Interim Report to WSCUC
Due March 1, 2022

First Draft, March 1, 2021

Office of the Provost
California State University Dominguez Hills

Committee Co-Chairs
Ken O’Donnell, Vice Provost and Accreditation Liaison Officer
Mark Carrier, Professor of Psychology

On the following pages directions from the WSCUC upload site appear *italics*, followed by draft responses from CSU Dominguez Hills. Items in *blue* *typeface* will be updated and confirmed closer to submission of the final report.
Interim Report Form
Please respond to each question. Do not delete the questions. Insert additional pages as needed.

Name of Institution: CSU Dominguez Hills

Person Submitting the Report: Ken O’Donnell, Accreditation Liaison Officer

Report Submission Date: March 1, 2022

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

This Interim Report follows the guidelines of the 2013 Handbook of Accreditation. Vice Provost Ken O’Donnell serves as CSUDH Accreditation Liaison Officer. He and co-chair Mark Carrier, Professor of Psychology, led a broad committee tasked by President Thomas A. Parham in Fall 2020 with the preparation of this report. Over the following year individual sections were drafted by seven subcommittees:

Introduction, Conclusion, and Framing Language
Mark Carrier, Professor of Psychology
Ken O’Donnell, Vice Provost
Alana Olschwang, AVP University Effectiveness, Planning and Analytics
Claudia Orozco, Academic Affairs Budget Officer

Section 1: Strategic Planning and Physical Development
Kim Costino, Dean of Undergraduate Studies
Samira Moughrabi, Associate Professor of Nursing
Roshni Thomas, Director, Planning, Design and Construction
Joseph Wen, Dean, College of Business Administration and Public Policy

Section 2: Data for Decision-Making
Tim Caron, Associate Dean, College of Arts & Humanities
Ruttanatip Chonwerawong, AVP Student Success
Quang Duongtran, Professor of Social Work
Alana Olschwang, AVP Effectiveness, Planning & Analytics

Section 3: Faculty Hiring
Ev Campos, Sociology Major
Mark Carrier, Professor of Psychology and previous WSCUC Co-Chair
Cheryl Koos, AVP Faculty Affairs and Development
Claudia Orozco, Academic Affairs Budget Officer
List of Topics Addressed in this Report

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

These are the topics the Commission asked us to address in this Interim Report:

1. Update WASC on the strategic planning process and its implementation including progress on the physical development of the campus. (CFR 3.4, CFR 3.5)
2. Continue to build institutional capacity for collecting, integrating, analyzing, and disseminating data among key stakeholders for decision-making purposes. (CFR 4.1, CFR 4.2)
3. Continue to develop and implement financially sustainable faculty hiring and allocation plans. (CFR 3.1, CFR 3.4)
4. Strengthen evidence-based approaches to curricular and co-curricular program assessments and reviews. (CFR 4.3, CFR 4.4)
5. Explore models to optimize staffing across key units in order to achieve strategic goals. (CFR 3.1, CFR 3.2, CFR 3.3)
6. Identify sustainable approaches to support the pedagogical and scholarly development for faculty (i.e., tenure track, tenured, and lecturers). (CFR 3.2, CFR 3.3)

Institutional Context

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

California State University, Dominguez Hills (CSUDH) is a comprehensive public university and one of the 23 campuses that constitute the California State University (CSU) system. CSUDH was founded in
1960 in the South Bay area of Los Angeles, originally located on the South Bay’s affluent Palos Verdes Peninsula and named the California State College at Palos Verdes. In 1965, the University held 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. 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, the university relocated to Dominguez Hills to provide the area’s racially and ethnically diverse population with the best accessibility to a college education. CSUDH has been recognized as one of the nation’s leaders in promoting social and economic mobility, rated 8th in the nation (out of 369 public schools) for overall mobility (Chetty, 2017). The median family income for students is $36,900, and the university was ranked 31st for supporting students who begin in the bottom quintile of earnings to rise two or more income quintiles.

The University is located in what is now the incorporated city of Carson, California, 18 miles south of downtown Los Angeles. CSUDH serves the South Bay and the greater Los Angeles metropolitan areas, a geographic region featuring one of the United States’ most 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, and the University’s values, mission, and vision have therefore been articulated and clarified over time with an intentional focus on serving a profoundly heterogeneous population with ever-increasing success.

Under the leadership of President Thomas A. Parham, CSUDH currently serves 17,763 undergraduate and graduate students. One of the most diverse public universities in the western United States, the CSUDH student body is 65% Hispanic/Latinx; 11% Black/African American; 6% White; 8% Asian/Pacific Islander; <1% American Indian; and 2% two or more races. Further, 51% of CSUDH undergraduate 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.

CSUDH is composed of six divisions and five academic colleges offering both undergraduate and graduate degree programs.

1. Office of the President
2. Division of Academic Affairs
   a. College of Arts & Humanities
   b. College of Business Administration & Public Policy
   c. College of Education
   d. College of Natural & Behavioral Sciences
   e. College of Health, Human Services, & Nursing
   f. College of Extended and International Education
   g. University Library
3. Division of Student Affairs
4. Division of Administration & Finance
5. Division of University Advancement
6. Division of Information Technology
The 346-acre CSU Dominguez Hills campus boasts 1,035,738 square feet of facilities situated in a mix of modern and contemporary buildings, built between 1967 and 2021. 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. New buildings include the Science and Innovation building and the Instruction & Innovation building, as well as a new third phase of student housing.

The main CSUDH campus also houses the California Academy of Math and Science (CAMS), a comprehensive public, four-year high school that seeks to diversify and 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 Dignity Health Sports Complex is situated on 125 acres of the CSU Dominguez Hills campus and features state-of-the-art stadiums and facilities for soccer, tennis, track & field, cycling, lacrosse, rugby, volleyball, baseball, softball, basketball and other sports.

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, including classrooms and several laboratory spaces. Faculty and students in the O&P program also have the opportunity to rotate into VA prosthetic, orthotic, and other medical clinics to enhance their patient care skills.

California State University 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 (WSCUC) in 1964. Upon completion of the campus visit, CSUDH was fully accredited by the WASC Commission in 1968. The last WSCUC Educational Effectiveness Review was conducted in 2018, when CSUDH’s accreditation was reaffirmed for 10 years.

A number of CSUDH programs are accredited by other agencies in the 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.

Response to Issues Identified by the Commission
This main section of the report should address the issues identified by the Commission in its action letter(s) as topics for the Interim Report. Each topic identified in the Commission’s action letter should be addressed. The team report (on which the action letter is based) may provide additional context and background for the institution’s understanding of issues. Provide a full description of each issue, the actions taken by the institution that address this issue, and an analysis of the effectiveness of these actions to date. Have the actions taken been successful in resolving the problem? What is the evidence supporting progress? What further problems or issues remain? How will these concerns be addressed, by whom, and under what timetable? How will the institution know when the issue has been fully addressed? Please include a timeline that outlines planned additional steps with milestones and expected outcomes. Responses should be no longer than five pages per issue.
Recommendation 1: Update WASC on the strategic planning process and its implementation including progress on the physical development of the campus. (CFR 3.4, CFR 3.5)

A. Updates on Strategic Planning Process and its Implementation

Beginning in Fall 2020, CSUDH began to engage University constituencies in conversation regarding a new University Strategic Plan. President Parham officially charged the Strategic Planning Steering Committee (SPSC), co-chaired by Dr. Kim Costino, Dean of Undergraduate Studies, and Dr. Matt Smith, AVP of Student Life, on September 4, 2020 with leading the campus through a collaborative, inclusive, and transparent process to define who we are as a campus community, where we need to go, and what steps we need to take in order to establish CSUDH as a nationally recognized model for a public, metropolitan university. The SPSC met weekly from September to November 2020, to analyze the accomplishments from the last strategic plan and cull any lessons learned from that process, to engage collaboratively in ideation activities related to envisioning CSUDH as THE model for a metropolitan university, and to conduct a SWOT analysis.

In the meantime, the co-chairs worked with Deborah Roberson, the President’s Chief of Staff, to search for a consultant to assist us in this process. While the campus is committed to facilitating a strategic planning process that is owned and driven by the campus community and our community partners, we have contracted with Emeritus Consulting Group to assist us in analyzing the data we collect from our campus constituents and in developing implementation and assessment plans that will chart the path to achieving the aspirational goals we set for ourselves.

Since hiring Emeritus, we have developed a timeline and established a subcommittee structure to collect campus-wide feedback (through a series of stakeholder meetings), analyze this feedback and other relevant data (such as our most recent WASC report, NSSE data, regional demographic data, and employment job growth projections in the area), and to draft a revised Mission, Vision, and Values statement that will reflect the campus feedback obtained in the first round of stakeholder meetings and serve as a guide for the development of the goals and objectives ultimately outlined in the new strategic plan. We will kick-off the first round of events to gather broad-based, campus-wide feedback with a virtual Town Hall on Feb 18th, 11:00-12:00. That afternoon and throughout the months of February and March, SPSC members will conduct stake-holder meetings focused on the following first questions:

1. What are our areas of greatest strength and promise?
2. What currently makes this university truly distinctive in relation to peers and competitors?
3. What will CSUDH need to do to create an innovative, equitable and inclusive environment for all?
4. What are the major forces, trends or issues – in higher education, in our state, our system, and our region - that will affect the future of this university?
5. What are our greatest opportunities to enhance quality and to carve out a place for ourselves that will lead to distinction and serve our community?

At this time, we will also launch a strategic planning website that includes a way for campus constituents and community partners who cannot participate in the stakeholder meetings to provide feedback via a survey.
At the end of March, we will begin analyzing this feedback for themes that will shape our strategic commitments and then a second round of feedback will ensue on the draft strategic commitments and the revised mission, vision, and values statements. By May, the SPSC will have adopted strategic commitments and established a subcommittee for each commitment/major goal that will be charged with researching each goal, identifying best practices, developing objectives, and formulating activities and benchmarks for each major goal/commitment. Draft documents will be shared for campus-wide and community partner feedback. Revisions will be made and a final draft should be completed in August 2021.

### Table 1. CSUDH Strategic Planning Timeline and Work Plan

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<thead>
<tr>
<th>Strategic Planning Timeline</th>
<th>Work Plan</th>
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| **January 2021**           | • Develop timeline and work plan for strategic planning (“SP”) processes  
                             • Create a list of work performed and institutional documents gathered to date in connection with 2021-2026 SP Process  
                             • Review SPSC for representation and balance  
                             • Develop final SPSC roster  
                             • Complete SPSC appointments  
                             • Documents relevant to campus strategic planning provided  
                             • Identify stakeholders  
                             • Initial meeting with SPSC  
                             • Schedule of SPSC meetings for 2021 established  
                             • SPSC creates Sub-Committees for executive planning, mission/vision/ values, and data analysis  
                             • Provide campus and community periodic briefings through written announcements and media communications |
| **February 2021**          | • Schedule and initiate foundational meeting(s) with campus leadership  
                             • Schedule and initiate meeting(s) with campus and community stakeholders  
                             • Identify full list of interested groups that must be included in the process  
                             • Schedule of campus/ community updates established  
                             • Mission/Vision/Values Sub-Committee to review institutional statements and identify potential areas of improvement  
                             • President briefed on progress to date |
| **Mid-February – March 2021** | • Facilitate meetings with campus stakeholders (e.g., Faculty, Staff, Students, Administrators, Alumni, Community)  
                             • Electronic mechanisms for gathering additional stakeholder feedback established and publicized |
| **April 2021**             | • Campus responses on strategic commitments analyzed and reported |
### Mission/vision/values Sub-Committee
- Review data and refine institutional statements for presentation to SPSC
- Conduct meetings to review documents, discuss key questions concerning strategic positioning, and identify highest priority strategic commitments

### May 2021
- SPSC adopts draft strategic commitments and revised mission/vision/values statements
- SPSC creates Sub-Committees (one for each strategic commitment)
- SPSC Chair(s) and Sub-Committee Chairs constitute a SP Executive Committee
- Sub-Committees research strategic commitments, identify best practices and develop goals for each commitment
- President briefing

### June 2021
- SPSC meets to review/revise strategic commitments and goals
- Sub-Committees identify major activities that are intended to accomplish goals; formulate key activities for each major goal
- Sub-Committees develop specific, measurable goals and objectives to track progress

### July 2021
- SPSC reviews and adopts strategic commitments/goals/activities statements
- President briefing
- Draft SP documents presented to stakeholders for reaction and advice

### August 2021
- Draft plan revised and presented to President
- President approves plan and charges Executive Committee to develop communication plan and financial plan to support the SP

### September 2021
- 2021-2026 SP Launched

### B. Updates on the Progress on the Physical Development of the Campus

There are currently three major building projects on campus: Science and Innovation Building, Innovation and Instruction Building, and Student Housing Building. All three projects are proceeding on schedule and within budget, and once completed, will help cement CSUDH's status at the forefront of modern urban university campuses.

Beginning in 2014, CSUDH began to engage University constituencies in conversation regarding the need for and the viability of a new science building, student housing and instruction buildings at the main campus, and the Feasibility Steering Committee was formed including faculty, staff, and students. In
2015, several CSU Trustees, the CSU Chancellor, and new Executive Vice Chancellors toured CSU Dominguez Hills, including visiting the Natural Sciences and Mathematics (NSM) and Social Behavior Science (SBS) buildings. Based on discussions before and after those tours, CSU leadership developed a clearer sense of the importance of the new facilities for CSU Dominguez Hills. As a result, the CSU Board of Trustees approved the new buildings in November 2015.

The New Science and Innovation Building

The new Science and Innovation Building is a three-story instructional building located south of the existing Natural Sciences & Mathematics (NSM) building. The new 91,000 GSF facility houses teaching and research laboratory space for Chemistry, Biology, Physics, and CISE (Center for Innovation in STEM Education), including a maker-space fabrication lab. The building has been situated to create a landscaped courtyard south of the existing NSM building, which links the two buildings and provides an outdoor space for congregation and collaboration. In March 2020, the Science and Innovation Building is 100% complete and within budget. Furniture, fixtures, and equipment were procured, delivered, and installed during the Spring 2020 semester.

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<th>Table 2. The Progress of Science and Innovation Building</th>
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The New Innovation and Instruction Building

The Innovation and Instruction Building will be a new four-story structure at the front door of the CSUDH campus, on Victoria Street at the east side of the main campus quad. The building will have approximately 107,600 GSF of space and will be a gateway structure for the campus. In January 2021, the Innovation and Instruction Building is approximately 85% complete and within budget.
The building will house general university and business school classrooms, faculty/administration offices, and a café, as well as a university event center with kitchen support. Classrooms and computer labs range from 25 to 120 seats; the larger classrooms are designed as active learning environments. Faculty offices, meeting rooms, breakout spaces, and open collaboration areas encourage student interaction and collaboration and enhance the continuous learning environment.

On the ground floor, a large lobby space with a four-story atrium welcomes students and visitors to the building and includes a large media wall. The upper two stories will have glass and wall enclosures, overlooking the atrium. The central space is flanked by the student advising center on one side and the student coffee shop and university event center on the other, consisting of a 250-seat auditorium to host distinguished speakers and symposia, as well as be used as a collaborative learning classroom and distance learning space. The first 150 seats in this auditorium will be designed so that every two rows will be on the same level, allowing students to participate in collaboration or discussion activities with the students in the next row. Another 120-seat classroom serves as an active learning environment and also as a banquet space. Flexibility of use for university-sponsored events is supported by a full catering kitchen with cold storage and a loading dock.

The second floor consists of classrooms and computer labs. The College of Business will have a simulated trading room with lighted ticker tape information. A special feature will be two 60-seat case study rooms. A small broadcast space will provide an area for interactive lectures and distance learning. The third and fourth floors will have faculty and departmental offices as well as classrooms.

A central open stairway connects all four levels of the building, enhancing visibility of programs and promoting interaction of students, faculty, administration, and the community.

The construction is proposed to be of braced steel frame on standard foundation; the exterior materials of the building consist of plaster, glass, and metal panels with an accent stone wall in a contemporary architectural style. Glass curtain wall construction at the lobby and the two main building entrances on the north and south sides draw students and visitors into the heart of the building. The tall slender windows at the classrooms and offices on the west and south sides are protected with sun shading. An outdoor venue is a landscaped space on the south side and will be served by the kitchen, as well. A landscape of trees will enhance the building as well as frame the quad on which the building edges.
The New Student Housing Building

The new student housing building will construct a 504-bed complex of dormitory-style student housing. The new student housing complex includes a 4-Story Residence Building and a 1-Story Commons Building. The building has approximately 93,607 GSF of space. The Residence Building shall include double, triple and quadruple bedrooms, shared restrooms, private bedrooms for eleven Resident Assistants, a laundry room, study rooms, several small and large lounges, and a two-bedroom apartment for the Residential Coordinator. The Commons Building shall include administrative offices, lounge and multi-purpose (active) space, mail/package delivery room, vending area, a convenience store, common restrooms, study room (passive) for small groups, and other miscellaneous support spaces such as trash/recycling pickup.

Site improvements include landscaping, exterior lighting, building and wayfinding signage, visitor/temporary parking, pick-up/drop-off zones, fire lanes, access for trash collection, an outdoor semi-shaded seating area, semi-shaded bicycle racks, and a barbeque/picnic area. The entire project is designed and constructed to achieve, at a minimum, a LEED “Silver” equivalent rating for energy and environmental performance. In August 2020, the new student housing building is 100% complete and within budget.

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<th>Table 4. The Progress of Student Housing Building</th>
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In its July 2018 action letter, the Commission cited CFR 3.4, CFR 3.5 “Fiscal, Physical, and Information Resources” in its recommendation #1. Overall, the University’s financial position is positive and the financial support for CSUDH is sustainable. In February 2021, Governor Gavin Newsom, Senate President Atkins and Assembly Speaker Rendon announced an immediate action agreement that includes a full restoration of the $299 million reduction from the CSU’s base 2020-21 budget to take effect on July 1st, 2021. Most recently, the Governor’s 2021-2022 Preliminary Budget allocated $144.5M in ongoing base to the CSU, as well as $225M in one-time funding. The Federal Government also approved a second round of funding which we are referring to as CARES II. It is a larger allocation at $31M to CSUDH. In addition, University operational funds for the three new buildings are allocated by CSU Chancellor Office to CSUDH for the future maintenances and operations.
Recommendation 2: Continue to build institutional capacity for collecting, integrating, analyzing, and disseminating data among key stakeholders for decision-making purposes. (CFR 4.1, CFR 4.2)

In 2018, the Office of Institutional Research and Planning (IRAP) became University Effectiveness, Planning, and Analytics (UEPA). The transition expanded the functions of the office beyond student data focus, in service to divisions across the campus, and created a plan to increase staffing. The mission of the office is to organize, evaluate, assess, and supports improvement to operations, initiatives, and efforts so that the university can determine how well it is fulfilling its mission and achieving its goals.

The office supports the development of systematic processes and tools to measure organizational performance, improve transparency, and build a culture of evidence-based decision making. The office upholds standards in research and evaluation. UEPA strives to serve institutional needs, improve quality, adopt emerging best practices, and support innovation. This work can only be achieved by working in partnership across the institution, including through institutional research, program review, assessment, accreditation, workforce engagement, and planning.

The focus areas for the office include:
- Institutional Research
- Cross-Campus Planning, Budgeting, & Forecasting Support
- Academic, Co-Curricular, & Administrative Assessment & Accreditation Support
- Planning and Decision Support
- Data Governance, Stewardship, Capacity Building & Transparency
- Data System Development & Maintenance

The changes to the office were created in the context of a shift that occurred in Institutional Research nationwide, and within the CSU system. The CSU system launched a second graduation initiative in 2016. The Graduate Initiative 2025 for the CSU system included a set of targets for each campus for first time and transfer students. The Chancellor’s Office identified six pillars that improve student success, including Data-Driven Decision-Making.

In 2018, the California State University Executive Vice Chancellor for Academic and Student Affairs shared recommendations developed by a group of experts to increase graduation rates while eliminating equity gaps. The recommendations served as a roadmap for the UEPA office. These included:
1. Clarify and strengthen the integration of the data-driven ecosystem designed to improve success for all students. Set the expectation for institutional research including baseline criteria of a healthy ecosystem for data-informed decision-making
2. Aligning technology resources for university success.
3. Professional development program for campus decision makers to adopt a citizen data-scientist approach. Leverage faculty and others as content and subject matter experts.
5. Strengthen and Integrate student learning outcomes assessment

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2 For more information about how the GI2025 program is structured, visit https://www2.calstate.edu/csu-system/why-the-csu-matters/graduation-initiative-2025/How-Were-Implementing-Change/Pages/default.aspx.
The next section of the report will detail the actions that were taken between 2018-2022 to build capacity in collecting, integrating, analyzing, and disseminating data among key stakeholders for decision-making purposes, and will address the effectiveness of the actions and next steps. A summary of several key actions are summarized in Appendix A: Institutional Effectiveness Developments 2018-2021.

1 Update Infrastructure toward Data Ecosystem.

In 2018, institutional research was performed by one person, and over the next two years this expanded to an office of eight. The first order of business was to evaluate the existing ecosystem, visualization tools, methodology, and ways the team would work together. To support this work, a team of experts reviewed the existing structure and plans and delivered a recommendation for a robust ecosystem along with milestones to create it (Deloitte, 2019). UEPA has achieved several steps toward creating the ecosystem, including: a year-long process of upgrading the enterprise student data warehouse to Oracle BI Apps Student Information Analytics and Oracle Data Integrator, moving the institutional research file structure (including 34 years of data) into the data warehouse, creating systems to automate data transfer into the data warehouse, resolving data standardization and conflicts across divisions, and creating new models to increase efficiency in producing dashboards and reports.

UEPA attempted to hire a data architect and two data scientists to advance the expertise of the office and progress to the ecosystem, however these searches were not successful. To this end, the office remains in contract with ThoughtFocus, a team that provides support including data modeling, data warehousing, integration, and analytics. UEPA developed an executive dashboard and created threads from leading to lagging indicators. Finally, staff and faculty have learned to approach dashboards as a way to enhance our narrative about who are students are and what it means to ‘be a Toro.’

UEPA is making efforts to enhance data governance and data management to establish standards and an infrastructure. Next steps were informed by the efforts at the Chancellor’s Office to architect a statewide data lake and by recommendations toward an ecosystem following a review by Deloitte. Given the unsuccessful data lake implementation, failed hiring attempts, and cost prohibitive suggestions from the Deloitte team during the COVID crisis (e.g., hiring more expertise in-house and implementing a cloud environment), the office has had to re-evaluate the roadmap to the ecosystem. In 2021 we began mapping next steps, assessing feasible staffing, and timeframe in collaboration with departments across DOIT for which we’re dependent, with a goal of creating a new plan for AY 2021-2022.

2 Align technology resources for student success.

Through the strong leadership of President Parham and the Vice Presidents in his cabinet, the campus receives a regular message about the importance of using data for decision making. This includes optimizing the various platforms and sources of data. The campus is addressing the challenge of bridging need with data sources and aligning technology through multiple efforts. This has included a re-implementation of the student advising and coordinated care (EAB, Education Advisory Board), support for core academic functions, and in the future of work.

In 2018, the Associate Vice President of Enrollment Management convened a set of working groups to re-implement EAB. This included re-thinking how the system was set up, how users would access the interface, who would be included as a critical care unit, what kinds of communication and alert
campaigns would be run, and how analytics would inform student outreach and efforts. The campus as made a commitment and major investment in this technology and sees that engaging with this can leverage technology to reach students in a way that is triaged by their need and where technology can catalyze the ability to reach more students with a personalized message.

The UEPA manages several technology tools as do other branches of DOIT (the Division of Information Technology) and these were mapped in a GI2025 success ecosystem visual. The UEPA website details the function of each system, what questions can be answered, and how to navigate. The office aims to create videos and additional guides, as well as continue with ‘train the trainer’ guided workshops. To develop relationships with key offices and leaders across campus, UEPA provided individual groups with support in accessing and sensemaking for data across systems to increase data-based decision making for program review, new program development, and survey support during the COVID pandemic. This has included leveraging student and market demand data and expanding use of workforce data. These 1:1 meetings were not efficient, they have been effective. The Program Review Committee reported a significant improvement in the use of data for strategic thinking in reports and the faculty have come back to ask for more data for grant seeking and other efforts to improve student success and quality. Building on this base, the office is now expanding to support coordinated data development across more departments, committees, and working groups. As the office develops, we aim to establish a more robust training program and engagement with faculty fellows who partner with UEPA on special projects.

The images below illustrate a variety of ways that the campus reached out to students through focus groups, surveys, and reflections. We seek to connect with students with intentionality at appropriate intervals and with streamlined instrumentation to learn about their involvement in the US Census, their assessment of and use of basic needs resources, and engagement as a new student learning about the campus culture and life from President Parham during welcome week.
3 Professional development program for campus decision makers to adopt a citizen data scientist approach. Leverage faculty and others as content and subject matter experts.

The campus has followed a few threads to strengthen evidence based decision making, several revolving around the GI2025 (graduation initiative). In 2019, a GI 2025 Student Success Committee was charged and convened to review, analyze, and evaluate the data that was available about retention, graduation, and student success. The committee reviewed data provided by the Chancellor’s Office Student Success team and subsequent DH data sources to drill down and answer more detailed questions about attribution and equity gaps. The group explored bottleneck courses, the impact of taking 12 instead of 15 units per term, the impact of failing one or more courses, especially in the first two years, major migration, where students go after they leave, and how inequity looks across classes and programs. Beginning in 2018, the campus participated in the Data Fellows program offered by the Chancellor’s office, including webinars that addressed implicit bias, first generation student needs, and other topics. Each cohort included staff faculty who increased their capacity to use data in their daily work, to understand university issues, and served the university through an action research project.

Each semester, an update about student enrollment and success was presented to the Faculty senate. The Associate Dean’s committee discussed data findings at each meeting, and resourced enrollment, student demand, scheduling, alumni outcomes, market demand, and earnings dashboards. They brought questions from and to their schedulers and worked with UEPA to improve dashboards to better meet their needs. The Enrollment Management team engaged in a detailed review of the holds that prevented registration, using dashboards, to remove administrative barriers. Advising and student affairs offices shared findings from surveys and other studies about financial, personal, and academic challenges. The Cabinet worked with a Student Engagement committee to produce metrics and examine the effectiveness of student success interventions. Through the development of data driven discussions, each of these committees also developed documentation and processes to close the loop.

The campus was also actively engaged in opportunities to network and learn from leading practices. In 2018, a team visited Georgia State University to learn about how a campus revolutionized their culture to become student ready and impact retention rates exponentially. Teams were sent to the California State University supported workshops for GI2025, second year student success, summer interventions, and other topics. These professional development opportunities have supplemented CSUDH efforts. And yet, CSUDH is not on track to meet the GI2025 targets for first time student 4-year completion (the 2016 cohort completion rate is 17% but needed to be 19% to be on track for the 31% target). CSUDH learned that DFW rates and low use of support resources are two of the key contributors to this challenge. This is addressed through course redesign (supported by an NSF and college grant), changes in communication, a more robust first-generation support program, and improving early alert systems.

4 Strengthen data quality, standards, and management frameworks.

UEPA follows the Data Management Body of Knowledge Guide (DAMA-DMBOK) and has leveraged resources available through a partnership with Infotech to (infotech.com) to accelerate the development of the data management and governance infrastructure. UEPA has systems in place to cleanse data and query for errors, and holds a strong data fidelity track record. When errors are discovered, they are discussed with the data owners, to identify the cause and put into place provisions to prevent similar errors in the

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3 https://csusuccess.dashboards.calstate.edu/public/dashboard-index
4 https://csusuccess.dashboards.calstate.edu/public/gi-goal-trajectories
future. The campus abides by the data elements dictionary for enrollment reporting and creates business process guides and data dictionaries for other areas. These are housed on the sharepoint sites that are managed by the Chancellor’s Office and by the Enterprise Applications team.

The Data Governance Committee includes faculty, staff, and students who have brought forth challenges and resolved issues. The committee has created a data governance policy that identifies data stewards, provides guidance for data use and storage, and addresses information security. Staff also created a ‘quick reference’ guide to reinforce the annual mandatory data security training (and what to do if you’ve accidentally mis-stepped). Dashboard development is reviewed for FERPA compliance by the Registrar and any contracts for sharing data with outside entities are reviewed by the Information Security Officer and Legal Council. The group discussed the need for additional training in data systems. While a series of trainings were provided and documentation uploaded to the knowledge management site, many agreed to participate in a monthly user group meeting as a way to learn from each other and improve.

Adopting a culturally responsive approach to data, faculty and staff have participated in a series of conversations to discuss what counts as evidence and who decides. This resulted in greater support for qualitative data (e.g., campus support for NVivo licenses). UEPA reports adopt a mixed methods approach. Institutional reports equity gaps and student characteristics include terminology like ‘URM’ (underrepresented minority) in mandated formats, but do not use labels that are not used by groups of people as they refer to themselves. The UEPA and Assessment Offices staff members also took part in the 2020-2021 Anti-Racist faculty led development workshops around policies, practices, and procedures.

5 Strengthen and integrate student learning outcomes assessment

As recognized in the report by the external review team, CSUDH supported strong committees for program review and assessment of student learning outcomes. The site review team noted, in component 3, the need to follow up on re-assessment of program review actions, in the context of the on-going work to promote student success and access (page 18, CFR 2.7).

In 2018, the assessment office for student success was being built. To bolster assessment additional staffing was added (e.g, Enrollment Management Analyst, Senior Manager of Assessment and Planning in Student Life, Program Assessment and Design Evaluator, and Student Affairs Assessment Coordinator). Given this concentration of assessment staffing, an Assessment Committee was proposed and began to meet. The purpose of this committee was to clarify roles and expectations, share and support each other’s work, serve as critical thought partners, and ensure expectations were met.

In 2019, after several years of investment into the DHFYE (CSUDH First Year Experience) and little change in retention of first year students, the Provost charged the units involved in DHFYE with creating an assessment and evaluation project and report. The purpose was to clarify the goals of each unit, the activities, the ways that the activities contributed to student success, and by how much. In this effort, six units completed a series of workshops, group and individual meetings, and trainings. They created logic models that clarified the theoretical research and theories of change that informed their work, and provided various types of evidence about impact. The final report included a logic model that illustrates the combined efforts. Finally, the project included a curriculum map for activities to the student learning outcomes for DHFYE.

5 Privacy of Personal Information Policy and related information is available on the CSU Information Security webpage: http://www.calstate.edu/icsualam/sections/8025/
In 2021, the Assessment Committee expanded the existing assessment efforts to further engage the available technology. The system in use, Campus Labs, had several modules and not all of them had been implemented completely. Baseline surveys were implemented at the time of the external review team’s site visit and has continued to expand and improve. That is, UEPA provides input for survey design and the Student Affairs Assessment Office helped offices streamline and combine surveys. The student engagement module was built in 2018 and included the activities of all clubs and orgs, and some additional resource center events.

The images below highlight the need to reconsider and reflect on how we conduct assessment in the COVID context. Students and faculty expressed, in surveys in 2020-2021, that they sought greater clarity about expectations. In the first image below, a faculty member created demonstration videos and provided clay for students to work with at home. This is a much less ideal environment as compared to a studio. The student in the lab coat is not able to work nearby or talk with a lab-partner. How does this impact the learning experience and outcomes?

The images below underscore the challenges of the informal environment, and what’s missing during the Spring 2020-Fall 2021 student experience. Connecting with others is powerful.

*Photos from Archive: www.Csudh.smugmug.com*
Appendix A: Institutional Effectiveness Development 2018-2021

Expand Staffing
- AVP & IR Analysts (2)
- Workforce Development
- Assessment & Evaluation
- GIS Spatial Analysis & Visualization

Enhance Dashboards
- Tableau Program Review
  - Grant Support
- Business Intelligence
  - Advising Views
  - Executive Views
- Ad Astra
  - Student Demand
  - Predictive Models
- Alumni & Market Analyst
  - EMSI
  - CalStatePays

Data Stewardship
- Data Governance & Management
- CSU Student Success Program
- User Groups & Trainings
- Equity & Anti-Racist Framework

Partner Support
- Deloitte
  - IE Review & Ecosystem Build
- EAB Forum
  - Equity Audit & Training
- EMSI
  - Map Skills & Program Prioritization
- InfoTech
  - Data Governance & Change Management
Appendix B: Ecosystem Development Visuals

Current State Ecosystem

Common Reference Architecture Level 2
Data & Analytics Reference Architecture - Assessment

Based on interviews conducted and documentation reviewed, the following provides a high-level assessment of analytics capabilities at CSUDH.

**Data Sources**
- Internal Data
- External Data

**Data Acquisition & Integration**
- Data Production
- Data Storage & Processing
- Data Staging
- Traditional Data Stores
- Big Data & Streaming Platforms
- Production Data Lake/Hub
- Advanced Analytics
- Specialized Data Stores
- Data Access & Control

**Information Analysis & Delivery**
- Business Intelligence & Reporting
- Data Discovery

**Consumers & Processors**
- End Users

**Information Consumers**
- Traditional Data Stores & Delivery
- Advanced Analysis
- Specialized Data Stores

**Recommended CSUDH Future State Architecture**

**Information Producers**
- PeopleSoft Live Finance & Workflow Data
- Other Systems

**Enterprise Information Management**
- Data Stewardship & Governance
- Multidomain NCHM on Cloud
- Data Warehouse

**Information Consumers**
- Analytics & Visualization
- Data Cataloging & Discovery
- Enterprise Reports & Dashboards

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How Do We Get There? **Leap Frog Short-Term (8-12 months)**

**Information Producers**
- CSUDH Data Sources
  - PeopleSoft Live
  - Finance & Workflow Data
- Other Systems
  - EDG (Space Data)
  - UCOR (Faculty Data)
  - University tools and applications

**Data Ingestion**
- ETL

**Enterprise Information Management**
- Data Integration and Preparation
- Data Aggregation and Storage

**Data Stewardship & Governance**
- Data Quality
  - Data mapping, metadata
- Process & Reporting

**Cloud Platform**
- Oracle Data Warehouse (cloud-hosted)

**Information Consumers**
- Analytics & Visualization
  - Data Catalog & Recovery (DCR)
  - Enterprise Reports & Dashboards

**Metadata Management**
- Infrastructure Management
- Security & Data Governance

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### Benefits Realized by CSUDH

- Provides scalable platform for advanced reporting and analytics
- Reduces reliance on CSUDH infrastructure for expanded capabilities as well as use of CSUF resources
- Begins to provide integrated view of student, faculty, and financial data

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### How Do We Get There? **Leap Frog Short-Term (8-12 months)**

1. **Select Cloud Services Provider**
   - Identify evaluation criteria for cloud services platform provider
   - Identify candidate cloud service providers
   - Assess, recommend, and procure cloud services provider
   - Perform configuration activities for security, access, and services enablement

2. **Procure COTS, cloud-enabled ETL tool suite**
   - Identify COTS-based data integration tool suite that provides services for on-premises and cloud-hosted platforms
   - Selected data integration tool suite should provide data quality, metadata management, data governance, stewardship capabilities as well as API integrations
   - Proceed to install/configure data integration tool suite

3. **Migrate Current Oracle Data Warehouse & Reports to Cloud**
   - Develop integrated data warehouse data model that provides a holistic view of students and faculty across full student lifecycle
   - Implement integrated data model on cloud-based platform
   - Migrate existing Oracle Data Warehouse to cloud platform
   - Migrate existing OBIEE reports and dashboards to cloud-capable tool suite including access to cloud-based data warehouse

4. **Strengthen Data Governance**
   - Secure executive sponsorship to ensure enforcement
   - Complete data glossary to document all elements in the environment and their definitions
   - Gain agreement between business and IT groups
   - Formalize the data stewardship program policies and procedures
   - Build governance around report development, administration (ad hoc or recurring), and lifecycle management
   - Develop metadata management lineage and impact analyses reports

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### Critical Skills

<table>
<thead>
<tr>
<th>Key Steps</th>
<th>Critical Skills</th>
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<tbody>
<tr>
<td>1</td>
<td>1. Identify Cloud Services Provider</td>
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<tr>
<td>2</td>
<td>2. Procure COTS, cloud-enabled ETL tool suite</td>
</tr>
<tr>
<td>3</td>
<td>3. Migrate Current Oracle Data Warehouse &amp; Reports to Cloud</td>
</tr>
<tr>
<td>4</td>
<td>4. Strengthen Data Governance</td>
</tr>
</tbody>
</table>

- Data Analysis
- Report/OLAP Development
- Database Administrator
- Data Architect (Data modeler)
- Cloud Architect
- Cloud Cyber Security
- ETL Development
- Data Governance/Management
How Do We Get There? **Mid-Term (18-24 months)**

**Information Producers**
- PeopleSoft Live Finance & Workflow Data
- Campus Solutions
- Finance & Supply Chain
- ERM

**Enterprise Information Management**
- Data Quality
- Data Model & Relationships
- Data Warehouse
- Data Stewardship & Governance
- Data Stewardship & Governance

**Information Consumers**
- Data Catalog & Discovery (EUC
- Enterprise Reports & Dashboards
- Advanced Analytics (Mining, Modeling)
- Self-Service & Data Visualization
- Querying and Reporting

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**Benefits Realized by CSUDH**

- Improved quality of student and faculty data results in increased accuracy and credibility of reports and advanced analytics
- Party-based MDM model and legacy linkages provides users with 360-degree view of students and faculty
- Automated matching and merging of student/faculty master data to handle increased volumes

**Key Steps**

1. Select Master Data Management Solution
   - Identify evaluation criteria for master data management solution suite
   - Identify candidate master data management providers
   - Assess, recommend, and procure master data management solution
   - Install and configure MDM solution on cloud

2. Develop and Implement MDM Domains
   - Develop party-based business information and MDM data model
   - Conduct data profiling of existing student and faculty data from PeopleSoft to identify match thresholds and tolerances
   - Develop and implement data validation and standardization routines
   - Develop match/merge routines
   - Develop data stewardship user interfaces

3. Update Cloud-Based Data Warehouse
   - Update dimensional data in cloud-based data warehouse with student and faculty master data
   - Leverage MDM linkage data to align existing transactional and financial data to master entities
   - Configure COTS-based data integrations to leverage student and faculty data from MDM environment

4. Provide foundation for predictive modeling and advanced analytics
   - Identify, select and procure predictive modeling tool suites that are cloud-enabled
   - Deploy predictive model(s) to estimate enrollment based on applicant data (i.e. logistic regression or random forest using applicant and binary enrollment data)
   - Conduct median analysis on historical application data (i.e. 5-year rolling analysis)
   - Begin capturing process automation use cases (RPA)
   - Implement 360° view supported by governance and provisioning strategies

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**Skills**

- Data Analysis
- Business Development
- Database Administrator
- Data Architect (data modeler)
- Data Scientist
- Cloud Architect
- Cloud Cyber Security
- ETL Development
- Data Governance/Management
- MDM Architect

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How Do We Get There? Long-Term (3+ Years)

Benefits Realized by CSUDH

✓ Access to real-time student, faculty, enrollment, etc. information to enable informed decision making and become more predictive, less reactive
✓ Access to student, faculty master data by PeopleSoft to minimize data quality issues at the beginning of the student lifecycle
✓ Cloud-based platform provides automated elasticity to accommodate the increased demands of specialized data mining and textual analytics

Critical Skills

Select API Management Services Provider

1. Identify, select and procure cloud-enabled data mining/textual analytics solution
2. Develop real-time, bi-directional data integrations between MDM and PeopleSoft environments
3. Develop ETL components for unstructured data leveraging existing COTS-based data integration tool suite
4. Develop and implement cloud-based data lake environment

Enable Real-Time Data Integrations

Enable Consumption of Unstructured Data

Conduct advanced analytics for data scientist community

Existing Planned New

Data Analysis
Report/BI Development
Database Administrator
Data Architect (data modeler)
Data Scientist
Cloud Architect
Cloud Cyber Security
ETL Development
Data Governance/Management
MDM Architect
Application Architect
Application Integration (Web Services, ESB, API)
Big Data Specialist

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Recommendation 3: Continue to develop and implement financially sustainable faculty hiring and allocation plans. (CFR 3.1, CFR 3.4)

Standard practice for faculty recruitment

Targets for tenure density are set with input from the CSU Chancellor's office. In the entire CSU system, tenure density has been declining since 2010. In 2010, the tenure density was 64.7%; in 2019, the tenure density was 55.3% (“Tenure Density and SFR Trends, 2010-2019,” CSU Systemwide Human Resources). At CSUDH, tenure density was at its highest over a 10-year period in 2010, and has declined (“Tenure Density and SFR Trends, 2010-2019,” CSU Systemwide Human Resources).

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a. 55.6% tenure density in 2010
b. 44.2% tenure density in 2016
c. 42.8% tenure density in 2017
d. 45.2% tenure density in 2018
e. 44.1% tenure density in 2019

The CSU Task Force on Tenure Density generated recommendations for improving tenure density in the CSU (“REPORT OF THE TASK FORCE ON TENURE DENSITY IN THE CALIFORNIA STATE UNIVERSITY,” January 9, 2018). The five recommendations for individual campuses were:

1. create a tenure density plan with targets based on campus needs and resources
2. ensure replacement of TT faculty with another TT faculty member
3. hire a diverse group of TT faculty each year that exceeds the size of the group that is leaving
4. consider lecturers for tenure-track positions
5. annually monitor and report on progress toward goals

Standard practice for faculty hiring and allocation at CSUDH has been guided locally by the University's 2014-2020 strategic plan. Specifically, Goal 1--Objective A of the plan was to increase tenure density from 41.9% in 2013 toward a goal of 60%. Three strategies were given to achieve the goal. Strategy 1 was to analyze faculty flow data. Strategy 2 was to implement a 5-year recruiting and hiring plan. This strategy included baseline budgeting for new hires, a tenure density endpoint of 58.2% after five years (the CSU average at the time), and hiring about 64 additional full-time/tenure-track faculty. Strategy 3 was to determine the factors that lead to the non-retention of faculty and to implement a support program for retention and promotion. The President's office is responsible for managing the strategic plan and the President's Cabinet routinely considered ways to support increased faculty hiring (Inst. Report, p. 59).

We maintain a high-quality faculty at CSUDH. Our faculty have the highest degrees in their fields due to our hiring practices (Inst. Report, p. 21). Consideration of faculty hiring needs takes place at several points in the University’s regular operations. The academic program review process (a 7-year cycle per CSU guidance) addresses the faculty hiring plans of programs and supports and bolsters those plans (Inst. Report, p. 56). Also, approval of new courses, minors, and programs takes into account faculty and staffing resources available to achieve the goals of the proposed curricula. Appropriate expertise among the available faculty is part of the proposal evaluations, as well (Inst. Report, p. 59). In the annual allocation of funds to University divisions through the University Budget Committee (UBC), deliberations may include issues related to faculty hiring. A 5-step process is involved:

1. Any new funds from the State / CO or from increased tuition revenues go through the UBC process
2. VPs provide prioritized budget recommendations to UBC
3. UBC votes on the recommendations
4. UBC Chair, on behalf of the UBC committee, forwards recommendations to the President for review and approval
5. President may modify the recommendations in accordance with campus strategic priorities and initiatives

Pre-pandemic keys to success in faculty hiring and recruitment at CSUDH

CSUDH was successfully recruiting and hiring new faculty prior to the covid-19 outbreak, the resulting financial uncertainty, and the threat of diversion of resources away from faculty recruitment and hiring. Several different factors were contributing to the success. First, benchmarking was being used to compare our faculty hiring progress with other campuses. Second, the recruitment process had been streamlined and the result was that offers were being accepted at a higher rate. In the 2019-20 recruitment cycle, the success rate was 92% (31 of 34 recruitments filled). Third, a renewed importance was placed on hiring diverse faculty members while existing measures to do so were continued. Fourth, there was an ongoing self-assessment in Academic Affairs to address year-to-year financial uncertainty through new financial allocation models and through priority-setting (e.g., the AA cost-projection group from ’19-’20 AY). The cost-projection group was a collaboration between the divisions of Academic Affairs and Administration and Finance. The main goal of the cost-projection group was to create a budget model that is enrollment-based and that would help eliminate any division deficits. Fifth, leadership in Academic Affairs had stabilized after many years of continuous change. Sixth, Academic Affairs initiated an improved tracking system for faculty lines. College Academic Resources Managers (ARMs) work directly with Faculty Affairs Personnel Analyst, Gennie Hardy, to submit recruitment plans, create position numbers, and complete all necessary recruitment processes from start to finish. (Cheryl or Gennie can add more details on what exactly is done by FAD). Beginning with the 2020-2021 recruitment cycle, the University has moved all faculty hiring and recruiting to an online system, CHRS Recruiting. As a result, tenure-line faculty hiring has become paperless and moves much more quickly, thus expediting the process. In addition, the ARMs work closely with Central Academic Affairs Budget Officer, Claudia M. Orozco, to update as recruitments advance in the recruitment process. A Drop Box link with a spreadsheet was created by Orozco that is accessible to only the ARMs so that they can update the spreadsheet on their respective recruitments. Orozco ultimately is the one that works directly with the University’s Budget Office to distribute the new allocations for new faculty. Hardy and Orozco reconcile records periodically to ensure that information is accurate on both areas and update if any changes occur throughout the process. Towards the end of the cycle, especially, Orozco ensures that she is not missing any information from Hardy to make certain all positions get funded as necessary. Seventh, Academic Affairs examined how the University handles administrator retreats to faculty lines and made adjusts to this process. In the case where an administrator needs to utilize their faculty retreat rights, Academic Affairs will ensure that the college affected receives funding for the unaccounted position by including retreat rights positions into new tenure/tenure track lines allocated by UBC. This means that the division will make sure that all retreat rights positions are funded before adding additional new lines and avoid having the college “overspend.” Eighth, Strategy 1 of the Strategic Plan (analyze faculty flow) was partly achieved through the adoption and posting of AA Policy AA2017-03 (Aug. 31, 2017), “Guidelines & Rationale for Tenure-Track Lines.” Ninth, student success fees were used to support faculty hiring (Inst. Report, p. 77). Tenth, the transparency of the faculty hiring process was improved through the encouragement of the Academic Senate (Inst. Report, p. 60). Eleventh, a faculty recruitment hiring plan was in place to bring DH tenure density to the system average (Inst. Report, p. 68).
Data related to years since the Institutional Report was filed

*2015-2016 recruiting year / 2016-2017 cohort.* This year was devastating due to a lack of faculty recruitment in '16-'17 due to a moratorium on faculty hiring during that year in an effort to reduce anticipated budget deficits. Since then, the fiscal situation improved and CSUDH has made significant progress in the area of tenure-track faculty recruitment.

*2016-2017 recruiting year / 2017-2018 cohort.* This effort resulted in 23 new faculty hires. Faculty lines were allocated based on consideration of the total number of available lines, retirements within units, and progression of senior faculty to "FERP" status. At the time, the practice was to keep lines freed up from retirements and FERP within the same academic college (AAC presentation to Acad. Sen., Apr ‘17). The whole process for hiring new faculty followed this timeline (from AAC presentation to Acad. Sen., Apr ‘17):

a. Jan ‘16: call issued to Deans  
b. Apr ‘16: Deans submit recruitment plans + provost’s memo with confirmations + search committee trainings  
c. May ‘16: Deans start recruitment process  
d. Sept/Oct ‘16: soft/emergency deadline  
e. Aug/16 - May/17: applicant interviews & final offers  
f. Aug 17: new faculty begin appointments


*2019-2020 recruiting year / 2020-2021 cohort.* Allocation of faculty lines considered program accreditation requirements, enrollment growth potential, relevance to college mission, existing tenure density within the unit, intentional planning, and regional workforce needs (Koos slides to Acad. Sen., Nov 6 ‘19). In Feb 2019, college Deans had already began to formulate hiring proposals. In early spring 2019, the Deans discussed hiring plans with academic chairs, and the office of Faculty Affairs and Development had supplied tenure density data. In March of 2019, the Deans submitted the hiring plans to Academic Affairs leadership. In April of 2019, the Provost made decisions about the allocation of faculty lines and sent the allocation memo to the Deans, then presented the decisions to the Academic Senate. In the summer of 2019 and the early portion of Fall 2019, meetings took place to confirm and verify the availability of faculty lines. Finally, in the Fall of 2019, recruitment started for the available lines. By the end of October 2019, 36 lines were approved: 20 new lines, 6 rollover lines (from prior searches), and 10 replacement lines (Koos slides to Acad. Sen., Nov 6 ‘19). In the end, of the 33 total recruitments conducted, all but 5 were filled (CSU Recruitment Survey).

*2020-2021 recruiting year / 2021-2022 cohort.* Several further steps in the annual faculty recruitment and hiring practice took place prior to the gravity of the covid-19 pandemic becoming clear. It was decided that retirement replacements, resignations, and multiple failed searches (i.e., rollovers) were no longer automatically kept within the same academic college (Koos slides to Acad. Sen., Nov 6 ‘19). Also,
allocation of recruitment lines took into consideration FTES growth, attrition, tenure density, major-to-faculty ratio, student success, and other strategic factors (Spagna slides to Acad. Sen., Apr 8 ’20). The planned recruitment for 2020-2021 included 31 positions: 20 new lines approved by the President in Feb. 2020 and 11 lines through recapture and separations (see Spagna’s Academic Sen. slides, April 2020). After the onset of the pandemic, in anticipation of reduced funding, the University implemented a "stoplight" model of maintaining staff that placed ongoing hires into three colors—green, yellow, and red. For faculty hires, recruitments were placed into three tiers (Provost's memo to Deans, 5/4/20):

1. tier 1 = recruit no matter what (n=14)
2. tier 2 = probably recruit (n=7)
3. tier 3 = form search committees, but probably wait one year (n=10)

Therefore, of the planned faculty recruitments as of writing, 14 are in progress.

Post-pandemic keys to success in faculty hiring and recruitment

The year 2020 has presented seemingly impossible financial challenges for higher education, including CSUDH. California's economic circumstances took a devastating hit during 2020 and 2021, as did the rest of the country. At the time of writing, there is tremendous concern over the availability of future federal stimulus funds that may positively affect California higher education. Stable leadership within Academic Affairs contributed to the success of faculty recruitment despite the pandemic (e.g., the Provost's commitment to hiring new faculty). According to the Provost, Academic Affairs committed itself to “protect commitment to hire and recruit” faculty despite the uncertainty of the next 18-month period or economic realities (Provost’s presentation to Acad. Sen., May 6 2020).

In addition, Academic Affairs deferred staff hires, maintenance, and other items to make room for faculty lines. As a result, CSUDH remains ahead of some other Cal State campuses (CSULA, for example) in terms of faculty hiring, despite the pandemic and economic downturn (note our commitment to benchmarking). Our plan for the coming year of hiring includes maintenance of our standard timeline for recruitment:

- December: Faculty Recaptured Pool prepared
- January/February: Provost identifies number of recruitments that will be available based on Faculty Recaptured Pool and UBC allocations (if any); call is sent out to Deans
- February/March: Provost meets with Deans to discuss faculty needs for their colleges
- April/May: Recruitment Memo sent out to the Deans and Academic Resource Managers & recruitment efforts begin by the colleges

V. can't ignore the impact of ballooning campus enrollment

A. provide the data on enrollment boom
   1. As early as May 2019, enrollment bump was expected (Franklin and Spagna enrollment update, Acad. Sen. presentation)
   a. expected anywhere from 14.5% to 16.5% over CO enrollment target for DH
   B. leads to the sudden hiring of many temporary instructors
   C. provide data on how tenure density calculations are impacted by this
Maintaining a successful and strong faculty

Faculty retention has been bolstered in 2020 by a collaboration with the National Center for Faculty Development and Diversity (NCFDD), an organization that helps to support faculty with diverse backgrounds. Also, we renewed the recognition of the potential that, without explicit efforts aimed at faculty inclusivity, faculty of color may leave the university. We provide support for faculty research from Research and Funded Projects (e.g., Dr. Khan) that allows us to hold on to who we hire. (Our faculty are expected to engage in research, scholarship, or creative activities (Inst. Report, p. 21).) This translates to improved support for faculty to pursue public and private grants and contracts. Additionally, CSUDH received a $29,000.00 Faculty Retention Grant from the CSU System to augment efforts to retain underrepresented faculty. This grant funds the first year of the NCFDD, the establishment of a faculty of color affinity group, and faculty learning communities and retreats. In 2019, CSUDH was awarded a five-year, $3 million National Science Foundation grant (DEITIES) that focuses on the recruitment and retention of URM and women faculty in STEM disciplines, as well as student and faculty success. Also, CSUDH continues to refine its new tenure-line hire orientation, the New Faculty Success Program, run through the Faculty Development Center (Inst. Report, p. 21). Faculty retention will be further maintained through the construction of new buildings on campus that support faculty success. (The section of this report that addresses Recommendation 1 provides more information about how new buildings are supporting faculty success.)
Recommendation 4: Strengthen evidence-based approaches to curricular and co-curricular program assessments and reviews. (CFR 4.3, CFR 4.4)

CSUDH has strengthened evidenced-based assessment in critical areas across the institution since our last report to WASCUC in 2017. Some of the highlights include:

Student Affairs and Academic Affairs increased collaboration across divisions by jointly sponsoring an Assessment Showcase for the first time in November, 2019. This showcase highlighted and shared assessment activities by 25 programs in Student Affairs and the 12 highest rated programs in Academic Affairs in poster sessions and other activities. The showcase was an opportunity to share evidence-based assessment practices with key members of the academic community.

Program Review and Academic Affairs have worked together to better integrate assessment materials in Campus Labs for ease of use during Program Review. This process has facilitated increased linkages between annual assessment reports and program review activities, allowing for easy access to documents and evidence of assessment work conducted by academic programs.

The CSUDH Office of University Effectiveness, Planning and Analytics (UEPA) has fostered ongoing conversations leading to increased linkages between university level data and evidence and campus-wide assessment efforts, leading efforts to assess the CSUDH First-Year-Experience (DHFYE Integrated Assessment).

Since our previous review by WASC, we also established a GE Assessment Task Force. This group of 12-15 faculty and administrators from each college developed student learning outcomes, an assessment plan, and a curriculum map for our GE program over the course of a year. We also outlined a staffing plan to implement the GE assessment plan.

Academic Affairs and Student Affairs have made tremendous strides in the assessment practices within and across their divisions. For instance, Student Affairs programs now all have learning outcomes and annual assessment reports. In Academic Affairs, the processes of assessment reporting have been streamlined allowing for greater engagement with programs and more meaningful assessment plans and activities.

Academic Affairs

As a response to the COVID-19 pandemic, the University Student Learning Outcomes Assessment Committee (USLOAC), housed in Academic Affairs, allowed for programs to re-think their annual reporting due to disruptions caused by the pandemic (LINK TO MEMO?). USLOAC suggested that programs may take time to update their assessment plans, develop meaningful assessment rubrics and indirect measures, or they could turn in traditional reports on their assessments of learning outcomes. The flexibility allowed for many more programs to continue assessment activities, become more engaged in some cases in self-reflection, and deepen their assessment activities through focusing on what their program really needed to move forward with more systematic, evidence-based assessment activities with best practices in assessment (instead of doing the same old thing).

As per the charge from Academic Affairs (link to AA 2006-18) USLOAC is comprised of faculty members representing each college, representatives from the Provost’s Office and from the Faculty
Development Center (FDC), and students. The USLOAC is faculty driven as only faculty having voting authority. The purpose of the USLOAC is to help ensure that CSUDH is practicing ongoing assessment of student learning and continuous program improvement. USLOAC collaborates closely with the University Curriculum Committee (UCC), and Program Review Panel (PRP) through joint membership (the Chair of USLOAC/Director of Assessment sits on all three committees). The close collaboration helps to provide clarity of purpose and consistency across program assessments and expectations for review. All three committees incorporate assessment into their practices to support ongoing program improvement based on evidence.

The USLOAC provides training and capacity building for assessment, maintains the planning module in Campus Labs for the collection and management of academic program assessment data, assists in the development of assessment plans and activities, and reviews all program assessment documents turned in annually. These activities help to ensure that assessment activities are both documented and improved through continuous feedback from colleagues. As of 2019/20, USLOAC now provides extensive feedback letters to all academic degree-granting programs. Using a checklist, we conduct initial reviews and then each program assessment is discussed during bi-weekly meetings, usually in the Spring semesters. Working with the committee, the Director of Assessment for Academic Affairs, drafts and sends feedback letters annually. The letters also include a rating based on in-house rubrics and checklists for programs to receive information about the level of their assessment activities (initial, emerging, developed, or highly developed). The letters are designed to provide critical feedback on assessment reports geared to helping program with their assessment activities. The goal is to generate more evidence-based assessments of program learning outcomes and to yield meaningful data for continuous improvement of student learning.

In Academic Affairs, there has been a steady increase in the proportion of programs turning in assessment reports for review by USLOAC. In the 2020/21 cycle, 85% of programs turned in reports and this represented the largest level of engagement yet recorded. This happened during COVID and in part due to increased flexibility granted to programs for turning in different kinds of assessment products. USLOAC continued to provide trainings and one on one consultations on assessment. Trainings typically cover “Basic Assessment”, “Developing Assessment Rubrics”, and “How to Use Campus Labs”. We also instituted some additional activities such as the first faculty learning community on assessment and drop-in office hours for assessment tips and support. USLOAC members assisted programs in every college and helped them to develop and conduct more meaningful assessment activities. 10 program faculty members participated in a faculty learning community on assessment for the Spring, 2020 semester. This learning community was very effective as faculty developed new assessment tools, based on sound assessment practices, thus facilitating more evidence-based assessment practices. Many programs at CSUDH were still struggling with adapting rubrics focused specifically on learning outcomes (and not just grades), and we have been gradually moving forward with the development of PLO-specific assessment rubrics, as well as updated and more detailed assessment plans.

CSUDH assembled a GE Task Force in the Summer of 2019, comprised of a dozen faculty members from all colleges, to develop our first comprehensive assessment plan. The Director of Assessment also worked on this Task Force as his project for the Assessment Leadership Academy class of 2019/20. This Task Force, led by The Dean of Undergraduate Studies, The Chair of the GE Program, and the Director of Assessment for Academic Affairs, met for a full year. We achieved our goals to develop learning outcomes, a curriculum map and assessment plan that was driven by evidence, and extensive collaboration with faculty from each college and with faculty who taught courses in GE. The result is a plan to assess learning outcomes that has been approved by the academic senate and based on a
comprehensive overview of the GE program. Therefore, the GE learning outcomes (GELOs) has been strengthened with a detailed and comprehensive assessment plan and based on evidence of student.

We have instituted some additional activities to engage faculty and staff in program assessment at CSUDH. For example, in 2020/21, 5 CSUDH student assessment interns developed a study to explore students’ level of interest and awareness regarding assessment of learning outcomes. They collected data from students on their perceptions and knowledge of student learning assessment practices, finding that the majority did know about learning outcomes and felt that assessment is valuable. However, there is still a need to ensure that all students are aware of the program learning outcomes in their programs so students have suggested various means for communication with students in the future such as sending emails directly.

Through ongoing collaborations with multiple university-wide committees, CSUDH has made assessment tools and resources more widespread and user-friendly. CSUDH made major updates to the USLOAC website with links to user guides and videos, helpful worksheets, and resources to help increase assessment capacity internally. The additional tools and samples of effective assessment helped to increase assessment capacity amongst the assessment committees at CSUDH, as evidenced by the increased number of assessment reports and quality assessment products being utilized by these programs. CSUDH implemented an assessment of its First Year-Experience program in order to evaluate which aspects of these programs are working best to enhance student success and increase retention rates. While this evaluation is still underway, the effort has already led to revised student learning outcomes amongst these integrated programs (including academic and student affairs programs). The team assessed evidence of students’ reflective essays to examine student learning outcomes for these critical programs.

The CSUDH USLOAC issued guidance to all academic programs in April, 2020, during the beginning stages of the COVID-19 pandemic in order to acknowledge the challenges and provide avenues forward for programs to continue meaningful assessment activities (LINK to Memo?). These guidelines include asking programs to revise and update their plans, develop assessment rubrics and indirect measures based on their program learning outcomes, and consider ways to improve their assessment activities in order to yield meaningful results based on evidence. These important activities have changed the culture of assessment at CSUDH in key areas, where now programs are almost uniformly engaged in assessment activities and asking for more training and input. One of the key priorities of USLOAC and of our colleagues throughout CSUDH is the issue of equity and inclusion in assessment.

CSUDH plans to continue to strengthen evidence-based assessment plans through continuous reflection on our assessment cycle and practices. We will build on the existing strengths we have documented such as collaboration between divisions, committees, faculty, students, and administration. We will also seek new ways to enhance our assessment activities at CSUDH. We implemented some instructions for programs to address issues of equity and inclusion in their assessment reports, and this remains a top priority for assessment in academic affairs moving forward. In the previous report to WSCUC, we indicated that we are working on more systematic assessments of our institutional learning outcomes (ILOs). We have assessed these outcomes through various task forces and also through linking program assessments to ILOs in Campus Labs. We therefore can analyze how CSUDH is doing overall through linkages between PLO standards of success reported by programs and the ILOs. We added a column in our assessment plan template for programs to state which ILO each of their PLO is linked with in their plans (LINK to assessment plan template?). For Spring, 2021, USLOAC is planning a retreat to discuss
new ways to organize assessment activities in Academic Affairs in order to maximize the impact assessment may have on student learning.

Student Affairs

The Division of Student Affairs at CSUDH has worked to develop and foster a culture of assessment, inquiry, and collaboration over the last three years. This began with the development of the Student Affairs Assessment Office (SAAO). The SAAO has operated as a central hub in fostering this cultural shift within the division as well as building partnership across the campus community. Among its first tasks, the SAAO set out to develop, solidify, and refine the mission, goals, and learning outcomes for the 25+ departments and offices that make up the division. This work involved a tremendous number of one-on-one interactions and collaboration between the various student affairs offices. This work culminated in what has now become an annual assessment report that utilizes the mission, goals, and outcomes to assess how areas are contributing to student success and the completion of the university mission. In addition, the division held annual assessment showcases in 2018 and 2019 to highlight the impressive work being done within each office. These poster sessions allowed for departments to interaction and engage using a common assessment vocabulary. Additionally, our partners in Academic Affairs also presented some of their assessment efforts in what has now become a truly cross-divisional showcase.

The SAAO has also worked to develop the general assessment knowledge of the division through a series of targeted trainings, professional development opportunities, and certificate program developments. These trainings included topics are survey development and implementation, assessment plan development, goal-oriented decision making, and making assessment data accessible to the campus community. A greater focus was placed on telling the story of the division through the rich data that was already being gathered. Additionally, the SAAO developed the Student Affairs Assessment Certificate. This 12-module program allows student affairs staff, students employees, and administrators to become subject matter experts around concept of assessment and how they manifest in student affairs offices. The certificate is offered over a three-semester timeframe and is self-paced, allowing participants to learn at their own desired speed. Upon completion of the certificate, participants are then considered the assessment experts of their respective offices and will be called up to assist in future assessment reporting and activities. The pilot cohort for the certificate included 11 participants and a second cohort will begin in the summer of 2020.

Part of this professional development has been the expansion of various data systems and software that have been essential in ensuring a coordinated response to student needs. This includes the expanded usage of our Campus Labs survey and rubrics modules, the incredible efforts of our Student Life office and their usage of ToroLink to track cocurricular programming, and our newest effort, the rolling out of the Toro Success Collaborative (TSC) software to streamline coordinated care across the campus.

The efforts to expand TSC offer the division and campus the greatest opportunity in supporting student success and designing an assessment structure that is truly collaborative and cross-divisional. Over the next year, TSC will be implemented across dozens of departments which will allow students the campus to solidify the links between departments, assist in the gathering of critical service data, and build a one-stop-shop for students to receive the support they need to succeed.
The Division of Student Affairs has worked tirelessly to build a culture of assessment, to empower its employees to make evidence-based decisions, and to see that their efforts are truly impacting the success of students. We hope to continue this work and build upon the successes of the last three years.

**Program Review**

From the time of the most recent WSCUC report, the Program Review Panel (PRP) has been working to implement iterative changes to its processes and approaches to assessment. Our specific changes have been governed by direct feedback from faculty in reviewed programs about which components worked well and which would benefit from structural or procedural adjustments. PRP’s overall guiding philosophy in enacting changes has been to cultivate a culture of assessment as a critical component of our routine practice, emphasizing meaningful and impactful engagement with continuous improvement efforts over compliance with reporting mandates.

In the fall semester of 2018, PRP began to work closely with the newly constituted Office of University Effectiveness, Planning, and Analytics (UEPA) to become more conversant in and proficient with the use of institutional data as a critical component of program review. The strengthened lines of communication and collaboration coincided with the onboarding of several new (to our campus) institutional data sources and tools, such as EMSI and Tableau. These resources have enabled program faculty to identify and pursue new lines of inquiry using the data, such as understanding patterns of migration into and out of the major over a given period and planning interventions to seize upon those opportunities.

PRP also strengthened its integration with other functional areas of academic affairs, and particularly with curriculum development, revision of the curriculum approval process, and student learning outcome assessment. Coordination with these areas has proven to help “close the loop” with follow-through upon recommendations and action items resulting from program review. Campus leadership has consistently demonstrated concrete commitment of resources to support improvement efforts, which has bolstered faculty enthusiasm for and confidence in the transformative power and importance of program review.

Other changes made to program review include: incorporation of a checklist to facilitate panel members’ understanding and review of report materials (self-study report, external reviewer report, etc.); concrete and actionable recommendations resulting from the exit meeting discussion, encoded in a memorandum of understanding that is distributed to stakeholders; implementation of a fully online submission and management portal via the Compliance Assist module in Anthology (formerly Campus Labs), which reduces reporting redundancy through integration of student learning outcomes reports in the Planning module; retooling and streamlining of the self-study report template to better align with current campus and CSU-wide initiatives; an enhanced PRP Handbook paired with online orientation, training sessions, and drop-in “office hours” to support faculty in timely completion of the self-study report and later review steps; and intentional emphasis upon engagement of all program faculty in the program review process.

Lastly, PRP has identified several areas for growth, and we have already begun work to address them. A subcommittee of PRP is examining how best to operationalize regular assessment of credit-bearing courses which contribute to but do not culminate in an academic degree, such as the First Year Experience program courses and the University Library’s GE information literacy course. We strongly believe student voice is essential to our successful efforts and are working to identify ways to amplify student involvement in the review process and bolster representative data in the self-study report. We are continually soliciting feedback from programs undergoing review and implementing immediate and near-
future adjustments to reduce friction and eliminate barriers in the review process. And finally, we are undertaking a survey of faculty who have completed program review in the last five years to learn what they feel are the most beneficial aspects and positive outcomes of program review; this data will be used in planning and marketing efforts to build upon the momentum we have generated in shifting culture towards a disposition of continuous improvement through regular and meaningful assessment.

**UEPA: University Effectiveness Planning and Analytics**

This office provides data sources that strengthen planning and assessment activities. The UEPA office is leading effort to assess the impact of the CSUDH First Year Experience (DHFYE). This integrated assessment seeks to better understand what factors best support student success and retention rates at CSUDH. The Integrated Assessment Team has developed new learning outcomes for the DHFYE and conducted some preliminary assessments (address in another area)? Some of the key issues emerging in the analysis are the importance of cultivating a sense of belonging and academic identities for our students at CSUDH.

**Conclusion**

CSUDH has clearly been building on a strong foundation of assessment and seeking ways to strengthen our efforts with evidence-based assessments and systems to support and facilitate meaningful assessments of learning outcomes. We have strengthened our collaborations across divisions to support evidence-based assessments. CSUDH is seeking to build on these efforts with the use of data from UEPA and to focus on addressing issues of inclusion and equity in our teaching and learning practices. Our goal is to continue to engage in ongoing reflection upon our assessment activities at every level. It is our intention to build upon our existing practices for stronger evidence-based assessments of student learning outcomes. At CSUDH, our collective love for learning within a culture of self-reflection carries us to new heights of student success.
Recommendation 5: Explore models to optimize staffing across key units in order to achieve strategic goals. (CFR 3.1, CFR 3.2, CFR 3.3)

Fiscal Resources Since 2017

CSUDH has seen significant growth in revenues from tuition fees and state appropriations since 2017 when theWSCUC report was submitted. This is attributed to the institution’s growth in enrollment and advocacy efforts with the CSU Chancellor’s Office to fund the University’s academic, administrative, technological and facilities infrastructure. While a significant portion of these revenues were designated towards facilities maintenance and construction, additional faculty and staff were hired during these years to help address the increase in enrollment and optimization of staffing levels at CSUDH. It should be noted that while hiring increased, departments continued to be under-resourced across campus divisions. The following table displays the increase in Full-Time Equivalent (FTE) actuals over the past few years, demonstrating progress the University has made towards optimizing staffing levels through the hiring of personnel.

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<th>FY17-18</th>
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<td>1,323.8</td>
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During Spring 2020, State appropriations decreased due to the Coronavirus pandemic, resulting in a base budget reduction to CSUDH of $4,814,452, from $198,625,452 to $193,811,000. This represents a 2.4% reduction in State appropriations to our University. As a result, the campus implemented measures to accommodate the significant decrease in the University’s Operating Fund budget such as utilizing one-time campus reserves, offering an “Early Exit Program” to employees, reducing division operational costs including travel and student assistant appointments as well as freezing vacant management and staff positions. While in prior years CSUDH was able to dedicate resources towards hiring new faculty and staff to further optimize staffing levels, the University was not able to continue with this trajectory since Spring 2020. Some vacancies were filled, but a majority of them remained unfilled to meet budgetary constraints, having an adverse impact on the optimization of staffing levels.

In response to the freeze in filling vacant positions, departments were creative with developing process improvements and implementing staff reassignments to work more efficiently with less. Examples of these improvements are described herein. However, it should be noted there remains a need to increase hiring given the growth in enrollment the University has experienced in recent years and will continue to experience in the foreseeable future. Furthermore, optimizing available resources by reclassifying and training staff while streamlining processes and implementing new technology is critical to the success of the University.

HR Process Improvements

CSUDH remains committed to employing faculty and staff with substantial and continuing commitment to the institution. In order to effectively hire personnel, the proper systems, guidelines, and procedures need to be in place. California State University Dominguez Hills was among the “Wave 2” campuses for the implementation of the systemwide applicant tracking system, CHRS Recruiting. The campus implementation team engaged in pre-implementation activities to create a process map of the legacy
process and identify steps that did not add value; forty-two steps were initially identified, and we were able to reduce the steps to twenty-two. During this process, several stakeholders were invited to participate in these activities.

On March 5, 2020, the campus celebrated the successful implementation of CHRS Recruiting. The applicant tracking system provides several benefits to recruiters, hiring managers, administrators, and search committees. Some of these benefits include improved data integrity in regulatory reporting and candidate demographics; a paperless, electronic system for position management and approvals; onboarding employees through an onboarding portal; the ability to use a dashboard to view recruitment statuses and manage tasks. The applicant benefits include the ability to apply for jobs using their computer, tablet, or cell phone; upload information from their resume onto their application; attach any type of file, any size of file, or any number of files to the application; track the status of their application; and review the offer and accept or decline electronically.

Additionally, the Office of Human Resources developed a new position description template, Position Description Guidelines, and Staff and MPP Recruitment Guidelines. To further improve our recruitment process, we contracted the services of SkillSurvey, an electronic reference checking tool. SkillSurvey will provide feedback on the soft skills that make candidates successful; things like, work ethic, professionalism, leadership, problem-solving, and the ability to work in a team environment. During the implementation phase, the Office of Human Resources also received approval for a new Recruitment Analyst position in support of the campus’ recruitment efforts. Furthermore, to aid in the hiring and retention of personnel, a compensation philosophy was developed for the campus; California State University Dominguez Hills is committed to attracting a highly qualified and diverse workforce. Human Resources is responsible for ensuring a consistent application of the classification and compensation programs throughout the campus. It is our goal to compensate CSU employees in a manner that is internally equitable, fair, and competitive with appropriate external comparators.

**Performance Evaluations**

Evaluation processes at the campus are aligned with institutional purposes and educational objectives. The Office of Human Resources provides annual comprehensive training on the evaluation process for all management employees. Annual evaluations are required for all represented staff and training is provided each year to ensure performance appraisals are consistent, comprehensive, and drawn from all available sources of feedback. Managers are expected to go beyond delivering evaluations in compliance with contractual requirements. Training is provided to ensure that the evaluations incorporate self-evaluation input, are drafted in a comprehensive manner tied to their position descriptions, and state goals for professional development. Managers are also provided training on performance management principles such as having frequent conversations about accomplishments and expectations throughout the year, engaging with employees regarding professional development opportunities, and progress on goals.

The campus also established a policy regarding Management Personnel Plan (MPP) Performance Evaluations known as the 360-degree administrative review process. This review process allows the campus community an opportunity to provide feedback that will be shared with the Administrator’s direct supervisor to help them craft a comprehensive annual performance evaluation. The feedback also provides valuable information that may address training and professional development needs for the administrator and their staff as well as possible realignment of resources to optimize staffing levels. It
should be noted that while the process provides valuable insight to assess training and resource needs, an area of concern raised by an administrator that needs further review is the communication process to ensure administrators are fully aware they are being evaluated before a campus-wide notice is distributed. As part of the annual performance evaluation process, individuals possessing at least three (3) years of service in an Administrator III or Administrator IV position, may be mandated to undergo participation in a broad performance-based administrative review.

Professional Development & Training

Investing in our workforce through professional development & training is critical towards educating employees and equipping them to perform their duties effectively and efficiently. Employees who are given professional development opportunities not only increases the collective knowledge of the University, but also contributes towards an employees’ job satisfaction and campus retention rates. Unfortunately, due to budget reductions, the University’s Professional Development & Training Director has been vacant since 2018, and a comprehensive professional development & training plan needs to be developed for CSUDH that serves the strategic priorities of the campus. However, while the current state of the campus, and the nation has been heavily impacted by COVID-19, the University remains committed to supporting faculty and staff development activities designed to improve teaching, learning, and assessment of learning outcomes. Following are examples of how training continues to be offered to faculty and staff through various online and remote resources such as Zoom webinars.

As with any technology, CSUDH must constantly evolve to keep up with technological advances and user interfaces. The University’s efforts to do so have included technical training offered to students, faculty, and staff, some of which were mentioned above. Furthermore, IT has made available online technical information that is searchable and accessible from an internet browser or a mobile device. Examples of some of the efforts and knowledge development include:

- LinkedIn Learning – self-paced online instructional videos
- ServiceNow Knowledgebase – a searchable database of “how to” information
- Tech Bytes – lunch and learn of various technology topics
- iToros Mobile App – information and functionality via mobile device

The Faculty Development Center (FDC) offers support, resources, and services for CSUDH faculty by helping them to achieve excellence, integration, and satisfaction in the areas of teaching, scholarship, and service throughout their careers. The major resources provided include teaching and scholarship to support the University's strategic planning goals, student engagement for student-centered learning, curriculum design, first year experience, and peer mentoring. The FDC website includes resources for hybrid instruction and professional development offered to CSUDH faculty. Additional faculty training opportunities focused on courses and instructional design are provided at the Academic Technology Workshops website offering courses in communication and instructional tools and resources (including virtual instruction tools).

Staff training is also offered at the IT Staff Training webpage to promote professional development skills and staff optimization through the use of technology. Courses offered through this website include Microsoft applications, Adobe Acrobat, CM-1 Web Content Management, creating surveys, etc. Furthermore, in partnership with the Chancellor's Office and all CSU campuses, in early 2019 CSU Dominguez Hills migrated to a new enterprise training system, CSU Learn. CSU Learn replaced Skillport Professional Development for the CSU system. All yearly and mandatory trainings such as Data Security,
CSU Conflicts of Interest, and Title XI training will be offered online. Additional professional development & training is also available through CSU Learn via online courses on communication, business and IT skills, productivity and collaboration tools, and a variety of other topics.

CSUDH Budget Lunch & Learn sessions are held on a monthly basis to provide information and transparency with regards to the University Budget process and understanding related reports. University Budget Quarterly Updates are also held to provide the campus community with insight and updates on the CSU and campus budget situation. Providing this information and training to the University helps everyone to understand the fiscal impact of operational decisions made by departments, and fosters creative ideas to optimize staffing levels across campus.

Faculty, Staff and Student COVID-19 Well-being sites were established to provide our campus community with healthy and fun activities to address their needs during the effects of the pandemic. The Well-being sites provide key information to address the personal needs of our community in areas of personal development, health, finance, family fun, as well as art and travel via virtual tours. The hope is that if our campus community is healthier and happier, they will continue to thrive during these unprecedented times. The Well-being site has sparked an initiative to continue to seek out programs to develop a wellness culture in our workplace. Providing informative programs such as this impact the University’s ability to attract and retain a productive workforce. The goal of the COVID-19 Well-being site was to help convey how cultivating a cultural shift toward wellness in the workplace can help the University achieve strategic objectives.

**Gender Equity Task Force**

To further optimize staff staffing across campus, the University established a Gender Equity Task Force. The Task Force was formed in collaboration with multiple entities on campus, to develop opportunities to increase equity across gender lines throughout our campus community. The Gender Equity Task Force is a demonstration of our campus’ commitment to this important issue and is an opportunity to examine our own biases and assumptions. The Task Force will not only develop strategies and ideas to address gender equity, but more importantly, will result in concrete and tangible opportunities for change in furtherance of gender equity. The current state of the world, as we adapt to the ever so fluid COVID-19 pandemic has put a pause on some of the campus’ efforts. The Office of Human Resources is working with campus management on the review of position descriptions, organizational development strategies, in response to a systemwide hiring chill.

**Organizational Assessments**

Several CSUDH units providing services to the campus embarked on organizational assessments to identify areas of strengths, growth, and gaps towards achieving the strategic mission of the University. Examples include the Information Technology (IT) Division and Administration & Finance Division organizational assessments where stakeholders were interviewed by consultants to assess and recommend improvements that optimize staffing levels through department reorganizations and staff reclassifications that better align the organizations with campus needs.

As the IT division continues to keep up with technology, it also strives to align its efforts to meet the strategic and organizational goals of the University. IT recently partnered with Deloitte Consulting to review its strategic and organizational structure to better align with the needs of the University. As a result of the analysis, IT has restructured to adapt to these requirements in the following areas:

- Service Management
• Integration of the Institutional Research and University Effectiveness team

• Expansion of the services offered by Academic Technology

• Merging of Infrastructure, Enterprise Applications, and Digital Transformation under the same team umbrella to better collaborate and deliver technical solutions.

Sibson Consulting conducted an organizational assessment of business units with the Administration & Finance division during 2018. The process involved interviewing 165 stakeholders across divisions and reviewing position descriptions, organization charts and other pertinent documents to assess requirements of these functional areas with available resources and skill sets. The assessment identified themes including a lack of resources, capacity, communication, training, and competency in some areas to carry out key duties of the University. Limited technology was also mentioned preventing workforce performance optimization. Although there remains much work to do in response to the recommendations made by Sibson Consulting, the Administration & Finance Division has made some significant progress to address them including review of staff assignments and restructuring a unit, providing additional training to department staff to increase competencies within their area, automating forms, implementing electronic approvals/workflow and providing campus-wide training on Budget, Procurement & Contracts and Accounting/Hospitality.

Technology Improvements

Technology plays a key role in optimizing staff performance and department staffing levels required to meet the strategic goals of the University. Employees are able to work more efficiently by automating forms and processes, as well as improve communication particularly in a virtual environment currently experienced due to the pandemic. The campus workforce becomes better educated and skilled to perform required job functions, and morale improves as they learn these new skills and find better ways to complete their assignments. Following are some examples of how technology has improved processes and optimized staffing efficiencies:

- Implemented electronic approval and workflow of forms via Adobe Sign across campus units, which improved efficiency to process transactions and ultimately improved the customer experience.

- CHRS Recruitment system implementation completed March 2020 automated the recruitment process.

- Implementation of the Concur Travel System Implementation began January 2021 to automate the travel request and reimbursement process. Concur is currently used by ten CSU campuses (including the Chancellor’s Office), with another implementing this system along with CSUDH during Spring 2021.

Conclusion

Budget reductions resulted in a hiring chill, impacting workload and staffing levels across campus since Spring 2020. However, CSUDH has explored and utilized models to optimize staffing through various means including offering professional development & training courses to employees, automating and improving HR processes, implementing new technology, establishing the Gender Equity Task Force and launching organizational assessments with the goal of aligning units to better serve the University. Although training courses are offered to employees, a comprehensive training program is needed to focus on strategic priorities of the campus and further improve upon staff optimization at CSUDH. Other needs
include continued investments in our technology infrastructure to improve administrative processes and the customer experience that contribute towards staff optimization.
Recommendation 6: Identify sustainable approaches to support the pedagogical and scholarly development for faculty (i.e., tenure track, tenured, and lecturers). (CFR3.2, CFR3.3)

In this section, we address sustainable approaches to support faculty hiring orientation, workload, incentives and evaluation practices. We also address sustainable professional development for faculty (tenure track, tenured, and non-tenure track). The Office of Faculty Affairs & Development (FAD) provides many of the Human Resources needs of the University’s academic personnel within the Division of Academic Affairs. Faculty Affairs & Development is responsible for many broad, academic-related programs and activities, which include full-time academic recruitment, full-time faculty evaluation processes, and various kinds of leaves of absence. The Faculty Development Center (FDC) with the support of FAD offers faculty pedagogical development in partnership with the Academic Technology unit under the Division of Information Technology. The FAD alongside the Faculty Research Development unit (within the Office of Graduate Studies and Research) provides faculty scholarly development support. Hence, Part I focuses on hiring, orientation, workload, incentives, and evaluation practices. Part II covers approaches to pedagogical development for faculty, while Part III focuses on support sources for faculty scholarly development.

PART I: Sustainable approaches to support faculty hiring, orientation, workload, incentives, and evaluation practices (CFR 3.2).

The Office of Faculty Affairs & Development (FAD) serves as a central clearinghouse for faculty-related procedures, policies, and programs. FAD is responsible for assisting faculty as they move through the University from appointment to retirement. The Associate Vice President for FAD works closely with the College Deans, Associate Deans, and Department Chairs on matters related to faculty reappointment, tenure and promotion, recruitment and retention, and interpreting the provisions outlined in the California Faculty Association and the Board of Trustees of the California State University (CFA/CSU) Collective Bargaining Agreement. (CBA)

Faculty recruitment at CSUDH consists of several processes and procedures and FAD works with colleges and departments to follow the University faculty recruitment process from the creation of position descriptions, posting job announcements in a variety of venues to attract a diverse pool of faculty talent, to providing search committee workshops.

Through the Faculty Development Center, FAD provides support to incoming faculty through New Faculty Orientations and the Untenured Faculty Association. FAD is currently updating the Faculty Handbook, which provides guidance for:

- Getting Started at CSUDH
- Faculty as Referral Agents
- Professional Development Support
- Faculty Governance & Collective Bargaining
- Reappointment, Tenure, and Promotion (RTP)
- Faculty Leaves & Honors
- Retirement

And in AY 2019-2020, FAD worked with the Academic Senate Executive Committee Non-Tenure-Track Faculty Representative and others to create the first Lecturers’ Handbook, which can be customized to add in specific departmental and program guidance to better onboard lecturers. CSUDH has created additional avenues based upon the findings and recommendations of its Non-Tenure Track Instructional Faculty Best Practices Task Force and subsequent implementation committee (AYs 2018-2021)
sponsored by the President’s Office and the Academic Senate to communicate the needs of lecturers. The Academic Senate recommended establishing a Non-Tenure-Track Advisory Board with representatives from all colleges, coaching, counseling, and the library. Members of the Board are currently working with administrative leaders, including the AVP of Faculty Affairs and Development with stronger onboarding as one goal.

CSUDH has two evaluation processes for faculty guided by the requirements of the California Bargaining Agreement (CBA). The Retention, Tenure, and Promotion (RTP) process evaluates probationary tenure-track faculty annually through tenure and promotion to associate professor. In the fifth year faculty submit a request for tenure and promotion, their Personnel Action File, and supporting documentation. Faculty are eligible to apply for promotion to full professor in their fifth year as associate professors. Probationary faculty and faculty up for promotion to full professor are guided in the process by departmental RTP guidelines that set the standards, including standards for early tenure and promotion. FAD provides RTP workshops for faculty under review and for RTP Committees at the departmental, college, and university levels, including training for dean evaluators.

Departments and colleges oversee and FAD guides non-tenure-track evaluations. Consistency in evaluation practices of lecturers is a current goal for sustainable and equitable practices across colleges as required by the CBA.

The student course evaluation administered through the Perceived Teaching Effectiveness (PTE) process is coordinated by FAD for stateside courses. PTEs are scheduled for every fall and spring semester. The College of Extended and International Education coordinates PTE administration for its winter and spring intercessions and its summer sessions. PTEs are administered electronically and . The Academic Senate Faculty Policy Committee is bringing forth a resolution to create a PTE Task Force with the goal of providing guidance regarding best practices, policy recommendations, and utility of Teaching Effectiveness Assessment at CSUDH.

In terms of incentives beyond retention, tenure, and promotion, FAD supports the Faculty Leaves and Honors Committee whose elected faculty members from each stateside college evaluate and recommend faculty annually for sabbatical leaves and for achievement awards. Sabbatical awards are competitive and dependent upon funds available, meaning that faculty may be eligible for several years before receiving a sabbatical award. FAD has worked with the Faculty Policy Committee on updating the Sabbatical policy and a resolution is coming forward to the Academic Senate in spring 2021. Faculty Awards are presented each year to a select group of CSUDH faculty members, in recognition of outstanding achievement in the following areas:

- Catherine H. Jacobs Outstanding Faculty-Lecturer Award
- Excellence in Research, Scholarship and Creative Activity Award
- Excellence in Service Award
- Lyle E. Gibson Dominguez Hills Distinguished Teacher Award
- Presidential Outstanding Professor Award
- Assigned Time for Exceptional Levels of Service to Students Award Recipients

CSUDH funds all awards except for the Assigned Time for Exceptional Levels of Service to Students, which the Chancellor’s Office funds as part of the current CBA. The award is intended to ease levels of cultural taxation upon faculty of color. As HIS and HBCU whose faculty population of color is much lower than its percentage of underrepresented students, finding additional levels of support to alleviate cultural taxation would be beneficial.
Sustainability of current practices is largely dependent on committee service by tenure-track and tenured faculty, and the problem of an inverted tenured/tenure-track faculty ratio to non-tenure track faculty continues to challenge the university in all areas of required service for the effective functioning of the university. It is in this area where concerns of workload arise for faculty overburdened by service.

CSUDH has made strides to include non-tenure track faculty in compensated university-level service for more inclusive practices for shared government. The Academic Senate has increased membership on its Standing Committees to include non-tenure track faculty. Compensation in the form of professional development funds has created incentives for non-tenure track faculty to step up for a variety of university-level services as more committees allow all faculty to nominate themselves, which is helping to ease some levels of service burdens for tenured and tenure-track faculty. At the same time, it also allows non-tenure track faculty to gain professional development through service that will strengthen their CVs. And these faculty now have additional opportunities for teaching and scholarly professional development (e.g. travel for conferences or research).

PART II: Sustainable approaches to support the pedagogical development for faculty (CFR 3.3).

The Faculty Development Center (FDC) sustains services and resources to support faculty in developing and enhancing pedagogical knowledge and skills that foster students' success. In so doing, the FDC promotes reflective practice in teaching. It also provides a meeting place for university faculty in a communal learning environment. Since 2017, the Center has maintained its core programming: providing pedagogical workshops for faculty, supporting Faculty Learning Communities, designing New Faculty Orientation, hosting the New Faculty Success Program, and organizing the annual Innovative Teaching Symposium.

In collaboration with other offices at CSUDH, the FDC has provided support for the campus’s First Year Seminars, active learning workshops, as well as curriculum design. The Center also serves as the home for participation in the CSU Quality Assurance program (now CSU Online Course Services) as a Quality Matters (QM) campus. Other programs offering faculty opportunities for pedagogical development include Faculty Learning Communities hosted by the Writing Across the Curriculum office, the First Year Experience Program, the University Writing Center, the University Library, and the College of Education. Additionally, in 2020, under the leadership of Dean of Undergraduate Studies, Dr. Kim Costino, CSUDH received a 5-year National Science Foundation Hispanic Serving Institution STEM Grant. The goal is to improve the retention and graduation rates of students from underrepresented minority populations in the STEM fields by improving the quality of students’ educational experience at CSUDH and community colleges throughout the state. The grant provides funding for Faculty Learning Communities for both faculty and administrators with the end goal of “designing more equitable and inclusive curriculum, pedagogical, and assessment practices.”

The FDC has retained its structure of a full-time Faculty Director, a full-time Administrative Support Coordinator. Through these years, other staff have fluctuated and included a part-time student assistant, a Faculty Fellow who coordinated the FLCs (this position was usually through 3-6 units of reassigned time), and faculty workshop facilitators. In the 2020-21 academic year, the FDC underwent a change in leadership and an Interim Director was appointed for the year. Additionally, the FDC appointed an Interim Associate Director for Online Pedagogy and Learning on a 3-unit per semester basis.

Due to COVID-19 conditions, the Center shifted its focus in spring 2020 to support the campus transition to remote teaching. Between the spring and summer of 2020, the CSUDH campus sprang into action to deliver a wide-range of training for over 250 CSUDH faculty members across all ranks and colleges. Specifically, the FDC offered 16 separate workshops on the following topics (some workshops ran more than once):
1) Summer Online 2-week Bootcamp;
2) Introduction to Online Syllabus and Course Development;
3) Equity and Diversity in an Online Environment;
4) Enhancing Online Knowledge and Usage with Blackboard;
5) Video Lecture and Engaging Online Tools;
6) Fundamentals of Online Course and Syllabi Development Using QM Standards for Beginners;
7) Advanced Teaching and Active Learning Methodologies Using Technology and QM Standards;
and,
8) Online/Hybrid Teaching and Student-Centered Learning Bootcamp.

CSUDH faculty with online teaching experience and the campus Quality Matters lead taught the workshops and bootcamps.

Utilizing the results of a faculty survey on FDC offerings and the unique challenges the campus faced this year due to the pandemic, current Center leadership has focused its programming on supporting faculty in remote/online teaching. The FDC instituted two specific pedagogy support programs, utilizing a framework that recognized the expertise of faculty members on the campus. In the Lunch & Learn series, held almost every week during the Friday lunch hour and led by the Interim Associate Director for Online Pedagogy and Learning, faculty attended workshops on topics such as Time Management in Your Online Course, Managing Discussion Boards, Active Learning, and specific workshops on planning for the future semester. The FDC Interim Director organized the Teaching Online – Tips & Talks Series. In the fall semester, this series was organized by college and featured 3-5 faculty of different ranks and departments from each college who shared an effective online teaching strategy that had worked for them. In spring 2021, the focus shifted from featuring colleges to addressing fundamental pedagogical questions such as scaffolding assignments and transparent assignments. The series offers a virtual place and space for faculty members in attendance to discuss teaching in general and to learn from one another. Additionally, the FDC offered a series of stand-alone Winter Workshops for faculty to address specific online pedagogy issues such as Promoting Student Engagement Online, Managing Effective Discussion Boards, and Facilitating Effective Discussions in Synchronous Courses.

In addition to the above-mentioned programming, the FDC also became the implementation home of two important grants in the 2020-21 academic year. First, to support the pedagogical development of faculty teaching online courses, CSUDH was fortunate to receive funding from the Chancellor’s Office so that 60 faculty members would be able to participate in the Association of College and University Educators (ACUE) Effective Online Teaching Practices, part of a larger CSU project. The FDC handled the selection process for faculty participants, which was a competitive process. Over 100 faculty applied for the limited number of spaces in the course. Additionally, the FDC handled choosing the two faculty facilitators for the course. Given the one-time nature of this valuable program, it is unclear whether the FDC will be able to continue providing this resource to faculty.

Across the campus, vital activities to support the pedagogical development of all faculty continue. Many of these efforts are funded via grants or funding specific to that program often in the form of one-time funds. Although the FDC has consistently supported faculty pedagogical development, its offerings have been funded for the most part by grants or one-time funds without an increase to its baseline budget. In order to serve the needs of all CSUDH faculty, in a resource-constrained environment, this challenge is not easily addressed.
PART III: Sustainable approaches to support the scholarly development of faculty.

The Faculty Development Center has provided physical space and three-day writing bootcamps for faculty between semesters. The writing bootcamps have also provided consultation with faculty and staff experts to assist in grant writing, book proposals, methodological, and other forms of scholarly support. The Center has also hosted several faculty-led publication workshop series, Writing Your Journal Article in 12 Weeks and provided copies of the publication by the same name to participants, leading to faculty publications in a variety of disciplines across the campus. The Center also supports the Untenured Faculty Organization (UFO), offers various support for untenured faculty through the FDC, including the annual CSUDH Faculty Research Symposium. The event highlights the research of tenure-track and non-tenure track faculty members and provides a great opportunity for all CSUDH faculty to learn more about what colleagues are working on and make connections across departments, disciplines, and career stages.

In 2020-21, CSUDH also received a faculty retention grant from the Chancellor’s Office. The funds from this grant served to facilitate the institutional membership of CSUDH with the National Center for Faculty Development and Diversity (NCFDD), an independent professional development, training, and mentoring community focused on helping faculty succeed with their scholarly pursuits, teaching, service, and work-life balance. Through the institutional membership, CSUDH faculty members are able to access the variety of virtual programs offered by NCFDD, such as writing challenges, mentoring workshops, research planning, and teaching development. As part of the Chancellor’s Office grant, the FDC will also implement a spring 2021 retreat for mid-career faculty, and in 2021-22, will establish a faculty learning community for pre-tenure faculty based on the NCFDD’s core curriculum. The grant will also provide funds to establish a mentoring program as well as a faculty of color affinity group.

The Office of Graduate Studies and Research (GSR) has taken steps to identify and improve its support for faculty scholarly development, especially in the area of faculty support for external awards. A study conducted by Dr. Katy Pinto identified key barriers to participation in sponsored programs (research that was externally fundable). This study illustrated that CSUDH faculty needed more support from GSR to develop their scholarly and creative activities portfolio in addition to seeking extramural funding to support their activities to contribute to their fields. A 2016 internal CSUDH task force reviewed pre- and post-award operations within the GSR and reported to the CSUDH president at that time that the Office of Sponsored Research and Program (OSRP) needed more staff to adequately support faculty seeking external funding. Since then, CSUDH has started building the personnel and offering programs to support faculty in their scholarly and creative activities pursuit.

Programs to support faculty’s scholarly development that were initiated in 2015-2016 needed a boost since CSUDH started hiring larger cohorts of new faculty each fall that came in with higher research needs and aspirations. Originally, a part-time position created and filled in January 2016, a first-of-its-kind position in the CSU system of Faculty Director for Research Development, became a full-time position in October 2018. This 12-month appointment at the professor level provides leadership for Faculty Research, Scholarly and Creative Activities development, reporting to the Dean of GSR. The university has also invested in faculty scholarly development by adding a full-time thesis and grant review coordinator (master’s level) with a 50% time base for faculty research development to edit manuscripts and grants for faculty, develop grant proposal material, and support training since January 2018. The faculty director has a minimal baseline budget allotted since 2018 to support faculty’s scholarly development including preparing research grant proposals with trainings, travel, honorarium to hire external mentors, some seed funding, and writing assistance.

CSUDH has entered an annual contract since August 2019 with Hanover Research (an external consulting firm) to provide support for faculty and faculty teams on their grant proposal development for external entities. This service has added to the in-house capacity to serve more faculty by supporting 10 additional grant proposals or so per year. CSUDH will need to continue this partnership to keep up with the demand from faculty for support services to enhance the scholarly development and success of faculty for tenure and promotion.

Since 2017, GDR has provided the following programs to support faculty scholarly and creative activities and identified these as programs to sustain:

1) **Research Strategic Plan Development**: Assists new faculty (and others) develop their strategic plan for their research, scholarly and creative activities aligned with their tenure and promotion requirements. Provides one-on-one customized consultation and support to onboard them on campus.

2) **Help Identify External Funding Opportunities**: Guides faculty with identifying their projects that are aligned with funder’s interests.

3) **Grants for My Research**: Grant proposal development program, which trains faculty in grant writing to prepare competitive grant proposals for external agencies. Faculty with an identified grant opportunity work with qualified staff/faculty director to write and get the content ready for submission. The program boasts 80 total faculty participants since 2015, including repeat faculty. Over 80% of participants are assistant professors. Faculty that complete this program and submit an extramural grant proposal receive $1,500 research development funds to further augment their scholarly activities.

4) **On-demand One-on-one Customized Grant Development Support**. Assist faculty with content development including editing.

5) **Manuscript Editing Service**: Supports faculty by proofreading manuscripts prior to submission.

6) **Faculty Research Development Writing Group (Via Zoom)**; Started in 2020. Year-round faculty writing group, where like-minded faculty come together to work on their research dissemination by meeting twice per week for 90 minutes each time.

7) **Faculty Research Development Weekly Office Hours (Via Zoom)**: Faculty attend to get support or feedback on their research ideas and plans when needed.

8) **Intramural and External Funding for Enhancing Research**: In addition to start-up funds offered for many new faculty, GSR offers an annual intramural grant to support faculty research, scholarly, and creative activities (RSCA). Faculty must yield one or more research outcomes, such as peer-reviewed publications, peer-reviewed conference presentations, juried performances or exhibits, extramural grant proposals, pilot research implementations, substantial contributions to a scholarly monograph/book, and other products or results that contribute to the expansion of knowledge and faculty professional advancement. Funded faculty are provided with one course teaching release for a semester or summer stipend with optional supplemental funding to hire a student research assistant to make progress on the proposed work. Recently, success rate for funding has been hovering around 50% indicating that this program is competitive. Typically, about $70k for this program comes each year from the CSU Chancellor’s Office, and the campus President generously supplements by adding $300k; funding around 60 faculty applicants and some student researchers. Some colleges also offer course reassignments to support research in a competitive process. More information on the processes and data is needed to assess faculty support at the college level and equity across colleges.
Additionally, in 2020, CSUDH was awarded competitive 3-year external funding—the NIH SPAD cooperative agreement for Sponsored Program Administration Development. CSUDH currently utilizes the in:

1) evaluating and enhancing sponsored-program services;
2) establishing research-related procedures to achieve consistency and regulatory compliance;
3) developing and disseminating research-related services, policies, and procedures;
4) providing NIH-specific grant-writing training and mentorship to faculty to produce competitive proposals.

As a cooperative agreement, the CSUDH project team works closely with NIH to strengthen sponsored program administration to serve all faculty well in the future. Once this funded project is completed, CSUDH will institutionalize changes deemed successful to sustain long-term growth in sponsored program administration to increase NIH-funded research and external funding in general. While GSR offers grant writing training in cohorts and assistance in developing proposals for faculty at all levels and all disciplines, SPAD support will provide more tailored assistance to improve competitive faculty extramural NIH research proposals. Increased NIH extramural funding benefits faculty research endeavors, the university (higher full indirect rates, 47%), and students (more research opportunities).

GSR has identified deficiencies in current programming to sustain and expand the needed faculty support for all faculty hires. Due to internal funding constraints and number of staff available in the unit of research development to support all the faculty (1.5 FTEs) that need RSCA support, all attention in the programming has been tailored to meet the needs of assistant professors. For example, designing programs customized to the needs of lecturers will help this group to strengthen their research portfolio, which will serve them better in future positions, including making them much more competitive for tenure track positions. Similarly, focused programming for associate professors will help this group to publish more, seek more funding to try new areas of research and grow their research programs. With current level of staffing, CSUDH staff do not have the bandwidth to offer tailored programming for various individual faculty ranks to serve each population better.

And since staffing is low in many key units, there is none or not so optimum level of cross talk and coordination in programming between the unit of Faculty Research Development and FAR/FDC, OUR, University Advancement & Corporate Relations, Institutional Research, and the auxiliary service that handles post-award matters.

For most CSUDH faculty, RSCA is a requirement for tenure and promotion. As a result, in-house programming will be continued to develop and augment the scholarly development of CSUDH faculty. Additionally, to retain newly hired assistant professors who come in with an expectation to continue and contribute significantly to their specific scholarly areas, need to be supported. As lack of customized well-developed support structures for assistant professors will lead to attrition, which will not help CSUDH to achieve an improved tenure density. However, CSUDH’s challenges in providing the above-mentioned services and adding on new tailored programming for each rank to support all faculty will be challenged by the current state budget as almost all is dependent on state and campus budget. With addition of more tailored programs to serve lecturers, associate, and full professors better, hiring of staff at higher administrative level, such as an assistant director for faculty research development along with an administrative support will be required.

By bringing in higher indirect cost (IDC) federal grants, CSUDH could sustain some of the programs and support services mentioned. However, at present, IDC redistribution for research stimulation is not available as a funding source to support the existing or new programming. CSUDH will need to establish a robust model for IDC redistribution to leverage the funding coming from external entities (as CSUDH
has higher number of grants that come with a full 47% IDC to the campus compared to 5 years ago). IDC redistribution flowing to the individual colleges, departments, individual faculty that brought in the funding and the Faculty Research Development unit will relieve some of the financial constraints to sustain and add new and innovative programming.

A few federally funded institutional grants (such as NIH SPAD and NSF IUSE HSI) although will springboard some of the programming, to sustain and institutionalize various successful offshoots from these grants, internal/state support will be needed.
Identification of Other Changes and Issues Currently Facing the Institution

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

The Senior Accrediting Commission last met to discuss CSU Dominguez Hills on June 30, 2018, which was the final day in office for President Willie J. Hagan. Under Hagan’s leadership the institution enjoyed sound fiscal management, and won state-level approval for the construction of two new academic buildings and a residence hall. The self-study and the report of the subsequent accreditation visit conveyed impressive gains in enrollment, student success, and Mean Unit Load (the average number of classes students schedule each term, an important factor in time-to-degree). The Commission asked for this Interim Report at a time of presidential transition, and a rapidly changing context of growth and construction.

Over the past several years those transitions have all unfolded as planned. The campus community has embraced President Thomas A. Parham as an outspoken, passionate advocate for the university’s mission and students. This has been crucial to maintaining the sense of teamwork and shared purpose that struck the accreditation visiting team. Construction of the new buildings proceeded without incident, and all have opened on schedule and under budget.

Enrollment growth and Mean Unit Load have leveled off, easing what had been serious strains on the institution’s instructional capacity. At the time of the institutional self-study and site visit, the Division of Academic Affairs had been running annual budget deficits simply to provide students with complete class schedules. In an effort to eliminate these annual budget deficits, in fiscal year 2019-20, the Divisions of Academic Affairs and Administration and Finance collaborated to form a Cost Projection Working Group to put together a set of new Budget Guidelines for the Division of Academic Affairs. These guidelines were developed to identify an enrollment based budgeting method that properly funds colleges and adequately distributes the financial resources in the division.

Under the leadership of Provost Michael E. Spagna, the Division of Academic Affairs has eliminated those deficits in the last two years, but capacity strains are visible in other ways. Staffing and faculty levels are low, as addressed elsewhere in this Interim Report. But the university is committed to making the fullest possible use of its stabilizing enrollment, taking the opportunity to improve tenure density and student support.

The biggest unanticipated challenge facing the university since 2018 has been the global pandemic. In response the institution prioritized student progress to degree with a massive and immediate shift to online instruction. This safeguarded the health of faculty and students while protecting the core mission of the university, teaching and learning. CSUDH made considerable investments in faculty professional development, as detailed in Section 6 of the Response to Issues Identified by the Commission, above. Participating faculty committed to follow-up activity and wrote a reflection paper, best practices in faculty professional development. Recognizing the twelfth-grade disruption to incoming cohorts, the university also offered summer bridge and general education classes free of charge, using funds advanced by the College of Extended and International Education.
Many responses to the pandemic – including the move to online instruction, the concerted focus on pedagogy, and the overnight adoption of paperless business processes – have permanently changed and strengthened the university.

In rapid succession the pandemic was followed by civil unrest around the country, in immediate response to the murder of George Floyd at the hands of police. For many at Dominguez Hills, the experience recalled the Watts Rebellion at the university’s origin. President Parham impaneled a new Racial Reckoning and Reconciliation Task Force, charged with informing university reaction on a basis of both sound scholarship and social justice.

At the same time the pandemic has contracted California’s economy, reducing the funds available to support state universities. Dominguez Hills responded with temporary budget reductions in supplies, services, travel, and on-campus events, and a moratorium on hiring.

Prior to the pandemic, the campus had made notable progress toward its strategic priorities of access, equity, and academic excellence. This work continued during the pandemic. Noteworthy activities include:

- Ongoing enhancements to the academic program offerings at CSUDH that include:
  - Advertising & Public Relations BA
  - Asian Pacific Studies BA
  - Audio Engineering BA
  - Film and Television Production BA
  - Film Television and Media BA
  - Journalism BA
  - School Leadership MA
  - Cyber Security MS
  - Systems Engineering MS
  - Radiologic & Imaging Sciences MS
  - Women Studies BA

- In 2018, the campus Task Force to Recommend Best Practices for Non-Tenure-Track Instructional Faculty generated its final report. The report identified possible improvements related to recruitment of Non-Tenure-Track Faculty, support of such faculty, practices for working conditions and resources, and practices regarding performance evaluation and feedback, among others.

- The campus made significant progress on issues related to gender equity. In the 2018-2019 academic year, a Gender Equity Task Force was formed, with representation from Academic Senate, the division of Administration and Finance, and the Division of Academic Affairs. The goals of the Task Force are to summarize current practices and policies, collect relevant data, identify best practices, and make recommendations. In addition, in the spring of 2020, the Academic Senate passed a resolution endorsing a set of Gender Equity Principles.

- A Hybrid and Online Learning Task Force presented its findings in the spring of 2019. Recommendations based on the findings include adding a requirement for a training certificate for
instructors intending to teach these types of courses, providing course developers and designers, and making specific changes to syllabus content in such courses.

- An overhaul of the campus general education learning outcomes was initiated in the 2019-2020 academic year. A General Education Assessment Working Group (GEAWG) was formed with the intention of identifying a core set of student learning outcomes along with a comprehensive assessment plan. By the end of the academic year, the Working Group had generated both the outcomes and the plan and had forwarded these to the CSUDH Academic Senate for consideration.

- The campus has prepared for the addition of an ethnic studies requirement for undergraduate students. Prior to the recent passage of California Assembly Bill 1460 (AB 1460) that requires three units of ethnic studies courses for every CSU graduate, the CSUDH Academic Senate initiated a change in the existing Cultural Pluralism requirement--part of the GE package--so that this requirement was a standalone requirement and not a part of the GE package. The newly recommended GE learning outcomes from the GEAWG include outcomes related to cultural pluralism (“Race, Equity, and Social Justice” and “Global Perspectives”). Further, the campus General Education Assessment Working Group was tasked with recommending a course of action for implementation of the ethnic studies requirement. The recommendation includes the creation of a separate ethnic studies requirement on campus and the creation of an Ethnic Studies Committee that controls the curriculum for the requirement.

- Finally, in the development of its formal academic programs, CSU Dominguez Hills won approval for Substantive Change to offer a new Master of Science degree in Systems Engineering, and is seeking approval for Structural Change to offer a new professional doctorate in Occupational Therapy.

**Concluding Statement**

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

Like most processes relating to accreditation, the drafting of this Interim Report has been an opportunity for the institution to engage in planning and reflection. The broad committee that wrote this document includes a cross section of students, administrators, and faculty. Feedback from campus leadership and external stakeholders has informed the report in important ways.

As it looks ahead to its next institutional self-study, the university is focused on a renewed commitment to equity.

[Closing reference to themes of strategic plan, once we have one. Then:] The university’s new strategic plan is one piece of a broader response to the global pandemic, national reckoning with race, and other dislocations of the past two years. The university’s strategic planning committee has been supplemented by the Emergency Operations Committee, a new senate group exploring on-line teaching and learning, and other emerging and integrative efforts on campus. We will rely on these groups to help us navigate competing priorities during the next phase of our evolution.