



2021

WSCUC MID CYCLE PROGRESS REPORT

Spring 2021

CALIFORNIA STATE UNIVERSITY - SAN MARCOS

INTRODUCTION

For over thirty years, CSU San Marcos (CSUSM) has been a forward-looking institution, dedicated to preparing future leaders, building great communities, and solving critical issues. Since the last WSCUC review in 2016, there have been many updates that have shaped the future trajectory of the institution.

At this mid-point between that last WSCUC review and the next reaffirmation visit, the institution appreciates the opportunity to reflect on the progress made over the past five years toward accomplishing the recommendations in the 2016 WSCUC Commission Action Letter. The process used to write the report was designed to be inclusive and provide an opportunity for all on campus to give a variety of perspectives. The following groups/individuals were asked to comment on the recommendations as well as discuss each unit's response to COVID-19:

- Vice presidents of each division (Academic Affairs, Student Affairs, University Advancement, Finance & Administrative Services)
- Institutional Planning & Analysis
- College Deans (College of Business Administration; College of Science, Technology, Engineering, and Math; College of Education, Health, and Human Services; College of Humanities, Arts, Behavioral, and Social Sciences)
- Deans of Undergraduate and Graduate Studies
- Chief Diversity Officer
- All faculty (request for feedback solicited via email)

This report was reviewed by the campus president, provost, and vice provost before submission.

Changes in key leadership

After leading the campus for over fifteen years, President Karen Haynes retired in 2019. The Provost, Dr. Graham Oberem, announced plans to retire as well, following a six and a half-year tenure. CSUSM's fourth president, Dr. Ellen Neufeldt, a nationally recognized expert in student success and student social mobility, was welcomed to campus in July 2019. The search for the next provost was initiated by President Neufeldt, and Dr. Carl Kemnitz joined the university as Provost in July 2020, coming from San Jose State University. Over the last five years, the campus conducted several searches as deans and other campus leaders retired or changed positions. These additional changes are included in the chart below (note the names followed by an asterisk have searches in process and should be filled by Fall 2021):

Incumbent	Position	Start Date
Dr. Dennis Jaehne*	Interim Vice Provost, Academic Affairs	September 2020
Mr. Leon Wyden	Vice President for Finance and Administrative Services	May 2021
Dr. Ranjeeta Basu*	Interim Chief Diversity Officer	August 2020
Ms. Theresa Mendoza*	Interim Vice President for University Advancement	July 2020
Ms. Sarah Villarreal	Chief of Staff	August 2020
Dr. Charles De Leone	Interim Dean, Office of Graduate Studies and Research	February 2020

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Dr. Elizabeth Matthews	Interim Dean, College of Humanities, Arts, Behavior and Social Sciences (CHABSS)	August 2019
Dr. Jacqueline Trischman	Interim Dean, College of Science, Technology, Engineering, and Mathematics (CSTEM)	July 2020
Dr. Deborah Kristan	Interim Dean, College of Education, Health and Human Services (CEHHS)	July 2020
Dr. Godfrey Gibbison	Dean, Extended Learning	January 2021

Growth in enrollment

The student population has increased from almost 14,000 in fall 2015 to over 16,000 in fall 2020. The number of graduates nearly doubled in the last five years, from 2,650 in 2015 to over 4,700 in 2020. This has been very welcome news, especially since growth has been maintained even during the pandemic.

Growth in programs

To meet the needs of the increase in student enrollments, CSUSM added six bachelor's degree programs and eight master's degree programs in the last five years. To support the addition of the engineering degrees, the Viasat Engineering Pavilion was created after Viasat, a local satellite telecommunications company, gifted \$1.5 million toward renovating classroom and lab space, purchasing new equipment and instrumentation, and supporting the work of students and faculty. After the addition of numerous programs and substantial enrollment growth in its nine years of existence, Cal State San Marcos' College of Science and Mathematics was renamed the College of Science, Technology, Engineering, and Mathematics, or CSTEM, in April 2020.

General Education

AB 1460, passed in 2020, created an Ethnic Studies requirement for the entire CSU. At CSUSM, this meant an intense year of planning with the faculty to make the necessary curriculum and policy changes. All the necessary curriculum will be ready for implementation in Fall 2021 as required by the law. Further, the campus is preparing for the hiring and staffing challenges involved when the number of students held to the requirement increases. Finally, the decisions involved to make curricular changes to GE led the faculty to want to look at GE more holistically. This led to the launch of an effort to reimagine GE to bring the program up to current needs (i.e. reviewing GE through an equity lens) that will begin in Fall 2021.

Financial Stewardship

In July 2019 when President Ellen Neufeldt began her tenure, she and the California State University (CSU) Chancellor's Office received a complaint alleging excessive spending and the misuse of public funds by a California State University San Marcos (CSUSM) employee. As a result of the complaint, President Neufeldt requested an investigation by the CSU Office of Audit and Advisory Services. Additionally, she directed Finance and Administrative Services (FAS) to complete a comprehensive review of travel expenditures across all divisions, including expenditures funded by both the state and CSUSM Corporation (the non-profit auxiliary supporting the university). The audit and internal investigation led to personnel actions to hold individuals accountable. Further, processes, policies and trainings related to travel were revised to increase understanding, oversight and transparency.

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RESPONSE TO COVID-19

Like other educational institutions, CSU San Marcos quickly transitioned to virtual instruction and administration in March 2020 as a result of the Covid-19 pandemic. As is common on the CSUSM campus, faculty, staff, and leaders worked together – to transition to the online modality expeditiously while keeping the health and welfare of students, faculty, and staff in the foreground. Also of note, the university was able to make the transition while dealing with a 3.75% budget cut. Examples of accomplishments include:

Campus-wide

- Information and Instructional Technology unit organized and dispersed equipment
 - Provided almost 1,000 laptops, 250 hotspots, and over 850 other technology items to members of the campus community
 - Repurposed equipment from classrooms & labs to loan to faculty, staff, and students. To date the campus loaned 960 computers, 235 monitors, and about 500 miscellaneous items (iPads, webcams, headsets)
- Tools and strategies were shared to help develop similar expectations and experiences
- Microsoft Teams became the platform for most virtual campus business
- Online teaching resources and ideas were shared in more collaborative and accessible spaces
- Departments conducted professional development workshops for all faculty for online teaching
- Faculty piloted curricular overhauls rooted in more equitable pedagogic practices re: grading philosophies, participation, etc.
- Administered COVID-19 Student Impact Survey to identify emerging needs and areas of challenge
- Collected timely data regarding students' experiences and enrollment decisions via ChatBot campaigns (included re-enrollment and "check-in" campaigns to incoming students)
- Used live data to allow for comparisons to the same period in previous years to monitor changes to enrollment in near real-time and take action, as needed
- Provided alternative annual assessment opportunities for programs wishing to measure COVID-related outcomes, rather than a specific PSLO ("standard" annual assessment practices remained in place and many programs continued with planned PSLO assessment despite interruption)
- Temporarily revised Program Review policy due to budget and faculty workload constraints, creating a streamlined path for the least complicated programs
- Secured campus digital infrastructure and implemented multi-factor authentication
- Revised faculty evaluation protocols to avoid unfairly penalizing faculty for pandemic-related disruptions

For students

- Provided financial assistance to students effected by pandemic-related loss of employment
- Graduate students created a team to host virtual events, keeping students emotionally and socially connected to the campus, the program, and one another outside of online classes
- Some webpages were redesigned to provide more asynchronous information to students
- Social media postings revamped to remind students about key information for online classes and virtual event opportunities
- All student conference events were migrated into digital formats to give students hands-on

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experience with how to share research online since this is a growing conference and symposium format regardless of Covid-19

- Reorganized faculty to provide adequate clinical supervision to students so that they may meet licensure and certification standards for graduation
- Offered a variety of asynchronous/partially synchronous/synchronous online classes to accommodate student schedules
- Emphasized leniency and grace to help students who might be struggling

In the Community

- An experienced certified Public Health Nurse designed the School of Nursing's Covid-19 response/exposure reporting process and policy for faculty and students to follow
- Partnered with the County Public Health Department to house a testing center and vaccination super-center on campus for community use
- Designed and implemented a Covid-19 exposure-screening tool used by faculty to screen students daily, prior to entering any clinical site
- Worked diligently with CSUSM's Risk Management to ensure all needed exposure data was documented for CSUSM records and for potential reporting to the San Diego Public Health Department
- Continued to serve the community with a virtual Speech-Language Clinic for individuals with communication impairments
- CSUSM faculty lent expertise in health disparities and inequities to a data subcommittee of San Diego County's Regional COVID-19 Taskforce for Equitable Recovery, advising county supervisors on the importance of COVID-related data transparency as well as messaging related to the pronounced COVID health disparities impacting local underserved, migrant, tribal, racial and ethnic communities

In addition, several university departments addressed specific areas where change was needed, for example:

The Faculty Center

To prepare faculty for teaching online in fall 2020, the Faculty Center pulled together resources, and developed two straight-forward training pathways to meet the needs of CSUSM faculty and offered them over the summer of 2020. Each pathway is designed to encourage exploration of a variety of elements that have become essential to teaching in an online environment in a way that best meets the needs of each faculty member. In addition, faculty have an opportunity to complete a thorough self-assessment of their course informed by the California State Universities' QLT (Quality Learning & Teaching) Core 24 principles. Over 250 faculty attended the summer workshops. The workshops were redesigned after the summer and developed into a "Cougar Course" that faculty can access at their leisure, taking the course in its entirety or pinpointing particular areas of interest.

Student Affairs

The Division of Student Affairs adhered to priorities in planning and executing responses received via campus student needs surveys and information gathered directly from stakeholders. For example:

- Transitioned support services online to provide support for students' personal and academic success
- Provided enhanced engagement opportunities to sustain and strengthen online programming

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options and nurture virtual communities, especially vital for programs that supported students from traditionally marginalized populations, such as LGBTQ students, who often lack crucial support networks away from campus

- Supported virtual student life programming by expanding the use of social media and online platforms to engage students in co-curricular learning and development, support student organization, nurture communities within the cultural centers, and enhance holistic wellness by providing a sense of belonging and minimize feelings of isolation
- Maintained residential option for students needing housing and providing regular food pantry operations for students with food insecurities
- Allocated additional funds to the student emergency fund to support students with financial hardships

University Advancement

The campus held fast to maintaining a spirit of innovation as it faced new ways of raising much needed private support on behalf of students, faculty, and service to the community. Examples of Advancement's response to Covid-19 include:

- Established a Student Relief Fund/Student Emergency Fund, championed by the CSUSM Foundation board, raised over \$300,000
- Worked closely with university leadership to ensure staff maintained full employment
- Reassigned event staff to Student Services and trained as first-time freshmen coaches, making staff even more valuable members of the university community
- Continued to engage regularly with donors through Zoom calls, phone calls, reports, and traditional mail
- Held (and continue to hold) virtual events to steward groups such as the Retirement Association and the Legacy Society, holding 'Fireside Chats' with the President, lectures highlighting faculty, and wine tastings

Finance and Administrative Services (FAS)

FAS played the lead role in coordinating the campus-wide response to the pandemic with the following measures:

- Limited and controlled access to campus, coordinated physical precautions (e.g., plexiglass barriers, re-design of class layout, etc.)
- Developed and deployed Campus COVID Response Team/Contact Tracing
- Monitored campus and community conditions in order to pivot/flex campus population as quickly as conditions dictated
- Distributed and deployed tech support rapidly for 80-90% remote employees
- Provided training on use of Teams, Zoom, and other digital platforms
- Implemented voluntary use of QR code system to track where students have been on campus
- Enhanced cleaning procedures, confined space protocols, and mask and social distancing requirements
- Created employee screening requirements
- Developed shared vehicle protocols
- Provided paid administrative leave available for any COVID-related absence
- Partnered with Academic Affairs on syllabus language reflecting COVID safety measures (facial covering requirement, stay home if sick, etc.)

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- Facilitated county testing facility set up on campus
- Created testing protocols for on-campus residents, on-campus employees, and students attending in-person classes

Office of Graduate Studies & Research

Despite the need to drastically reduce population density on CSUSM, the community of scholars and researchers found ways to remain engaged in research, scholarship, and creative activities. Feedback from faculty suggest that most faculty advisors and graduate students have innovated. For example, many adopted new methods and tools that allowed research, scholarship, and creative activity to be carried out remotely.

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TOPICS TO ADDRESS FROM 2016 REVIEW

- 1) *Given extensive budget cuts of the past decade, coupled with substantial enrollment growth and plans for new academic programs, CSUSM should give strong consideration to personnel and other needs of established programs that have been affected by state budget constraints.*

As mentioned previously, since President Neufeldt arrived on campus, she has managed high-profile financial stewardship matters as well as COVID-19 with a commitment to transparency and our institutional mission and values. Clearly both issues have budget implications. She has strived to maintain a focus on a “culture of care” and a commitment to moving forward with hiring to support academic programs. At this point, it is unclear what the budget landscape will be and to what extent that will impact future hiring plans. What can be reported is that faculty hiring is persisting, and there is evidence that enrollment is being managed such that students are making good progress toward graduation, as well as receiving enhanced student support services. The following information demonstrates how the campus is still meeting the needs of established programs because students continue to progress toward their degree as well as achieving other student success goals.

Faculty Hiring in the Colleges

An examination of full-time equivalent student (FTES) numbers and tenure/tenure track (TT) hiring from fall 2016 to fall 2020 shows that each of the four colleges in the University experienced growth in FTES enrollment while experiencing some growth in TT faculty hires as well. The College of Education, Health and Human Services (CEHHS) hired 20 net new TT faculty and experienced a 5% growth in FTES. The largest, the College of Humanities, Arts, Behavior and Social Sciences (CHABSS), hired 4 net new TT faculty and experienced 18% growth in FTES. The College of Business Administration (CoBA) hired 11 net new TT faculty and experienced a 22% growth in FTES. Finally, the College of Science, Technology, Engineering, and Mathematics (CSTEM) hired 7 net new TT faculty and experienced a 17% growth in FTES.

Regarding enrollment patterns across the colleges, in the last year, stateside programs in CEHHS have experienced enrollment declines while the self-support programs have increased. In CHABSS, while smaller programs may have had declining enrollment, overall, CHABSS grew the most of all colleges. Accounting and Global Business Management, two departments in CoBA, declined over the last five years, which may be attributed to the inability to hire new faculty or lower international student numbers – factors that were hastened by the pandemic. Enrollment numbers in the “Electrical” component of the Applied Physics major in CSTEM may have declined as a result of adding the Electrical Engineering major. Further, the Biology major was granted impact status, which helped alleviate the laboratory space constraints and workload stressors on technical staff.

Graduation Initiative 2025

CSUSM has seen an increase in retention and graduation rates due to efforts such as facilitating transfer from the community college (Associate Degrees for Transfer) and enhanced student support that includes creating a coaching program to support all first-year students, early intervention for struggling students, and supplemental Instruction and embedded tutoring that is more integrated with curriculum.

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It is important to note that CSUSM has increased in every GI 2025 metric and essentially closed graduation gaps. See table below:

GI 2025 Progress

	2015	2019	2020	2025 Goal
FTF 4-year Grad Rate	13.5%	19%	23%	30%
FTF 6-year Grad Rate	51%	54%	57%	61%
Transfer 2-year Grad Rate	28%	37%	42%	40%
Transfer 4-year Grad Rate	68%	74%	75%	77%
URM Equity Gap	1.6%	3.8%	-2.4%	0%
Pell Equity Gap	-1.7%	2.2%	0.6%	0%

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- 2) *CSUSM should build on its promising work of assessing student learning and enhance its use of evidence for program improvement and decision-making.*

The university developed and continues to foster a positive culture of assessment and sustains the use of learning assessment to inform programs. In 2017, the University Assessment Council (UAC) was restructured to include assessment representatives from all degree programs (majors). The UAC meets once per semester to:

- Review assessment-related updates
- Provide reminders of due dates for assessment reports/plans
- Give opportunities to ask questions and discuss assessment results from the previous academic year (AY)
- Connect and share best-practices or new strategies.

The spring meetings consist primarily of a collective review of all assessment reports – each program receives immediate feedback from at least three peer reviewers, plus feedback from the assessment specialist. At that meeting, programs are nominated by colleagues to present at a poster-type session, the Annual Assessment Faire, in late spring, with about six to eight programs presenting each year. The restructure supports the positive culture of assessment on CSUSM, demonstrated by the attendance at UAC meetings, participation in the Annual Assessment Faire, and the total number of programs involved in assessment-related activity every year. For example, in AY 2015-16, 71% of the undergraduate programs and 88% of the graduate programs reported annual assessment activities. In AY 2019-2020, all programs (100%) reported annual assessment activity.

Annual assessment reports are compiled into alignment charts with University learning outcomes to demonstrate student learning at the program level and at the university level. (CFR 2.6)

Every program on campus has developed a biennial or triennial assessment cycle in order to complete two cycles of PSLO assessment within the Program Review timeline and address closing the loop strategies, upholding the “best practice” noted in the report from the 2015 review team. The Program Assessment Committee (PAC), the Academic Senate standing committee for program review, continues to successfully review about eight programs each year. (CFR 2.7)

Like all CSUSM programs, General Education has its own set of Program Student Learning Outcomes (GEPSLOs) that are assessed on a triennial cycle. Since the 2015 review, all nine of the GEPSLOs have been assessed twice. Information obtained from the assessment activity is used to inform the General Education Committee (GEC), which then makes any follow-up recommendations to the Executive Committee of the Academic Senate. (CFR 2.6)

In addition to assessment of learning, Institutional Planning and Analysis (IP&A) continues to conduct activities to support the use of evidence for program improvement and decision making. For example, since the 2015 review, IP&A developed a robust repository of official, longitudinal, census-based data in the campus data warehouse. The campus adopted Tableau software and a suite of self-service reports and dashboards have been built to make campus data more visually engaging and accessible to internal and external stakeholders. As part of this effort, several static ad hoc reports generated for specific purposes (for example, Program Review) were converted to dynamic, interactive reports that Department Chairs and faculty can access at any time to gain insight into a program.

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The CIRP Freshman Survey, the Diverse Learning Environments Survey, the National Survey of Student Engagement, the National College Health Assessment, Customer Satisfaction Surveys, and Exit Survey of Graduating Students continue to be administered and reported. This spring, IP&A is expanding campus climate assessment to include the *Insight into Diversity* Viewfinder surveys for faculty, staff, and administrators, and partnering with external consultants on a survey to inform the ongoing strategic planning process. IP&A also continues to serve as the administrative home for course evaluations, ensuring the timely collection of student feedback regarding instruction and the learning environment. (CFR 4.2)

Finally, since the 2015 review, the Division of Student Affairs (DSA) has developed and implemented a [*Continuous Improvement*](#) departmental program review process conceptualized and vetted with stakeholders during AY 2018-2019 and operationalized in fall 2019. Founded on the Council for the Advancement of Standards in Higher Education (CAS) Professional Standards for Higher Education and tailored for CSUSM's unique divisional culture, the process allows each department to analyze and enhance one structural, programmatic, or service element each year through an efficient and flexible process tailored to the CSUSM Student Affairs' culture and aligned with WSCUC standards. (CFR 2.7)

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- 3) *CSUSM should develop a unified definition of student success and use it as the basis for analysis of program effectiveness (CFRs 2.7 and 2.11)*

Currently, the campus is embarking on a strategic planning process (see number 5 below) that is also focusing on creating the necessary shared definition of student success. Through this process, the campus has gathered insights from 17 stakeholder interviews, 1678 survey respondents, and seven focus groups with approximately 100 participants. This feedback is currently being used to formulate a draft definition of student success.

In addition to defining student success, CSUSM has made providing support structures and removing barriers to student success a foundational priority. Toward that end, and to make student success central in decision making, the Student Success and Retention Committee was formed. This group was convened as a high-level strategic committee to help coordinate the many student success efforts on campus and align the many committees devoted to advancing student success. It is chaired by the Provost and the Vice President for Student Affairs and has representation from both divisions on the group. Its purpose is to monitor and enhance CSUSM student success and retention efforts and provide timely information and recommendations to the president and her Administrative Team.

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- 4) *CSUSM should build on the Diversity Mapping Project to promote richer and more nuanced campus-wide conversations that culminate in appropriate action to realize the institution's long-standing commitment to diversity, education equity, and inclusion (CFR 1.4)*

The university has an ongoing and strong commitment to a vision for diversity and inclusion, reflected in the priority given to strategy and function, as well as in the degree to which diversity and inclusion are considered and embedded in everything the campus does. As part of the institutional commitment to inclusive excellence, several resources, initiatives, centers, and regular events which contribute to inclusive excellence on campus, are available on the [Office of Inclusive Excellence](#) website.

CSUSM realizes the responsibility to educate, transform, and dismantle systems of oppression in ways that nurture the dignity of all members of the campus community. The new diversity and equity graduation requirement, which went into effect fall 2020, is one way to educate and prepare students to be agents of change. CSUSM will do this with a culture of care that extends to all members of the campus community, especially those who are minoritized and underserved in society. For example, efforts to address anti-Blackness and systemic racism at CSUSM include the “Black Lives Matter Guide” and the “Racial Trauma, Resiliency and Ally Resources” developed by Student Health and Counseling Services, both available at the University Library.

In addition, several efforts currently underway include:

- **Diversity and Equity Course Requirement** – Academic Senate approved a two 3-unit course graduation requirement which includes a global requirement and a domestic one. This requirement went into effect in fall 2020.
- **Ethnic Studies Requirement** – Effective fall 2021, the campus is implementing an Ethnic Studies graduation requirement per AB 1460 and a change in Title 5.
- **Campus Climate Survey** - To better understand the steps needed to make the campus a welcoming and productive environment for everyone, campus climate surveys for faculty, staff, students, and administrators with peer benchmarking were administered during AY 2020-2021. To accomplish this, a workgroup reviewed existing surveys and chose the ones that best meet the needs of CSUSM. The workgroup also consulted with major stakeholders and with other CSUs that have used campus climate survey instruments and recommended a Campus Climate Survey Steering Committee to oversee the administration of the surveys and the dissemination of the findings, which was approved. Results from all surveys should be available over the summer. Findings will be disseminated and action plans developed in response.
- **Diversity and Inclusion Cluster Hire for Faculty** - Provost Kemnitz, along with the college deans, Faculty Affairs AVP Hunt, and interim CDO Basu, launched the first Diversity and Inclusion cluster hire pilot initiative in 2020. This initiative seeks to recruit and retain a diverse community of scholars who will serve as role models for the diverse student body and who have a demonstrated commitment to the academic success of students. Candidates can demonstrate their commitment to diversity and equity either through their teaching or research and creative activity or service. Eight tenure track faculty searches are part of the initiative this year.
- **New faculty Orientation** - To accommodate campus efforts to implement our diversity and equity goals through hiring, the New Faculty Institute this fall will be extended from three days to two weeks in advance of the start of the semester to allow time for new faculty to acclimate, acculturate, and establish their plans for their first tenure track year. The campus expects to

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implement diversity-related programming as part of cluster hire as well as promote faculty success for all new faculty.

- **HBCU Faculty-Student Exchange Program** - The HBCU faculty student exchange program was launched in 2020, with one fall cohort with Clark Atlanta University. Three cohorts are planned for the spring with North Carolina A&T and Bowie State universities.
- **Study on the CSUSM Black Experience** - As part of the Office of Inclusive Excellence's (OIE) inaugural distinguished lecture series faculty members in the department of Sociology presented "The New Jim Crow in Academia" on October 27, 2020, featuring the results of a research study on the Black Experience at CSUSM.
- **Supporting Black Student Success** - Student Affairs developed the Black Student Success Initiative focused on creating community for Black students on campus and off, with a strong academic focus and holistic approach that will support higher retention and graduation rates. This program launched in spring 2021.
- **Black Allyship Training** - A Black Allyship Workshop training has been developed by Student Affairs. It launched in spring 2021.
- **Innovating the Future of the University Police Department (UPD)** - Acknowledging the national call for transformational change to public safety, two UPD-related groups have been launched: The UPD Community Engagement group and the Task Force on Innovative Policing. The UPD Community Engagement group is working directly with the UPD Chief to identify and address public safety issues and concerns, seeking out partnerships across campus to improve the overall UPD experience for all campus members. The Task Force on Innovative Policing is looking at how the campus can further innovate the future of policing, including next steps for creating a Psychiatric Emergency Response Team (PERT). The task force met over AY 20-21. They will provide a report of their activities at the end of spring.
- **Reviewing University Policies** - CSUSM began the process of identifying and changing exclusionary or biased university policies and administrative practices that lead to and maintain inequity and deny opportunity. This process involves working at the personal, interpersonal, and institutional level. The work starts with examining biases, both implicit and explicit, at the personal and interpersonal level to develop strategies to disrupt and interrupt these habits of the mind and resulting behaviors. To that end, many of the faculty, staff and administrators attended the Moving Beyond Bias training workshop offered by the CO. Campus representatives also attended the train the trainer workshop offered by the CO in order to continue the work by offering these workshops on campus. The next step is focusing on how inequities are perpetuated at the institutional and systemic level. To that end, senior managers went through a half-day workshop this spring to review policies and processes with an equity lens. The plan is to also work with Senate and ASI to review their policies and processes with an equity lens.

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- 5) *CSUSM should formulate a new university-wide, integrated strategic plan that employs as much of the former planning as valuable to address future challenges and opportunities (CFRs 4.6 and 4.7)*

When President Neufeldt began her tenure at CSUSM in July 2019, her first order of business was to conduct a six-month-long “Listening and Learning Tour.” With the information gleaned during that tour, the president was able to form a Steering Committee comprised of students, faculty, and staff, to lead the strategic planning progress. The steering committee is also working closely with an outside firm, MGT Consulting.

The purpose of CSUSM’s strategic plan is to create a roadmap toward the future and develop a common vision of where the university wants to go in the next five years while building on a legacy and the work of so many who have come before. The university’s guiding principles of diversity, equity, and inclusion are woven throughout the strategic planning process, and all members of the campus community have been invited to participate and share their voice and perspective.

In February 2021, a virtual Strategic Planning Town Hall was held to introduce the strategic planning process and expectations for campus and community, followed by the distribution of a campus-wide survey to allow for members of the campus community to share perspectives, concerns, or feedback; this yielded 1678 respondents. The survey was followed by another virtual Strategic Planning Town Hall, hosted by MGT Consulting. Two “World Cafes” were held in March 2020 to allow structured dialogue designed to bring multiple campus stakeholders together around questions that matter to CSUSM as an institution. In addition to these mechanisms for broad participation from the campus community, there were 17 stakeholder interviews, and seven focus groups with approximately 100 participants.

The information from the town halls, survey, World Cafés, stakeholder interviews and focus groups is being used to inform the Steering Committee who will submit a report by June 2021 with updates to the University Cabinet, the President’s Advisory Team, and other shared governance groups at regular intervals. It is anticipated that the completed report will be shared with the campus community, followed by division and unit-based implementation and planning, including the creation of goals, strategies, and metrics in support of the strategic priorities by December 2021.

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CONCLUSION

Reflecting over the last five years has allowed the university to gauge campus progress through the lens of growth and continuous improvement as specified in the WSCUC Commission Action Letter. CSUSM has made great strides in a short period of time, responding to all five of the recommendations resulting from the 2016 review. The campus has managed budget constraints and crises, continued to develop a culture of assessment for learning, and made good progress in the curricular response to the diversity recommendation, but there is still more work to be done. This mid-cycle progress report has made it very apparent that the conclusion of the strategic planning process will provide more clarity and direction for moving forward, readying the campus for the 2026 reaffirmation visit.

It is important to note that CSUSM was able to make positive strides despite the giant “speedbump” brought about by the COVID-19 pandemic. Even through the unprecedented event, the campus demonstrated a capacity to transition quickly and develop flexible procedures applicable across a wide range of units. The ability of the campus to come together as a community in support of each other and the students was apparent from the beginning. Looking forward, a focus on the five WSCUC recommendations, beginning with the strategic planning process, will be the guiding light toward determining what the “new normal” is for post-pandemic CSUSM.