

# WSCUC Institutional Report 2017





## Contact

Mr. Ken O'Donnell  
Interim Vice Provost,  
Accreditation Liaison Officer (ALO)  
kodonnell5@csudh.edu  
(310) 243-3307

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# 1 Introduction to the Institutional Report: Institutional Context; Response to Previous Commission Actions (CFRs 1.1, 1.8)

**AMERICA HAPPENS HERE:** More than half a century after its founding, California State University, Dominguez Hills serves as a conduit between the reality of today's America and a vision put forth not just by the CSU, but also by the country's founders. For if "life, liberty, and the pursuit of happiness" truly are "inalienable rights," so too must be affordable, accessible, and quality higher education for those who seek it.

– Dr. Willie J. Hagan, Inauguration as the 10th President of CSUDH

## History of the Institution

California State University, Dominguez Hills (CSUDH) is a comprehensive public urban university and one of the 23 campuses that constitute the California State University (CSU) system. In response to post-World War II population increases and the emergent aerospace and defense industries of the 1950s, CSUDH was founded in 1960 in the South Bay area of Los Angeles. Established as the 17th campus in what is now the 23-campus CSU system, Dominguez Hills was originally located on the South Bay's affluent Palos Verdes Peninsula and named the California State College at Palos Verdes. In 1965,

the University welcomed its first classes at a temporary location in the California Federal Savings Bank in Palos Verdes' Rolling Hills Estates, enrolling approximately 40 students supported by 11 faculty members and administrators.

***CSUDH is 1 of only 5  
CSUs NOT to declare  
impaction.***

Then, on August 11, 1965 the Watts Rebellion erupted in the Watts neighborhood of Los Angeles, devastating the community and simultaneously focusing a national spotlight on longstanding racial inequalities and socioeconomic injustices. In the aftermath of the Watts Rebellion—now considered by many to be one of the key turning points in the African American

Civil Rights movement—then California Governor Pat Brown visited the area. In concert with the California State Department of Finance and the State College Board of Trustees, Governor Brown ultimately resolved that Dominguez Hills, a former segment of the first private land grant in Southern California (the Rancho San Pedro), would provide the area's racially and ethnically diverse population with the best accessibility to a college education.

The University's 346 acres are located on that 1965 site in what is now the incorporated city of Carson, California, 18 miles south of downtown Los Angeles. Consequently, CSUDH serves the South Bay and the greater Los Angeles metropolitan areas, which, as a geographic region, features one of the United States' most dense and diverse human populations in terms of race, ethnicity, national origin, and spoken language, among other sociocultural markers. Those regional demographics are closely mirrored by the communities surrounding the CSUDH campus as well as by Dominguez Hills' student demographics. The University's mission, vision, and values have therefore been articulated and clarified over time with an intentional focus on serving a profoundly heterogeneous population with ever-increasing success.

In response to the institution's historical exigency and charge to serve the highly diverse South Bay region, CSU Dominguez Hills maintains an institutional focus on the educational needs of the surrounding communities. Under the leadership of President Willie J. Hagan, CSUDH currently serves approximately 14,731 undergraduate and graduate students. One of the most diverse public universities in the western United States, the CSUDH student body is 61.9% Hispanic/Latinx; 14.1% Black/African American; 11.1% Asian; 9.5% White; 0.3% Hawaiian / Other Pacific Islander; 0.1% American Indian / Alaskan Native; and 3% two or more races. Further, 50.8% of all CSUDH students are first-generation college students. CSUDH's student body, faculty, and staff reflect the social, economic and cultural reality of the twenty-first century global marketplace.

The California State University, Dominguez Hills mission is to provide education, scholarship, and service that are, by design, accessible and transformative for all, serving students who seek academic achievement, personal fulfillment, and preparation for the work of today and tomorrow. CSUDH is committed to making a positive impact on students' individual lives as well

as on the region at large. Through a strong selection of academic programs that blend theory and practice, Dominguez Hills broadly educates students in the liberal arts and sciences, and develops students' abilities to absorb, understand, evaluate and communicate information and knowledge. The CSU tradition of teaching excellence lies at the heart of the educational experience at CSUDH, and the faculty includes nationally recognized and world-renowned experts in their specific disciplines. In fact, 92% of full-time faculty members hold doctorates or other terminal degrees in their fields.

CSU Dominguez Hills is widely recognized as a vital educational and economic resource for the South Bay region as well as a top-performing comprehensive urban university in the United States. In the past decade, the University has continued to build and deepen its institutional identity as a campus community and gathering place where:

- Diversity in all its forms is explored, understood, and transformed into knowledge and practice that benefits the world.
- Technology is embraced and leveraged to transcend educational boundaries as we reach out to students, both locally and globally.
- Sustainable environmental, social, and economic practices are a way of life.
- Students from our community who aspire to complete a college degree are provided the pathway and guidance to succeed.
- Faculty and staff across the University are engaged in serving the dynamic needs of the surrounding communities.
- Student life is meaningful and vibrant.
- Our accomplishments and those of our alumni are recognized nationally and internationally.
- Ultimately, our students graduate with an exemplary academic education, a highly respected degree, and a genuine commitment to justice and social responsibility.

The following core values are fundamental to the institutional success of CSUDH:

- **Accountability.** We recognize and live up to our responsibility to our students, campus resources and finances, staff, faculty, alumni, supporters, and the community at large.
- **Collaboration.** All segments of the campus community work together to support our vision as well as our students' success.
- **Continuous Learning.** We strive to continually improve teaching, scholarship, and service.
- **Rigorous Standards.** We identify, implement, and support excellence in all our practices.
- **Proactive Partnerships.** We actively engage with our communities and their members to promote educational opportunities and excellence for our students.
- **Respect.** We celebrate and respect diversity in all forms.
- **Responsiveness.** We are here to serve the needs of students, this community, and society.

The University's academic programs are widely recognized and valued for the quality and professional preparedness of their graduates. CSUDH students have access to unique research and internship opportunities that enable them to collaborate side-by-side with faculty in the classroom, in the lab, and in the field. The student-faculty ratio of 21:1 ensures that students have access to the expertise and guidance of highly trained faculty members, and further enables instructors to develop strong, supportive mentoring relationships with their students.

## Overview of Capacity, Infrastructure, and Operations

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The 346-acre CSU Dominguez Hills campus boasts 1,035,738 square feet of facilities situated in a mix of modern and contemporary buildings, all built between 1967 and 2010. Facilities with a diverse mix of architecture include a theatre lecture hall, student union

and dining, the Leo F. Cain library, a gymnasium, and state-of-the-art sports facilities.

CSU Dominguez Hills' original Master Plan was developed by A. Quincy Jones in 1967 and approved by the then CSC Board of Trustees. Articulating a comprehensive vision of the physical development of the campus, the Master Plan projected an integrated environment notable for its continuous and interrelated open-space system. Remaining key features of the original Plan include: the continuity of pedestrian circulation; separation of pedestrian and vehicular movement; integrated and consistent concept of architectural form; grade-separated pedestrian paths and landscape garden levels; a grade-separated utility and service system; and building configurations that take advantage of garden-level areas and provide entry to intermediary building levels. Central elements of the academic core and circulation plan were developed according to the original Master Plan, and as the campus moved forward with a design to eventually accommodate up to 20,000 FTEs, the original Plan has been reinterpreted and updated.

To reinforce the University's educational mission in developing the principles for the Master Plan, elements of the original Plan have been considered, preserved, and enhanced where applicable. The primary principles guiding the Master Plan are open space as a campus organizing tool, campus character defined and harmonized by landscape, reinforcing the pedestrian character of the campus core, overcoming grade changes and strengthening the campus fabric, and enhancing the University's image within the community. The CSU Dominguez Hills campus has a series of unique characteristics that the Master Plan attempts to respect and enhance, including a clearly identifiable modern architectural style in its main buildings, a thematic double-tree canopy composed of tall trees and shorter floral species, a compact and exclusively pedestrian campus core, and a campus with the continuous sloping grade and change in topography.

Signature buildings on campus include the Loker Student Union (LSU) and the Library South Wing. The expanded and renovated LSU features 120,000 square feet of food vendor space, offices and conference rooms, lounge and study seating, and event and dining facilities, including the beautiful 800-seat Dominguez Ballroom, a fine dining restaurant, and a sports bar. In 2010, CSUDH opened the Library South wing, a new five-story 140,000-square-foot addition to the Leo F. Cain





### *Loker Student Union*

Library, which features 1,600 reader stations, two dedicated computer labs, reading and study rooms, a state-of-the-art archival storage and research area, conference rooms, events center, and an art gallery.

In 2010, the School of Nursing opened a 4,000-square-foot clinical skills lab, the first such facility on campus in the program's 29-year history. The facility features a six-bed skills lab resembling a hospital recovery room, a two-bed simulation lab with high-tech human patient simulators, a 32-seat smart classroom/computer lab, television monitors, and a reception area as well as office and storage space.

The CSUDH main campus also houses the California Academy of Math and Science (CAMS), a comprehensive public, four-year high school that seeks to increase the nation's pool of graduates in mathematics and science. CSUDH partners with the Academy through programs that offer college-level courses to CAMS students at a nominal cost.

In addition, the South Bay's StubHub Center is situated on 125 acres of the CSU Dominguez Hills campus and



*CSUDH Women's Soccer*

features state-of-the-art stadiums and facilities for soccer, tennis, track & field, cycling, lacrosse, rugby, volleyball, baseball, softball, basketball, and other sports. The StubHub Center is not only home to the Los Angeles Galaxy,

Southern California's Major League Soccer franchise, it is also designated as an "Official U.S. Olympic Training Site," the nation's most complete training facility for



*Librarian provides research assistance to student.*

Olympic, amateur, and professional athletes. The complex includes a 27,000-seat soccer stadium, 8,000-seat tennis stadium, 10,000-seat track and field facility, and a 2,450-seat indoor velodrome.

The University's offsite facilities include the CSU Dominguez Hills Center for Orthotics and Prosthetics (O&P), a 12,000-square-foot, custom-built facility located in Los Alamitos, California that includes classrooms and several laboratory spaces. Faculty and students in the O&P program can rotate into VA prosthetic, orthotic, and other medical clinics to enhance their patient care skills. Active clinical rotations



***CSU Board of Trustees approved new building, CSUDH Center for Science and Innovation.***

are also in place with both large and small private O&P providers such as the Hanger Orthotic and Prosthetic Clinic's major central fabrication facility, Rancho Los Amigos Rehabilitation Center, and the Balboa Naval Medical Center's C-5 program in San Diego where combat wounded soldiers receive treatment.

Beginning in 2014, CSUDH began to engage University constituencies in conversation regarding the need for and the viability of a new science building at the main campus, and the Science Building Feasibility Steering Committee was formed including faculty, staff, and students. Co-chairs Dr. Rod Hay, then Dean of Natural and Behavioral Sciences, and Mr. Jonathan Scheffler, Director of Facility Services, worked with an architectural and engineering firm to engage faculty and staff and complete the initial feasibility study required by the CSU Chancellor's Office. Between spring 2014 and fall 2015, several CSU Trustees, the CSU Chancellor, and new Executive Vice Chancellors toured CSU Dominguez Hills, including visiting the Natural Sciences and Mathematics (NSM) building. Based on discussions before and after those tours, CSU leadership developed a clearer sense of the importance of a new science facility for CSU Dominguez Hills. As a result, the CSU Board of Trustees approved the new CSUDH Center for Science and Innovation building in November 2015. Planning and design of the 87,000 gross square-foot building will take approximately 15 months, and groundbreaking for the new building, which will be located immediately to the south of the existing NSM building, will occur in summer 2017. Additional input and involvement by faculty, staff, and students will continue throughout the planning, design, and construction of the building, which is scheduled for completion in summer 2019 to accommodate fall semester occupancy.

The campus selected Hammel, Green and Abrahamson (HGA) as project architects. When complete, the

new building will be a modern instructional facility, providing state of the art science labs and classrooms supporting innovations in science and math education and faculty research. Science labs and lab support currently housed in the existing NSM building will be relocated to the new building, which will also house new active learning classrooms, faculty research labs, and common gathering space designed to foster collaboration and increase faculty and student interaction. Additionally, the University has recently received approval and capital financing from the CSU for the development of residential facilities to accommodate approximately 500 new beds dedicated to housing undergraduate students.

With current enrollment growth projected to continue and the need to enhance the instructional facilities of the institution, the University recently reinitiated the campus master planning process. The process has included a deliberate effort to strategically develop portions of the campus into complementary land uses, which will be capable of generating resources necessary to grow and enhance the campus in the future. The proposed Land Development Plan will create space for retail shops/services, restaurants, housing, a business park, and other facilities to serve the needs of the campus and the surrounding community.



***STEM Lab design for CSUDH Center for Science and Innovation building.***

This large-scale land development, which has been integrated into the updated campus Master Plan, puts CSU Dominguez Hills on the forefront of the 23 CSU campuses. This effort not only ensures the evolution of a beautiful, well designed, living and learning environment capable of supporting the University's projected 20,000 FTE enrollment, it also identifies and produces the requisite resources to fund projected future developments.

## Structural Changes

Since CSU Dominguez Hills submitted its last Educational Effectiveness Review in February 2008, the University has undergone a number of structural changes.

For the second half of this period, the University has benefited from the consistent and visionary leadership of President Willie J. Hagan, who became president in 2013 after serving in an interim capacity for one year. Dr. Hagan has a diverse skill set and background that ranges from creative writing in Hollywood, to higher education lobbying in Connecticut, to serving as Chief Financial Officer at CSU Fullerton before coming to Dominguez Hills.

This knowledge and experience has benefited the University and influenced its structural changes over the past five years, beginning with a strategic planning process that set goals for educational quality, student success, and financial stability that the University has since consistently pursued. The Office of the President has added full-time senior staff who are responsible for specific strategic priorities, such as diversifying sources of revenue through the monetization of undeveloped real estate.

The past 10 years have also seen a significant change in the composition of our faculty, as the recession at the beginning of this period prompted sharp cutbacks in hiring across the CSU system. Since that period, and with the adoption of the University's Strategic Plan, the Office of the President and the cabinet of vice presidents have made it a financial priority to restore faculty and staff levels to their pre-recession strength. As of this writing, that remains a work in progress, and so the net structural change since 2008 is a reduction in both.

The Division of Academic Affairs has embraced a new focus on engaging and experiential learning, both as drivers of educational quality and as a strategy for student success. The 2008 CSUDH report cited service learning and undergraduate research as important points of pride, which they remain today. However the last decade, especially since adoption of the Strategic Plan in 2014, has seen a new urgency for integrating those best practices with the classroom experience to bring them closer to the core educational enterprise

and make them available to a greater share of CSUDH students.

The emphasis in Academic Affairs on high impact educational practices has been explicitly supported by the Faculty Development Center, the deans of the colleges and the Dean of Undergraduate Education. It regularly appears in the University's student success documentation for the Office of the Chancellor and outside constituencies, in campus dialogues and town hall meetings, and in departmental reappointment, tenure, and promotion policies. This emphasis, though pervasive, is new, and as such, the phrase "high impact practices" doesn't appear in CSUDH's 2008 institutional report.

Since the 2008 report, the Division of Student Affairs (SA) has expanded programming in two important directions: First, Summer Bridge and other early experiences have expanded dramatically, benefiting from internal and extramural financial



*The Male Success Alliance focused on improving the educational outcomes of men of color.*

support, as well as the committed, effective leadership of Vice President William Franklin. During this period, Vice President Franklin rose from within the division to head it, first on an interim and now on a permanent basis. Continuity in that division has resulted in positive and very large scale changes in how new students experience the University.

In increasing the breadth of programming, the SA Division has also added new opportunities for distinct student populations, most notably with the nationally recognized Male Success Alliance. The MSA uses current thinking about dispositional learning and

belonging to support Latino and African-American men in particular, and reinforces traditional curriculum with powerful networks of peers and mentors by tapping into the specific cultural assets of each population.

The structural changes in these divisions—the new emphasis on high-impact practices in Academic Affairs, and creation of specific programs of academic support and equity in Student Affairs—overlap with the University’s approach to enrollment management, which is another major structural change since 2008.

As an institutional function, enrollment management doesn’t appear on the CSUDH organizational chart of June 2006. At that time, the main concern with enrollment was increasing it. The University routinely fell short of its admission targets as set by the CSU system and state of California, which created ongoing structural and fiscal deficits. Leadership sought to make up the difference with aggressive outreach and the extensive use of “Special Admissions,” which were granted to students who did not meet minimum

eligibility requirements. Attrition was high under this system, and the result was a vicious circle with the University scrambling to replace successive pools of short-term enrollment.

However, enrollment management at CSUDH has matured to become one of the best and most collaborative models in the CSU system. Special admission status is now the exception it was intended to be, and nearly every entering student is eligible for admission upon enrollment, including those students who require remediation. This makes possible a targeted set of summer interventions, and dramatically improved retention and persistence into the second and third years.

At the same time, economic contraction in the state and the growing use of impaction at surrounding CSU campuses has put new capacity pressures on CSU Dominguez Hills. Since 2008, enrollment has become something not just to seek but to actively manage.

This new kind of enrollment management reveals a high level of integration across the CSUDH campus. For example, the University has a new Associate Vice President of Enrollment Management who reports to the VP of Student Affairs, but who began as the registrar and continues to work very closely with both divisions of Academic and Student Affairs. In Academic Affairs, enrollment management is led by a new Associate Vice President of Retention and Academic Advising, who oversees separate centers for advising and tutoring. Both AVPs work closely with each other, with the AVPs of Student Affairs, and the divisions of IT and Business and Administration to optimize student pathways through curriculum. These efforts have resulted in much more sophisticated and integrative means of enrollment management at the University compared to the system in place in 2008.

Although still not obvious on a traditional organizational chart, the new, highly collaborative approach to enrollment management may be the most significant structural change since the University’s 2008 reaffirmation of accreditation and is one of its biggest successes.

Looking ahead, the University aims to apply this integrative model to a new and more cross-divisional approach to business intelligence. Traditional transactional data now resides in Admission and Records, and census data in Institutional Research.



*New Student Orientation*

Interest in these records is growing among campus stakeholders in ways the University means to encourage. Nearly every office and department has expressed interest in better understanding how they contribute to institutional effectiveness and mission. The University is now looking to other institutions within and beyond the CSU system for models of the cross-divisional collaboration and data availability CSUDH aims to provide in response. Dominguez Hills aspires to make this major structural change a highlight of the next institutional report. (See Appendix to view the [CSUDH organizational charts](#).)

## Response to Previous WASC Reviews

As a CSU campus, Dominguez Hills was first granted a two-year initial accreditation by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC) in 1964. Upon completion of the campus visit, CSUDH was fully accredited by the WASC Commission in 1968.

The last WASC Educational Effectiveness Review was conducted in 2008, and CSUDH's accreditation was reaffirmed for 10 years.

Following the 2008 Educational Effectiveness visit, Ralph Wolff's Commission Action Letter dated June 24, 2008 reaffirmed the accreditation of CSUDH and indicated that the Capacity and Preparatory Review would take place in spring 2018 and the Educational Effectiveness Review would be scheduled for fall 2019. A number of commendations of the work and dedication of CSUDH faculty and staff, as well as some areas requiring continuing attention, were noted in the 2008 Commission Action Letter. Specifically, an Interim Report was requested, to be submitted in spring 2012, to address "progress in the incorporation of assessment of learning in academic and co-curricular units within the institution, and the linkage of the results of such assessment with its strategic planning process."

An Interim Report was submitted in March 2012 and reviewed by the Interim Report Committee Panel in June of the same year, which was accepted by the Panel as submitted.

In a letter to then Interim President Willie J. Hagan dated August 9, 2012, CSUDH was lauded by a WASC panel of the Interim Report Committee for the "exceptionally thorough" and "copious" evidence provided in the Interim Report, which was produced in response to the Commission's request to detail CSU

Dominguez Hills' incorporation of assessment of learning in academic and co-curricular units and the linking of assessment results with the strategic planning process. In addition,

The panel noted the degree to which attention to students' co-curricular learning experiences was given a prominent place in the institution's strategic planning processes, budgets, and assessment strategies. The work of the University Advisement Center in providing comprehensive supports for student learning was seen as a valuable component of these efforts. In the academic arena, the departmental examples of program reviews and assessment reports demonstrate that the results of these reviews are in fact being used to improve academic programs. (CFRs 2.3, 2.4, 2.6, 2.13)

Moreover, the panel commended CSUDH for developing,

both an academic and an enrollment management component to the strategic planning process. Broad institutional engagement, including with the President's Cabinet, in the creation of these plans has helped the institution achieve many of the intended outcomes from this process. The specific recommendation that assessment outcomes be linked to the strategic planning process has been significantly achieved. The panel concluded that these processes are ongoing, faculty-driven, linked with the academic calendars, and embedded with the academic culture through integration with key institutional committees. (CFRs 4.1-4.3)

While the institution excelled in addressing those areas cited in the 2008 Commission Action Letter, it was also noted that in future reviews the University would need to ensure that those efforts "are being sustained as part of the institution's culture." As later Chapters will detail, particularly Chapters 4, 5, and 6, the University continues to actively engage constituencies in Academic and Student Affairs to ensure continuous improvement in the assessment of learning in both academic and co-curricular units.

A number of CSUDH programs are accredited by other agencies in their respective specialized fields, including the Accreditation Board for Engineering and Technology (ABET), American Chemical Society (ACS), National Council for Accreditation of Teacher Education (NCATE), California Commission on

Teacher Credentialing (CCTC), Commission on Collegiate Nursing Education (CCNE), National Association of Schools of Music (NASM), National Association of Schools of Theatre (NAST), Accreditation Council for Occupational Therapy Education (ACOTE), National Association of Schools of Public Affairs and Administration (NASPAA), and others.

## Preparation for the Accreditation Review

CSUDH is currently seeking reaffirmation of accreditation with the WASC Senior College and University Commission (WSCUC). In 2014, the campus began initial work on the self-study and preparing for the Institutional Review Process. Applying the 2013 Handbook of Accreditation, WSCUC set fall 2017 for the Offsite Review of CSUDH and spring 2018 for the Accreditation Visit, and this report has been developed as part of the accreditation process. The [WSCUC Steering Committee](#) was formed in fall 2014 and includes: the WSCUC Co-Chairs, Interim Vice Provost and Accreditation Liaison Officer (ALO), Ken O'Donnell (replacing Gitanjali Kaul), and the Director of Assessment, Mark Carrier; Associate Deans for each College; and faculty representatives from every College. [Special Task Forces](#) for each of the core competencies, including disciplinary experts in each of the core competency areas, were also formed in fall 2014. (See [Appendix](#) for a description of the mission, programs, and degrees of each CSUDH College.)

Following the guidelines of the 2013 Handbook of Accreditation, designated Steering Committee members were assigned to writing tasks for the institutional report beginning in spring 2015. The teams were organized to address specific components of the institutional report as follows:



*Students first day of class.*



*The University Library offers a welcoming environment for student collaboration.*



*Welcome Week offers opportunities for students to get to know each other and about campus resources.*

Table 1.1

**CSU Dominguez Hills  
WSCUC Institutional Report Components  
Writing Assignments**

<b>Introduction:</b> Institutional Context: Response to Previous Commission Actions CFRs: 1.1, 1.8	Gitanjali Kaul
<b>Compliance with WASC Standards and Federal Regulations:</b> Self-review under the Standards; Compliance Checklist	Gitanjali Kaul & Chris Monty
<b>Degree Programs:</b> Meaning, Quality, and Integrity of Degree CFRs: 1.2, 2.2, 2.3, 2.4, 2.6, 2.7, 4.3	Mark Carrier & Pat Kalayjian
<b>Educational Quality:</b> Student Learning, Core Competencies, and Standards of Performance at Graduation CFRs: 2.2, 2.4, 2.6, 2.7, 4.3	Mark Carrier & Pat Kalayjian
<b>Student Success:</b> Student Learning, Retention, and Graduation CFRs: 1.2, 2.7, 2.13	Bridget Driscoll & Paz Oliverez
<b>Quality Assurance and Improvement:</b> Program Review; Assessment; Use of Data and Evidence CFRs: 2.4, 2.6, 2.7, 2.10, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7	Mark Carrier
<b>Sustainability:</b> Financial Viability; Preparing for the Changing Higher Education Environment CFRs 3.4, 3.7, 4.1 4.3, 4.4, 4.5, 4.6, 4.7	Gitanjali Kaul, Naomi Goodwin, & Wayne Nishioka
<b>Conclusion:</b> Reflection and Plans for Improvement	Gitanjali Kaul & Mark Carrier

General Writer: Siskanna Naynaha

The WSCUC Steering Committee and Task Forces worked throughout the 2015-2016 academic year to educate the CSUDH campus community about the self-study process; to gather data, questions, and comments related to each of the core competencies areas from students, faculty, and staff; to provide a synopsis of key findings and recommendations regarding each section of the self-study; and to invite feedback related

to all of these areas from the entire community of campus stakeholders. Writing team leaders assembled drafts and invited feedback on each Chapter in the Institutional Report utilizing the WASC Worksheets for Self-Review, associated Steering Committee documents, and finally the task force reports. A faculty member from the Department of English compiled the drafts into the final institutional report. ■



## 2 Compliance with Standards: Worksheet for Self-Review/Compliance Checklist (CFRs 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2.2, 2.8, 2.9, 3.1, 3.2, 3.6, 3.7, 3.8, 3.9, 3.10, 4.1)

In the years since the last WSCUC accreditation review (2008), CSUDH has dedicated significant resources to continuously improve the quality and value of students' educational experiences. At the same time, the University has worked to validate the quality of those educational experiences through the development and implementation of robust policies and procedures related to program review and outcomes assessment in both the Divisions of Student Affairs and Academic Affairs. Despite challenges related to the CSU system's funding model, the CSUDH Interim Report (2012) and WSCUC [responses](#) demonstrate the University's continuous advancement in those areas.

In Essay 1 the University's process for appointing the WSCUC Steering Committee and writing teams is described in some detail, as are the related procedures, activities, and events designed to ensure an accreditation review process that meaningfully engages the entire CSUDH community. To begin the Self-Review, the Steering Committee, writing teams, and Accreditation Liaison Officers completed the worksheets provided by the Commission, "[Review under WSCUC Standards](#) and [Compliance with Federal Requirements](#)".

### Institutional Challenges

While the University's strengths are significant, Dominguez Hills also faces several institutional challenges as well as challenges related to larger structural social issues:

- Dwindling state support and continuous state budget reductions;
- Continuously increasing student demand and enrollment levels;
- Ranks of tenured and tenure-track faculty decimated by the recent recession, and still at the beginning of many years of recovery;
- Underserved, underfunded, and overburdened area K-12 schools that leave many students unprepared for the rigors of university education;
- Complex societal problems such as economic adversity, food and housing insecurity, and the ongoing problem of relatively high urban-area crime rates, which impact CSUDH students and necessitate a more integrated approach



to student welfare, teaching and learning strategies, and methodologies;

- Aging facilities and equipment that negatively impact all students, which may also be particularly detrimental to students in STEM and arts programs;
- Retention and graduation rates that, although comparable to similar institutions as identified by the Education Trust, remain low.

## Addressing Areas of Challenge

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While many of CSUDH's challenges originate beyond the institutional level at the regional, state, and national levels, the University continues to dedicate significant resources to redress those issues during students' time at Dominguez Hills.

## Aging Campus Facilities and Equipment

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Aging campus facilities and equipment continue to present challenges to all CSUDH students but perhaps most critically to those working toward degrees in STEM and the arts. However, as detailed in Components 1 and 7, technological updates as well as significant new construction and facilities renovation have been included in the most recent campus Strategic Plan and Master Plan respectively. Several related projects including construction of the new Center for Science and Innovation building and updates to both classrooms and technology tools across campus are currently underway. Based on the University's intentional and highly collaborative institutional planning process, CSUDH anticipates making significant gains in this area in the coming decade.

## Retention and Graduation Rates

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Retention and graduation rates at CSUDH are comparable to those of similar institutions as identified by the Education Trust. Still, those rates remain unacceptably low. The University has launched a number of high-priority, high-visibility curricular and co-curricular initiatives, programs, and projects designed to significantly increase retention and timely graduation for DH students in the coming years. In fact, the most recent data provided by the CSU Chancellor's Office Student Success Dashboard indicate that retention and graduation rates are already

increasing for all CSUDH student populations. See Component 5 for a detailed discussion of the latest data and the University's related curricular and co-curricular developments.

## Assessment of Student Learning

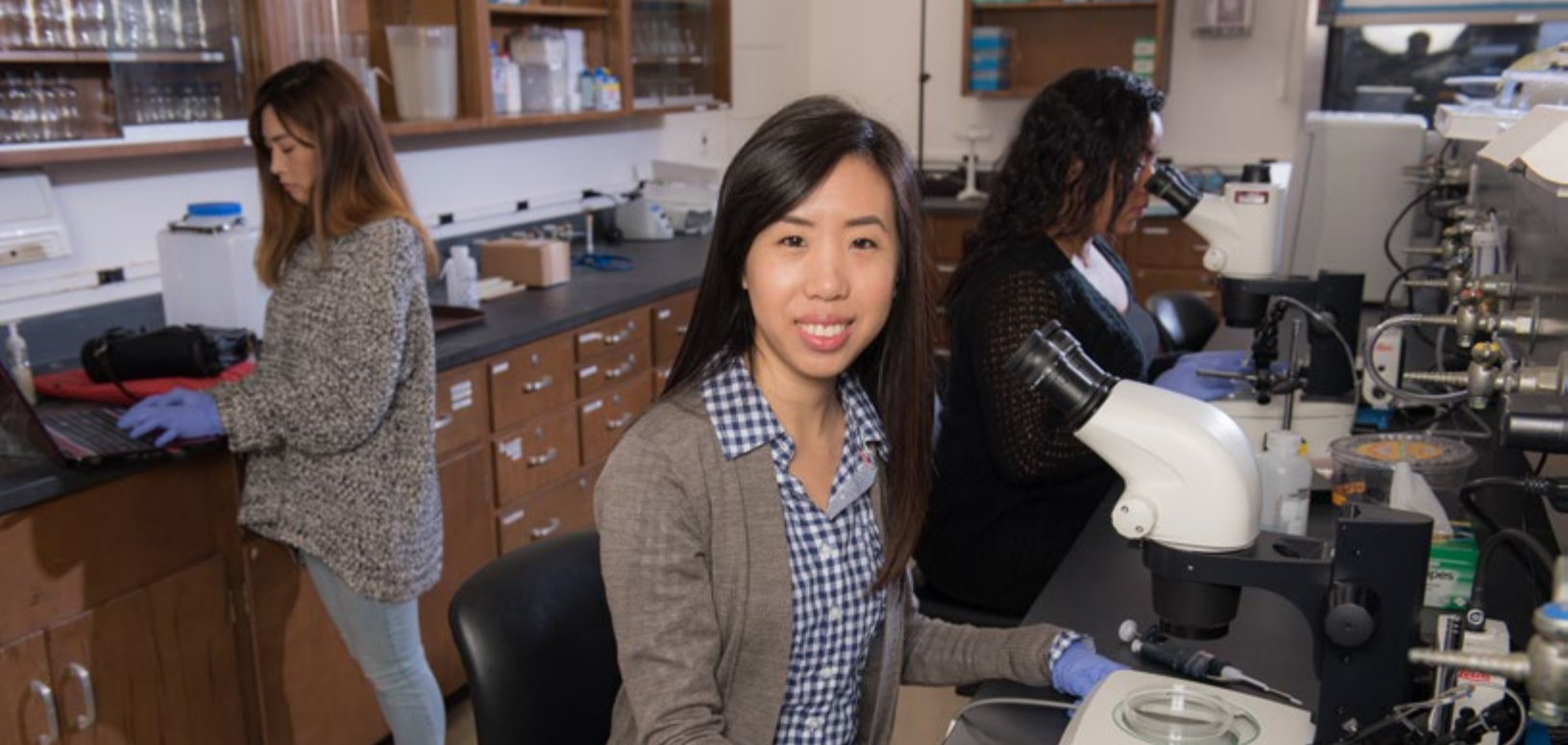
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Like other institutions, CSUDH is under increasing pressure to validate its effectiveness and be accountable for educational outcomes. The focus on assessment of student learning is a key component in the University's ability to demonstrate its educational effectiveness not only to WSCUC but to many internal and external constituencies concerned with the value, cost, and benefits of higher education. As a result, assessment of learning has been embedded in discussions on strategic planning across all divisions in their efforts to identify specific goals and establish divisional priorities, and assessment of learning will remain at the forefront of Dominguez Hills' institutional agenda in the coming years.

## Institutional Strengths

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CSUDH continues to be committed to building academic excellence, offering programs that respond to the needs and demands of community employers and preparing graduates with the skills and knowledge needed to compete in a globalized 21st century by: innovating academic offerings; building partnerships with community and professional organizations; and by attracting and retaining faculty committed to teaching and mentoring students in urban communities. Even in the face of shrinking state support and inadequate Funded Enrollment, the University actively seeks creative strategies that offer students an opportunity to complete a university degree, pursue their career aspirations, and contribute to their communities. CSUDH also actively develops and implements programs that bolster entering students' university preparedness, identify and intervene when students may be at risk, and increase persistence and retention among student populations that have historically been plagued by low graduation rates. ■



# 3 Degree Programs: Meaning, Quality, and Integrity of Degrees (CFRs 1.2, 2.2, 2.3, 2.4, 2.6, 2.7, 4.3)

## *What does It Mean to Earn a Degree from CSUDH?*

### Access and Affordability

The meaning of a degree from California State University, Dominguez Hills is framed by the University's mission (CFR 2.2) "to provide education, scholarship and service that are, by design, accessible and transformative. We welcome students who seek academic achievement, personal fulfillment, and preparation for the work of today and tomorrow." As one of only five CSU campuses that have not declared impaction, CSUDH maintains its commitment to access and affordability, accepting all qualified students from within the University's designated service region without imposing additional admission criteria. The University provides a wide range of outstanding academic programs and opportunities to approximately 15,000 students annually, ensuring an exceptional and well-rounded educational experience for all DH students.

***CSUDH is 1 of only 5 CSUs NOT to declare impaction, allowing CSUDH to accept all qualified students and maintain the commitment to access and affordability.***

### CSUDH Learning Outcomes: Designing Degrees that Cultivate Diversity and an Engaged Citizenry

In concert with the University's mission, vision, and values, CSUDH offers 28 distinct B.A. degrees, 17 B.S. degrees (CFR 2.2a), and 22 graduate degree programs (CFR 2.2b) designed to meet the needs of the Dominguez Hills student population and to contribute to the economic development of the region ([see University Catalog](#)). Through this rich array of well-defined degree programs, CSUDH manifests the principles enunciated in the WSCUC Diversity Policy, providing a "quality education [that] introduces students to the richness of the intellectual world and broadens the range of scientific and cultural topics on which students can exercise discernment, logic, and balanced judgment" (WSCUC "[Diversity Policy](#)"). Moreover, many of the degree programs offered at

DH are designed specifically to cultivate inclusiveness, a sense of diverse community, and the recognition and representation of diverse groups at CSUDH and in the broader regional community; see for example the B.A. Africana Studies, B.A. Anthropology, B.A. Chicana/Chicano Studies, B.A. Labor Studies, B.A. Negotiation, Conflict Resolution and Peacebuilding, and B.A. Sociology. Students can both major and minor in the aforementioned programs. There are also two stand-alone minors, Asian-Pacific Studies and Women's Studies, which further reflect the ways the University both promotes and values progressive definitions of inclusivity and diversity (CFR 2.2a). A list of all [academic programs](#) can be found in the University Catalog.

These values are further reflected in the articulation and development of campus learning outcomes at the course, program, and institutional levels. Beginning

**Community engagement is taken seriously and infused throughout the campus and curriculum at CSUDH.**

for undergraduate degrees was developed along with a separate set of learning outcomes for master's students (CFR 2.2a). CSUDH students graduate with the skills, experiences, and knowledge that enable them to become leaders and productive citizens in a diverse and global society (CFR 1.1). At the undergraduate level, these ILOs correlate eloquently with the WSCUC core competencies. A side-by-side comparison of the WSCUC Core Competencies with the institutional learning outcomes (ILOs) for undergraduate students ([Table 3.1](#)) shows that all five of the WSCUC core competencies are captured and reflected in the CSUDH ILOs. Furthermore, through the process of this collaborative conversation, the Institution developed one additional learning outcome beyond the defined core competencies: Students are expected to become engaged citizens by “develop[ing] knowledge of diversity and multicultural competencies and ways to use that knowledge to promote equity and justice at local and global levels” (CFR 2.2a). This institutional

approximately 10 years ago, CSUDH embarked on an effort to identify the key characteristics that all students would be expected to demonstrate upon graduation. Through collaboration between faculty and administrators, a set of campus Institutional Learning Outcomes (ILOs)

**CSUDH ILOs capture and reflect all 5 WSCUC core competencies.**

learning outcome of Engaged Citizenry further embodies the University's core value of “Respect. We celebrate and respect diversity in all forms.”

The Engaged Citizenry ILO along with the core value of respect reveal that community engagement is taken seriously and infused throughout the campus and curriculum at CSUDH; they serve as integral components of the University's mission to “provide education, scholarship, and service that are, by design, accessible and transformative.” Correspondingly, the Dominguez Hills vision statement affirms: “Faculty and staff across the University are engaged in serving the dynamic needs of surrounding communities.” The Institution's core values include accountability to the community at large, the importance of proactive partnerships, and “responsiveness” as “we are here to serve the needs of students, this community, and society” ([CSUDH Core Values](#)). In fact, CSU Dominguez Hills is the only university nationwide to have received the 2014 President's Higher Education Community



**CSUDH Jumpstart core members provide 300 hours of education and service connecting students to the community.**

Service Honor Roll's highest honor, the Presidential Award in the general community service focus area. The University has been named to the honor roll with distinction since 2010, and in 2013 CSUDH was a [Presidential Award finalist](#). In support of these efforts, the CSUDH Center for Service-Learning, Internships & Civic Engagement (SLICE) formalizes the University's commitment to facilitating and fostering quality experiential learning opportunities for all students. In 2014, Dominguez Hills students contributed more

than 180,000 service hours dedicating their time, talents, and energy to make a difference—hours valued at well over \$4 million in service and support to the University’s partner communities. Beyond facilitating service-learning and civic engagement opportunities, SLICE helps to ensure that service-learning hours can be accurately accounted for, tracked, and reflected in CSUDH student transcripts (CFR 2.11).

## Graduate-Level Learning Outcomes

At the master’s level, CSUDH degree recipients are expected to have achieved a set of learning outcomes more advanced than those designed for the undergraduate level (Figure 3.1) (CFR 2.2b). Consistent with the institutional graduate level learning outcomes, each graduate degree program is responsible for establishing Student Learning Outcomes congruent with the discipline and mission of the program. Further, each CSUDH graduate program is tasked with developing assessment plans and reports that correspond to established Student Learning Outcomes, which are published annually in Campus Labs. Every graduate program at CSUDH has developed learning outcomes and assessment plans, and the majority of CSUDH graduate programs have intentionally linked their program Student Learning Outcomes directly to the Institutional Learning Outcomes. With the support of University Student Learning Outcomes Assessment Committee (USLOAC), the remaining graduate programs continue those efforts, further advancing the University’s significant progress in this area at the graduate level (CFR 2.2b).

## WSCUC Standards of Diversity

Diversity and valuing diversity are embedded throughout the curriculum at CSUDH. At the highest level, the University operationalized the value of diversity for undergraduate learning by incorporating it into the institutional learning outcomes through a process that involved various faculty-led committees and the Academic Senate. As introduced above, through the ILO of “Engaged Citizenry,” CSUDH bachelor’s recipients will “Develop knowledge of diversity and multicultural competencies and ways to use that knowledge to promote equity and justice at local and global levels,” so the ILO of “Engaged Citizenry” dovetails with the WSCUC Standards of Diversity as well as the University’s own ILO of “Respect.” At the program level, program heads and



*Students and leaders at CSUDH Day of Service join Watts residents in planting native plants.*

assessment committees are required annually to show linkages between the degree program’s learning outcomes and the institutional learning outcomes. This process reinforces the importance of diversity in planning, designing, and assessing the curriculum, while simultaneously providing a way to measure the degree to which programs are incorporating diversity into their curricula. Although the Institution is only one “cycle” into this newly crafted assessment procedure, reports based on the departmental data already demonstrate considerable incorporation of the value of diversity into the curriculum across campus in the form of PLOs (Table 3.2).

***Diversity and valuing diversity are embedded throughout the CSUDH curriculum.***

One example can be found in the Chicana/o Studies program in the College of Arts and Humanities, where majors are expected to “analyze historic and contemporary Chicano/Latino civic and political efforts and their impacts on shaping public policy,” and “exercise practical leadership experience by organizing community-based events and working with Chicano/Latino community organizations through service-learning courses and internships.” Another example can be found in the Child Development major in the College of Health, Human Services, and Nursing (CHHSN) where majors are expected to “analyze and illustrate how culture, gender, ethnicity, social class, and

contextual variables contribute to variation in [human] development” (CFR 2.2a).

In addition to diversity-specific learning outcomes at the program and course level, diversity is embodied in the curriculum for all students at the General Education level. The Cultural Pluralism requirement for all undergraduate students relates directly to our campus ILO of Engaged Citizenry. More specifically, as a result of participating in this requirement, students are expected to be able to describe their understanding of the concept of culture as variously defined and applied, discuss the processes of cultural and ethnic development on a national and international scale, compare and contrast the factors influencing the structure and content of culturally pluralistic and inter-ethnic relationships, and demonstrate the ability to acquire and communicate an understanding of diverse ways of life ([University Catalog General Education](#)). Further elements of the General Education curriculum intersect with the WSCUC diversity goals as well. As can be seen in [Table 3.3](#), GE Areas D1 through D4, as well as area F3, relate to understanding diverse ways of life and diverse perspectives (CFR 2.2a).

## Assessment of Defined Learning Outcomes

Responsibility for student learning outcomes assessment at CSUDH is shared by multiple entities, which is illustrated in [Figure 3.2](#). As described below, faculty members have a significant role in the operation of these entities (CFR 2.3). Dominguez Hills faculty members earn the highest degrees possible in their fields, excel as disciplinary experts, and remain current in their fields as a result of the University’s hiring practices and faculty review processes. Full-time faculty members are expected to engage in research, scholarship, and/or creative activities in their fields, and they are supported in doing so by institutional and external grants as well as extensive on-campus training opportunities provided the CSUDH Faculty Development Center. These processes and resources ensure that student learning outcomes at the course and program levels are in alignment with contemporary practices in each discipline, and that the curriculum at CSUDH remains current, both theoretically and practically.

In accordance with the Academic Affairs Manual ([Policy Number AA 2006-18](#)), the University Student Learning Outcomes Assessment Committee

(USLOAC) oversees the University academic program assessment plan. Five of the committee members are faculty representatives elected by the Academic Senate, one member represents Associated Students Incorporated, and the chair is a faculty member appointed by the Office of the Provost in the Division of Academic Affairs. Additionally, there are two non-voting members of USLOAC, representing the Office of the Provost and the Faculty Development Center (or FDC, formerly the Center for Teaching and Learning). The University academic assessment plan—established in 2000 through [Presidential Memorandum 00-04](#)—requires that all academic units have an individual assessment plan that includes learning outcomes consistent with their missions, goals, and program objectives, assessment measures (beyond assigning classroom grades) that are designed to evaluate the programs and courses, an assessment timetable, and a method for evaluating the assessment plan. The Educational Policies Committee (EPC) of the Academic Senate is charged with periodic review of the University’s assessment plan.

The aforementioned USLOAC members have shaped learning outcomes assessment practice at CSU Dominguez Hills over the past 10 years. Current policy dictates that degree programs collect data using their chosen assessment methods during the spring term of the academic year and that the programs analyze, evaluate, and make plans based on the data in the following fall term of the academic year ([training slides from USLOAC](#)). The required annual assessment reports include: descriptions of the assessment measures, summary data relevant to the target PLOs, a list of inferences drawn from the data, and proposed changes to the program based on the reported data (e.g., pedagogical innovations and/or curricular revisions). Pursuant to the University’s defined assessment cycle, reports are due to USLOAC late in the fall term. In addition, programs are asked to provide the status of prior changes resulting from earlier reports. USLOAC members review the reports and generate feedback during the subsequent spring term. The feedback is disseminated to programs through customized “feedback letters” sent on behalf of the entire committee. In consideration of the six-year program review cycle at CSUDH, degree programs are asked to assess two to three program learning outcomes per year, with the ideal goal of having evaluated all program learning outcomes twice before each full-program review. Occasionally, programs are required to update their curriculum

maps and/or assessment plans as part of their annual report (CFR 2.3).

A number of steps facilitate the integration of student learning outcomes assessment into the program review process. First, the Program Review Panel (PRP) includes a faculty representative (usually the chairperson) of the University Student Learning Outcomes Assessment Committee (USLOAC). Second, program self-study reports include a current student learning outcomes assessment report in the form of an appendix in order for PRP to evaluate program effectiveness and assess plans for improvement (CFR 2.7; see also Component 6).

**Course and program SLOs align with contemporary disciplinary standards, and the CSUDH curriculum remains theoretically and methodologically current.**



*Toro Learning & Testing Center*

Academic Affairs plays an additional role in the management of student learning outcomes and standards of performance through the University Curriculum Committee (UCC). The charge of the UCC is articulated in the Academic Affairs Manual ([AA 2005-06](#)) and includes reviewing programs, courses, and curriculum-related decisions as well as identifying curriculum issues for referral to the Educational Policies Committee. As with the USLOAC, the UCC membership is comprised of individuals elected or appointed by the Academic Senate, the Provost's Office, and Associated Students Incorporated. Applicants who wish to propose and/or modify courses and/or programs on campus are required to address issues related to the course learning outcomes and the program learning outcomes, as appropriate, on the associated forms. [Table 3.4](#) catalogs six different institutional forms, each corresponding to a distinct UCC process, and describes how UCC procedures

are tied to assessment by articulating the ways UCC processes support the development of clear statements about learning outcomes. The inclusion of outcomes-related information in the forms requires the UCC to review learning outcomes and assessment plans in

virtually every submission to the committee. To further ensure that student learning outcomes and assessment are evaluated during curriculum review, the UCC membership includes the Chair of USLOAC or a qualified designee. Further, CSUDH programs strive

to integrate the University's Core Values—especially Global Citizenship, Collaborative Learning, Social and Environmental Justice, and Respect for Diversity—into their defined learning outcomes (Strategic Plan and USLOAC) (CFR 2.2).

## High-Impact Practices and Student Learning Outcomes

Campus agencies are working together to add distinctive opportunities to the CSUDH educational experience in order to provide additional meaningful outcomes for students and reinforce the University's existing learning outcomes. As George Kuh and Ken O'Donnell have defined them, High Impact Practices (HIPs) are designed to: help students achieve deep learning, lead to significant increases in student engagement, and exert a positive differential impact on historically underserved student populations ([Ensuring Quality & Taking High-Impact Practices to Scale](#)). At CSUDH, HIPs are not only implemented widely, they are in the process of being fully institutionalized. Through the 2015-2016 academic year, the University supported a HIPs working group, and the Office of Undergraduate Studies has partnered with SLICE to continue the study and scaling of HIPs on campus. Further, plans for a continuing HIPs working group were launched by the Office of the Provost in spring 2017 and will include an expanded membership roster. The newly updated [CSUDH Strategic Plan](#) calls for every student to experience at least two high-impact practices before graduation. Creating a central group that monitors HIPs across campus allows the University to identify and assess existing high-impact practices, such as SLICE and the ever-growing annual Student Research Day, as well as helping to promote the development of new HIPs. In a further move toward

the institutionalization of HIPs at CSUDH, the Faculty Development Center has taken the lead in training faculty members in the use of HIPs. Beyond these substantial efforts to increase student engagement and success, the University offers a number of additional experiences tied directly to defined student learning outcomes. Co-curricular offices, organizations, and experiences at CSUDH include the Career Center, Associated Students, Inc., a variety of student clubs and organizations, and a number of athletic and sports teams. The Multicultural Center, the CSUDH American Indian Institute, The Toro Dreamers' Success Center, the Rose Black Resource Center, and the Women's Resource Center provide an array of events and services intentionally designed to contribute positively to student life and deepen student enrichment. Finally, multiple campus-sponsored events add to the distinctive quality of a CSUDH education each year. Examples of recent events include the yearlong [Watts Rebellion Commemoration](#); the [Symposium on Executive Order 9066](#); the annual Labor, Social, and Environmental Justice Fair; the annual Native American Pow Wow; and the establishment of the [CSUDH Peace Pole](#).

### Meeting Students Where They Stand

In an effort to increase access and enrollment, CSU Dominguez Hills historically admitted a freshman class that included a number of students accepted on a provisional basis. However, since 2009, in an effort to continue to provide access while admitting a better-prepared freshman class, the University has significantly decreased the number of “special admits.” For example, in 2008, there were 385 “special admit” students, who represented 41% of the cohort that year. In 2015, there were fewer than 20 special admits, representing a mere 1.5% of the freshman cohort that year. Beginning in 2010, concerted efforts have been made to address the fact that more than 87% of fully admissible freshmen required remediation in English and/or mathematics (CFR 2.11). Those efforts include the significant expansion of, and dedication of resources to, the Summer Bridge Academy (SBA), the

Supplemental Instructional Leader (SIL) program, and, more recently, the Toro Learning and Testing Center (TLTC), which provides tutorial services for virtually every academic area represented in the University curriculum. Despite the reduction in the number of annual “special admits” since 2009, in 2016 CSUDH ranked number one among all CSU campuses in the percentage of incoming students who simultaneously come from an underrepresented group, are Pell-Grant eligible, and require remediation (Figure 3.3).

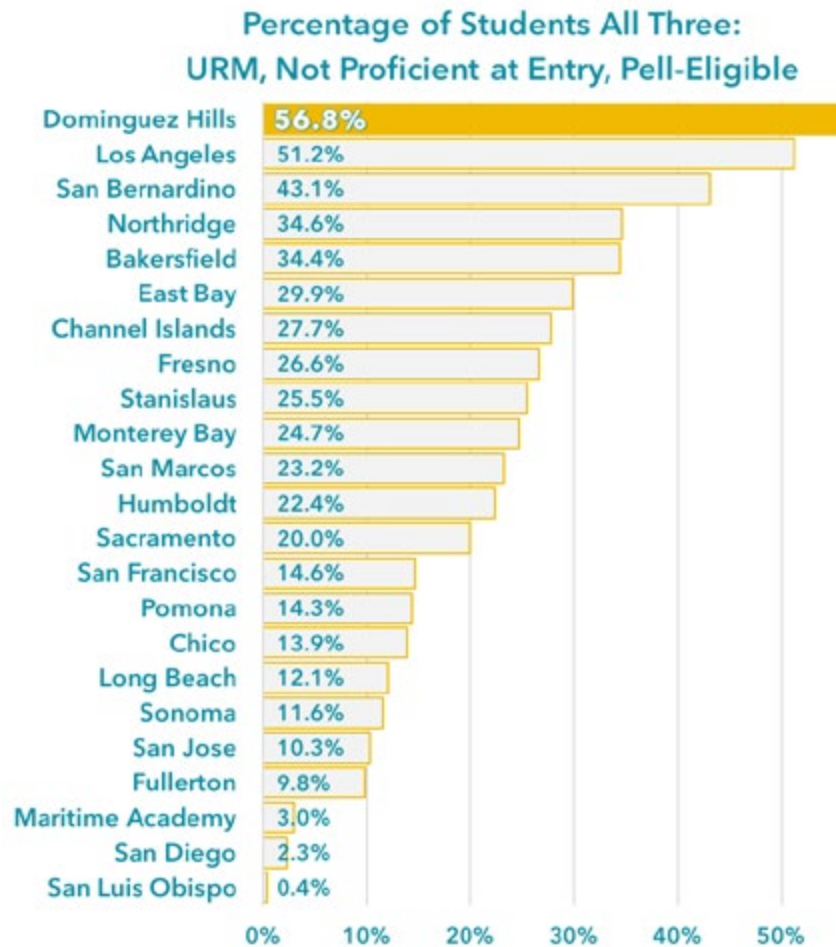


Figure 3.3 Combination of Three Factors that Affect Student Success.

The Summer Bridge Academy (SBA) referenced above, a component of the CSUDH Early Start program, is one of a number of programs supported by the University's successful application for a Title V grant from the federal government. Starting with the freshman class of 2010, CSUDH implemented a number of new support initiatives and services that are already demonstrating a positive impact on student retention and graduation rates. The [Summer Bridge Academy](#) is the overarching program under which many of these efforts were

**The newly updated CSUDH Strategic Plan calls for every student to experience at least two high-impact practices before graduation.**

initially implemented. The mission of the SBA is to provide additional support and academic preparation in English and/or math to help students complete remedial coursework, strengthen academic skills, connect students to a community of supportive staff, faculty,

and peers, and assist them in making a successful transition from high school to college (CFR 2.11).

Early Start students take required developmental courses in English and/or mathematics while college-ready students take general education courses that count toward degree completion during a six-week summer session. In the math and English departments, Early Start courses are supported by a team of trained Supplemental Instructional Leaders (SILs) consisting of graduate students and highly qualified undergraduate students. SILs attend Summer Bridge courses during designated instructional periods, and subsequently facilitate supplemental workshops that provide large group, small group, and one-on-one academic support to students outside of designated instructional periods throughout each week (CFR 2.11).

The Dominguez Hills First-Year Experience (#DHFYE) allows Summer Bridge students to continue relationships with the Supplemental Instructional Leaders, Academic Advisors, and the Peer Mentors/Peer Coaches they meet during the Summer Bridge Academy. Each component of the ESE/SIL/SBA/#DHFYE programs plays a different yet interconnected role in supporting students' successful movement through the first year of college. As such, SBA instructors, ESE staff, SILs, and #DHFYE instructors meet on a regular basis to plan, develop programming, check-in regarding particular students who may be struggling or facing challenges, and identify necessary interventions to address student needs. The Summer Bridge Academy is fiscally supported by the CSUDH Encounter to Excellence (ETE) program in conjunction with the Educational Opportunity Program (EOP), while the Office of the President supports Summer FYE programming, allowing the University to provide these substantive

preparatory academic experiences at no cost to CSUDH students.

Per the [Strategic Plan 2014-2020](#), in the fall of 2014, CSUDH implemented its first-ever [Freshman Convocation](#) as part of the University's expanded efforts to address the needs of incoming freshmen while simultaneously improving retention and graduation rates. In addition to welcoming the 2014 freshman class to the University, the primary goal of the Freshman Convocation was to encourage freshmen to aim for graduation in just four years. As such, the event took place in the Stub Hub Stadium to help students envision their own graduation experience. CSUDH administrators, student leaders, and alumni attended the Convocation, offering words of wisdom and sharing the "10 Tips for Toro Success":

- Attend class and participate.
- Get to know your professors.
- Meet with your advisors regularly.
- Study and do not procrastinate.
- Explore campus resources.
- Maximize your funding opportunities.
- Get involved in student life.
- Get engaged beyond the classroom.
- Get connected.
- Read, read, read!

The formal [Freshman Convocation program](#) was followed by a "resource fair" that included food, music, prizes, and tabling by academic departments, campus programs, and student organizations; see student and faculty [CSUDH First-Year Seminar testimonials](#) (CFR 2.11).

To further bolster the Dominguez Hills First-Year Experience (#DHFYE), the University implemented the [CSUDH First-Year Seminars](#) (FYS) in fall 2015. The purpose of Dominguez Hills' FYS is to deeply enrich and connect first-year students to core ideas in new disciplines with a passionate and caring doctoral-trained professor. Offered during the fall and spring semesters, the seminars cover a wide variety of intriguing topics. Professors and students discuss, debate, and engage topics in small, intimate classes that center upon rigorous intellectual dialogue and collaborative, hands-on learning experiences. The FYS





*Freshman Convocation*

promotes meaningful peer-to-peer interactions and close faculty-to-student mentorship (CFR 2.11), and supports students as they hone their critical thinking, writing, and oral communication skills.

### **CSUDH Degrees have “Integrity”**

Each undergraduate degree program at CSUDH provides an integrated course of study in the correlated discipline, with most programs requiring a relatively small number of lower-division, preparatory courses followed by a set of upper-division courses in the major. Further, a significant proportion of the degree programs provide a culminating experience for students such as a capstone course or senior seminar. As part of that culminating experience, students are required to combine knowledge and skills learned across the program’s courses and complete a final project ([see University Catalog](#)). For example, the Bachelor of Arts in history requires 6 units of undergraduate coursework in history classes, followed by 36 units

of coursework in core history courses, the theory and practice of history, a specific area concentration, and elective coursework, culminating with a 3-unit senior seminar in history. In another example, the Bachelor of Science in child development requires 15 units of training at the lower-division level, followed by 38 units at the upper-division level, 7 units of which involve a directed field experience and directed research project. Completely integrated plans of study that include General Education requirements are well described by the set of campus “roadmaps” that are provided to students at the beginning of their academic careers at Dominguez Hills. Each roadmap provides a recommended sequence of coursework, semester by semester, that allows students to finish a degree program and simultaneously complete her or his General Education requirements (CFR 2.2a).

As stated in [Chancellors Office Executive Order 1100](#), the CSU General Education requirements have been designed to assure that graduates have made “noteworthy progress toward becoming truly educated persons.” GE subject areas are mandated to be “English Language Communication and Critical Thinking” (Area A), “Scientific Inquiry and Quantitative Reasoning” (Area B), “Arts and Humanities” (Area C), “Social Sciences” (Area D), and “Lifelong Learning and Self-Development” (Area E). The requirements include the completion of a minimum of 9 semester units in upper-division courses. The CSUDH General Education requirements closely match the requirements as described by the CSU system. As such, GE courses transfer automatically for students who have taken courses at other CSUs or California Community Colleges (CCCs). Similarly, the records of students transferring from private or out-of-state institutions are automatically reviewed to determine course equivalencies that may be counted as part of their General Education requirements at CSUDH (see [policy](#) on GE course substitution petition). Such reviews and additional requests for equivalency are handled by the University Advising Center (UAC) along with relevant program coordinators as necessary to determine the transferability of earned academic units. When course equivalencies are not detected upon initial review, transferring students submit two forms to make a request for equivalency and consult with a UAC advisor prior to submitting the forms. In the case of course substitutions for equivalency, students must provide a written justification for the substitution. Once forms are submitted, the approval process could take

up to 6 months, though such determinations are often completed within 2-4 weeks (CFR 2.2a).

Currently, the learning objectives for General Education are under review by the Academic Senate for improved clarity and implementation of a consistent assessment plan. A recent ad-hoc task force on General Education, convened by the Academic Senate, formulated [several recommendations](#) going forward. The recommendations include:

1. Designing program-level learning outcomes for General Education as a whole,
2. Improving consistency of the level of specificity and measurability of learning outcomes for each GE Area,
3. Changing the course approval process to align with new learning outcomes,
4. Redesigning the GE assessment system to improve compliance, and
5. Designing a five-year assessment plan and timeline.

CSUDH master's degree program curricula are described in the University Catalog under each academic program. In every graduate program at Dominguez Hills, a capstone experience such as a comprehensive exam, thesis, or project is required (CFR 2.3).

## University Support for Integrity of the Degree

A key mechanism at CSUDH for creating an integral sequence of instruction for many of our students, as described above, includes considering students' prior knowledge when addressing remediation in English and math. With one of the highest rates of remediation required in the CSU system ([Figure 3.3](#)), Dominguez Hills dedicates considerable resources into giving students optimal experiences to allow them to advance in these areas. Building a national laboratory and a model for student academic success includes many components that include developing knowledge and skills in writing and math through the Summer Bridge program as described above.

However, this is not the only mechanism through which Dominguez Hills accounts for prior learning. Each degree program has developed a curriculum map that

identifies courses in which key concepts are introduced, later reinforced, and finally assessed. Indeed, the development of a curriculum map is a required component of the annual assessment reports by all degree programs on campus, administered through the University Student Learning Outcomes Assessment



*Faculty discussing issues and actions for student success during Academic Senate Retreat.*

Committee (USLOAC). However, it should be noted that many programs have altered their program learning outcomes and/or curriculum since the initial development of curriculum maps; therefore, it will be necessary for programs to submit new curriculum maps to USLOAC in the near future.

Contributing to the integrity of CSUDH degrees, programs also are required to specify prerequisites for each course when applicable. The curricular review process and, ultimately, the University Curriculum Committee (both described above) are responsible for ensuring the system of prerequisites for courses in each degree program is clear and sensible. When prerequisites are not automatically managed by the registration management system, enforcing prerequisites is the purview and responsibility of instructors, per [University policy](#), and the prerequisites are required to be listed in a syllabus. Thus, the clear identification of prerequisite courses and the system for ensuring that prerequisites are included in a degree program's curriculum structure together form another mechanism for taking into account and tracking students' prior knowledge during the learning process. The prerequisite system works hand-in-hand with the general structure of most degree programs—namely, that major areas of study include a set of core courses (i.e., required courses) after which electives and more

advanced courses are taken. This general structure typically ends with a final course, for example, a capstone course, that serves to integrate material from earlier classes into a culminating project or portfolio ([see University Catalog](#)).

Finally, the University offers additional opportunities for students to incorporate prior knowledge into their designated programs of study. For one, students can receive credit by examination, e.g., students who have advanced knowledge of critical thinking due to prior coursework in high school can “test out” of the course requirement at Dominguez Hills ([Testing Information & Schedule](#)). Also, students can earn credit for prior work experience ([see University Catalog](#)) (CFR 2.5).

Improved integrity of the undergraduate degree has also been the focus of recent efforts within the General Education Committee (GEC). Feedback from students and evaluation by the faculty have revealed that the existing GE package is perceived to lack a fully unified experience, i.e., for many students the GE package does not appear to provide a coherent path through GE courses. Therefore, the GEC is investigating possible GE “pathways” to enrich student experiences at CSUDH and further imbue those experiences with increased coherence and a more profound sense of meaning.

Finally, CSUDH is implementing Smart Planner, a new tool that will allow students to see all degree requirements and identify the term during which each requirement should be taken. The tool is robust, dynamically changing as students fulfill degree requirements or, if a course is taken out of sequence or not completed as planned, adapting to make changes to students’ academic plans. Smart Planner will be used with new degree roadmaps that are currently under development. The Smart Planner system was functional and launched for fall 2016 registration and new student orientations, allowing the University to begin providing clearer pathways and greater coherence for CSUDH students’ educational experience as they progress on the road toward achieving degrees in higher education that have meaning, quality, and integrity. ■



## 4 Educational Quality: Student Learning, Core Competencies, and Standards of Performance at Graduation (CFRs 2.2, 2.4, 2.6, 2.7, 4.3)

### ***Acquisition of Knowledge and Development of Higher-Order Intellectual Skills in Undergraduate Programs***

As Component 3 demonstrates in detail (“Degree Programs”), CSUDH’s undergraduate Institutional Learning Outcomes (ILOs) are fully aligned with each of the WSCUC’s “Big Five” Core Competencies—writing, oral communication, quantitative reasoning, critical thinking, and information literacy. In fact, the General Education program requires coursework that aims to develop those Core Competencies for all CSUDH degree recipients ([Table 4.1](#)). Beyond the “Big Five,” the University’s GE learning objectives address additional essential higher-order competencies that contribute to a rich educational experience for all Dominguez Hills undergraduates, including creativity, innovation, an appreciation for diversity, ethical and civic responsibility, civic engagement, and the ability to work with others (CFRs 2.2a, 2.3; see [Table 4.2](#)).

Furthermore, CSUDH places the highest importance on measuring the quality of the educational experience provided, and has been doing so for the past 16 years via the design and implementation of a highly developed assessment plan. Through these assessment efforts, the

Institution works actively to validate institutional quality, demonstrate accountability to its stakeholders, and set the conditions for the improvement of student learning. The academic assessment plan at CSUDH, established through a [Presidential Memorandum in 2000](#), is implemented through the University Student Learning Outcomes Assessment Committee (USLOAC), which is composed primarily of faculty members. According to USLOAC requirements, each degree program must submit an annual report containing summary assessment data along with descriptions of methodology and conclusions drawn from the data. USLOAC members then provide customized feedback to each degree program annually.

#### **Setting and Communicating Standards of Performance**

Course-level standards for performance at CSUDH are explicitly tied to Course-level Learning Outcomes (CLOs) and are evaluated according to a clearly

articulated scoring or grading system. CLOs, standards for performance, and evaluation methods are all determined by department or program faculty. In order to communicate standards of performance to students clearly and consistently, CSUDH policy ([CSUDH Academic Affairs Policy No. AA 2015-03](#)) requires CLOs to be stated in course syllabi along with the defined grading system and a description of planned assessments of student work. General Education standards of performance exist at the course level, and are embodied in the CLOs and grading policies among the set of courses that are approved for General Education at CSUDH ([list of approved courses](#)). As described in Component 3, CLOs are deemed to be in alignment with the GE learning outcomes based upon review by the GEC and UCC.

By requirement of USLOAC, all undergraduate degree programs at CSUDH have established Program Learning Outcomes (PLOs) and criteria for success for each PLO. USLOAC requires each program to set three levels of expectation for each PLO: “basic” performance, “intermediate” performance, and “advanced” performance. At each level, a percentage is selected by the program faculty that indicates how many students in each graduating cohort are expected to have achieved that level of performance. For example, the department of biology has crafted the following PLO: Students will “...demonstrate a solid knowledge base in the following central areas of biology: biodiversity, cell biology, ecology, evolution, genetics, physiology, one or more elective areas, and related areas of inorganic and organic chemistry, physics, and mathematics.” The department has set criteria at the basic, intermediate, and advanced levels as 100%, 70%, and 25%. At the General Education level, the GE package is comprised of various courses on campus that are reviewed through the University Student Learning Outcomes Assessment (USLOA) process going forward. The process will require that each GE area sets standards (i.e., criteria for success) for students at the basic, intermediate, and advanced levels.

CSU Dominguez Hills recently switched from the use of MS Word-based documents to Campus Labs for the campus-wide assessment system, so the University soon will be able to run reports that compile and help analyze the collective group of criteria set across every degree program on campus. Because of the short period

of time since the University’s switch to Campus Labs, insufficient data have been entered into the system to enable performance of this analysis to date. Prior to the 2015-2016 academic year, the criteria for success were visible to all persons who have access to the Blackboard-based Student Learning Outcomes Assessment organization, including all program heads, academic administrators, assessment coordinators, and support staff. Since the 2015-2016 academic year, the standards are visible to the same set of users in the University’s customized assessment system in Campus Labs.

Although formal standards of performance at the Institutional Learning Outcome (ILO) level have not yet been developed at CSUDH, the criteria for success of the degree program learning outcomes have been linked to the five ILOs through the annual assessment cycle starting in the 2015-2016 academic year. Through the Campus Labs software, it is possible to summarize the standards of performance at the degree program level as they relate to the five CSUDH ILOs. Data collected through this approach show that students are held to high standards of performance in critical thinking, communication, information literacy, disciplinary proficiency, and engaged citizenry. CSUDH Degree Program Standards ([Figure 4.1](#)) shows that degree programs, on average, expect more than 30% of their majors to graduate with “advanced” levels of performance in the five ILOs, putting these students on track for advanced studies in their disciplines, excellent career placement, and the highest potential for making productive contributions to their communities and the broader regional, national, and even global society.

***GE learning objectives address essential higher-order competencies that contribute to a rich educational experience for all DH undergraduates.***

## Validating CSUDH Standards for Performance

Departments and programs are responsible for reviewing the standards for CLOs relating to their courses. Each program head assumes the responsibility for developing and evaluating curricular programs and plans, which, at the program level, includes CLOs and PLOs as well as the standards of performance, consideration of the appropriateness of measures of CLOs and PLOs, and the interpretation and follow-up on data that result from the measures ([see Academic Affairs policy AA2005-17](#)). GE learning outcomes are embedded within the University’s CLOs,

and therefore CSUDH departments and programs validate standards related to GE learning outcomes through the same process used to validate standards of performance for CLOs.

At the program level, the assessment cycle overseen by USLOAC requires that each program annually review its criteria for success. Further, evaluation of the criteria for success is undertaken by the committee using an [in-house rubric](#) for evaluation. The rubric asks the committee members to determine if the criteria for success are at one of five levels: not submitted, initial, emerging, developed, and highly developed. Results of the evaluation are communicated back to programs via an end-of-year “feedback letter” from USLOAC. It is expected that programs incorporate USLOAC’s feedback into their assessment plans and report back on it in the following assessment year cycle.

## **Ensuring Students Meet Defined Standards**

### **Assessment of Course-Level Learning (CLOs)**

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Department and program faculty members monitor achievement of CLOs with the support of program coordinators and department chairs. Additionally, CSUDH’s office of Institutional Research (IR) has a role in producing grade distributions based on the IR charge to conduct “periodic analysis of grades and evaluation procedures ... to assess the rigor and effectiveness of grading policies and practices.” Due to ongoing structural changes in the office, IR has ceased producing grade reports; however, IR worked with IT to develop a PeopleSoft tool that allows departments to independently run grade distributions. The tool allows multiple parameters to be applied, produces reports with various levels of detail and disaggregates grade distribution by any number of factors, from instructional faculty of record to the day of the week or time of day in which a given course is offered. A dashboard for student grade distribution has also been made available through the CSUDH Business Intelligence (BI) Warehouse. The BI Data Warehouse extracts data from the PeopleSoft Enterprise Resource Planning (ERP) production database, allowing end users to view, filter, and search for information. Further data sources related to the assessment of CLOs are addressed in department self-study reports during the

program review process, outlined under Section B, “Teaching and Learning.” Programs further address related assessment issues in annual reports to USLOAC between scheduled program reviews. Though USLOAC reports do not typically discuss grading philosophies and distributions, they do address ongoing efforts to improve teaching and learning.

### **Assessment of Program-Level Learning (PLOs) (CFRs 2.4, 2.6, 4.3)**

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The University academic assessment plan—established in 2000 through [Presidential Memorandum 00-04](#)—requires all academic units to have an individual assessment plan that includes learning outcomes consistent with their mission, goals, and program objectives, assessment measures (beyond course grades) to evaluate the programs and courses, an assessment timetable, and a method for evaluating the assessment plan. The Educational Policies Committee (EPC) of the Academic Senate is charged with periodic review of the University’s assessment plan. Degree programs collect data using their chosen assessment methods during the spring term of the academic year and the programs analyze, evaluate, and make plans based on the data in the following fall term of the academic year. In consideration of the six-year program review cycle at CSUDH, degree programs are required to assess two to three program learning outcomes per year, with the goal of evaluating all program learning outcomes twice before each full program review.

### **Assessment of WSCUC Core Competencies (CFR 2.6)**

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The University strives to ensure that all CSUDH students meet the defined Institutional Learning Outcomes (ILOs). A campus-wide effort to identify promising assessment measures at the university level, focusing the five core competencies as defined by WSCUC, is currently underway. Five special task forces embarked on a mission to evaluate assessment measures in each of the core competencies—written communication, oral communication, quantitative reasoning, critical thinking, and information literacy—during the 2015-2016 academic year.

The task forces successfully identified and explored various means for broad assessment of competencies at the appropriate level of students’ educational attainment. For example, the Written Communication Task Force conducted direct assessment of students’

writing ability in remedial, first-year, and advanced English composition courses (i.e., in every composition course offered at CSUDH) as well as in all formally designated Writing Intensive (WI) courses across the disciplines (currently all designated WI courses at CSUDH are upper division courses, and the majority of those courses are capstone courses or senior seminars; see the full list of approved [WI courses](#)). The Information Literacy Task Force used the Standardized Assessment of Information Literacy Skills (SAILS) to evaluate students at the first-year through senior levels to establish baseline data regarding information literacy at CSUDH and to evaluate gains made as students advance through their chosen programs of study. The task forces further consulted assessment measures already in place at CSUDH (for example, the Graduate Writing Examination or GWE), assessments embedded in the Student Learning Outcomes Assessment system at the degree program-level (i.e., measuring core competencies using PLO assessment data), and national surveys and/or standardized tests that allow comparison to peer institutions (e.g., the National Survey of Student Engagement [NSSE] and the Collegiate Learning Assessment [CLA]).

## Written Communication

The Graduation Writing Examination (GWE) is designed to fulfill the CSU system's Graduation Writing Assessment Requirement (GWAR), which was established by [CSU Executive Order 665](#) in 1997. The GWE is a timed, holistically scored written essay examination that is administered five times annually and assessed using standardized criteria and procedures. The GWE Scoring Rubric is an adapted version of the CSU's English Placement Test (EPT) Essay Scoring Guide, which was developed by CSU faculty at the system level. GWE exams are assigned a holistic score between "6" (Superior) and "1" (Incompetent) by two independent readers, and those scores are added together to produce a total score between "12" (Superior) and "2" (Incompetent). A total score of "8" (Adequate) or higher on the GWE is a passing score. Students may attempt the GWE twice before being

***Students are held to high standards of performance in critical thinking, communication, information literacy, disciplinary proficiency, and engaged citizenry.***

required to enroll in a certifying course in order to fulfill the GWAR.

The GWE's effectiveness as a measure of student writing ability was systematically assessed by the [University Writing Committee or the UWC](#) during the 2016-2017 academic year, beginning with an examination of Institutional Research (IR) data on GWE pass rates from 2008-2014 disaggregated by a number of factors, including: race/ethnicity; class standing; college; native-English speaking vs. ESL students; first-time

freshman vs. undergraduate transfer students; and undergraduate vs. post-baccalaureate students. As part of this assessment project, the UWC also compared data on the GWE to pass rates in the University's GWAR-certifying courses, ENG 350 (Advanced Composition) and IDS 397/398 (Writing Adjunct);

further, the UWC compared the data on GWE, ENG 350, and IDS 397/398 pass rates to institutional data on graduation and retention across the correlating time period.

Institutional data tracking of GWE pass rates for all terms between fall 2008 and fall 2016 provide one snapshot of CSUDH students' writing proficiency. In fact, overall GWE pass rates indicate the clear majority of first-time test-takers are successful: 82.4% of lower division students, 87.7% of upper division students, and 93.8% of post-baccalaureate students passed the GWE on their first attempt during the designated tracking period. These longitudinal data show that most undergraduate students who attempt the GWE pass it, offering one indication that the institution is, at least by one measure, effectively addressing written communication prior to students' graduation.

There remains, however, room for improvement: In all years dating back to 2008, the GWE mean score for undergraduates remains below "8," indicating a longitudinal pattern of near-marginal performance that merits closer examination. The mean scores suggest that an overwhelming majority of GWE responses are deemed "Adequate" (a total score of "8"); that a significant number are deemed "Sub-marginal" (a total score of "6" or "7"); and that many fewer are deemed "Strong" (a total score of "10") or "Superior" (a total score of "12"). Though GWE takers receive a numerical score and ENG 350 students receive grades on an "A-C/Not passing" scale, a GWE score of "8" translates

roughly to a letter grade in the “C” range. The average grade assigned in ENG 350 in the same time period falls firmly into the high “B-” range, which suggests that a high-stakes, timed written examination like the GWE does not accurately reflect the full range of students’ writing abilities.

The UWC’s recent evaluation of the GWE itself identified additional concerns regarding the GWE’s effectiveness as an instrument for assessing student writing. While the GWE is intended to certify students’ writing proficiency prior to graduation: A) the GWE cannot address any gaps it may help to identify in students’ preparedness to write at the upper division level; B) nor can the GWE begin to prepare students to be effective written communicators in a post-baccalaureate or professional context; C) the only curricular response or remedy for students who may struggle with or fail the GWE—English 350—tends to focus narrowly on preparing students to take the same exam, presented as the Comp Co-op Exam, which accounts for 25% of the ENG 350 course grade; D) the University’s Writing Intensive graduation requirement, a theoretical curricular remedy, is unenforceable due to lack of labor and budget capacity; and finally, E) the UWC’s review of the GWE demonstrates the GWE to be an extremely weak indicator of most of the characteristics faculty value in students’ written communication such as critical thinking that is sustained in depth and detail, substantive engagement with appropriate disciplinary sources, and responsible representation and interpretation of evidence.

Several structural complications impede a quick and easy remedy to these issues, including the CSU’s system-wide Graduate Writing Assessment Requirement, the lack of capacity to offer writing intensive courses in every program at CSUDH, and budgetary concerns related to alternative models for assessing students’ writing proficiency (e.g., the writing portfolio model). However, next steps for the University Writing Committee include developing a plan to phase out reliance on the GWE to certify students’ writing proficiency, researching and then surveying faculty regarding alternative models for the currently unenforceable Writing Intensive requirement, and working with the General Education Committee and the Writing Across the Curriculum Program to embed meaningful writing experiences and scaffolded writing instruction throughout the curriculum at CSUDH.

## Oral Communication (OC)

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Students at CSUDH have opportunities to practice and improve their oral communication skills ([Table 4.3](#)). Using the National Survey of Student Engagement (NSSE), the University finds that CSUDH freshmen and seniors were above or very near the Carnegie, “Far West” peer group for frequency of students explaining course material to classmates and frequency of oral presentations. The only related issue identified for improvement was in the area of students asking questions and contributing to class discussions: CSUDH freshmen were above the Far West and NSSE categories but below in the Carnegie category, and seniors were above Far West, but below in the Carnegie and NSSE categories. Importantly, CSUDH freshmen and seniors were above or very near identified peer groups in rating the usefulness of their OC experience in contributing to speaking clearly and effectively.

## Quantitative Reasoning (QR)

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In addition to embedded assessment of QR, the Council for Aid to Education’s CLA+ is administered to students at CSUDH. In reviewing this document, the Task Force found the CLA+ report lacking in a few critical areas. First, QR is not one of the specific dimensions measured by the instrument; the closest dimension is Analysis and Problem Solving, which did not fully address the QR Task Force scope of inquiry. Second, scores on the Analysis and Problem Solving section pertinent to quantitative reasoning were not placed in a meaningful context. For instance, no comparison score on Analysis and Problem Solving against similar institutions was included, nor was there a measure of whether the growth demonstrated in Analysis and Problem Solving was typical for institutions with student profiles like those at CSUDH. Comparison data on the CLA+ is only provided for aggregate scores across all aspects of the measurement.

The task force recommended that the University investigate whether it would be appropriate to invest in an instrument that can provide comparison to peer institutions. Such an instrument could be similar to the CLA+, but designed to measure QR specifically. The task force further recommended that any such instrument be embedded into senior-level courses to allow for authentic assessment and to avoid reliability issues that arise from students taking a no-stakes test. Finally, the task force determined that the measurement of quantitative reasoning is deeply embedded in



disciplinary outcomes at CSUDH, and standards for performance are set at a level appropriate to the practice of the discipline.

## Critical Thinking (CT)

The CT Task Force used the [Critical Thinking LEAP VALUE Rubric](#) to analyze the acquisition of CT skills from colleges across campus. The task force collected samples of critical thinking assignments from both lower division and upper division courses on campus. The critical thinking samples from lower division courses showed that most students at the lower division level are still developing their critical thinking skills and abilities. Upper division students typically performed markedly better, often meeting and exceeding defined critical thinking objectives in the assignments assessed by the task force.

## Information Literacy (IL)

Program learning outcomes associated with information literacy have been assessed since 2011 in 75% of academic programs, some of which are described below.

- **Africana Studies** - Literature reviews were analyzed in 2015 in “Research Methods in Africana Studies” (AFS 306). However, the sample size was insufficient and the results deemed inconclusive.
- **Chicana/o Studies** - Analyzed research papers in 2011 from CHS 497 and 85% students demonstrated satisfactory competency.
- **Communication** - In 2013/14, COM 490 faculty analyzed a sample of 115 senior theses from five out of six sections of the COM 490 senior capstone class using an analytic rubric; 26% of students demonstrated advanced competency, 37% of students demonstrated proficient competency, and 33% demonstrated basic competency in conducting ethical and scholarly research. Only 4% of students did not meet the basic level.
- **English** - In fall 2014, ENG 490 final papers were assessed via a rubric that included portions of the information literacy PLO. Student papers were generally deemed successful.
- **History** - Assessed in fall 2014 in two sections of HIS 400 where 27% of students developed advanced competency, 14% demonstrated intermediate competency, and 55% demonstrated basic competence.
- **Interdisciplinary Studies** - Last assessed in 2011 in IDS 490 with a rubric. Of the 20 papers analyzed, 44% were at the excellent skill level, 44% at the good skill level, 11% were at basic, and only 1% was less than competent.
- **Criminal Justice Administration** - CJA 341 papers were randomly sampled in spring 2015 where 90% achieved basic competency, 70% achieved intermediate, 30% achieved advanced, and 10% scored below basic.
- **Child Development** - A 2013/14 assessment of CDV 498 research papers included a component on APA citation where 33% of students scored advanced, 7% scored intermediate, 33% scored basic, and 27% scored below basic.
- **Health Science** - In 2015, 25 papers were analyzed from HEA 379. All students achieved basic competency, 76% scored intermediate, and 16% as advanced.
- **Psychology** - In 2013, 74 PSY 490 papers were analyzed, and all students failed to meet the basic competency. The department described significant changes to the curriculum in light of the assessment results.
- **Sociology** - In 2015, SOC 305 and SOC 355 papers were analyzed using a rubric, and 100% of students met the basic competency.

In the case of some programs that have conducted assessments (Business Administration, English Composition, Public Administration, Clinical Science, Physical Education, and Computer Science), the assessment methods provide indirect evidence of student learning related to information literacy. These programs have typically used tools such as student exit surveys or analysis of grade distributions, which do not directly assess student achievement related to the IL outcome. The IL Task Force findings that follow confirm that whenever possible, direct assessments of student

performance provide more meaningful results that can be marshaled for the continuous improvement of student learning outcomes in the Core Competency of information literacy.



*Students conducting physics experiments.*

In a review of NSSE data, the IL Task Force found that CSUDH first-year students scored significantly higher than students from Far West public universities, institutions in the same Carnegie Class, and the entire NSSE sample on the question focusing on how the institution has contributed to their knowledge, skills, and personal development in analyzing numerical and statistical information. Still, while the NSSE questions specifically pertaining to information literacy provide data about student perceptions of their information literacy experiences at CSUDH, and the Faculty Survey of Student Engagement (FSSE) data offers insight into faculty's perceptions of their integration of information literacy into their courses, the self-reported nature of the data left gaps in the task force's understanding of student performance in this area. In response, the task force discussed the possibility of using an information literacy rubric, such as the Association of American Colleges and Universities' (AAC&U) Information Literacy VALUE Rubric, to assess sample research papers or projects from students at different levels and in different disciplines. However, the task force ultimately determined that it would be problematic to analyze student work produced in response to assignments not originally nor explicitly designed to teach the specific information literacy competencies outlined in the LEAP VALUE Rubric. For future direct assessment efforts, the task force recommends that a librarian- and faculty-led information literacy committee be assembled

***The University is now working to set institutional-level performance standards for undergraduates and graduate students.***

to create signature information literacy assignments and rubrics for use across disciplines. This would help to avoid the problem of imposing a generic rubric on assignments that may not be well aligned with the assessment instrument.

Given the limited information that could be gleaned from the indirect measures outlined above, the IL Task Force elected to administer the Individual Assessment of Information Literacy version of the SAILS test during the 2015-2016 academic year. This assessment instrument delineates between levels of student performance and therefore provides fuller context for understanding student scores. Students scoring 70% or better demonstrate a "proficient" level of information literacy (including knowledge of research strategy development, searching basics, information retrieval, the basics of information evaluation, finding tool selection and use, source documentation basics, and the role of the academic library in information literacy), while test-takers scoring 85% or better demonstrate a performance level of "mastery" (including advanced searching, advanced understanding of source documentation, and basic understanding of intellectual property issues). Among CSUDH test-takers, the highest SAILS score came from a junior who answered 46 out of 55 questions correctly (83%), coming close to but not quite reaching the mastery level (85%). Fifteen

test-takers (6%), the majority of whom were upper division students, scored at the proficient level, with an additional 40 students (15%) approaching that level by scoring between 60-69%. The average overall score was 49%, which is very close to the average of other masters-granting



***College of Arts and Humanities Digital Media Art major students.***



### *Introduction to chemical reactions in ionic liquids.*

institutions (50%,  $n = 7,975$ ) as well as all other categories of institution (50%,  $n = 21,592$ ). In short, while an average score of 49% may initially appear low, CSUDH students' scores are in fact on par with those of other institutions of higher education ([Table 4.4](#)).

Analysis of CSUDH students' SAILS scores reveal no significant correlation between test scores and class standing, test completion time, age, or attendance at library instructional sessions. However, seniors scored the highest, averaging 51.4%, followed by juniors at 50.5%, sophomores at 49.3%, and first-year students at 45.6%. It is also worth noting that first-year students at CSUDH average SAILS scores that trail moderately—by 5.2%—compared to students from other masters-granting institutions, suggesting that entering CSUDH students may require more robust support in terms of their information literacy skills compared to students at peer institutions. However, CSUDH seniors' SAILS scores reduced that gap to just .9%, suggesting that by their final year of baccalaureate education CSUDH students are making gains in information literacy that outpace those made by students at peer institutions.

### **Acquisition of Knowledge and Development of Higher-Order Intellectual Skills in Graduate Programs (CFR 2.6)**

Standards for achieving Course-level Learning Outcomes (CLOs) in graduate courses are determined, managed, and evaluated following the same procedures prescribed for the assessment of the University's undergraduate CLOs. Namely, achievement standards are embodied in the scoring/grading system and criteria as described in course syllabi; they are communicated to students through course syllabi; and, they are reviewed and evaluated at the degree program level, mainly through interaction between course instructors and program heads. CSUDH policies applying to syllabi at the undergraduate level also apply at the graduate level. One of the results of these policies is that syllabi are available in degree program offices throughout the program review cycle. Standards for graduate-level CLOs are validated through review of the syllabi in program meetings with faculty, and through consultation between program heads and instructors.



*The Minority Access to Research Careers and Undergraduate Student Training in Academic Research (MARC U\*STAR) programs provides support to students in biomedical and behavioral sciences in preparation for Ph.D. programs.*

As with undergraduate courses, review of syllabi takes place during course and program modifications through the curriculum review process, by students through the [Perceived Teaching Effectiveness \(PTE\)](#) evaluation system, and by faculty peers during the retention, tenure, and promotion process for faculty members. Achievement of course-level learning outcomes is therefore primarily monitored via course grades.

Standards for program-level learning outcomes are set through the USLOA system. Standards of performance at the degree program level are communicated in the same way for master's degree programs as they are for undergraduate degree programs. Three levels of performance are set by each program: basic, intermediate, and an advanced level. Standards for years prior to 2014-2015 are located in Blackboard as an organization and are accessible to all current and former program heads. Standards that have been recently updated are now located in the customized Campus Labs assessment platform and are accessible to all program heads as well as faculty members who are

interested or have departmental responsibilities related to outcomes assessment. As with the undergraduate PLOs, standards for achieving PLOs at the graduate level are reviewed annually during the USLOAC assessment cycle. Both program faculty and USLOAC members review the graduate-level PLO standards to ensure that they are both appropriate and pedagogically effective (CFR 2.4, 2.6, 4.3). USLOAC is also currently working with programs to improve the public posting of PLOs and PLO criteria for success at both the undergraduate and graduate levels.

## **Moving Forward on the Educational Front**

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Assessment results at the course and program levels are used to identify achievement gaps and prompt change whenever appropriate (CFRs 2.4, 2.6, 4.3, 4.4). At the course level, instructors work with program heads and program faculty to make changes to course structures, pedagogical approaches, and grading systems, as necessary. One aspect of the student/teacher

relationship that further addresses this topic relies upon the Perceived Teaching Effectiveness (PTE) surveys, which students are asked to complete at the end of each term. The PTEs serve as a learning tool for instructors as well as the University, providing a snapshot into the effectiveness of faculty's teaching practices. PTE evaluations assist faculty members in understanding the efficacy of their teaching practices, course material, and syllabi construction so that, if necessary, they can adjust their teaching practices in correspondence with the needs of their students. The anonymity of the PTE evaluations, in conjunction with the fact that PTE results are not available to faculty until after the end of the term under evaluation, allows students to express themselves candidly without fear of reproach, providing further information to the University regarding the contributions of each faculty member and the attainment of course learning outcomes. In addition, each academic year all eligible full-time faculty and lecturers must undergo the Reappointment, Tenure, and Promotion (RTP) process. The RTP process uses various levels of committee review to ascertain if faculty members are meeting the performance standards of their respective departments, Colleges, and the University. These criteria include teaching effectiveness and quality, and typically include a review of course syllabi among other indicators of teaching effectiveness.

At the program level, program heads and assessment coordinators generate plans for changes in response to opportunity gaps, relay those plans to the University Student Learning Outcomes Assessment Committee, and receive feedback from the committee that is designed to enhance the effective use of assessment results.

As part of the self-reflection engendered by the Reaffirmation of Accreditation process with WSCUC, the University has started to review achievement results at the institutional level. The first step included the creation of five Core Competency Task Forces, which reviewed campus-wide measures of performance. The University is now working toward setting standards of performance at the institutional level for undergraduates and graduate students. Comparing the performance of students at peer institutions through different instruments (e.g., the NSSE) was an option explored by the task forces. As demonstrated above, it is also possible to translate program-level standards of performance to institutional goals through the use of the USLOA process. Thus, in the future, assessment of ILOs could be embedded into the assessment of PLOs.

The success of the task forces' efforts with respect to the WSCUC Core Competencies further contributed to plans for a new task force to address Dominguez Hills' institution-specific ILO of Engaged Citizenry. ■



# 5 Student Success: Student Learning, Retention, and Graduation (CFRs 1.2, 2.7, 2.13)

## ***Commitment to Access and Beyond***

Given its connection to the American Civil Rights movement and the Watts Rebellion of 1965, the unique history of California State University, Dominguez Hills demands a commitment to providing broad access to quality higher education for communities in the greater Los Angeles metropolitan area. While the University's service area includes the relatively affluent Beach Cities of the South Bay region, CSUDH also serves students in historically educationally underserved communities from Inglewood to San Pedro. Affording educational access to a vastly diverse student body has long been a source of institutional pride, but the University is equally committed to providing those students with high-quality, transformative learning experiences and meaningful opportunities for personal growth and development during their time at Dominguez Hills. This Chapter describes the extensive array of institutional activities, initiatives, and programs designed to increase student success and thereby deepen learning, improve retention, increase graduation rates, and reduce time to graduation for students at CSUDH.

***The CSUDH mission emphasizes access not only in terms of admission but also in terms of genuine access to high quality degrees.***

## **Remediation (CFR 2.10, 2.12, 2.13)**

Students' preparedness to take on the intellectual and affective challenges of college-level course work significantly impacts every measure of student success. While students at CSUDH have historically been placed into pre-college math and English courses at rates higher than any other CSU, recent trends in incoming students' level of preparedness are encouraging. For example, over the past five years the number of Dominguez Hills first-time, first-year students identified as fully proficient at entry has increased by 10 percentage points. Still, a significant number of those students continue to place into basic writing (English) and developmental math courses—a number that currently hovers around 70%—through the use of the CSU system's

existing English and math placement instruments, the [EPT and the ELM](#) respectively.

The English department recognizes the fact that required remedial coursework is highly correlated with impediments to graduation. In response, the Department has recently introduced a number of pilot projects designed to address the need for academic support, which embed curricular and co-curricular interventions in transfer-level coursework. For instance, beginning in fall 2015 the Department began piloting a new stretch composition course. As the name suggests, the course “stretches” the entry-level college composition requirement (ENG 110) over two semesters in the form of ENG 108 and 109. The stretch curriculum provides students with increased time on task, the opportunity to build rapport and work with the same instructor over the course of an entire academic year, and doubles the available hours of Supplemental Instructional Leader (SIL) support (see details below under “Student Learning: Supplemental Instructional Leader [SIL] Program”). For students who are prepared to take on the intellectual challenges of college-level coursework but for whom the rigorous pace of a traditional composition course may present overwhelming difficulties, the stretch curriculum offers an accessible, appropriately targeted alternative.

In fall 2016, the English department also began development of a pilot Summer Bridge (SB) curriculum, which will impact all Early Start English (ESE 088 and 099) students (70% of CSUDH incoming first-time, first-year students). In 2012 the CSU implemented the Early Start program requiring incoming students to begin pre-college-level coursework during the summer before starting transfer-level courses at a CSU. The English department at CSUDH chose to embed the requirement in the 6-week Summer Bridge Academy. That move has turned out to be fortuitous as ESE at Dominguez Hills has grown into an incredibly robust basic writing program and now provides the groundwork for an equally robust student success pilot project. Elements of the pilot include revised ESE 088 and 099 course outcomes that are in alignment with national disciplinary standards as well as redesigned assignments, both based upon nationally recognized

research on Teaching for Transfer. The revised curriculum is designed to fast-track student preparation for the first-year composition curriculum through the use of explicit teaching techniques and a focus on disciplinary concepts, content, and best practices related to college composition.

In addition, the Department recently eliminated ESE 099’s required high stakes exit exam—an assessment tool shown to negatively impact many students while providing little meaningful information about students’ actual writing proficiency. In its place, a portfolio requirement has been introduced, delaying high-stakes grading and increasing students’ time on task prior to summative evaluation of their written performances. The portfolio requirement will also be implemented in all 088 sections in the new SB pilot curriculum.

Finally, the Department is preparing to pilot a Directed Self-Placement (DSP) module, which will allow students in designated sections of ESE 088 to self-select the next course in their composition sequence based on information about their prior literacy experiences juxtaposed with detailed descriptions of composition course requirements at CSUDH. National research in the field of rhetoric and composition has shown DSP to increase student satisfaction as well as to reduce the amount of time students take to complete required composition courses, both of which can speed time to graduation. The DSP module will initially be offered to students in 10 sections of ESE 088, impacting approximately 200 incoming CSUDH first-time, first-year students in the pilot phase.

The pilot Summer Bridge curriculum as well as the DSP module will launch in summer 2017. The English department is further planning the assessment and preliminary scaling of these pilot projects to take place in the 2017-2018 academic year. Co-curricular supports that further impact those students placed into remedial courses are described in detail below. Collectively, these initiatives show excellent promise for reducing and even eliminating the amount of time students spend in remedial courses and speeding progress toward completion of required coursework as well as time to graduation.

# Academic Support

## The CSUDH Advising Summit (CFR 2.10, 2.12, 2.13)

Academic advising across the CSUDH campus is a partnership and shared responsibility between advisors in the major departments (faculty and staff) and staff advisors in the University Advisement Center (UAC).

These advisors work together to create a network of support that is intentionally designed to ensure all undergraduate students are thoroughly advised and supported from the time they set foot on the campus for New Student Orientation to graduation and beyond. In support of these efforts, the UAC and system for advising at CSUDH have undergone significant expansion and development in recent years.

In spring 2015, the University brought together faculty and staff from every advising

office across campus for the inaugural CSUDH [Advising Summit](#). The purpose of the Summit was to create an advising mission statement (see sidebar) and [Student Advising Learning Outcomes](#) (SALO) for every class level from students' first through senior years. The Advising Summit was guided by the objective to develop campus-wide advising practices that are: proactive/intrusive, mission-centered, collaborative, systemic, data-driven, and holistic (see an explanation of the [CSUDH Advising Summit's Guiding Principles](#)). Student Advising Learning Outcomes were also established for every undergraduate class level; moreover, the SALO are embedded in every University advising program and assessments that measure students' understanding of and proficiency with the SALO are administered throughout the year (see discussion of [SALO assessment results](#)).

*Academic advising at California State University, Dominguez Hills is a collaborative, accessible, and transformative teaching and learning experience that empowers students to develop educational plans consistent with their academic, professional, and personal goals; and encourages self-reliant problem solving, critical thinking, lifelong learning, and self-development.*



*The annual spring Academic Advising Summit is to create intentional learning opportunities for faculty and staff advisors to celebrate evidence based best practices to advance the field of advising.*

## The University Advisement Center (UAC)

The University Advisement Center (UAC) at CSUDH is the primary advising center for all undergraduate students, and serves a wide range of student populations including newly admitted freshmen and transfer students, continuing students (sophomores, juniors, and seniors), students on academic probation and those who have been academically disqualified, as well as returning students or students reactivating graduation. Moving away from a prescriptive model, the professional academic advisors in the UAC now work in partnership and collaboration with faculty and staff advisors in the major departments to support and connect all undergraduate students and provide them with comprehensive advising and degree planning. Advisors also introduce students to campus resources and teach them about the electronic tools available in [MyCSUDH](#), including the [Academic Requirements Report](#) and [Smart Planner](#), which enables students to plan, track, and monitor their own academic progress (see [example](#)). All UAC programs have embedded campus-wide [Student Advising Learning Outcomes](#), and the SALO are actively measured throughout those programs as well. UAC academic advisors help students understand University policies and requirements for their degrees, including: General Education requirements, campus graduation requirements (e.g., the Graduation Writing Assessment Requirement [GWAR]), University policies and



procedures, and referrals to other campus departments and support services.

Every incoming first-year student at CSUDH begins with two summer advising appointments that connect students to essential campus resources and offer interactive workshops. To support continued academic success, first-year students have additional advising appointments during the academic year—one in the fall and one in the spring. Advisors incorporate active learning opportunities that help students identify academic goals as well as broader goals for personal development and make meaning of course content and its application to life beyond academia; advisors also provide feedback and guidance to students selecting courses to optimize their time to degree completion.

### Early Warning Initiatives (CFR 2.6, 2.10, 2.13)

The Educational Advisory Board's [Student Success Collaborative](#) provides CSUDH with data that enables the University to be proactive rather than reactive when students face crises. Preventative campaigns advanced by the Educational Advisory Board (EAB) include Early Warnings, Alerts, and other initiatives that address the needs of students who may be at risk. One hundred percent of professional advisors at CSUDH currently utilize EAB in conjunction with the CSUDH Dashboard and the Chancellor's Office [Dashboard](#), allowing the University to identify potential obstacles to student advancement through their programs of study, high-enrollment/high-failure courses, gateway courses, and interventions for undeclared students.

Further, the University provides “red flag” reports through the Supplemental Instructional Leader (SIL) program and has done so throughout most of the current reporting period. Periodically throughout each semester, developmental English and math faculty are asked to submit red flag reports for math and English. Red flag reports are generated when a student is at risk of failing a course based on performance, attendance, behavior, or any combination thereof. The red flag reports completed by faculty are automatically delivered electronically to the EOP and ETE advising teams. Together, the EOP/ETE advisors and SIL teams develop PASS (Practical Academic Success Strategies)

***The UAC works in partnership with departmental advisors to provide all undergraduate students with comprehensive advising and degree planning.***

Workshops, which take place two to three times per semester. Students subject to red flag reports are required to attend at least one PASS Workshop. While the red flag report system offers an intervention that is largely successful for first-year students, the ability to optimize EAB, implement a campus-wide coordinated

effort, and scale up Early Warning Initiatives at CSUDH nevertheless continues to be challenged by limited resources and the need to strengthen the University's capacity to utilize EAB-SSC at its full potential.

These are only some of the most salient features of the extensive advising services CSUDH provides to address student success holistically.

### Encuentro Hacia el Exito - Encounter to Excellence (ETE) - and the Educational Opportunity Program (EOP)

In addition to the advising services provided by the UAC, the Encuentro Hacia el Exito—Encounter to Excellence (ETE)—program employs a variety of advising strategies depending on each individual student's needs. As in the UAC, the primary strategy used by all advisors is Intrusive Advising, and professional advisors at CSUDH are trained to take the initiative. Rather than waiting for students to experience crises and ask for help, students are required to make frequent appointments throughout the year to monitor their progress, identify potential for crisis situations, examine options, make referrals, and motivate students toward academic success. Advisors also take an interest in students personally and approach advisees with an open and caring attitude. This ethic of care helps to establish rapport and build trust between students and advisors, and further improves the likelihood that students will seek guidance and support from advisors or other campus resources if needed.

ETE students are required to meet with their advisors at least twice each semester for a one-on-one meeting where a variety of topics are discussed. The purpose of these meetings is for advisors to collect information from the student, to determine where additional guidance or referral may be needed, and to disseminate important information about deadlines, campus policies, campus events, and other pertinent just-in-time information. During mandatory one-on-one advising sessions, advisors also provide guidance on



*Encounter to Excellence prepares freshman who need to take developmental courses in English and math for a successful first year semester.*

academic course-taking, matters related to majors and careers, as well as support for personal issues that may be impacting students' overall success. Students are also required to attend one Advising Workshop each semester in which they receive guidance through the course registration process as well as information about campus policies and programmatic matters. Students may be required to visit their advisor for additional one-on-one meetings and/or additional workshops if they demonstrate certain academic risk factors. In addition, students are assigned a peer mentor. Peer mentors have a caseload of 40-45 students and it is the mentors' responsibility to stay connected throughout the academic year with their students. By design, peer mentors are upper division students who are former participants in the ETE program, and they must maintain a minimum 3.2 GPA to serve as peer mentors.

The Educational Opportunity Program (EOP) at CSUDH designs, administers, and supports programs that deliver access and retention services to historically low-income, historically educationally disadvantaged, first-generation college students utilizing the same model of Intrusive Advising. EOP advisors conduct one-on-one advising sessions as well as numerous advising workshops each semester. The EOP advising model emphasizes the development of self-confidence and equipping students with the tools to make effective decisions through on-going provision of college knowledge. Support includes helping students select courses, connecting students with academic resources, intervening when students are experiencing

academic and/or personal challenges, helping students select a degree program, assisting students in making connections with professors, and coaching students on how to maintain balance among school, work, and family obligations.

## The Toro Learning and Testing Center (TLTC) (CFR 2.13)

Formerly the Center for Learning and Academic Support Services (CLASS), tutoring services at CSUDH were originally established under Academic Affairs in the 1990s where they remained until the spring of 2010. At that time, the Center was moved from Academic Affairs to Student Affairs, and—after a period of internal transitions within the Division of Student Affairs—it was established that the Center would report directly to the Associate Vice President of Student Affairs. In fall 2011, the center was renamed the Toro Learning Center and moved to a more centralized location on the fifth floor of the University Library with additional flexible space on the Library's first floor.

In the summer of 2013, the Center was moved back to Academic Affairs under the direction of the Provost. The Center subsequently experienced a period of leadership turnover due to structural changes taking

***100% of UAC advisors use EAB in conjunction with the CSUDH Dashboard and the Chancellor's Office Dashboard to identify obstacles to student advancement toward graduation.***

place within the Academic Affairs unit. Considering the many changes from 2010 to 2014, the Center operated within a limited scope, offering one-on-one and small group tutoring in writing, math, and science for

students who voluntarily sought support. Since 2015, the Center has significantly extended its services and began offering adaptive Supplemental Instruction that requires mandatory weekly workshop participation, additional drop-in STEM tutoring services, and expanded group-tutoring services.

In the fall of 2016 the Center was strategically added to the portfolio of the Associate Vice President for Retention, Academic Advisement, and Learning. This leadership change is designed to create intentional opportunities for the Center that align with the University's Strategic Plan for student success, increasing retention, improving graduation rates, and helping to close the opportunity gap. In a final structural adaptation, the Toro Learning Center was merged with the Testing Center, now the Toro Learning &

Testing Center (TLTC), thereby combining outcomes and services that are natural partners in supporting student success.

The Toro Learning & Testing Center (TLTC) offers a variety of academic support to all currently matriculated CSU Dominguez Hills students. The mission of the TLTC is to create an open atmosphere of learning, promote engaged academic scholarship, and to provide students with opportunities to be fully integrated into the rich culture of the university. AAC&U (2007) describes lifelong learning as “all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge skills and competence.” The goal of the Center is to prepare all those who seek tutorial support from the TLTC to be engaged and effective students by helping develop specific dispositions and skills that empower them to become self-regulated learners (see [TLTC Learning Outcomes](#)).

In the 2016-2017 academic year, the TLTC relocated tutoring to the first floor of the Library, creating an open and collaborative learning environment that is easily accessible and visible to the campus community. This shift resulted in 7,167 students being supported in fall 2016 compared to 959 in fall 2015. A total of 10,597 tutoring sessions were offered in that period compared to 4,351 for fall 2015 (see [Table 5.1](#)). Additionally, the Center increased the student services provided through tutoring, Supplemental Instruction, Peer-Led Team Learning, and Just-in-Time support (JIT). JIT is a strategy designed to provide immediate support in courses not traditionally supported by the center and identified by faculty as potential roadblocks to student advancement. For example, in fall 2016, the Center provided JIT for students in OMG 321, CJA 341, and HIS 121, all courses that had not been supported in the previous years.

These collective efforts mark a long overdue transformation that responds to the unique needs of the CSUDH student population. For example, of the 2015 DHFYE cohort 61% of students were first generation, 75% needed remediation, and 87% belonged to an underrepresented minority group. Intentional retention initiatives that support these demographics must create spaces where students feel a sense of belonging and connectedness in addition to providing academic support. Moving the Center closer to these goals, faculty from the Mathematics Department were invited to host office hours in the Center, and 16 faculty members responded for fall 2016. These efforts directly

link to Goal 2 of the University’s Strategic Plan, by not only increasing academic support for students, but also increasing faculty interactions outside of the classroom and helping students build a sense of belonging on campus. For more than five years the Center operated without clear leadership, and as such the support for students provided by the Center was severely limited in scope. As of fall 2016, a permanent director of the TLTC was hired, taking on the role to provide leadership, help achieve sustainable growth, and collaborate with faculty to set the vision that will make the Toro Learning & Testing Center a data-driven national model for student success services.

The student success activities described so far – in the areas of English remediation, advising, and tutoring – epitomize the University’s learning-centered approach to undergraduate attainment. The CSUDH mission emphasizes opportunity in terms of not only admission to college, but also genuine access to high quality degrees, with appropriate support for traditional undergraduate curriculum.

## Support for Graduate Students (CFRs 1.2, 2.6, 2.10)

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The graduate program coordinators and faculty serve as primary advisors to graduate students in the area of the academics, curriculum and study plan. Additionally, the Office of Graduate Studies and Research offers email and face-to-face advising to those graduate students who seek additional clarification of University-wide graduate policies and procedures.

Also, the Office of Graduate Studies and Research tracks the academic standing of all graduate students. Each semester, the Office generates and distributes to the departments, reports with a list of the students who are being placed on academic probation or who are subject to disqualification. The graduate program coordinators are required to advise and meet with each of these students to create a mutually-agreed individualized study plan aimed at improving this student’s academic standing. These individualized study plans are shared with the Office of Graduate Studies, and they are reviewed by the Graduate Dean before the final probationary and disqualification decisions are made.

The [Graduate Student Handbook](#) was developed and made available electronically to all graduate students as a comprehensive tool assisting in navigating the complexities of the University, its policies, and

services available for graduate students. The Office of Graduate Studies and Research provides pre-admission information to prospective graduate students, and the following services to facilitate graduate student success:

- **New Graduate Student Orientation (NGSO).** Effective Fall 2015, this half day event provides a platform for new graduate students to meet their faculty advisors and fellow student peers, learn about the university policies and procedures, and identify financial aid and grants available for their education.
- **Graduate Equity Fellowship (GEF).** The goal of GEF is to increase the diversity of students completing graduate degree programs, encourage further study in doctoral programs, and promote consideration of university faculty careers. The program provides financial support to graduate students with strong academic records. Fellowships range from \$500 to \$4500 for the academic year. The maximum grant period for any student is two years.
- **Graduate Research Advancement and Development (GRAD) grant.** Effective 2015/16 AY, this grant is available for graduate students to offset the costs of attending conferences, hosting research and professional development seminars and provide seed funds for Masters Theses and Projects research.

## Promoting Excellence in Graduate Education (PEGS) and the Graduate Writing Institute for Excellence (GWIE)

Since 2010, CSUDH has been the recipient of two Title-V PPOHA (Promoting Post-baccalaureate Opportunities for Hispanic Americans) grants to enrich, complement, and improve the academic support of the graduate students and faculty at CSUDH. The PPOHA grants awarded to CSUDH include the Promoting Excellence in Graduate Education (PEGS-2010-2015) grant, and the Graduate Writing Institute for Excellence (GWIE-2014-2019) grant. Together the grants support all students and faculty in the 24 master's and professional and certification degree programs with enriched academic and professional writing support,

critical thinking and comprehension skills development, travel scholarships, and research assistantships.

## Promoting Excellence in Graduate Studies (PEGS), 2010-2015

The PEGS grant fulfilled two major objectives: (1) to expand post-baccalaureate educational opportunities for and improve the attainment of Hispanic students, and (2) to increase the number of and enhance the quality of post-baccalaureate academic offerings and scholarship.

A Committee of CSUDH faculty representing every college conducted the planning and implementation of the Title V grant for Promoting Excellence in Graduate Studies (PEGS). Each member worked from the understanding that many of the Hispanic graduate students attending CSUDH experience educational challenges associated with being Generation 1.5 students. These challenges often reflect a disparity between intellectual potential and academic experience in the areas of critical reading and writing, and they are not only specific to Latinx/Hispanic students but also affect other educationally underserved, low-income, underrepresented, and first-generation graduate school candidates.

Therefore, PEGS was designed to be a high-impact, multi-level academic support initiative. The project created learning opportunities outside of the classroom to fulfill identified needs, including online tutorials, face-to-face tutoring, and academic writing workshops, which have impacted not only the in-class performance of CSUDH students but also enhanced the overall quality of the University's academic programs. While following grant guidelines to meet the needs of specific demographics, PEGS also opened its services to the entire CSUDH community including graduate and undergraduate students as well as faculty. Throughout the three-year period of the grant period, PEGS rapidly designed, implemented, and scaled support services for CSUDH

*PEGS Mission Statement: We at PEGS are dedicated to promoting academic excellence in graduate-level reading, writing, and research by providing all students with programs and services designed to enhance students' critical thinking and communication skills, and empower them to make a positive impact in the communities in which they serve.*

graduate students, academic support for distance learners, and workshops addressing a variety of topics and student needs (see full [PEGS grant report](#)).

## Graduate Writing Institute for Excellence (GWIE), 2014-2019

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Building on the success of PEGS, in 2014 CSUDH launched a second Title V grant-funded project, the Graduate Writing Institute for Excellence (GWIE). In the 2015-2016 academic year, the GWIE provided many support services for CSUDH students, including: a variety of academic workshops, one-on-one writing consultations, and Graduate Pathways (GP) presentations (see [Support for Graduate Students](#) for full results).

The GWIE team has further expanded support for graduate student success through funding Research Assistantships. The Research Assistantship program aims to promote graduate-level academics and facilitate the movement of underserved populations into graduate studies by supplying an opportunity for students to collaborate on scholarly research projects with trained faculty mentors. The student and faculty partners publish research findings in peer-reviewed journals and present their work at CSUDH campus venues such as Student Research Day (see below) and the [Faculty Scholar's Program](#) symposia and colloquia, as well as at national disciplinary conferences and conventions.

## Student Learning

Beyond supports for traditional undergraduate and graduate curriculum in programs such as tutoring, advising, and PEGS, CSUDH provides a range of High-Impact Educational Practices (“HIPs”) that promote both curricular and co-curricular learning outcomes. The University’s 2012 Strategic Plan commits to ensuring that all enrolled students will participate in at least two HIPs. Some of the Institution’s most salient HIPs are described below, as examples of Student Learning broadly defined as deep, practical, and contextualized.

## First-Year Programs and Learning Communities (CFR 2.13)

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CSUDH offers a variety of first-year programs designed to promote student success by supporting students’

intellectual development, civic engagement, and personal growth, including: DH First-Year Experience, #DHFYE Accelerate, DH Learning Community, First-Year Seminar, Sophomore Experience, and Junior Experience.

## Dominguez Hills First-Year Experience (#DHFYE)

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The Dominguez Hills [First-Year Experience](#) (#DHFYE) program supports every first-year student and strives to build a community of engaged student learners who value academic excellence as well as intellectual and personal development. The program helps students: find their place at CSUDH; develop academic, self-management, and critical thinking skills; engage in career planning and major/career exploration; and experience diversity, inclusion, and study from a global perspective. The #DHFYE high-impact summer program is focused on helping first-time freshmen adjust to university life while fulfilling course requirements. #DHFYE students are provided with the following benefits designed to increase retention and success in their first year at Dominguez Hills: a summer accelerated course offered at no-cost to students, a 1:25 faculty/student ratio, free laptop checkout, Toro Peer Coaching, Supplemental Instruction (provided at no cost to students), proactive advising, and a number of summer workshops on just-in-time topics.

Now in its second year, #DHFYE welcomed 1,294 first-year students in fall 2015 to CSUDH, and 82% of those students returned for their sophomore year, while the national average for first-time, first-year (FTFY) students returning in the second year is 73%. Of the 1,294 FTFY students who entered CSUDH in fall 2015, 61% are first-generation students. In addition, 73% are Pell Grant recipients, 75% required developmental math or English or both, and 87% identified as under-represented minority students, with 53% of the population falling into all three categories. Across all campuses in the CSU system, the percentage of incoming FTFY students falling into all three categories is much lower at 20%.

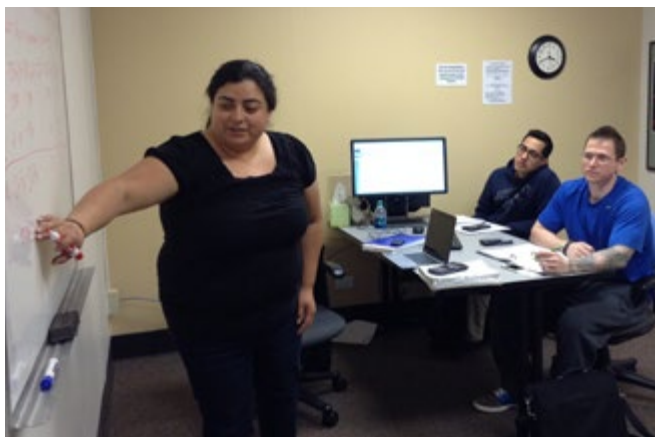
Each #DHFYE student is also assigned a dedicated peer coach and mentor who previously participated in the CSUDH first-year experience and is now thriving in college. Peer coaches help #DHFYE students connect with important campus resources (e.g., tutoring services, computer labs, and student clubs and organizations) to help them succeed academically and

socially at CSUDH. From the 2015 cohort, 92% of the students met with their peer coach for guidance and support.

## #DHFYE Accelerate

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First-year students who are prepared for college-level math and English courses are known as the [#DHFYE Accelerate](#) cohort, and they have the option to take a General Education course in the summer prior to their first fall semester at no cost. Faculty who teach #DHFYE GE courses are selected for their teaching expertise, particularly in working with first-year students. Accelerate students also participate in FAST (Freshman Advising for Successful Toros) workshops in the fall and spring semesters. Advisors in FAST workshops incorporate active learning opportunities that help students identify life goals, make meaning of course content and its application to real life, and



*Supplemental Instructional Leader provides students with the tools to succeed in math.*

provide feedback and guidance to students selecting courses to optimize time to degree completion. From the 2015-2016 to the 2016-2017 academic years, [#DHFYE Accelerate](#) students were retained at 84%, and on average earned 30 units with a 2.97 GPA. #DHFYE students themselves have described their educational experiences at CSUDH as helping them to develop a sense of social responsibility via volunteer and service learning opportunities, tackle challenging problems and projects with confidence, achieve career goals, and become lifelong learners.

The second class of #DHFYE students arrived in fall 2016, and currently 1,297 freshmen are actively participating in the #DHFYE program. CSUDH looks forward to tracking their progress, supporting their

academic achievements, and celebrating their four-year graduation in 2020.

## Supplemental Instructional Leader (SIL) Program

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In addition, as the single most well-documented intervention available for improving academic performance, an extensive Supplemental Instructional Leader (SIL) program has been designed and implemented for first-year CSUDH students. Supplemental Instructional Leaders attend classes, model appropriate classroom behaviors and study skills, and provide individualized support and group workshops outside of class. First-year students meet in small groups to discuss course content with the guidance of their Supplemental Instructor, with the goal of helping to improve students' understanding of course content. CSUDH currently provides supplemental instruction in English, math, and other academic subjects that have been identified as "bottlenecks" as evidenced by high DFW (D/fail/withdraw) rates.

## Dominguez Hills Transfer Learning Community (#DHTLC)

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The Dominguez Hills Transfer Learning Community (#DHTLC) is designed to strengthen the collegiate experience of transfer students by helping them find their place at CSUDH, develop academic, self-management, and critical-thinking skills; engage in career planning and major/career exploration; and experience diversity, inclusion, and a global perspective like their first-time, first-year counterparts. This program was created with the vision of expanding institutional support for underrepresented students, and to serve as a bridge for first-time transfer students as they acclimate to their campus environment. #DHTLC students are provided with the following benefits designed to increase retention and success as they transfer to Dominguez Hills: comprehensive advising beginning at the community college, the opportunity to take a CSUDH upper-division GE course through

***The FYS helps students hone critical thinking, writing, and oral communication skills, promoting meaningful peer-to-peer interactions and faculty-to-student mentorship.***

cross-enrollment, early access to their major department advisor, the opportunity to attend transitional enrichment workshops, and connection to a CSUDH Transfer Peer Coach.

## First-Year Seminar (FYS)

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Like the #DHTLC, the CSUDH First-Year Seminar (FYS) program was created to intentionally enrich and connect first-year students to core ideas in new disciplines with a passionate and caring, doctoral-trained, professor as their guide. Offered during the fall and spring semesters, the seminars cover a wide variety of thought-provoking topics. Professors discuss, debate, and engage with freshmen students in small, intimate classes (courses are capped at 25), facilitating sustained intellectual conversations and hands-on activities to explore and discuss topics of mutual interest. As a high-impact educational practice (HIP), the FYS further offers students the opportunity to hone their critical thinking, writing, and oral communication skills, promotes meaningful-peer-to-peer interactions and close faculty-to-student mentorship. In fall and spring semester CSUDH offers seminars taught by full-time faculty and lecturers who hold a Ph.D. or a terminal degree and who are active in their disciplinary fields. FYS topics range beyond the limits of the traditional first-year GE curriculum and include courses from Chicana/Chicano studies, criminal justice administration, computer science, economics, earth sciences, humanities, information systems & operations management, liberal studies, management & marketing, philosophy, psychology, and occupational therapy.

## Toro Ambassadors Finish in Four Scholars Program

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Because student development and campus engagement beyond the first year of college is critical to students' long-term retention and graduation, CSUDH launched the [Toro Ambassadors Finish in Four Scholars Program](#) in fall 2016. This initiative supports freshmen who will have completed 30 academic units toward degree completion prior to beginning their sophomore year. Students who choose the Toro Ambassadors Finish in Four Scholars Program are offered the courses they need to complete their bachelor's degrees in four academic

years. With targeted advising, a clear four-year plan, connection to academic supports and civic engagement opportunities, as well as career development, the Toro Ambassadors Finish in Four program will help students build skills, develop relationships, and participate in numerous high-impact practices that lead to student success.

The strong foundation students built as participants in the #DHFYE program continue to be cultivated through their role as Toro Ambassadors as they engage in HIPs while also serving as volunteer mentors and role models for the next #DHFYE cohort. CSUDH provides students enrolled in the Toro Ambassadors Finish

***#DHFYE supports every 1st-year student, building a community of engaged learners who value academic excellence and intellectual and personal development.***

in Four Program with the following supports and services: priority registration, the exact courses students need to finish their degree programs in four years, individualized tutoring, holistic/developmental academic advising, individual mentorship

and guidance from CSUDH faculty, and a unique opportunity to participate in campus-wide leadership activities, research opportunities, service learning, and student organizations from the second year forward.

## Toro Ambassadors Thru in Two Scholars Program

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Like the Toro Ambassadors Finish in Four Program, the [CSUDH Toro Ambassadors Thru in Two Scholars Program](#) was launched in fall 2016 and fully supports transfer students who will have completed 60 academic units toward degree completion prior to beginning the junior year. Students who enroll in the Toro Ambassadors Thru in Two Scholars Program are offered the courses they need to complete their bachelor's degrees in two academic years. The first year of the program is focused on and devoted to building a strong academic foundation and intentional connection between transfer students and their CSUDH faculty, advisors, and peers through targeted advising, a clear two-year plan, connection to academic supports and civic engagement opportunities, and career development opportunities. Engagement in campus activities and leadership opportunities are also facilitated for students, with a more intentional focus on student engagement in extra-curricular activities through their junior and senior years. These programs and services are delivered through students' participation in Dominguez Hills Transfer Learning Community (#DHTLC), and CSUDH

students enrolled in the Toro Ambassadors Thru in Two Program therefore receive the same supports and services offered to #DHTLC students.

Currently 264 students are participating in the #DHTLC for the 2016-2017 academic year. Participants include full-time and part-time students as well as distance-learning students. Applications for the 2017-2018 academic year are currently being accepted, and active recruitment has taken place at local community colleges and CSUDH outreach events such as Day at Dominguez, Transfer Day at DH, and the annual Counselors Conference held for area community college counselors. To make additional connections with students before they transfer, CSUDH has established partnerships with feeder community colleges ([see a complete list of partnering CCs](#)).

Program assessment for #DHTLC is currently under development and scheduled to take place annually; it will include both student feedback and student academic performance data to determine the program's effectiveness in improving student retention and persistence to graduation as well as student engagement with course content, their own learning goals, and the University and surrounding communities.

## **Civic Engagement (CFR 2.13)**

The [University's 2014-2020 Strategic Plan](#) outlines the objective to "Provide every student with the opportunity to participate in at least two innovative high impact practices\* (HIPs) before graduation," including the specific goal of increasing student engagement in community and service learning by 25% by 2020. The CSUDH Center for Service-Learning, Internships & Civic Engagement (SLICE) facilitates and fosters such quality experiential learning opportunities for students, supporting the development of meaningful relationships among campus, local communities in the Greater Los Angeles/South Bay areas, and the larger global community. The Center advocates campus contributions of knowledge and skill to promote quality of life in these communities, and further supports high impact practices for student success including experiential learning and community-based research.

As such, SLICE works across campus constituencies in ongoing and sustained efforts to address the learning and personal development dimensions of student success, engaging faculty who plan to incorporate service learning into one or more of their courses,

students looking for internships or community engagement opportunities, and staff who are involved in campus efforts to increase civic engagement. Services provided in the Center include: curriculum development, faculty development workshops, student/intern workshops, handbooks for service learning, forms (needs assessments, evaluations, etc.), one-on-one technical assistance for service learning course development or conversion, maintaining a service learning and community engagement resource library, and providing events that showcase community engagement activities and opportunities.

## **Undergraduate Research (CFR 2.8, 2.9)**

Guided by educational research that consistently shows students in all academic disciplines benefit greatly from facilitated engagement in the research activities of their chosen fields, the CSUDH Office of Undergraduate Research, Scholarship, and Creative Activity (URSCA) was founded in fall 2013. URSCA's mission is to create and support a campus environment in which undergraduates have multiple and varied opportunities to participate in research, scholarship, and creative activities that increase their engagement with their majors, disciplines, and future professions.



*Student presenting at Student Research Day 2017.*

URSCA sponsors four programs:

1. [The Faculty Scholars Program](#) awards faculty with a proven track record of involvement with undergraduate research, scholarship, and creative activity three WTUs reassigned time per semester. This program supports faculty who are engaged



in research with undergraduate students by granting them the most valuable commodity they can receive: time to conduct their research work.

2. [The Student Research Fellows Program](#) awards monetary support to promising undergraduate students who pursue research projects under the guidance of one or more faculty members within their academic field. This program is intended to allow each Student Research Fellow to devote a considerable amount of time to pursuing a project of research, scholarship, or creative activity. Applicants are selected based on two major criteria: the intellectual value of the proposed project, and the student's demonstrated potential for success in completing the project. This program supports 16 student researchers each semester.
3. [Student Research Day](#) provides a unique opportunity for undergraduate and graduate scholars to share their research or creative projects within a supportive community of peers and faculty. Students, under the guidance of faculty mentors, prepare and present original projects during a daylong celebration of our shared intellectual community, and the top 10 presentations each year go on to be given at the statewide California State University Student Research Competition. Student Research Day has continued to grow since its inception in 2005 and has become a high-quality showcase for students' research in the sciences, humanities, and creative arts.
4. [The CSUDH Research Journal](#) is a new initiative being developed within URSCA to give students in all majors at CSUDH the opportunity to publish their research and scholarship in a public forum. Student editors within each academic major will select the best submissions from their peers for inclusion. The journal is in the planning stage, and is expected to launch in the 2017-2018 academic year.

In addition to these four major programs, URSCA sponsors symposia, meetings, and a variety of additional

activities that promote and assist undergraduate student researchers and the faculty members who mentor them.

## Internships/Student Placement

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Recognizing the role of internships as a high impact educational practice and important form of experiential learning, CSUDH offers students an array of internship, fieldwork, clinical experience, and practicum opportunities. Typically a semester or year in length, internship experiences at Dominguez Hills are designed to provide students with the opportunity to apply theory to practice in a sustained and supported environment.

## Co-Curricular Engagement

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As part of the University's goal to continuously strengthen educational effectiveness and improve student learning, CSUDH places a great deal of importance not only on learning within academic courses but also on aligning co-curricular learning with the mission, vision, and values of the University. In fact, a related objective outlined in the 2014-2020 Strategic Plan (Objective B) is to increase and assess opportunities for CSUDH students to engage in an array of effective co-curricular activities and programs that engage 20% of CSUDH students (fall 2013 baseline = 2,934 students), beginning with the assessment and analysis of the current level of student engagement in clubs, organizations, centers, and other co-curricular activities and programs on campus. The Division of Student Affairs is a prime mover in this objective, recognizing the critical role students' experiences outside the classroom play in their overall success. The SA division engages in ongoing analysis of the competencies students need to thrive and the co-curricular activities that will help them gain those competencies. Guided by the Student Affairs Assessment and Research Collaborative, departments have built a common process, language, and desired learning outcomes for students. Correspondingly, they have worked to develop robust assessment practices to gauge program and student learning outcomes, thereby fostering and advancing a culture of evidence in the Division of Student Affairs.

Educational research and analysis of evidence-based practices consistently show that learning and intellectual development are dynamic, ongoing processes. They occur over time and via a number of post-secondary experiences inside and outside of the classroom. As such, the assessment of student learning and

development is the responsibility of both Academic and Student Affairs. The external pressures and tough questions being asked nationally about the quality of a college degree and whether students are learning will not cease, nor should they. As Student Affairs professionals, division members are at the center of the campus movement to build strong student learning outcomes and assessment initiatives. There are many examples that demonstrate how those efforts take shape at CSU Dominguez Hills, including programs such as Freshman Fridays, Toro StrengthsQuest, the Men's Retreat, LEAD Retreat, and increasing Internationalization.

**Study abroad participation increased from 38 students in 2014-2015 to 75 students in 2015-2016, and participation further increased in 2016-2017.**

## Freshman Fridays

Every spring semester, the Career Center hosts a special workshop series for first- and second-year students who are undecided, undeclared, or thinking of changing their majors, with the goal of supporting early career exploration and connecting students to resources for career planning and development. The four-week Freshman Fridays program provides students with the opportunity to:

- Discover majors and careers that are the best fit,
- Discover personal strengths and how to use them in college,
- Network with industry professionals,
- Meet other CSUDH freshman and sophomore students.

Student learning in the Freshman Fridays program is assessed using: 1) short written reflection assignments due each week to understand and track individual student progress; 2) worksheets that ask students to apply knowledge of different career or professional domains; and 3) a final presentation to summarize how they will apply the knowledge gained through Freshman Fridays to build a clear personal and professional development pathway during their time at CSUDH.

## Toro StrengthsQuest

As part of the University's ongoing efforts to increase intentional opportunities and structured support for students' holistic development, CSUDH provides an enhancement to the Encounter to Excellence (ETE) experience with a program known as StrengthsQuest. The StrengthsQuest assessment tool helps students discover their top five individual strengths in order to receive strengths-based academic support, advising, and guidance toward personal development from trained academic advisors and peer mentors. Programmatic efforts are evaluated via student surveys and pre- and post-tests.



*Male Success Alliance.*

## The Men's Retreat

The CSU Dominguez Hills Men's Retreat aims to create a safe environment for men to explore their identities. Specific attention is given to developing an understanding of issues related to gender roles and expectations, sexual misconduct, and violence. Through the critical exploration of these topics, the retreat aims to 1) deepen participants' understanding of themselves and what it means to be a man in contemporary society, and 2) facilitate students' connection to and engagement with the broader campus community, increasing their chances for retention and success. The Men's Retreat is assessed through pre- and post-tests in addition to exit interviews designed to provide further insight into participants' learning and development (see the [Men's Retreat learning outcomes](#)).

## LEAD Retreat

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The Office of Student Life (OSL) provides co-curricular opportunities to enhance student learning, development, and engagement designed to enable students to discover, reflect upon, and practice skills that foster leadership and success. OSL focuses on the following Council for the Advancement of Standards (CAS) domains: knowledge acquisition, integration, and application; interpersonal and intrapersonal competence; and practical competence. The pipeline of leadership starts with Passport to Leadership as an introductory level badging program. Advanced student leaders are trained in a three-day LEAD Retreat and a mandatory one-day Student Officer Training. The LEAD Retreat activities include small group discussions, workshop trainings, case studies, and visioning, with two dominant theories informing the work: the Social Change Model of Leadership Development and Leadership Identity Development Model. OSL uses a variety of direct and indirect assessments to gauge learning, including pre- and post-tests, reflective journals, focus group discussions, institutional comparisons, and employer surveys.

***The fall 2010 cohort's 6-year graduation rate reached 42.4%—an all-time CSUDH high and a gain of 18 percentage points (75%) in just 5 years.***

## Study Abroad (CFR 2.11)

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Study Abroad Programs at CSUDH are designed to prepare students to become internationally competent and culturally sensitive citizens, workers, and leaders in the global community of the 21st century by creating a campus-wide ethos that cultivates learning and understanding about the world. The University's Strategic Plan aims to increase the number of domestic students and faculty who engage in an international experience by 30%. To date, CSUDH study abroad participation has increased from 38 students in 2014-2015 to 75 students in 2015-2016, and there continues to be an increase in participation in 2016-2017.

In recent years, faculty at CSUDH have participated in workshops designed to promote new faculty-led study abroad programs as well as new agreements for exchange with international universities. The CSUDH occupational therapy program has implemented new, faculty-led, study-abroad experiences in Mexico and Bulgaria, the health sciences program implemented a spring semester course that includes two weeks in

Thailand, and the Anthropology Department developed a new spring intersession program in Bulgaria. During the 2015-2016 and 2016-2017 academic years, additional study abroad partners have been approved to provide CSUDH students with additional opportunities for semester and short-term programs. In alignment with the University's Strategic Plan, the efforts outlined above help cultivate a campus-wide ethos that supports students' learning and understanding about the world.

## Internationalization

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As part of the University's 2014-2020 Strategic Plan, CSUDH has developed Objective C: to implement and expand the University's internationalization efforts by increasing the number of international students to 300 (fall 2014 baseline international students = 88), and increasing by 30% domestic students and faculty who engage in an international experience. CSUDH consequently supports the infusion of international

experiences into curricula and co-curricular programs to help students explore a multiplicity of communities, U.S. diversity, and world cultures as well as challenges around the world to freedom, equity, and human rights. The University has further developed the "[2015-2020 Strategic Plan for Internationalization, and Partial Implementation Plan for Defining the Future: The 2014-2020 University Strategic Plan](#)," in which Goal #1 is to "Assess, reorganize, streamline and build campus infrastructure, policies and processes to better support internationalization efforts."

The mix of student success strategies at Dominguez Hills, in undergraduate curriculum, graduate curriculum, and high-impact practices, is intentionally interconnected, dynamic, and responsive to the particular communities we serve. Although we carefully track the outcomes of each program, our rising graduation rates and surveys of student satisfaction suggest that the real value may lie in the interactions among these different programs.

# Student Success Outcomes

## Graduation Rates (CFR 1.2, 2.10)

The CSU's system-wide Graduation Initiative 2025 provides a center of gravity for the University's student success efforts. Last year Dominguez Hills received a set of aspirational targets for student cohorts graduating in 2025 from the Office of the Chancellor, which include the following:

Table 5.2

Metric	2025 Goal	Comparison Rate*
Freshman Six-Year Graduation Rate	55%	35%
Freshman Four-Year Graduation Rate	31%	6%
Transfer Two-Year Graduation Rate	40%	28%
Transfer Four-Year Graduation Rate	75%	65%
Gap-Underrepresented Minority	0	1 percentage point
Gap-Eligibility for Pell Grants	0	-9 percentage points

\*Comparison rates are the most recent data held at the Office of the Chancellor in summer 2016 when the 2025 goals were set. California State University, Dominguez Hills has already improved on each of those metrics.

Both the Chancellor's Office and the state Legislature are in close contact with campus leadership to monitor progress toward these goals, which CSUDH aims to meet and surpass. To advance these ambitious goals, the University has incorporated student success objectives into the campus Strategic Plan and promoted them widely across all Students Affairs and academic departments. As a result, graduation rates are rising for all populations of students; in fact, the six-year graduation rate has reached 42.4% for the cohort entering Fall 2010, an all-time high and a gain of eighteen percentage points (75%) in just the past five years ([CSU Student Success Dashboard](#)).

At the same time, the University is further improving time to degree by offering additional class sections, degree roadmaps, and proactive advising. The result is

a steady increase in students' Mean Unit Load. This is a strong indication of progress, but one for which the University pays a financial penalty. Because students and the State pay the University a flat rate for tuition and fees, an increasing number of courses are being provided for students with no additional revenue accruing to the University. In the current academic year, the structural deficit created by the rising Mean Unit Load alone is expected to exceed \$2.4 million.

While the costs are significant, under the banner of institutional intentionality, CSUDH continues to focus on student success as the highest priority and has made significant and impactful progress in increasing student retention and graduation. In 2012, the six-year graduation rate for CSUDH first-time freshmen was 24.4% and is on track to reach 42% in 2016. This represents more than a 15% increase in four years and will be achieved nine years ahead of the 40% graduation target initially established by the Chancellor's Office. The six-year graduation rate for CSUDH first-time freshmen is projected to reach 52.09% in 2019, more than doubling in a seven-year period. Additionally, first-time freshmen one-year retention reached 81%, the highest in 23 years (2014 incoming cohort) and one-year retention rates for incoming transfer students also increased to 87% (2014 incoming cohort).

Despite the many successes outlined above, the four-year first-time freshman and two-year transfer graduation rates for CSUDH students have remained relatively stagnant at 6% (class of 2011) and 27.8% (class of 2013) respectively. In response, CSUDH has committed to a number of robust processes and high impact practices implemented in recent years, many of which are described in this essay, in order to increase the six-year graduation rate and further serve as a catalyst for improving two-year and four-year graduation rates. [The CSUDH 2025 Graduation Initiative Campus Plan](#) commits the University to redoubling institutional efforts to advance both small- and large-scale programs that have proven effective. The Campus Plan also features new and ambitious initiatives and analytics to permanently increase institutional capacity to dramatically shift four-year graduation rates for first-time freshmen and two-year graduation rates for transfer students.

## WSCUC Graduation Rate Dashboard

The WSCUC Graduation Rate Dashboard (GRD) moves beyond IPEDs reporting conventions to present a truer indication of student success, with a fuller range of outcomes and timelines. This more sophisticated approach is of particular value to access-oriented institutions like ours, where patterns of transfer, part-time enrollment, and intentional stop-outs obscure stories of circuitous success, and obstacles overcome. CSUDH was pleased to serve as an early illustrative case. (We are [institution #28 in the workshop presentation](#).)

The GRD provides important corroborating evidence to accounts from CSUDH faculty, advisors, students, and supporters, helping the institution understand which problems are actually just distortions in reporting methodology, and which we need to address.

## Student Satisfaction (CFR 4.1, 2.11, 2.13)

According to a number of different indicators, there is a very positive outlook regarding CSUDH student satisfaction. For example, according to a [U.S. News College Ranking report](#), Dominguez Hills' average freshman retention rate, one indicator of student satisfaction, is 80%. In addition, as part of its annual program review in 2014, the Communications department developed a survey to gain insight into a variety of factors contributing to the satisfaction and success of CSUDH communications majors. The [results](#) revealed that 85% of students agreed or strongly agreed they were satisfied with the quality of instruction they received, and 91% reported taking pride in being a CSUDH Communications major.

Furthermore, in spring 2016 a Writing Across the Curriculum (WAC) survey was administered to all enrolled CSUDH students. The survey was sent to 16,106 students; 1,632 students started the survey, a response rate of 10.08%. 1,529 of 1,623 respondents completed the survey, a completion rate of 94.21%. The response and completion rates were sufficient to yield valid data. Indicators extracted from the WAC Student Survey indirectly speak to levels of student satisfaction: 15% of students surveyed evaluated themselves as “excellent” writers; 51% evaluated themselves “proficient” writers; and 26% evaluated themselves “generally competent” writers. While these rates are not a direct measure of general student satisfaction, combined they show that 92% of students surveyed favorably assess themselves as writers, a testimony to

the skills and affective benefits (e.g., confidence and proficiency navigating academic contexts) that CSUDH students gain in the area of written communication.

Finally, on the 2015 National Survey of Student Engagement, both first-year and senior students attending CSUDH responded similarly to students at other institutions on all five benchmarks of effective educational practices: level of academic challenge, active and collaborative learning, student-faculty interaction, enriching educational experiences, and supportive campus environment. Fully 100% of first-year CSUDH students surveyed reported taking courses that challenged them to do their best work, 66% of senior students reported having participated in community service work, 85% of all students rated their entire educational experience at CSUDH as good or excellent, and 77% of students reported they would likely choose to attend CSUDH if they had it to do over again ([CSUDH NSSE interactive reports](#)). ■



# 6 Quality Assurance and Improvement

## Program Review; Assessment; Use of Data and Evidence

(CFRs 2.2a, 2.4, 2.6, 2.7, 2.10, 2.11, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7)

Quality improvement efforts at California State University, Dominguez Hills are broadly participatory, iterative, and evidence-based. Through formal processes of program review, assessment of student learning, strategic planning, curricular review, administrative councils and cabinets, and other mechanisms, the University strives for continuous improvement in institutional decision-making, instruction and student learning outcomes, and the quality assurance processes themselves.

### Continuous Improvement of the Program Review Process

In various ways, the Program Review process at CSUDH is under continuous review itself. While examining the program review process, various actions and resources required have been identified as part of the internal assessment of program review (CFRs 2.7, 4.1, 4.4, 4.6). The parties responsible for supervising program review on campus have been involved in ongoing reflections on the process since the previous WASC visit. The primary parties engaging in this work include the Program Review Panel, the Academic

Affairs Planning Effectiveness Committee (especially during AY 2012-2013), the Academic Senate, and the Provost and Vice President of Academic Affairs. A survey administered by the Program Review Panel in spring 2014 showed strong faculty support for changes to the review process. However, because of structural changes in Academic Affairs, implementation did not begin until October 2014, at which time then-Provost Ellen Junn authorized the Program Review Panel to move forward. Those reflections have led to significant changes that are represented in the revised Program Review Guide, which was approved by the Academic Senate in spring 2016. The primary aim of these changes is to streamline the review process while also affirming the central role played by program review in academic planning at CSUDH.

The review process has been refreshed significantly. First, PEAT+ interim reports have been discontinued.

Second, the Associate Vice President of Institutional Effectiveness and Assessment, who also supervises the work of the University Student Learning Outcomes Assessment

Committee, has been charged with oversight of program review. Third, the format and content of the self-study

***Program review facilitates the attainment of student success initiatives outlined in the University's Strategic Plan.***

report have been updated to reflect new standards adopted by WSCUC (2013) and the CSU Chancellor's Office ([see checklist](#)). Fourth, the final stage of the review process has been changed so that program reviews now conclude with a participatory conference including all program faculty, deans and their associates, representatives from the Program Review Panel, the Associate Vice President of Institutional Effectiveness and Assessment, the Undergraduate Dean, the Graduate Dean (when appropriate), and the Provost. These conferences provide a forum for collective deliberation, the aim of which is to achieve a consensus regarding priorities for program development and improvement. The agreed upon recommendations are then recorded in a memo of understanding that is signed by all parties.

While CSUDH is in compliance with WSCUC requirements, the challenges in the review process since the last accreditation review necessitate a comprehensive inventory of all program reviews conducted since previous institutional reports were submitted. Unfortunately, there is not a single archive for all of the reports and recommendations related to the Program Review Panel. Recognizing the need to improve the archive and include recent reports and documents, the Office of Institutional Effectiveness and Assessment worked with Campus Labs consultants during the summer of 2016 to create a customized, web-based system for conducting program review. The new system will provide an archive of PRP documents.

New tools are being made available to allow faculty, staff, and administrators to better conduct reviews of program effectiveness through student success. The Educational Advisory Board Student Success Collaboration (EAB-SSC) is being implemented through the Office of Special Projects and is responsible for the coordination, training, and implementation of this advising platform, which is being institutionalized across all disciplines and units involved with undergraduate advising. A dashboard for student grade distribution has also been made available through the CSUDH Business Intelligence (BI) Warehouse. The BI Data Warehouse extracts data from the PeopleSoft Enterprise Resource Planning (ERP) production database, allowing end users to view, filter, and search for information.

## Formal Review of Academic Programs

CSUDH is committed to the development and delivery of excellent academic programs that reinforce our position as a model comprehensive urban university. An important element in fostering vigorous programs and university excellence is a policy of regular self-assessment and planning, implementation, and evaluation. Curricular and programmatic change grounded in this policy are the foundation of the review process. Program review includes analyses of the achievement of each program's learning objectives and outcomes, program retention and completion, and, where appropriate, results of licensing examinations and placement, as well as evidence from community members such as employers and professional organizations (CFRs 2.7, 4.1, 4.3, 4.4). The Program Review Panel (PRP) controls the review process and documents, including the Program Review Schedule and Program Review Guide, which can be accessed via the Program Review webpage. The policy and procedures described in this document are based on the University's goals and values, which are designed in alignment with CSU Chancellor's office requirements and current accreditation foci.

The goals of Academic Program Review are as follows:

- To encourage creativity in the teaching and learning environment while ensuring academic integrity.
- To document congruence of the goals of academic programs with the University's Strategic Plan.
- To assess areas of strength and areas needing improvement in academic programs.
- To evaluate student, teaching and learning, and program outcomes identified by the faculty, which are indicators of quality.
- To provide evidence of a high quality academic program gleaned from external and internal sources to support program improvement or maintenance.
- To recommend resource needs to achieve program improvement or maintain high quality based upon pertinent, current data.

Academic Program Review (PR) integrates data and findings on the meaning of the degree, the quality of learning, core competencies, performance standards, retention, graduation, and student success for each program. The results of program review provide insight into the desired directions for degree programs and, thus, for the Institution as a whole. Program Review informs the Institution's decision-making by playing a central role, along with assessment, in facilitating continuous improvement (CFRs 2.7, 4.1, 4.3, 4.4). The program review process results in priorities for program development and facilitates the attainment of the most important student success initiatives in the Strategic Plan: improving retention and graduation rates. Additionally, program review allows for the planning of faculty recruitment and the sharing of best practices across degree programs. For example, model advising practices are relayed to the academic programs undergoing program review.

Program Review results in recommendations that support the future growth of programs, helping them to achieve higher levels of excellence. Recommendations may include phasing out poorly enrolled concentrations, improving course scheduling, providing summer support for chairs of small programs, hiring additional faculty, and/or identifying appropriate space to house various departments.

## Improving Instruction and Student Learning Outcomes Through Program Review

Program review at CSUDH influences the quality of the educational experience (CFRs 2.7, 4.1, 4.3, 4.4). The periodic review of academic programs is required by accrediting agencies and by the California State University system. Program review and the annual assessment of student learning outcomes are two of the primary measures of program quality at Dominguez Hills. As such, they play a central role in demonstrating the integrity of the Institution's degree programs and facilitating continuous improvement. The review process at CSUDH examines every aspect of program quality in order to ensure that students meet rigorous standards to earn their degrees.

Interim reports and full program reviews analyze program and curricular quality, the quality of program

faculty, teaching and learning practices, student support services (such as advising), as well as alumni and community outreach activities. Full program reviews are designed to be completed within one academic

year in six stages. The process begins with the submission of a self-study report by program faculty at the end of the fall semester (on or before December 15). The

self-study and its numerous appendices are then sent to an external reviewer selected by the college dean in consultation with program faculty. Site visits by external reviewers are to occur in February and March. Program faculty have the opportunity to respond to the assessment and recommendations made by the external reviewer. The dean then examines each report and provides recommendations to the Program Review Panel. The Program Review Panel then drafts an assessment report and recommendations for the

***New tools allow faculty, staff, and administrators to better conduct reviews of program effectiveness through student success.***



***The University Library provides group study rooms enabling students the opportunity to discuss and provide feedback on coursework.***

Provost on the basis of all of the evidence generated by the review. At the conclusion of the process, the Provost and the relevant college dean establish priorities for program development and communicate those to program faculty.

A number of steps facilitate the integration of student learning outcomes assessment into the program review process. First, the Program Review Panel includes a faculty representative (usually the chairperson) of the University Student Learning Outcomes Assessment Committee (USLOAC). Second, program self-study reports include a current assessment report on student



learning outcomes in the form of an appendix, which allows PRP to evaluate program effectiveness and assess plans for improvement. Program review is integral to assessing and improving student learning. Numerous factors influence student learning, and each of these is subject to evaluation. The review process encourages pedagogical innovation and allows program faculty and administrators to redress resource deficits as well as to address program-specific space and equipment needs.

The goals and objectives of program review align not only with WSCUC and CSU requirements, they also align closely with the University's Strategic Plan. In fact, the program review process facilitates the attainment of student success initiatives in the University's Strategic Plan, and the improvement of CSUDH's retention and graduation rates lies at the heart of the plan. To achieve that objective, the plan calls for the recruitment of additional tenure-line faculty in order for the campus to achieve 60% tenure-track density by 2020. Program review provides one of the most important forums in which faculty, deans, and the Provost can plan faculty recruitment strategically based on evidence. Second, the plan calls for improved student advising. Program review is one of the most important forums in which best practices for advising can be identified and shared across campus. Third, the plan calls for the integration of high impact practices (HIPs) into the educational experience of every CSUDH student. Program review provides an important opportunity to encourage programs to incorporate HIPs into their curricula or to build on the existing effective educational practices within the program.

Further means for improving teaching and learning are examined in department self-study reports under Section B – "Teaching and Learning." Programs also address issues related to the enhancement of teaching and learning in annual reports to USLOAC during the interval between program reviews. Though USLOAC reports generally do not address grading philosophies and distributions, they do discuss ongoing efforts to improve teaching and learning.

Interim reports (formerly PEAT+ reports; now Academic Unit Profiles or AUPs) are to be submitted directly to the Program Review Panel in the third year of each review cycle. The AUPs are intended to facilitate ongoing reflection on program retention and graduation

rates and student learning outcomes assessment, thereby preparing programs for upcoming review cycles.

## Ensuring Student Learning

The assessment of student learning outcomes is grounded in the belief that the campus community embraces a culture of evidence involving continuous cycles of assessing learning outcomes, analyzing data, and acting on the findings to improve academic offerings.

## Leveraging Assessment to Improve Learning

The University uses tools provided by WSCUC to assess student learning and to demonstrate that CSUDH graduates achieve the stated learning outcomes and standards of performance. The Inventory of Educational Effectiveness Indicators (IEEI), maintained annually

***Improving retention and graduation rates lies at the heart of the Dominguez Hills Strategic Plan.***

by the Director of Assessment, summarizes the state of assessment on campus. Program-level learning outcomes (PLOs) exist in all degree programs at CSUDH. The University Student Learning Outcomes Assessment Committee (USLOAC) procedures

require that all programs develop, review, and revise PLOs during the annual assessment cycle. Ongoing refinement and changes to PLOs are encouraged by USLOAC members through consultation with program heads and assessment coordinators, as well as through the feedback USLOAC delivers to each program at the end of each academic year. Before 2015-2016, PLOs were archived in the Blackboard course management system as an organization page. As of fall 2016, the University switched to archiving PLOs using the Campus Labs program. As of spring 2017, those archives were visible only to program heads and administrators, and upon updates to the IEEI it was noted that many programs did not have current PLOs posted on the program webpages. The University is currently working diligently to ensure uniform publication of PLOs on every campus program webpage, and the Director of Assessment is developing a plan to make CSUDH assessment archives publicly accessible.

For 15 years, faculty and administrators have been responsible for developing, evaluating, and refining PLOs in their own degree programs, which, as a process, is inherent in the campus assessment system that

includes USLOAC. The description of USLOAC (in the CFR 2.3 narrative) explains the critical role of faculty in USLOAC. Further, chairs and program heads—virtually all of whom are faculty members—are the individuals required to oversee and submit the assessment reports from their programs. Each degree program is also required to set standards for their attainment of PLOs. At CSUDH, the standards are called “criteria for success” and are set for levels of “basic” proficiency, “intermediate” proficiency, and “advanced” proficiency. Some departments share PLOs via program websites, but many do not ([see the IEEI](#)).

Improvements and plans based on program-level outcomes and standards are documented in the annual assessment reports collected from every degree program. In fact, [the reporting template](#) requires programs to note and describe any actions taken as a result of the analysis of PLO assessment results; the actions are often part of larger plans for the program as delineated in departmental strategic plans or program review results. The current IEEI includes many examples of such actions. Two detailed examples of using assessment data to make improvements at the program level are contained in interviews with the chairs of anthropology and history, which were conducted for the assessment newsletter published periodically on campus. These examples demonstrate that the actions taken are often changes to pedagogy, the curriculum, in-class assignments, and teaching selection and training processes, all of which link directly to teaching and learning conditions and practices. The underlying assumption of the student learning outcomes assessment system at CSUDH is that student success is operationalized as the achievement of the PLO standards for a program.

## Assessing the Assessment Cycle

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Every year USLOAC members discuss the entire assessment process during regularly scheduled committee meetings, including the timeline for each of the program review stages, the resources available to program heads to complete the stages, the electronic resources that support the stages, and USLOAC policy and practice with respect to each of the stages. USLOAC endeavors to make assessment more effective, efficient, and economical campus-wide. By the end of each spring semester, USLOAC has agreed upon changes

that will be made to the assessment cycle for the coming academic year. These changes are implemented by the USLOAC chair, who communicates planned changes to program heads before the subsequent academic year begins. If work needs to be done during the summer, the USLOAC Chair (as Director of Assessment) gathers the necessary personnel and resources to get the work done.

Additionally, the Director of Assessment makes regular reports to the Provost and to the Academic Affairs Council regarding the progress of campus-wide assessment. During these reports, issues that program heads are facing are discussed, and feedback is generated. The feedback from the AAC members and the Provost is conveyed to USLOAC, which examines the feedback and takes appropriate action.

## Guided by Strategic Planning

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In addition to participation in the WSCUC reaffirmation of accreditation process, there are several other quality improvement strategies in place at Dominguez Hills. Building on a previous five-year plan, the [2014-2020 University Strategic Plan](#) recognizes the core values and the mission of CSUDH. In the plan, goals and strategies have been developed to achieve significant progress toward the aspiration

of becoming one of the nation’s leading urban universities, preeminent in teaching, student engagement, and student success. The Division of Academic Affairs has begun the process of finalizing a strategic plan as

well. Initiated by former Provost Dr. Ellen Junn in 2015, this plan will include goals and strategies at each key level within Academic Affairs, including colleges and major administrative units. The unit plans will identify goals, strategies, budget, metrics, team leaders for implementation, and a timeline for completion.

## High-Level Administrative Coordination

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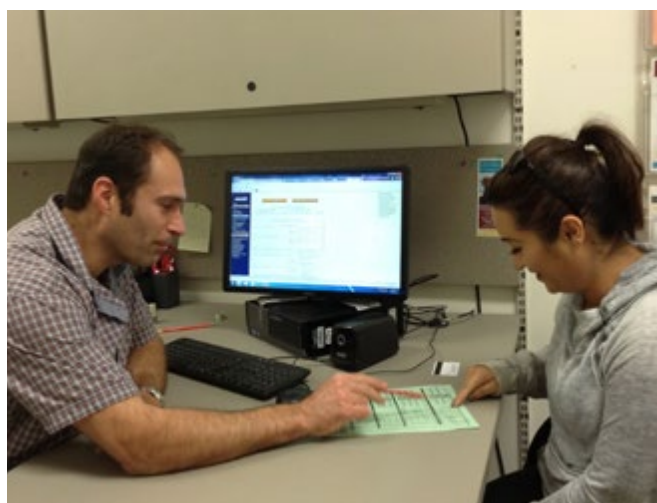
At the level of President, two important groups oversee quality assurance at the institution. The University Planning Council (UPC) and the President’s Cabinet address and discuss any topics relevant to the overall direction of the University. UPC was established in 1999 and includes representatives from all campus segments. The purpose of UPC is to advise the President on progress related to fulfilling the mission and goals of the University. Among other tasks, UPC oversees

and reviews the implementation of the Strategic Plan, providing status reports to the President and Cabinet on a bi-annual basis. The UPC leads the campus in focusing on short- and long-term goals based on needs assessment, and ensures the process of strategic planning operates consistently and continuously throughout the campus. The UPC is responsible for the development of procedures for implementing the CSUDH assessment, planning, and resource allocation process. The President's Cabinet works collaboratively to support and enhance student retention, graduation, and success. Recent activities of the Cabinet include pursuing funding mechanisms to increase faculty and staff hiring and reviewing proposals for archiving and enumerating policy at CSUDH.

## Ensuring the Quality and Integrity of Courses and Programs

The course development and curriculum revision process at Dominguez Hills also ensures quality. CSUDH has a well-developed and rigorous process for ensuring the integrity of courses and programs offered to our students. Faculty control the curriculum. Department chairs, college deans, and college curriculum committees approve new course proposals, changes of modalities, and program changes prior to review by the UCC and by the dean of graduate or undergraduate studies. All major changes require approval of the Provost and President. Content development and approval goes through a multistep process that guarantees the appropriateness and currency of the curriculum. New course proposals, including the addition or retirement of courses or options and/or changes in mode of delivery, are reviewed and endorsed or denied by departmental curriculum committees, including those listed above plus evaluation of appropriateness of SLOs and contribution to PLOs, accreditation requirements, faculty expertise, and contribution to the University Master Plan. Proposed changes are assessed for impact, including faculty expertise and availability of facilities, as well as alignment with college learning outcomes and mission by the college dean. The curriculum approval process continues at the college level with college curriculum committees that ensure appropriate need, currency, and level of content, grading assignments, standards/rubrics, level of faculty expertise, and SLOs. If approved to advance, advice for improvement is addressed by the department before continuing in the curriculum process. The General Education courses

are reviewed for approval by the General Education Committee (GEC) to verify content level, adherence to SLOs, and GE area requirements. GEC provides advice for improvement before continuing in the curriculum process. The University Curriculum Committee (UCC) verifies all of the above in the context of the University, and provides advice for improvement before continuing in the curriculum process. Finally, the Dean of Undergraduate or Graduate Studies reviews and confirms/denies the decision of the UCC. The charge of UCC is laid out in the Academic Affairs Manual ([AA 2005-06](#)) and involves the review of programs, courses, and curriculum-related decisions and the identification of curriculum issues to refer to the Educational Policies Committee.



*University Advisor reviewing general education requirements with student.*

All new graduate courses and degree programs, as well as curricular changes initiated by department faculty, require college- and university-level review before they can be offered. Both the Graduate Council and the University Curriculum Committee participate in the university-level process. The [Curriculum Review Guide](#) provides an overview of the process. The forms and applications pass from the lower levels of curriculum review (i.e., originating in the programs) on to the college-level curriculum committees. From there, they pass on to UCC. This system ensures deliberation and approval at each level of the process.

## Review of Graduate Programs

The above quality assurance mechanisms, including the assessment of student learning outcomes and program reviews, are intended for individual degree programs. Currently, many departments combine their reviews of

undergraduate and graduate programs in a single self-study report. In Spring 2017, CSUDH Graduate Council enlisted consultants from the Council of Graduate Schools, whose [final report](#) includes reflections on whether this approach serves the needs of the university.

## The Role of the Faculty

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CSUDH has a dedicated group of faculty members who are keenly concerned with quality at the institution. The Academic Senate, consisting of the general faculty, formulates, evaluates and recommends policies and procedures pertaining to the development, maintenance, and improvement of the University to

the President. Additionally, the Senate serves as a medium for the expression of faculty perspectives on matters affecting the operations of the University. Through the initiation, deliberation, and approval of Senate resolutions, the Academic Senate has developed a body of such recommendations. Recent examples of Senate work include recommendations on improving the transparency of the faculty hiring process, improving the

***The Academic Senate formulates, evaluates, and recommends to the President policies and procedures pertaining to the development, maintenance, and improvement of the University.***

process of searching for Provosts ([resolution 16-14](#)), changing faculty compensation ([resolution 16-03](#)), and even re-assessing the Constitution and Bylaws of the Academic Senate itself ([resolution 16-13](#)). Ad-Hoc committees of the Academic Senate have addressed important issues on campus, as well. For instance, the Ad-Hoc Committee to Review Lower Division General Education produced a series of recommendations to the General Education Committee in the spirit of increasing the quality and integrity of the General Education program.

## Development of the Faculty

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The Division of Academic Affairs provides resources for faculty members to assist other faculty members. The Faculty Development Center (FDC) at CSUDH includes support, resources, and services that enable faculty to achieve excellence, integration, and satisfaction in the areas of teaching and scholarship, and throughout their academic careers. The FDC was established to support the University's mission of success in education by

ensuring students' contact with highly trained faculty members who effectively combine teaching, scholarship, and service. Further, the FDC helps the University develop and sustain a campus culture that values and supports excellence in teaching, learning, and research. Major services provided by the FDC include training in pedagogy, scholarship, student engagement for student-centered learning, curriculum design, First-Year Experience seminars, and peer mentoring, all of which are designed to support the University's strategic planning goals. The FDC website offers a one-stop resource for faculty with inter-division information and services. In addition to the website, the FDC publishes a blog for faculty engagement in teaching ideals, technology updates, and library innovations.

***The FDC provides support, resources, and services that enable faculty to achieve excellence, integration, and satisfaction in teaching and scholarship.***

During the academic year, the Faculty Spotlight showcases faculty profiles in recognition of unique and special contributions by campus colleagues. Other services provided include: professional development resources for faculty development across one's career, listing of events and activities with RSVP information, and webinar links for training opportunities. To help new faculty members upon arrival at CSUDH, the FDC conducts a new faculty orientation.

## The Key Role of Institutional Research

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The mission of Institutional Research (IR) is to enhance University effectiveness with information to support planning, assessment, policy formation, and decision-making. The Office is responsible for generating and disseminating standard and ad hoc reports to various campus constituencies, system entities, governmental agencies, and external organizations. IR further responds to external surveys from government and private agencies for institutional data; produces a campus Fact Book of enrollment characteristics, student retention and graduation trends, and application flow and yields that can be used for external and internal audiences. In the area of institutional effectiveness, IR designs, analyzes, and acquires data and produces reports for the accreditation of programs, colleges and the campus, special studies of enrollment trends, assessment of programs, and investigation of student

opinions through various survey methods. The IR office provides high quality information that is useful for high-level decision-making and planning (CFRs 4.2, 4.3, 4.4, 4.5, 4.6, 4.7).

Often the information provided by the IR office is used in high-level, long-term planning and decision-making. The ability of IR to provide information in a tailored format that is most appropriate and most useful to the goals of the requestor is evidenced by a few recent examples. In one case, the campus President asked a basic question about what graduation rates the campus can expect to achieve by the year 2020 based on current rates. IR developed a methodology for making projections and created projections of graduation rates out to the year 2020, presented in a readable, manageable form that would enable administrative decision-making (see [Projections of IPEDS graduation rates Excel file](#); see [Cohort Tracking and target Percentages Excel file](#)). In a similar request, the President asked what it would take to achieve a specific graduation rate given the pool of students that the University still had remaining in the cohorts. The IR office developed a comprehensive report for the President in order to meet these defined information needs.

Other examples show how the office provides data documents that allow specific, detailed planning for semester capacity and admissions policies on campus in particular academic semesters and years. In one case, IR created an enrollment planning worksheet to support requests from Academic Affairs and Student Affairs. This worksheet calculates FTES based on planning scenarios related to campus targets for the current year, the specific capacities of the colleges, and potential admissions policies that could be established in comparison to prior terms (see [2015-2016 Enrollment Calculator Excel file](#)). In another case, an ad-hoc dashboard was created for Academic Affairs that addressed specific questions regarding FTES targets in light of various potential admissions strategies for limiting new spring enrollments and how those would affect the University's enrollment targets by college and overall. This tool also served to facilitate the advanced planning of class schedule capacity ([2014-15 FTES based on target and ratio](#)). Other examples demonstrate the impact of the DH IR office at the level of the CSU Chancellor's Office (DH participated in the CSU Student Success dashboard and the student success data submissions, and the IR Office played a role in that development), off campus

(DH was a pilot for the WASC graduation/student success dashboard; DH was an early adopter for VSA; DH provided input to NCAA & CAHSI among other agencies that resulted in revised surveys; and DH provided consultation to a delegation from Japanese universities regarding their plans to implement IR), and in new initiatives (internal dashboards—[sample screenshot of graduation and retention dashboard](#), [Academic Unit Profiles](#), and Delaware Cost Study participation—[screenshot of description from website](#)). Another example of IR's system-wide impact includes the presentations made at system-wide IR directors' meetings and system-wide reporting meetings.

The Institutional Research office also supports the assessment of student learning on campus. A very recent example is the newly developed Dream Seminar (First-Year Seminars) offered to incoming freshmen on campus in fall 2015. IR was asked to help evaluate the effectiveness of the seminars. The initial request involved simple comparison of students enrolled in the seminars to those students not enrolled. IR provided data to meet the request, and further discussion among the requestors led to more complicated queries and requests. In response, IR provided more data for the requestors and provided additional data the IR representatives thought could be of use. Another example relates to Title V and EOP—two important programs that provide significant student services on campus. The IR office provided data about the success of students enrolled in those programs compared to non-enrolled students ([data sheets](#)).

Institutional Research has honed its capabilities in providing detailed student information based on census information. The office provides general reports based on analysis of the student body and course offerings. All support from IR is focused on providing support to the central administration. Planning and improvement at the department level often requires detailed analysis that may be insufficient to meet the needs of chairs and program heads in some instances. IR supports program review processes on campus and consistently provides accurate and appropriate data that is contextual, conceptual, and collaborative, though structural changes have deeply impacted IR in recent years. The University is actively working to rebuild capacity in the Office of Institutional Research to maintain the University's commitment to decision-making processes that are both transparent and data-driven. ■



# 7 Sustainability: Financial Viability and Preparing for the Changing Higher Education Environment (CFRs 2.2, 3.3, 3.4, 3.7, 4.1, 4.3-4.7)

## **Financial Stability: the Next 7-10 Years (CFR 3.4)**

Bolstered by strong enrollment growth, increased state funding, and new financial models for the CSU system and the campus, CSUDH remains financially stable and is prepared to continue to deliver transformative academic experiences that positively impact the lives of students and the region.

Between fall 2012 and fall 2016, enrollment (headcount) increased by 7.8% from 13,933 to 14,731 while full-time equivalent (FTE) enrollment increased by 13.18%.

Higher FTE growth is the result of increases in mean student course loads congruent with increased student persistence and reduced time to degree. The University maintains its commitment to access and affordability and is one of only five CSU campuses and the only CSU in the Los Angeles region not to declare impaction, accepting all qualified students within our service region without imposing additional admission criteria.

During the same period, the revenue budget of the University, inclusive of all fund sources, increased

by 26% to \$224,062,452. Approximately 77% of this increase is the result of increases in the state operating budget, including state-funded support and student tuition and fee revenue, which grew by approximately \$32M combined. More than 87% of increases in the state operating budget came from increases in state funding. The balance was derived from increased student fee revenue due to increased enrollment and a student success fee designed to support student success and graduation, which was initiated in 2015 with a phased implementation of incremental \$35 increases per semester over five years.

Recent growth in student enrollment and revenue at CSUDH stands in sharp contrast

to the period between 2008 and 2015 in which period revenue streams were adversely affected by the multi-year California state budget reductions between 2008-09 and 2013-2014. The University also failed to regularly meet enrollment targets between 2000-2010. Both

***CSUDH remains financially stable, continuing to deliver transformative academic experiences that positively impact the lives of students and the region.***

developments negatively impacted the University’s financial condition and significantly limited investment in core academic and instructional needs. The state budget has subsequently improved, and since 2008 CSUDH has repeatedly exceeded funded enrollment targets. Despite this, the University has continued to admit students over and above those targets, accepting all qualified applicants despite the lack of corollary state funds. Additionally, CSUDH has invested millions of dollars in academic support mechanisms and developmental courses, without which qualified students admitted to the University would be put at an unacceptably high risk of stopping out or dropping out prior to graduation.

Enrollment challenges combined with dramatic cyclical changes in public funding demonstrate that CSUDH cannot rely on state appropriations to the same extent as it has in the past. As a result, the University

is aggressively pursuing strategies to grow financial resources through diversification and increased revenue while continuing prudent financial planning and budget management practices. Few, if any, institutions of higher education have all the resources necessary to support existing programs and make strategic investments in the future at the same time. CSU Dominguez Hills is no exception. A distinguishing factor of Dominguez Hills’ financial viability and preparation for the future has been the campus community’s almost universal recognition that the status quo is unsustainable and new ways of thinking are required. This recognition was evident in campus-wide town hall planning sessions leading to the development of Strategic Goal Four in the University’s Strategic Plan, which makes explicit the University’s expectation of increasing and diversifying revenue sources.

Table 7.1

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
FTES Target	9,349	9,349	9,057	9,425	9,425	9,628	9,928	10,390
Actual FTES	9,469.3	10,376.9	9,870.4	10,231.3	9,783.6	10,299.7	10,376.0	10,876.4
FTES Difference	120.3	1,027.9	813.4	806.3	358.6	671.7	448.0	486.4
Percentage Difference	1.3%	11.0%	9.0%	8.6%	3.8%	7.0%	4.5%	4.7%

Many important actions have already been taken to increase University revenue, and additional action items are under development with plans to accelerate these efforts over the next several years. CSUDH has developed a comprehensive land development plan to leverage public-private partnership opportunities, cultivate underutilized property holdings, and generate revenue to support academic and student success programs. In addition, the University has invested in building the core infrastructure necessary to increase private gifts and donations, reorganized pre- and post-award grant administration, and is committed to further supporting

***The University has produced a land development plan to leverage public-private partnerships, cultivate underutilized property, and generate revenue for academic and student success programs.***

faculty-sponsored research and increasing revenue through external grants and contracts.

In addition, campus leadership is working to actively communicate the CSUDH story to individuals who can help marshal resources for the campus, including the CSU Chancellor, the Board of Trustees (BOT), and legislators, through campus visits and tours, white papers, and other mechanisms. Such efforts were instrumental in securing CSU BOT approval for a new \$82M science and innovation building and influencing recent changes to the CSU funding model that benefit CSUDH and other CSU campuses with similar student populations. Those efforts to affect change in the CSU funding model coincided with the establishment of a CSU task force commissioned by the Chancellor to evaluate and

recommend a sustainable financial model for the CSU system. Over the past three years, the CSU system has shifted its funding model away from allocations driven almost entirely by enrollment growth to a model reflecting principles outlined in the [Chancellor's Task Force for a Sustainable Financial Model for the CSU report](#). The new funding model begins to address the needs of smaller campuses as well as the increased costs experienced by campuses with a higher percentage of Pell eligible student enrollment and academically underprepared students.

At the campus-level, beginning in 2015-2016, the University adjusted its budget model to include all University fund-sources to provide more comprehensive financial information and to better inform University planning and decision-making.

Fund sources incorporated into the model include one-time resources, trust resources, self-support revenue, chargeback revenue, and other sources in addition to state funding and student tuition and fee revenue. Use of the "all-funds" model for budgeting has enabled CSUDH to continue to advance student success initiatives despite the limited availability of base resources to fully support such efforts; simultaneously, the University is currently implementing a plan to fully fund all approved programs via base funds. The University Budget Committee and the President's Cabinet were actively engaged in the development of this approach and continue to support and monitor implementation. Information on the all-funds budget model has been shared with the Academic Affairs Council, divisional leadership groups, and with the campus community through annual campus budget town halls.

The University also provides budget information via the Budget Office website, and campus [financial statements](#) and [audit reports](#) are incorporated into the financial statements and consolidated audit report for the CSU system. No material weaknesses for CSUDH have been identified in these reports, and the University continues to demonstrate positive financial performance and ongoing financial viability.

## The University Budget Committee and CSUDH's Financial Condition (CFR 3.4)

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The University Budget Committee (UBC) is charged with reviewing University budget and enrollment projections, evaluating divisional and departmental budget needs and priorities, and recommending budget allocations aligned with strategic goals and objectives to the University President.

The UBC is comprised of representatives from each division and internal constituent group, including faculty, staff, students, and administrators. The committee includes six faculty members who are elected by their respective colleges and the Library; three students, including the President of Associated Students

Inc. (ASI) and two other student appointees designated by the ASI President; a staff member appointed by the University President; and the five CSUDH Vice Presidents. One of the six faculty members appointed to

the committee is designated by the President to serve as chair for a three-year term.

The UBC committee plays a key role in assuring that University resource allocations are aligned with institutional priorities articulated in the strategic plan. Beginning in 2014-2015, UBC incorporated University strategic plan goals into its funding request template, and the goals and objectives in the University Strategic Plan continue to guide UBC budget allocation recommendations. [The UBC website](#) serves as an informational reference for all members of the campus community regarding University revenue, UBC recommendations, and approved allocations.

## Aligning Financial Allocations with Strategic Goals (CFRs 3.4, 3.7, 4.1, 4.3-4.7)

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Throughout 2014, CSU Dominguez Hills actively engaged in a collaborative process to revisit and reaffirm strategic campus goals. Those activities were designed to help the University adopt a common set of goals and priorities to inform campus planning, decision-making, and resource allocation, and to propel CSUDH forward in becoming one of the nation's leading



urban universities, preeminent in teaching, student engagement, and student success.

The 2014-2020 University [Strategic Plan](#) builds upon the previous five-year strategic plan for the University and reaffirms the CSU Dominguez Hills mission by focusing greater attention on increasing access to educational opportunity, enhancing campus support for student learning, and offering globally relevant academic programs. Goals outlined in this plan include increasing the number of tenure-track faculty, enhancing student support services, creating more innovative teaching and learning environments, and improving operational and administrative excellence across all campus divisions. In addition, strategies are

identified to promote and publicize CSUDH's notable points of distinction as well as the University's role as an educational and cultural center for the South Bay region of Los Angeles County and beyond. The plan also recognizes the dramatic changes in public funding that have occurred in recent years, and the need to grow the University's financial resources by diversifying and increasing revenue sources.

Since 2014, over \$20M in new resources have been allocated to advance goals and objectives in the University Strategic Plan, with more than 71% of these new resources allocated to advance strategic goals one and two.

*Table 7.2*

Strategic Goal	New Funding Allocated Since 2014
<p><b>GOAL 1. OUTSTANDING ACADEMIC PROGRAMS</b> While honoring CSUDH's historic roots, continue to support, enhance and develop academic programs that culminate in globally relevant degrees, by becoming an innovative, high-touch, high-quality comprehensive urban university serving the South Bay region and beyond.</p>	\$8.5M
<p><b>GOAL 2. FOCUS ON STUDENT SUCCESS</b> Promote student graduation and success through effective recruitment, transition, and retention of our diverse student population.</p>	\$8.7M
<p><b>GOAL 3. INNOVATIVE LEARNING ENVIRONMENT</b> Expand and support the use of effective, innovative teaching and learning environments and pedagogies for students both in and out of the classroom.</p>	\$3.8M
<p><b>GOAL 4. SUSTAINABLE FINANCIAL STRENGTH</b> Ensure, stabilize, and grow the university's fiscal resources by diversifying and increasing revenue sources.</p>	\$516K
<p><b>GOAL 5. ADMINISTRATIVE EXCELLENCE</b> Achieve operational and administrative excellence, efficiency, and effectiveness across all campus divisions.</p>	\$1.2M
<p><b>GOAL 6. NOTABLE POINTS OF DISTINCTION</b> Effectively promote, publicize, and celebrate the distinctiveness and many strengths of CSUDH through visible and engaging communications and marketing.</p>	\$1.5M

## UNIVERSITY STRATEGIC GOAL 1: OUTSTANDING ACADEMIC PROGRAMS

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The University initiated a multi-year faculty recruitment and hiring plan to increase the percentage of tenure/tenure-track faculty at CSUDH to the CSU-system average (58.2%). Since 2014, approximately \$8.5M in base funding has been allocated to support outstanding academic programs, including more than \$4M to hire increased numbers of tenure/tenure-track faculty.

## UNIVERSITY STRATEGIC GOAL 2: FOCUS ON STUDENT SUCCESS

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In 2012, under the leadership of then-recently-appointed President Willie J. Hagan, the University engaged in a campus-wide effort to focus on student success, investing in targeted programs and initiatives proven effective in supporting and enhancing student success, particularly for students from under-resourced school districts who often require additional interventions and supports.

These efforts have had a dramatic impact on student retention and graduation.

- First-time freshmen six-year graduation increased from 27.6% to 42.6% in 2016, a 15% increase;
- Fall-to-fall freshmen retention rates reached 81%, a 3.8% increase;
- Fall-to-fall retention of remediated first-time freshmen reached 87%, an increase of 14%;
- Fall-to-fall retention for transfer students reached 85%, a 2.4% increase.

In support of these efforts, \$8.7M in base resources has been allocated to advance student success since 2014. These allocations include funding to support: the nationally recognized Summer Bridge program to allow every incoming first-year student to participate, increased and enhanced academic advising, the implementation and rapid scaling of supplemental instruction, male success alliance staff, student leadership development, library services,

student interns, and the hiring of student assistant telemarketers.

## UNIVERSITY STRATEGIC GOAL 3: INNOVATIVE LEARNING ENVIRONMENT

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More than 40% of CSUDH classes are taught in temporary buildings that have far exceeded their intended lifespans and therefore fail to provide an innovative and stimulating learning environment for students. In 2015, CSUDH invested approximately \$1.1M in creating two technology-rich active learning classrooms supporting new teaching and learning modalities in multiple disciplines both at the undergraduate and graduate levels. In 2016, the campus invested nearly \$500K in the renewal of 13 classrooms, including installation of new classroom technology, and an additional 12 classrooms will be upgraded during summer 2017 at a similar cost. Further, the University is finalizing a multi-year plan to renovate all remaining campus classrooms over the succeeding four years.

***The University is currently finalizing a multi-year plan to complete renovation of remaining classrooms over the next 4 years.***

Beyond those exciting developments related to campus classrooms, plans are in place to construct a new science building slated to open for instructional use in spring 2020. The \$82M Science and Innovation Building is funded by CSU bond funds and supplemented by campus and donor funds. It will be the first new academic instructional building constructed at CSUDH in more than 25 years. This building is a commitment to growing STEM education on the campus as well as to the scholarly activities of both students and faculty.

Also underway are plans to expand current residential student population by providing new housing and more robust residential life programs. Related work is proposed to take place in two phases: construction of housing for 500 beds is planned to be completed by fall 2019 with an additional 600 beds following in fall 2022.

In August 2016, CSUDH launched a facilities Master Plan. The update is designed to create a physical campus that supports all the activities needed for a top-performing model urban university serving 20,000 full-time students. This will include modern classrooms, laboratories and learning spaces; student residential communities, recreational facilities, arts, and culture venues; facilities to host regional and global academic, cultural, recreational, and athletic programs;

and green initiatives to promote a more sustainable environment, society, and economy for all—including the ability to partner with institutions and businesses to attain financial sustainability in support of CSUDH’s academic mission.

## GOAL 4: SUSTAINABLE FINANCIAL STRENGTH

As previously noted, CSUDH is actively engaged in advancing opportunities to leverage undeveloped campus land via complementary land uses that would yield new funding sources the University could use to enhance academic programs. In addition, the University has made considerable progress in the past three years to establish the necessary infrastructure to enhance its philanthropic and fundraising efforts. One key element is the establishment a new philanthropic foundation comprised of influential executives and business owners dedicated to increasing philanthropic commitments and donations to the University. Currently the board is engaged in partnering with University Advancement to launch a \$15M capital fundraising campaign for the new Science and Innovation building, the first capital campaign in the University’s 51-year history. During 2014-2015, CSUDH raised almost \$5.5 million in philanthropic gifts and gift commitments. Except for 2002-2003 when Anschutz Entertainment Group made contributions to renovate soccer fields in exchange for a long-term lease, 2014-2015 was the most successful year in annual fundraising at CSUDH.

Additionally, the University is engaged in enhancing support and incentives for faculty interested in pursuing

**Plans are in place to construct a new science building slated to open for instructional use in spring 2020.**

public and private grant and contracts. A task force report assembled in December 2015 prompted the restructuring of post-award grant administration, and a new Director of pre- and post-awards has been hired to oversee implementation of recommendations to increase grant funding. For the past 5 years, external grants have consistently totaled \$10,000,000 or more annually, with variations due to the receipt of very large grants. For example, the University received \$13,587,471 in funding from the US Department of Education in 2014-2015. In the most recent five-year period, external funding was highest in the years 2011-2012 and 2014-2015, with more than \$16,000,000 and more than

\$17,000,000 in total, respectively. In 2015-2016, external grants generated more than \$500,000 in facilities and administrative costs for the University, representing a 6.2 return percentage on total direct costs.

## GOAL 5: ADMINISTRATIVE EXCELLENCE

In tandem with efforts to expand and diversify revenue, improving operational and administrative effectiveness and efficiency are also key to the University’s financial sustainability. Related developments include the hiring, training, and retention of highly qualified staff members, fostering a campus culture of exemplary service, streamlining administrative and business processes to reduce redundancy, costs, and unnecessary bureaucracy, and utilizing new technologies.

## GOAL 6: NOTABLE POINTS OF DISTINCTION

University marketing has transitioned from Student Affairs to the University Advancement division, and a cohesive strategy is under development to refine the University brand and target internal and external audiences with strategic messaging. New communications and marketing as well as IT web developer positions have been added in support of these efforts.



*Freshman Move-in Day.*

## New Allocations 2014-15 through 2016-17 Including Compensation and Benefit Increases

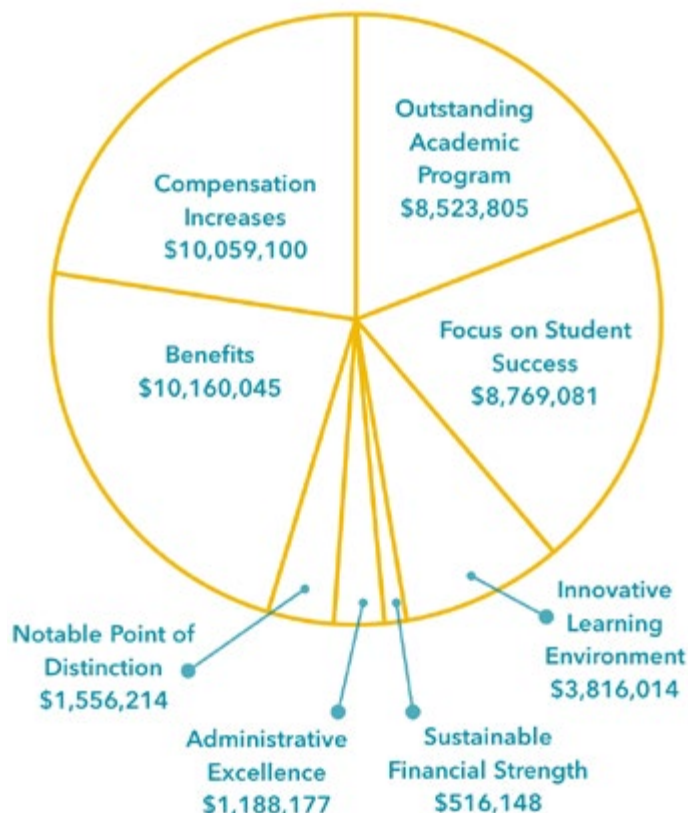


Figure 7.1 New Allocations

## Identifying & Enhancing Student Competencies for the Future (CFR 2.2)

Student success is at the core of the CSUDH mission. As noted above, the University has developed a faculty recruitment hiring plan to increase the percentage of tenure-track faculty at CSUDH to the CSU-system average (58.2%), expanded advising and supplemental instruction, and implemented a writing across the curriculum program and high impact practices. CSUDH also is developing and enhancing programs that link business and industry to academic programs and students through alumni engagement, enhanced advisory boards, internships, and other events and programs.

CSUDH has been successful in receiving grants and awards specifically designed to support student success, including a \$3M innovation award from the State of California. Recently, CSUDH received a five-year, \$2.6 million (\$524,870 annually) Title V grant from the U.S. Department of Education to create “Project Accelerate” to improve the learning, persistence, and overall

success of CSUDH students while decreasing their time to graduation.

In addition, the University is actively engaged in pursuing STEM-related grants and contracts as well as enhanced STEM student support programs. CSUDH recently launched the new [Center for Innovation in STEM Education](#), leveraging \$1 million in funding provided by the Annenberg Foundation. Further, via CISE, the University received a \$5.85 million Hispanic-Serving Institutions Science, Technology, Engineering, Mathematics grant, among the highest allocation offered by the U.S. Department of Education to help institutions articulate and graduate more underserved students in STEM fields. The five-year, \$1.17 million per annum grant will significantly increase the reach of CISE’s already extensive [STEM programs](#), with a focus on the University’s current underserved students, and those transferring from community colleges. CISE was also awarded \$2.5 million in contracts by Compton Unified School District in September 2016 to develop mathematics tutoring and teacher development programs in the district.

Since 2006, CSUDH math and science credentialed teachers have impacted the lives of 558,000 students. Furthermore, CSUDH has educated and graduated more math and science credentialed teachers than any other university in the CSU system. To meet a critical need to engage the community and campus in math and science applications, CSUDH, with support from a corporate donor, has created a fleet of “Mobile Fab Labs” for the Los Angeles region to attract new

**The University is actively engaged in pursuing STEM-related grants and contracts as well as enhanced STEM student support programs.**

teachers, reduce teacher turnover, and improve students’ math and science skills. These fab labs help bring concepts of Science, Technology, Engineering and Mathematics (STEM) to life by providing teachers and students with the equipment

and technology necessary to apply pertinent theories to fabrication and prototype projects. The labs enable teachers and students to become more successful in the classroom and on the job market, and generally enrich students’ educational experiences in math and science.



*Promoting STEM in education.*

## Program Review and Commitment to Assessment (CFRs 3.3, 4.1, 4.3)

The University remains committed to academic excellence, continuous improvement, and program assessment at the program, department, college, and university levels, as well as through WSCUC and other accrediting agencies.

### Assessment

The University has recently invested approximately \$650,000 annually to fund learning outcomes assessment on campus. The [Director of Assessment](#) is a 12-month, full-time faculty position (currently dedicated to assessment at 60% during the academic year and 80% through the summer), which includes acting as Chair of USLOAC. The Chair of the Program Review Panel receives compensation in the form of one released course each semester, valued at 25% of salary and benefits. The College of Business Administration and Public Policy and the College of Education each assign faculty Assessment Coordinators at ¼-time to evaluate learning across programs. The Chair of the General Education Committee receives compensation in the form of two-course reassignment per year. In addition to these annually recurring costs, CSUDH incurs expenses each year for other kinds of assessment, such as for periodic program review or in preparation for reaffirmation of accreditation. For example, in preparing this report, five faculty members were compensated with one course apiece to be the chairs of the core competency task forces. Academic Affairs also provided funding to carry out extensive pilot assessment projects, whose expenses and hospitality charges came to approximately \$10,000.

## Maintaining Focus on Educational Effectiveness (CFR 3.7)

As noted in Component 4, CSUDH has a long history of measuring educational quality and effectiveness, as well as establishing relevant policies and procedures that are designed to review and ensure the quality and academic rigor of new curricula and programs. Such policies and procedures support the ongoing assessment of student learning as well as the evaluation and improvement of academic curricula based on data analysis and within the context of current and future knowledge and competencies required for graduates in their chosen fields.

The office of Institutional Research plays a key role in providing data and analysis in support of educational effectiveness as described in Component 6. In addition, the University has expanded infrastructure and accessibility to information in support of student academic success and achievement of administrative excellence and efficiency. Examples include development and implementation of a system to more effectively monitor and track student success (retention and graduation); implementation of the EAB-Student Success Collaborative for campus advising, and the GradesFirst module, including integration of campus degree audit functionality, along with development and implementation of online Perceived Teaching Effectiveness (PTE) surveys.

The University also takes its responsibility as stewards of institutional resources, to the State of California, and to CSUDH students very seriously. Mechanisms are in place to regularly identify and prioritize opportunities to enhance business and administrative processes, including using enhanced technologies. Recent examples of business process improvements include the streamlining of purchasing procedures, student parking permit issuance, satellite cashiering, use of digital signatures, and workflow design. In addition, CSUDH is committed to environmental stewardship and has made impressive progress in reducing energy usage as well as related costs. The University is regularly recognized for these efforts, receiving California Higher Education Energy

***The University has made impressive progress in environmental stewardship and continues to reduce energy usage and related costs.***

Efficiency and Sustainability Best Practices awards in 2014 and again in 2015. Since 2011, the University has reduced annual energy usage by approximately 944,816 kilowatt-hours, realizing almost \$750K in utility savings and rebates as a result.

Additionally, transparency is an important element in maintaining the focus on educational effectiveness. Budget and financials are published on the University website, and in October 2016 the University further improved fiscal transparency by joining other governmental agencies across the nation by providing expenditure information using [OpenGov](#) a web-based financial transparency tool that dynamically presents the University's revenues and expenses.

Via this site, all members of the campus community and the public at large have access to standard reports, and individual parties can create additional reports based on their own areas of interest.

Educational effectiveness also can be considered in the context of outcomes determined by national assessments and rankings of institutional impact and effectiveness. Many of the University's rankings demonstrate the profound impact the University has on students and the region. For example:

- As reported in the [New York Times](#), The [Equality of Opportunity Project](#) ranked CSUDH 4th in California and 18th nationally in terms of the economic mobility of its graduates. According to the report, this mobility index “reflects the likelihood that a graduate will move up two or more income quintiles as a result of their degree from this university” (2017).
- CSU Dominguez Hills was ranked 7th by [Priceeconomics.com](#) for Best Outcomes for Low Income Students (2015).
- CSUDH was one of only four universities nationwide to receive the 2014 President's Higher Education Community Service Honor Roll's highest honor, the [Presidential Award](#). CSUDH won in the general community service category. The University has been named to the honor roll since 2010, and in 2013 CSUDH was a Presidential Award finalist.
- [Washington Monthly](#) ranked CSU Dominguez Hills among the top 50 (#47)

Masters granting universities in the nation for “contribution to public good.”

- [The Brookings Institution](#) scored CSUDH 88/100 on its college scorecard, which analyzed economic success of alumni, curriculum, STEM orientation, graduation rates, and other value-added criteria.
- [The Economist](#) ranked CSU Dominguez Hills 63rd in alumni earnings above expectation. The financial magazine looked at the projected earnings of alumni had they studied elsewhere and compared this to actual earnings after receiving a degree from CSUDH, estimating that alumni make an average of \$6,120 more per year because of their education.
- 2016 [CollegeNet](#) Social Mobility Index ranked CSU Dominguez Hills 68th out of more than 900 universities on gains in students' economic status.
- [Diverse Issues in Higher Education](#) ranks CSU Dominguez Hills 51st nationally in granting undergraduate degrees to minority students and 91st in granting master's degrees to minority students based on 2014-2015 data provided to the U.S. Department of Education.
- [AffordableSchools.net](#) named CSU Dominguez Hills among the top 30 colleges and universities across the United States that are both affordable and attractive. Eligible institutions have tuition fees and total cost of attendance below the national average, and “attractiveness” is based on factors such as green spaces, views, and architecturally significant buildings (2014).
- [Hispanic Outlook in Higher Education](#) ranks CSU Dominguez Hills 34th nationally in awarding bachelor's degrees to Hispanic students and 52nd in awarding master's degrees to Hispanic students. Additionally, the magazine ranks the University 30th in undergraduate enrollment of Hispanic students based on 2014 data reported to National Center for Education Statistics/ Integrated Post-Secondary Education Data System (NCES/IPEDS) (2016).

- The CSUDH master’s-granting occupational therapy program was ranked 106th in U.S. News & World Report’s 2016 [Graduate Schools Search](#).
- The CSUDH master’s-granting social work program was ranked 198th in U.S. News & World Report’s 2016 [Graduate Schools Search](#).
- CSUDH made U.S. News and World Report’s [short list](#) of 10 online bachelor’s programs with the highest percentages of minority students (2015).

(View [additional recognitions and honors awarded](#) to California State University, Dominguez Hills.)

## CSUDH: A Learning Organization (CFRs 4.4, 4.5, 4.6, 4.7)

CSUDH regularly uses data and information to inform decision-making, and increasingly the University is becoming data-driven across all facets of the institution.

In addition, CSUDH is committed to faculty and staff development. As described in Component 6, a Faculty Development Center has been established and provides robust professional development support, resources, and services to faculty in the areas of teaching, scholarship, and research at all levels of their careers. Staff are also encouraged to participate in professional development programs and conferences to enhance knowledge and skills, and gain increased exposure to current best practices from peers. In addition, the search for a Director of Professional Development and Training is in progress and will play a key role in developing a comprehensive training and development program for managers and staff. In the interim, the Division of Administration and Finance launched a University Business Institute to provide workshops on administrative and financial process and personal and professional development, while the Division of Information Technology provides workshops and hands-on training related to technology software and programs.

***CSUDH successfully educates one of the most diverse student bodies in the nation and has developed models for supporting the success of all students.***

## Global Challenges, the Future, and CSUDH’s Response

CSUDH is committed to providing a high-quality education to the communities it serves. Unlike most other CSU campuses, CSUDH has not declared impaction and continues to accept qualified students within the University’s service region despite associated financial pressures. This commitment requires the University to operate effectively, aligning efforts and resources with priorities and objectives guided by the University Strategic Plan. Flexibility and nimbleness in adjusting to changing situations while maintaining momentum toward achieving the University’s mission is also required. CSUDH is well positioned in this regard. The University has a long history of operating effectively, including during lengthy periods of under-enrollment and during the Great Recession. As the economic pendulum continues to swing, CSUDH is perfectly positioned for the future that lies ahead.

## Changing Demographics

CSUDH is committed to serving as a national model for student success. The University President’s statement that “America happens here” is far more than a mere slogan or flashy descriptor. The changes in student body composition resulting from fluctuating national demographics, which most universities foresee in the future, reflects the make-up of CSUDH’s student body today. The University successfully educates one of the most diverse student bodies in the nation and has developed models for supporting the success of all students.



***CSUDH Graduates.***

## Engaged Citizenry and STEM Initiatives

As described above, as well as in more detail in Components 4 and 5, CSUDH is a recognized national leader in Engaged Citizenry as well as STEM-related educational initiatives.

## Online and Digital Education

Online and digital education play an important role in ensuring access to higher education to a diverse student body with a broad range of educational needs and personal commitments. CSUDH has a long history of providing high quality online higher education as evidenced via outcomes determined by national assessments and rankings:

- [TopRNtoBSN.com](http://TopRNtoBSN.com) ranked CSUDH 8th in Most Affordable Online RN to BSN Programs.
- [Nonprofitcollegesonline.com](http://Nonprofitcollegesonline.com) ranked CSU Dominguez Hills' online MA in Humanities 5th in its 2017 list of the best online master's in liberal studies.
- [TopManagementDegrees.com](http://TopManagementDegrees.com) ranked CSU Dominguez Hills' online MPA 30th among the top schools for online master's degrees in Public Administration (2017).
- [Value Colleges](http://ValueColleges.com) ranked CSU Dominguez Hills the 40th Best Value Online College (2017).
- [U.S. News & World Report](http://U.S. News & World Report) ranked CSU Dominguez Hills 81st in Best Online Bachelor's Programs (2017).
- [BestColleges.com](http://BestColleges.com) ranks CSU Dominguez Hills in the top 15 of online MBA in Information Technology programs.
- [GreatValueColleges.net](http://GreatValueColleges.net) ranked CSU Dominguez Hills third on its list of the top ten cheapest online colleges in California.

As the numerous awards, honors, and recognitions outlined above demonstrate, CSU Dominguez Hills steadfastly maintains its commitment to the region, local communities, and individuals served by the University, providing not just access to higher education but also to a truly transformational educational experience for all CSUDH students.



*Incoming freshman gather at New Student Orientation.*



*Toros Dreamers Success Center at CSUDH is a safe place for undocumented students.*



*CSUDH President's Student Leadership and Service Awards.*



## Sustainability

### University Financial Documents

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The University Budget Office publishes annual fiscal-year budgets commonly known as the “Blue Book.” The blue book includes baseline budget and full-time equivalent (FTE) data by division and college. The University Budget Office also publishes semi-annual “Campus Management Reports” containing baseline and one-time budget and expense information by cost center. View the [Blue Book and Campus Management Reports](#).

Budget “Town Hall” meetings for the campus community present an overview of the campus’s fiscal health and current strategy and priorities. Hosted by the Chief Financial Officer (CFO), the meetings also cover allocations of new funding recommended by the University Budget Committee (UBC) and approved by the President. Visit [Town Hall meeting presentations](#).

The Student Success Fee is a Campus Mandatory Fee approved by the CSU Chancellor that has allowed the campus to improve student retention and graduation. The allocation of the funding from this fee is under the purview of the UBC and approval of the president. View the [FY16-17 Student Success Fee Allocations](#).

### Auxiliaries - Published Annual Statements

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The [CSUDH Foundation](#) publishes all meeting agendas, financial statements, and policies on its website in order to provide greater transparency for its operations.

The [CSUDH Philanthropic Foundation](#) is a nonprofit corporation governed by a board of directors, whose members serve as advisors to the President. Its mission is to actively promote, pursue, and steward private support for the advancement of the University. Financial information may be viewed at the website.

The [Associated Students, Incorporated](#) (ASI) is a student-run, nonprofit corporation, whose representatives are appointed to various campus-wide committees affecting campus governance. ASI’s annual financial statements may be viewed at the website.

The [Loker Student Union](#) (LSU) is a nonprofit corporation that provides an environment, designed to encourage interaction among the campus’s constituent groups, enhance the sense of campus community, and expand the avenues through which the University educates students. The LSU annual report, including financial information may be viewed at the website. ■



## 8 Conclusion: Reflection and Plans for Improvement

### “America Happens Here”

Previous Chapters have detailed the University’s continual efforts to provide opportunities for students in the South Bay region of Los Angeles and beyond. Keeping the characteristics of our primary student population and its rich diversity in mind, the campus—via the Strategic Plan—has aligned its financial and other resources with the goal of intentionally cultivating the optimal conditions and vital supports for student success. While some of the key elements that help students fulfill their academic, professional, and personal dreams are still works in progress, Dominguez Hills is on the path to becoming a national laboratory and model for student academic success.

Efforts by the campus to reaffirm its accreditation over the past three years have served as an important catalyst in the achievement of campus goals. Starting in the 2014-2015 academic year, this process initiated a set of self-inquiries into the functions, achievements, and areas of improvement on campus since the 2012 affirmation of accreditation by WSCUC. As delineated by the 39 Criteria for Review, staff, faculty, students, administrators, and community members engaged in

***The Strategic Plan aligns financial and other resources to intentionally cultivate optimal conditions and vital supports for student success.***

data collection, analysis, dialog, and self-reflection. Central to the discussion was understanding the meaning of a CSUDH degree with respect to the core learning outcomes of the campus and those articulated by WSCUC (the Core Competencies). In addition, the campus confirmed that it is meeting the needs of the students and the wider region, that its degrees have integrity, that it has quality assurance processes in place to ensure the continued improvement of University programs, and that it prepares graduates with skills and knowledge relevant to current social realities. The whole set of activities and the summaries created, after consideration and scrutiny by the campus and wider community, have culminated in the present report.

Plans for the future are ambitious and aimed at achieving the University’s strategic and long-term goals. An organizing framework for these plans is the Campus Master Plan and the master planning process, which articulates the long-term goal of accommodating up to 20,000 full-time equivalent students. Student success is key, and will be supported through multiple mechanisms that include the institutionalization of high impact educational practices, improvements in advising,

projects aimed at building essential student skills and knowledge, and increasing the number of residential students, among others. Active quality assurance processes, new analytical tools, and a sound fiscal plan will support these efforts.

## The Self-Study Process

Preparation for the reaffirmation of accreditation began in fall 2014 and immediately set into motion activities organized around data collection, information synthesis, and self-reflection at CSUDH. Beginning with then Provost/Vice President for Academic Affairs (Dr. Ellen Junn), faculty, staff, students, and community members were recruited to participate in the overall planning and implementation of the self-review process. By the beginning of spring 2015, a WSCUC Steering Committee had been established, headed by Co-Chairs Dr. Gitanjali Kaul and Dr. Mark Carrier

(upon Dr. Kaul's departure, ALO Ken O'Donnell stepped in as Co-Chair), and six campus-wide task forces had been set up, each focusing on a different key aspect of the self-review process. During that semester at a public WSCUC kick-off event, CSUDH unveiled its reaffirmation of

accreditation timeline, announced the composition of the Steering Committee, and launched a preliminary self-review under the WSCUC Standards. The newly appointed Steering Committee met monthly from that semester forward.

After the first year of raising awareness within the CSUDH community about the WSCUC review, the Steering Committee got to the difficult work of ascertaining how well the campus complies with the WSCUC Standards and the 39 Criteria for Review (CFRs). Divided into 39 different teams—one for each CFR—the Steering Committee members, with support from numerous other individuals on campus, investigated which policies, procedures, and data were available to support our efforts and which were not. The Steering Committee was guided by the WSCUC document, “Compliance with Standards, Institutional Strengths, and Challenges” (Chapter 2 of this self-study). This worksheet facilitated the initial review of our compliance with the CFRs, and thus Chapter 2 presents a historical record of where the campus stood at the initial stages of preparing for reaffirmation of

accreditation. Chapter 2 is not intended to convey the current state of the University.

In parallel with this effort, the five task forces (Critical Thinking, Quantitative Reasoning, Written Communication, Oral Communication, Information Literacy, plus one additional task force focused on Meaning of Degree) carried out inventories of available data, designed and ran their own research and assessment studies, and developed recommendations for the campus. The serious task of writing the Institutional Report was initiated in the spring 2016 term, with writers selected for each of the chapters, and with planning meetings that took place throughout the term and into the summer. At the same time, another semi-public event—this one for all faculty and staff within the academic units on campus—was hosted by the Provost's Office for the purposes of updating the academic personnel on the status of our WSCUC efforts

and recruiting faculty and staff to participate in the ongoing projects that involved data collection and analysis. By the end of the same term, the six task forces and the 39 different CFR teams had finished their reports and relayed their findings to the Steering Committee.

***The self-reflection process confirms DH's active pursuit of creative strategies that allow students to complete a university degree, achieve career goals, and contribute to their communities.***

The 2016-2017 academic year represented the final push to complete the WSCUC Institutional Report and to rally the campus around a process of deep self-reflection. In November of the fall term, a public WSCUC Town Hall was convened. There, the findings from the five task forces were shared, opening a discussion about the meaning of the task forces' findings, how the campus should react to them, whether the recommendations of the task forces were appropriate and implementable, and how the findings impacted the meaning of a CSUDH degree. The results of that town hall were incorporated into the draft chapters of the Institutional Report by the writing team. The writing team made a complete draft of the Institutional Report available in the beginning of the spring 2017 semester, at which point Steering Committee members and upper administration began their review of the report. On March 10, 2017, a complete draft of the Institutional Report was made available to the CSUDH community, and a month-long period of solicitation of feedback was initiated, culminating in another public WSCUC Town Hall to discuss and reflect upon the report in its then-current

form. The feedback, carefully reviewed and organized by the Steering Committee, was incorporated into the Institutional Report as appropriate, and the final copy was submitted to WSCUC on July 25, 2017.

The events that took place during the University's preparation for accreditation review led to important discussions on topics of keen interest to the entire campus community. Much of the discussion addressed the WSCUC Core Competencies (Quantitative Reasoning, Critical Thinking, Written and Oral Communication, Information Literacy) and how they align with the expected outcomes for a CSUDH graduate (the Institutional Learning Outcomes or ILOs) in addition to how well the ILOs represent the critical learning outcomes for a Dominguez Hills' graduate. Campus community members, among other things, suggested new ILOs such as innovation, leadership, and scientific literacy, considered ways to disentangle quantitative reasoning and critical thinking in the current set of ILOs, reviewed whether all degree programs touch upon all the ILOs properly, and pondered whether and how campus definitions of the WSCUC Core Competencies should be made and how they should be measured.

Student success was widely discussed. Discussions revolved around several individual points, including: the need for developmental education on campus, whether high-impact educational practices are equitably distributed across campus, diversity training for faculty members, and how to assess the campus learning outcome of Engaged Citizenry. Graduation rates were another key discussion point within the area of student success, although there was less concern over the past and more thinking about the future given the steadily rising retention and graduation rates. General Education (GE) was also a focus of much discussion, with many within the Division of Academic Affairs generating ideas for improving GE assessment. Finally, another key area of discussion centered on infrastructure and instruction delivery. As the campus increasingly employs online instructional modalities, the campus community is asking tough questions about how to address all the WSCUC Core Competencies and the University ILOs within the online context, especially oral communication. There was also extensive discussion about campus policies, specifically their completeness, their ease of navigation, and how they should be organized. Of course, many bright spots emerged throughout the campus's preparation for reaffirmation of accreditation, and it was due to the

act of preparing for the review at hand that campus members could stand back and take stock of all that has been achieved since our Interim Report to WSCUC in 2012. Two examples include the construction of a new science building and the development of a hiring plan to increase the proportion of full-time faculty members on campus (described below).

## Learning from the Self-Study

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As a result of the above-described events in addition to continuous reflection upon the University's many functions and responsibilities, the Steering Committee members and the CSUDH administration have learned a number of valuable pieces of information about the campus. Most of these have been discussed throughout the earlier components of this report. In several ways, these expansive exercises in self-reflection have validated many aspects of the University's self-conception. The process revealed that CSUDH does indeed offer programs that respond to the needs and demands of regional and local community employers. Through the comprehensive university curriculum review and the program review processes, it has been assured that each degree program provides an integrated course of study in that area of specialty, with most programs requiring a relatively small number of lower-division, preparatory courses, followed by a set of upper-division courses in the major. At the master's degree level, a capstone experience such as a comprehensive exam, thesis, or project is required in each program. Each degree program has developed a curriculum map that identifies courses in which key concepts are introduced, later reinforced, and finally assessed.

CSUDH also has found that it prepares graduates with the skills and knowledge needed to compete in a globalized 21st century. The General Education requirements at CSUDH closely match the requirements as defined by the California State University system. Still, the campus has learned that the existing GE package may lack a unified experienced, i.e., a coherent path through GE courses, and that concern has been taken up by the GE and University Curriculum Committees. Student participation in research is on the rise, as shown by the continued growth of Student Research Day since 2005, and the University has plans to construct a new science building to be ready for instructional services by spring 2020. Moreover, the CSUDH Institutional Learning Outcomes (ILOs) correlate strongly with the WSCUC Core Competencies,

and, consistent with the coherent philosophy of the institution, CSUDH adds one additional competency: Students are expected to become engaged citizens and to show the relevant knowledge and abilities. Community engagement is taken seriously and infused throughout the campus curriculum and co-curricular experiences, and diversity and valuing diversity is embedded across the curriculum at CSUDH.

Additionally, the self-reflection process has confirmed that the University actively pursues creative strategies to provide students with the opportunity to complete a university degree, pursue their career aspirations, and contribute to their communities. CSUDH has made significant and impactful progress in increasing student retention and graduation, though four-year, first-time freshmen and two-year transfer graduation rates remain stagnant. Strategies to improve those particular student success indicators include the implementation of the Smart Planner system, building Active Learning classrooms, and renovating aging classroom and facilities. Among other actions, the Institution is further working to increase revenue and support academic goals by leveraging campus land use and using funds from Student Success fees to improve academic programs and supports through, for example, hiring additional full-time faculty members.

Finally, the process of self-reflection has demonstrated that the University actively develops and implements programs that increase persistence and retention among student populations that have historically experienced lower graduation rates. Since 2009, the University has significantly decreased the number of “special admit” students and has worked to address the fact that a high proportion of fully admissible freshmen require remediation in English and/or mathematics. In fact, at CSUDH a key mechanism for creating an integrated sequence of instruction for many of our students is considering students’ prior knowledge when addressing remediation in English and math. Data reporting and analytics tools such as EAB have been put into place to provide campus leaders, administrators, and advisors with critical information about student success, although these efforts are challenged by limited resources and the need to strengthen the University’s capacity to gather and use pertinent data effectively. Student use of tutoring services is rapidly on the rise, and while many student success programs and graduation Initiatives have been launched based on one-time funding, a plan has been developed to bridge the gap between base funding for these initiatives and

planned future spending. Another key piece of the CSUDH student success puzzle is the University’s robust system of student learning outcomes assessment, in which responsibility for assessment is shared by multiple entities across the institution. Program-level learning outcomes (PLOs) exist in every degree program on campus, and while the self-review process has revealed that some programs have yet to make PLOs visible to students, the University’s newly revised Program Review process will begin to remedy this limitation. Program review on campus, consistent with the requirements of the CSU Chancellor’s office, facilitates the attainment of the most important student success initiatives in the Strategic Plan, especially improving retention and graduation rates. Reflection upon the program review process over the past 10 years has led to many significant changes.

## Exemplary Areas of Performance

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Along the way, the institution has had a chance to re-discover what it is doing well, and to see how the many successes on campus relate to each other and to the campus mission and Strategic Plan. The University does indeed offer programs that respond to the needs and demands of the community’s employers, including 28 different B.A. degrees and 17 different B.S. degrees spanning a variety of specialties that are important to the student population and to the development of the region CSUDH serves. As a result of hiring polices, practices, and procedures, buttressed by robust faculty review processes, the University is able to ensue that CSUDH faculty members have earned the highest degrees possible and remain current in their fields of study.

In addition, self-study has shown that CSUDH prepares graduates with the skills and knowledge needed to compete in a globalized 21st century. Internal reports based on student learning outcomes assessment data show considerable incorporation of the value of diversity into the curriculum across the campus. Moreover, the University Student Learning Outcomes Assessment system is triggering improvements to curriculum and pedagogy in degree programs. Additionally, preparation for accreditation review has highlighted the many creative strategies that help students complete a university degree, pursue career aspirations, and contribute to their communities, including the following:

- A substantial Supplemental Instruction (SI) program has been designed and implemented for first-year CSUDH students.
- CSUDH was named one of 2015-2016's top 15 online schools in California by the Community for Accredited Online Schools (AOS).
- CSU Dominguez Hills was the only university nationwide to receive the 2014 President's Higher Education Community Service Honor Roll's highest honor, the Presidential Award in the general community service focus area, and the university has been named to the honor roll with distinction since 2010 and in 2013 was a Presidential Award finalist.
- The program review process encourages pedagogical innovation.
- High-impact practices (HIPs) that involve specialized ways of teaching and learning are widely used and are in the process of being institutionalized on campus.
- At the graduate level, CSUDH administers the Graduate Writing Institute for Excellence (GWIE), a federally funded program that supports a graduate writing center dedicated to promoting academic excellence with graduate-level reading, writing, and research.
- According to a U.S. News College Ranking report, the average freshman retention rate, one indicator of student satisfaction, is 80%.
- A dedicated group of faculty members, operating through the Academic Senate, formulates, evaluates, and recommends policies and procedures pertaining to the development, maintenance, and improvement of the University to the President.
- By design, investment in technology projects such as network upgrades, web-based technologies and other resources further enhance the learning experience for CSUDH students in both meaningful and productive ways.

In support of the substantial integrated, intentionally designed policies, procedures, initiatives, programs, and opportunities described throughout this report, CSUDH maintains a stable and sustainable financial profile. As a means toward generating additional revenue to support the academic mission of the institution, objectives for large-scale land development at the CSUDH campus put CSU Dominguez Hills on the forefront of the 23 CSU campuses. Additional measures from the financial perspective include streamlining the campus procurement process, improving fiscal transparency, taking further advantage of Energy Rebate Savings, implementing a virtual computer lab, establishing a Help Desk Incident System, using the On-Base document management system, using TouchNet online stores, and many others.

Finally, the process of self-reflection has validated the campus development and implementation of programs that increase persistence and retention among student populations that have historically experienced lower graduation rates.

***CSUDH maintains a stable and sustainable financial profile.***

CSUDH is one of only five CSU campuses that have not declared impaction, maintaining the University's commitment to accept all qualified students from within its service region without imposing additional admission criteria. At the same time, the number of Dominguez Hills freshmen identified as fully proficient at entry has increased by 16 percentage points over the past five years. Degree roadmaps that describe the requirements for each degree program are provided to students at the beginning of their academic careers, and the University is utilizing EAB in conjunction with the CSUDH Dashboard and the Chancellor's Office Dashboard to identify bottlenecks to student advancement and formulate interventions to support and increase student success.

## Plans for the Future

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Many plans of action geared toward improving student success have already been put into effect. For instance, over the next three years, the new science building will be constructed and put into use. The 87,000-square-foot building will be ready for campus activities and classes in spring 2020, including state-of-the-art science laboratories. The building is part of a larger plan to adjust the campus Master Plan with the long-term goal of accommodating up to 20,000 full-time equivalent

students. In conjunction with these adjustments, CSUDH has deliberately strategized to develop portions of the campus into complementary land uses capable of generating revenue and resources necessary to allow the campus to grow in the future. One piece of this strategy is the proposed Land Development Plan, which creates space for retail shops and services, restaurants, housing, a business park, and other facilities.

Student success will be supported in other ways as well. The newest CSUDH Strategic Plan calls for every student to be exposed to a minimum of two high impact practices, and Academic Affairs, in conjunction with other campus units, is already working toward the achievement of this goal along with implementing tools necessary to monitor related activities. Per the Strategic Plan, CSUDH will continue to focus on providing service learning opportunities to students, bolstering the internationalization of the campus community, and recruiting high-quality tenure-track faculty. Also, the campus will continue to mobilize resources to support students in the high impact practice of undergraduate research through, among other mechanisms, the Student Research Fellows Program and the CSUDH Research Journal. Furthermore, the General Education Committee is currently evaluating the GE package and developing GE pathways to enrich students' learning experiences and improve time to graduation. Enhancing the campus advising system—for example, with the implementation of the Smart Planner system—is also ongoing. At the master's level, dedicated faculty and staff on campus will continue to develop the Graduate Writing Institute for Excellence (GWIE) that supports graduate students and faculty mentors. All students will benefit from the strategic objective to provide new residential housing and more robust residential life programs through 2022.

There are plans for supporting student success behind the scenes as well. Although CSUDH has active assessment and program review systems in place, the self-reflection process has made abundantly clear that measures of student outcomes at the institutional level lack sufficient development. Therefore, the University now needs to determine whether and how to set standards of performance at the institutional level for both undergraduate and graduate students. Discussions pertaining to the core competencies and standards of performance began through the reaffirmation of accreditation process and will continue in the relevant Academic Affairs committees. Already, several ideas have been generated, and the next steps will be to weigh

the merits of different proposed approaches as well as to initiate pilot projects to test feasibilities. The University Student Learning Outcomes Assessment System and the Program Review process are also undergoing continued refinement. Further, the campus will continue to invest in and implement analytical tools to increase the Institution's capacity to dramatically shift graduation rates for first-time, first-year and transfer students.

From a financial perspective, the campus five-year fiscal plan has base funding projected to be in place within a two- to three-year period, and the campus is considering taking on short-term debt of three-seven years to achieve urgent equipment and building renovation needs. The campus is working to incorporate both planned revenue and debt service into its multi-year blueprint for the future.

The entirety of this report documents CSU Dominguez Hills' ongoing engagement in thoughtful, evidence-based reflection upon the University's vital economic and educational impact in the region as well as on the functioning of campus systems and structures. Such intentional, sustained examination of institutional strengths and challenges will ensure the University continues to fulfill its mission for many years to come—to provide education, scholarship, and service that are, by design, accessible and transformative for all students—because America truly does happen here. ■



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# Acknowledgments

## WSCUC Steering Committee

---

- Mitch Avila
- Amy Bentley-Smith
- Janna Bersi
- Kaye Bragg
- Stephanie Brasley
- L. Mark Carrier
- Bridget Driscoll
- Robert Fenning
- William Franklin
- Leena Furtado
- Naomi Goodwin
- Willie J. Hagan
- Rod Hay
- Dorota Huizinga
- James Hill
- Grace Iheke
- Cathy Jacobs
- Ellen Junn
- Patricia Kalayjian
- Reza Karkia
- Gitanjali Kaul
- Phillip LaPolt
- Cheryl McKnight
- Brandy McLelland
- Mitch Maki
- Chris Manriquez
- Claudia Melena Orozco
- Chris Monty
- Siskanna Naynaha
- Jeanie Nishime
- Wayne Nishioka
- Ken O'Donnell
- Helen Oesterheld
- Paz Oliverrez
- Deborah Roberson-Simms
- Gilbert D. Smith
- Carrie Stewart
- Jordan Sylvestre
- Pete Van Hamersveld
- Betty Vu
- Clare Weber
- John Wilkins

## WSCUC Writing Team

---

- L. Mark Carrier
- Bridget Driscoll
- Naomi Goodwin
- Patricia Kalayjian
- Chris Monty
- Wayne Nishioka
- Ken O'Donnell
- Paz Oliverrez

# Acknowledgments

## WSCUC Core Task Force Groups

---

- Mitch Avila
- Mohsen Beheshti
- Dana Belu
- Shari Berkowitz
- Giacomo Bono
- Stephanie Brasley
- Heather Butler
- Tim Caron
- Kathy Chai
- Tim Chin
- Veronica D'Aquino
- Glenn DeVoogd
- Miguel Dominguez
- Kate Fawver
- Mike Ferris
- Janine Gasco
- Tom Giannotti
- Tracey Haney
- James Hill
- Lisa Hutton
- Cathy Jacobs
- Andrea Johnson
- Matt Jones
- Pat Kalayjian
- Gitanjali Kaul
- G. Keong Leong
- Donis Leonard
- Chris Monty
- Matt Mutchler
- Siskanna Naynaha
- Helen Oesterheld
- Paz Oliverez
- Peggy Ozaki
- Keisha Paxton
- Phu Phan
- Katy Pinto
- John Price
- Kenneth Rodriguez
- Hamoud Salhi
- Silvia Santos
- Sharon Sharp
- David Sherman
- Kristen Stagg-Rovira
- Laura Talamante
- Vera Teller
- Rudy Vanterpool
- Ericka Verba
- Annie Whetmore
- Ben Zhou

In addition to the hard work of those named above, a special thanks goes to Siskanna Naynaha who was the primary editor of the report. Also, Kirstie Hettinga served as final proofreader and Donna Cruz did the difficult task of formatting the document, with assistance from Heather Vega. Ken O'Donnell is the Accreditation Liaison Officer. ■

CSU DOMINGUEZ HILLS



I Get the Scoop  
**I'M A TORO**

**SOPIA POP**  
Assignment Editor  
Telemundo 52  
CLASS OF 2001

CSU DOMINGUEZ HILLS



I Get the Scoop  
**I'M A TORO**

**JAFAR CHAPPO**  
CLASS OF 2001

CSU DOMINGUEZ HILLS



I Get the Scoop  
**I'M A TORO**

**DANIEL GUERRERO**  
CLASS OF 2001

CSU DOMINGUEZ HILLS



I Get the Scoop  
**I'M A TORO**

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