

## WSCUC Interim Report

### INSTRUCTIONS

Interim Reports are limited in scope, not comprehensive evaluations of the institution. The report informs the Interim Report Committee about the progress made by the institution in addressing issues identified by the Commission.

The Interim Report consists of two sections:

- Interim Report Form and Appendices

Please respond completely to each question on the following pages and do not delete the questions. Appendices should be uploaded as separate attachments.

Institutions will use Box.com to upload the report. Instructions for the Box.com account and uploading the report will be provided by email.

### REPORT GUIDELINES AND WORD LIMITS

Because the number of issues reported on varies among institutions (the average is four to six issues), the length of a report will vary. However, a typical interim report ranges from 20 to 60 pages, not including appendices. Narrative essays responding to each issue should be no more than five pages each. **The total number of pages of appendices supporting the report should be no more than 200 pages** unless agreed upon in advance with the institution's staff liaison. Be sure that all attachments follow a consistent naming convention and are referenced the same way at appropriate places within the narrative. Please name them so that it is clear what they are and what section they refer to, with cross referencing in the narrative. For example, "Attachment 2-1: Mission Statement". Attachments are preferred as PDFs.

Institutions that provide excessive information in their report will be asked to resubmit. You may wish to consult with your staff liaison as you prepare your report.

Some tips for providing evidence to support your findings:

- Put yourself in the place of a reviewer: What is the story that you need to tell? What evidence supports your story? What is extraneous and can be left out?
- Provide a representative sample of evidence on an issue, rather than ALL of the evidence.
- Consider including an executive summary or the most relevant points of supporting evidence, rather than the entire document.
- If you are referring to a specific page or set of pages in a document, include only those pages, not the entire document.
- If you are providing an excerpt of a document, include the title of the document, and a table of contents and/or a brief narrative to put the excerpt in context.
- If you provide a hyperlink to a web page, make sure the link takes the viewer directly to the relevant information on the page. Do not make your reviewer search for it.

## REVIEW PROCESS

A panel of the WSCUC Interim Report Committee (IRC) and member(s) of the previous review team will review the report, typically within 90 days of receipt. Representatives of your institution will be invited to participate in the conference call review to respond to questions from the panel. Your WSCUC staff liaison will contact you after the call with the outcome of the review, which will also be documented in a formal action letter.

## OUTCOMES OF THE REVIEW

After the review, the panel will take one of the following actions.

- **Receive the Interim Report** with recommendations and commendations—No follow up required.
- **Defer action** pending receipt of follow-up information—The panel has identified limited information that may be submitted in a short period of time, such as audited financial statements or the outcome of an upcoming meeting of the board. The panel may authorize the WSCUC staff liaison to review these materials without the full panel being brought together again, depending on the nature of the supplemental information.
- **Request an additional Interim Report**—Issues reported on were not adequately resolved or need continued monitoring.
- **Request a Progress Report**—A progress report is less formal than an Interim Report and is reviewed only by the WSCUC staff liaison. A progress report may be requested when institutional follow-up on one or two relatively minor areas is desired.
- **Receive the Interim Report with a recommendation that the Commission sends a site visit evaluation team**—Serious, ongoing issues involving potential non-compliance with WSCUC’s Standards and Criteria for Review may require follow-up in the form of a Special Visit. Note that the IRC panel makes a recommendation for a visit, and the Executive Committee of the Commission or the full Commission decides on whether or not to require the visit.

# Interim Report Form

Please respond to each question. Do not delete the questions. Insert additional pages as needed.

**Name of Institution:** California State University, San Bernardino

**Person Submitting the Report:** Kelly Campbell

**Report Submission Date:** March 01, 2025

## Statement on Report Preparation

Briefly describe in narrative form the process of report preparation, providing the names and titles of those involved. Because of the focused nature of an Interim Report, the widespread and comprehensive involvement of all institutional constituencies is not normally required. Faculty, administrative staff, and others should be involved as appropriate to the topics being addressed in the preparation of the report. Campus constituencies, such as faculty leadership and, where appropriate, the governing board, should review the report before it is submitted to WSCUC, and such reviews should be indicated in this statement.

Kelly Campbell, who serves as the Vice Provost and Accreditation Liaison Officer (ALO) at California State University, San Bernardino (CSUSB) contacted the Vice President for Human Resources, the Associate Vice President for the Palm Desert Campus, and the Faculty Senate Chair in the 2023-2024 academic year to share that the WSCUC interim report would be due March 1, 2025. She also shared the information with the Provost and President. Her communication included: the nature and requirements of the report, a timeline for preparation, and suggested division of work with assigned people for drafting each section of the report. She then followed up in the Fall of 2024 and added the Director of Talent Acquisition and incoming Faculty Senate Chair. The responsible parties provided a first draft of their work in early November 2024. The Vice Provost then uploaded the material to a shared drive so that the report writers could work collaboratively. The involved parties communicated as needed to refine the report. The AVP for Academic Success and Undergraduate Advising and CFO and VP for Finance, Technology and Operations were added to the communications in January 2025 in order to contribute to the "Identification of Other Changes and Issues Currently Facing the Institution" section of the report. The Vice Provost made final edits to present the material from a singular voice, and then a copy was sent to the university's WSCUC VP Liaison and the Dean of our Jack H. Brown College of Business & Public Administration (who serves as a WSCUC peer reviewer) for input. Once those edits were incorporated, the report was forwarded to the President's Cabinet for review. After addressing any remaining concerns, the report was submitted.

It is worth noting that since the last site visit in 2021, WSCUC updated their Standards and Criteria for Review (CFRs). Therefore, when referencing the visiting team's report, we include both the original CFR from the report and the updated CFR, separated by a slash (/).

The individuals involved in writing this report were as follows:

**Julio Arevalo:** Director, Talent Acquisition

**Kelly Campbell:** Vice Provost, Accreditation Liaison Officer, Co-Chief Diversity Officer

**Lesley Davidson-Boyd:** Associate Vice President, Associate Vice President, Academic Success and Undergraduate Advising

**Jordan Fullam:** Faculty Senate Chair, Associate Professor, Teacher Education and Foundations

**Edna Martinez:** Associate Vice President and Administrator in Charge, Palm Desert Campus

**Robin Phillips:** Vice President of Human Resources, Co-Chief Diversity Officer

**Samuel Sudhakar:** Chief Financial Officer and Vice President, Finance, Technology and Operations

## **List of Topics Addressed in this Report**

Please list the topics identified in the action letter(s) and that are addressed in this report.

- A. Growth and status of the Palm Desert Campus.
- B. Progress in talent acquisition.
- C. Progress in communication and collaboration in shared governance.

## Institutional Context

Very briefly describe the institution's background; mission; history, including the founding date and year first accredited; geographic locations; and other pertinent information so that the Interim Report Committee panel has the context to understand the issues discussed in the report.

California State University, San Bernardino (CSUSB) is a regional comprehensive university serving the Inland Empire region of Southern California, which consists of San Bernardino and Riverside counties. Established in 1965, it operates two campuses in San Bernardino and Palm Desert and is part of the California State University system, the largest public higher education system in the nation. CSUSB's mission is to "promote each other's growth and success and enhance the vitality of our region through active learning, effective mentoring, impactful scholarship, and civic engagement. We cultivate the professional, ethical, and intellectual development of our diverse students, faculty, and staff so they thrive and make positive contributions to our globally connected society." We are guided by the core values of PACK: Progress, Access, Community, and Kindness. The university is additionally guided by a commitment to sustainability, earning recognition as one of the nation's top green colleges by the Princeton Review.

CSUSB enrolls approximately 17,000 students and has over 125,000 alumni, with a faculty-to-student ratio of 1:23. It is a designated Minority and Hispanic-Serving Institution, reflecting the region's rich diversity. Most students are first-generation college students, and 86% are from the local counties. Ranked 4th nationally by *U.S. News & World Report* and 3rd by the *Wall Street Journal* for social mobility, CSUSB offers over 70 degree programs across five academic colleges: the College of Arts and Letters, Jack H. Brown College of Business and Public Administration, James R. Watson & Judy Rodriguez Watson College of Education, College of Natural Sciences, and College of Social and Behavioral Sciences. Programs including the Doctorate in Educational Leadership, Doctor of Nursing Practice (launching Fall 2026), Masters of Physician Assistant (launching Fall 2025), and expanding offerings at the Palm Desert Campus (PDC), including cybersecurity and hospitality management, highlight its commitment to innovation, closing equity gaps, and addressing regional workforce needs.

CSUSB engages in [comprehensive strategic planning \(Attachment 1.1 SP Plan and Process\)](#), informed by CSU-wide initiatives (i.e., [Graduation Initiative 2025](#)) and its own [diversity, equity, and inclusion goals](#) (page 24 of [Attachment 1.2 Strategic Plan](#)). The university is currently in Year 2 of its [2023-2028 Strategic Plan](#), which includes 70 strategies for implementation across four goal pillars: 1) Student Success, 2) Faculty and Staff Success, 3) Diversity, Equity, and Inclusion, and 4) Internationalization. Approximately \$1 million in annual funding is allocated to support the achievement of our goals. The university has partnered with the Gardner Institute and is serving in an inaugural cohort of their "[Transforming the Foundational Postsecondary Experience](#)" program. This partnership, aligned with the five-year timeline of the strategic plan, is poised to drive significant gains in student success by ensuring that neither zip code nor demographics serve as predictors of achievement. Complementing these initiatives, the university is also a hub for intellectual and cultural activity, highlighted by a \$200 million fundraising campaign to support teaching, research, and public service. Together with the 2023–2028 Strategic Plan, this campaign underscores CSUSB's commitment to advancing institutional priorities and creating a lasting impact on its students, faculty, and the regional community.

## **Response to Issues Identified by the Commission**

This main section of the report should address the issues identified by the Commission in its action letter(s) as topics for the Interim Report. Each topic identified in the Commission's action letter should be addressed. The team report (on which the action letter is based) may provide additional context and background for the institution's understanding of issues.

Provide a full description of each issue, the actions taken by the institution that address this issue, and an analysis of the effectiveness of these actions to date. Have the actions taken been successful in resolving the problem? What is the evidence supporting progress? What further problems or issues remain? How will these concerns be addressed, by whom, and under what timetable? How will the institution know when the issue has been fully addressed? Please include a timeline that outlines planned additional steps with milestones and expected outcomes. Responses should be no longer than five pages per issue.

### **A. Growth and status of the Palm Desert Campus**

CSUSB has one satellite campus in Palm Desert. The CSUSB Palm Desert Campus, first known as the Coachella Valley Center, opened as a satellite campus of CSUSB in 1986 on land leased from the College of the Desert. In 1994, the CSU Board of Trustees accepted a donation from the City of Palm Desert for land upon which to construct a permanent campus. After 27 years of serving the needs of community college transfer students, in 2013, the CSUSB Palm Desert Campus opened its doors to its first freshman class, becoming the Coachella Valley's only four-year public university. Today, the Palm Desert Campus (PDC) continues to serve the educational needs of the Coachella Valley by offering undergraduate and graduate degree programs. In fall 2024, 2,138 students took at least 1 unit at the Palm Desert Campus, up from 1,609 reported in the fall 2019 self-study (1,088 in 1+ in-person/hybrid courses and 1,566 enrolled in 1+ online courses). At PDC, 70% of undergraduate students are Pell Grant recipients and 82% are first-generation college students, compared to 62% Pell recipients and 76% first generation at the San Bernardino campus.

### **Institutional Improvement (CFR 4.6 / 4.8)**

In its 2021 report, the visiting team highlighted several opportunities for continuous improvement. Addressing their recommendation to "consider structural opportunities to improve the voice, communications, and problem-solving venues," we focused on two key questions they posed: 1) Should the PDC Dean have a designated representative on the President's Cabinet? and 2) Should there be increased PDC representation within Associated Students, Incorporated (ASI) and staff committees?

In August 2023, CSUSB appointed a new Associate Vice President (AVP) as the Administrator in Charge of the Palm Desert Campus (previously known as the PDC Dean). The AVP holds biweekly meetings with the President's Cabinet, providing updates on the Palm Desert Campus and working collaboratively to identify priorities and address the needs of PDC students, faculty, and staff. These meetings foster open discussion and actively seek feedback to support effective problem-solving. The visiting team also recommended the university develop "guidelines for number of visits to PDC and for PDC to visit CSUSB." Each Vice President is required to visit the PDC at least once a month. Further, each VP requires their leadership team to visit the PDC periodically. To ensure that PDC is actively engaged in institutional reflection and planning processes, PDC leadership also serves on committees and councils such as the Strategic Plan Implementation Team, Enrollment Management Council, and Division of Student Affairs Council. These efforts have improved communication channels and helped ensure PDC has a "seat at the table" as recommended by the visiting team.

In terms of PDC representation on ASI, for the first time in PDC history, we have three PDC students serving on the CSUSB ASI Board of Directors (AY 24-25). In addition to the Executive Officer position of the Vice President of the Palm Desert Campus, PDC students hold the position of Student at Large Representative and Students with Disabilities Representative. Various ongoing efforts have been implemented to promote PDC student participation in ASI. For example, in Spring 2024, ASI held its first Board meeting at the PDC. This practice continued into the fall of 2024 with one meeting held at the PDC. For spring 2025, we anticipate two meetings held at the PDC. During the fall

of 2024, PDC was honored to host the California State Student Association (CSSA). CSSA is the official voice of CSU students as recognized by the California State University (CSU) Trustees and the California legislature. Zoom options are also available to facilitate PDC student participation in committees based at the San Bernardino campus (SBC), such as Grade Appeal and Faculty Senate. ASI has allocated funds for student incentives, including bookstore credit or campus parking passes, to motivate students to participate in these committees. To date, we have three members serving on campus committees.

Staff representation on CSUSB committees has also increased. In addition to serving on various search committees, PDC staff serve on a wide range of committees, such as the Office of Financial Aid and Scholarship Verification Committee, Black Student Success Committee, Hispanic Heritage Month Committee, and Homecoming Marketing Committee. We also have PDC staff representation on the President's DEI Board - Staff Success Committee.

Further, in 2020-2021, three new CSUSB Faculty Senate committees were established, including the Palm Desert Campus Faculty Scholarly Research and Creative Activities Committee, the Palm Desert Campus Student Engagement Committee, and the Palm Desert Teaching Committee. These committees provide PDC faculty the opportunity to effect change. For example, the Scholarly Research and Creative Activities Committee helps foster scholarly research and creative activities for faculty and students at the Palm Desert Campus (PDC). The committee also serves as a liaison between PDC faculty and CSUSB administration in matters related to research and creative activities, including but not limited to seeking PDC faculty, staff, and student input concerning support and needs for scholarly research and creative activities; identifying potential sources and advocating for funds and other resources for scholarly research and creative activities; identifying and facilitating community partnerships for scholarly research and creative activities; and advocating for participation in and/or the development of more events to promote and present research and creative activities at PDC.

PDC groups value the opportunity to gather with their SBC peers and colleagues. The visiting team noted that “there is not a shared common space for students to study and gather and eat together.” To address this concern, the University has undertaken two remodeling projects. In August 2022, the student lounge on the third floor of the Mary Stuart Rogers Gateway Building was remodeled to elevate the student experience including collaborative stations and lounge seating. The University allocated over \$36,000 for the purchase and installation of the furniture. Similarly, the Rancho Mirage Student Center Lounge was remodeled in 2023, to include flexible seating and a video wall, with four 55" LCD/LED wall-mounted displays. The video wall was funded by a \$31,136.39 Vital and Expanded Technologies Initiative (VETI) grant. The dynamic content displayed on these monitors helps create an inclusive and vibrant campus environment that encourages students to take an active role in campus life, promoting academic and personal growth. VETI also funded AV equipment including truss, LED fixtures, speakers, stage gear, and all related components totaling \$30,000, further broadening the quality of the student experience at PDC. These technological resources and upgraded communal spaces allow students to congregate as we await the new [Student Services Building \(Attachment A1\\_PDC Student Services\)](#).

## **Student Life**

In Spring 2025, CSUSB Palm Desert Campus will break ground for the new Student Services Building. The Student Services Building will bolster CSUSB's efforts to provide PDC students services commensurate with those provided at the San Bernardino Campus. This project was funded by the California legislature and will be the first new building on the campus in sixteen years. The 40,025-square-foot, two-story building will be the new home to the campus bookstore, dining facility, event space, an expanded library, Associated Students Inc., Rancho Mirage Student Center, Career Services, Advising, the Student Health Center, and other student services. In addition to the new building, approximately 10,000 square feet of space will be re-purposed in the existing buildings to provide additional faculty offices and academic program support for the expansion of new programs.

In the meantime, we continue exploring ways to enhance PDC student services. For example, to further foster a healthy environment and contribute to the overall well-being of our students, in fall 2024, we established a new business relationship with EoS Fitness. This change was informed by a survey administered to PDC students, staff,

faculty, and administrators, in which 68% of students (N=139) chose EoS over Anytime Fitness, Other, and No Opinion. The new partnership with EoS allows students, faculty, and staff access to four locations across the Coachella Valley. Previously, they had access to one location. In addition to more than one location, EoS has more amenities than Anytime Fitness, including Kid's Care at the Palm Desert location, free guests, full locker rooms and showers, 60+ weekly group exercise classes, and more.

To help integrate “off-campus [site] students into the life and culture of the institution,” the visiting team recommended the university consider a “budget for swag and night busses for PDC students.” The Rancho Mirage Student Center, which provides educational and social programs, services, and facilities to enhance the quality of university life and student experience overall, has invested in charter transportation for students to major events at the SBC such as Coyote Fest, Late Night, and some athletic events. Similarly, Alumni Affairs, the President’s Office, and the Division of Student Affairs provide transportation to the SBC for Homecoming festivities, the CSUSB Employee Appreciation Picnic, and various conferences respectively. Transportation to the San Bernardino Campus is also available through the 10-Commuter Link. The 10-Commuter Link is a weekday service that allows CSUSB students, staff, and faculty to travel between the Coachella Valley and San Bernardino for free. This partnership with a public transportation agency has facilitated travel between campuses for students interested in attending events and classes at the SBC.

Another way in which we are striving to close the “we have/they have gap” is by hosting a food truck on campus once a week. To help lower the cost for students, we provide \$2-\$5 food vouchers. These various opportunities are communicated to students through our PDC Student listserv, active social media presence, and traditional and digital signage, including the TV Wall and Reach Screens in each lobby.

### **PDC Faculty**

Since 2021, we have made progress on the number of tenured/tenure-track faculty at PDC. During the accreditation visit, PDC was home to nine tenured or tenure-track faculty members. Today, the PDC has 13 tenured or tenure-track faculty members, with five at the rank of full professor. Diversity in faculty rank provides greater mentorship opportunities for pre-tenured faculty colleagues. Further, it allows faculty to take on greater responsibilities such as serving as the Faculty Affairs and Development (FAD) PDC Faculty Fellow. The PDC Faculty Fellow position, inaugurated in the fall of 2024, is responsible for participating in the development and implementation of strategic initiatives to enhance faculty development, research support, and teaching effectiveness at the PDC. The PDC Faculty Fellow also provides guidance and support on FAD processes and policies for improvements to support PDC faculty development, retention, and success and represents PDC faculty interests in university-wide committees and task forces among other responsibilities. In addition to hiring more tenure-track faculty for the PDC, we are also offering more courses at PDC. Total courses offered F21, F22, F23, and F24 were 189, 203, 211, and 219 respectively. For SP21, SP22, SP 23, and SP 24 we offered 161, 206, 205, and 187 courses respectively. The number of total units has also increased. For example, in F21 we offered 507 units compared to 604 units in F24. Similarly, for SP21, 439 units were offered compared to 516 units in SP24.

The visiting team asked for follow-up to ensure that “PDC student and faculty data can be disaggregated for data analysis.” The Office of Institutional Research and Analytics provides a comprehensive suite of data dashboards and reports essential for daily decision-making and practice. These resources range from application to completion and post-graduation outcomes, allowing users to evaluate data at institutional and student levels. PDC data are identifiable through filters. In addition to campus designation, the PALM student designation enables us to analyze PDC student-level data. Dashboards relevant to PDC include the following: Applications, Admitted, & Enrolled, Current Students, Term Active Students, Course is Full, Courses by College and Department, Waitlists by College and Department, Historical & Preliminary Graduation Rates, Enrollment by Day and Time, and multiple survey and advising dashboards. Our academic colleges also disaggregate data to equitably serve our Palm Desert students and faculty. For example, the Jack H. Brown College of Business & Public Administration segregates assurance of learning data by campus to ensure outcomes are equivalent.



## Summary

The growth and ongoing development of PDC continue to reflect the university's commitment to meeting the educational needs of the Coachella Valley. In response to recommendations from the 2021 WSCUC visiting team, the university has implemented structural changes to enhance communication and problem-solving, including increased representation at the President's Cabinet, within the ASI Board, and on various committees. These efforts have been supported by the appointment of a new Associate Vice President for PDC, as well as ongoing improvements in student life and faculty development. With the upcoming construction of a new Student Services Building, continued investment in campus amenities, and strategic initiatives focused on increasing faculty and course offerings, the PDC is poised to further strengthen its presence and impact in the region, ensuring that all students, regardless of demographic background, have the support and resources needed for success.

### **B. Progress in talent acquisition.**

Since the WSCUC team review in 2021, CSUSB's talent acquisition program has made significant progress in advancing its initiatives, including addressing the WSCUC team's recommendation to "develop talent acquisition strategies to fill staff vacancies and honor the institution's commitments to DEI" (CFR 4.7 / Standard 4). One major change since 2021 has been the separation of Human Resources into its own division, including the appointment of a Vice President for HR in 2022 who now serves on the President's Cabinet. This change has resulted in numerous positive changes at the university, including progress in talent acquisition.

Prior to 2022, the talent acquisition program faced challenges in executing strategic initiatives to fill staff vacancies, which negatively affected the quality of candidates, time to fill, and employment compliance practices. Since April 2022, the program has implemented several key strategic initiatives to address these issues, with the following list highlighting some of the key efforts (though not exhaustive):

- Compliance
- Employer branding
- Data and Analytics
- Technology
- Onboarding
- Systemwide

### **Compliance**

Previously, talent acquisition at CSUSB was not fully compliant with its business practices. In 2022, the California State University Chancellor's Office conducted an audit to assess compliance with relevant federal and state regulations, trustee policies, Chancellor's directives, collective bargaining agreements, and campus procedures. In response, talent acquisition implemented several strategic business practices to address non-compliance, including:

- Documenting employment processes and procedures
- Configuring the Common Human Resources System (CHRS) powered by PageUp, a new applicant-tracking software
- Streamlining the recruitment process
- Providing training to the campus community on the recruitment process
- Centralizing talent acquisition business processes within the Human Resources Division
- Updating the talent acquisition website to reflect current business processes

Upon the Chancellor's Office's return in early 2024, the talent acquisition program received no negative findings and was removed from [Audit Report 23-81 \(Attachment B1 Audit Report\)](#), reflecting the significant progress made to ensure compliance with federal and state regulations, trustee policies, Chancellor's directives, collective bargaining agreements, and campus procedures. Compliance remains a critical element of the CSUSB talent acquisition program, ensuring that our business processes are fair, reputable, and ethical.

## Employer Branding

Talent acquisition at CSUSB has enhanced its employer branding efforts to attract and retain top talent. In 2022, the department acquired LinkedIn Recruiter, a powerful tool that enables the team to engage with passive candidates, build meaningful connections with job seekers, and develop a talent pipeline for hard-to-fill staff and management positions. Additionally, talent acquisition has expanded its social media presence to reach passive candidates, promote current job vacancies, and highlight CSUSB's work culture. Individuals, including prospective applicants, are now able to follow the university on [LinkedIn @csusbtalentacquisition](#) and Instagram at [CSUSB Careers](#).

LinkedIn Analytics at the time of report writing included:

- 2,178 impressions on posts
- 193 clicks
- 10.93% engagement rate
- 500+ followers

To further support these efforts, talent acquisition hired a specialist responsible for overseeing marketing and branding initiatives. Key responsibilities include:

- Utilizing social media platforms (e.g., LinkedIn and Instagram) to create engaging posts that attract passive candidates
- Ensuring clear and recognizable employer branding in all social media posts
- Designing marketing materials, including recruitment brochures, advertisements, and flyers
- Participating in job fairs and campus events to boost employer brand visibility
- Compiling monthly reports summarizing online engagement for the Talent Acquisition team's review

## Data and Analytics

Talent acquisition has developed a series of key performance indicator (KPI) reports, which include Diversity, Equity, and Inclusion (DEI) analytics, to track and assess the department's performance. These KPI reports are essential for ensuring operational efficiency, identifying bottlenecks in the recruitment process, enhancing the candidate experience, and supporting the department's short- and long-term talent acquisition strategies. The department began tracking the following key metrics in April 2022:

- **Applicant Data:**
  - Applicant sources
  - Gender
  - Ethnicity/Race
  - Veteran status
  - Disability status
- **Key Performance Data:**
  - Offer acceptance rate
  - Time to fill
  - Time to fill by division
  - Employee turnover rate
- **New Hire Data:**
  - New hire sources
  - Roles filled
  - Gender
  - Ethnicity/Race
  - Veteran status
  - Disability status

- New hires per division

The insights from these KPI reports have enabled talent acquisition to develop targeted training programs, such as search committee training incorporating DEI principles, which address bottlenecks and improve the search process. As a result, the time to fill has been significantly reduced, with the average time now below 80 days, compared to the higher education sector's average of over 100 days.

## **Technology**

In January 2022, all 23 CSU campuses and the Chancellor's Office successfully transitioned to CHRS Recruiting powered by PageUp (applicant tracking software), with CSUSB naming its implementation "CSU Recruit." This new software significantly enhances the university's ability to attract, hire, and onboard talented faculty, staff, and student workers in a more streamlined and efficient manner. Prior to the transition, talent acquisition relied on NeoGov, which proved to be ineffective for recruitment and led to several non-compliant business practices. The switch to CSU Recruit powered by PageUp has transformed the talent acquisition program at CSUSB and across the CSU system by:

- Providing a paperless, end-to-end recruitment process from the initial hire request through the onboarding process
- Standardizing recruitment processes and practices where feasible
- Allowing flexible campus options to support campus-specific needs and brand identities
- Supporting recruitment for staff, faculty, and student positions
- Ensuring compliance with relevant regulations and standards

## **Onboarding**

The CSUSB onboarding process for new staff and management employees was previously paper-based, communication occurred via Outlook, and the process was lengthy and complex with multiple stakeholders involved. In September 2022, talent acquisition enhanced the onboarding process by implementing CSU Recruit powered by PageUp. Talent acquisition now follows new employees throughout their first-year experience. Upon accepting their offer via CSU Recruit powered by PageUp, new employees are provided with an electronic onboarding process.

New employees receive a welcome email and complete the following steps virtually:

- Compliance documents
- Federal I-9
- Parking
- Direct deposit

This updated onboarding program has significantly streamlined and improved the new hire experience, making it more efficient and straightforward. Talent acquisition will continue to enhance the program by developing business process guides, offering campus community training to keep stakeholders informed of new changes, and creating processes that align with the strategic plan goals.

## **Systemwide**

Systemwide efforts within the California State University (CSU) system have played a pivotal role in advancing talent acquisition strategies at CSUSB. These initiatives have been instrumental in addressing vacancies while supporting the campus's growing commitment to Diversity, Equity, and Inclusion (DEI). For example, the newly developed CSU Onboarding Checklist provides a structured framework for hiring managers to guide new employees through their initial days and months, ensuring that critical stages of onboarding are completed. This approach promotes a positive and seamless transition for new team members and reinforces DEI principles by tailoring procedures to meet the unique needs of each role. CSUSB also benefits from systemwide initiatives such as the establishment of the CSU Talent Acquisition Community of Practice and the preparation for the 2025 Recruiter & Classification/Compensation Conference, which foster collaboration and best practices across campuses. These

efforts, combined with localized participation in training sessions enable CSUSB to leverage systemwide insights while addressing local needs, advancing the university's ability to attract and retain high-quality staff and management.

## Summary

Since the 2021 WSCUC review, CSUSB's talent acquisition program has made significant strides in addressing staff vacancies and advancing DEI initiatives. Key improvements include the restructuring of Human Resources in 2022, full compliance with federal, state, and CSU policies following a 2022 audit, and the adoption of new technology, including PageUp applicant tracking software. Talent acquisition has strengthened employer branding, improved data analytics with DEI-focused KPIs, and reduced the time to fill positions from over 100 days to under 80. Additionally, the program revamped its onboarding process, making it more efficient and paperless. These initiatives are ongoing, with continued focus on streamlining processes, enhancing training, and aligning efforts with CSUSB's strategic goals.

### C. Progress in communication and collaboration in shared governance.

In the WSCUC visiting team report dated September 2021, CSUSB's shared governance was highlighted both positively and as an area for improvement. Meetings across campus revealed both collaboration and tension around shared governance practices. Key findings included:

- 1. Positive Collaboration and Involvement:** Many campus members expressed that shared governance played a critical role in significant initiatives such as the creation of institutional learning outcomes, the transition to a quarter-to-semester system, and pandemic management. Faculty, staff, and administrators acknowledged that these achievements resulted from cross-campus cooperation, fostering a culture of assessment, and a strengthened sense of community.
- 2. Challenges in Policy Processes and Communication:** There were concerns that policies approved by the Faculty Senate were not addressed promptly by administration, and faculty expressed a desire for earlier and more consistent feedback on policy proposals. Some faculty also noted that initiatives could face delays due to perceived uncooperative attitudes within certain campus groups. (CFR 3.6 / 3.8, 3.7 / 3.9)
- 3. Concerns from Faculty Senate:** The Executive Committee of the Faculty Senate voiced frustration with what they saw as a flawed shared governance model, noting either limited voice in decision-making or perceived disregard for their input. Faculty emphasized wanting involvement at the early stages of decision-making processes to foster more meaningful participation.
- 4. Call for a Clear and Unified Model:** The review team recommended CSUSB establish a clearer, widely understood framework for shared governance, suggesting that clearly defined roles and effective rules of engagement would enable harmonious collaboration. They felt that if such a model were developed and adopted, it would support ongoing institutional progress. (CFR 3.7 / 3.9, 3.10 / 2.6)
- 5. Improvement Goals:** CSUSB was advised to make assessment findings more transparent and ensure that resources for assessment efforts are adequately shared. Additionally, there was a recommendation for more strategic coordination in Diversity, Equity, and Inclusion initiatives.

Each of these key findings was addressed at the first ever retreat of the President's Cabinet and Faculty Senate Executive Committee in the beginning of the 2024-2025 AY. The group discussed their definition of shared governance and factors they perceived to be hindering progress in this domain. Participants drew inspiration from the Board of Governors of the Academy of Management's established norms for interaction and discussed how to adopt these principles at CSUSB :

- We encourage everyone to express their ideas.

- We listen to everyone’s ideas, even if we disagree.
- We criticize ideas, not people.
- We change our minds when the evidence warrants it.
- We work to find solutions that are mutually beneficial.
- We remember we are all in this together.
- We appreciate each other’s abilities and contributions.
- We follow the golden rule of teamwork: We act towards others, as we want them to act to us. For example, if we want them to listen to us, then we listen to them.

Retreat participants also identified strategies for improving communication in the process of policy development. Participants agreed that stronger communication and relationships among faculty and administrative representatives on committees that develop policy – such as the [Educational Policy and Resources Committee](#) (EPRC; [Attachment C1 EPRC Committee Book](#)) and [Faculty Affairs Committee](#) (FAC; [Attachment C2 FAC Committee Book](#)) – should be promoted to enhance collaboration in policy development. Administrative representatives and faculty leaders on EPRC and FAC committed to providing feedback on policy proposals earlier in the process and engaging in ongoing communication with all stakeholders to prevent delays in approval of policies developed by the Senate. [Senate Chair Fullam](#) and Provost Mohamed have planned a follow-up retreat with faculty this Spring 2025 where they will provide updates on campus initiatives and solicit feedback from faculty on shared governance. Further, the President’s Cabinet and the Executive Committee are planning to convene a second retreat in Fall 2025 to continue to collaborate regarding a proposal to develop a coherent, shared framework for shared governance for the campus.

In Spring 2024, CSUSB partnered with UCLA's Higher Education Research Institute (HERI) to administer climate and institutional assessment surveys for [staff](#) ([Attachment C3 HERI Staff Survey Results](#)) and [faculty](#) ([Attachment C4 HERI Faculty Survey Results](#)). This effort marked the first comprehensive climate survey for staff and the first for faculty since 2014, reflecting the university's commitment to data-informed improvement in alignment with WSCUC’s Criterion for Review (CFR 4.3), which emphasizes the importance of assessing institutional climate and acting on findings. With participation rates of 36% for staff and 21% for faculty, the survey results were made available campus-wide in fall 2024, and formally presented to campus by the DEI officers on February 20, 2025. Shared governance was assessed via questions CSUSB added to the survey to identify opportunities for improvement. 27% of respondents on the faculty survey agreed that “the Faculty Senate effectively represents faculty voice in policy decisions and updates.” To better represent faculty voice in the Faculty Senate, members of the Executive Committee deployed surveys and hosted open forums on matters of interest to faculty in several colleges. These initiatives ensured that the Senate actively solicits and responds to feedback from faculty constituents and provides timely updates on the work of the Senate. Qualitative responses to questions that assessed both strengths and areas for improvement in shared governance are currently under review by Institutional Research and will be made available to campus this spring, with action plans developed accordingly.

Since the WSCUC team review in 2021, the Faculty Senate Executive Committee has completely transitioned and have engaged in efforts to promote effective shared governance at CSUSB. The Executive Committee began the 2024-2025 academic year by proposing that the Senate adopt a statement of shared values and norms for interaction. The [shared values and norms](#) ([Attachment C5 Faculty Senate Guiding Principles](#)) were adopted by the Senate in Fall 2024 and highlight the importance of trust, collaboration, and transparency in shared governance, and encourage Senators and members of the campus community to assume good intentions, approach disagreement in respectful and constructive ways, value diverse ideas, and collaborate on evidence-based decision-making that serves the campus community. To embed these values and norms in the culture of the Senate, the Senate Chair currently uses his monthly report to the Faculty Senate to publicly acknowledge colleagues whose work exemplifies the Senate’s shared values and norms.

In addition, the Executive Committee is promoting shared governance by building capacity in democratic meeting procedures that are used by the Senate and other groups on campus. For example, the Senate leadership team in Fall 2024 facilitated a workshop on Robert’s Rules that was open to the campus, posted a [video recording and summary of the workshop](#) online, and distributed free copies of a book on Robert’s Rules to participants in the workshop. The workshop was the beginning of the Executive Committee’s efforts to build capacity in meeting

procedures on campus. Moving forward, committee members are considering strategies for collaborating with other leaders in Academic Affairs to build capacity in the norms and procedures of effective shared governance within academic departments.

Since the last WSCUC visit, much of the administrative leadership has also changed. The Provost, Vice Provost and ALO, AVP for Faculty Affairs and Development, and several other key administrator positions have new leadership in place. Two divisions were additionally established ([Strategic Enrollment Management and Marketing](#); [Human Resources](#)) with new Vice Presidents appointed who serve on the President's Cabinet. An updated organizational chart for the university [can be found here](#) ([Attachment C6 University Organizational Chart](#)). These leaders are collaborating with the California Faculty Association President, members of the Faculty Senate Executive Committee, including the Senate Chair, and members of [Staff Council](#) to develop priorities that enhance the campus climate overall. Three notable initiatives come to mind:

1. [Civility Campaign](#). The Civility Campaign aims to provide programs and resources for CSUSB administrators, faculty, and staff as part of a holistic conflict prevention effort. By upholding civility, we cultivate an environment of understanding, respect, and consideration for the unique differences that each member of our community brings. A series of [interactive sessions](#) ([Attachment C7 CiviliTEA Cafe](#)) were scheduled to facilitate communication, navigate conflict, and promote a positive campus environment.
2. Culture of thriving project. In alignment with the university's core values and our strategic plan initiative to "Promote a culture of respect and civility in which everyone's contributions are valued," a cross-divisional task force is leading the campus in developing community-based principles for thriving from the bottom up using surveys and feedback forums. By the end of this academic year, a set of principles our campus has agreed to live by (i.e., code of conduct) will be finalized. These principles will be framed and hung around campus in high traffic areas and shared electronically through the university's listservs.
3. Leadership program. Set to launch in 2025-26, CSUSB is developing an in-house leadership program for faculty, staff, and administrators. During the year-long program, cohorts of 20 individuals will attend monthly sessions to learn about topics such as leadership values, shared governance, strategic planning, budget management, DEI, and crisis management. This initiative will not only prepare campus members to assume leadership roles but will also facilitate relationship building and trust through the shared experience of progressing together as a cohort.

## Summary

In the years since the 2021 WSCUC review, CSUSB has made significant strides in fostering communication and collaboration within shared governance. Key initiatives have addressed areas for improvement, such as adopting shared values and norms for interaction in the Faculty Senate, increasing transparency and engagement through surveys and forums, and promoting capacity building in democratic meeting procedures. Campus leadership changes have strengthened collaboration between faculty, staff, and administrators, enabling progress in shared governance and overall campus climate. Initiatives including the civility campaign, the culture of thriving project, and the upcoming in-house leadership program further emphasize the university's commitment to respect, inclusion, and shared accountability. While we acknowledge there is still progress to be made (as detailed in the following section), we are proud of our improvements thus far.

## Identification of Other Changes and Issues Currently Facing the Institution

**Instructions:** This brief section should identify any other significant changes that have occurred or issues that have arisen at the institution (e.g., changes in key personnel, addition of major new programs, modifications in the governance structure, unanticipated challenges, or significant financial results) that are not otherwise described in the preceding section. This information will help the Interim Report Committee panel gain a clearer sense of the current status of the institution and understand the context in which the actions of the institution discussed in the previous section have taken place.

### Personnel

Since the 2021 WSCUC visit, a number of changes have occurred, several of which have been noted in the report including new hires (shown below), leadership personnel changes, the creation of new divisions, and campus climate assessments. Additionally, it is important to highlight changes in leadership within diversity efforts. The roles of Chief Diversity Officers are now held by the Vice President for Human Resources and Vice Provost, both of whom stepped into their positions in 2022. The diversity officers are actively engaged in bolstering morale and augmenting sense of belonging on campus. They publish newsletters each semester, host regular campus sessions on various topics, and oversee the climate assessments.

Role	Status	New Hire Headcount			
		2021	2022	2023	2024
Faculty	Tenure-Track New Hires	13	42	45	18
	Lecturer New Hires	67	90	91	60
	Total	80	132	136	78
Staff	New	74	93	70	86
	Replacement	136	303	294	135
	Total	210	396	364	221
Management	New	4	13	7	19
	Replacement	22	41	43	19
	Total	26	54	50	38

### Mission Statement & Core Values

When the current [2023-2028 strategic plan \(Attachment 1.2 Strategic Plan\)](#) was developed, the university simultaneously modified its core values and rewrote its mission statement. Although the institution's mission remains unchanged, adjustments to the wording have highlighted key attributes that define the university, including active learning, mentorship, and civic engagement. The current mission statement [can be found here](#) (page 14 of [Attachment 1.2 Strategic Plan](#)). We streamlined our previous nine institutional values (Inclusivity, Innovation, Integrity, Respect, Social Justice & Equity, Sustainability, Transparency, Wellness & Safety) into four overarching themes that better reflect our core principles and are more idiosyncratic, directly relevant, and easier to remember: Progress, Access, Community, and Kindness (PACK). The PACK acronym ties directly to our Coyote mascot, which influences many aspects of our campus identity and inspires the naming of processes and documents.

### Budget

Like all colleges and universities, CSUSB was heavily impacted by the COVID-19 pandemic. The university's FTES (full-time equivalent students) decreased by approximately 7.7%, which led to significant fiscal challenges due to a reduction in the generation of tuition and fee revenue. Most of this reduction was offset using federal funds (Higher Education Emergency Relief Fund; HEERF), but those funds are now depleted. Although the state general fund appropriation that CSUSB receives each year has remained relatively stable, the recent economic environment in California has put added pressure on those appropriations. In the 2024/2025 year, the state allocation

for the entire CSU system was reduced on a one-time basis by \$75 million, which equated to a \$4M impact to the CSUSB campus. To offset the reduction in one-time funding as well as the reduction in lost revenue associated with lower FTES, the university implemented budget reductions of approximately \$20.4M. Currently, the Governor and Legislature are negotiating the CA budget for the 2025/2026 year. The governor has proposed a baseline reduction of 7.95% for the entire CSU system and a deferral of the compact funding until the 2027/2028 year. To offset this potential reduction, the campus is planning to reduce our budget by approximately \$18M in the 2025/2026 year. Unfortunately, many of the strategies that the university must implement to execute these reductions will significantly impact the services that the university provides to our students, staff, and faculty. In addition to the pressures the campus faces with respect to tuition and fee revenue and state allocations, there is also pressure on the expenses to operate the campus. Staff and faculty received well-deserved compensation increases in the 2023/2024 year, but the cost associated with those increases was largely unfunded by the state which directly impacted the campus. Many other mandatory campus expenses have also increased significantly over the past several years including health care, insurance, and utilities. Lastly, general inflationary pressures have made it more costly for the university to provide high quality services to our students, staff, and faculty. All these factors have contributed to the university depleting its reserve levels, which is why it has been necessary to implement budget reduction strategies. Despite these challenging times, the campus is committed to overcoming them and doing so in a collaborative and fiscally sustainable manner.

### **Academic Programs**

Since the last WSCUC visit, CSUSB has implemented several new academic programs and received approval for others that address critical workforce and regional needs. Notably, approximately \$18 million has been secured from federal and state funds to develop and launch the Master's in Physician Assistant program, which received over 1500 applications and is set to commence this fall. Additionally, the Doctor of Nursing Practice (DNP) program has undergone substantive change review and was approved for implementation by the WSCUC Commission. These programs reflect the university's commitment to addressing regional healthcare disparities and preparing future healthcare providers to close equity gaps.

Programs implemented since 2021 include the BA in Ethnic Studies (Fall 2022), MS in Cybersecurity and Analytics (Fall 2022, self-support), MS in Logistics and E-Commerce (Fall 2022, self-support), MS in Business and Data Analytics (Fall 2023, self-support), and MS in Materials Science (Fall 2024). Upcoming programs, approved by the Board of Trustees, include the MA in Speech-Language Pathology (2027), BS in Design (2025), MS in Applied Data Science (2025), and BA in Music Therapy (2025), among others. These additions, along with the planned Doctor of Public Health (DrPH) and other initiatives, demonstrate CSUSB's proactive approach to meeting regional needs through academic innovation and a focus on equity and community impact.

### **Student Supports**

Since 2021, CSUSB has witnessed significant shifts in its student population and the factors influencing academic success. These challenges have highlighted the critical need for strong institutional support. The university has implemented a range of strategies to enhance student support, including the adoption of a centralized advising model. This approach ensures consistent and equitable guidance across all academic units, enabling students to navigate their academic journeys with greater clarity and engagement. The centralized model has notably improved the student-to-advisor ratio, reducing it from 1:1200 to 1:600, and 1:300 at PDC, allowing advisors to provide more personalized and continuous support (although these ratios are expected to worsen due to the budget conditions mentioned above). This shift has resulted in higher student engagement, better unit completion rates, and improved GPAs, as first-time freshmen receiving advising completed 28 units on average with a 2.75 GPA, compared to 23 units and a 1.76 GPA for those who did not.

In addition to advising, CSUSB has prioritized addressing key obstacles to student success, including mental health challenges, financial hardships, and technological disparities. Initiatives such as intrusive advising campaigns helped re-enroll 1,553 students who had been disengaged, with 65% of them being Pell-eligible and 81% identifying as URM or first-generation students. Programs including Early Start Math and embedded mentoring in First-Year



Experience (FYE) classes have expanded, supporting over 2,900 students this past academic year (an additional 1000 compared to 2023-2024), and bolstering their success with embedded tutors and mentors who remain consistent throughout the academic year. The university has also signed a contract with Knack Tutoring, which provides 24/7 on-demand peer tutors for undergraduate and graduate students across subject areas.

Financial support has also been a key focus, as demonstrated by a 50% increase in summer funding from \$500,000 in 2023 to \$750,000 in 2024, achieved through advocacy and data-driven presentations to institutional decision-makers. This financial boost has alleviated growing tuition costs and enabled more students to graduate on time. Furthermore, a comprehensive self-study in partnership with NACADA, the international association for academic advising, provided critical insights for optimizing advising processes, while collaborations with alumni relations and student affairs have fostered mentorship opportunities and led to initiatives including the Asian American, Native Hawaiian, and Pacific Islander (AANHPI) student success program.

By tackling these barriers holistically and fostering resilience, CSUSB is better positioned to support students academically and personally. These initiatives reflect the university's unwavering commitment to creating an inclusive, supportive environment as it continues to adapt to the evolving post-pandemic educational landscape.

## Concluding Statement

**Instructions:** Reflect on how the institutional responses to the issues raised by the Commission have had an impact upon the institution, including future steps to be taken.

The institutional responses from CSUSB to the issues raised by the WSCUC Commission in 2021 have led to meaningful progress and reinforced the university's mission to serve its diverse communities effectively. In addressing the growth and status of the Palm Desert Campus (PDC), CSUSB has implemented structural changes that enhance communication and decision-making, ensuring that PDC's unique needs are prioritized at the highest levels of university leadership. The appointment of a new Associate Vice President for PDC and strategic investments in student life, faculty development, and facilities, such as the forthcoming Student Services Building, underscore the university's commitment to expanding educational opportunities in the Coachella Valley. These efforts position PDC to become an even more robust resource for the region, fostering equity and academic success for all students.

In the realm of talent acquisition, CSUSB has overhauled its processes to address critical staffing needs and advance diversity, equity, and inclusion initiatives. Key advancements include restructuring Human Resources, implementing technology including PageUp, and achieving compliance with federal, state, and CSU policies. The improved onboarding process and reduced hiring timelines demonstrate the institution's responsiveness to workforce challenges while enhancing the employee experience. These changes reflect a forward-looking approach to talent acquisition that aligns with CSUSB's strategic goals and ensures a diverse, skilled workforce capable of meeting the university's growing demands.

In shared governance, CSUSB has cultivated stronger communication and collaboration through initiatives such as adopting shared values within the Faculty Senate, enhancing transparency with campus-wide surveys, and offering training in democratic meeting procedures. New leadership appointments have facilitated partnerships across campus divisions, enabling progress in governance and promoting a culture of trust and inclusion. Programs such as the civility campaign, the culture of thriving project, and the forthcoming in-house leadership program demonstrate CSUSB's commitment to a respectful, collaborative, and equitable campus climate. While challenges remain, these initiatives lay the foundation for continued institutional improvement, ensuring CSUSB remains responsive to the needs of its students, employees, and broader community.

## Appendices

[Attachment 1.1 SP Plan and Process](#)

[Attachment 1.2 Strategic Plan](#)

[Attachment A1 PDC Student Services](#)

[Attachment B1 Audit Report](#)

[Attachment C1 EPRC Committee Book](#)

[Attachment C2 FAC Committee Book](#)

[Attachment C3 HERI Staff Survey Results](#)

[Attachment C4 HERI Faculty Survey Results](#)

[Attachment C5 Faculty Senate Guiding Principles](#)

[Attachment C6 University Organizational Chart](#)

[Attachment C7 CiviliTEA Cafe](#)