3: Carpool participants increased by 1,631%	Completed
Major initiatives in BFA that do not appear above	In which strategic initiative above would this/these additional initiative(s) placed?		For each additional initiative listed, describe the evidence you have to demonstrate accomplishments	For each additional initiative listed, indicate the completion status
Sustainability & Energy Efforts			UAS 1: Converted from plastic straws and lids to compostable materials.	
		2017-18	FS: Expanded waste program to collect and compost organic waste	
		2018-23	FS: Received XERCES Society's Bee Campus USA recognition in 2018, becoming the first 4-year university to do so. Received annually thereafter.	
		2018-21	FS: Negotiated a Power Purchase Agreement for the installation and operation of a 3.7 megawatt solar array on campus.	

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		2022-23	FS: Five workshops were presented for the campus that engaged more than 100 participants. Workshop topics included Sustainability 101, understanding CI's Carbon Footprint, Proper Waste Management and Reduction on Campus, and other sustainability topics.	

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Think high-level, major initiatives for inclusion in this document. "Major initiatives," for example: Could span more than one year; could have had an impact on students across multiple programs; may have involved major restructuring of a particular program, school; could have required a significant financial investment, etc.	1. Enter accomplishments in Column B from 2018-2023 for each objective relevant to your division. SEE THE STUDENT AFFAIRS TAB FOR SUGGESTED STRATEGY TO ALIGN ENTRIES IN COLUMNS B-E (i.e., lettering the entries so they can be tracked across the columns). 2. To add additional bullet points within a cell: Press Option + Return keys simultaneously (Mac) or Control + Enter (Windows) 3. Optional: Are there major initiatives that you are working on in your division that do not show up in Column A? Please add them below (row 77).	For each accomplishment listed in Column B, indicate the year(s) associated with that work	1. For each accomplishment listed, describe the evidence you have (i.e., evidence that exists) to demonstrate what was done and/or what the impact was of what was done 2. Evidence can be qualitative, quantitative, and/or descriptive/story 3. If there are major initiatives that you are working on that are not listed in Column A, add the evidence you have to demonstrate those achievements.	For each accomplishment listed in Column B, indicate its status: • Completed • Well underway • Developing • Not attempted • Other

1. EDUCATIONAL EXCELLENCE

GOAL 1: Ensuring students graduate with the high-level knowledge, skills, and experience necessary for engaged citizenship and career success.

OBJECTIVE: Collaborating across Academic and Student Affairs to increase student engagement.

1.1 Continue to develop courses that are interdisciplinary and immersive, which provide opportunities for deep learning and the cultivation of critical thinking skills.	•	•	•	•
1.2 Increase opportunities for students to engage with the regional community to apply their learning and address meaningful challenges.	Facilitated career education to prepare students for engagement with regional community for workforce development purposes.	2022-23AY	From fall 2022 to spring 2023, we tracked a 68% increase in career counseling appointments and 25% increase in completed presentations with requests from Academic Affairs and Student Affairs. Career Counseling Appointments Fall 2022 (419) vs Spring 2023 (707). Workshops/Presentations Fall 2022 (35) vs Spring 2023 (44).	Completed
1.3 Continue to expand opportunities for students to develop a deep sense of civic engagement to become catalysts for social and economic progress in the community.	•	•	•	•

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1.4 Ensure that all students experience multiple high-impact learning opportunities through the course of their education (e.g., capstones, study abroad, living-learning communities, field courses, internships etc.).	<ul style="list-style-type: none"> In partnership with Academic Affairs, advance CSUCI's mission by providing opportunities for students to engage in real-world experiences that enhance academic learning, strengthen research skills, develop intellectual and professional networks, foster active engagement in the community, and prepare for careers to meet the emerging workforce needs of the region. 	<ul style="list-style-type: none"> 2022-23AY including hire of Faculty Internship Coordinator and Internship Program Analyst 	<ul style="list-style-type: none"> Increased local internship postings from Fall 2022-Spring 2023. In Fall 2022, only 5 internships located in Ventura County and 10 internships located in LA County on Handshake. In Spring 2023, 172 internships in Ventura and Los Angeles counties and 50% of all local internships were paid. Internship applications submitted through Handshake increased by more than 10x since last fall. Increasing locally accessible, paid internships is directly related to increased engagement with internships overall. 	<ul style="list-style-type: none"> Developing. Need to implement existing campus policy while outlining procedures in compliance with E.O. 1064. Continue building partnerships with employers to increase internship opportunities and educate employers on how to facilitate quality internships. Continue working in partnership with faculty and staff in Academic Affairs to facilitate academic-credit internships (e.g., orientation, training, evaluation, placement tracking). Need to establish more comprehensive plan including goals, action items, timeline/milestones, and assessment methods.
1.5 Expand opportunities for undergraduate research and creative activity across the curriculum.	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
1.6 Expand on-campus student employment opportunities that directly improve student success while simultaneously fostering leadership, critical thinking and communication skills (e.g., peer mentoring, in class tutoring).	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
1.7 Increase co-curricular engagement to strengthen community and support the achievement of academic goals.	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
OBJECTIVE: Assuring faculty and programs are supported to promote educational excellence.				
1.8 Continue to improve tenure density to ensure student access to meaningful mentorship and guidance from faculty.	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
1.9 Develop a comprehensive Academic Master Plan to outline projected academic degrees, certifications and credentials.	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

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1.10 Provide increased support for faculty development that enhances the quality of teaching, research and creative activity.	•	•	•	•
1.11 Support staffing strategy for Academic Affairs to free faculty time to engage in instructional and scholarly pursuits.	•	•	•	•
2. STUDENT SUCCESS				
GOAL 2: Ensuring all students progress to degree completion in a timely manner regardless of their background.				
OBJECTIVE: Creating clear curricular pathways.				
2.1 Increase academic support for students in the first- year (e.g., proactive advising, embedded tutors, peer mentors, block scheduling).	•	•	•	•
2.2 Improve timeliness of admissions and enrollment (e.g., implement an E-Transcript reader program).	•	•	•	•
2.3 Implement a campus-wide approach to meet requirements of Executive Order 1110 to ensure that the curriculum, student support and placement procedures facilitate student success in mathematics and quantitative reasoning.	•	•	•	•
OBJECTIVE: Promoting timely degree progression.				
2.4 Provide timely access to student success and other relevant data to enable evidence based decision making across every division of the University.	•	•	•	•
2.5 Examine and remove administrative barriers that impede timely degree progression.	•	•	•	•
2.6 Ensure that students have the opportunity and structured support (including four-year degree maps for all programs) to complete 30 credits every year.	•	•	•	•
2.7 Expand evening, online and summer session offerings to enhance timely degree progression.	•	•	•	•

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2.8 Establish a Curriculum Action Team to review the full complement of our curriculum to eliminate confusing and unintended consequences of curricular complexity.	•	•	•	•
2.9 Develop a comprehensive strategic enrollment management plan.	•	•	•	•
OBJECTIVE: Developing innovative partnerships between Academic and Student Affairs.				
2.10 Assess and modify orientation to directly support student success and ensure that students develop a strong sense of self-efficacy, belonging and accountability for learning.	•	•	•	•
2.11 Use data to assess the overall effectiveness of student advising and develop a plan to provide proactive student support that leads to enhanced student success.	•	•	•	•
2.12 Continue to improve seamless community college transfer and seek opportunities for enhanced collaboration with community college partners.	•	•	•	•

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2.13 Expand partnerships between career services, internships and alumni engagement to enhance post graduate success.	•Office of the President launched a post-graduate outcomes initiative designed to broadly assess and measure post-graduate outcomes as one facet of social mobility. Administered alumni survey at 1-year and 5-years post-graduation.	• 2023-24	<ul style="list-style-type: none"> Established Post-Graduate Outcomes website reporting on salary earnings; employment by industry, job titles, and geographic location; and pursuit of graduate study. Collaborated with Communication & Marketing to finalize two postcards for mailing and electronic distribution. Hired and trained a Student Assistant to support the Alumni Outreach Campaign to support the marketing campaign, social media outreach, phone calls, and updating alumni contact records resulting in 400+ alumni record updates in Raiser's Edge. Finalized survey instrument for 1 and 5-years post-graduation cohorts. Collaborated with Institutional Research to develop the survey instrument, establish process to administer the survey via Qualtrics via QR for the post cards and unique links for the emails, text, and LinkedIn Messaging. Survey response rates were dismal, despite the immense amount of work associated with the outreach campaign and implementation of strategies to increase response rates. <p>Class of 2018 (5-year post grad cohort) 1934 101 5% Class of 2022 (1-year post grad cohort) 1977 207 10%</p>	• Well Underway
2.14 Build partnerships with existing social service providers throughout the county to expand the basic needs resources available to support students.	•	•	•	•
3. INCLUSIVE EXCELLENCE				
GOAL 3: Fostering a campus culture that advances inclusive excellence.				
OBJECTIVE: Developing a collective understanding of equity and inclusion.				

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3.1 Build a shared understanding of inclusive excellence that includes the development of operational definitions.	•	•	•	•
3.2 Establish a biennial climate survey and utilize results to enhance campus climate, equity and inclusion.	•	•	•	•
3.3 Engage faculty, staff and students in structured opportunities for dialogue across divergent viewpoints.	• Build CSUCI's capacity for leading the work of advancing racial justice. Through the MPP-DR initiative, created a mutually supportive space with a shared agreement to confidentiality for administrators to talk and learn with each other through text-based discussions -- with intentional welcoming of healthy risk-taking and openness to productive discomfort.	• 2023-24	• MPP participation and leadership of Dismantling Racism Groups through use of The Racial Healing Handbook.	• Completed
3. 4 Celebrate campus accomplishments and highlight excellence in equity and inclusion.	•	•	•	•
3.5 Develop a framework that will allow for the development and review of University policies through an equity lens.	•	•	•	•
OBJECTIVE: Improving graduation rates for students from historically underserved populations.				
3.6 Expand culturally responsive curricular and co-curricular offerings that infuse inclusivity and holistic student development throughout the student experience.	•	•	•	•
3.7 Develop a hiring strategy to ensure the continued expansion of diverse faculty and staff to advance academic excellence and student success.	•	•	•	•
3.8 Analyze disaggregated student success data across the University to identify barriers to completion and develop a campus-wide strategy to eliminate student equity gaps.	•	•	•	•
4. CAPACITY & SUSTAINABILITY				

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GOAL 4: Taking action to sustain and advance a robust University in an era of declining state support.				
OBJECTIVE: Building self-sustaining programs and initiatives that support an equitable and thriving community.				
4.1 Work in concert with business and community leadership to develop programs and initiatives that contribute to a robust economy and engaged citizenship.	In collaboration between AA and UA, established Computer Science Department Advisory Board, inviting business leaders to provide curriculum advise and input into the computer science, IT and mechatronic program advice. Also provided opportunity for engagement and invited philanthropic investment.	•2018-2023	•Biannual meetings led by CS Dept Chair providing update on programs and invite technical review of senior capstone showcase event.	• In progress
4.2 Expand opportunities to serve as a social and intellectual resource for our community.	•	•	•	•
4.3 Develop Extended University offerings in concert with area businesses, communities and other regional stakeholders that support economic vitality and civic prosperity.	•	•	•	•
OBJECTIVE: Developing a culture of philanthropy.				
4.4 Increase philanthropic support for the University by strengthening existing cross-divisional partnerships focused on enhanced alumni engagement and philanthropic support.	<ul style="list-style-type: none"> • Philanthropic Productivity growth over 5 year period. Three year average grew to \$13,539,716. • Increased revenue for the Alumni & Friends Association and alumni engagement. 	<ul style="list-style-type: none"> • 2018 - 2022 • 2022-23AY 	<ul style="list-style-type: none"> • Last 5 years of philanthropic productivity: 2017/18: \$2,817,809; 2018/19: \$3,878,318; 2019/20: \$3,991,065; 2020/21: \$20,170,347; 2021/22: \$16,457,735 • Commencement sales: \$6,296; Grad Fest sales: \$10,426.50; Dodger Day 2022 ticket sales: \$18,472 and Dodger Day Sponsorship \$15,000; Membership sales as of March: \$19,314. Attendance to Alumnights: 38; Attendance at Networking and Mentorship Night: Fall Mentors: 6 Fall Attendees: 26 Spring Mentors: 2 Spring Attendees: 14; Alumni Received Career Services: 134 (as of May 2023). Alumni & Friends Association Board of Directors: 16 filled board seats including 7 new members, and 6 committee chairs facilitated 16 committee meetings. 	<ul style="list-style-type: none"> • In progress • Completed

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4.5 Assess internal and external community perception of the University and develop a plan to expand awareness of the University's connection to economic vitality, social mobility and engaged citizenship.	See OTP	•	•	•
4.6 Engage the University community in identifying fundraising priorities that directly support the Strategic Initiatives and launch a focused and aggressive fundraising effort to support them.	• Fundraising priorities established in 2018	• 2018 - 2023	Philanthropic funds raised for fundraising priorities: • Capital Projects: Performing Arts Theatre (\$2.2M), Early Childhood Education Center (\$1.5M) • Peer Mentoring (\$2.7M) • Undergraduate Research and Creative Activities (\$370K) • Career and Internships (\$443K) • Emergency Needs - Ekho Your Heart (\$283K)	• Completed
4.7 Create an "Opportunity Hub" designed to connect community support with University needs.	• No accomplishment. Concept considered but not attempted.	• 2018	• UA and ITS discussed possible platform for capturing campus needs and matching with community support opportunities. Nothing was implemented.	• Not attempted
OBJECTIVE: Enhancing faculty and staff development and support.				
4.8 Expand professional development opportunities that cultivate leadership skills and enhanced career success for faculty and staff (e.g., mentorships, CI Connect, etc.).	•	•	•	•
4.9 Identify solutions to the timely response and proactive resolution of workplace conflicts that are not part of a formal process.	•	•	•	•
OBJECTIVE: Promoting sustainability as an integral part of University planning and operational activities.				
4.10 Continue to pursue efficiency and assess effectiveness in administrative services and systems.	•	•	•	•
4.11 Maximize efficiencies by expanding opportunities for cross-divisional collaboration and communication, as well as realigning resources (human, programmatic, financial) in support of the University's Strategic Initiatives.	•	•	•	•

UNIVERSITY ADVANCEMENT DUE: July 15, 2023	DIRECTIONS: Column B, ACCOMPLISHMENTS	DIRECTIONS: Column C, YEAR (S)	DIRECTIONS: Column D, EVIDENCE OF ACCOMPLISHMENTS	DIRECTIONS: Column E, COMPLETION STATUS
4.12 Leverage technology to allow more time for people to engage in the activities that require human intervention (e.g., eliminating rote manual processes in favor of automatic ones).	•	•	•	•
4.13 Invest in physical infrastructure that facilitates inquiry and discovery with a particular emphasis on the expansion of public-private-partnerships that are consistent with the academic mission of the University, support environmental sustainability and generates revenue.	•	•	•	•
4.14 Develop a strategy to leverage the use of online, hybrid and year-round courses to enhance access, improve timely degree progression and maximize the utilization of limited physical infrastructure.	•	•	•	•
4.15 Create a comprehensive transportation strategic plan to decrease the number of single user trips to campus and increase opportunities for alternative means of transportation.	•	•	•	•
		•		
Major initiatives in DUA that do not appear above	In which strategic initiative above would this/these additional initiative(s) placed?		For each additional initiative listed, describe the evidence you have to demonstrate accomplishments	For each additional initiative listed, indicate the completion status

OFFICE OF THE PRESIDENT DUE: July 15, 2023	DIRECTIONS: Column B, ACCOMPLISHMENTS	DIRECTIONS: Column C, YEAR(S)	DIRECTIONS: Column D, EVIDENCE OF ACCOMPLISHMENTS	DIRECTIONS: Column E, COMPLETION STATUS	
<p>Think high-level, major initiatives for inclusion in this document.</p> <p>"Major initiatives," for example: Could span more than one year; could have had an impact on students across multiple programs; may have involved major restructuring of a particular program, school; could have required a significant financial investment, etc.</p>	<p>1. Enter accomplishments in Column B from 2018-2023 for each objective relevant to your division.</p> <p>2. To add additional bullet points within a cell: Press Option + Return keys simultaneously (Mac) or Control + Enter (Windows)</p> <p>3. Optional: Are there major initiatives that you are working on in your division that do not show up in Column A? Please add them below (row 77).</p>	<p>For each accomplishment listed in Column B, indicate the year(s) associated with that work</p>	<p>1. For each accomplishment listed, describe the evidence you have (i.e., evidence that exists) to demonstrate what was done and/or what the impact was of what was done</p> <p>2. Evidence can be qualitative, quantitative, and/or descriptive/story</p> <p>3. If there are major initiatives that you are working on that are not listed in Column A, add the evidence you have to demonstrate those achievements.</p>	<p>For each accomplishment listed in Column B, indicate its status:</p> <ul style="list-style-type: none"> • Completed • Well underway • Developing • Not attempted • Other 	<p>Already entered as of 7/12/2023</p> <ul style="list-style-type: none"> • IEAP • Campus Climate/CLC • Post-Grad Outcomes • Dual Admissions • Scholarship Analysis 2021 OTP+DUA • PACIE • PCAC • Highest Priority Needs projects • Economic Impact: ECCEC and Region • REP: Santa Barbara Zoo • Black Excellence Project • Racial Equity Leadership Alliance • Communication: Presidential Office Hours, Town Hall • Courageous Conversations • Ombuds Office • Board of Trustee Campus Visits • Honorary Doctorates • Centralization of IR Team: Disaggregating data • CI Connect • Lead CI • Seal of Excelencia • President's Faculty Fellow • President's Innovation Awards
1. EDUCATIONAL EXCELLENCE					
GOAL 1: Ensuring students graduate with the high-level knowledge, skills, and experience necessary for engaged citizenship and career success.					
OBJECTIVE: Collaborating across Academic and Student Affairs to increase student engagement.					
1.1 Continue to develop courses that are interdisciplinary and immersive, which provide opportunities for deep learning and the cultivation of critical thinking skills.	•	•	•	•	
1.2 Increase opportunities for students to engage with the regional community to apply their learning and address meaningful challenges.	<ul style="list-style-type: none"> • A: REP SB Zoo Partnership • B: President's Scholars trips to SRI 	<ul style="list-style-type: none"> • A: Spring 2023 • B: 2021-present 	<ul style="list-style-type: none"> • A: Recently signed the MOU, partnership with SB Zoo • B: NA 	<ul style="list-style-type: none"> • A: Well underway • B: Completed on a semi-annual basis of a semester PS trip to SRI 	
1.3 Continue to expand opportunities for students to develop a deep sense of civic engagement to become catalysts for social and economic progress in the community.	•	•	•	•	
1.4 Ensure that all students experience multiple high-impact learning opportunities through the course of their education (e.g., capstones, study abroad, living-learning communities, field courses, internships etc.).	•	•	•	•	
1.5 Expand opportunities for undergraduate research and creative activity across the curriculum.	•	•	•	•	

OFFICE OF THE PRESIDENT DUE: July 15, 2023	DIRECTIONS: Column B, ACCOMPLISHMENTS	DIRECTIONS: Column C, YEAR(S)	DIRECTIONS: Column D, EVIDENCE OF ACCOMPLISHMENTS	DIRECTIONS: Column E, COMPLETION STATUS	
1.6 Expand on-campus student employment opportunities that directly improve student success while simultaneously fostering leadership, critical thinking and communication skills (e.g., peer mentoring, in class tutoring).	•	•	•	•	
1.7 Increase co-curricular engagement to strengthen community and support the achievement of academic goals.	•	•	•	•	
OBJECTIVE: Assuring faculty and programs are supported to promote educational excellence.					
1.8 Continue to improve tenure density to ensure student access to meaningful mentorship and guidance from faculty.	•	•	•	•	
1.9 Develop a comprehensive Academic Master Plan to outline projected academic degrees, certifications and credentials.	•	•	•	•	
1.10 Provide increased support for faculty development that enhances the quality of teaching, research and creative activity.	• A: CSU Racial Equity Leadership Alliance. CSUCI is one of 9 inaugural CSU members.	• Spring 2023-present	• A: Website under development at the OTP website under Advancing Racial and Social Justice: monthly RELA e-convenings to which all CSUCI employees are invited through March 2024; Equity Connect flyer and registration instructions , to which all CSUCI employees are invited	• Ongoing	
1.11 Support staffing strategy for Academic Affairs to free faculty time to engage in instructional and scholarly pursuits.	•	•	•	•	
2. STUDENT SUCCESS					
GOAL 2: Ensuring all students progress to degree completion in a timely manner regardless of their background.					
OBJECTIVE: Creating clear curricular pathways.					
2.1 Increase academic support for students in the first- year (e.g., proactive advising, embedded tutors, peer mentors, block scheduling).	•	•	•	•	
2.2 Improve timeliness of admissions and enrollment (e.g., implement an E- Transcript reader program).	•	•	•	•	

OFFICE OF THE PRESIDENT DUE: July 15, 2023	DIRECTIONS: Column B, ACCOMPLISHMENTS	DIRECTIONS: Column C, YEAR(S)	DIRECTIONS: Column D, EVIDENCE OF ACCOMPLISHMENTS	DIRECTIONS: Column E, COMPLETION STATUS	
2.3 Implement a campus-wide approach to meet requirements of Executive Order 1110 to ensure that the curriculum, student support and placement procedures facilitate student success in mathematics and quantitative reasoning.	•	•	•	•	
OBJECTIVE: Promoting timely degree progression.					
2.4 Provide timely access to student success and other relevant data to enable evidence based decision making across every division of the University.	<ul style="list-style-type: none"> • A: Hired a Chief Data Officer & Director of Institutional Research, a position that had been vacant since 2018 • B: Institutional Research (IR): Recentralization of IR. Investment in staffing resources to ensure data support exists within each unit of the campus. President Yao's three major goals for the newly recentralized unit: (1) ensure that data analysts have time to work on high-level projects requiring their specialized knowledge and expertise by making routinely requested data easily accessible and understandable to the campus community; (2) coordinate high-level dashboards, integrated on multiple levels; and (3) ensure that divisional requests for analyses are met in a timely, efficient way. 	<ul style="list-style-type: none"> • A: Spring 2022 • B: IR was decentralized in 2018 and recentralized in 2022 	<ul style="list-style-type: none"> • A: Dr. Matthew Zivot in the role since Feb2022 • B: IR Website 	<ul style="list-style-type: none"> • A: Completed • B: Well underway 	
2.5 Examine and remove administrative barriers that impede timely degree progression.	<ul style="list-style-type: none"> • A: Analysis of scholarship impact was conducted by the Office of the President and Division of University Advancement in 2020-21, seeking to learn: (1) the size of scholarship that is correlated with persistence and graduation, and (2) whether equity gaps exist between demographic groups and scholarship size • B: Expanded Ombuds Services to serve first-year and residential students, providing informal avenues to identify and resolve administrative and other barriers to success that might not otherwise be identified through formal channels 	<ul style="list-style-type: none"> • A: 2020-21 • B: 2022- 	<ul style="list-style-type: none"> • A: CSUCI Scholarship Report 2021 • B: TBD-- dependent on greater success in outreach to students through administrators, staff and faculty, and referrals 	<ul style="list-style-type: none"> • A: Completed • B: Developing 	
2.6 Ensure that students have the opportunity and structured support (including four-year degree maps for all programs) to complete 30 credits every year.	•	•	•	•	
2.7 Expand evening, online and summer session offerings to enhance timely degree progression.	•	•	•	•	
2.8 Establish a Curriculum Action Team to review the full complement of our curriculum to eliminate confusing and unintended consequences of curricular complexity.	•	•	•	•	
2.9 Develop a comprehensive strategic enrollment management plan.	•	•	•	•	
OBJECTIVE: Developing innovative partnerships between Academic and Student Affairs.					
2.10 Assess and modify orientation to directly support student success and ensure that students develop a strong sense of self-efficacy, belonging and accountability for learning.	•	•	•	•	

OFFICE OF THE PRESIDENT DUE: July 15, 2023	DIRECTIONS: Column B, ACCOMPLISHMENTS	DIRECTIONS: Column C, YEAR(S)	DIRECTIONS: Column D, EVIDENCE OF ACCOMPLISHMENTS	DIRECTIONS: Column E, COMPLETION STATUS
2.11 Use data to assess the overall effectiveness of student advising and develop a plan to provide proactive student support that leads to enhanced student success.	• A: IR: Supported the development of Advising in the creation of data dashboards to visualize programmatic impact.	• A: IR: 2018-2023	•	• A: Completed
2.12 Continue to improve seamless community college transfer and seek opportunities for enhanced collaboration with community college partners.	• A: Dual Admissions Program, Transfer Success Pathway	• A: Prepped in 2022-23 for Fall 2023 launch	• A: News Center article, Community college and Class of 2023 high school students can take the Transfer Success Pathway to a guaranteed CSUCI admission	• A: Ongoing
2.13 Expand partnerships between career services, internships and alumni engagement to enhance post graduate success.	•	•	•	•
2.14 Build partnerships with existing social service providers throughout the county to expand the basic needs resources available to support students.	•	•	•	•
3. INCLUSIVE EXCELLENCE -- See PACIE Recommendations and Progress 2019-2023				
GOAL 3: Fostering a campus culture that advances inclusive excellence.				
OBJECTIVE: Developing a collective understanding of equity and inclusion.				
3.1 Build a shared understanding of inclusive excellence that includes the development of operational definitions.	<ul style="list-style-type: none"> • A: Courageous Conversations • B: The President's Advisory Council for Inclusive Excellence was established in Fall 2017 • C: PACIE developed shared definitions for key DEIA terms, adopted by the President, Academic Senate, Staff Council, and Student Government in 2020-2021 • D: PACIE has provided recommendations for improving racial and social justice since the group was formed in F17. PACIE recommendations began being published to the campus community in 2020, as they formed a significant part of the IEAP Framework. • E: The first two President's Faculty Fellows conducted projects specific to advancing DEIA work. In 2021-22 Dr. LaSonya Davis co-developed the Inclusive Excellence Action Plan; in 2022-23 Dr. Michelle Dean conducted a research project on awareness, responsibilities, and advocacy for persons with disabilities at CSUCI. • F: Black Excellence Project • G: CSU Racial Equity Leadership Alliance • H: IEAP initiative -- MPP Dismantling Racism groups • I: President's Chumash Advisory Council formed 	<ul style="list-style-type: none"> • A: 2020-present • B: 2017-present • C: 2020-21 • D: 2020-present • E: 2021-present • F: 2022-23 • G: Spring 2023-present • H: 2022-23 • I: 2023-present 	<ul style="list-style-type: none"> • A: several completed rounds in 2018 and 2020 • B: PACIE Website • C: Shared Definitions • D: PACIE Recommendations and Progress to Date 2020-present • E: President's Faculty Fellow Website • F: Results of BEP Video Project in 2022-23 to be shared with President and CI's BEP team 7/28/2023 • G: Website underway through OTP • H: Build Leadership and Expertise to Guide Cross-Campus DEI Efforts (IEAT 6.5) • I: PCAC website under development in the OTP section. Advancing Racial 	<ul style="list-style-type: none"> • A: Completed • B: Ongoing • C: Ongoing (definitions created but not widely known or operationalized) • D: Well underway • D: Ongoing - with no guarantee or expectation that future PFF projects will have a DEIA focus. • E: Ongoing commitment as yet unknown -- pending debrief for President Yao and CSUCI BEP team with BEP Coordinator, Steven Cleveland of CSU East Bay (July 28, 2023) • F: Ongoing • G: Ongoing, with committed funding through 2023-24 (beyond that, unknown funding availability) • H: Ongoing

OFFICE OF THE PRESIDENT DUE: July 15, 2023	DIRECTIONS: Column B, ACCOMPLISHMENTS	DIRECTIONS: Column C, YEAR(S)	DIRECTIONS: Column D, EVIDENCE OF ACCOMPLISHMENTS	DIRECTIONS: Column E, COMPLETION STATUS
3.2 Establish a biennial climate survey and utilize results to enhance campus climate, equity and inclusion.	<ul style="list-style-type: none"> • A: Campus climate survey (CCS) by the Higher Education Research Institute (HERI) for employees and for students administered Fall 2020 and Fall 2022 Courageous Conversations • B: Switched from biennial to biannual CCS in 2022. A series of four short campus climate surveys, one for employees and one for students, is being developed in-house by CSUCI; one survey to be administered per semester, with one full cycle to be completed every two years. The first employee survey was developed Spr-Sum22 and administered F22; first student employee survey developed Spr-Sum23 to be administered F23. 	<ul style="list-style-type: none"> • A: 2020-present • B: 2022-present 	<ul style="list-style-type: none"> • A: Employee CCS 2020; Student CCS 2020; Campus Climate Survey Town Hall (May 5, 2021) • B: Fall 2022 Employee CCS results (secure website link) 	<ul style="list-style-type: none"> • A: Completed • B: Well Underway (2 of 4 employee surveys developed, with 1 administered in F22 and 1 in Spr23; 2 of 4 student surveys developed, with the first to be administered in F23).
3.3 Engage faculty, staff and students in structured opportunities for dialogue across divergent viewpoints.	<ul style="list-style-type: none"> • A: Communication: Presidential Office Hours, Town Halls for employees and students, opening SRPC (used to be one) • B: IEAP Critical Learning Collectives (CLC) for employees and for students formed in 2022-23 for the purpose of studying CCS results and recommending actions for improving campus climate 	<ul style="list-style-type: none"> • A: 2021-present • B: 2022-23, with funding secured for continuation in 2023-24 	<ul style="list-style-type: none"> • A: President's Communications Website • B: CLC Initiative (IEAT 4.2), President's CLC Video Message, CLC Presentation Slides (March, April) for President and Cabinet 	<ul style="list-style-type: none"> • A: Ongoing • B: Ongoing (at least through 2023-24)
3.4 Celebrate campus accomplishments and highlight excellence in equity and inclusion.	<ul style="list-style-type: none"> • A: Seal of Excelencia • B: President's Innovation Awards: This award recognizes a student who has developed and/or implemented an innovative program, learning activity, or service that is unique and provides a significant contribution to student success and increased engagement at CSUCI or the broader community. • C: The President's Advisory Council on Inclusive Excellence (PACIE) has made recommendations for improving DEIA-related aspects of CSUCI to the President annually since the group's inception in 2017-18. These recommendations began being published in 2021-22 as they formed a significant part of the Inclusive Excellence Action Plan that was developed and published that year. 	<ul style="list-style-type: none"> • A: 2019 and 2022 • B: 2019-2022 • C: 2020-present 	<ul style="list-style-type: none"> • A: CSUCI was one of nine campuses nationwide awarded the initial Seal of Excelencia in 2019; CSUCI was one of nine campuses nationwide to be recertified with the Seal of Excelencia in 2022 • B: President's Awards for Innovation/Excellence • C: PACIE recommendations and progress made toward them, 2020-present 	<ul style="list-style-type: none"> • A: Completed • B: Completed
3.5 Develop a framework that will allow for the development and review of University policies through an equity lens.	<ul style="list-style-type: none"> • A: The Academic Senate's Committee on Equity & Anti-Racism began work on a rubric for evaluating policies through a DEIA lens in 2022-23. Progress/completion status is unknown. • B: Title IX Implementation Committee formed Spring 2023 to implement recommendations of the CSU's Cozen O'Connor Report • C: PACIE developed an Equity Lens Framework (ELF) 2019-20 and 2020-21. The ELF was piloted by six Inclusive Excellence Action Teams (IEAT) in Spring 21, revised by PACIE in 2021-22 and digitized in 2022-23. 	<ul style="list-style-type: none"> • A: 2022-23 • B: Spr 2023 • C: 2019-present 	<ul style="list-style-type: none"> • A: Unknown • B: CSU's Commitment to Change: Cozen O'Connor Report and Recommendations • C: Original ELF piloted 2020-21 and Digital ELF developed 2022-23 to be piloted in 2023-24 	<ul style="list-style-type: none"> • A: Ongoing • B: Ongoing • C: Ongoing
OBJECTIVE: Improving graduation rates for students from historically underserved populations.				
3.6 Expand culturally responsive curricular and co-curricular offerings that infuse inclusivity and holistic student development throughout the student experience.	•	•	•	•
3.7 Develop a hiring strategy to ensure the continued expansion of diverse faculty and staff to advance academic excellence and student success.	•	•	•	•

OFFICE OF THE PRESIDENT DUE: July 15, 2023	DIRECTIONS: Column B, ACCOMPLISHMENTS	DIRECTIONS: Column C, YEAR(S)	DIRECTIONS: Column D, EVIDENCE OF ACCOMPLISHMENTS	DIRECTIONS: Column E, COMPLETION STATUS
3.8 Analyze disaggregated student success data across the University to identify barriers to completion and develop a campus-wide strategy to eliminate student equity gaps.	<ul style="list-style-type: none"> • A: Recentralization of IR • B: The CSU Graduation Initiative 2025, Equity Priority 5 states: "Promote Equitable Learning Practices and Reduce DFW Rates: Beginning fall 2021, the Chancellor's Office will engage ASCSU, campus presidents, provosts and deans to identify the top10 high enrollment critical major pathway courses (bycampus) with higher than average equity gaps as defined by DFW rates." The Director of IR and his team work closely with DAA leadership to provide data needed for this work. 	<ul style="list-style-type: none"> • A: 2022-23 • B: Equity Priorities published by Chancellor's Office in 2021-22 	<ul style="list-style-type: none"> • A: See Row 27 above • B: GI 2025 Quarterly Reports, see Equity Priority 5 sections 	<ul style="list-style-type: none"> • A: Completed • B: Ongoing
4. CAPACITY & SUSTAINABILITY				
GOAL 4: Taking action to sustain and advance a robust University in an era of declining state support.				
OBJECTIVE: Building self-sustaining programs and initiatives that support an equitable and thriving community.				
4.1 Work in concert with business and community leadership to develop programs and initiatives that contribute to a robust economy and engaged citizenship.	<ul style="list-style-type: none"> • A: The OTP and DAA collaborated in Spring 2021 through Spring 2022 on examining post-graduate outcomes for CSUCI graduates 	<ul style="list-style-type: none"> • A: January 2021-May 2022 	<ul style="list-style-type: none"> • A: Post Graduate Outcomes Website 	<ul style="list-style-type: none"> • Ongoing
4.2 Expand opportunities to serve as a social and intellectual resource for our community.	•	•	•	•
4.3 Develop Extended University offerings in concert with area businesses, communities and other regional stakeholders that support economic vitality and civic prosperity.	•	•	•	•
OBJECTIVE: Developing a culture of philanthropy.				
4.4 Increase philanthropic support for the University by strengthening existing cross-divisional partnerships focused on enhanced alumni engagement and philanthropic support.	<ul style="list-style-type: none"> • A: Highest Priority Needs projects 2021-22: Ekho Your Heart \$25,000, CSUCI Students for Cal State DC \$15,000, 4 Mission Centers (\$25K/Each), except CIA at \$29775 for a total of \$104,775, Teaching & Learning Innovation \$10,000. Highest Priority Needs projects 2022-23: Peer Mentors \$40,000, Black Excellence Project \$50,000, ESRM Baja Mexico Trip \$27,540, CSU Equity Alliance membership \$25,000, DC Scholars \$5,000, Ekho Your Heart Senior Grant \$40,000, CERN Research Conference \$13,000 • B: Created an avenue through the Ventura County Community Fund (VCCF) for philanthropic donors to support CSUCI's undocumented students' access to high impact practices for retention and graduation (e.g., Summer SURF). 	<ul style="list-style-type: none"> • A: 2021-22, 2022-23 • B: Spring 2022-present 	<ul style="list-style-type: none"> • A: • B: 	<ul style="list-style-type: none"> • A: Complete • B: Ongoing
4.5 Assess internal and external community perception of the University and develop a plan to expand awareness of the University's connection to economic vitality, social mobility and engaged citizenship.	<ul style="list-style-type: none"> • A: Honorary Doctorate Conferrals • B: Board of Trustee Campus Visits • C: Lightcast Economic Impact Study: Early Childhood Care & Education Center • D: Lightcast Economic Impact Study: CSUCI • E: Integrated Communication Marketing Plan: Contract with ADV for Brand Market Research and Brand Foundation development • F: Integrated Communication Marketing Plan: Contract with ADV for Communication Plan and Matrix 	<ul style="list-style-type: none"> • A: 2018-2023 • B: 2018-2023 • C: 2022-23 • D: 2022-23 • E: 22-present • F: Sum23 	<ul style="list-style-type: none"> • A: Honorary Degree Recipients Website • B: Sample agenda, Trustee Rodriguez, 3/28/2023 • C: TBD • D: TBD • E: ADV Brand Market Research Spr-Sum22; Brand Foundation Summer 2023 • F: To be delivered by end of July 2023 	<ul style="list-style-type: none"> • A: Ongoing • B: Ongoing • C: Ongoing • D: Ongoing • E: Complete • F: Well Underway

OFFICE OF THE PRESIDENT DUE: July 15, 2023	DIRECTIONS: Column B, ACCOMPLISHMENTS	DIRECTIONS: Column C, YEAR(S)	DIRECTIONS: Column D, EVIDENCE OF ACCOMPLISHMENTS	DIRECTIONS: Column E, COMPLETION STATUS	
4.6 Engage the University community in identifying fundraising priorities that directly support the Strategic Initiatives and launch a focused and aggressive fundraising effort to support them.	•	•	•	•	
4.7 Create an "Opportunity Hub" designed to connect community support with University needs.	•	•	•	•	
OBJECTIVE: Enhancing faculty and staff development and support.					
4.8 Expand professional development opportunities that cultivate leadership skills and enhanced career success for faculty and staff (e.g., mentorships, CI Connect, etc.).	<ul style="list-style-type: none"> • A: CI Connect: created as a means of investing in our faculty and staff's development and creating opportunities for members of our community to learn how our University's work and people are interconnected. • B: LEAD CI: Developed and provided funding for LEAD CI, a program focused on developing CSUCI talent and preparing leaders for future senior and executive level leadership roles. Although this program is not designed to guarantee future appointment at CSUCI or other universities, it does aim to enable participants to increase their professional competencies, self-understanding and leadership capacity. • C: President's Faculty Fellowship: The purpose of the President's Faculty Fellow Program is to cultivate faculty leadership through the advancement of institutional mission fulfillment. 	<ul style="list-style-type: none"> • A: CI Connect: 2018-2023 • B: LEAD CI: 2018-2020 • C: President's Faculty Fellowship: 2020-2023 	<ul style="list-style-type: none"> • A: CI Connect Website • B: Lead CI Website • C: President's Faculty Fellows Website 	<ul style="list-style-type: none"> • A: Ongoing • B: Completed • C: Ongoing 	
4.9 Identify solutions to the timely response and proactive resolution of workplace conflicts that are not part of a formal process.	• A: Creation of the University Ombuds office & promotion of a culture of "conflict competence" by the President	• A: 2019 - present	• A: University Ombuds at CSUCI Website	• A: Ongoing	
OBJECTIVE: Promoting sustainability as an integral part of University planning and operational activities.					
4.10 Continue to pursue efficiency and assess effectiveness in administrative services and systems.	<ul style="list-style-type: none"> • A: Created AVP for Organizational Effectiveness & Special Assistant to the President role • B: Included line in MPP evaluations requiring annual participation in DEIA professional development/leadership development experience 	<ul style="list-style-type: none"> • A: Spring 2022 • B: Began implementation on new MPP hires 2022-23; existing MPP position descriptions to all be updated with this line by Sept 2023 	<ul style="list-style-type: none"> • A: Organizational Effectiveness Website • B: DEIA line added to MPP position descriptions: "Take an active role in helping to embed the values of diversity, equity, and inclusion in all aspects of University work, in every division, and participate at least once annually in professional and/or leadership development opportunities that will contribute to campus efforts to advance racial and social justice in and through education at CSUCI and beyond." 	<ul style="list-style-type: none"> • A: Complete • B: Well Underway 	

OFFICE OF THE PRESIDENT DUE: July 15, 2023	DIRECTIONS: Column B, ACCOMPLISHMENTS	DIRECTIONS: Column C, YEAR(S)	DIRECTIONS: Column D, EVIDENCE OF ACCOMPLISHMENTS	DIRECTIONS: Column E, COMPLETION STATUS	
4.11 Maximize efficiencies by expanding opportunities for cross-divisional collaboration and communication, as well as realigning resources (human, programmatic, financial) in support of the University's Strategic Initiatives.	<ul style="list-style-type: none"> • A: Creating the role of the AVP of Organizational Effectiveness & Special Assistant to the President (see Row 68) • B: Inclusive Excellence Action Teams had Cabinet member leads with faculty, staff, and student representatives, with each division represented on each of the six teams • C: Cross-Divisional Partnerships/Collaborations in Student Success: CSUCI Enrollment Report (2/01/2023) • D: Held weekly 30-minute collaboration workshops online on various conflict-management topics inviting participation across the entire campus (ombuds office) 	A: 2022-present B: 2021-22 C: Feb 2023 D: Apr 2020-present	<ul style="list-style-type: none"> • A: Organizational Effectiveness Website • B: IEAT Membership 2022 • C: CSUCI Enrollment Report (2/01/2023, p. 23) • D: 136 sessions held as of July 12th, 2023 	<ul style="list-style-type: none"> • A: Complete • B: Complete • C: Ongoing 	
4.12 Leverage technology to allow more time for people to engage in the activities that require human intervention (e.g., eliminating rote manual processes in favor of automatic ones).	•	•	•	•	
4.13 Invest in physical infrastructure that facilitates inquiry and discovery with a particular emphasis on the expansion of public-private-partnerships that are consistent with the academic mission of the University, support environmental sustainability and generates revenue.	•	•	•	•	
4.14 Develop a strategy to leverage the use of online, hybrid and year-round courses to enhance access, improve timely degree progression and maximize the utilization of limited physical infrastructure.	•	•	•	•	
4.15 Create a comprehensive transportation strategic plan to decrease the number of single user trips to campus and increase opportunities for alternative means of transportation.	•	•	•	•	
Major initiatives in OTP that do not appear above	In which strategic initiative above would this/these additional initiative(s) placed?		For each additional initiative listed, describe the evidence you have to demonstrate accomplishments	For each additional initiative listed, indicate the completion status	
Facilitate and model collaboration across divisions	Goal 2: Student Success <ul style="list-style-type: none"> • Held weekly 30-minute collaboration workshops online on various conflict-management topics inviting participation across the entire campus (ombuds office) 	• 2020-	• 136 sessions held as of July 12th, 2023	Well underway	