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# UNIVERSITY STRATEGIC PLAN

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YEAR-END REPORT  
2023-2024



## **Vision**

CSUSB is a model for transforming lives.

## **Mission Statement**

At CSUSB, we 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.

## **Core Values: P.A.C.K.**



Innovation, sustainability and integrity are essential components of our commitment to students, faculty, staff, and community members. We are responsible stewards of the university and the environment and are dedicated to sustainable growth and development.



We are committed to our student population and fostering their success. We recognize that equitable access to information, research, experiences, and resources is vital to a positive educational environment, thriving athletics, and extracurricular activities. We believe in transparency, eliminating barriers, and empowering each other so everyone may fully participate in gaining knowledge and derive the greatest benefits from university life.



We are actively engaged in contributing to our region and committed to the social mobility of our students and community members. We value justice and equity in all we do, and work collaboratively to be inclusive in achieving collective and individual goals.



We recognize, respect, and value each member of the campus community, and treat everyone with kindness and compassion. We are invested in the academic, economic, social, emotional, psychological, and physical well-being of our students and campus colleagues. We believe a healthy university is one in which we all thrive.

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## Preamble

In the 2022/2023 academic year, California State University, San Bernardino (CSUSB) initiated its second strategic plan development. This inclusive process involved students, staff, faculty, and administrators from various ranks, colleges, and divisions. The task force was charged with defining the university's priorities for the next five years, resulting in four strategic goals: 1. Student Success; 2. Faculty and Staff Success; 3. Diversity, Equity, and Inclusion; and 4. Internationalization. Detailed goal statements, objectives, strategies, outcomes, and measures were developed for each goal. The full plan and process are available on our website at [CSUSB Strategic Plan](#).

In Fall 2023, CSUSB began the first year of implementing its five-year plan. Specifically, 28 of the 70 strategies were prioritized for the 2023/2024 academic year. The dedication to these priorities was supported by a Presidential allocation of over \$1 million dollars as well as divisional re-allocations. Enclosed is a summary of CSUSB's progress on the five-year plan, underscoring the university's commitment to transforming lives and communities.

## Strategic Plan

### Goal 1 | Student Success

**Engage every CSUSB student in inclusive experiences that foster their curiosity and transform their lives and communities.**

**Objectives:**

- 1.1 Acknowledge and value students' cultural, linguistic, and social identities.
- 1.2 Transform students' understanding of self as agents in a global society.
- 1.3 Empower students to apply competencies that enrich their communities.

### Goal 2 | Faculty and Staff Success

**Attract outstanding and dedicated staff and faculty and retain them by cultivating a safe environment where they thrive professionally and personally; in which their voices are represented; and which fosters impactful collaborative partnerships.**

**Objectives:**

- 2.1 Ensure equitable, versatile, and efficient work.
- 2.2 Promote a culture of trust that values and integrates human differences and cares for the holistic well-being of staff and faculty.
- 2.3 Enhance pathways and guidance for professional advancement.

### Goal 3 | Diversity, Equity, and Inclusion

**Advance an environment where every member of the university plays an active role in diversity, equity, and inclusion excellence through engagement, empowerment, education, and accountability.**

**Objectives:**

- 3.1 Uphold an unwavering commitment to create an enduring diverse, equitable, and inclusive environment.
- 3.2 Strengthen our culture of belonging, acceptance, and appreciation for the unique characteristics and contributions of all students, alumni, faculty, staff, and administrators.
- 3.3 Promote and support a campus culture that values and affirms human rights and protections for all members of our community.

## Goal 4 | Internationalization

**Elevate CSUSB as a global institution that provides inclusive and transformative international experiences to its campus.**

### **Objectives:**

- 4.1 Enhance global learning opportunities for the campus community.
- 4.2 Expand student, faculty and staff participation in education abroad programs.
- 4.3 Grow, diversify, and engage the international student body.

## Strategic Plan Implementation 2023/2024 Task Force

### Co-Chairs

- Kelly Campbell, Ph.D., Vice Provost for Academic Affairs
- Nicole Dabbs, Ph.D., Professor and Chair of Kinesiology

### Support Staff

- Rosella Bethke, Academic Programs Analyst
- Lilly Landeros, Executive Assistant for Vice Provost of Academic Affairs

### Strategic Plan Implementation Work Groups

#### Strategic Goal 1: Student Success

- Jennifer Alford, Associate Professor, Geography
- Tiffany Bitting, Director, Career Center
- Lesley Davidson-Boyd, Associate Vice President, Academic Success & Undergraduate Advising
- Brian Heisterkamp, Interim Director, Community Engagement & Service Learning
- Rebecca Lubas, Dean, Libraries
- David Marshall, Director, University Honors Program
- David Maynard, Interim Associate Vice President, Enrollment Management
- Crystal Wymer-Lucero, Director, Alumni Relations

#### Strategic Goal 2: Faculty and Staff Success

- Alisha Beal, Director, Employee and Labor Relations
- Ben Dijkstra, Analyst, Diversity, Equity, & Inclusion
- Sara Garcia, Learning & Development Specialist, Staff Development Center
- David Hou, Executive Director, Human Resources
- Jennifer Moulton, Director, Counseling & Psychological Services
- Fadi Muheidat, Director, Teaching Resource Center
- Tania Pantoja, Director, University Advancement Professional and Leadership Development
- Zachary Powell, Associate Professor, Criminal Justice
- Wagner Prado, Associate Professor, Kinesiology
- Consuelo Sanchez, Administrative Support Coordinator, Services to Students with Disabilities

#### Strategic Goal 3: Diversity, Equity, and Inclusion

- Donna Garcia, Professor, Psychology
- Lua Lopez Perez, Assistant Professor, Biology
- Lorena Marquez, Director, Student Diversity & Belonging

- Robin Phillips, Vice President, Human Resources
- Michaela Watkins, Associate Director, Diversity, Equity, & Inclusion

#### Strategic Goal 4: Internationalization

- Rika Dawson, Administrative Analyst/Specialist, International Education
- Amanda Gavins, Student Representative
- Ryan Griffith, Associate Dean, College of Extended and Global Education
- Tomas Gomez-Arias, Dean, Jack H. Brown College of Business and Public Administration
- Nancy Hernandez, Lead Admissions Evaluator, International Education
- Yawen Li, Professor, School of Social Work
- Stacia McCambridge, Director, International Admissions & Student Financial Services
- Pamela Moses, Organizational Change Facilitator, Institutional Research



## Reporting Units

- Academic Affairs
- Finance, Technology and Operations
- Human Resources
- President's DEI Board
- Student Affairs
- University Advancement

# Progress Report

## Year 1



### Strategic Plan 2023-2028 Progress Report: Year 1



**Figure Description: Progress towards strategy implemented with each goal objective in year one.**

## Goal 1 | Student Success

### **Strategy 1.1. Review institutional practices and procedures to identify those that create barriers, including expanding work with the Gardner Institute to review curricular complexity.**

The Student Recruitment, Retention, and Graduation subcommittee of the President’s DEI Board initiated a qualitative study to understand how underserved student communities experience the campus. They had 15 focus groups with 10-15 participants each. The subcommittee reviewed policies to support students’ diverse identities and recommended tools such as the Equity Web Scan and Equity Walk to enhance inclusivity.

The Vice Provost led a partnership with the Gardner Institute, which included an evaluation and redesign of curriculum in Math and Biology, with plans to expand across disciplines. This partnership also enabled a cross-divisional team to redesign CSUSB’s First Year Experience. Graduate Studies identified barriers in marketing, outreach, admissions, student engagement, and program offerings, highlighting issues including slow financial aid processing and inadequate marketing resources. Technical issues delayed the new 2024-25 FAFSA launch, affecting enrollment as 80% of students rely on financial aid. Enrollment management extended the commit date and implemented rolling admissions for non-impacted majors, ensuring quicker admission decisions. Ongoing meetings with ITS aim to improve processes, including developing a communication tab in PeopleSoft and a basic ChatBot for common queries.

ASUA reviewed enrollment holds, resulting in a policy requiring committee approval for advising holds, reducing the number of overall holds, and improving registration timing. They also addressed seat availability in key courses, using IR dashboards to monitor trends and requesting that departments increase seats. However, departmental responsiveness remains a challenge, requiring support from College Deans.

### **Strategy 1.2. Implement the strategic enrollment management plan.**

Strategic initiatives included refining outreach through data analytics, hiring a Native American outreach counselor, and revitalizing Spanish-speaking resources. Events such as “Black and Educated” for newly admitted African American students and the Transfer Success Pathway program aimed to improve inclusivity and streamline transfer processes. The PDC launched Spanish radio ads to increase Hispanic/Latino enrollment, resulting in higher application numbers.

College-specific efforts include CAL's proactive measures to boost enrollment and retention, CNS's personalized outreach and retention strategies, and JHBC's hiring of a dedicated recruiter

for graduate programs. Additionally, the WCOE implemented Subject Matter Competency changes, investigated common courses across programs, and enhanced marketing efforts.

Enrollment management collaborated with ASUA and IR to improve advising and course availability, addressing bottlenecks and ensuring data-informed actions. Efforts including the uAchieve Modernization Project and an articulation tool will facilitate smoother transfer processes, while high school and community college outreach by various departments aimed to attract new students.

ASUA engaged and proactively advised 7,397 active but not enrolled students who were in good academic standing to help them return to CSUSB. They were able to re-enroll 1,553 students, which translated to 1,188 FTE for CSUSB. Of those that re-enrolled, 65% were Pell eligible and 81% were URM or 1st generation students.

Graduate enrollment management (GEM) laid the foundation for developing their 2025-2030 strategic plan. As part of this process, the 2023-2024 Graduate Strategic Enrollment Report used data to assess GEM operations spanning from recruitment to graduation.

These combined efforts, detailed in comprehensive strategic enrollment and tracking plans, reflect a commitment to enhancing recruitment, retention, and student success through targeted, evidence-based initiatives.

**Strategy 1.3. Redesign online interface for easier student awareness and access to relevant university resources.**

Events including “Racial Micro Affirmations” by Daniel Solorzano and “Yesika Salgado” led by the Latinx Center helped CSUSB students understand and appreciate their cultural heritage, enhancing their ability to recognize cultural wealth and better understand their backgrounds in academic and social contexts. For students who stopped attending, CSUSB developed a returning student portal to facilitate re-admission. This portal classifies students based on their previous academic standing and subsequent academic activities, offering comprehensive support to address financial, health, and logistical challenges.

Additionally, CSUSB provided thirty-eight \$1.5k scholarships to local transfer students, with 63% awarded to Hispanic Latino applicants and 18% to African American applicants, significantly aiding these underserved communities.

The university also redesigned the myCoyote interface, tailoring profiles for applicants and students to provide instant access to academic and financial information, as well as essential resources. Since its launch in October 2023, the applicant profile garnered nearly 200,000

views from 37,700 unique users, while the student profile, which soft-launched in January 2024, attracted 16,700 students by May. A survey indicated that 90% of users found the new interface to be an improvement. CSUSB is committed to continuously refining these profiles, regularly evaluating and enhancing them to include more data points and personalization, aiming to eventually create unique pages for staff managers and faculty administrators.

### **Strategy 1.6. Provide students with library materials that speak to their identities.**

Library collections were greatly diversified in AY 23-24. Strategic plan funding supported subscription fees for Hispanic Life in America (HLIA) and Black Life in America (BLIA). Additional costs for Asian Life in America and 101 new titles in Native American Children’s literature, along with 426 Ethnic Studies/DEI topics, were covered by library supplies, services, and philanthropic funds.

Initial usage of these resources is promising. The video workshops received 93 views, and HLIA and BLIA had several hundred uses. An Indigenous literature expert visited Pfau Library on April 9, resulting in 20 attendees and a personalized session at the First Peoples' Center. To increase awareness of these resources, the plan includes integrating them into course planning, outreach to instructors, and wider distribution of video workshops and printable guides.

### **Strategy 1.7. Scale up summer credit opportunity funding.**

Summer funding at CSUSB has steadily increased since 2018, with GIG funding rising by 50% from \$500,000 in 2023 to \$750,000 in 2024. This increase— achieved through ASUA advocacy and partnerships with Student Financial Services, Financial Aid, and the CSUSB Foundation office—helps address rising tuition costs and growing student financial needs.

In the 2023/24 summer term, \$600,000 was allocated for the Graduation Initiative Grant (GIG). Collaborative efforts among accounting, student financial services, financial aid, and academic success teams ensured effective distribution. For the 2024/25 summer term, the commitment remains to explore all resources for enhancing GIG funding, maintaining a collaborative approach to support our students financially.

### **Strategy 1.8. Scale up embedded mentoring and supportive pathways programs in first-term classes outside of GE math, English and first-year seminar courses.**

The College of Natural Sciences (CNS) implemented several initiatives to improve student success, such as incorporating learning assistants, holding early advising weeks, adding discussion sections, offering more introductory courses, refining early start mathematics, and

providing co-curricular lab support. These efforts have successfully decreased DFW (drop, fail, withdraw) rates in various lower-division classes, such as ASTR 1000, BIOL 2010, and MATH 1301, as demonstrated by data from Fall 2023 and Spring 2024. The CNS strategic plan aims to secure funding for embedded tutors and encourage faculty to utilize Learning Assistants to further improve outcomes.

The College of Social and Behavioral Sciences (CSBS) has targeted high DFW rate courses such as ES 1000, with faculty learning communities and DEI-focused pedagogical rubrics, resulting in a gradual reduction in DFW rates. CSBS also holds information sessions and provides direct outreach through its Student Success Center (SSC), which oversees the Writing Center and Statistics Lab tutoring. Efforts to increase attendance at these events and improve course support are ongoing.

The Student Assistance in Learning (SAIL) Program, Educational Opportunity Program (EOP), and EOP Renaissance Scholars Program (EOP-RSP) offer holistic advising, academic coaching, workshops, and tutoring to first-time freshmen. They have implemented progress reports and peer mentoring to support low-income and former foster youth students. Moving forward, these programs plan to include first-term students in progress report initiatives and offer targeted workshops.

With the upcoming changes to General Education and the forced elimination of Foundations Seminar courses, the university made the decision to continue embedding peer mentors and relevant student learning outcomes into its Critical Thinking Skills courses (Category A3). ASUA has focused on integrating services, leading to a 35% increase in tutoring center usage and nearly 4,700 unique student check-ins for tutoring services. They have also piloted onsite tutoring in partnership with various student success centers and are developing a holistic embedded peer support program for Fall 2024.

**Strategy 1.13. Support regular meaningful assessment of student learning outcomes (SLOs) and co-curricular experiences across the university.**

The Curriculum and Student Learning sub-committee of the President's DEI Board collaborated with Coyote Connection (CC) staff to enhance tracking of co-curricular activities for academic departments. They piloted integrating CC staff into classes to help students log field experience hours. However, they found CC inadequate for tracking various co-curricular activities (e.g., research, community service, internships). The committee emphasized the need for a better tracking system. GivePulse is currently being explored by a team led by the Office of Community Engagement as the unifying system for CSUSB to track applied student activities.

The WCOE implemented several strategies to support assessment of SLOs including annual program reports, collection of stakeholder feedback, and assessment of program needs. Credential programs underwent Commission on Teacher Credentialing reviews, with curricula mapped to CTC standards. The Educational Leadership Summit and the Celebration of Teaching event promoted education careers, and diversity initiatives included Black History Month, Women's History Month, and the Minority Male Teacher Pipeline Program events. CSUSB's Watson & Associates Literacy Center and Latino in Education Advocacy Days (LEAD) supported K-12 students and recruited Latino students. The campus allocated \$50,000 for assessment and accreditation, employing graduate assistants for these activities.

The Division of Student Affairs implemented “The Assessment Plan Project (TAPP)” to aid departments in updating their assessment plans. While some units completed their plans, leadership gaps remain. Efforts include utilizing Engage data to create customizable student co-curricular transcripts (CCTs) and dashboards.

The Writing Intensive Program and CNS strategic plans focused on enhancing faculty development and assessment. CNS received funding for program accreditation and assessment, employing various tools to evaluate SLOs and co-curricular activities.

All academic departments completed their annual assessments and five programs in WCOE completed their 5-year program review. JHBC completed AACSB accreditation, assessing student learning outcomes and high-impact practices. SBS departments emphasized co-curricular activities in their assessments, incorporating internships, field trips, and student clubs to enhance professional skills and career preparation.

**Strategy 1.14. Increase co-enrollment (dual enrollment) partnerships with community colleges and high schools.**

The Enrollment Management Office utilized \$90,000 for strategic planning, which funded the Future Yotie Night on March 28, 2024 and Choose CSUSB Day on April 13, 2024. These events, redesigned to include a resource fair, support services workshops, and campus tours, aimed to enhance recruitment and engagement. Over 600 admitted students and 1,200 family members attended Choose CSUSB Day, participating in workshops, meeting faculty, and registering for orientation.

CSUSB received an \$800,000 Coyote BLUE grant to support the Inland Empire Regional K-16 Education Collaborative Center for Educational and Community Outreach Programs (CECOP). This grant expands dual enrollment by adding year-round co-curricular programming and supporting historically excluded students. The first cohort begins summer 2024, linking student affairs, academic affairs, Victor Valley College, and the Apple Valley Unified School District.

Enrollment management formed strategic partnerships with schools and organizations to improve program quality and engagement. This included MOUs with San Bernardino City and County Unified school districts and San Bernardino Community College District for dual enrollment and the "Coyotes on the Horizon" MOU with Crafton Hills College, aimed at increasing transfer rates by providing additional support services.

The Transfer Success Pathway (TSP) program guarantees future admission to CSU campuses for students, addressing equity concerns and academic preparedness exacerbated by COVID-19. TSP offers pre-transfer counseling and helps students develop a sense of belonging at CSUSB before transferring.

CSUSB awarded thirty-eight \$1,500 scholarships to local transfer students, 63% of which went to Hispanic Latino applicants and 18% to African American applicants, providing essential financial assistance to underserved groups.

**Strategy 1.15. Continue to grow culturally responsive and data-informed tutoring, mentoring, and writing support strategies.**

Various initiatives were implemented to support student success and faculty development. The "You Matter Too Moms Empowerment Summit," led by the School of Social Work, served to augment academic skills and bolster empowerment among our student parents. The Subcommittees of the President's DEI Board, in collaboration with the Faculty Center of Excellence and Teaching Resource Center, funded cohorts of faculty to participate in the Equity Minded Teaching (EMT) program. Thirty-nine faculty completed CSUSB's program and 46 completed the CO's Equity Minded Pedagogy (EMP) program, which will collectively help close equity gaps and lower DFW rates.

The academic colleges were heavily involved in growing culturally responsive and data-informed tutoring, mentoring, and writing support strategies. WCOE's Project Impact supported 22 students and aimed to increase teacher diversity through tutoring, mentoring, and support sessions for credential exams. The program also provided targeted support for various Teaching Performance Assessments (TPA) and administrative credential programs. In CAL, the Liberal Studies program restructured its mentoring system, increasing faculty involvement and student support through Peer Ambassadors of Liberal Studies (PALS). Philosophy and World Languages departments integrated peer tutoring and support services for students. CNS used \$24,000 to improve student learning in high DFW rate courses and supported culturally responsive teaching and tutoring. The CSBS Student Success Center held workshops on diverse topics, and the Psychology Peer Advising Center provided extensive advising services.



ASUA increased tutoring center usage by 35%, with over 4,700 unique student check-ins and nearly 4,000 writing consultations. ASUA also partnered with various student success centers to provide onsite tutoring and aimed to expand embedded peer support programs in collaboration with the Teaching Resource Center.

**Strategy 1.18. Provide opportunities for students across majors to apply their knowledge in meaningful settings beyond the classroom (e.g. undergraduate research, co-ops, community-institution partnerships, competency-based learning).**

CSUSB has prioritized student engagement and academic support through various initiatives across departments. The development of a Disability Studies Lecture Series and Anthropology Lecture Series provided platforms for scholarly engagement and research exposure.

Student participation in OSR activities grew noticeably and the introduction of new OSR programs supported by Strategic Plan Funds enabled OSR to take a dynamic approach to cultivating pipeline programs aimed at student inclusion, growth, and engagement. These programs included the Discovery Mentorship Program, which supported over 80 first time freshman and transfer students and 6 peer-mentors to introduce the benefits of research and encourage students to develop hard and soft skills over the course of their undergraduate careers. Strategic plan funds also supported student travel and engagement in spaces that would otherwise be unavailable to our students including academic conferences in Mexico and Europe, and to send a delegation of students to the National Conference on Race and Ethnicity (NCORE).

WCOE facilitated academic and career development through programs including the Holmes Scholars Program and the Educational Leadership Summit. Additionally, undertakings such as Project Impact and the Watson & Associates Literacy Center offered mentorship and tutoring support.

CNS departments focused on increasing undergraduate research and experiential learning opportunities. The college funded research projects, internships, and summer programs, aiming to increase student participation in these activities. To provide examples from two departments, Computer Science encouraged instructors to attend training workshops on topics such as active learning and cultural responsiveness, and hired industry-experienced adjunct professors to boost student engagement with various industries post-graduation. The Geology department increased paid undergraduate research opportunities by securing internal and external grants, with two faculty members supporting ten students in summer 2023 through funding from CSUSB's OSR, NSF, NASA, and other agencies.

JHBC and CAL emphasized community engagement and career readiness. Programs including Volunteer Income Tax Assistance marketing student-led events, and career fairs provided

students with practical experiences and networking opportunities.

The Office of Student Research's Discovery Mentorship Program and the CSUSB Career Center's collaboration with SBS showcased efforts to support students in research and career development.

Furthermore, the Model United Nations program's recognitions and efforts by the Office of Community Engagement to track and enhance service-learning activities demonstrated the university's commitment to holistic student development and community involvement.

## Goal 2 | Faculty and Staff Success

### **Strategy 2.25. Examine and reform CSUSB policies and procedures to facilitate faculty's ability to use professional development funds in order to hire students, acquire equipment, etc. in a timely and efficient manner.**

In response to faculty concerns about delays in Sponsored Programs Administration tasks, a committee was formed to address the issues. The committee recommended specific strategies, leading to the creation of dedicated positions in Human Resources and financial services exclusively for supporting Sponsored Programs Administration duties. Additionally, a new college-based grants coordinator position was established to provide further administrative support. These changes aim to improve process efficiency and reduce delays. Feedback from principle investigators will be gathered to assess the impact of these changes over time.

### **Strategy 2.27. Develop new pathways to reward faculty who excel in research or creative activities with reassigned time.**

Due to budget constraints, Academic Research was unable to create new pathways for rewarding highly productive research faculty with reassigned time. Consequently, Academic Research had to allocate existing funds to supplement RSCA funding for the mini-grant program. Meanwhile, the Provost's Office continued its Research Assigned Time Award, offering 50 faculty members a course release for either fall 2024 or spring 2025. Additionally, the second annual call for applications for the Catalytic Investment on Research and Innovation Seed (CiRIS) Program was announced in May 2024, with a submission deadline of September 30, 2024.

### **Strategy 2.30. Promote a culture of respect and civility in which everyone's contributions are valued.**

The WCOE implemented several initiatives to enhance faculty and staff engagement, including expanding the Dean's Cabinet for increased representation, changing monthly Program Improvement & Effectiveness Workshops to Extended Leadership Meetings, and launching an anonymous Faculty/Staff Feedback/Input Form. Additionally, the appointment of Dr. Diana Camilo as the Dean's Fellow for Faculty & Staff Wellness led to the planning of various workshops and activities. JHBC hosted events focused on Diversity, Equity, and Inclusion (DEI), while CAL organized theme-based CAL Talks and Faculty Spotlight events to foster cross-disciplinary dialogue and showcase faculty achievements. The SBS Dean engaged with faculty and staff through casual lunches, while CNS promoted a culture of respect through social

events, department meetings, and staff/faculty retreats. Employee Labor Relations conducted training sessions on performance management and civility, while the Office of Faculty Affairs and Development initiated a long-term plan to address respect and civility campus-wide.

University Advancement employed various strategies such as the Advancement Academy, Professional Development Program, and division luncheons to enhance employee retention and strengthen communication. Additionally, the Provost's Office held weekly staff meetings to facilitate information sharing and collaboration. The Vice Provost initiated "A Culture of Thriving" project, assembling a cross-divisional team to outline core elements, and will add faculty members to the planning and implementation process in Fall 2024.

### **Strategy 2.31. Increase recognition of staff accomplishments.**

Various departments across divisions and academic colleges hosted events to recognize staff achievements, such as end-of-year celebrations, BBQs, and awards. The Provost's Office launched a Staff Spot Award for exceptional performance. Marketing strategies highlighted staff achievements across multiple media channels. Strategic Communication aimed to improve recognition through better departmental communication. The HR Division's Staff Recognition Program celebrated employees embodying core values, with plans to extend to a campus-wide initiative. The HR Newsletter, launching in June 2024, features staff spotlights and HR events. The Office of Enrollment Management (EM) conducts meetings to recognize staff dedication and host summer workshops. Overall, these initiatives aimed to foster a positive organizational culture, enhance recognition, and support staff professional development.

### **Strategy 2.32. Create a new Staff and Faculty Wellness Program.**

A Mental Wellness Faculty Fellow role was introduced in 23-24 to enhance faculty mental health. The Fellow organized six workshops that filled to capacity and distributed monthly resources. Future plans will involve improving coordination between HR and FAD to create an Employee Wellness Program. The initiative received \$43,000, with \$13,000 for the Fellow's compensation, and a request has been made to roll over the remaining funds for continuing to develop the Staff and Faculty Wellness Program.

Human Resources is expanding the Staff Development Center to focus on employee wellness across four pillars: physical, mental, emotional, and financial. The Recreation & Wellness Department (RW) increased summer participation by 41% with their "Summers @ The Rec" program and conducted a wellness survey. RW plans to introduce summer youth camps and has implemented a faculty/staff bowling league. The Student Health Center (SHC) provided first aid to five employees and held wellness workshops attended by over 50 participants. Counseling and Psychological Services (CAPS) supported faculty/staff with mental health

consultations, crisis response, and outreach events, with approximately 520 attendees over the year. CAPS is exploring Mental Health First Aid training for staff and faculty.

Despite the involvement of RW, CAPS, and SHC in wellness initiatives, a comprehensive faculty/staff wellness program has yet to be realized. Dr. Diana Camilo, the new WCOE Dean's Fellow for Faculty & Staff Wellness, planned additional workshops and activities for Spring 2024. The overall wellness program aims to foster a healthy campus environment through multidisciplinary collaboration and ongoing development.

**Strategy 2.34. Explore work arrangements that include staff input and keep student success and institutional needs in mind.**

The university has supported staff wellness and work-life balance through various telecommuting programs. The College of Extended and Global Education allows staff to work remotely one day a week, aligning with operational needs. Staff pursuing higher education or teaching at local institutions can adjust their work schedules. The EM Department's MPPs work with staff to balance remote work and office needs, and the CAL staff are given flexible remote work options, coordinated with supervisors. A form in September 2023 gathered staff preferences for telecommuting, which were considered in scheduling to maintain student support and institutional needs.

The CNS strategic plan includes a future survey on telecommuting and workload preferences. Aligned with campus policy and classification status, the Vice Provost maximizes telecommute days for staff and offers flexible hours, ensuring office coverage. Graduate Studies staff can telecommute up to two days per week, and the Provost's Office allows one or two remote workdays per week, following campus policy. CSBS and other divisions also support telecommuting within policy guidelines, with managers ensuring office coverage and staff flexibility. Units assessed the impact of flexible arrangements for staff and identified enhanced productivity, particularly when office needs and industry norms were factored in.

Staff involvement in decision-making has been elevated, with regular feedback mechanisms including suggestion boxes and surveys being promoted. The JHBC staff initiated monthly Staff Chats for information sharing and support, inviting Deans when necessary. WCOE added staff representatives to the Dean's Cabinet and launched an anonymous feedback form to review and act upon monthly. Staff have been encouraged to apply for professional development funds and are provided flexible work hours to attend CSUSB courses during working hours.

## Goal 3 | Diversity, Equity, and Inclusion

### **Strategy 3.42. Enhance collaboration between DEI partners across campus to create campus-wide events (e.g., event planning, speakers, employee resource groups).**

CSUSB's Staff Development Center aims to enhance Diversity, Equity, and Inclusion (DEI) knowledge through training and workshops. Collaborating with campus departments and the DEI Board Staff Subcommittee, they are working on three "Inclusion Days" for staff at both San Bernardino and Palm Desert locations. The inaugural CSUSB Inclusion Day focused on improving DEI competencies among staff and faculty through interactive workshops.

The "Welcome Black BBQ" and "Pan African Scholars Open House," led by PASSC, aimed to increase enrollment of underrepresented student populations by fostering an inclusive environment. The DEI Board's Alumni and Community Outreach subcommittee organized events, including a tour of the Black Voice News 50 Year Anniversary Exhibit and a screening of the Netflix movie "Rustin," attracting over 50 attendees each.

The Division of Student Affairs hosted over 25 DEI events and initiatives, collaborating with various departments and integrating DEI principles into curricular and co-curricular experiences. These events included leadership roles in six affinity months and five affinity graduate celebrations. Despite successful integration of DEI values, scheduling challenges arose due to misalignment with curriculum development, highlighting the need for better coordination and early planning.

### **Strategy 3.46. Develop and ensure university materials use inclusive and are accessible (e.g., policies, procedures, applications).**

CSUSB is committed to fostering a safe and inclusive campus environment by implementing 153 recommendations from the Cozen report. This includes the creation of the CSUSB Inclusive Language Guide & Glossary and various DEI events and initiatives. The IEC continuously updates its website to provide clear information on Title IX policies, procedures, and resources, enhancing student, faculty, and staff understanding of their rights and responsibilities.

Key DEI events that were initiated in 23-24 included the Disability Studies Lecture Series, the "Welcome Black BBQ," and the "Pan African Scholars Open House," which aimed to support underrepresented students and create an inclusive campus culture. The DEI Board also hosted events such as the Black Voice News 50 Year Anniversary Exhibit tour and a screening of "Rustin," both well-attended and aimed at fostering community engagement.

The Faculty Center for Excellence (FCE) offered programs such as the Equity-Minded Teaching (EMT) certificate and Equity-Minded Pedagogy (EMP) courses to support faculty in creating an inclusive environments in their classes. Dr. Jess Nerren, the inaugural Faculty Inclusion Fellow for Disability, worked extensively to raise awareness and promote positive actions toward students with disabilities.

Additionally, monthly web accessibility scans and document remediation projects ensured ADA compliance, improving user experience and academic performance. In total, we remediated over 12,000+ pages! In addition, CSUSB has been able to make 3D printed tactile maps to help students who are blind navigate the campus, tools to help students who have limited physical mobility, and tactile models to help students study subject matter in their major. Finally, the Information and Communication Technology (ICT) review process has been enhanced to streamline ICT requests and ensure ADA compliance.

**Strategy 3.48. Recognize and reward members of the university community who demonstrate a commitment to diversity, equity, and inclusion.**

Dr. Lori Caruthers Collins collaborated with the President’s DEI Board to develop a DEI Faculty Recognition Award that will honor outstanding faculty members for their contributions to diversity, equity, and inclusion, with the awards to be presented at convocation. The drafted call has been shared with the DEI Board Staff sub-committee to develop a parallel award for staff. These awards will be given out for the first time in AY 24-25.

**Strategy 3.49. Utilize available and new survey data to help better understanding the experience of CSUSB community members and their diverse perspectives.**

The President’s DEI Board subcommittees are developing a student and alumni survey to gather data on the CSUSB experience, which will be sorted and analyzed for trends based on diversity, gender, demographics, etc. To help meet campus needs, the planning of DEI events was driven by survey data from prior events. Each event was assessed through surveys, open discussions, focus groups, and participant engagement metrics. In total, 109 DEI events were held with 4,170 attendees, including 3,970 students, 122 staff, 29 faculty, and 50 community members. Surveyed employees reported that their experiences positively impacted their critical thinking (82%), problem-solving (88%), communication skills (91%), professional relationships (97%), and respect for diversity (97%).

**Strategy 3.53. Provide training programs to help campus members 1) understand their rights and responsibilities under the law and 2) learn how to identify and respond to discrimination, harassment, and other human right issues.**

The implementation of Cozen Recommendations at CSUSB underscores a commitment to a safe and inclusive campus. Collaborations with Faculty Affairs Development and Staff Development Center have increased training for faculty and staff, while student event engagement has risen by over 300%. Continuous enhancements to the IEC website ensure accessibility, informativeness, and cultural sensitivity, reinforcing an inclusive campus environment. The IEC is expanding outreach and education through collaborations, offering both in-person training and online resources. A new Outreach, Prevention, and Education position has been created to support campus activities and training for students, staff, and faculty. Additionally, a partnership with Talent Acquisition has led to the development of equity and inclusion training for search committee chairs to promote fair hiring practices.

**Strategy 3.54. Expand availability and knowledge of adequate all gender bathroom spaces, lactation rooms, and interfaith meditation/prayer rooms to honor the needs of the campus community.**

During the 2023-2024 academic year, CSUSB's Facilities Management converted 675 square feet of space in the College of Education, Jack H. Brown Hall, and the Visual Arts buildings to create five new all-gender restrooms. Additionally, 100 square feet in Sierra Hall was converted into a designated lactation room. The cost of these renovations exceeded \$48,350, funded by re-allocated capital project savings. This initiative resulted in a 20% increase in all-gender restrooms on campus, adding such facilities to three academic buildings that previously lacked them.

The campus community was informed via email about the new facilities and directed to the campus map, which features an “Inclusive Services” section displaying the locations of all-gender restrooms and lactation rooms across both campuses. The map is regularly updated to reflect new facilities as they are made available.

Despite the 20% increase in facilities, some buildings still lack access to all-gender restrooms and lactation rooms. Future funding will be necessary to continue renovations and expand these facilities. The campus map will also require continuous updates to provide accurate information about available inclusive services.

**Strategy 3.55. Create data-informed initiatives and policies to assist our students from historically underrepresented students.**

The Office of Institutional Research & Analytics collaborated with Academic Success and Undergraduate Advising (ASUA) to analyze course success and retention outcomes for students needing additional support in Math and English. ASUA responded by revamping the course pre-load process for incoming first-year students, expanding embedded tutoring and mentoring in



stretch courses, and launching a summer program for students requiring extra support.

Additionally, the Office supported Student Affairs and ASUA in securing the AANHPI Student Achievement Program-Yoti Osos Undergraduate Retention and Success Programs grant. This initiative aims to enhance academic and social support structures to improve retention and graduation rates, utilizing real-time dashboards to monitor participant progress.

The Student Affairs division prioritizes fostering a campus environment that respects and protects human rights for all community members. They implement data-driven initiatives including mentorship programs, cultural competency training, and inclusive events to ensure a welcoming atmosphere for students. Specific data dashboards for marginalized groups, such as African American and students with disabilities, enable directors and counselors to quickly identify and address student needs.

The Vice Provost partnered with the Office of Institutional Research & Analytics on the Building Transformative Cultures of Data Use for Student Success grant from the Lumina Foundation. This initiative aimed to enhance data utilization across the institution, providing workshops to nearly 50 faculty on interpreting institutional data and using dashboards to evaluate student success and equity. Suggestions were also gathered from faculty on dashboards that would be worth developing. These will be evaluated and developed in 24-25.

University Advancement addressed barriers in scholarship administration by eliminating the requirement for recommendation letters in scholarship applications. This change, coupled with improved marketing and partnerships with student centers, led to a significant 48% increase in scholarship applications for the upcoming academic year, advancing efforts to make scholarship opportunities more accessible and equitable for all students. Ongoing assessment of the application process aims to further reduce equity gaps in scholarship access.

## Goal 4 | Internationalization

### **Strategy 4.56. Increase the number of globally-focused activities and augment student, faculty, and staff involvement.**

CSUSB has been actively engaged in various international and domestic initiatives to promote education and global collaboration. Dr. Golge Seferoglu and Dr. Lasisi Ajayi conducted workshops in earthquake-affected areas of Turkey, focusing on Education for Sustainable Development in English Language Teacher Education (ESDELTE), supporting CSUSB's internationalization goals. Dr. Eun-OK Baek presented a TOEFL speaking app project at the Education and New Developments 2023 Conference and explored AI in education at the 2024 International Congress on Mathematics Education.

The university's College of Education (WCOE) is collaborating with Northeast Normal University, China to host the Education of Sustainable Development Conference in 2024, with plans to move it to CSUSB in 2025. They also hosted the 2nd Annual Dual Immersion Symposium and Latino in Education Advocacy Days. Dr. Sang Nam is a council member at Hebron Asia International Institute of Technology in Thailand, aiding with accreditation and faculty recruitment. The Office of Student Research secured funding for international travel opportunities for students.

The JHBC Center of Global Management is developing STEM programs for diverse student groups, and the Hospitality Management program organized study abroad trips and scholarship galas. University-wide marketing and public relations efforts highlighted global engagements, including partnerships with institutions in Ukraine, India, and Antarctica. Enhancing communication about global activities across departments and staff can further strengthen CSUSB's international initiatives and strategic objectives.

### **Strategy 4.57. Increase international student groups' awareness of club allocation budget (CAB) funding for activities and events.**

The College of Extended and Global Education (CEGE) and Student Affairs have collaboratively taken steps to support international students and enhance global engagement on campus. CEGE initiated regular meetings with ASI International student representatives to better understand their diverse needs and foster campus engagement through student clubs. They collaborated with stakeholders to outline the funding process for the Club Allocation Budget (CAB) and created a marketing flyer to promote this opportunity. CEGE transferred \$3,000 to the ASI CAB, ensuring international student groups have resources for diverse activities and events.

Efforts to enhance global learning included over 30 workshops and training seminars throughout the academic year, informing international student groups about CAB funding availability and application procedures. These sessions clarified the funding process, resulting in increased CAB funding applications. The Executive Vice President of Finance also provided one-on-one sessions for international students, offering direct assistance with paperwork and award details.

Looking ahead, CECE plans to implement a comprehensive strategy to improve communication and support, including regular workshops, webinars, collaboration with international student offices and advisors, and enhancing digital resources such as the Student Canvas page, ASI website, and social media platforms. These initiatives aim to foster a supportive environment for international students and promote global engagement across the campus community.

**Strategy 4.63. Provide comprehensive and centralized support for faculty and students in education abroad programs.**

CECE at CSUSB has implemented significant changes to enhance support for study abroad programs and international initiatives. They centralized the Education Abroad programs previously managed by the JHBC Center for Global Management within the Center for International Studies and Programs (CISP) to streamline operations and improve support for all involved. The CISP Abroad Team actively engaged with the Puente Project Transfer Motivational Conference at CSUSB, conducting two workshops attended by 32 prospective students and interacting with 33 individuals at Coyote Walk. These outreach efforts promote study abroad opportunities and foster student interest, with plans to continue initiatives in Fall 2024 orientations.

In Spring 2024, CECE secured \$75,000 in strategic funding, allowing them to hire an Administrative Support Coordinator II and an AAS I to strengthen the Education Abroad Office, enhancing administrative support and facilitating smoother operations. CECE also collaborated with Enrollment Management on course articulation, 1+2+1 programs, and the implementation of a CHEPD Undergraduate Transfer Program with Jiangsu University. These partnerships aim to create seamless pathways for students interested in international education opportunities, furthering the university's global engagement initiatives.

**Strategy 4.64. Lower study abroad costs and increase financial aid awareness to improve affordability.**

CSUSB has significantly expanded scholarship opportunities through robust fundraising efforts, particularly targeting historically underrepresented student groups. The university's pioneering "Our Defining Moment" campaign, which launched in 2021, integrates philanthropic and

research-based fundraising to support key university priorities, with a strong emphasis on enhancing student success through increased scholarship funding. Since its inception, the campaign has boosted scholarship allocations from \$2 million in 2020 to nearly \$2.2 million by 2024. Notably, there has been a 9% increase in average scholarship support for Hispanic Latin students and a 3% increase for Black or African American students over the past two years.

Looking ahead, CSUSB aims to further enhance affordability for study abroad programs by targeting donors interested in funding specific scholarships tailored for international education opportunities. Meanwhile, the College of Extended and Global Education (CEGE) secured the annual IIE grant to assist Pell-eligible students in obtaining U.S. passports, promoting accessibility and equity in study abroad experiences. In recognition of its commitment to international education, CSUSB was lauded at the CSU International Programs Study Abroad Forum in Fall 2023 for sending a high percentage of Gilman Scholarship recipients overseas, highlighting the university's success in supporting students' global educational aspirations.

In Spring 2024, CEGE received strategic funding amounting to \$110,000 to bolster its education abroad initiatives. A portion of this funding has been allocated to reduce program costs for all Summer 2024 faculty-led study abroad opportunities by \$1,000, thereby enhancing affordability and accessibility for participating students. Additionally, discussions between Enrollment Management and CEGE have explored initiatives such as course articulation, 1+2+1 programs, and the CHEPD Undergraduate Transfer Program with Jiangsu University, aimed at facilitating seamless educational pathways for students interested in international academic experiences.

**Strategy 4.70. Increase awareness among international students and campus members that all services for students (e.g. advising, counseling and psychological services) are available to international students.**

The Basic Needs & Student Support team at CSUSB has taken proactive steps to address concerns among international students regarding the use of services at Obershaw DEN. Collaborating with ASI and SMSU, they facilitated discussions with the International Student Success team to assess food resource accessibility and overall support for basic needs among international students. Presentations by CAPS to students in National Student Exchange (NSE) and International Extension Program (IEP) educated them about mental health services, clarifying access and eligibility guidelines under the international student insurance. This engagement has resulted in increased utilization of CAPS and Student Health Center (SHC) services by international students, with resolved eligibility issues. Moreover, SHC presentations during international student orientations have informed adjustments to the student insurance plan.

Concurrently, the College of Extended and Global Education's International Extension Program launched initiatives including the English conversation partners and international peer mentor

programs to facilitate domestic-international student interactions, enhancing awareness of available services. Additionally, specialized workshops organized by the Center for International Studies and Programs further support international students, covering topics such as health insurance, classroom success strategies, and financial literacy. Moving forward, these departments plan to sustain these efforts through ongoing service promotion, orientation involvement, and collaboration with the International Education Team to continually address and meet international students' needs effectively at CSUSB.