



California State University
Dominguez Hills

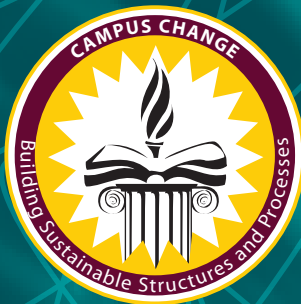
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Capacity & Preparatory Review



Academic Quality

Improving and
Enhancing
Student Outcomes



Campus Change

Building Sustainable
Structures and
Processes for
Educational Effectiveness



Diversity

Facilitating Meaningful
Interactions among
Members of our
Learning Community



Civic Engagement

Integrating Campus and
Community Initiatives
through the Concept of
Communiversality

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Schools and Colleges

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Capacity and Preparatory Review

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Table of Contents

Foreword.....	iii
Introduction	1
<u>Core Issue 1 - Academic Quality:</u> Improving and Enhancing Student Outcomes	2
Enhancing Critical Skills.....	2
General Education Review and the Curricular Process	3
Student Academic Support	5
Library Technology Access	8
Faculty Development	9
Programs for Exemplary Students	9
Summary	11
<u>Core Issue 2 - Campus Change:</u> Building Sustainable Structures and Processes for Educational Effectiveness	11
Enrollment and Budget.....	11
Decision-making, Committee Structures, and the University Mission	12
Academic Resources Development Study (ARDS).....	17
Next Steps.....	18
<u>Core Issue 3 - Diversity:</u> Facilitating Meaningful Interactions among Members of our Learning Community	18
Structural and Interactional Diversity	19
Summary of Action Plan Activities:	21
Funded Research Projects.....	22
Preliminary Inventory Findings	23
Town Hall Meeting	25
Poster Sessions	25
Summary	26
<u>Core Issue 4 - Civic Engagement:</u> Integrating Campus and Community Initiatives through the Concept of Communiversity	26
Civic Engagement Survey (SG-4)	28
Civic Engagement Inventory	29
Town Hall Meeting	33
Research Projects	33
Summary and Preparation for the Educational Effectiveness Study	34

Appendices

- Appendix A: CFR Correlation Matrix (excerpt)
- Appendix B: Core Issues Alignment (excerpt)
- Appendix C: CFR Core Issues Cross Reference
- Appendix D: CPR Evidence List (excerpt)
- Appendix E: Acronym List
- Appendix F: CPR Development Review Timeline
- Appendix G: WASC Workplan and Milestones
- Appendix H: Response to Previous Recommendations
- Appendix I: Institutional Stipulation Statement
- Appendix J: Required Data Elements
- Appendix K: University Organization Chart
- Appendix L: Diversity Matrix (excerpt)
- Appendix M: Civic Engagement Matrix (excerpt)

Foreword

The California State University, Dominguez Hills (CSUDH) WASC Capacity and Preparatory Review (CPR) is divided into the following sections: Introduction, Core Issue 1: Academic Quality, Core Issue 2: Campus Change, Core Issue 3: Diversity, and Core Issue 4: Civic Engagement and is submitted in both electronic and hard copy formats. Several documents, listed in the Appendices, are referenced here to assist the reader while reviewing the document and accessing the evidence as it relates to the WASC Standards and Criteria for Review (CFR).

WASC Standards Criteria for Review and CSUDH Core Issues for Self Study

The CPR narrative articulates the University's Core Issues for Self-Study and the work completed thus far to address them. Throughout the narrative there are references to CFRs of the WASC Standards, as indicated in this example: (CFR 1.1, 2.4). To facilitate a detailed view of the relationship between the WASC Standards and the University's response, four documents were created. The [CFR Correlation Matrix \(Appendix A\)](#) demonstrates the relationship among the WASC Standards, CFRs, CORE Issues, Researchable Questions, and Evidence presented in the document. The [Core Issue Alignment Chart \(Appendix B\)](#) is a reference guide that illustrates the connections among the Researchable Questions, Expected Outcomes, WASC Standards, University Goals, and CFRs. The CFR and [Core Issues Cross Reference Chart \(Appendix C\)](#), is an abbreviated view of these relationships. This chart was created especially to demonstrate in which Core Issue the CFRs were addressed. The [CPR Evidence List \(Appendix D\)](#) contains the following fields: name of evidence document as referenced in the narrative, corresponding file name, page number in the CPR, and the web URL for the file. An abbreviated electronic evidence list also is available on the WASC Website.

Reading the Electronic and Hardcopy versions:

Evidence of how the University responded to the CFRs is indicated throughout the CPR document in [blue text](#). If you are reading an **electronic copy**, click on the [blue text](#) link and it will take you directly to the website link. Once you have reviewed the evidence, click out of the website document to return to the CPR. If you are reading a **hardcopy** version of the CPR, you may access the URL links provided in the CPR Evidence List ([Appendix D](#)). The URLs in the electronic version of the Evidence List are live; you may click on them to review the evidence. Some of the appendices are too voluminous to reproduce; therefore excerpts are included in the hardcopy version; to access the full version, click on the URL. The narrative also references numerous acronyms; these are defined as they occur within each Core Issue narrative. [Appendix E](#) provides a list of all of the acronyms. In addition to the electronic evidence, additional documents are located in the WASC Evidence Room (Welch Hall, Room D-440).

CPR Timeline Activities

The CPR Development and Review Timeline ([Appendix F](#)) documents the CPR efforts to date. The WASC Workplan and Milestones ([Appendix G](#)) are a continuation of the workplan provided in the Institutional Proposal as is the Responses to Previous Recommendations ([Appendix H](#)). All of these documents demonstrate the University's activities related to the WASC. The Institutional Stipulations are clarified in ([Appendix I](#)).

Required Data Elements

The Required Data Elements to support the CPR are located in [Appendix J](#). These prescribed exhibits and data displays provide the basic institutional data including, but not limited to, the faculty, staff, and student body characteristics, enrollments and degree granted, fiscal, physical, and information resources.

Introduction

During the initial phase of the internal self-study process, four themes were developed that are central to the campus work as a learning community. These themes emerged both in response to previous WASC correspondence and recommendations and from extensive campus conversations. The California State University Dominguez Hills (CSUDH) self-study plan was developed with significant input from all stakeholders. Multiple town-hall style meetings (CFR 4.8) were held to determine issues of greatest concern. Analysis of the outcomes led to a consensus surrounding the study of the four core issues. The [Institutional Proposal](#) provides a detailed explanation of campus involvement in its planning and development. The comprehensive self-study is based on these four themes:

- [Academic Quality](#): Improving and enhancing student outcomes
- [Campus Change](#): Building sustainable structures and processes for educational effectiveness
- [Diversity](#): Facilitating meaningful interactions among members of the learning community
- [Civic Engagement](#): Integrating campus and community initiatives.

These themes captured campus interest and helped to sustain the engagement of the campus learning community in the self-study process (CFR 4.5). There is obvious overlap of topics among the four core issues identified for study. This was a concern initially, but the campus acknowledged that the scope of its studies all relate to improved student outcomes. As a result, discussions in the four essays evidence a connection among the themes.

Early in the Capacity and Preparatory Review (CPR) phase, the membership of the self-study [Steering Committee](#) was changed to include those with direct involvement in addressing the researchable questions. Every effort was made to continue a commitment to broad representation of all stakeholders. Additionally, five Sub-Committees were convened: one for each of the four core issues and a fifth to develop the data portfolio and informational website (CFR 1.3, 4.8). The Steering Committee and the four core issue Sub-Committees met monthly, while the Data Portfolio Sub-Committee met twice a month. Initially, the Sub-Committees met to discuss issues related to the CPR process and the studies that were initiated to pursue the researchable questions. The Sub-Committees also were involved in the development of town hall meetings that were held to further the conversations related to the studies (CFR 4.8). As the submission deadline approached, the Steering Committee and the Sub-Committees reviewed and edited numerous drafts of the CPR, providing suggestions and additional information. Input also was solicited from various campus governance committees such as the University Planning Council (UPC), Academic Affairs Council Plus (AAC+), Academic Senate Executive Committee and the full Academic Senate, the President's Operations Group, as well as the Divisions of Administration and Finance and Student Affairs.

The final [town hall meeting of the 2005-2006](#) academic year was held on May 2, 2006, where the narrative of the draft document was shared. The document is available in hard copy and can be downloaded as a PDF file, from the [CSUDH WASC](#) website. Individuals are encouraged to read the document on-line to obtain the greatest understanding of the University's learning community work. The following narrative essays describe progress made thus far related to core issues that have arisen since the Institutional Proposal was accepted.

Core Issue 1 - Academic Quality: Improving and Enhancing Student Outcomes
WASC Standards 1, 2, 4; University Goals 1 and 2

The issues of academic quality and academic preparedness have long been topics of discussion and concern. Such discussions often take place at post-secondary institutions across the nation, but perhaps with less intensity. The University is aware that basic skill levels of high school graduates appear to be decreasing nationwide ([Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities, 2002](#); [Claiming Common Ground: State Policy Making for Improving College Readiness and Success, 2006](#); [ACT Reading Between the Lines, 2006](#)). The specific concerns involve the basic skill levels of incoming freshman and transfer students (CFR.2.14). The latter come to CSUDH having satisfied their remediation requirements and/or having passed the [Entry Level Mathematics Exam \(ELM\) and the English Placement Test \(EPT\)](#). Yet, they often demonstrate skill levels that are lower than desired. Also of concern is the mean number of units attempted each semester and the 4- to 6-year graduation rates nationally ([A Matter of Degrees: Improving Graduation Rates in Four Year Colleges and Universities, 2004](#)) and at CSUDH (CFR 3.9). The issue of academic quality has been raised in various correspondences from the WASC Commission ([Letter dated July 6, 2004](#)) and in recommendations from previous visiting teams. As the campus learning community met to discuss these issues, consensus was developed through town hall meetings. Simply satisfying the minimum requirement is not sufficient. The University reviewed curriculum in [General Education](#) (GE) and studied the effectiveness of faculty development, the impact of student involvement in research, and teaching strategies involving embedded instruction (CFR 2.4, 2.7).

Enhancing Critical Skills

Enhancing the critical skills of students is an important issue ([The Neglected R: A Need for a Writing Revolution, 2003](#)). A number of projects have been undertaken with this in mind (CFR 2.10). In 1998 and 1999 the reading skills of students in upper division GE courses were assessed using the [Nelson Denney Reading Test \(NDRT\)](#). A combined sample of 767 students was obtained in approximately 35 class sections. The findings caused great concern when the analysis revealed that 52% of the students in the sample in 1998 and 47% of those sampled in 1999 were reading below college level. Further analysis of the 1999 sample revealed that 23% of participants demonstrated reading skills at the middle school level ([Measured Reading Levels of Upper Division Students at CSUDH: Results of a Two Year Study](#)).

In 1999 a spiraled reading of written work was conducted from a sample of students in developmental, freshmen level, and advanced level English composition courses. A spiraled reading entails random selection of essays written by students in each of the different levels of courses. The essays are then scored by trained readers using a standard rubric. This study was undertaken to determine if students who enrolled in the sequence of writing courses offered at CSUDH demonstrated improved skills as they progressed through the levels. The results ([Spiral Reading Data](#) and [Student Success](#)) of this research revealed that whereas students did demonstrate an increase in their writing and composition skills as they progressed to each class, the level of improvement was not as significant as had been expected. A [comparison analysis](#) of both studies revealed that those students with below college level reading skills also were more likely to demonstrate sub-standard writing skills.

Given this information, along with the pass rates of incoming freshmen on the ELM and EPT, the faculty determined a need to institute changes in policy and course delivery to improve the learning outcomes of graduates (CFR 2.6, 2.10). This information became the basis for the

Academic Quality Core Issue and the intended research in this self-study ([Researchable Questions](#)).

General Education Review and the Curricular Process

Because the GE requirements of a university are developed to ensure that graduates have a firm foundation in the basic skills and a well-developed global and societal awareness, a comprehensive review of the GE curriculum was initiated (CFR 1.7, 2.2, 2.3, 2.4). The GE Program is a deliberate effort to ensure that all graduates of CSUDH are grounded in the "...foundational skills and knowledge required of a well-educated person. The program seeks to foster habits of mind leading to lifelong learning and the preparation of graduates for full and productive lives" (CSUDH Catalog, 2005-2007 p. 91). The GE Committee began an extensive 5-year review of the curriculum in 2003 (CFR 2.6, 2.7).

Students complete GE coursework in Basic Skills (area A), Natural Sciences and Quantitative Reasoning (area B), Humanities (area C), Social Sciences (area D), the Whole Person (area E), Upper Division Integrative Studies (area F), and Integrative Studies in Cultural Pluralism (area G) (CFR 1.6, 1.7). As a result of this ongoing review the committee discovered that many departments have exemplary portfolios developed for the GE courses. But it also noted that disparate grading practices among instructors established a need to review and update the goals and objectives in the various GE areas to meet the needs of students ([GE Annual Report 2004 & 2005](#)). The review and revision of the GE program will be completed by the Educational Effectiveness visit in spring 2008.

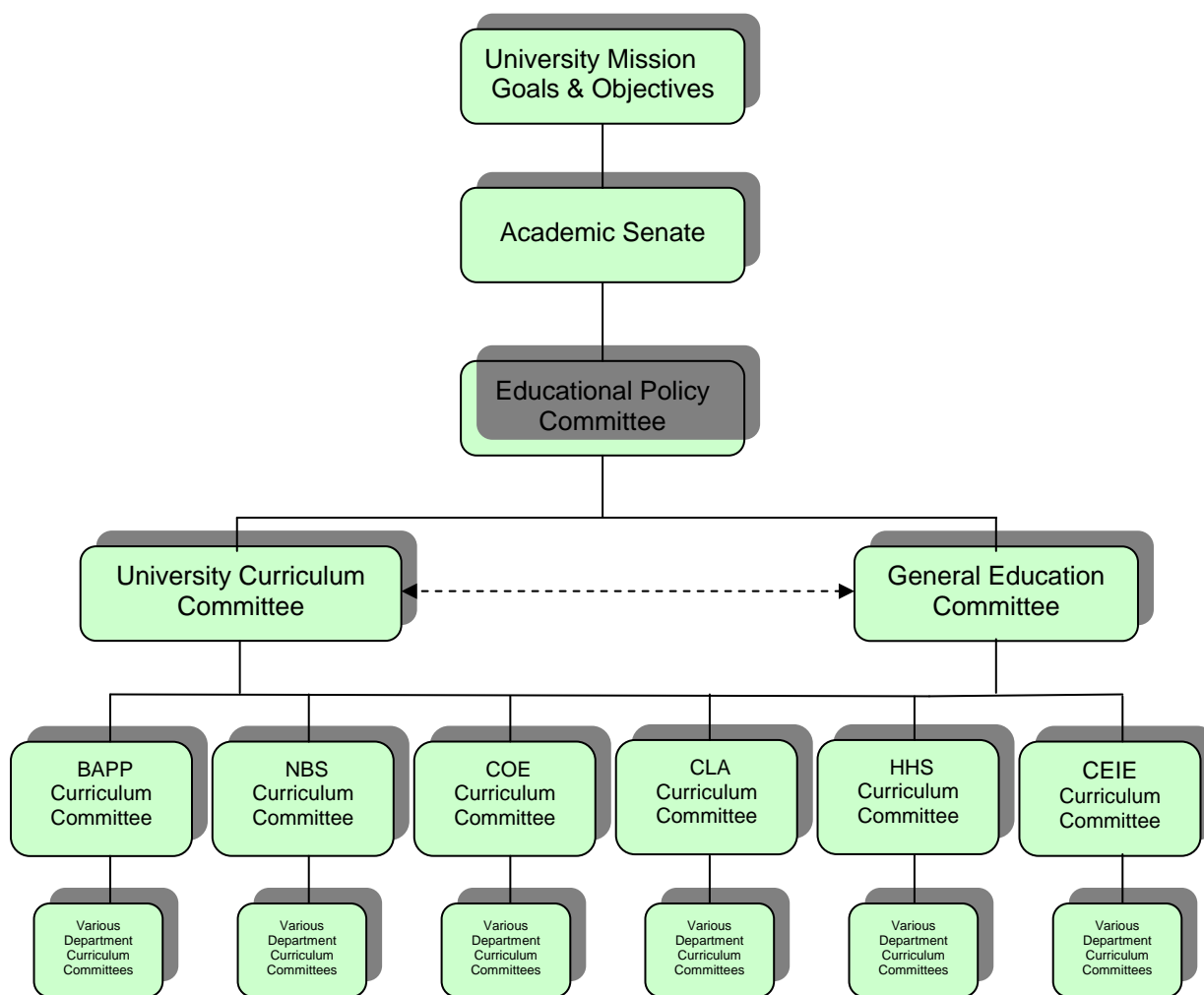
After many intense discussions it became apparent that programs and departments needed a standardized method to assess the effectiveness of their curricular decisions and to demonstrate that the courses were producing the intended results in student learning. The [University Student Learning Outcomes Assessment Committee \(USLOAC\)](#) was formed to serve as a support to faculty in developing learning goals and objectives for their courses and programs ([PM 02-02](#)). The intent was that the goals and objectives would assist the members of the learning community in identifying the intended purposes of the classes and programs and would provide assessment tools for evaluating the effectiveness of the goals and objectives. As the individual programs were developing specific goals and objectives, it became clear that the University needed a set of global outcomes for all graduates of the baccalaureate and graduate degree programs (CFR 2.2, 2.6). The Dean of Undergraduate Studies and the Dean of Graduate Studies and Research created the first drafts of global educational outcomes ([undergraduate outcomes](#) & [graduate outcomes](#)) (CFR 1.7) based on the [University Mission, Goals](#), and [Core Values](#) (CFR 1.1). These outcomes for the programs were presented to USLOAC for discussion and revision. The drafts were presented to the [University Curriculum Committee \(UCC\)](#), the Academic Affairs Council (AAC), and the Academic Senate for further discussion and revision. When finalized, these documents will be published in the University Catalog, outreach and recruitment documents and will describe the preparation of a CSUDH graduate (CFR 2.12).

The UCC reports to the Provost and Vice President for Academic Affairs, and for extraordinary circumstances, appeals may be adjudicated by the Education Policy Committee of the Academic Senate (see University Curriculum Review Guide). The UCC makes recommendations for new, modified, or deleted programs and courses, identifies curricular policy issues to be referred to the Educational Policies Committee of the Academic Senate and prepares an annual report for the Academic Senate and the Provost and Vice President for Academic Affairs. The UCC also communicates closely with USLOAC to provide a direct

connection to the assessment of student outcomes as they relate to the missions of the campus, the colleges, and each department (see Figure 1 “The Curricular Process”).

Faculty members on USLOAC work closely with individuals and groups of faculty to assist with Program Assessment Reports. Using an approved rubric, they review each report individually, then come together in teams to attain consensus on the degree of each program’s progress in the student learning outcomes assessment process. USLOAC tracks each program’s progress and reports to the program faculty, the College Dean, and the Vice Provost. Information about USLOAC is on the website ([USLOAC reports](#)) (CFR 2.4). Student learning outcomes at the program-level are published in the University Catalog, and implemented as assessment systems for each program. They are required in new or modified program submissions to UCC, and program review self-study reports. These outcomes may be shared with Program Advisory Committees.

Figure 1 Curriculum Process



In order to enhance educational effectiveness and reinforce the University's commitment to Student Learning Outcomes and Assessment, activities are reflected in:

- The Policy on Academic Assessment, 7/21/00 ([PM 00-04](#)) Program Mission and/or Philosophy Statements that are congruent with the University Mission
- The Academic Affairs Manual on syllabus content ([AAP016.001](#))
- The [UCC Curriculum Review Guide](#) (Revised 2005) and forms for new and modified programs and courses
- The [Academic Program Review](#) (Revised June 23, 2005) and the [Program Effectiveness Assessment Tool \(PEAT\)](#)
- The [Essential Elements of Learning Outcomes Assessment](#) (USLOAC, March, 2004).

The work of these committees provided the basis for sound academic decisions and self-study assessments that lead to improved educational effectiveness. The following provides some unique program highlights designed by the University to address issues related to improved Academic Quality (CFR 2.7).

Student Academic Support

The [Center for Learning and Academic Support Services \(CLASS\)](#) offers tutoring to students (CFR 2.11, 2.13, 4.7). The tutoring programs are operated with a philosophy that supports an open, flexible, proactive environment that is responsive to campus learning community members' needs. Tutors are available to assist students with most subjects by appointment or on a drop-in basis. CLASS provides free individual and small group tutoring by well qualified and trained peer tutors. Free workshops are offered each semester on study skills, writing skills, critical reading strategies, common math errors, Algebra, Geometry, and calculator skills. Supplemental instruction also is available for targeted courses. The Center staff collaborates with faculty to meet student-learning needs. In 2005 the Center provided services to 2,274 students and for 16,976 hours of tutoring (CFR 2.2, 2.14). Funding for the tutoring services and workshops comes from a variety of sources. Permanent staff salaries are provided by the University's general fund budget, with some of the tutoring costs supported by student fees. The funds for new programs and the continued enhancement of services come from a variety of federal grants (CFR 2.11).

Two other programs also provide tutoring and necessary support to CSUDH students. The [Educational Opportunity Program \(EOP\)](#) and [Student Support Services \(SSS\)](#) have the shared goal of strengthening academic persistence among program participants (CFR 2.13). The mission of the EOP is to create access for underrepresented students and supplement their admission with support services that include counseling, tutoring, and workshops for the first two years of their attendance at the University. Support services are provided mainly during the time students are completing GE coursework, but many participants continue to utilize the services beyond this timeframe (CFR 2.5). The federal SSS is designed to enhance the educational experience for participants throughout their enrollment in the University by offering services similar to those of EOP, as well as by offering cultural field trips, structured learning communities, scholarships and assistance with graduate school admissions. Both programs offer educational planning and personal counseling that aid in student persistence (CFR 2.3).

Another campus initiative to provide support and enhance student persistence is the [Students Preparing for Academic Rigor and Knowledge \(SPARK\)](#) program. Incoming freshman who require developmental courses in English and/or mathematics are invited to participate in an intensive summer session in which they take developmental courses in either mathematics or English along with some core classes. They receive support from SPARK tutors and intrusive advising designed to help the students maintain focus on their studies and to progress through

the sequence of courses needed to satisfy the requirement of basic skills acquisition in their first two semesters at CSUDH.

The [Enhancing Critical Literacy Project \(ECLP\)](#) is in its fourth year. This Title V project was awarded to the campus in 2002 with annual funding until 2006. The grant was written in response to findings of [The Student Success Report \(SSR\), 2001](#) and those noted earlier in this section. The SSR highlighted the under-preparedness of CSUDH students as one of the leading academic problems facing the campus. This report was prepared for an interim WASC visit in October 2001. In particular, the grant's single activity centers on increasing critical literacy, including the reading, writing, and critical thinking skills of Hispanic, transfer, and other students taking upper-division courses. The activity has four components: (a) Faculty Development, with a faculty seminar to produce critical literacy courses and a related lecture series; (b) Curriculum Development—infusing critical literacy in three upper-division GE courses and in courses in the major and developing an on-line upper division composition course (CFR 2.8); (c) Enhanced Writing Center as part of the CLASS; and (d) Assessment of entering transfer students to help them become more successful at the University (CFR 2.2, 2.3, 2.14).

Since the inception of ECLP, 93 Writing Intensive Courses (WI) have been developed by faculty participants in the seminars and 69 faculty have taken the semester long seminars designed to develop a campus culture of reading, writing, and thinking across the curriculum. As a result of the success of these seminars, a condensed version was developed and offered for faculty who could not attend the full semester. An additional 71 faculty members participated in the mini-seminars resulting in a combined total of 140 faculty members who have participated in faculty development activities designed to assist them in modifying their pedagogy to infuse intentional critical reading, writing, and thinking instruction into their content courses.

Additionally, the [ECLP Guest Speaker Series](#) presents current scholarship and research-based practices concerning teaching and learning topics. Eight nationally known individuals including Vince Tinto, Tom Angelo, and Jean MacGregor (CFR 3.4, 4.7) were invited speakers during 2004-2006 and drew audiences totaling 300 faculty and staff. Each speaker completed a [video taped interview](#) in the TV studio that is archived on the [Center for Teaching and Learning \(CTL\)](#) website. The day includes a Provost's Luncheon attended by Deans, administrators, and selected department chairs, and a general session for faculty, both designed to engage members of the campus learning community at multiple levels (CFR 3.4).

The ECLP also has provided the framework for expanding and enhancing the academic support services available to students and faculty who refer students for tutoring support in the CLASS (CFR 4.1). The campus doubled the number of tutors available to work with students in the critical literacy areas of Reading, Writing, and Thinking. It has expanded services to include some 60 workshops that are offered at least twice throughout the academic year. The workshops have been designed by Faculty Associates who have expertise in one or more aspects of critical literacy and have an interest in working with academically tentative students. Faculty receive three units of assigned time for these efforts.

Studies are being conducted to determine the effectiveness of these efforts. In fall 2005 the NDRT was administered to more than 500 students in 20 upper division classes. The results of these assessments are being analyzed to determine if there has been an overall increase in reading skills among students (CFR 4.3). Whereas there are many variables that could account for this improvement, it is believed that a case can be made to support the notion that the activities of the ECLP were, at least in part, a factor.

The success of the ECLP, coupled with the persistent students' needs in the areas of Mathematics and Science (82% of incoming Freshmen require developmental course work in Mathematics), was the impetus for the development of the [Gateways Math-Science Project](#). Its title, "Opening Academic Gateways to Science and Technical Professions for Hispanic Students," is descriptive of the many activities, goals, and objectives this project strives to achieve at partner institutions, CSUDH, and Cerritos College (CC). The grant was awarded to CSUDH to serve as the lead institution. CSUDH subcontracts with CC to carry out activities relevant to the grant on that campus (CFR 2.2, 2.3). The collaboration with this local community college is expected to improve the ease with which students transfer to CSUDH and to increase the articulation and understanding of the program faculty at the two campuses in order to better accommodate the needs of their collective students (CFR 2.4, 2.14).

As excerpted from the [University Mission Statement](#): "The University is a multi-cultural, multi-ethnic teaching and learning community dedicated to excellence and committed to educating a student population of unprecedented diversity for leadership roles in the global community of the 21st century. California State University, Dominguez Hills realizes the principles of educational opportunity and excellence by providing access to a wide range of educational programs and student-centered services. Building on its core of liberal arts and sciences, the university offers programs, in a variety of educational and technological modes, that enable students to develop intellectually, personally, and professionally" (CFR 1.1). All of the Gateways Project's initiatives: (a) expansion of tutoring services in mathematics and science; (b) expansion of computer-assisted instruction in mathematics and science (CFR 2.14); (c) development of mathematics-science skills student workshops; (d) development of mathematics-science faculty workshops; (e) expansion of the First-Year-Experience (FYE) course (CFR 2.8, 2.10), University 101, and linked mathematics-science courses (CSUDH only); (f) creation of a Student Services Center in the College of Natural and Behavioral Sciences (CSUDH only); and (g) construction of "[Roadmaps](#)" to graduation for all math-science-technology majors (CFR 2.14) support the CSUDH mission (CFR 2.3).

The Gateways Project has been operational for three semesters. As the project continues, evaluations will be conducted regarding the effectiveness of each activity. Specifically, assessment will be initiated to determine if the persistence rates and grade point averages of students participating in the FYE cohorts are higher than those who chose not to participate in the project. Time to graduation for the participants also will be followed (CFR 2.4).

The issue of time to degree completion is complex and is receiving much attention within the California State University (CSU) system and the entire higher education community. This discussion was driven by the accountability measures suggested by the governing bodies. Campus data for the past five years indicates a negative trend in time to degree completion. Specifically, the national average graduation rates for all universities are: 4 years = 37% and 6 years = 63%; CSUDH's graduation rates are: 4 years = 6.1%, 5 years = 23.7%, 6 years = 34%, 7 years = 35.5% and 8 years = 41.9%. Compared to similar sibling campuses in the CSU system the graduation rates at CSUDH are comparable. Seven and eight year graduation rates are included to illustrate the uniqueness of the student population. The mean unit load for the campus is 10; as a result, a student will need at least six years to complete the required units for graduation. Clearly, this is an issue that deserves attention and one that concerns the members of the campus community.

The CLASS, EOP, SSS, and SPARK all have goals addressing persistence and retention. However, it was clear that greater effort was needed in order to ensure that students graduate within 4 to 6 years. The FYE, [University 101 Personal Social and Intellectual Development](#), was

designed to assist students as they adjust to university life and the demands of studying and preparing for their classes (CFR 2.4, 2.13). With funding from the Gateways project the FYE course, University 101, was expanded to include six sections that were linked with introductory mathematics and science courses and four that were linked to GE courses. This course is designed to introduce first-year students to the many collegiate educational resources and opportunities available to them (CFR 2.2a). This course is relevant particularly for CSUDH students, most of whom are first generation college students. To add to the effectiveness of this course a pre-course (summer 2005) UNV 101 faculty workshop was developed and led by Joe Cuseo, a recognized leader in FYE programs (CFR 2.10, 4.7). Its focus was research-based curriculum and pedagogy for UNV 101 instructors.

All students who matriculate through EOP, SSS, or SPARK are required to enroll in *University 101*. In this course, participants are introduced to strategies for college success. In conjunction with the FYE team's efforts to pair these courses with a select group of GE courses, especially Math 003 and 095, faculty members have begun to understand the needs of student participants as well as the needs of the majority of first-time freshmen (CFR 2.10, 2.11). In addition, EOP/SSS have created a peer mentor/tutoring model, the [Teach One Reach One \(TORO\) Network](#), that has begun collaborating with the Gateways Project and CLASS. In this collaboration a faculty member has the sole assignment to oversee the training and tutoring of students to increase the pass rate for students in developmental mathematics in response to the Chancellor's Executive Order 665.

Library and Technology Access

The [University Library](#) supports student learning through a combination of resources, instruction, services, and technology (CFR 2.11, 2.13). With students residing throughout the state, as well as the United States and other countries, online access has been given a priority. A growing collection of 90 databases has been selected to support the academic programs offered at CSUDH. The electronic resources acquisitions policy is to subscribe to partial or entire full-text databases whenever possible. Over 27,000 journal titles are available, and journal usage is significant both on campus and through remote access. The [distance-learning librarian](#) supports distance students with telephone and e-mail reference service and document delivery of journal articles to provide a level of service equal to that of on-campus students. In addition to offering the traditional interlibrary loan service to provide resources from libraries throughout the U.S., the library belongs to a consortium of 23 CSU campuses and the Link+ consortium of 45 California and Nevada libraries. Increasingly, students and faculty have taken advantage of the opportunity to self-request books through the union catalogs of these consortia.

The library works closely with faculty to provide course-specific library lectures and provide library lectures for the UNV 101 program. Information competency is a set of critical skills taught by librarians to ensure that students are proficient in finding, using, and evaluating information from a wide range of sources and acquire lifelong learning skills. The Library participates actively in a CSU initiative to assess students' skills in information and communication technology (ICT) literacy (CFR 2.3).

As programs are developed, courses are modified and requirements are adjusted to meet the needs of the changing society. Teaching methods and strategies must evolve as well. The use of technology must be reflected in the ways of sharing knowledge (CFR 3.7). The need is significant to become more interactive and responsive to the expectations of students who live in a digital world. Further, it is important to coax older, more traditional students to explore this world. In order to meet the needs of the students in the learning community, a number of

technology initiatives have begun. The campus has focused on integrating academic technology and technology infrastructure initiatives into a consolidated university goal to support quality teaching and learning. The University adopted the Academic Technology Principles in the Academic Master Plan and merged some key strategies from the [Information Technology Strategic Plan 2002-2005](#). Common goals that address teaching and learning, student services, and technology infrastructure initiatives have been identified. The CSU Library Deans have adopted a goal of enabling faculty, staff, and students to use academic technology content and tools in their courses effectively to produce desired education outcomes (CFR 2.3, 3.7).

Funding for the acquisition of this new technology, as well as the necessary classroom and infrastructure upgrades (CFR 3.7), needed to support the use of these platforms has come from a number of grants, general fund dollars and from the Associated Students Incorporated (ASI). On May 16, 2001, ASI passed a referendum to increase student fees each semester to create a funding source to enhance student access to technology on the campus.

Faculty Development

Professional development is key to revitalization and adaptation of teaching and learning strategies. The University has introduced the use of web-based course management tools such as *BlackBoard* (CFR 2.5) and subscribes to the plagiarism detection tool, *Turn It In*. The CTL has been instrumental in providing support to faculty to implement the use of these tools.

The University has a [U.S. Department of Education Teacher Quality Enhancement grant](#) titled “Quality Educator Development” (QED). The QED project has a broad range of activities related to student success. Faculty members from mathematics and the science departments have been engaged in professional development workshops with faculty from the College of Education in order to modify their teaching based on research based methodology (CFR 3.4). In addition, sections of beginning calculus and beginning physics have been redesigned based on the same principles. The first cohort of calculus students has already demonstrated a higher pass rate than historically in these classes.

The CTL (CFR 4.7), together with support from the ECLP, sponsored semester long seminars and shorter intensive workshops that brought noted experts in the field of teaching and learning pedagogy to the campus for faculty and staff professional development (CFR 3.4). Additionally, the CTL sponsors two programs to assist new faculty: The [Mentoring for Faculty Success Program](#) provides collaborative support for beginning tenure-track faculty. This program is a direct result of the Academic Resource Development Survey (ARDS). The ARDS project will be discussed in greater detail in Core Issue 2: Campus Change. There are 27 new faculty and 7 second-year faculty mentor/mentee pairings. A University Mentoring Council has been established. An Orientation Meeting and a mentor retreat were held fall semester 2005 and the Faculty Associate for Mentoring provides bi-weekly e-mail mentor tips. The [New Faculty Success Program](#) increases faculty awareness and preparedness to implement effective teaching and learning strategies. The CTL has conducted the program for 2 years, creating a cohort of 55 newly hired tenure-track faculty who have an understanding of the community of learners at CSUDH (CFR 2.10, 4.7). Additionally, a new series of seminars is available to faculty on the Scholarship of Teaching and Learning (CFR 3.4). Thirteen faculty members have participated in four two-hour sessions. A [poster session](#) is scheduled annually to showcase the innovative work and research of members of the campus community (CFR 1.4, 2.7, 2.8, 2.9).

Programs for Exemplary Students

Whereas significant emphasis has been placed on the needs of more tentative learners, the University supports a number of programs to engage the well-prepared and inspired student.

The [Honors Program](#) began in 1983 with the purpose of offering highly motivated students special opportunities for learning at each point in their college careers (CFR 2.10). The program features specially designed Honors sections of required GE courses. These classes, open only to Honors students, provide an enriched curriculum in an intellectually stimulating atmosphere. In 2005-2006, 150 students participated in the Honors program. In addition to taking cohort classes they study and socialize in the Honors Commons located in the Small College Complex and engage in community service activities through the Torchbearers Club ([Honors Program Report](#)) (CFR 2.5).

The [College of Natural and Behavioral Sciences \(NBS\)](#) has adopted the “teacher-scholar” model that views professors as both teachers and scholars/researchers. In fact, faculty members in the college view teaching and research as interdependent and feel strongly that students are best served by professors who involve them in research projects ([NBS Student Testimonials](#)).

[Student Research Day](#) was held November 10, 2005 (CFR 2.2). There were 71 student oral presentations and 10 poster presentations by undergraduate and graduate students. The event modeled a professional conference with parallel sessions for different disciplines. A keynote speaker, lunch and a reception also were included. Student presentations were judged to select those students who would participate in the CSU System-wide Student Research Competition. Also selected were two overall oral presentation winners, one overall poster winner, and winners for each discipline. The CSU event is held at the end of April or beginning of May to highlight research of CSU undergraduate and graduate students. Campuses send up to 10 students who compete for awards in academic categories.

Each year the Dean of Graduate Studies and Research asks program faculty to nominate outstanding theses or projects for the [Outstanding Project/Thesis Awards](#). A committee reviews the submissions and selects the outstanding theses and projects. A reception is held to announce the winners and to honor all graduate students and their mentors. Furthermore, some of the top students receiving a CSUDH bachelor's degree matriculate to [graduate programs](#) across the nation and receive many [prestigious awards](#) (example [Millennium Momentum Foundation](#)).

The University has a number of funded projects that seek to enhance the research and learning opportunities for student members of the learning community (CFR 2.5). These programs also seek to increase doctorates by students from underrepresented segments of society (CFR 2.2b). Two such programs funded by the [National Institutes of Health \(NIH\)](#), National Institute of General Medical Sciences (NIGMS), and the Division of Minority Opportunities in Research are summarized below:

[Minority Biomedical Research Support \(MBRS\) Research Initiative for Scientific Enhancement \(RISE\)](#) program seeks to enhance the research environment at minority-serving institutions. The overall goal is to increase the interest, skills, and competitiveness of students and faculty in pursuit of biomedical research careers. This program offers support for faculty and student development activities, which can include on- or off-campus workshops, specialty courses, travel to scientific meetings, and research experiences at on- or off-campus laboratories. Support also is available for evaluation activities. The current program supports twelve students who participate in state-of-the-art biomedical research at CSUDH, the Los Angeles Biomedical Research Institute and the Charles R. Drew University of Medicine and Science

[The Minority Access to Research Careers \(MARC\) Undergraduate Student Training in Academic Research \(U*STAR\)](#) program provides support for honor students who are members of minority groups that are underrepresented in the biomedical sciences to improve their preparation for graduate training in biomedical research. These minority groups include, but are not limited to, African Americans, Hispanic Americans, Native Americans (including Alaska Natives), and natives of the U.S. Pacific Islands. The program also supports efforts to strengthen the faculty, science course curricula, and biomedical research training programs and infrastructure at institutions with significant enrollments of minority students.

The campus also was awarded funding from the Department of Education for the [Ronald E. McNair Post-baccalaureate Achievement program](#). This program is designed to prepare participants for doctoral studies through involvement in research and other scholarly activities. McNair participants are from disadvantaged backgrounds and have demonstrated strong academic potential. Institutions work closely with these participants through their undergraduate requirements, encourage their entrance into graduate programs, and track their progress to successful completion of advanced degrees.

Summary

The next step in examining the questions developed to assess the educational effectiveness and academic quality is analyzing the data collected from the comparison studies. The campus learning community will develop recommendations based on the results of the analysis and begin to develop best practices for improving student outcomes. This information will be used to inform future curriculum development as well as retention and recruitment practices (CFR 3.3).

Core Issue 2 - Campus Change: **Building Sustainable Structures and Processes for Educational Effectiveness **WASC Standards 1 and 3; University Goal 2****

The campus leadership (CFR 3.10) has embraced the need to enhance the network of integrated and transparent decision-making processes (CFR 4 .5) (see [University Organization Chart](#) – CFR 3.8). In fact, the entire learning community saw this as an important area of study and introspection. Therefore, it was selected as the theme for Core Issue Two - Campus Change. The major goal of this core issue is to determine the usefulness of these structures to the overall educational effectiveness of the campus ([Researchable Questions](#)) (CFR 1.2, 1.3).

Enrollment and Budget

CSUDH is experiencing a serious enrollment crisis due to many contributing factors: the dramatic increase in student fees, (76% over four semesters); the discontinuation in many school districts of the class size reduction program in kindergarten through Grade 3; and the resultant decreased demand for credentialed elementary teachers that caused an immediate decrease in student enrollment in teacher credential programs. Prior to 2003, nearly 38% of the students attending CSUDH were enrolled in the undergraduate teacher preparation programs in Liberal Studies and the teaching credential programs; now that figure is 27%. Furthermore, the Chancellor's Office determined that in order to ensure more rigorous pre-service teacher education programs, passing the California Subject Examination for Teachers (CSET) should be instituted as a requirement for admission to the teaching credential programs.

The CSU budget allocation formula is dependent largely on student enrollment so the significant decline in enrollment experienced by the campus further complicated the budget situation (CFR 3.5, 3.9). The [Enrollment Management Policy Council \(EMPC\)](#) was established to recommend

policies to guide the campus' enrollment management efforts (CFR 3.1). An [Enrollment Management Plan](#) that is linked to the University Strategic Plan was developed and is being implemented. Numerous town hall meetings have been held to engage the entire campus community in sharing ideas and working (CFR 4.8) to implement activities to increase student enrollment and retention. Outreach efforts have been redoubled, new programs have been developed and approved, and enrollment figures are improving. Regardless of these challenges, the University learning community is committed to the idea of shared transparent decision-making.

Decision-making, Committee Structures, and the University Mission

As the campus stakeholders began basing decisions on empirical evidence, it became clear that a comprehensive, cohesive set of policies and strategies was needed to capture the data necessary for informed decision making (CFR 1.3, 3.8, 4.6). The Office of Institutional Research Assessment and Planning (IRAP), maintains a database on the University website of current institutional information that is readily accessible to the campus community. Such data serve as empirical evidence that is useful for informed decision-making (CFR 4.2, 4.5). Comparison data for other CSU campuses is also available on the [CSU system website](#) (CFR 3.9). After much discussion and a review of the practices of similar urban institutions, the campus developed collaboratively an integrated set of decision-making committee structures and processes (CFR 3.8, 3.11). The effort led to the understanding that the purposes of this structure were (a) to align assessment, planning, and resource allocations, and (b) to ensure that decisions in these areas reflect the mission, goals, and learning outcomes of the campus. The first steps in this process of creating a culture of evidence were the refinement of the [University Mission Statement](#) (CFR 1.1) and the development of a comprehensive [University Strategic Plan, Toward 2010](#) (CFR 1.2). The [Academic Master Plan \(AMP\)](#) is another important accomplishment. This document describes the goals and objectives of the Division of Academic Affairs for the next five years. The goals and objectives identified in the AMP are aligned with the goals and objectives of the University Strategic Plan. Subsequently, the other three divisions have developed comprehensive strategic plans (CFR 1.2) that reflect the goals and objectives of the University plan ([Student Affairs 3-5 Year Plan](#) and [Student Affairs Annual Report 04-05](#)) -- [Administration and Finance Status Report 06](#), -- [Advancement Master Plan](#)).

A representative committee of faculty, staff, and administrators was charged with reviewing and revising the University Mission and Goals as directed by the President (CFR 3.10). Drafts of its work were shared with the campus community as a whole and were accepted in 2001. Once the goals had been adopted, the work to revise and develop the Strategic Plan began. After much deliberative work on the part of the University community as a whole *The Campus Strategic Plan, Toward 2010*, was adopted in October, 2003 (CFR 1.2, 4.2). Committee structures were then reorganized around the work of the plan and the desire for accountability (CFR 4.4). The [University Planning Council \(UPC\)](#), which meets monthly, oversees the implementation of the Strategic Plan. The purposes of the UPC are: (a) to clarify and make operational the priorities of the President and the University (CFR 3.10); (b) to make explicit the vision of the University based on shared purposes and values; (c) to establish annual goals and objectives to fulfill the mission; (d) to define measurements and indicators for achieving goals; (e) to set priorities for action and resource allocation; and (f) to provide a continuous process for review and adjustment of goals. To accomplish these tasks the UPC has three subcommittees: SPOC oversees the Strategic Plan (CFR 4.1), UPEC serves as the [University Program Effectiveness Committee \(Timeline & Activities\)](#), and the UBC (CFR 1.1, 3.5). The chairpersons of these Sub-Committees are members of the UPC and provide regular reports to the whole committee. After consultation with the UPC ([November 19, 2004 minutes](#)), the UPC voted to serve as the WASC Sub-Committee on the Campus Change Core Issue. Another responsibility of the UPC

was to review annually the [University Goals and Objectives](#) identified in the Strategic Plan. In 2005, the committee recommended that a fifth goal ([UPC minutes](#)) dealing with research, scholarly, and creative activity was a necessary component of the campus plan. The UPC membership consists of the Provost and Vice Presidents, the Vice Provost, the Deans, elected faculty representatives (CFR 3.11) from each college, administrative and staff representatives from each unit, the WASC co-chairs, the chair of the Academic Senate, and the ASI President.

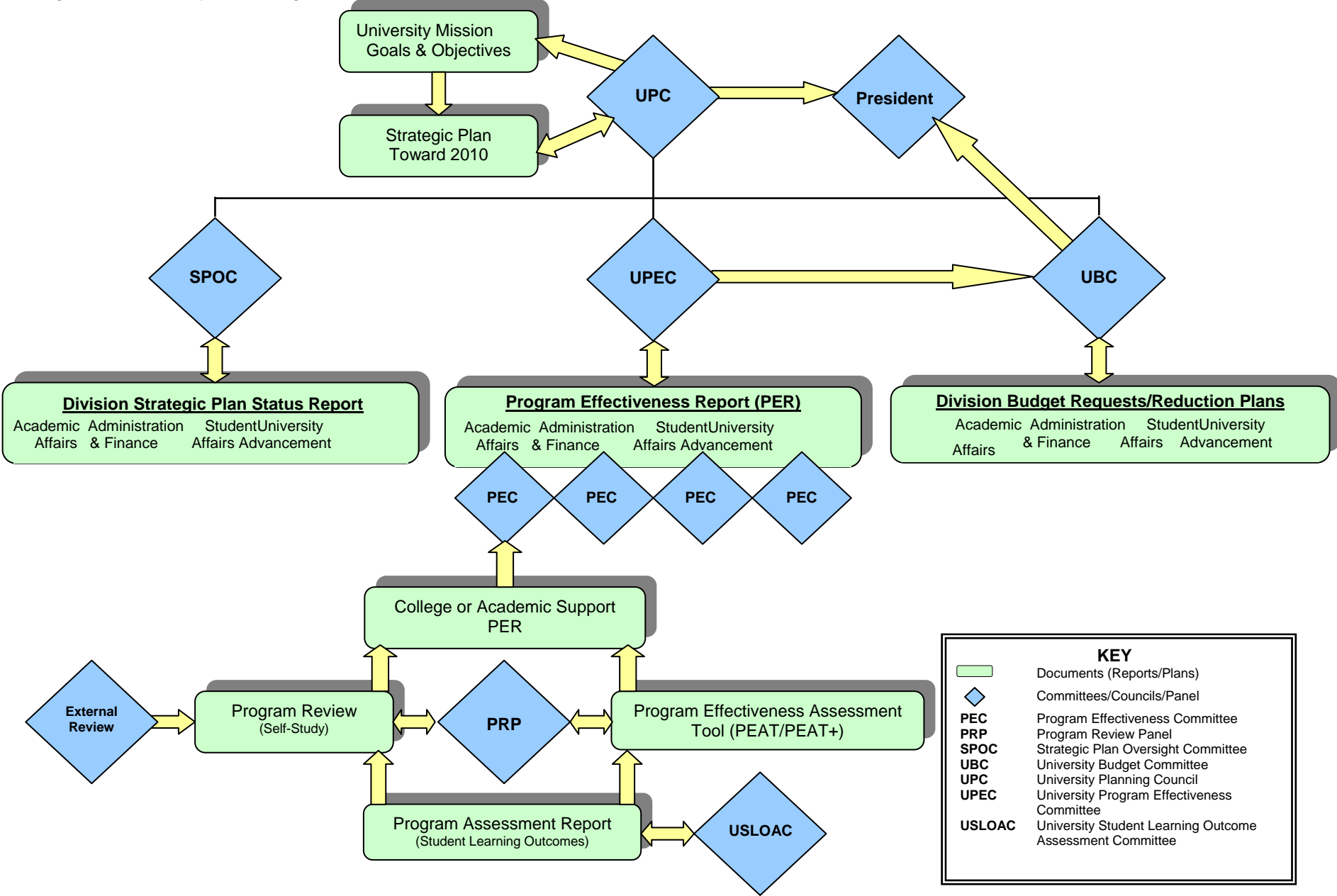
Campus committees have been charged with action tasks and are expected to report findings and recommendations to other units. Such committees include the UPC, the [University Budget Committee \(UBC\)](#), the [Strategic Planning Oversight Committee \(SPOC\)](#), the [Program Review Panel \(PRP\)](#) and [PR Schedule](#), the [Program Effectiveness Committees \(PECs\)](#), the [University Student Learning Outcomes Committee \(USLOAC\)](#), the [Academic Senate](#), and the [Academic Affairs Council \(AAC\)](#). (See Figure 2: University, Planning and Resource Allocation Process). This enables the campus community to see the relationship of decisions to the University Mission and Goals and provides the follow-up necessary to ensure that actions are accomplished according to campus priorities (CFR 1.3, 1.8, 3.5, 4.2).

Initially, the increased demand for faculty and staff representation on the newly created and existing committees generated concern among members of the campus community ([California Faculty Association-CFA minutes](#)). Some voiced concerns about the increased workload required by participation in these integrated committees. However, with time these concerns seemed to decline as better understanding developed about the value of shared governance and transparent, collaborative accountability (CFR 3.2, 3.11).

Strategic Plan (CFR 4.1, 4.2). As a result of this review in fall 2005, the current plan, Toward 2010 was revised to include a fifth campus goal related to research, scholarly, and creative activity. UPC has appointed a Sub-Committee, the SPOC to assess annual progress in implementing the University Strategic Plan. The primary basis for this assessment is "Evidence of Progress" reports submitted by the Provost and the Vice Presidents. Evidence for their reports comes from the [Program Effectiveness Reports \(PERs\)](#) that are developed at the department levels and then summarized in reports to the Provost and Vice Presidents from the Deans of the colleges, and the administrators in each division. The SPOC members read the reports, hold a public hearing with each division and make recommendations to the UPC. In addition to the collaboration and integration described previously, separate annual reports are submitted by the program and department chairs to the Dean of their college for each of the following areas: program effectiveness (PEC reports- see program websites, for example see [College of Extended and International Education PEC report](#)) student learning outcomes and [budget requests](#). The purpose of each report is to require the units to assess the effectiveness of their programs/departments and their relationship to the stated mission and goals. The Deans prepare a summary report that is submitted to the Provost. The USLOAC reports are required only for academic programs; the PERs are submitted to the administrative supervisors by all units, and like the College Deans, these supervisors provide summary reports to their respective Vice Presidents (CFR 2.4, 3.9, 4.1). The reports of each division are summarized by the respective the Vice Presidents and presented to the UPC (see Figure 3, Planning Documents).

Prior to 2001, the University had a number of University and School committees that were designed to examine the function of various aspects of the campus and were related to an attempt to deliver quality education outcomes. However, there was no regular sharing of information among committees or units. Therefore, the decisions of one group were not regularly based on needs or concerns in other areas. There also was no attempt to assess the

Figure 2 University, Planning and Resource Allocation Process



impact of these decisions on other units. For example, the [University Curriculum Committee \(UCC\)](#) (CFR 4.4), a faculty curriculum committee, met bimonthly to review requests for new programs, new courses, and/ or program or course modifications. But its only focus was the academic quality of the requests and it did not take into consideration the resource ramifications of its actions. As a result, the new integrated process requires that all requests for new programs and/or courses must be accompanied with a letter detailing the expected extended costs and the expected impact of the requests on other departments. Additionally, all course syllabi are reviewed to provide more standardization of the information. Syllabi also must reflect student and course level outcomes, thus making accountability assessment more realistic (CFR 2.3).

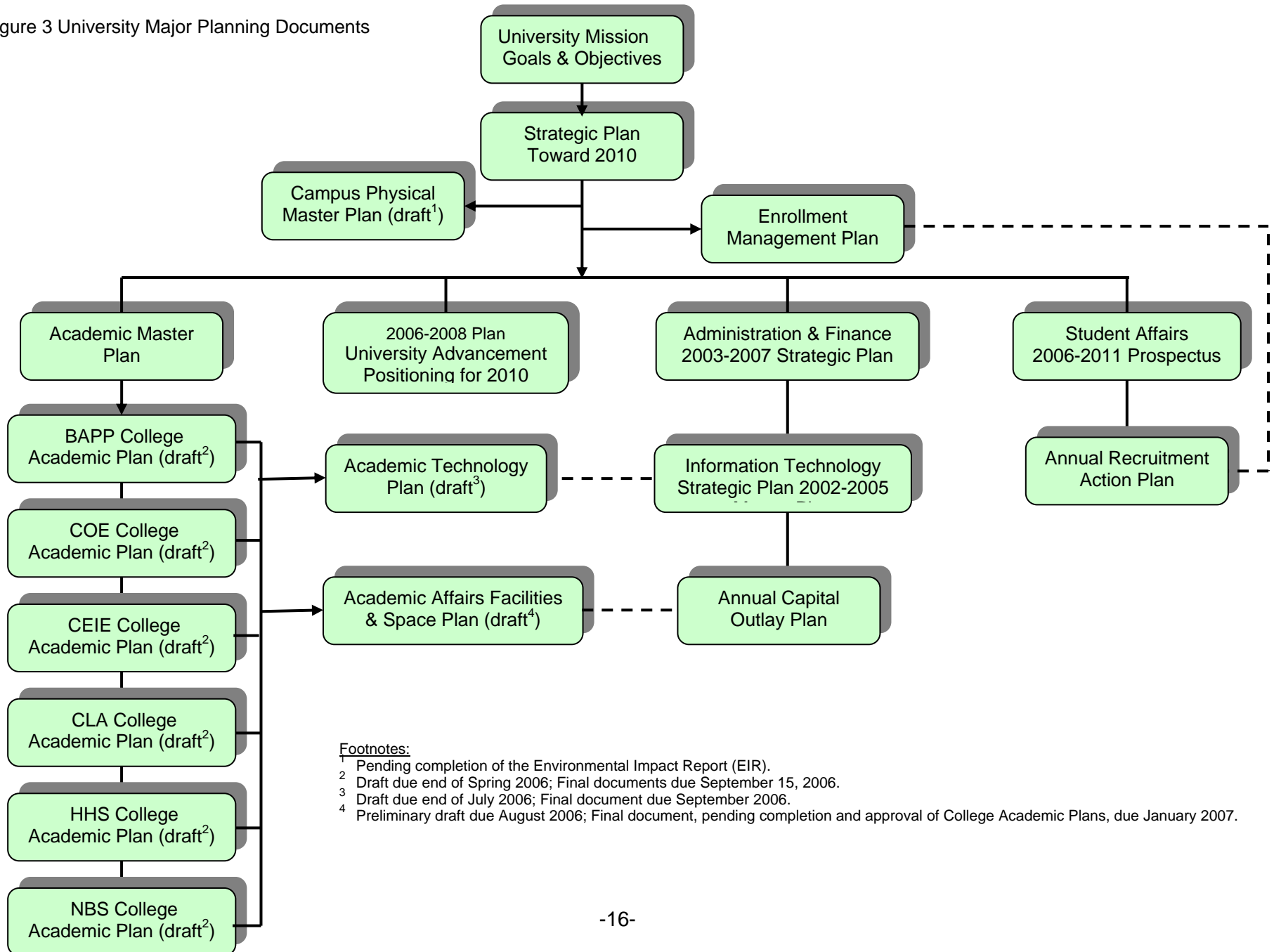
Individuals preparing the reports noted the redundancy of the multiple annual reports. The UPC and PRP have worked to refine the integrated processes and to oversee the effectiveness of the procedures implemented by the campus. In fall 2005, the UPC voted to become the University Program Effectiveness Council, thus closing the circle of review and integration of information required for informed campus wide decision-making. Meanwhile, as the PRP (CFR 2.1, 2.7) began to review the formats for the various reports and the responses from the different programs and departments, it became clear that the campus needed to examine these reports to reduce the need for duplicative information and to develop a more uniform process for comparison.

The [Program Effectiveness Assessment Tool, \(PEAT\)](#) (CFR 1.8, 2.1, 4.4) was created to provide a standardized means of reviewing program data and student outcome results across programs. Using models from the literature, and with extensive collaboration with campus constituencies, the PEAT was developed by the PRP in collaboration with IRAP (CFR 2.7). The PEAT (CFR 4.3, 4.4) contains over 30 quantitative performance indicators assessing faculty and student quality, centrality and complementariness, demand, uniqueness, program vitality, and fiscal status. The PEAT is completed annually. Completion of the 19 qualitative performance indicators coupled with the PEAT quantitative data constitute the PEAT+. The PEAT + is completed minimally every three years, but is also required when additional resources are requested. The [PEAT: Performance Indicators](#) document provides a full description of each performance indicator as well as the data sources for the quantitative indicators. The program and departmental PEATs, as well as the program effectiveness reports, are reviewed and summarized by the College Dean. The college summary reports are submitted to the Academic Affairs PEC on a regular basis.

There is increasing quality of the assessment reports that are submitted to USLOAC. The information in the assessment reports is useful in the preparation of the annual PERs. The connections between learning outcomes, missions and goals, and resource allocation requests support the notion that decisions are made collaboratively and that these decisions are based on documented program effectiveness. Though there have been no additional funds to allocate since the second cycle of the budget process, the committee served in an advisory capacity to the President. UBC has met to review budget reduction plans and these continued activities provide support for an open and transparent fiscal process which was the goal when UBC was created. Once the issues related to resources have been resolved, the UBC process will be functional fully and ready for assessment (CFR 3.5).

The campus has experienced good success in refining existing committees and developing new ones in order to ensure integration of decision-making processes and an intended relationship to the campus mission and goals, student learning outcomes and resource allocations. However, these processes have been tested under very adverse circumstances. The budget problems that plagued the state of California in 2003-2005 had a severe effect on the CSU system, but only a few campuses were affected as seriously as CSUDH (CFR 3.5).

Figure 3 University Major Planning Documents



Academic Resources Development Study (ARDS)

Program Development: The [Academic Resources Development Study \(ARDS\)](#) was designed as a multi-faceted study that would aid in the academic master planning process at CSUDH. It was an effort to initiate a serious dialog among campus academic and administrative officials concerning the direction of curriculum over the next few years. As enrollment declined, the campus engaged in conversations regarding which distinctive programs CSUDH could market as unique. Thus, information was the key outcome from this project.

Eight themes emerged from the analysis of the [Academic Program Evolution Project \(APEP\)](#): Increased Enrollment and/or Recruitment, Graduate Education Programs, Community Orientation and/or Partnerships, Innovative Campus Programs, Revitalizing the Curriculum and/or Expanding Program Concentrations, Accreditation Initiatives, Professional Development Opportunities, and Internal Collaborative Program Development. The information obtained from this study, in many cases, has provided the impetus for recruitment and enrollment activities and or new program development. In the last 12 months the campus has approved 11 new degree and certificate programs and 11 new concentrations. The Master of Science in Occupational Therapy began accepting students in fall 2005. The first cohort in the new Criminal Justice major began in 2005 and the Master of Science in Social Work will begin in fall 2006. The Master of Science in Nursing awaits Chancellor's Office approval. In May, two new bachelor's degree programs in Child Development and Negotiation, Conflict Resolution, and Peace Building were forwarded for approval as well.

Faculty satisfaction: Also as part of the ARDS, a [faculty satisfaction survey](#) was created and administered to full- and part-time faculty in 2003. The intent was to gain a better understanding of the concerns of the faculty and to determine those attributes that allow faculty to thrive (CFR 3.2). In general those who participated in the survey were somewhat satisfied with their interactions with colleagues and students. Faculty indicated some satisfaction with working conditions, but there was definite concern regarding research and scholarship opportunities (CFR 3.2), the faculty role within the University, and University governance. A complete analysis and review of the data collected in this study is expected in summer 2006.

In spring 2004, a decision was made to realign departments and programs within a six college system, eliminating the three schools and one large college structure (CFR 2.3). The intent was to establish more manageable units while allowing faculty more collaborative intellectual involvement. This was certainly the case as the campus adjusted to the new colleges and departmental groupings. The greatest concern is to determine the effect, if any, this new structure has on student learning outcomes, institutional capacity, and educational effectiveness.

In order to meet the demands of the new technologies and an expanding notion of teaching and learning many upgrades and facilities renovations have been initiated. The electrical system and the telecom infrastructure have undergone significant improvements. Classroom renovations have enabled 51 smart classrooms allowing use of the Internet and enhanced video capabilities for instruction. Additionally, numerous campus beautification projects have been accomplished which have enhanced the aesthetic environment (Project Status Reports) (CFR 3.6).

New construction continues at CSUDH ([Administration and Finance Status Report 06](#)) (CFR 3.5). The [Loker Student Union](#) is being remodeled and expanded to provide enhanced access to study, relaxation, eating and meeting spaces for students, faculty and staff. The facility closed officially for the expansion project in spring 2004 and will reopen fall 2006. In the interim, food service was available through mobile kitchens and large catering events were catered by

off-campus vendors. A temporary [student lounge/meeting](#) space was configured in the Small College Complex and a faculty lounge was opened in the Library. The [University Bookstore](#) was remodeled and expanded (CFR 3.6) to include 1500 additional square feet of retail space. It occupies the West end of the existing Student Union and was reopened in spring 2005.

The remodeling of the [University Library](#) and construction of a new five-story library extension are part of the physical growth of the campus (CFR 3.6). This project is being funded as a result of the successful passage of Proposition 55 in March 2004. Phase I of this massive construction project calls for the construction of a new 140,000 square foot building connected by bridges to the existing Library. The construction is scheduled to begin in summer 2006. Upon completion of Phase I of the project, the existing Cain Library will undergo remodeling and a seismic upgrade in 2008. With the inclusion of the new addition, the two structures will provide sufficient growth for 12,000 students. The combined projects will provide expanded learning space, library and information competency instruction labs, high tech computer labs, moveable compact shelving, state of the art archival preservation areas, spacious group study rooms, and feature a multicultural reading room and exhibition gallery. As a modern technological resource center, the Library will provide new learning tools to enhance and develop a cohesive student learner-centered environment.

A new [Child Development Center](#) also is under construction. The center will provide more access to on site child care for the campus community (CFR 3.6). Plans are in place for faculty housing and expanded residential facilities for students. Also in the planning stage is a Laboratory Science facility for the Colleges of [Natural and Behavioral Science \(NBS\)](#) and [Health and Human Services \(HHS\)](#). The building would be a collaborative effort with the area YMCA that would be located on the first floor of the new building.

In June of 2003, the Home Depot Center Sports Complex opened on an 85-acre parcel of land leased to the Anschutz Entertainment Group. The campus share of parking revenues has helped to mitigate some of the effects of the budget reduction. The CSU Board of Trustees has approved a second phase of development. This agreement will bring with it increased revenues for the campus and internship opportunities for CSUDH students (CFR 3.5).

The campus website is a work in progress (CFR 3.7). The President has reconvened the Web Access Management Committee (WAM) with the responsibility for developing policies regarding website construction, frequency of updates, a redesign of the homepage, and functionality of links to other web-pages.

Next Steps

There has been progress creating a campus culture of informed decision-making based on the shared goals and priorities in the campus mission statement and strategic plan (CFR 4.5). However, work remains as the campus strives to evaluate the effectiveness of the newly developed processes, procedures, and the integrated committee structure that supports shared decision-making and campus governance.

**Core Issue 3 - Diversity: Facilitating Meaningful Interactions among Members
 of our Learning Community.
 WASC Standards 1, 2, 4; University Goal 3**

The Institutional Proposal states, "The University maintains that the significance of its diversity lies not only in the structural diversity but in its interactional diversity as well." Interaction among the diverse campus community is at the core of the University's mission statement (CFR 1.1, 1.2). How

the campus continues “...to provide a supportive environment in which participation from all constituencies is valued equally and is seen as essential to its success...” is viewed as a crucial component of University life. Discovering how the campus pursues universal human concerns and values the quest for educational self-enrichment are critical objectives (CFR 1.2).

However, the University has yet to determine the significance of its diversity in the learning community. Moreover, defining what diversity connotes at CSUDH has proven to be a challenge; the multiplicity of varied thoughts abounds among faculty and students around issues of diversity. At the heart of these discussions is a prevailing notion that because CSUDH is one of the most ethnically, linguistically, and economically diverse campuses, unintentional and unstructured opportunities for students and faculty to interact exist—and for some, this is enough. On the other side of these discussions is the notion that the campus community needs to discover the impact of this diversity-rich environment and to delve deeper to discover if an appreciation of this diversity thrives. More recent discussions have included issues focused on age, gender, and special needs populations and the need to prepare graduates to work in diverse urban settings. The result of these discussions lead to the examination of the following: Are students who attend CSUDH better equipped to function in a diverse world because of their educational experience here? Do faculty utilize the diversity in their classrooms to enhance the learning and awareness of their students? If not, what can be done to create a learning environment that fosters these experiences?

Structural and Interactional Diversity

To facilitate an understanding of how the University can answer successfully the [researchable question](#) and address (a) the [expected outcomes](#) of [Core Issue Three on Diversity](#) and (b) the [University's Strategic Plan Goal 3](#) (CFR 1.5, 4.1, 4.2), and to provide a context for reviewing these outcomes/goals, a comprehensive look at the structural diversity is provided. This will be followed by the University's efforts to investigate its interactional diversity. The University has long been regarded as one of the most ethnically diverse campuses in the Western United States, ([US News and World Report](#)) (CFR1.5). Demographic statistics of the University and surrounding community are cited in the following: [Los Angeles County](#), [City of Carson](#), and [CSUDH \(IRAP Quick Facts\)](#). This ethnically, linguistically, culturally and economically diverse urban community contributes to the campus environment that is richly diverse on multiple levels: age, gender, ethnicity, language, special needs, and international students ([student demographics](#) and [faculty demographics](#)).

The documented “structural” diverse make-up of the student body, faculty, and staff demonstrates the University's capacity to offer educational opportunities to a diverse population. This visible and viable concentration of diversity sustains the University's mission to provide a diverse teaching and learning environment that is dedicated to educational excellence. Moreover, it provides evidence that the institution is capable of ascertaining important intellectual perspectives from a variety of diverse sources (CFR 1.1, 1.5).

There is a body of [literature](#) (see also [Policy Alert](#)) that supports the University's intentional efforts to investigate diversity issues. Of particular concern to this discussion is the 2005 College Board publication of *Federal Law and Recruitment, Outreach, and Retention: A Framework for Evaluating Diversity Related Programs*, that describes an institutional self-assessment process on diversity related issues and policies. Essential to its strategic plan is the recommendation for institutions to establish clear goals and objectives, develop relevant strategies, and evaluate practices and results. More specifically, it suggests that institutions establish an interdisciplinary team, conduct a program/policy/practice inventory, develop systematic assessment practices, and document this work with appropriate evidence. Similarly, the University engaged in the following efforts: The [WASC Diversity Sub-Committee](#) was established to study the impact of this interactional diversity on the campus and to document this process and expected outcomes (CFR 1.3, 1.5). To

begin its work, the Sub-Committee embarked upon one of its most challenging tasks, determining and communicating a clear understanding of the definition of diversity at CSUDH. Although committee members developed a working definition of diversity, there has been much discussion about the inclusiveness of this definition. Therefore, ongoing refinement of this definition with broad stakeholder input is both desirable and necessary.

The concept of diversity is defined as the understanding, appreciation and respect for all humanity. Diversity as a policy promotes the study of the history, culture and life-ways of all peoples within the context of their historical and cultural experiences. The concept of diversity therefore ensures that there is no exclusion or distortion of global and ethnic peoples' experiences and culture within the University's intellectual traditions. Ensuring diversity requires access to intellectual space for dialogues and interrogation on the nature and dynamics of oppression and human development, i.e., curricula, facilities, staff, and faculty resources. Moreover, diversity requires the involvement of global and ethnic peoples and communities in the broader University dialogue. In practice, diversity enhances the quality of life and education within the University learning community.

In a continuing effort to redefine and study diversity, the Sub-Committee developed a series of tasks (CFR 1.5), some of which are ongoing. The following discussion focuses on the development and status of those tasks:

1. Develop the researchable question—"How does diversity at CSUDH lead to an enhanced awareness of multicultural perspectives and an enriched academic experience of intellectual engagement?"
2. Identify initial [Expected Outcomes \(w/CFR\)](#)
3. Develop a Diversity Action Plan based on preliminary findings of the Sub-Committee and other WASC related efforts.

The goal of the **Diversity Action Plan** (CFR 4.1) is to collect data on issues, activities, and events related to diversity, and to analyze that data to determine how the campus is addressing the researchable question and expected outcomes (CFR 1.5). Sub-Committee members identified the following activities as sources for preliminary data collection and analysis: (a) results of current data from state and national sources; (b) results of existing campus surveys eliciting perceptions of University students, faculty, and staff; (c) review of course curricula, campus activities, relevant committee work, University websites, and other archival data; (d) perusal of faculty scholarship related to diversity and/or multicultural perspectives; and (e) the commission of campus-wide diversity related research projects. To facilitate data collection/analysis and implementation of activities, and to determine how the University supports diversity, several sub-tasks were developed:

1. Review of the National Survey of Student Engagement (NSSE), Faculty Survey of Student Engagement (FSSE) and Building Engagement and Attainment of Minority Students (BEAMS) data analysis.
2. Review of University Alumni surveys.
3. Review data from the Diversity Scorecard Study (2001).
4. Conduct an inventory of campus structure, curriculum, outreach initiatives, and other activities (i.e. poster session presentations).
5. Review WASC Research, Scholarship, and Creative Activity Awards Program (RSCAAP) proposals and reports.

6. Conduct a campus-wide survey, including interviews, focus groups, poster sessions, and/or town hall meetings focusing on diversity.
7. Review current recruitment and retention practices relative to diversity for faculty, staff, and administrative positions.

Summary of Action Plan Activities

Summary of NSSE/BEAMS Data Analysis. The NSSE survey identifies how students engage in a variety of in- and out-of-class activities. To date, the campus has: (a) developed an Action Plan and has conducted four NSSE surveys; (b) participated in the [2004 NSSE](#) survey along with a national sample of more than 350 institutions; (c) participated in the 2005 Survey ([see CSUDH Analysis](#)), and (d) will participate in the spring 2006 FSSE and NSSE surveys ([see samples](#)). Spring 2008 has been chosen as the comparison year for all survey data (CFR 4.3). The [BEAMS 5-year initiative](#) is a partnership with [American Association of Higher Education \(AAHE\) & NSSE](#). It fosters ways in which Historically Black, Hispanic, and Tribal serving colleges and universities can increase student learning and success. In 2004, the University joined the BEAMS initiative, a collection of urban universities which have administered the NSSE and want to use the results to improve the campus environment (see page 3 of the BEAMS website).

Summary of University and Division Surveys. The [Alumni Survey](#) was developed by the Alumni Survey Development Committee from summer 2002 through spring 2003 and was administered by IRAP from fall 2003 through January 2004 (CFR 4.5, 4.8). Specifically, the Diversity section was designed to obtain data on “How the diversity encountered by students at CSUDH enhanced their ability to work with, understand, and accept people from backgrounds that are different from their own.” A review of the [diversity analysis](#) revealed that graduates appreciated the opportunity to become more aware of diverse groups ([see Highlights of Results](#)). Furthermore, they were able to see and understand different points of view and that their knowledge gained via interaction with diverse groups enabled them to be culturally empathic and work more effectively with people from diverse backgrounds (CFR 4.3, 4.6).

Since 2002, the [Multicultural Center](#) has conducted an annual [Cross-Cultural Retreat](#) providing opportunities for honest dialogue related to diversity issues and how to build effective multicultural alliances. Highlights from these events are reported annually (Annual Reports for [02-03](#), [03-04](#) and [04-05](#)). Last year, the Center conducted a study concerned with interactional diversity issues ([CC Survey 05](#)). Preliminary [pre-and post-retreat surveys results](#) revealed gains in students’ awareness levels about diversity and social issues at CSUDH (CFR 1.5).

As part of the College of Education’s Unit Assessment System for program improvement and accreditation purposes, candidates for credential and graduate degrees, as well as faculty and staff respond to diversity and multicultural related items on various surveys. Results confirm that candidates and graduates felt that their educational experiences were effective in preparing them to work in multicultural settings with students, families, and others from diverse backgrounds.

Summary of Diversity Scorecard Data. The [Diversity Scorecard](#) constitutes a set of objectives and measures aimed at providing an institution’s leadership with a comprehensive view of issues related to the academic performance of historically underrepresented students. Of the five sections, CSUDH focused on [Retention](#) and [Excellence](#). The University has used the preliminary data to help guide its self-study work on diversity. Items of particular importance are noted in the [Diversity Scorecard CSUDH Overview](#) (CFR 4.3).

Funded Research Projects

To investigate further the issues related to diversity, as well as civic engagement, the WASC Steering Committee launched a mini-grant effort in the 2003-2004 academic year that continues presently. A summary of Civic Engagement efforts will be discussed under Core Issue Four. Calls for faculty research mini-grant proposals were sent out campus-wide using the [RSCAAP](#) process during the 03-06 academic years (see [06 sample](#)). The focus for the \$4,000 grant awards was the researchable questions and expected outcomes of Core Issues 3 and 4.

In relation to Core Issue Three, faculty members were encouraged to study issues of diversity and multiculturalism within the context of the University, departments, programs, and course curriculum (CFR 1.5). In 2003-2004, three of the five funded grants were related to diversity. Based on a preliminary analysis of these funded projects, the focus for the 2004-2005 was established; two of the four awards were related solely to diversity and two focused on both diversity and civic engagement (see Civic Engagement) (CFR 2.8). In order to determine the direction for the 2005-2006 research proposal call, a meta-analysis of both 2004 and 2005 proposals and final reports was conducted and documented in the [WASC-RSCAAP Funded Project Summary Analysis chart](#); summary results are provided below (CFR 4.3).

2003-2004 Report Summaries. Two of the three research studies obtained CSUDH students' perspectives on a number of diversity issues using surveys and interviews; one reported the views of [students with disabilities](#) and the other reported views from [Latino students](#). Study results revealed that although students felt the University is addressing the diverse needs of students, many challenges still exist to increase awareness and accommodate diversity. Participation in a small structured event can increase networking and feelings of belonging. In addition, students with disabilities reported that they felt the University community both understood and respected them and that access to services was adequate, but improvements were needed in facilities, equipment, and resources. The third study investigated the [effects of family dynamics on educational attainment](#) and found that: (a) family members influence adolescents' educational experiences; (b) generational status and acculturation affect youths' educational outcomes; and (c) educational, career, and personal goals were related to participants' current academic standing.

2004-2005 Report Summaries. The three research studies were very different in their approaches, findings, and recommendations. One study collected data on CSUDH [students' perceptions](#) regarding diversity and civic engagement (to be discussed under Core Issue Four) using an online survey and interviews from students and educational leaders (these were produced on a DVD). Study results revealed that most students felt well integrated and respected on campus, racial diversity appeared to have a positive effect on campus, and there appeared to be no differences between racial group participation in informal study groups outside of class. The study recommended that the University develop further its current avenues for encouraging levels of interactions among students including diversity chats, town hall meetings, cultural programs, sports and recreation activities, and classroom exchanges.

Another study compared [demographic data from the surrounding community](#) to that of the current CSUDH student body population. Concrete recommendations resulting from the study were to: (a) conduct a demographic analysis of high school and community college graduates, as well as [first time freshmen](#) and community college transfer students to CSUDH; (b) conduct studies of the educational and "campus life" needs of each ethnic/racial group on campus; and (c) develop strategies to meet those needs in curriculum, academic programs and policies, and reflect them in the institutional mission and strategic planning.

The final study, albeit on a small scale, obtained [survey responses from Teacher Education](#) graduates and recommended the following: to increase the number of teachers who are able to create meaningful and relevant learning environments the program could establish "...a coherent set of multicultural principles that permeate all courses and are reinforced in their field experiences" and to create communities of learning or other support groups to assist new teachers during their first few years of teaching."

Preliminary Inventory Findings

A campus-wide inventory is being conducted to identify, document, and analyze campus-wide activities related to diversity. Sub-Committee members agreed that the campus reflects visibly ethnic diversity, courses address issues of diversity, and numerous multicultural activities are evidenced; but further exploration is required to determine if there is a connection among these. Moreover, a deeper understanding of the impact of what diversity means to the University community is a continued challenge. Ultimately, it is expected that such findings will support a more systematic development of the Diversity Action Plan.

Diversity Matrix. In addition to data collected using the Core Issues Matrix, a [Diversity Matrix](#) (CFR 1.5, 4.3) was developed in fall 2005, specifically to document inventory efforts (see [Appendix L](#) for excerpt). Since that time, the Sub-Committee has refined and updated the information continuously. With the researchable question as its foundation, the matrix is divided into major concepts with related categories (along the Y axis) and multiple sources of information (along the X axis). Major concepts and related categories are: **Enhanced Academic Experience-Critical Thinking, Creativity, Decision Making, Curriculum, Dialogue & Discourse; Multicultural Perspectives-Identity, Beliefs Values, Knowledge, Interaction with Others; and Elements of Diversity-Ethnicity, Race, Language, Gender, Age**. Sources of information such as **Academic Programs and Related Courses, Student Organizations, Campus Services, Student and Faculty Committees, Regularly Scheduled Events, Outreach Activities, and Special Projects/Events**, provided venues for investigation. These initial categories and sources are by no means exhaustive and Sub-Committee members will expand the matrix as more are identified and developed.

The CSUDH website was a logical choice for initial exploration; however, other information paths such as interviews, group discussions, and review of archival information are being investigated. Preliminary inventory results revealed that the University has a significant number of diversity related activities. Examples include: student centers and organizations that provide information and sponsor an array of activities focusing on multicultural/lingual, gender, and religious/political issues; program courses specifically geared to diversity issues and multicultural learning; student and program sponsored symposia, lectures, performances; and student and faculty research projects. Although many occur in isolation, some overlap exists, thus duplication of effort is evidenced. Once the major identification process is completed, the Sub-Committee will be able to suggest how best to coordinate these efforts. Below are a few of the major diversity-related activities on campus.

Curriculum. Within the University Colleges, there are numerous departments, programs, and courses that focus directly or in part on diversity and/or multicultural issues. They are too numerous to mention here, but a few are offered to obtain a sense of how the various curricula cover complex issues of diversity (see the Diversity Matrix for a comprehensive listing with links). In the [College of Liberal Arts](#), the [Division of World Cultural Studies](#) includes: Africana Studies, Asian Pacific Studies, Chicana/o Studies, Negotiation, Conflict Resolution and Peace Building, and Women's Studies. Also, in Liberal Arts, the Theatre Department is well known for its [Teatro Dominguez](#) that informs and promotes social change through its high quality programs. In the [College of Education](#), the [Liberal Studies Program](#), [Teacher Education](#), and [Graduate Education](#) offer a variety of courses that focus on ethnic, language, age, gender, and

special needs differences as well as multicultural issues. Within the [College of Health and Human Services](#), many programs address issues related to age, gender, race, developmental, cognitive, and physical differences. Similarly, the Colleges of [Business Administration and Public Policy](#) and [Natural and Behavioral Sciences](#) have programs and courses that address these issues. In the [College of Extended and International Education](#), specific programs, such as the American Language and Cultural Program and Courses in Cambodia provide a wide range of courses for students. Cutting across all programs at the undergraduate level is the specific GE requirement, [Cultural Pluralism \(SBS 318\)](#). This course analyzes cultural diversity and studies the processes of cultural interaction, inter-ethnic relations, and social integration at local, national, and international levels (CFR 2.2a, 2.4, 2.5, 2.8).

Division of Student Affairs. There are several departments within the Division of Student Affairs that conduct diversity-related activities for students, faculty, and staff. For example, the [Federal TRIO Programs](#) assist students from disadvantaged backgrounds to progress from middle school to post baccalaureate programs through the following: [Upward Bound](#), [Talent Search](#), and the [Student Support Services \(SSS\)](#). The University received SSS funding from the U.S. Department of Education to offer first-generation, low-income, or disabled students a wide network of support services that help ensure academic and personal success in college. The [Educational Opportunity Program \(EOP\)](#) is an alternate admissions program designed to assist students who are economically and educationally disadvantaged, yet display the desire and potential to succeed in higher education. The [Ronald E. McNair Scholars Program](#) is another program designed for first generation minority students with an interest in pursuing advanced degrees (1.8, 2.13).

The Multicultural Center, created in 1994 by a coalition of students, faculty and staff, is dedicated to enhancing the multicultural consciousness and empowerment of CSUDH students through student activities that enrich campus life: Cultural Education Programs, Diversity Chats, Cross Cultural Retreat, and Co-sponsorship of Cultural Activities (i.e. annual multicultural festivals-[Unity Fest](#), dramatic presentations, such as [The Meeting](#), lectures, concerts, art exhibits, movies, symposia, poetry performances, guest speakers, and dialogue groups that explore socially relevant issues such as racism, sexism, heterosexism, inter-ethnic relationships and cultural identity). The [Disabled Student Services](#) serves as a centralized source of information for students with disabilities and those who work with them. Its purpose is to make all of the University's educational, cultural, social, and physical facilities and programs available to students with disabilities by providing academic, career, and personal development support services. The [International Student Services](#) and [International Programs and Services](#) assist international students with admission, immigration, housing, financial, and general University information. Diversity activities and events are announced via email to the Campus community ([diversity announcements](#)) (CFR 1.5).

Campus Organizations/Services/Activities. Presented here are a few of the campus centers and organizations that include diversity activities for faculty, staff, and students. The [Associated Students Incorporated \(ASI\)](#) is the student government organization that works closely with other student organizations to ensure that students' opinions are heard on a number of issues, including social and cultural issues (see Core Issue Four for more information). In addition to ASI, there are a number of Student Clubs and Organizations that have a diversity related focus (see the Diversity Matrix for a complete listing). [California Academy of Mathematics and Science \(CAMS\)](#) is a 4-year comprehensive public high school located on the campus and is open to students in the University's service area. The [Older Adult](#)

[Center](#) serves as a support system for people of all ages, particularly older students, by providing academic and social opportunities for students, faculty, and staff including internships for Gerontology majors. Services include a fee waiver program for students over age 60. The [Women's Resource Center](#) is committed to the personal, educational and professional growth of both men and women and features a wide array of workshops, fundraising activities, internships, and speakers. The center provides a venue for sharing ideas and obtaining information on housing, weight issues, relationships, money matters, parenting, and politics as well as referrals for domestic violence counseling, rape prevention and awareness. In 2002, the [Lesbian, Gay, Bisexual, Transgender Faculty and Staff Association \(LGBTFSA\)](#) was created to provide support and a positive setting where LGBT persons and non LGBT persons can learn about LGBT issues. Activities include: luncheons and gatherings for members and others, speakers to train faculty and staff about how to confront homophobia, workshops where LGBT students, faculty and staff can share information, and networks with other University offices.

The [Institute for the Study of Cultural Diversity and Internationalization \(ISCDI\)](#) was established to promote an understanding of the dynamics of cultural diversity and to encourage and heighten international activities and awareness at CSUDH. Objectives include: (a) sponsoring an annual Cultural Diversity Conference; (b) establishing a campus repository of educational resources relating to cultural diversity; (c) developing resources for faculty, students and staff who are committed to enhancing cultural diversity; (d) supporting and encouraging projects to promote a positive understanding of cultural diversity; and (e) providing encouragement, support and communication linkages for campus programs. The [Center for Teaching and Learning \(CTL\)](#) provides faculty and academic programs with resources and services that sustain excellence in a dynamic teaching and learning environment, and other forms of professional development in the University's diverse, multicultural setting. One of these resources is the [Faculty Forum Brown Bags](#), featuring CSUDH faculty who provide innovative, research-based strategies help to inform active and interactive instruction for a diverse population.

Town Hall Meeting

In fall 2005, a town hall meeting on diversity was planned to elicit students' perspectives on diversity issues at CSUDH. To reach a large audience, electronic and hardcopy [announcements](#) were circulated campus-wide. Faculty sponsors for student organizations and activities were asked to provide names of potential student panelists. During the [town hall meeting](#), a panel of students from diverse backgrounds responded to the following questions: *In what ways has the multicultural environment at CSUDH been beneficial to you? How has your learning experience been enhanced by the diverse student and faculty population here at CSUDH? How has the course work enhanced your awareness (understanding) of diverse populations? How has that knowledge helped you interact with the diverse population at CSUDH?* The session was [videotaped](#) and responses were [recorded](#). Preliminary analysis of responses revealed the following: (a) students have strong feelings about their own diversity in relation to the campus community; (b) students recognize that most students tend to gravitate toward others who share common traits, characteristics, values, beliefs, and experiences; (c) however, many stated that their preconceived ideas about "other" have been changed with continuing interaction; (d) whereas most students know about individual activities, they do not know if there is a systematic approach to study diversity related issues; and (e) all students welcomed this forum (CFR 4.1). Additional town hall meetings are scheduled for students, staff, and faculty as a forum for more open dialogue.

Poster Sessions

Since 2004, [annual poster sessions](#) have been held to share the work of faculty, staff, and students related to the four Core Issues (CFR 4.1). Colleges, organizations, and individuals (including those who received the WASC RSCAAP grant awards) were asked to submit poster session abstracts

and categorize them under one of the four issues. Selected abstracts were documented in the [Core Issue Poster Session Proceedings, fall 2005](#). The 2006 Annual Poster Session is scheduled for early October.

Summary

A comparison of the recommendations from the studies described in this section is needed to build consensus regarding the actions required to answer the self-study questions. As the University moves beyond data analysis, it must acknowledge both best practices in use and the need for change. Additional research is required to meet this challenge. The University desires to become a leader in developing standards for interactions in classes and in extracurricular activities that engage the community and develop graduates better able to compete in a diverse global environment. Accomplishing this will require curricular change and shared-values. It will not be accomplished easily or quickly, but the outcomes will be replicable in other diverse urban educational environments.

Core Issue 4 - Civic Engagement: Integrating Campus and Community Initiatives through the Concept of Communiversity. WASC Standards 1, 2, 4; University Goal 4

The Institutional Proposal states that the University fosters a vision to be known as "...the model for Communiversity, an institution that sees its future tied to the community that it serves and a community that sees its future growth and development enhanced by the presence of the University." The [University's Strategic Plan Goal 4](#) (CFR 1.1, 1.2) stresses the importance of the University's role in civic engagement. Building upon the notions of civic engagement promoted by [Ehrlich](#) and Dewey, CSUDH holds that the University has a responsibility to "...deepen students' understanding of and commitment to democratic citizenship in a multicultural society through participation in community activities" and to provide opportunities for students to "...interact with each other, learn from each other, grow with each other, and together make their communities more than the sum of their parts."

To address Goal 4, an examination of the University's values and beliefs about civic engagement was noted in the Institutional Proposal: (a) the notion of Communiversity contributes to the development of economic infrastructures, cultural vitality and diversity, and community development; (b) the community and the University have the ability to create an environment that fosters individual and communal responsibility leading to action-oriented improvement; (c) faculty and students' relationships are enriched by real world experiences in a dynamic community environment; and (d) through service learning, engaged students gain an understanding of their place as change agents in the community (CFR 4.1). Additionally, the entire University recognizes continually the importance and influence of the region in which it is located on a daily basis, as a result of its employee base. Many of the campus' support staff personnel live in the greater Los Angeles area. Not only does their employment by CSU Dominguez Hills benefit the campus by bringing an understanding of local issues onto the campus on a daily basis, but the salaries earned and taxes paid by these employees provide direct economic benefit to the local communities in which they live.

These existing beliefs provide a basis for the University's commitment to foster a collaborative effort among students, staff, faculty, and members of the community (CFR 4.7). The [Economic Impact Report of California State University, Dominguez Hills, March 2005](#) indicated that "Because CSUDH is a community-based urban university, most of its graduates are employed in the local economy and remain there throughout their careers. If we assume that 80 percent of the additional salary dollars are spent in the local economy, there is an impact of \$232 million." Currently, the University

has engaged in a number of civic engagement activities related to the objectives in University Goal 4 and nested in the following categories: (a) *student organizations* that sponsor the development of a “good citizen,” a person who has certain knowledge, skills, and dispositions that are necessary to have a positive effect on their community; (b) *service learning* embedded in programs and courses offered on-campus and off-campus in strategic locations in the University’s service area can provide avenues for students to gain experience and academic credit while assisting the community; University-level investigations to identify the connections between the campus and the community (CFR 4.4); (c) *organizations/services* that provide opportunities for students to volunteer in a variety of placements on and off campus; and (d) *job/career services* that help place students and graduates in community-based jobs. To this end, the [WASC Sub-Committee on Civic Engagement](#) was created to investigate the University’s response to the [researchable question](#) and [expected outcomes](#) of this [Civic Engagement Core Issue \(Civic Engagement Sub-Committee 2004-2005 Report\)](#). Other objectives and action tasks stated in the University Strategic Plan are currently being tracked by the SPOC ([Recommendations to UBC](#) for status of action tasks to date).

One of the more challenging tasks of the Sub-Committee is to define and communicate more clearly the notion of Communiversality and what it signifies to be civically engaged to a wide constituency in the University community. Its work has focused on the effects of learning in a Communiversality environment as it affects students, faculty, staff, and the community. More specifically, for students, it is important to discover what their CSUDH experience offers them in courses, organizations, events, and engagement activities that will help them become conscientious active citizens. This is defined as citizens who care about and become involved in efforts that are designed to improve the community and the lives of people in the community (CFR 2.2a).

Similar to the work of the Diversity Sub-Committee, Civic Engagement Sub-Committee members identified a series of tasks that is developing into a Civic Engagement Plan of Action. The following discussion focuses on the development and status of those tasks:

1. Develop the following researchable question: *What is the impact of community-based learning and Communiversality-based activities on our students and the communities that we serve?*
2. Identify initial Expected Outcomes ([w/CFRs](#)).
3. Complete the collaborative efforts of the Divisions of Academic Affairs and University Advancement to develop an instrument to collect information from community organizations and enterprises (CFR 4.1).
4. Conduct an inventory of civic engagement activities/events, including a review of service learning components, on the campus and in the surrounding community (CFR 4.3).
5. Sponsor town hall meetings to discuss university civic engagement activities (CFR 4.1).
6. Conduct a survey of faculty civic engagement research projects (CFR 4.3).
7. In 2005-2006, monitor the Title 5 workshops to address elements of civic engagement from a faculty perspective.
8. Study the educational impact of civic engagement on student learning.

In reviewing the work of both the Diversity and Civic Engagement Sub-Committees, it is apparent that they share common elements. This is especially true due to the demographics of the campus and community and the volunteer and service learning opportunities within the surrounding service area. There is a body of research that supports the interaction between these two concepts. Moreover, [University Goal 3, Objective 1](#) has a specific action task that demonstrates this crossover: *Identify, disseminate, and implement in academic programs, those “best practices” including service learning, which will maximize learning for a diverse student population* (for further discussion, see Service Learning below). The following discussion will focus on the above items 3 through 6; there is still much work to be completed for items 7 and 8.

Civic Engagement Survey (SG-4) – (Plan of Action Item #3)

In 2004, Academic Affairs and University Advancement joined forces to implement elements of Goal 4 of the University Strategic Plan. This collaboration seemed prudent in view of the [University Advancement's Mission](#): *to advance the teaching and learning, and service goals of the University through building relationships, fund raising, and strategic communications uniting our constituents as advocates of these goals*. To gain a sense of how the University is engaged in the community and to assist the WASC Self-Study process, the joint committees decided to conduct a survey (sometimes referred to as SG-4) of community organizations and enterprises (CFR 4.1). The following is a summary of survey development, processes, and results.

A panel, comprised of diverse leaders from business, education, government, industry, labor, non-profit, and faith-based organizations and enterprises was established to work consultatively with the Sub-Committee to provide advice and feedback on survey design, method, and administration (CFR 1.6). The panel and the Sub-Committee developed the following survey objectives:

1. To secure empirical data regarding community attitudes about the University.
2. To identify important community issues in which the University should be involved.
3. To identify areas where University cooperation with community interest and groups can yield mutual benefit.

The [SG-4 survey](#) was divided into several segments: Profile of Respondents, Familiarity with CSUDH and its Programs, Perceptions of CSUDH Graduates, Employee Characteristics Important to Regional Organizations and Enterprises, University Programs that Add Value to the Region, Potential New Programs, and Services. Potential respondents were selected from a large contact database developed by the Sub-Committee and consultative panel. Of the 15,000 surveys distributed, 7,600 were mailed and 7,400 were posted online. Results from 1,200+ responses were analyzed during summer 2005 by IRAP staff and were reported in a [preliminary draft](#) in January 2006 (CFR 4.1). From the findings, a set of recommendations for implementation were developed (see below). A summary of major findings follows:

1. CSUDH is less well recognized in its community than might be expected.
2. Those who did recognize CSUDH had a favorable impression of the University and its alumni.
3. CSUDH graduates make a positive contribution to the regional workplace.
4. CSUDH is considered by many to be an important resource and partner.
5. Respondents would support the development/expansion of academic programs at CSUDH.

Panel Recommendations. Subsequent to the survey analysis and various meetings, the Sub-Committee, in collaboration with the panel, offered the following recommendations for the 2006-2007 academic year:

1. Develop a plan and measurement tool to evaluate the progress of implementing the survey and panel recommendations.
2. Continue to involve the panel in the implementation and evaluation of the recommendations; use 2005 as a baseline.
3. Develop a strategy for the University's membership on community and business governing and advisory boards.
4. Develop a strategy for interaction with the residential community and alumni.
5. Develop more internship opportunities.

6. Expand involvement of alumni to invite them to serve as ambassadors, develop an alumni speaker's bureau, and emphasize/promote alumni achievements.
7. Communicate the definition of Communiversity to residents.
8. Develop a strategy for ensuring the public's awareness of the relationship between the Home Depot Center and CSUDH.
9. Increase marketing efforts of CSUDH.
10. Develop a training process and degree program related to changes in the aerospace and energy production and consumption industries. Examine federal funding opportunities to support the program.
11. Examine the use of the University's cable station to promote CSUDH with residents at large.

The Sub-Committee is currently in the process of reviewing these recommendations and preparing them for future campus discussions.

Civic Engagement Inventory – (Plan of Action Item #4)

One strategy to view civic engagement development and implementation activities was to create a tool for gathering this information. Following the model of the Diversity Matrix, the [Civic Engagement Matrix](#) is in the development stage and will be used to document the collection of inventory items (see [Appendix M](#) for excerpt). Using the researchable question and expected outcomes, along with University Goal 4 objectives, as a base, the matrix is divided into several major concepts with related categories (along the Y axis) and multiple sources of information (along the X axis). Major concepts and related categories are: **Academic Outcomes**– *Knowledge in Context, Decision Making, Critical Thinking, Problem Solving*; **Personal Outcomes**– *Values, Identity, Commitment, and Reflection*, and **Social Outcomes**– *Communication, Cultural Awareness and Tolerance, Civic Responsibility, and Leadership*. Similar to the Diversity Matrix, sources of information such as academic programs and related courses, student organizations, campus services, student and faculty committees and research, regularly scheduled events, outreach activities, and special projects/events, provided avenues for investigation (CFR 4.3). Conducting both inventories continues to uncover duplication of campus efforts. Uncovering this overlapping can produce a more systematic approach for implementing both plans of action. The inventory is in its initial stage; the Sub-Committee will continue refining this investigation. It is expected that when completed, the inventory will assist with the activities of the Civic Engagement Action Plan. Thus far, inventory results have revealed that the University has a history of involving students, faculty, and staff in Civic Engagement activities and that most of these activities are connected with campus organizations and embedded in courses. Civic Engagement activities and events are announced via email to the campus community (see [civic engagement announcements](#) for sample; additional announcements are available in the Evidence Room). Several research projects, activities, and events have engaged faculty and students in Civic Engagement work under the following categories (CFR 2.2a, 2.2b, 2.3, 2.9):

Curriculum. The [General Education \(GE\) program](#) is the nucleus of the undergraduate curriculum and is structured deliberately to provide the foundational skills and knowledge required of a well-educated person. The program seeks to foster habits of mind leading to lifelong learning and the preparation of graduates for full and productive lives. Opportunities for service in undergraduate programs are typically embedded within specific courses. As defined by the CSUDH Academic Senate Executive Committee, 2003, a Service-Learning Course is "A course that incorporates at least 15 hours of course-related community service with reflection activities to enhance students' understanding of course content, self-awareness, and civic engagement." All courses offered with a service-learning component are flagged (footnote) in the semester class schedules. There also are other types of programs that focus on engaging

students in service and civic activities. For example, [Cooperative Education Program courses](#) are designed to develop and endorse experiences that involve continuity and interaction between the learner and what is learned and through that process prepare students to work and serve successfully in a global environment. Similarly, Community Service-Learning, defined as academic study linked to community service through structured reflection so that each reinforces the other, is another venue for civic engagement. The community service may be direct service to people in need, community outreach and education, research, and policy analysis. Conducted through courses, the service and structured reflection are part of course requirements (see Civic Engagement Matrix for a comprehensive course listing with links). The [Office of Community Service Learning](#) provides a variety of services and resources for faculty (CFR 3.4) and students (i.e. building service learning into courses, and community service, volunteering, and civic engagement opportunities). A [service learning symposia series](#) was conducted on campus from 2000-2004 to augment the University's efforts at building service learning into courses. These professional development workshops for faculty were supported by funds primarily from the CSU Chancellor's Office and resulted in sustaining a service-learning component in selected courses (see Civic Engagement Matrix), faculty research projects, and presentations at conferences (CFR 3.4). [University Goal 4, Objective 2](#) seeks to more clearly define these tasks and institutionalize components of service.

Students and faculty in programs requiring field experiences (i.e., internships, practicums, clinical field work) have direct connections within various community settings. Internships and/or Practicum are defined as academic experiences through which students have the opportunity to apply the knowledge and skills learned in a series of classes including Capstone experiences. Field Work--depending on discipline--refers to class-related experiences in clinical or natural settings; often required for licensing or credentialing. Students in the Colleges of Natural and Behavioral Sciences, Health and Human Services, Education, and Business Administration and Public Policy participate in field and clinical coursework in medical labs, hospitals, schools, and businesses (see University partnership discussion in Outreach section below). In the College of Education, the credential programs in both [Teacher Education](#) and [Graduate Education](#) place credential candidates in school settings for field experiences. Part of the experiences require candidates to understand the community in which they are engaged. The College of [Health and Human Services](#) provides supervised work in the field of nursing and human services through a series of fieldwork courses. The [College of Extended and International Education](#), offers several programs, such as Corporate Training and Development/ETP, OSHER Lifelong Learning Institute (OLLIEONLINE), Programs for Seniors (OMNITOR), and Personal Development Courses support, that engage students and community members in university community life. The College of Business Administration and Public Policy offers courses in which students obtain knowledge and develop skills and abilities to work effectively in the business world. The employees of the Division of Administration and Finance also understand the benefits of civic engagement, and have engaged in a variety of activities that help connect the campus to the communities that surround it. Among these activities are: (a) serving in an advisory capacity to campus chapters of organizations such as Circle K International, that emphasizes community-based service; (b) interacting with students at the Curtiss Middle School in Carson in support of its annual Career Day and Science Fair activities; and (c) directly touching individuals and families in local communities through participation in the Angel Tree program, which allows local area youth to experience the spirit of giving during the holiday season although their parents may not be able to provide presents for them. The [Multicultural Center](#) (MCC) offers internship positions for MCC Publicity/Promotions Assistant, Webmaster/Graphic Artist, Special Events Assistants, Cultural and Educational Resources Coordinators, Publication Editors and Research Assistants.

Volunteerism and Community Services. These afford students, faculty, and staff various opportunities and multiple levels to become civically engaged. Volunteerism describes people who, of their own free will and without pay, perform service or do good work with community groups, faith-based organizations, political parties, school districts, hospitals, and Early Childhood/Pre-School Centers. Community Service is organized volunteerism designed to meet the needs of the community; most often through non-profit organizations, schools, or public agencies. At CSUDH, the [Office of Student Life-Volunteerism and Community Service](#) programs such as *CSUDH Serves*, *Campus Volunteer Bank*, and *Volunteerism and Community Service Clearing House* provide opportunities for students, faculty, and staff to become engaged actively in community work on and off campus. For example, *CSUDH Serves* supports food, toys, and clothing drives and cleanup projects for beaches, schools, parks, and roadways. The MCC offers numerous opportunities for student leadership and volunteerism and recruits volunteers year-round, for nearly every University event and program. Similarly, the [Latino Student Business Association \(LSBA\)](#) community service committee seeks to improve the community and provide services to those individuals who are physically, and or economically challenged.

Division of Student Affairs. Through its mission, the [Division of Student Affairs](#) provides services and programs to support students' educational development and to assist them in enhancing their sense of purpose, autonomy, integrity, identity, and tolerance in a caring yet challenging environment. There are several departments within the Division that promote Civic Engagement-related activities for students. The [Office of Student Life](#) is committed to the well-being and positive development of students, the campus community, and leadership for a diverse society. Staff members assist individual and groups of students with establishing and achieving their co- and extra-curricular goals daily. Personal development and self actualization are the primary outcomes desired for the active and involved students at CSUDH. [Outreach and Information Services](#) provides support services for first-time freshmen, transfer students, and international students to facilitate their transition to university life and to become life-long civically engaged individuals. The [Student Development Office](#) offers a variety of counseling, career, and employment services as well as psychological counseling to ensure that students remain involved actively in their campus and community life. Student Development counselors make presentations in the community to church and civic groups on career related topics. Annually, psychologists present at a conference for young Latinas on careers in psychology and on body image. Similarly, the [Student Health and Psychological Services](#) unit seeks to maintain the health and well-being of students so that they may concentrate on their academic progress and evolve into productive citizens (CFR 2.13).

Campus Organizations. Presented here are a few of the campus centers and organizations that include civic engagement activities. The [Associated Students Incorporated \(ASI\)](#) is the student government entity that works closely with other student organizations to ensure that students' opinions are heard on a number of issues. ASI and the Office of Student Life offer students multiple opportunities to participate on campus committees and commissions such as Cultural Programs and Student Activities Commission, Election Commission, Finance Commission, Organizations Commission, Public Affairs Commission, and Technology Committee and campus and University Organizations such as University Planning Committee, Athletic Governing Board, Campus Fee Advisory Committee, Campus Wide Event Planning Committee, Commencement, Loker University Student Union Board, Foundation Strategic Planning Committee, Honors Convocation Planning Committee, Institutional Review Board, Liberal Studies Advisory Board, Multicultural Center Advisory Board, President's Advisory Committee, President's Cabinet, Program Review Panel, Student Academic Petitions and Appeals, and Student Assistant Personnel Board. This type of participation is designed to strengthen

students' sense of civic engagement. The ASI also provides opportunities for students to work in the on-campus [Child Development Center](#).

Community Outreach Activities. A variety of University and organizations sponsored outreach programs have been established by various campus groups; a few are presented here. The Outreach and Information Services offers a number of services to incoming students and sponsors the on-going "[Day at Dominguez](#)" that provides prospective students with opportunities to meet with faculty, staff and student representatives at the "Showcase Fair," workshops on academic programs and student services, workshops for graduate students, informational sessions for parents (English/Spanish), campus and housing tours, and on-site Admission. The "[Day with Dominguez](#)" series allow CSUDH representatives to visit various community college campuses throughout the academic year to recruit prospective students. Twenty businesses from the Carson and surrounding areas attended the [CSUDH Athletics Inaugural Business Luncheon](#) in an effort geared towards partnering [Toros Athletics](#) with businesses surrounding the Campus. University athletes continue the outreach tradition by participating in the [Read Across America](#) program. In March 2005, members of the CSUDH baseball team made their annual visit to Hopkinson Elementary School to participate in the National Education Association's "Read Across America" event. The [LACO Transition Project](#), a program for students with moderate-severe cognitive disabilities who will be transitioning out of public school upon their 21st birthday, meets on campus and places students in jobs on campus and in the community. The program focuses on independent living and work place skills.

In addition to these outreach activities, the University has a number of partnerships among [CSUDH Colleges and Local/Regional/Statewide/National Non-Profit Groups](#) and Professional Associations. The following is a short list of the major partnerships: College of Liberal Arts - *Regional Occupational Program (ROP)*, College of Natural and Behavioral Sciences - *Harbor-UCLA Research and Education Institute (REI)*, [College of Business Administration and Public Policy Jobs and Internships](#) - *Los Angeles Board of Information Technology*, College of Education - *Intern Agreement/Partnerships with 49 school districts*, College of Health and Human Services - *MOUs with various hospitals-i.e., St. Jude's Hospital*, College of Extended and International Education - *U.S. Hispanic Chamber of Commerce*.

Alumni Activities. The [Office of Alumni Relations](#) advances the University, promotes the common interests of current students and alumni, and serves as the liaison to the University, alumni and the community. In addition to maintaining contact information on over 60,000 alumni, the office coordinates programs and events that encourage alumni to stay involved actively with their alma mater through the following campus and community initiatives: Unity Fest, Homecoming, Port of Los Angeles Business Opportunity Expo, Alumni Volunteers in Action, Alumni Processional, and CSU the Galaxy Game. The College of Business Administration and Public Policy conducts an online [Alumni survey](#) to capture current information on alumni status.

Other Campus Activities. CSUDH is a member of the [Coalition of Urban and Metropolitan Universities \(CUMU\)](#). Member institutions strive to be responsive to the needs of their communities, to include teaching that is adaptable to the diverse needs of their students, and to build close working relationships with elementary and secondary schools with the aim of improving the overall quality of education. To demonstrate its commitment to the notion of communiversity, and in the spirit of collaboration, CSUDH sponsored the [2005 CUMU conference in Los Angeles](#). Several CSUDH faculty members presented their research on various urban topics.

The Urban Education Service Corps (UESC) is a joint project with Long Beach Unified School District. Since 1995, this AmeriCorps funded program has provided University students to serve as elementary and middle school literacy tutors. Another successful collaborative tutoring project with Los Angeles Unified School District region 8 is the [Gaining Early Awareness Readiness University Program \(GEAR-UP\)](#). Awarded in October of 2005, the intent of the project is to provide University students to serve as tutors/mentors to a cohort of children from disadvantaged schools. University students were trained to work in urban middle schools in the Carson/Gardena area. They work with sixth graders to improve mathematics and writing skills. The tutors will follow the cohort of sixth graders as they progress through school to eventual high school graduation. In both programs the University students gain a deeper understanding of the needs of children and teachers in the public schools while the children benefit from the additional learning support.

Town Hall Meeting - (Plan of Action Item #5)

On May 3, 2005, the Sub-Committee sponsored a [town hall meeting](#) to discuss the importance of the University to the region it serves, and what actions it might take to expand its influence and impact. To accommodate this discussion, a panel was convened of campus and community members. Panel members included: Joe Aro, Executive Director of the South Bay Economic Development Partnership; Leon Cohen, CSUDH Director of the Office of Community Service Learning Programs; Jim Dear, Mayor of Carson; and Ira Toibin, Superintendent of the Palos Verdes Unified School District. Gary Levine, Associate Vice President, Academic and Community Programs and Chair of the WASC Task Force on Civic Engagement, served as moderator. More than 50 campus faculty, staff, and students, as well as invited members from the community attended the meeting (CFR 4.1). Additional Town Hall meetings/panel discussions are scheduled for 2006-2007.

Research Projects – (Plan of Action Item #6)

As discussed under the Diversity Core Issue, calls for faculty/staff research mini-grant proposals (04, 05, & 06 calls) were sent out campus-wide via the RSCAAP process. In relation to Core Issue Four, faculty and staff members were encouraged to study civic engagement within the context of the University and community. In 2003-2004, two of the five funded grants were related to civic engagement. Based on a preliminary analysis of these funded projects, the focus for the 2004-2005 was established; two of the four awards focused on both diversity and civic engagement (CFR 2.8).

2003-2004 Report Summaries: The first study sought to identify the [impact of community based learning on students and the communities](#) surrounding the campus and to review attitude shifts of students before and after service learning. Through community based assignments, students had the opportunity to learn first hand about the recent political and social history of Southeast Asian refugees. Preliminary study results revealed positive feedback from both students and community members regarding their encounters with each other. Further study and analysis is in progress. The second study sought to examine the (a) attitude shifts of students before and after service; (b) [impact of Socio-Economic Status \(SES\) on student attitudes](#) and cognitive processes as they progress through the service experience; (c) students' views on the importance of service to an undergraduate education, and (d) students' ability to give reasons for these views. Overall, results included a dramatic increase in students' belief that they were able to apply concepts to the real world, and a dramatic increase in students' belief that they had chosen the right career path. However, SES is an important factor in student attitude shifts. This study offered a number of recommendations; two are reported here: "Service based courses will be especially effective if the service is somehow tailored to the majors of the students involved." and "Future service courses could be more explicitly oriented around "concepts to be applied" and

assignments could be more explicitly focused on specific concepts as they relate to the service experience.”

2004-2005 Report Summaries: This single study focused on both diversity and civic engagement and sought to “support the thesis that [multicultural casting](#) increases intellectual and artistic engagement of cast, crew, and audience members alike.” The author concluded that the audience could relate to the characters because the multicultural cast was reflected in audience; the intimate performance and audience space allowed the actors to reveal subtleties and the audience to better focus; and that a cast and crew invested in the artistic process were stimulated to reach the limits of their talent and ability.

The challenge for the immediate future is developing an understanding of current best practices, and determining if there is consensus and research to support the implementation of such activities and learner involvement as a requirement for graduation. To do so will require much greater study and comparison of the outcomes of students engaged in Communiversity activities and those who are not. A positive difference in outcomes is important before such discussion should begin. As a result, an additional call has been issued in 2006 for targeted studies of civic engagement activities. The results of these projects will assist the University in its study of the educational effectiveness of civic engagement activities and their impact on retention and improved student learning outcomes.

Summary and Preparation for the Educational Effectiveness Study

The four core issues identified in campus dialogs continue to engage the campus community in meaningful discourse and study. The efforts conducted in the area of Academic Quality are in the process of being reviewed and analyzed. The results of this work will assist the campus community in the development of additional strategies to increase positive student outcomes. These data may also cause the learning community to revise policies and academic requirements related to student learning and success. As the efforts toward Campus Change continue, the organizational structures and processes developed for shared collaborative governance undoubtedly will continue to be refined and revised. The importance of the work related to this core issue is that processes have been articulated clearly. The issue of Diversity is one that continues to generate lively discussion and for which there are many differing perceptions. The outcome of these discussions and investigations is that the issue has come to the forefront of collective University awareness. Furthermore, members of the campus community have begun to explore how to utilize our diversity to develop graduates uniquely qualified to interact and achieve in an increasingly diverse global environment. Finally, Civic Engagement activities have afforded faculty, staff, and students opportunities to benefit from work that ties us to the community at large. In sum, continued exploration and examination of the efforts in each of these areas will be the basis of the Educational Effectiveness Report and continuous University improvement.

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Appendix A – CFR Correlation Matrix (excerpt)

CSUDH WASC Standard Correlation Matrix				
Standards Correlated to: Criteria for Review , Guidelines , Questions for Institutional Engagement , CSUDH Response , CORE Issues				
Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives				
The institution defines its purposes and establishes educational objectives aligned with its purposes and character. It has a clear and conscious sense of its essential values and character, its distinctive elements, its place in the higher education community, and its relationship to society at large. Through its purposes and educational objectives, the institution dedicates itself to higher learning, the search for truth, and the dissemination of knowledge. The institution functions with integrity and autonomy.				
The Institution must demonstrate: Clear sense of institutional self-understanding and direction, Integrity, and Diversity				
Criteria for Review	CFR Guidelines	CFR Questions	CSUDH Response to CFRs	Correlation to CORE Issues
1.1 The institution's formally approved statements of purpose and operational practices are appropriate for an institution of higher education and clearly define its essential values and character.	The institution has a published mission statement that clearly describes its purposes. The institution's purposes fall within recognized academic areas and/or disciplines, or are subject to peer review within the framework of generally recognized academic disciplines or areas of practice	1. To what extent are institutional purposes broadly understood by members of the institutional community and communicated clearly and consistently to external constituencies?	CFR 1.1 The Mission Statement : <ul style="list-style-type: none"> was developed by a campus committee provided opportunities for campus discussion received a consensus enveloped many issues of concern to our campus community is published on the CSUDH Website and in the Catalog and appears in numerous campus documents including the: Strategic Plan, View, Students Rights and Responsibilities handbook. CPR excerpts pp. 3, 7, 12, 18, 19, 26: <ul style="list-style-type: none"> CPR p. 3: The Dean of Undergraduate Studies and the Dean of Graduate Studies and Research created the first drafts of global educational outcomes (undergraduate outcomes & graduate outcomes) (CFR 1.7) based on the University Mission, Goals, and Core Values (CFR 1.1). CPR p. 7: As excerpted from the University Mission Statement: "The University is a multi-cultural, multi-ethnic teaching and learning community dedicated to excellence and committed to educating a student population of unprecedented diversity for leadership roles in the global community of the 21st century. California State University, Dominguez Hills realizes the principles of educational opportunity and excellence by providing access to a wide range of educational programs and student-centered services. Building on its core of liberal arts and sciences, the university offers programs, in a variety of educational and technological modes, that enable students to develop intellectually, personally, and professionally" (CFR 1.1). CPR p. 12: The effort lead to the understanding that the purposes of this structure were (a) to align assessment, planning, and resource allocations, and (b) to ensure that decisions in these areas reflect the mission, goals, and learning outcomes of the campus. The first steps in this process of creating a culture of evidence were the refinement of the University Mission Statement (CFR 1.1) 	CI-1, CI-2, CI-3 CI-4

Appendix B – Core Issues Alignment (excerpt)

Core Issues Aligned with Researchable Questions, Expected Outcomes, WASC Standards/Elements, University Goals, Evidence					
CORE Issues One - Academic Quality: Improving and Enhancing Student Outcomes					
Researchable Questions	Expected Outcomes	WASC Standards	WASC Elements	University Goals	WASC CFR Evidence #
1. How do we as a campus community work with students to improve their critical skills for increased educational success?	1. General Education program is strengthened based on data from 3-year assessment process.	1. Defining Institutional Purpose and Ensuring Educational Objectives	1. Institutional Purpose 2. Integrity	Goal 1. Strengthen and assess student learning for academic excellence and social responsibility	1.1, 1.2, 1.4, 2.3, 2.10,
2. How do we as a campus community promote student progress toward degree completion?	2. Increased number of writing intensive (WI) courses in the major and in General Education.	1. Achieving Educational Objectives Through Core Functions	1. Teaching & Learning 2. Scholarship & Creative Activity 3. Support for Student Learning	Goal 2. Construct and implement a sound process of planned enrollment	1.2, 2.2, 2.3, 3.1
3. What is the impact of faculty development activities on faculty attitudes, perceptions, and teaching strategies, and how do such activities relate to student success?	3. Student writing improved as demonstrated by Graduate Writing Assessment Requirement (GWAR) results, faculty ratings of in-class student writing, and embedded assessment.	4. Creating an Organization Committed to Learning and Improvement.	1. Strategic Thinking & Planning 2. Commitment to Learning & Improvement	Goal 1 Objective #2: Ensure that all university programs promote excellence, including the recruitment and retention of outstanding faculty and staff who reflect the diversity of the student body	1.2, 2.2, 2.3, 2.4, 2.7, 2.8, 3.4, 3.5

Appendix C – CFR Core Issues Cross Reference

WASC Standard, Criteria for Review and CSUDH Core Issues Relationship					
WASC Standard 1	Introduction	Core Issue 1	Core Issue 2	Core Issue 3	Core Issue 4
CFR 1.1		X	X	X	X
CFR 1.2			X	X	X
CFR 1.3	X		X	X	
CFR 1.4		X			
CFR 1.5				X	
CFR 1.6		X			X
CFR 1.7		X			
CFR 1.8			X		
CFR 1.9	X	X			
WASC Standard 2					
CFR 2.1			X		
CFR 2.2		X			
CFR 2.2a		X		X	X
CFR 2.2b		X			X
CFR 2.3		X	X		X
CFR 2.4		X	X	X	
CFR 2.5		X		X	
CFR 2.6		X			
CFR 2.7		X	X		
CFR 2.8		X		X	X
CFR 2.9		X			X
CFR 2.10		X			
CFR 2.11		X			
CFR 2.12		X			
CFR 2.13		X			X
CFR 2.14		X			X
WASC Standard 3					
CFR 3.1			X		
CFR 3.2			X		
CFR 3.3		X			
CFR 3.4		X			X
CFR 3.5			X		
CFR 3.6			X		
CFR 3.7		X	X		
CFR 3.8	X	X	X		
CFR 3.9		X	X		
CFR 3.10			X		
CFR 3.11			X		
WASC Standard 4					
CFR 4.1		X	X	X	X
CFR 4.2			X	X	
CFR 4.3		X	X	X	X
CFR 4.4			X		X
CFR 4.5			X	X	
CFR 4.6			X	X	
CFR 4.7		X			X
CFR 4.8		X	X	X	

Appendix D – CPR Evidence List (excerpt)

Name of Document	Page # in CPR	Location of Document
Forward		
CFR Correlation Matrix	iii	http://www.csudh.edu/wasc/Foreword/CFRCorrelationMatrix.pdf
CFR Correlation Matrix Excerpt (Appendix A)	iii	http://www.csudh.edu/wasc/Appendices/A_CFRCorrelationMatrixExcerpt.pdf
Core Issue Alignment Chart	iii	http://www.csudh.edu/wasc/Foreword/CoreIssuesMatrix.pdf
Core Issue Alignment Chart Excerpt (Appendix B)	iii	http://www.csudh.edu/wasc/Appendices/B_CoreIssuesMatrixExcerpt.pdf
CFR Core Issues Cross Reference Chart (Appendix C)	iii	http://www.csudh.edu/wasc/Appendices/C_CFRCoreIssuesCrossRef.pdf
CPR Evidence List	iii	http://www.csudh.edu/wasc/Foreword/CPREvidenceList.pdf
CPR Evidence List Excerpt (Appendix D)	iii	http://www.csudh.edu/wasc/Appendices/D_CPREvidenceListExcerpt.pdf
Acronym List (Appendix E)	iii	http://www.csudh.edu/wasc/Appendices/E_AcronymList.pdf
CPR Development and Review Timeline (Appendix F)	iii	http://www.csudh.edu/wasc/Appendices/F_CPRDevRevwTimeline.pdf
CPR Workplan and Milestones (Appendix G)	iii	http://www.csudh.edu/wasc/Appendices/G_CPRWrkPlnMilestones.pdf
Responses to Previous Recommendations (Appendix H)	iii	http://www.csudh.edu/wasc/Appendices/H_RespPrevRec.pdf
Institutional Stipulations (Appendix I)	iii	http://www.csudh.edu/wasc/Appendices/I_InstitutionalStip.pdf
Required Data Elements (Appendix J)	iii	http://www.csudh.edu/wasc/Appendices/J_RequiredDataElements.pdf
Introduction		
Institutional Proposal	1	http://www.csudh.edu/wasc/Documents/PDF/InstitutionalProposal.pdf
Academic Quality	1	http://www.csudh.edu/wasc/CoreIssues/AcademicQuality/Default.htm
Campus Change	1	http://www.csudh.edu/wasc/CoreIssues/CampusChange/Default.htm
Diversity	1	http://www.csudh.edu/wasc/CoreIssues/Diversity/Default.htm
Civic Engagement	1	http://www.csudh.edu/wasc/CoreIssues/CivicEngagement/Default.htm
Steering Committee	1	http://www.csudh.edu/wasc/Committees/Steering/Default.htm
Town Hall meeting of the 2005-2006	1	http://www.csudh.edu/wasc/Events/TownHalls/ppt/CPRReviewTownHall.ppt
CSUDH WASC	1	http://www.csudh.edu/wasc/
Core Issue One: Academic Quality		
Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities	2	http://www.academicssenate.cc.ca.us/Publications/Papers/AcademicLiteracy/PubInfo.htm

Appendix E – Acronym List

Acronym	Full Name
AAC	Academic Affairs Council
AAHE	American Association of Higher Education
AMP	Academic Master Plan
APEP	Academic Program Evolution Project
ARDS	Academic Resource Development Study
ASI	Associated Students Incorporated
BEAMS	Building Engagement and Attainment of Minority Students
CAMS	California Academy of Mathematics and Science
CBAPP	College of Business Administration and Public Policy
CC	Cerritos College
CECSC	Civic Engagement Sub-Committee
CFA	California Faculty Association
CLASS	Center for Learning and Academic Support Services
CSET	California Subject Examination for Teachers
CSU	California State University
CSUDH	California State University Dominguez Hills
CSUDH-SLFH	California State University Dominguez Hills- Service Learning for Family Health
CSU-SLFH	CSU Service Learning for Family Health
CTL	Center for Teaching and Learning
CUMU	Coalition of Urban and Metropolitan Universities
ECLP	Enhancing Critical Literacy Project
ELM	Entry Level Mathematics Exam
EMPC	Enrollment Management Policy Council
EOP	Educational Opportunity Program
EPT	English Placement Test
ETP	Employment Training Program
FSSE	Faculty Survey of Student Engagement
FYE	First-Year-Experience
GE	General Education
GEAR-UP	Gaining Early Awareness Readiness University Program
HHS	College of Health and Human Services
ICT	Information and Communication Technology
IRAP	Institutional Research, Assessment, and Planning
LACO	Los Angeles County Office
LGBTFSA	Lesbian, Gay, Bisexual, Transgender Faculty and Staff Association
LSBA	Latino Student Business Association
MARC	Minority Access to Research Careers
MCC	Multicultural Center
NBS	College of Natural and Behavioral Sciences
NDRT	Nelson Denney Reading Test
NIGMS	National Institute of General Medical Sciences

Appendix E – Acronym List

Acronym	Full Name
NIH	National Institutes of Health
NSSE	National Survey of Student Engagement
PEAT	Program Effectiveness Assessment Tool
PEC	Program Effectiveness Committee
PER	Program Effectiveness Report
PRP	Program Review Panel
QED	Quality Educator Development
REI	Research and Education Institute
RISE	Research Initiative for Scientific Enhancement
ROP	Regional Occupational Program
RSCAAP	Research, Scholarship, and Creative Activity Awards Program
SPARK	Students Preparing for Academic Rigor and Knowledge
SPOC	Strategic Planning Oversight Committee
SSR	Student Success Report
SSS	Student Support Services
TORO	Teach One Reach One
U*STAR	Undergraduate Student Training in Academic Research
UBC	University Budget Committee
UCC	University Curriculum Committee
UESC	Urban Education Service Corps
UPC	University Planning Council
UPEC	University Program Effectiveness Committee
USLOAC	University Student Learning Outcomes Assessment Committee
WAM	Web Access Management Committee
WI	Writing Intensive Courses
YMCA	Young Men Christian Association

Appendix F – CPR Development Review Timeline

Dates	Activity/Item	Committee/Personnel	Outcomes
8/1/2004	Development of WASC Sub-Committees		
8/2004 to 5/31/2006	Academic Quality Core Issue #1	Sub-Committee Chair Mellblom	Address & respond to Researchable Question and Expected Outcomes for CPR
8/2004 to 5/31/2006	Campus Change Core Issue #2	Sub-Committee Chair Dote-Kwan	Address & respond to Researchable Question and Expected Outcomes for CPR
8/2004 to 5/31/2006	Diversity Core Issue #3	Sub-Committee Chairs Parham/Lal	Address & respond to Researchable Question and Expected Outcomes for CPR
8/2004 to 5/31/2006	Civic Engagement Core Issue #4	Sub-Committee Chair Levine/Lal	Address & respond to Researchable Question and Expected Outcomes for CPR
8/2004 to 5/31/2006	Data-Portfolio Data Elements	Sub-Committee Chair Cruz	Prepare Data Element Portfolio; CSUDH WASC Website
12/5/2006	Begin Writing CPR	Mellblom/Lal	Core Issues 1 & 2-Mellblom; Core Issues 3 & 4-Lal
2/1/2006	First draft CPR Core Issues #1 & #2	Mellblom	Submitted to Dote-Kwan/Mori for edits
2/1/2006	First draft CPR Core Issues #3 & #4	Lal	Submitted to Dote-Kwan/Mori for edits
3/2/2006	Draft CPR - Core Issues #1 thru #4	Dote-Kwan/Mori	Edits completed and sent to Mellblom/Lal
3/10/2006	Second draft Core Issues #1 thru #4	Mellblom/Lal	Edits incorporated and sent to Dote-Kwan/Mori
3/16/2006	Edited second draft Core Issues #1 thru #4	Dote-Kwan/Mori	Edits incorporated into third draft
3/21/2006	CRP Campus Roll-out & Feedback Timeline	Dote-Kwan/Mellblom/Lal	Roll-out Timeline established
3/22/2006	Third Draft Core Issues	Mellblom/Lal	Third draft Core Issues sent to Sub-Committees
3/28/2006	Introduction and draft CPR	Mellblom	Added Introduction and combined Core Issues into first complete CPR draft--sent to Dote-Kwan/Mori for edits
4/2/2006	First Draft Full CPR	Dote-Kwan/Mori	First Draft Full CPR edits completed and sent to Mellblom/Lal

Appendix F – CPR Development Review Timeline

Dates	Activity/Item	Committee/Personnel	Outcomes
4/7/2006	Second Draft Full CPR	Dote-Kwan/Mellblom	Second Draft Full CPR sent to: WASC Steering Committee, UPC, AAC+, President's Operation Group, Required Data Element personnel, Executive Senate for early review prior to their scheduled meetings
4/17/2006	Second Draft Full CPR	Dote-Kwan/Mellblom & President's Operation Group	Second Draft Full CPR reviewed and suggestions made
4/17/2006	Second Draft Full CPR	Dote-Kwan/Mellblom/Lal & AAC+	Second Draft Full CPR reviewed and suggestions made
4/19/2006	Second Draft Full CPR	Dote-Kwan/Mellblom/ Senate Executive Committee	Second Draft Full CPR reviewed and suggestions made
4/19/2006	Edited second draft Core Issue #1 & #2	Lal/Mellblom & Academic Quality/Steering Committees	Second Draft Full CPR reviewed and suggestions made
4/19/2006	Edited second draft Core Issue #3	Lal/Mellblom & Civic Engagement Committee	Second Draft Full CPR reviewed and suggestions made
4/20/2006	Edited second draft Core Issue #4	Lal & Diversity Committee	Second Draft Full CPR reviewed and suggestions made
4/21/2006	Second Draft Full CPR	Dote-Kwan/Mellblom/Lal & UPC	Second Draft Full CPR reviewed and suggestions made
4/24/2006	Second Draft Full CPR		Tentative deadline for members of WASC Steering Committee, UPC, AAC+, President's Operation Group, Required Data Element personnel, Executive Senate to send written feedback to Mellblom
4/25/2006	Review edits from various bodies	Dote-Kwan/ Mellblom/Lal	Review suggestions for incorporation
4/26/2006	Second Draft Full CPR	Dote-Kwan/Mellblom & Academic Senate	Second Draft Full CPR reviewed and suggestions made
4/26/2006	Second Draft Full CPR	Mellblom/Lal & Student Affairs Managers	Second Draft Full CPR reviewed and suggestions made
4/27/2006	Second Draft Full CPR	Dote-Kwan/ Mellblom/Lal & Administration and Finance Managers	Second Draft Full CPR reviewed and suggestions made
4/28/2006	Second Draft Full CPR	Dote-Kwan/ Mellblom/Lal	Reviewed suggestions and incorporate accepted suggestions

Appendix F – CPR Development Review Timeline

Dates	Activity/Item	Committee/Personnel	Outcomes
5/2/2006	Third Draft Full CPR presented at CPR Town Hall	Dote-Kwan/ Mellblom/Lal	Third Draft Full CPR presented at Town Hall Meeting & posted on web - solicit feedback from attendees
5/18/2006 & 5/19/2006	Graduation	Dote-Kwan/ Mellblom/Lal	WASC Insight Newsletter including the Executive Summary disseminated to faculty.
8/21/2006	Fall Convocation	Dote-Kwan/ Mellblom/Lal	WASC Presentation

WORKPLAN AND MILESTONES

Updated 6/21/06

Fall 2002

- WASC Self Study Steering Committee Co-chairs appointed
- Steering Committee developed
- Steering Committee meets monthly to identify issues of importance to the learning community
- Action plan developed related to Student Success Interim visit summary
- Core Issues for self study identified

Spring 2003

- Co-chairs and Accreditation Liaison Officer (ALO) attend WASC AAHE Assessment training Workshop
- Steering Committee meets monthly
- Questions related to core issues developed
- Website updated
- WASC Annual Meeting
- Research questions discussion continues
- Proposal outline shared

Summer 2003

- Co-chairs and ALO work on proposal

Fall 2003

- Steering Committee continues to meet monthly
- Monthly Town Hall meetings to discuss and refine core issues begin
- Institutional Proposal (IP) outline refined
- First Draft of IP
- Updates of Draft IP shared

Spring 2004

- Staff Town Hall meeting to discuss and refine core issues
- Co-chairs, ALO, Vice Provost, and President attend WASC IP workshop, learn of guideline changes
- Co-chairs present core issues at school meetings
- Steering Committee continues to meet monthly
- Monthly Town Hall meetings to discuss and refine core issues resume
- Website reconstruction under way
- Sources for funding research project established
- Student Town Hall meeting to discuss and refine core issues
- Draft of IP refined
- Call for proposals to conduct core issues related research projects
- IP Draft completed
- Principal Investigators notified of their selected research projects
- IP presented in Town Hall meetings
- IP submitted to WASC

Appendix G – WASC Workplan and Milestones

Summer 2004

- Review workplans for studies (RSCAAP funded projects)
- Action plan for self-study finalized
- [Conference call to explain the Institutional Proposal](#)
- [Data Portfolio Sub-Committee formed and met regularly](#)
- [Research initiated on funded research projects](#)

Fall 2004

- [New ALO appointed](#)
- [One Co-chair reassigned](#)
- Steering Committee reconfigured to include individuals responsible for monitoring core issues
- Steering Committee continues to meet monthly
- [Core Issue Sub-Committees formed and met monthly](#)
- Work continues on studies related to the core issues
- Progress reports due each semester on studies selected related to each core issue
- Data Portfolio Sub-Committee continues work of website
- First Annual Poster Session held in October
- Rough outline of Capacity and Preparatory Review (CPR)
- Initiate discussion with WASC about CPR team visit

Spring 2005

- Web links created to studies being conducted and other evidence related to CPR
- [Core Issue Sub-Committees continue to meet and work of core issue](#)
- Data Portfolio Sub-Committee continues work of website
- WASC contacted to develop team for CPR
- Town Hall meetings sponsored to share studies being conducted [and to showcase topics related to the core issues](#)
- [Call for proposals for research projects related to the Diversity and the Civic Engagement core issues](#)
- [Research projects selected](#)
- Principal Investigators notified of their selected research projects

Summer 2005

- Data Portfolio Sub-Committee continues work of website CPR report outline refined
- Semester progress reports of studies related to core issues reviewed
- [Research initiated on funded research projects](#)

Fall 2005

- New WASC Co-chair appointed
- [Core Issue Sub-Committees continue to meet and work on core issues](#)
- Data Portfolio Sub-Committee continues work of website
- Town Hall meetings held to showcase the studies being conducted and information learned
- [Second Annual Poster Session October 11, 2005](#)
- Preparatory Review visit date confirmed
- Poster sessions held to show case on going research related to core issues

Appendix G – WASC Workplan and Milestones

Spring 2006

- Core Issue Sub-Committees continue to meet and work on core issues
- Data Portfolio Sub-Committee continues work of website
- Town Hall Meetings continue
- Steering Committee meetings continue
- CPR report completed
- CPR drafts shared with campus constituencies
- CPR edited draft shared with campus community at Town Hall
- Educational Effectiveness Report outline developed

Summer 2006

- Data Portfolio Sub-Committee continues work of website
- Final revisions to CPR document
- CPR submitted to WASC
- Conference call regarding October 2006 visit

Fall 2006

- CPR Visit scheduled for October 9 through 11
- Steering Committee reconfigured as needed
- Educational Effectiveness Report outline refined
- Data Portfolio Sub-Committee updates website
- Work with WASC to identify team members for Educational Effectiveness visit
- Third Annual Poster Session October 10, 2006

Spring 2007

- Town Hall meetings to share CPR findings
- Draft of Educational Effectiveness Report prepared
- Town Hall meetings to share Educational Effectiveness draft report
- Date of Educational Effectiveness visit finalized
- Attended and presented at Annual WASC meeting
- Website finalized
- Final reports of studies due May 15, 2007

Fall 2007

- Preparation of the Educational Effectiveness Report continues
- Studies related to core issues are completed
- Recommendations generated and disseminated via Town Halls
- Spring Educational Effectiveness visit date confirmed
- WASC visiting team reconfigured as needed
- Town Halls to keep campus community apprised of the self study work
- Educational Effectiveness Report submitted
- Prepare for Educational Effectiveness visit

Spring 2008

- Educational Effectiveness visit

Appendix H – Response to Previous Recommendations

California State University, Dominguez Hills
Response to Previous Recommendations
May 2004 Updated June 2006

Recommendations 1-14 are from the *CSUDH Student Success Thematic Report (2001)*

<u>Recommendation 1</u>	Directed To	Progress to Date As of 05/04
That the University establish Student Success as a high priority goal with appropriate measurable objectives, effective with the 2001-02 planning cycle and applicable to subsequent funding cycles	President, Provost and Vice President for Academic Affairs (Provost), Vice President of University Advancement (VPUA), vice President for Student Affairs (VPSA), Vice President for Administration and Finance (VPAF), University Budget Committee (UBC)	The University cites student learning/student success as its #1 goal in the Strategic Plan Action Plans. The Assessment, Planning and Resource Allocation Process, now in its 4 th cycle integrates program effectiveness measures, including Student Learning Outcomes Assessment (SLOA), into the funding process. <i>Now in the 6th cycle of the Assessment, Planning and Resource Allocation Process, all programs and departments have measurable student learning outcomes. Data from these assessments is used to inform requests for program revisions and/or funding.</i> Strategic Plan Action Plans: Goal 1, Objective 1
<u>Recommendation 2</u>	Directed To	Progress to Date As of 05/04
That the university formalize a set of student success indicators for assessment and reporting purposes	Provost, VPUA, VPSA, VPAF, Strategic Planning Oversight Committee (SPOC)	Implemented in 2001-02 under guidance of the University Planning Council and Academic Senate "Essential Elements of Learning Outcomes Assessment" developed in March 2004 to be used in the 2003-04 SLOA reporting cycle <i>2006, continued use with minor revisions</i> Strategic Plan Action Plans" Goal 1. Objective 1. Actions Tasks 1,2,3
<u>Recommendation 3</u>	Directed To	Progress to Date As of 05/04
That the University conduct an environmental scan of its service area at least every two years.	Provost, University Planning Council (UPC), Center for Urban Research and Learning	Implemented in 2001-02; 2004 Environmental Scan being conducted by the Center for Urban Research and Learning <i>An update of this scan was funded in 2005-2006. A survey of regional employers was conducted in fall 2005 to gain insight into community perceptions of our graduates</i> Strategic Plan Action Plans: Goal 4. Objective 3
<u>Recommendation 4</u>	Directed To	Progress to Date As of 05/04
That the University develop and maintain a system for collection, analysis, and reporting of data on educational and professional goals of current and future students.	Provost, Academic Resource Development Study (ARDS), Committee, Vice Provost for Academic Affairs, academic Senate Chair. SPOC	ARDS will complete a program viability study and provide data on student population projection by August 2004 <i>Actual completion in spring 2006</i> Academic Master Plan Coordinating Council established February 2004 to create the Academic Master Plan <i>Plan completed and adopted January 2006</i> Strategic Plan Action Plans: Goal 2. Objective 1

Appendix H – Response to Previous Recommendations

<u>Recommendation 5</u>	Directed To	Progress to Date As of 05/04
That the University reaffirm its commitment to full implementation of departmental and program assessment plans by academic year 2002-3	Provost, Instructional Deans, Academic Departments, SPOC	The University continues student learning outcomes assessment plan initiated in 2001-02 Provost's call for 2003-04 program assessment materials using "Essential Elements of Learning Outcomes Assessment" <i>As of spring 2006 all programs have assessment plans</i> Strategic Plan Action Plans Goal 1.Objective 1; Goal 2. Objective 1
<u>Recommendation 6</u>	Directed To	Progress to Date As of 05/04
That the University explore and encourage the consideration of capstone courses, senior seminars, and integrative projects as vehicles for program assessment in a manner that is consistent with program goals and objectives	Provost, instructional Deans, Instructional Departments and Programs, SPOC	Continuation of program assessment using SLOA principles <i>Continuing Program Effectiveness Assessment Tool (PEAT) utilized to inform this process</i> Strategic Plan Action Plans: Goal 1. Objective 1; Goal 2. Objective 1
<u>Recommendation 7</u>	Directed To	Progress to Date As of 05/04
That the University regularly collect and include in its data portfolio information about the performance of graduates on standardized graduate school entrance examinations and professional licensure and certification examinations.	Associate Provost for Academic programs, Office of institutional Research, Instructional Deans, Academic Departments	Alumni survey has been developed and will be piloted in Dec. 2004 by office of Institutional Research; on-going data collection by Academic Departments and Instructional Deans <i>An analysis of the Alumni Survey is available on the Office of Institutional Research, Assessment and Planning's website.</i> <i>The Dean of Graduate Studies and Research compiles a record of these achievements</i> Strategic plan Action plans: Goal 1 objective 4. Action Task 1
<u>Recommendation 8</u>	Directed To	Progress to Date As of 05/04
That the University approve and implement the plan of action for academic assessment that was completed during 2000-01 by a task force jointly appointed by the Vice president for Academic Affairs and the Academic Senate Executive Committee	Provost, Academic Senate Executive Committee, Instructional Deans, Academic Departments	Approved Fall 2001; implemented Spring 2002 Annual calls, including current provost's call for 2003-4 program assessment materials using "Essential Elements of Learning Outcomes Assessment," for description of results of student assessment activities <i>Annual calls continue, University Student Learning Outcomes Assessment Committee is a permanent work group</i> Strategic plan Action Plans" Goal 1. Objective 1. Action Task 1
<u>Recommendation 9</u>	Directed To	Progress to Date As of 05/04
That the University conduct a thorough review of the purpose and structure of al degree programs as recommended in the plan of action for academic assessment.	Provost, Academic Senate, Associate Provost for Academic programs, Instructional Deans, Academic Departments	Development of ARDS (Academic Resources Development Study); development of an instrument to assess academic program effectiveness is in progress; instrument will be piloted June 04 <i>PEAT developed implementation began spring 2006</i>

Appendix H – Response to Previous Recommendations

		Strategic Plan Action Plans: Goal 2. Objective 1
<u>Recommendation 10</u>	Directed To	Progress to Date As of 05/04
That the University conduct the spiraled reading assessment of English composition skills not less than every three years and utilize the results to improve instructional and curricular practices.	Provost, English Department Chair, Graduation Writing Assessment Requirement Coordinator, Institutional Research Director	To be conducted in 2004-05 with assistance of ECLP (Title V grant). Embedded writing assessments conducted regularly with ECLP support prompted the requirement of two writing intensive courses in the major Strategic Plan Action Plans: Goal 1. Objectives 3, 4
<u>Recommendation 11</u>	Directed To	Progress to Date As of 05/04
That the University investigate the expansion of spiraled reading methodology to assessment of skill levels in reading, mathematics, and critical thinking.	Provost, Instructional Deans, Institutional Research Director, Chairs in appropriate Academic Departments	Pilot spiraled reading of intensive writing courses held in March 2004 under auspices of ECLP (Title V). This pilot measured reading, critical thinking, and writing skills. A more extensive spiraled reading study will be conducted in intensive reading courses in 2004-05. Nelson Denny Test of Reading re-administered fall 2005 to assess effectiveness of embedded basic skills instruction Critical thinking has not yet been directly evaluated Strategic Plan Action Plans: Goal 1. Objectives 3, 4
<u>Recommendation 12</u>	Directed To	Progress to Date As of 05/04
That the University expand its efforts to support new freshmen by creating a First Year experience Program that includes co-curricular as well as curricular elements.	Provost, VPSA, College of Liberal Studies, University Advisement Center, Library	Toro (Freshman) Experience Program (TEP) has been expanded in 2003-04 with freshman orientation course and 8 linked courses. Data from all new student programs will be collected and analyzed; Library/Information Competency Grant Initiative implementation Fall 2004. Gateways Title V project partially supports FYE, 10 sections offered fall 2005 all linked to GE or developmental mathematics courses Strategic Plan Action Plans: Goal 1. Objectives 1, 5 Goal 2. Objective 1
<u>Recommendation 13</u>	Directed To	Progress to Date As of 05/04
That the University periodically administer surveys to ensure that all students enrolled, including those in evening and weekend courses are receiving the services and programs needed to meet their educational goals.	Provost, VPSA, VPAF	Survey of evening and weekend students initially conducted in spring 2000 with services and programs modified in response to survey findings; survey will be conducted in 2004-05. Exit survey of graduate students conducted since 1998. Exit survey re-administered in fall 2006 Undergraduate and graduate alumni survey implemented in 2003-04 to be administered on a three-year cycle. To be re-administered spring 2007 Results of National Survey of Student Engagement (NSSE) provide information on engagement of all students, including those in

Appendix H – Response to Previous Recommendations

		weekend and evening classes. Use of NSSE continues, spring using FESS
<u>Recommendation 14</u>	Directed To	Progress to Date As of 05/04
That the University annually publish and disseminate information on the extent to which it is meeting its student success goals.	President, VPUA, SPOC	<i>Inside Dominguez</i> and <i>The View</i> provide a venue for disseminating information to alumni and the University community. <i>Continued publication of Inside Dominguez</i> Program Effectiveness Reports and annual Student Learning Outcomes Reports disseminate information for use by campus. <i>Assessment results available from departments</i> <i>Production of The View</i> is sporadic
<u>Recommendation 15</u>	Directed To	Progress to Date As of 05/04
"There was also a concern about communication in the funding cycle, in particular in regard to the denial of requests for funding. If faith in the model is to be maintained, it is imperative that the reasons for any such denials be fully and immediately explained to the requestor."	President, Provost, VPSA, VPUA, VPAF, Instructional Deans, University Budget Committee	Assessment, Planning and Resource Allocation Process implemented in 2000-01 provides for constituency input into formulation of funding requests that are advanced to the unit, divisional, or university level; units and divisions list funding requests in priority order established by the unit head; funding requests and program effectiveness reports are made available in print and on website; more needs to be done to ensure that reasons for low priority or denials of requests are communicated uniformly and widely from all levels in the funding cycle process. <i>UBC process is conducted uniformly</i> Strategic Plan Action Plans: Goal 1.
<u>Recommendation 16</u>	Directed To	Progress to Date As of 05/04
"Assessment of student learning outcomes in general education and Liberal Studies be related to departmental program assessment both conceptually—in terms of shared learning goals—and structurally, via reporting or communication links with the General Education Committee and newly established CAS-School of Education Liberal Studies Committee."	Instructional Deans, Academic departments offering courses used by general education and liberal studies programs	Both the General Education and Liberal Studies programs have developed program assessment plans based on student learning outcomes and are in the process of implementing and analyzing data from them. <i>General Education review is underway revisions to areas A-E completed F & G scheduled completion AY 2006-2007</i> <i>Full review of GE program AY 2007-2008</i> Strategic Plan Action Plans: Goal 1. Objective 1
<u>Recommendation 17</u>	Directed To	Progress to Date As of 05/04
"The team suggests that part-time faculty be surveyed in order to solicit their views on the new planning, assessment, and allocation model (perhaps to make them aware of it, in some instances), and to determine whether they have concerns or requests that would feed into the model."	Provost, ARDS Committee, Deans	Faculty Resources Survey distributed to all tenure-track and temporary faculty in April 2004 by the ARDS work group <i>Completed fall 2005</i> Instructional deans have communicated with part-time faculty regarding current budget cuts but acknowledge need for greater effort to communicate with part-time faculty regarding budget process <i>Communication with part-time faculty continues to be a challenge, attempts to enhance communication continues, some college's have developed quarterly newsletters</i>

Appendix H – Response to Previous Recommendations

		Strategic Plan Action Plans: Goal 1.Objective 3
<u>Recommendation 18</u>	Directed To	Progress to Date As of 05/04
"There are still some problems relating to the composition of the student body which cannot help but affect planning for institutional effectiveness/student success..."pg 11 "The team believes that the University will need to continue to address the issue of the composition of the student body as it affects resources for student success."	Provost, Vice provost for Academic Affairs, VPSA	Enrollment Management Policy Council (EMPC) will produce a preliminary Enrollment management Plan by June 2004 Plan completed January 2005 Target goal of 1000 (43% increase) First-Time Freshmen for Fall 2004 Target not met freshman FTES 780, fall 2005 Strategic Plan Action Plans: Goal 2. objective 4, 5



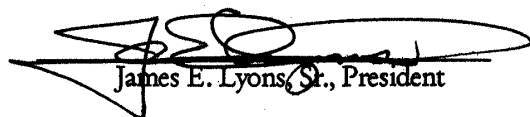
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INSTITUTIONAL STIPULATION STATEMENT

WASC SELF STUDY

- California State University, Dominguez Hills is using the review process to demonstrate our fulfillment of the two Core Commitments (Institutional Capacity and Educational Effectiveness); we will engage in the process with seriousness, and we will present data that are both accurate and representative of the institution.
- California State University, Dominguez Hills has published and publicly available policies in force as stipulated in Appendix I of the *Handbook of Accreditation*. These policies are currently available for review and will remain so throughout the period of Accreditation.
- California State University, Dominguez Hills will abide by procedures adopted by the Commission to meet United States Department of Education (USDE) procedural requirements as stipulated in Section VI of the *Handbook of Accreditation*.
- California State University, Dominguez Hills will submit all required data, and any data specifically requested by the commission during the period of Accreditation.
- California State University, Dominguez Hills has reviewed our off-campus programs and degree requirements offered by distance learning to ensure that they have been approved by the WASC substantive change process.


James E. Lyons, Sr., President

6/16/06
Date

Appendix J – Required Data Elements

Table 1.1
Admissions Activities by Levels (for Completed Applications)

Fall 2001 to Fall 2005

		Total Fall					% Yield					
		2001	2002	2003	2004	2005	2001	2002	2003	2004	2005	
First-Time freshmen	Applications	1,357	1,701	1,928	2,313	2,296	56.4%	49.3%	47.7%	42.4%	45.6%	<i>Apps to Adm</i>
	Admissions	766	838	920	981	1,048	44.1%	39.4%	35.9%	31.7%	34.0%	<i>Apps to Enr</i>
	Enrollment	598	671	693	733	780	78.1%	80.1%	75.3%	74.7%	74.4%	<i>Adms to Enr</i>
Lower Division Transfer	Applications	577	524	567	540	396	76.8%	69.5%	64.9%	55.2%	64.9%	<i>Apps to Adm</i>
	Admissions	443	364	368	298	257	53.7%	53.4%	45.5%	40.6%	58.1%	<i>Apps to Enr</i>
	Enrollment	310	280	258	219	230	70.0%	76.9%	70.1%	73.5%	89.5%	<i>Adms to Enr</i>
Upper Division Transfer	Applications	1,512	1,637	1,784	1,932	1,894	88.0%	84.8%	80.8%	82.2%	91.6%	<i>Apps to Adm</i>
	Admissions	1,331	1,388	1,442	1,589	1,734	62.2%	59.3%	55.7%	56.6%	60.4%	<i>Apps to Enr</i>
	Enrollment	941	971	994	1,094	1,144	70.7%	70.0%	68.9%	68.8%	66.0%	<i>Adms to Enr</i>
Returning/Returning Transfer	Applications	321	259	223	207	251	89.4%	82.6%	82.5%	83.1%	91.2%	<i>Apps to Adm</i>
	Admissions	287	214	184	172	229	59.2%	54.8%	55.6%	53.1%	58.6%	<i>Apps to Enr</i>
	Enrollment	190	142	124	110	147	66.2%	66.4%	67.4%	64.0%	64.2%	<i>Adms to Enr</i>
Post-Baccalaureate: Graduate Student	Applications	1,369	1,469	1,586	1,288	1,332	89.3%	82.2%	78.2%	75.2%	81.2%	<i>Apps to Adm</i>
	Admissions	1,223	1,208	1,240	969	1,081	50.7%	47.5%	46.3%	41.8%	45.9%	<i>Apps to Enr</i>
	Enrollment	694	698	735	538	612	56.7%	57.8%	59.3%	55.5%	56.6%	<i>Adms to Enr</i>
Post-Baccalaureate: Credential Only	Applications	854	925	669	457	367	84.5%	77.5%	75.2%	65.9%	81.2%	<i>Apps to Adm</i>
	Admissions	722	717	503	301	298	67.6%	65.4%	60.2%	52.1%	65.4%	<i>Apps to Enr</i>
	Enrollment	577	605	403	238	240	79.9%	84.4%	80.1%	79.1%	80.5%	<i>Adms to Enr</i>

Appendix J – Required Data Elements

Table 1.1 (continued)
Admissions Activities by Levels (for Completed Applications)

		Total Fall					% Yield					
		2001	2002	2003	2004	2005	2001	2002	2003	2004	2005	
Post-Baccalaureate: Second Baccalaureate	Applications	124	130	169	87	86	98.4%	86.9%	81.1%	77.0%	76.7%	<i>Apps to Adm</i>
	Admissions	122	113	137	67	66	71.0%	44.6%	43.8%	49.4%	61.6%	<i>Apps to Enr</i>
	Enrollment	88	58	74	43	53	72.1%	51.3%	54.0%	64.2%	80.3%	<i>Adms to Enr</i>
Post-Baccalaureate: Others*	Applications	136	74	79	28	43	81.6%	73.0%	57.0%	96.4%	95.3%	<i>Apps to Adm</i>
	Admissions	111	54	45	27	41	41.9%	37.8%	25.3%	60.7%	60.5%	<i>Apps to Enr</i>
	Enrollment	57	28	20	17	26	51.4%	51.9%	44.4%	63.0%	63.4%	<i>Adms to Enr</i>
Transitory UG and Post-Bacc	Applications	356	408	445	414	520	100.0%	100.0%	100.0%	100.0%	100.0%	<i>Apps to Adm</i>
	Admissions	356	408	445	414	520	74.2%	81.1%	65.4%	79.2%	78.7%	<i>Apps to Enr</i>
	Enrollment	264	331	291	328	409	74.2%	81.1%	65.4%	79.2%	78.7%	<i>Adms to Enr</i>
Totals	Applications	6,606	7,127	7,450	7,266	7,185	81.2%	74.4%	70.9%	66.3%	73.4%	<i>Apps to Adm</i>
	Admissions	5,361	5,304	5,284	4,818	5,274	56.3%	53.1%	48.2%	45.7%	50.7%	<i>Apps to Enr</i>
	Enrollment	3,719	3,784	3,592	3,320	3,641	69.4%	71.3%	68.0%	68.9%	69.0%	<i>Adms to Enr</i>

*These are unclassified post-baccalaureates and those only enrolled in a certificate program.

Appendix J – Required Data Elements

Table 1.2
Preparation/Selectivity Levels of Entering Students

First-Time Freshmen	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
SAT scores	n=481		n=570		n=513		n=533		n=598	
	Median	Range	Median	Range	Median	Range	Median	Range	Median	Range
Verbal	400	540	410	450	410	520	410	540	410	550
Mathematics	400	480	410	500	410	490	420	490	410	480
ACT Scores	n=155		n=170		n=170		n=187		n=186	
	15	16	16	21	16	17	16	18	16	16
Composite	15	16	16	21	16	17	16	18	16	16
Mathematics	16	18	16	18	16	16	17	25	16	21
English	15	19	15	24	15	23	15	20	15	20
Science	16	17	16	20	17	17	17	17	17	18
High School GPA	n=578		n=665		n=693		n=731		n=783	
	3.04	2.60	3.00	2.58	3.03	4.40	3.00	4.38	2.96	3.05
Percent Requiring Remediation in:	%		%		%		%		%	
	83		83		84		89		85	
English	83		83		84		89		85	
Mathematics	87		81		80		88		82	
Both English and Mathematics	77		71		71		77		74	
Either English or Mathematics	93		92		93		97		93	

Appendix J – Required Data Elements

Table 1.2 - continued
Preparation/Selectivity Levels of Entering Students

Entering Graduate Students	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
Graduate Record Exam	n=7		n=1		n=3					
	median	range	median	range	median	range	median	range	median	range
Verbal	390	250	310	0	350	130	.	.	.	.
Quantitative	450	260	360	0	440	120	.	.	.	.
Analytical	380	280	470	0	590	240	.	.	.	.
GMAT	n=6		n=1		n=7		n=6			
	415	300	470	0	510	290	460	80	.	.
Total (converted)	23	20	33	0	16	30	24	12	.	.
Verbal (converted)	32	34	29	0	36	22	34	18	.	.
Quantitative (converted)	38	30	40	0	40	25	40	15	.	.
Writing (converted)	n=13		n=26		n=22		n=10		n=14	
TOEFL (Test of English as a Foreign Language)	240	427	230	407	245	404	250	417	230	353
MAT (Miller Analogies Test)							n=2			
	.	.	.	.	.	.	56	6	.	.

Appendix J – Required Data Elements

Table 1.3
Admissions by Gender (for Completed Applications)

Males

		Total Fall					% Yield					
		2001	2002	2003	2004	2005	2001	2002	2003	2004	2005	
First-Time freshmen	Applications	431	516	605	789	812	56.8%	45.7%	45.0%	41.6%	44.2%	<i>Apps to Adm</i>
	Admissions	245	236	272	328	359	42.7%	34.1%	33.6%	30.0%	32.6%	<i>Apps to Enr</i>
	Enrollment	184	176	203	237	265	75.1%	74.6%	74.6%	72.3%	73.8%	<i>Adms to Enr</i>
Lower Division Transfer	Applications	216	201	184	175	133	74.1%	70.1%	62.0%	56.6%	67.7%	<i>Apps to Adm</i>
	Admissions	160	141	114	99	90	43.1%	47.8%	46.2%	42.9%	60.2%	<i>Apps to Enr</i>
	Enrollment	93	96	85	75	80	58.1%	68.1%	74.6%	75.8%	88.9%	<i>Adms to Enr</i>
Upper Division Transfer	Applications	484	512	565	695	624	86.0%	85.0%	78.8%	80.1%	90.5%	<i>Apps to Adm</i>
	Admissions	416	435	445	557	565	59.1%	59.2%	54.7%	52.7%	57.9%	<i>Apps to Enr</i>
	Enrollment	286	303	309	366	361	68.8%	69.7%	69.4%	65.7%	63.9%	<i>Adms to Enr</i>
Returning/Returning Transfer	Applications	85	90	71	58	74	87.1%	80.0%	80.3%	84.5%	91.9%	<i>Apps to Adm</i>
	Admissions	74	72	57	49	68	57.6%	46.7%	54.9%	53.4%	63.5%	<i>Apps to Enr</i>
	Enrollment	49	42	39	31	47	66.2%	58.3%	68.4%	63.3%	69.1%	<i>Adms to Enr</i>
Post-Baccalaureate/ Graduate	Applications	786	828	881	614	586	87.3%	79.5%	75.6%	73.3%	80.9%	<i>Apps to Adm</i>
	Admissions	686	658	666	450	474	51.5%	47.0%	43.5%	38.3%	42.3%	<i>Apps to Enr</i>
	Enrollment	405	389	383	235	248	59.0%	59.1%	57.5%	52.2%	52.3%	<i>Adms to Enr</i>
Transitory UG and Post-Bacc	Applications	142	170	205	172	234	100.0%	100.0%	100.0%	100.0%	100.0%	<i>Apps to Adm</i>
	Admissions	142	170	205	172	234	78.2%	79.4%	67.8%	76.7%	71.8%	<i>Apps to Enr</i>
	Enrollment	111	135	139	132	168	78.2%	79.4%	67.8%	76.7%	71.8%	<i>Adms to Enr</i>
Totals	Applications	2,144	2,317	2,511	2,503	2,463	80.4%	73.9%	70.1%	66.1%	72.7%	<i>Apps to Adm</i>
	Admissions	1,723	1,712	1,759	1,655	1,790	52.6%	49.2%	46.1%	43.0%	47.5%	<i>Apps to Enr</i>
	Enrollment	1,128	1,141	1,158	1,076	1,169	65.5%	66.6%	65.8%	65.0%	65.3%	<i>Adms to Enr</i>

Appendix J – Required Data Elements

Females

		Total Fall					% Yield					
		2001	2002	2003	2004	2005	2001	2002	2003	2004	2005	
First-Time freshmen	Applications	884	1,174	1,319	1,520	1,481	57.4%	51.1%	49.1%	43.0%	46.5%	<i>Apps to Adm</i>
	Admissions	507	600	648	653	689	46.8%	42.2%	37.1%	32.6%	34.8%	<i>Apps to Enr</i>
	Enrollment	414	495	490	496	515	81.7%	82.5%	75.6%	76.0%	74.7%	<i>Adms to Enr</i>
Lower Division Transfer	Applications	360	322	382	363	261	78.3%	68.9%	66.5%	54.8%	63.2%	<i>Apps to Adm</i>
	Admissions	282	222	254	199	165	60.3%	57.1%	45.3%	39.7%	57.5%	<i>Apps to Enr</i>
	Enrollment	217	184	173	144	150	77.0%	82.9%	68.1%	72.4%	90.9%	<i>Adms to Enr</i>
Upper Division Transfer	Applications	1,016	1,122	1,216	1,237	1,268	89.4%	84.8%	82.0%	83.4%	92.1%	<i>Apps to Adm</i>
	Admissions	908	951	997	1,032	1,168	64.5%	59.5%	56.3%	58.9%	61.8%	<i>Apps to Enr</i>
	Enrollment	655	668	685	728	783	72.1%	70.2%	68.7%	70.5%	67.0%	<i>Adms to Enr</i>
Returning/Returning Transfer	Applications	236	169	152	149	177	90.3%	84.0%	83.6%	82.6%	91.0%	<i>Apps to Adm</i>
	Admissions	213	142	127	123	161	59.7%	59.2%	55.9%	53.0%	56.5%	<i>Apps to Enr</i>
	Enrollment	141	100	85	79	100	66.2%	70.4%	66.9%	64.2%	62.1%	<i>Adms to Enr</i>
Post-Baccalaureate/ Graduate	Applications	1,687	1,765	1,614	1,242	1,242	87.9%	81.2%	78.0%	73.4%	81.5%	<i>Apps to Adm</i>
	Admissions	1,483	1,433	1,259	912	1,012	59.9%	56.7%	52.6%	48.4%	55.0%	<i>Apps to Enr</i>
	Enrollment	1,011	1,000	849	601	683	68.2%	69.8%	67.4%	65.9%	67.5%	<i>Adms to Enr</i>
Transitory UG and Post-Bacc	Applications	213	238	240	242	286	100.0%	100.0%	100.0%	100.0%	100.0%	<i>Apps to Adm</i>
	Admissions	213	238	240	242	286	71.8%	82.4%	63.3%	81.0%	84.3%	<i>Apps to Enr</i>
	Enrollment	153	196	152	196	241	71.8%	82.4%	63.3%	81.0%	84.3%	<i>Adms to Enr</i>
Totals	Applications	4,396	4,790	4,923	4,753	4,715	82.0%	74.9%	71.6%	66.5%	73.8%	<i>Apps to Adm</i>
	Admissions	3,606	3,586	3,525	3,161	3,481	58.9%	55.2%	49.4%	47.2%	52.4%	<i>Apps to Enr</i>
	Enrollment	2,591	2,643	2,434	2,244	2,472	71.9%	73.7%	69.0%	71.0%	71.0%	<i>Adms to Enr</i>

Note: Some application records had invalid sex codes:

		2001	2002	2003	2004	2005
Sex unknown (miscoded)	Applications	66	20	16	10	7
	Admissions	32	6	0	2	3

Appendix J – Required Data Elements

Table 1.4
Admissions by Race Ethnicity (for Completed Applications)

Fall 2001 to Fall 2005

White, non Hispanic

		Total Fall					% Yield					
		2001	2002	2003	2004	2005	2001	2002	2003	2004	2005	
First-Time freshmen	Applications	56	63	80	124	111	66.1%	65.1%	56.3%	50.8%	50.5%	<i>Apps to Adm</i>
	Admissions	37	41	45	63	56	46.4%	50.8%	31.3%	32.3%	33.3%	<i>Apps to Enr</i>
	Enrollment	26	32	25	40	37	70.3%	78.0%	55.6%	63.5%	66.1%	<i>Adms to Enr</i>
Lower Division Transfer	Applications	78	84	103	96	63	79.5%	73.8%	75.7%	59.4%	61.9%	<i>Apps to Adm</i>
	Admissions	62	62	78	57	39	53.8%	50.0%	53.4%	40.6%	38.1%	<i>Apps to Enr</i>
	Enrollment	42	42	55	39	24	67.7%	67.7%	70.5%	68.4%	61.5%	<i>Adms to Enr</i>
Upper Division Transfer	Applications	297	289	340	336	363	90.2%	88.6%	85.9%	81.3%	92.6%	<i>Apps to Adm</i>
	Admissions	268	256	292	273	336	58.6%	61.9%	52.9%	51.8%	57.6%	<i>Apps to Enr</i>
	Enrollment	174	179	180	174	209	64.9%	69.9%	61.6%	63.7%	62.2%	<i>Adms to Enr</i>
Returning/Returning Transfer	Applications	66	35	39	31	30	95.5%	97.1%	89.7%	100.0%	100.0%	<i>Apps to Adm</i>
	Admissions	63	34	35	31	30	57.6%	60.0%	59.0%	51.6%	73.3%	<i>Apps to Enr</i>
	Enrollment	38	21	23	16	22	60.3%	61.8%	65.7%	51.6%	73.3%	<i>Adms to Enr</i>
Post-Baccalaureate/ Graduate	Applications	724	725	610	433	436	91.9%	87.3%	84.6%	84.3%	89.4%	<i>Apps to Adm</i>
	Admissions	665	633	516	365	390	55.2%	53.0%	52.1%	49.2%	54.6%	<i>Apps to Enr</i>
	Enrollment	400	384	318	213	238	60.2%	60.7%	61.6%	58.4%	61.0%	<i>Adms to Enr</i>
Transitory UG and Post-Bacc	Applications	35	51	81	52	41	100.0%	100.0%	100.0%	100.0%	100.0%	<i>Apps to Adm</i>
	Admissions	35	51	81	52	41	74.3%	90.2%	88.9%	88.5%	85.4%	<i>Apps to Enr</i>
	Enrollment	26	46	72	46	35	74.3%	90.2%	88.9%	88.5%	85.4%	<i>Adms to Enr</i>
Totals	Applications	1,256	1,247	1,253	1,072	1,044	90.0%	86.4%	83.6%	78.5%	85.4%	<i>Apps to Adm</i>
	Admissions	1,130	1,077	1,047	841	892	56.2%	56.5%	53.7%	49.3%	54.1%	<i>Apps to Enr</i>
	Enrollment	706	704	673	528	565	62.5%	65.4%	64.3%	62.8%	63.3%	<i>Adms to Enr</i>

Table 2.1
Headcount Enrollments by Degree Objective

Fall 2001 to Fall 2005

	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	N	%	N	%	N	%	N	%	N	%
Bachelors Degrees	7,201	55.9%	7,387	54.7%	7,425	56.0%	7,857	62.3%	8,061	65.2%
Masters Degrees	2,873	22.3%	3,102	23.0%	3,121	23.6%	2,656	21.1%	2,461	19.9%
Other (non-degree)	2,797	21.7%	3,015	22.3%	2,702	20.4%	2,100	16.6%	1,835	14.8%
Total	12,871	100.0%	13,504	100.0%	13,248	100.0%	12,613	100.0%	12,357	100.0%

Appendix J – Required Data Elements

Table 2.2
Headcount Enrollments by Gender

Fall 2001 to Fall 2005

	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	N	%	N	%	N	%	N	%	N	%
Lower Division										
Male	573	30.3%	603	30.3%	646	30.9%	678	29.8%	770	32.9%
Female	1,319	69.7%	1,385	69.7%	1,442	69.1%	1,594	70.2%	1,568	67.1%
Total	1,892	100.0%	1,988	100.0%	2,088	100.0%	2,272	100.0%	2,338	100.0%
Upper Division										
Male	1,670	29.4%	1,739	29.8%	1,763	29.9%	1,967	31.6%	1,930	30.5%
Female	4,003	70.6%	4,093	70.2%	4,137	70.1%	4,265	68.4%	4,389	69.5%
Total	5,673	100.0%	5,832	100.0%	5,900	100.0%	6,232	100.0%	6,319	100.0%
2nd Post-Bacc										
Male	76	37.3%	67	37.0%	56	29.2%	55	33.3%	44	31.0%
Female	128	62.7%	114	63.0%	136	70.8%	110	66.7%	98	69.0%
Total	204	100.0%	181	100.0%	192	100.0%	165	100.0%	142	100.0%
Graduate										
Male	785	27.3%	868	28.0%	907	29.1%	741	27.9%	627	25.5%
Female	2,088	72.7%	2,234	72.0%	2,214	70.9%	1,915	72.1%	1,834	74.5%
Total	2,873	100.0%	3,102	100.0%	3,121	100.0%	2,656	100.0%	2,461	100.0%
Other (non-degree)										
Male	751	33.7%	739	30.8%	641	32.9%	458	35.6%	411	37.5%
Female	1,478	66.3%	1,662	69.2%	1,306	67.1%	830	64.4%	686	62.5%
Total	2,229	100.0%	2,401	100.0%	1,947	100.0%	1,288	100.0%	1,097	100.0%
University Total										
Male	3,855	30.0%	4,016	29.7%	4,013	30.3%	3,899	30.9%	3,782	30.6%
Female	9,016	70.0%	9,488	70.3%	9,235	69.7%	8,714	69.1%	8,575	69.4%
Total	12,871	100.0%	13,504	100.0%	13,248	100.0%	12,613	100.0%	12,357	100.0%

Appendix J – Required Data Elements

Table 2.3
Headcount Enrollments by Race/Ethnicity

Fall 2001 to Fall 2005

	White		African American		American Indian		Asian/Pacific Islander		Hispanic		Non-Resident Alien		Unknown		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
% based on ethnicity																
Fall 2001																
Lower Division	116	4.5%	686	19.1%	13	18.6%	134	11.2%	761	18.9%	21	10.0%	161	13.3%	1,892	14.7%
Upper Division	1,027	39.9%	1,587	44.2%	37	52.9%	558	46.7%	1,822	45.2%	86	41.0%	556	46.1%	5,673	44.1%
2nd Post-Bacc	39	1.5%	84	2.3%	1	1.4%	32	2.7%	19	0.5%	7	3.3%	22	1.8%	204	1.6%
Graduate	834	32.4%	779	21.7%	13	18.6%	242	20.3%	669	16.6%	86	41.0%	250	20.7%	2,873	22.3%
Other (non-degree)	555	21.6%	454	12.6%	6	8.6%	229	19.2%	757	18.8%	10	4.8%	218	18.1%	2,229	17.3%
Total	2,571	100.0%	3,590	100.0%	70	100.0%	1,195	100.0%	4,028	100.0%	210	100.0%	1,207	100.0%	12,871	100.0%
Fall 2002																
Lower Division	147	5.5%	674	18.5%	12	16.2%	129	10.6%	781	18.7%	34	14.3%	211	14.1%	1,988	14.7%
Upper Division	997	37.3%	1,599	44.0%	36	48.6%	537	44.3%	1,868	44.7%	107	45.1%	688	46.0%	5,832	43.2%
2nd Post-Bacc	34	1.3%	82	2.3%	0	0.0%	21	1.7%	20	0.5%	2	0.8%	22	1.5%	181	1.3%
Graduate	888	33.3%	850	23.4%	20	27.0%	269	22.2%	691	16.5%	88	37.1%	296	19.8%	3,102	23.0%
Other (non-degree)	604	22.6%	432	11.9%	6	8.1%	257	21.2%	816	19.5%	6	2.5%	280	18.7%	2,401	17.8%
Total	2,670	100.0%	3,637	100.0%	74	100.0%	1,213	100.0%	4,176	100.0%	237	100.0%	1,497	100.0%	13,504	100.0%
Fall 2003																
Lower Division	192	7.5%	701	19.9%	8	12.9%	131	11.0%	844	20.1%	27	11.3%	185	12.7%	2,088	15.8%
Upper Division	1,030	40.0%	1,564	44.5%	34	54.8%	542	45.5%	1,920	45.7%	109	45.6%	701	48.0%	5,900	44.5%
2nd Post-Bacc	40	1.6%	69	2.0%	0	0.0%	33	2.8%	26	0.6%	3	1.3%	21	1.4%	192	1.4%
Graduate	832	32.3%	871	24.8%	13	21.0%	277	23.3%	726	17.3%	94	39.3%	308	21.1%	3,121	23.6%
Other (non-degree)	482	18.7%	312	8.9%	7	11.3%	208	17.5%	687	16.3%	6	2.5%	245	16.8%	1,947	14.7%
Total	2,576	100.0%	3,517	100.0%	62	100.0%	1,191	100.0%	4,203	100.0%	239	100.0%	1,460	100.0%	13,248	100.0%

Appendix J – Required Data Elements

Table 2.3 (continued)
Headcount Enrollments by Race/Ethnicity

Fall 2004																
Lower Division	172	8.0%	728	21.9%	5	6.7%	123	10.8%	977	23.8%	42	17.8%	225	14.2%	2,272	18.0%
Upper Division	988	45.8%	1,620	48.8%	44	58.7%	576	50.8%	2,101	51.1%	119	50.4%	784	49.6%	6,232	49.4%
2nd Post-Bacc	31	1.4%	56	1.7%	2	2.7%	27	2.4%	27	0.7%	1	0.4%	21	1.3%	165	1.3%
Graduate	682	31.6%	704	21.2%	13	17.3%	237	20.9%	619	15.1%	66	28.0%	335	21.2%	2,656	21.1%
Other (non-degree)	286	13.2%	209	6.3%	11	14.7%	171	15.1%	386	9.4%	8	3.4%	217	13.7%	1,288	10.2%
Total	2,159	100.0%	3,317	100.0%	75	100.0%	1,134	100.0%	4,110	100.0%	236	100.0%	1,582	100.0%	12,613	100.0%
Fall 2005																
Lower Division	134	6.8%	813	24.9%	3	4.7%	121	11.2%	952	23.7%	56	21.6%	259	15.0%	2,338	18.9%
Upper Division	966	49.3%	1,609	49.4%	39	60.9%	550	50.9%	2,184	54.4%	137	52.9%	834	48.4%	6,319	51.1%
2nd Post-Bacc	24	1.2%	45	1.4%	1	1.6%	25	2.3%	18	0.4%	3	1.2%	26	1.5%	142	1.1%
Graduate	603	30.8%	642	19.7%	13	20.3%	211	19.5%	588	14.7%	59	22.8%	345	20.0%	2,461	19.9%
Other (non-degree)	231	11.8%	150	4.6%	8	12.5%	173	16.0%	271	6.8%	4	1.5%	260	15.1%	1,097	8.9%
Total	1,958	100.0%	3,259	100.0%	64	100.0%	1,080	100.0%	4,013	100.0%	259	100.0%	1,724	100.0%	12,357	100.0%

Appendix J – Required Data Elements

Table 2.4
Students Receiving Financial Aid

	Year 1		Year 2		Year 3		Year 4		Year 5**	
	2001/2002 Count	Percent	2002/2003 Count	Percent	2003/2004 Count	Percent	2004/2005 Count	Percent	2005/2006 Count	Percent
Undergraduate Students										
Total Headcount*	9,631	%	9,614	%	10,120	%	10,317	%	10,523	%
Total Receiving Financial Aid	5,577	57.91%	5,663	58.90%	6,146	60.73%	6,233	64.72%	6,032	62.63%
Federal Grants		6.70%	552	5.74%	362	3.58%	354	3.43%	381	3.62%
State Grants	645	44.83%	4,325	44.99%	4,697	46.41%	4,767	46.21%	4,757	45.21%
Institutional Scholarships	4,318	1.04%		1.02%		0.68%		0.68%		0.79%
External Scholarships	100	2.59%	98	3.18%	69	3.26%	70	2.91%	83	2.95%
Student Loans	249	33.82%	306	35.14%	330	36.74%	300	35.87%	310	31.96%
Federal Work Study	3,257	2.31%	3,378	2.63%	3,718	2.72%	3,701	2.46%	3,363	2.01%
Parent Loans	222	0.19%	253	0.11%	275	0.26%	254	0.14%	212	0.14%
Athletic Awards	18	1.38%	11	1.29%	26	0.97%	14	0.96%	15	0.97%
Total Receiving Federal Pell Grant	133	44.68%	124	44.20%	98	44.53%	99	44.13%	102	40.60%
Graduate Students	4,303		4,249		4,506		4,553		4,272	
Total Headcount*	6,673		6,730		6,389		5,089		4,351	
Total Receiving Financial Aid	1,164	17.44%	1,214	18.04%	1,308	20.47%	1,265	18.96%	1,205	18.06%
Federal Grants		2.68%	124	1.84%		1.36%		1.34%		0.87%
State Grants	179	10.64%	728	10.82%	87	12.07%	68	14.62%	38	16.92%
Institutional Scholarships	710	0.12%		0.09%	771	0.05%	744	0.18%	736	0.37%
External Scholarships	8	0.54%	6	0.53%	3	0.45%	9	0.69%	16	0.53%
Student Loans	36	14.67%	36	15.33%	29	17.53%	35	20.89%	23	23.35%
Federal Work Study	979	0.24%	1,032	0.31%	1,120	0.34%	1,063	0.37%	1,016	0.25%
Parent Loans	16	0.00%	21	0.01%	22	0.00%	19	0.00%	11	0.00%
Athletic Awards	-	0.03%	1	0.06%	-	0.02%	-	0.06%	-	0.02%

*Enrollment data obtained from Institutional Research
Financial Aid data obtained from updated version of RZRFAST

**Preliminary Data, final anticipated by October 1, 2006

1

Table 3.1
Degrees Granted by Program Level

CSU, Dominguez Hills

	2000-01	2001-02	2002-03	2003-04	2004-05
All Degrees					
Bachelor's Degrees	1,702	1,746	1,779	1,856	1,716
Master's Degrees	1,012	820	818	1,074	1,108
Total	2,714	2,566	2,597	2,930	2,824

College of Business Administration and Public Policy

	2000-01	2001-02	2002-03	2003-04	2004-05
Bachelor's Degrees					
Applied Studies	18	21	15	18	16
Business Administration	214	239	266	308	308
Economics	17	12	10	7	8
Labor Studies	6	8	2	2	4
Political Science	17	30	34	50	22
Public Administration	75	73	65	87	73
Travel and Tourism	4	2	5	5	4
Total	351	385	397	477	435
Master's Degrees					
MBA	125	114	113	121	120
MPA	32	30	42	60	73
Total	157	144	155	181	193
College Total	508	529	552	658	628

College of Education

	2000-01	2001-02	2002-03	2003-04	2004-05
Bachelor's Degrees					
Liberal Studies	312	346	354	402	309
Total	312	346	354	402	309
Master's Degrees					
MA Education	329	298	299	432	399
MA Special Education	59	31	27	90	94
MS School Psychology	0	0	0	0	1
Total	388	329	326	522	494
College Total	700	675	680	924	803

Appendix J – Required Data Elements

College of Health and Human Services

	2000-01	2001-02	2002-03	2003-04	2004-05
Bachelor's Degrees					
BSN	218	197	181	155	154
Clinical Sciences	12	7	2	6	4
Health Science	55	73	42	41	43
Human Services	61	61	73	67	79
Occupational Therapy	35	26	30	20	18
Physical Education	32	32	33	32	27
Recreation & Leisure	8	7	7	15	15
Total	421	403	368	336	340
Master's Degrees					
MA Education PE Admin	4	10	8	9	11
MA Gerontology	8	11	18	7	14
Marital & Family Therapy	24	13	22	23	14
MS Clinical Sciences	10	5	5	2	3
MS Health Science	0	0	1	0	13
MSN	111	78	67	76	64
Total	157	117	121	117	119
College Total	578	520	489	453	459

College of Liberal Arts

	2000-01	2001-02	2002-03	2003-04	2004-05
Bachelor's Degrees					
Africana Studies	8	3	6	2	3
Anthropology	4	5	5	5	8
Art	15	10	11	21	24
Chicano/Chicana Studies	2	5	5	8	9
Communications	46	60	62	56	66
Digital Media Arts	0	0	5	18	15
English	43	38	46	58	56
History	22	24	25	25	48
Interdisciplinary Studies	125	127	120	98	74
Music	10	11	4	7	1
Philosophy	6	8	1	2	4
Spanish	35	32	34	31	29
Theatre	12	4	13	10	7
Total	328	327	337	341	344
Master's Degrees					
MA English	16	13	17	21	35
MA Humanities	4	1	2	2	5
MA Humanities Ext Deg	141	94	74	110	93
Total	161	108	93	133	133
College Total	489	435	430	474	477

Appendix J – Required Data Elements

College of Natural and Behavioral Sciences

	2000-01	2001-02	2002-03	2003-04	2004-05
Bachelor's Degrees					
Behavioral Sciences	28	17	19	15	16
Biology	30	29	40	37	36
Chemistry	10	9	7	6	7
Computer Science	22	26	22	24	17
Geography	4	8	5	3	3
Geology	1	0	2	4	3
Mathematics	15	18	8	11	11
Physics	0	0	2	3	1
Psychology	93	96	112	96	105
Quality Assurance	0	0	0	0	1
Sociology	76	80	98	98	85
Total	279	283	315	297	285
Master's Degrees					
MA Behavioral Sciences	72	43	64	69	66
MA MATH: Teaching	0	7	3	3	3
MA Psychology	21	9	13	5	20
MA Sociology	17	18	16	11	24
MS Biology	8	8	4	8	11
MS Quality Assurance	31	37	23	24	44
Total	149	122	123	120	168
College Total	428	405	438	417	453

Special Programs

	2000-01	2001-02	2002-03	2003-04	2004-05
Bachelor's Degrees					
Special Major	11	2	8	3	3
Total	11	2	8	3	3
Master's Degrees					
MS Special Major	0	0	0	1	1
Total	0	0	0	1	1
Special Programs Total	11	2	0	4	4

Table 3.2
Cohort Graduation, Retention and Transfer Rates
Fall Entering Students

First-Time Freshmen	Size of Cohort	1st Year Retention Rate (Fall to Fall) N (%)	6-Year Graduation Rate N (%)	Transfer Out Rate N (%)	Still Enrolled at 6 Years N (%)
Cohort: <u>Fall 1999</u>	490	333 (68.0%)	167 (34.1%)	N/A	57 (11.6%)
Cohort: <u>Fall 1998</u>	488	354 (72.5%)	166 (34.0%)	N/A	77 (15.8%)
Cohort: <u>Fall 1997</u>	555	416 (75.0%)	164 (29.5%)	N/A	80 (14.4%)
Cohort: <u>Fall 1996</u>	532	387 (72.7%)	182 (34.2%)	N/A	63 (11.8%)
Cohort: <u>Fall 1995</u>	510	366 (71.7%)	149 (29.2%)	N/A	65 (12.7%)

Transfer Students (Juniors)	Size of Cohort	1st Year Retention Rate (Fall to Fall) N (%)	3-Year Graduation Rate N (%)	Transfer Out Rate N (%)	Still Enrolled at 3 Years N (%)
Cohort: <u>Fall 2002</u>	845	697 (82.5%)	396 (46.9%)	N/A	192 (22.7%)
Average Number of Credits Transferred: <u>68.8</u>					
Cohort: <u>Fall 2001</u>	827	691 (83.6%)	379 (45.8%)	N/A	217 (26.2%)
Average Number of Credits Transferred: <u>68.4</u>					
Cohort: <u>Fall 2000</u>	922	734 (79.6%)	438 (47.5%)	N/A	225 (24.4%)
Average Number of Credits Transferred: <u>68.3</u>					
Cohort: <u>Fall 1999</u>	925	770 (83.2%)	425 (45.9%)	N/A	226 (24.4%)
Average Number of Credits Transferred: <u>65.4</u>					
Cohort: <u>Fall 1998</u>	748	613 (82.0%)	348 (46.5%)	N/A	168 (22.5%)
Average Number of Credits Transferred: <u>65.3</u>					

Table 4.1
Instructional Faculty by Full-Time/Part-Time Status, Sex, and Ethnicity

	Fall 2001		Fall 2002		Fall 2004		Fall 2004		Fall 2005	
	N	%	N	%	N	%	N	%	N	%
Full-Time Faculty										
Male	141	55.5	141	55.1	146	53.7	128	51.4	134	52.3
Female	113	44.5	115	44.9	126	46.3	121	48.6	122	47.7
TOTAL	254	100.0	256	100.0	272	100.0	249	100.0	256	100.0
African-American	24	9.6	21	8.3	24	8.9	27	11.0	28	11.0
American Indian/Alaskan Native	2	0.8	1	0.4	3	1.1	2	0.8	2	0.8
Asian/Pacific Islander	29	11.6	33	13.0	31	11.5	30	12.2	34	13.4
Hispanic	19	7.6	18	7.1	23	8.6	24	9.8	25	9.8
White	177	70.5	180	71.1	188	69.9	163	66.3	165	65.0
Known Ethnic Groups	251	100.0	253	100.0	269	100.0	246	100.0	254	100.0
Other	3		3		3		3		2	
TOTAL	254		256		272		249		256	
Part-Time Faculty										
Male	225	43.9	232	42.1	208	39.2	188	44.0	190	44.8
Female	288	56.1	319	57.9	322	60.8	239	56.0	234	55.2
TOTAL	513	100.0	551	100.0	530	100.0	427	100.0	424	100.0
African-American	72	14.4	83	15.4	94	18.1	55	13.2	60	14.4
American Indian/Alaskan Native	2	0.4	4	0.7	1	0.2	3	0.7	2	0.5
Asian/Pacific Islander	45	9.0	41	7.6	44	8.5	41	9.8	37	8.9
Hispanic	41	8.2	47	8.7	40	7.7	29	6.9	30	7.2
White	340	68.0	363	67.5	340	65.5	290	69.4	288	69.1
Known Ethnic Groups	500	100.0	538	100.0	519	100.0	418	100.0	417	100.0
Other	13		13		11		9		7	
TOTAL	513		551		530		427		424	
Total Faculty										
Male	366	47.7	373	46.2	354	44.1	316	46.7	324	47.6
Female	401	52.3	434	53.8	448	55.9	360	53.3	356	52.4
TOTAL	767	100.0	807	100.0	802	100.0	676	100.0	680	100.0
African-American	96	12.8	104	13.1	118	15.0	82	12.3	88	13.1
American Indian/Alaskan Native	4	0.5	5	0.6	4	0.5	5	0.8	4	0.6
Asian/Pacific Islander	74	9.9	74	9.4	75	9.5	71	10.7	71	10.6
Hispanic	60	8.0	65	8.2	63	8.0	53	8.0	55	8.2
White	517	68.8	543	68.6	528	67.0	453	68.2	453	67.5
Known Ethnic Groups	751	100.0	791	100.0	788	100.0	664	100.0	671	32.5
Other	16		16		14		12		9	
TOTAL	767		807		802		676		680	

Definitions:

Instructional Faculty: Does not include coaches, librarians, volunteers, staff or administrators.

Time base determined by FTE regardless of tenure or lecturer status:

Full-Time = Greater than 1.00 FTE

Tenure/Tenure Track: 12+ Weighted Teaching Units (WTU)

Non-Tenure Track (Lecturers/Adjuncts): 15+ WTU units

Part-Time = Less than 1.00 FTE

Tenure/Tenure Track: 1 - 11 WTU units

Non-Tenure Track (Lecturers/Adjuncts): 1 - 14 WTU units

Table 4.2
Faculty Headcount by College and Programs

Full-Time/Part-Time Status for Instructional Faculty by College

Academic College	Status	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
		N	%	N	%	N	%	N	%	N	%
College of Business Administration and Public Policy	Full-Time	40	43.5%	40	40.4%	41	44.1%	39	45.3%	44	47.3%
	Part-Time	52	56.5%	59	59.6%	52	55.9%	47	54.7%	49	52.7%
	Total	92	100.0%	99	100.0%	93	100.0%	86	100.0%	93	100.0%
College of Liberal Arts	Full-Time	69	37.7%	65	35.5%	67	37.6%	70	40.7%	73	40.8%
	Part-Time	114	62.3%	118	64.5%	111	62.4%	102	59.3%	106	59.2%
	Total	183	100.0%	183	100.0%	178	100.0%	172	100.0%	179	100.0%
College of Education	Full-Time	57	25.2%	60	22.7%	67	24.0%	58	32.2%	50	31.6%
	Part-Time	169	74.8%	204	77.3%	212	76.0%	122	67.8%	108	68.4%
	Total	226	100.0%	264	100.0%	279	100.0%	180	100.0%	158	100.0%
College of Health and Human Services	Full-Time	30	23.6%	27	21.8%	38	29.2%	34	30.9%	37	31.4%
	Part-Time	97	76.4%	97	78.2%	92	70.8%	76	69.1%	81	68.6%
	Total	127	100.0%	124	100.0%	130	100.0%	110	100.0%	118	100.0%
College of Natural and Behavioral Sciences	Full-Time	58	41.7%	64	46.7%	59	47.6%	48	37.5%	52	39.4%
	Part-Time	81	58.3%	73	53.3%	65	52.4%	80	62.5%	80	60.6%
	Total	139	100.0%	137	100.0%	124	100.0%	128	100.0%	132	100.0%
Full-Time Total*		254	33.1%	256	31.7%	272	33.9%	249	36.8%	256	37.6%
Part-Time Total*		513	66.9%	551	68.3%	530	66.1%	427	63.2%	424	62.4%
Campus Totals*		767	100.0%	807	100.0%	802	100.0%	676	100.0%	680	100.0%

*Faculty teaching in more than one college are counted in each college, but only counted once in the campus totals. Therefore, as is the case in fall 2003, the sum of the college totals may be slightly different than what is shown in the campus totals, which do not double count anyone.

Definitions:

Instructional Faculty: Does not include coaches, librarians, volunteers, staff or administrators.

Time base determined by FTE regardless of tenure or lecturer status:

Full-Time = Greater than 1.00 FTE

Tenure/Tenure Track: 12+ Weighted Teaching Units (WTU)

Non-Tenure Track (Lecturers/Adjuncts): 15+ WTU units

Part-Time = Less than 1.00 FTE

Tenure/Tenure Track: 1 - 11 WTU units

Non-Tenure Track (Lecturers/Adjuncts): 1 - 14 WTU units

WASC 4.2 (continued)**College of Business Administration and Public Policy (CBAPP)**

Department/Program	Status	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
		N	%	N	%	N	%	N	%	N	%
Accounting	Full-Time	7	58.3%	7	53.8%	6	85.7%	6	75.0%	6	50.0%
	Part-Time	5	41.7%	6	46.2%	1	14.3%	2	25.0%	6	50.0%
	Total	12	100.0%	13	100.0%	7	100.0%	8	100.0%	12	100.0%
Applied Studies	Full-Time	0	0.0%	0		0	0.0%	0		0	
	Part-Time	1	100.0%	0		1	100.0%	0		0	
	Total	1	100.0%	0		1	100.0%	0		0	
Economics	Full-Time	2	33.3%	1	16.7%	1	20.0%	2	40.0%	2	40.0%
	Part-Time	4	66.7%	5	83.3%	4	80.0%	3	60.0%	3	60.0%
	Total	6	100.0%	6	100.0%	5	100.0%	5	100.0%	5	100.0%
Finance	Full-Time	7	38.9%	7	38.9%	7	41.2%	7	38.9%	10	62.5%
	Part-Time	11	61.1%	11	61.1%	10	58.8%	11	61.1%	6	37.5%
	Total	18	100.0%	18	100.0%	17	100.0%	18	100.0%	16	100.0%
Information Systems	Full-Time	5	35.7%	6	46.2%	6	42.9%	6	66.7%	6	50.0%
	Part-Time	9	64.3%	7	53.8%	8	57.1%	3	33.3%	6	50.0%
	Total	14	100.0%	13	100.0%	14	100.0%	9	100.0%	12	100.0%
Labor Studies	Full-Time	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Part-Time	1	100.0%	1	100.0%	1	100.0%	1	100.0%	1	100.0%
	Total	1	100.0%	1	100.0%	1	100.0%	1	100.0%	1	100.0%
Management	Full-Time	5	50.0%	5	38.5%	6	50.0%	6	54.5%	7	53.8%
	Part-Time	5	50.0%	8	61.5%	6	50.0%	5	45.5%	6	46.2%
	Total	10	100.0%	13	100.0%	12	100.0%	11	100.0%	13	100.0%
Marketing	Full-Time	2	25.0%	2	25.0%	2	22.2%	1	14.3%	1	16.7%
	Part-Time	6	75.0%	6	75.0%	7	77.8%	6	85.7%	5	83.3%
	Total	8	100.0%	8	100.0%	9	100.0%	7	100.0%	6	100.0%
Political Science	Full-Time	6	66.7%	7	70.0%	7	70.0%	7	58.3%	5	41.7%
	Part-Time	3	33.3%	3	30.0%	3	30.0%	5	41.7%	7	58.3%
	Total	9	100.0%	10	100.0%	10	100.0%	12	100.0%	12	100.0%
Public Administration	Full-Time	6	40.0%	5	29.4%	6	35.3%	4	22.2%	7	41.2%
	Part-Time	9	60.0%	12	70.6%	11	64.7%	14	77.8%	10	58.8%
	Total	15	100.0%	17	100.0%	17	100.0%	18	100.0%	17	100.0%
BAPP Full-Time Total*		40	43.5%	40	40.4%	41	44.1%	39	45.3%	44	47.3%
BAPP Part-Time Total*		52	56.5%	59	59.6%	52	55.9%	47	54.7%	49	52.7%
TOTAL BAPP*		92	100.0%	99	100.0%	93	100.0%	86	100.0%	93	100.0%

*Faculty teaching in more than one department are counted in each department, but only counted once per college. Therefore, the sum of the department totals may be slightly different than what is shown in the college totals, which do not double count anyone.

Appendix J – Required Data Elements

WASC 4.2 (continued)

College of Liberal Arts (CLA)

Department/Program	Status	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
		N	%	N	%	N	%	N	%	N	%
Africana Studies	Full-Time	2	66.7%	2	66.7%	2	50.0%	1	20.0%	2	50.0%
	Part-Time	1	33.3%	1	33.3%	2	50.0%	4	80.0%	2	50.0%
	Total	3	100.0%	3	100.0%	4	100.0%	5	100.0%	4	100.0%
Anthropology	Full-Time	5	55.6%	3	50.0%	3	37.5%	3	37.5%	2	25.0%
	Part-Time	4	44.4%	3	50.0%	5	62.5%	5	62.5%	6	75.0%
	Total	9	100.0%	6	100.0%	8	100.0%	8	100.0%	8	100.0%
Art	Full-Time	3	30.0%	4	44.4%	4	40.0%	4	30.8%	4	30.8%
	Part-Time	7	70.0%	5	55.6%	6	60.0%	9	69.2%	9	69.2%
	Total	10	100.0%	9	100.0%	10	100.0%	13	100.0%	13	100.0%
Asian Pacific Studies	Full-Time	1	50.0%	1	33.3%	0	0.0%	1	50.0%	1	50.0%
	Part-Time	1	50.0%	2	66.7%	3	100.0%	1	50.0%	1	50.0%
	Total	2	100.0%	3	100.0%	3	100.0%	2	100.0%	2	100.0%
Chicana/Chicano Studies	Full-Time	2	33.3%	2	33.3%	1	33.3%	1	33.3%	3	42.9%
	Part-Time	4	66.7%	4	66.7%	2	66.7%	2	66.7%	4	57.1%
	Total	6	100.0%	6	100.0%	3	100.0%	3	100.0%	7	100.0%
Communications	Full-Time	5	41.7%	5	41.7%	6	40.0%	5	45.5%	4	30.8%
	Part-Time	7	58.3%	7	58.3%	9	60.0%	6	54.5%	9	69.2%
	Total	12	100.0%	12	100.0%	15	100.0%	11	100.0%	13	100.0%
Dance	Full-Time	2	40.0%	2	33.3%	1	20.0%	1	20.0%	1	33.3%
	Part-Time	3	60.0%	4	66.7%	4	80.0%	4	80.0%	2	66.7%
	Total	5	100.0%	6	100.0%	5	100.0%	5	100.0%	3	100.0%
Digital Media Arts	Full-Time	0		0		0		0	0.0%	0	0.0%
	Part-Time	0		0		0		1	100.0%	4	100.0%
	Total	0		0		0		1	100.0%	4	100.0%
English	Full-Time	20	43.5%	20	43.5%	20	45.5%	22	46.8%	22	57.9%
	Part-Time	26	56.5%	26	56.5%	24	54.5%	25	53.2%	16	42.1%
	Total	46	100.0%	46	100.0%	44	100.0%	47	100.0%	38	100.0%
Foreign Language	Full-Time	3	25.0%	3	27.3%	4	36.4%	5	41.7%	5	45.5%
	Part-Time	9	75.0%	8	72.7%	7	63.6%	7	58.3%	6	54.5%
	Total	12	100.0%	11	100.0%	11	100.0%	12	100.0%	11	100.0%

Appendix J – Required Data Elements

History	Full-Time	5	25.0%	3	20.0%	6	40.0%	5	29.4%	4	23.5%
	Part-Time	15	75.0%	12	80.0%	9	60.0%	12	70.6%	13	76.5%
	Total	20	100.0%	15	100.0%	15	100.0%	17	100.0%	17	100.0%
Humanities	Full-Time	1	11.1%	2	20.0%	2	16.7%	2	18.2%	3	25.0%
	Part-Time	8	88.9%	8	80.0%	10	83.3%	9	81.8%	9	75.0%
	Total	9	100.0%	10	100.0%	12	100.0%	11	100.0%	12	100.0%
Interdisciplinary Studies	Full-Time	4	22.2%	2	11.8%	3	25.0%	2	25.0%	2	25.0%
	Part-Time	14	77.8%	15	88.2%	9	75.0%	6	75.0%	6	75.0%
	Total	18	100.0%	17	100.0%	12	100.0%	8	100.0%	8	100.0%
Music	Full-Time	5	45.5%	5	35.7%	5	41.7%	6	54.5%	8	66.7%
	Part-Time	6	54.5%	9	64.3%	7	58.3%	5	45.5%	4	33.3%
	Total	11	100.0%	14	100.0%	12	100.0%	11	100.0%	12	100.0%
Negotiation/ Conflict Resolution	Full-Time	2	18.2%	3	33.3%	2	40.0%	3	42.9%	3	37.5%
	Part-Time	9	81.8%	6	66.7%	3	60.0%	4	57.1%	5	62.5%
	Total	11	100.0%	9	100.0%	5	100.0%	7	100.0%	8	100.0%
Pace: Liberal Studies	Full-Time	0		0	0.0%	0	0.0%	0	0.0%	1	9.1%
	Part-Time	0		7	100.0%	7	100.0%	7	100.0%	10	90.9%
	Total	0		7	100.0%	7	100.0%	7	100.0%	11	100.0%
Philosophy	Full-Time	3	33.3%	2	15.4%	2	22.2%	3	42.9%	2	28.6%
	Part-Time	6	66.7%	11	84.6%	7	77.8%	4	57.1%	5	71.4%
	Total	9	100.0%	13	100.0%	9	100.0%	7	100.0%	7	100.0%
Theatre Arts	Full-Time	6	75.0%	6	66.7%	6	66.7%	6	75.0%	6	60.0%
	Part-Time	2	25.0%	3	33.3%	3	33.3%	2	25.0%	4	40.0%
	Total	8	100.0%	9	100.0%	9	100.0%	8	100.0%	10	100.0%
Women's Studies	Full-Time	0		0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Part-Time	0		1	100.0%	1	100.0%	1	100.0%	1	100.0%
	Total	0		1	100.0%	1	100.0%	1	100.0%	1	100.0%
CLA Full-Time Total*		69	37.7%	65	35.5%	67	37.6%	70	40.7%	73	40.8%
CLA Part-Time Total*		114	62.3%	118	64.5%	111	62.4%	102	59.3%	106	59.2%
TOTAL CLA*		183	100.0%	183	100.0%	178	100.0%	172	100.0%	179	100.0%

*Faculty teaching in more than one department are counted in each department, but only counted once per college. Therefore, the sum of the department totals may be slightly different than what is shown in the college totals, which do not double count anyone.

Appendix J – Required Data Elements

WASC 4.2 (continued)

College of Education (COE)

Department/Program	Status	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
		N	%	N	%	N	%	N	%	N	%
Graduate Education	Full-Time	22	30.1%	25	28.1%	26	26.5%	25	47.2%	23	47.9%
	Part-Time	51	69.9%	64	71.9%	72	73.5%	28	52.8%	25	52.1%
	Total	73	100.0%	89	100.0%	98	100.0%	53	100.0%	48	100.0%
Liberal Studies	Full-Time	0	0.0%	0	0.0%	1	12.5%	0	0.0%	0	0.0%
	Part-Time	5	100.0%	7	100.0%	7	87.5%	5	100.0%	4	100.0%
	Total	5	100.0%	7	100.0%	8	100.0%	5	100.0%	4	100.0%
Teacher Education	Full-Time	35	23.3%	35	19.9%	40	22.1%	33	26.4%	27	25.0%
	Part-Time	115	76.7%	141	80.1%	141	77.9%	92	73.6%	81	75.0%
	Total	150	100.0%	176	100.0%	181	100.0%	125	100.0%	108	100.0%
COE Full-Time Total*		57	25.2%	60	22.7%	67	24.0%	58	32.2%	50	31.6%
COE Part-Time Total*		169	74.8%	204	77.3%	212	76.0%	122	67.8%	108	68.4%
TOTAL COE*		226	100.0%	264	100.0%	279	100.0%	180	100.0%	158	100.0%

*Faculty teaching in more than one department are counted in each department, but only counted once per college. Therefore, the sum of the department totals may be slightly different than what is shown in the college totals, which do not double count anyone.

College of Health and Human Services (HHS)

Department/Program	Status	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
		N	%	N	%	N	%	N	%	N	%
Clinical Science	Full-Time	3	37.5%	4	100.0%	3	50.0%	3	42.9%	3	50.0%
	Part-Time	5	62.5%	0	0.0%	3	50.0%	4	57.1%	3	50.0%
	Total	8	100.0%	4	100.0%	6	100.0%	7	100.0%	6	100.0%
Gerontology	Full-Time	0		0		0		0	0.0%	0	0.0%
	Part-Time	0		0		0		3	100.0%	2	100.0%
	Total	0		0		0		3	100.0%	2	100.0%
Health Science	Full-Time	1	6.3%	2	6.7%	5	38.5%	4	40.0%	4	30.8%
	Part-Time	15	93.8%	28	93.3%	8	61.5%	6	60.0%	9	69.2%
	Total	16	100.0%	30	100.0%	13	100.0%	10	100.0%	13	100.0%
Human Services	Full-Time	0		0		0	0.0%	0	0.0%	1	16.7%
	Part-Time	0		0		1	100.0%	2	100.0%	5	83.3%
	Total	0		0		1	100.0%	2	100.0%	6	100.0%
Marriage & Family Therapy	Full-Time	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	33.3%
	Part-Time	3	100.0%	1	100.0%	2	100.0%	3	100.0%	2	66.7%
	Total	3	100.0%	1	100.0%	2	100.0%	3	100.0%	3	100.0%
Nursing	Full-Time	17	25.4%	13	19.1%	18	25.7%	16	32.0%	14	26.4%
	Part-Time	50	74.6%	55	80.9%	52	74.3%	34	68.0%	39	73.6%
	Total	67	100.0%	68	100.0%	70	100.0%	50	100.0%	53	100.0%
Occupational Therapy	Full-Time	2	20.0%	1	100.0%	2	14.3%	2	33.3%	3	37.5%
	Part-Time	8	80.0%	0	0.0%	12	85.7%	4	66.7%	5	62.5%
	Total	10	100.0%	1	100.0%	14	100.0%	6	100.0%	8	100.0%

Appendix J – Required Data Elements

Orthotics & Prosthetics	Full-Time	0		0		2	40.0%	2	40.0%	3	100.0%
	Part-Time	0		0		3	60.0%	3	60.0%	0	0.0%
	Total	0		0		5	100.0%	5	100.0%	3	100.0%
Physical Education & Recreation	Full-Time	7	26.9%	7	33.3%	8	40.0%	7	28.0%	8	32.0%
	Part-Time	19	73.1%	14	66.7%	12	60.0%	18	72.0%	17	68.0%
	Total	26	100.0%	21	100.0%	20	100.0%	25	100.0%	25	100.0%
HHS Full-Time Total*		30	23.6%	27	21.8%	38	29.2%	34	30.9%	37	31.4%
HHS Part-Time Total*		97	76.4%	97	78.2%	92	70.8%	76	69.1%	81	68.6%
TOTAL HHS*		127	100.0%	124	100.0%	130	100.0%	110	100.0%	118	100.0%

*Faculty teaching in more than one department are counted in each department, but only counted once per college. Therefore, the sum of the department totals may be slightly different than what is shown in the college totals, which do not double count anyone.

College of Natural and Behavioral Sciences (NBS)

Department/Program	Status	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
		N	%	N	%	N	%	N	%	N	%
Behavioral Science	Full-Time	0	0.0%	0		0		0		0	
	Part-Time	2	100.0%	0		0		0		0	
	Total	2	100.0%	0		0		0		0	
Biology	Full-Time	9	60.0%	8	47.1%	7	38.9%	7	43.8%	7	46.7%
	Part-Time	6	40.0%	9	52.9%	11	61.1%	9	56.3%	8	53.3%
	Total	15	100.0%	17	100.0%	18	100.0%	16	100.0%	15	100.0%
Chemistry	Full-Time	7	70.0%	7	63.6%	7	63.6%	5	41.7%	5	45.5%
	Part-Time	3	30.0%	4	36.4%	4	36.4%	7	58.3%	6	54.5%
	Total	10	100.0%	11	100.0%	11	100.0%	12	100.0%	11	100.0%
Computer Science	Full-Time	5	71.4%	6	75.0%	6	85.7%	5	83.3%	4	66.7%
	Part-Time	2	28.6%	2	25.0%	1	14.3%	1	16.7%	2	33.3%
	Total	7	100.0%	8	100.0%	7	100.0%	6	100.0%	6	100.0%
Earth Sciences	Full-Time	4	44.4%	5	38.5%	4	44.4%	5	62.5%	5	41.7%
	Part-Time	5	55.6%	8	61.5%	5	55.6%	3	37.5%	7	58.3%
	Total	9	100.0%	13	100.0%	9	100.0%	8	100.0%	12	100.0%
Mathematics	Full-Time	7	28.0%	10	41.7%	9	40.9%	8	36.4%	10	40.0%
	Part-Time	18	72.0%	14	58.3%	13	59.1%	14	63.6%	15	60.0%
	Total	25	100.0%	24	100.0%	22	100.0%	22	100.0%	25	100.0%
MS Quality Assurance	Full-Time	1	33.3%	1	33.3%	1	33.3%	0	0.0%	0	
	Part-Time	2	66.7%	2	66.7%	2	66.7%	3	100.0%	0	
	Total	3	100.0%	3	100.0%	3	100.0%	3	100.0%	0	
Physics	Full-Time	3	21.4%	5	29.4%	5	31.3%	3	20.0%	3	20.0%
	Part-Time	11	78.6%	12	70.6%	11	68.8%	12	80.0%	12	80.0%
	Total	14	100.0%	17	100.0%	16	100.0%	15	100.0%	15	100.0%
Psychology	Full-Time	12	50.0%	11	44.0%	10	47.6%	6	25.0%	9	36.0%
	Part-Time	12	50.0%	14	56.0%	11	52.4%	18	75.0%	16	64.0%
	Total	24	100.0%	25	100.0%	21	100.0%	24	100.0%	25	100.0%

Appendix J – Required Data Elements

Science, Math & Technology	Full-Time	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Part-Time	9	100.0%	7	100.0%	6	100.0%	6	100.0%	8	100.0%
	Total	9	100.0%	7	100.0%	6	100.0%	6	100.0%	8	100.0%
Social & Behavioral Science	Full-Time	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Part-Time	8	100.0%	8	100.0%	6	100.0%	10	100.0%	10	100.0%
	Total	8	100.0%	8	100.0%	6	100.0%	10	100.0%	10	100.0%
Sociology	Full-Time	10	40.0%	11	68.8%	10	52.6%	9	45.0%	9	50.0%
	Part-Time	15	60.0%	5	31.3%	9	47.4%	11	55.0%	9	50.0%
	Total	25	100.0%	16	100.0%	19	100.0%	20	100.0%	18	100.0%
NBS Full-Time Total*		58	41.7%	64	46.7%	59	47.6%	48	37.5%	52	39.4%
NBS Part-Time Total*		81	58.3%	73	53.3%	65	52.4%	80	62.5%	80	60.6%
TOTAL NBS*		139	100.0%	137	100.0%	124	100.0%	128	100.0%	132	100.0%

*Faculty teaching in more than one department are counted in each department, but only counted once per college. Therefore, the sum of the department totals may be slightly different than what is shown in the college totals, which do not double count anyone.

Definitions:

Instructional Faculty: Does not include coaches, librarians, volunteers, staff or administrators.

Time base determined by FTE regardless of tenure or lecturer status:

Full-Time = Greater than 1.00 FTE

Part-Time = Less than 1.00 FTE

Tenure/Tenure Track: 12+ Weighted Teaching Units (WTU)

Tenure/Tenure Track: 1 - 11 WTU units

Non-Tenure Track (Lecturers/Adjuncts): 15+ WTU units

Non-Tenure Track (Lecturers/Adjuncts): 1 - 14 WTU units

Appendix J – Required Data Elements

Table 4.3
Staff by Full-Time/Part-Time Status, Sex, and Ethnicity

	Fall 2001		Fall 2002		Fall 2004		Fall 2004		Fall 2005	
	N	%	N	%	N	%	N	%	N	%
Full-Time Staff										
Male	248	43.2	256	42.7	269	42.6	266	44.0	263	44.1
Female	326	56.8	344	57.3	362	57.4	338	56.0	334	55.9
TOTAL	574	100.0	600	100.0	631	100.0	604	100.0	597	100.0
African-American	185	32.7	206	34.9	203	32.6	186	31.3	188	32.0
American										
Indian/Alaskan Native	3	0.5	3	0.5	3	0.5	3	0.5	2	0.3
Asian/Pacific Islander	77	13.6	83	14.0	101	16.2	98	16.5	99	16.8
Hispanic	88	15.6	98	16.6	108	17.3	109	18.3	113	19.2
White	212	37.5	201	34.0	208	33.4	199	33.4	186	31.6
Known Ethnic Groups	565	100.0	591	100.0	623	100.0	595	100.0	588	100.0
Other	9		9		8		9		9	
TOTAL	574		600		631		604		597	
Part-Time Staff										
Male	69	49.3	76	58.5	66	54.1	71	49.7	72	48.3
Female	71	50.7	54	41.5	56	45.9	72	50.3	77	51.7
TOTAL	140	100.0	130	100.0	122	100.0	143	100.0	149	100.0
African-American	29	21.3	24	19.0	33	28.0	40	29.2	33	23.2
American										
Indian/Alaskan Native	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Asian/Pacific Islander	16	11.8	11	8.7	12	10.2	13	9.5	17	12.0
Hispanic	26	19.1	25	19.8	21	17.8	25	18.2	37	26.1
White	65	47.8	66	52.4	52	44.1	59	43.1	55	38.7
Known Ethnic Groups	136	100.0	126	100.0	118	100.0	137	100.0	142	100.0
Other	4		4		4		6		7	
TOTAL	140		130		122		143		149	
Total Staff										
Male	317	44.4	332	45.5	335	44.5	337	45.1	335	44.9
Female	397	55.6	398	54.5	418	55.5	410	54.9	411	55.1
TOTAL	714	100.0	730	100.0	753	100.0	747	100.0	746	100.0
African-American	214	30.5	230	32.1	236	31.8	226	30.9	221	30.3
American										
Indian/Alaskan Native	3	0.4	3	0.4	3	0.4	3	0.4	2	0.3
Asian/Pacific Islander	93	13.3	94	13.1	113	15.2	111	15.2	116	15.9
Hispanic	114	16.3	123	17.2	129	17.4	134	18.3	150	20.5
White	277	39.5	267	37.2	260	35.1	258	35.2	241	33.0
Known Ethnic Groups	701	100.0	717	100.0	741	100.0	732	100.0	730	100.0
Other	13		13		12		15		16	
TOTAL	714		730		753		747		746	

Note: Full-time is based on 40 hours per week.

Table 4.4
Full-Time Faculty/Staff Turnover
Over the Last 5 Years

	Faculty	Other Staff
Total Number of Individuals Employed in this Period	1287	3308*
Number of New Hires in this Period	134 (10%)	1485 (45%)**
Number of Retirements in this Period	104 (8%)	76 (2%)***
Number of Departures in this Period	48 (4%)	737 (22%) ****

*As of January 1st of '05

**Includes Permanent/At Will Appointments, Temporary Appointments, Rehired Annuitant

***Includes Service Retirement

****Includes Resignation, Termination of Temp Appt, Suspension, Rejection During Probation/Non-Retention

Appendix J – Required Data Elements

Table 5.1
Information and Computer Resources

	Year 1 (01/02)	Year 2 (02/03)	Year 3 (03/04)	Year 4 (04/05)	Year 5 (05/06)
Number and percent of computer-equipped classrooms and labs	6 out of 172 total classrooms Or 3.5% of the total classrooms	25 out of 172 total classrooms Or 17% of the total classrooms	39 out of 172 total classrooms Or 23% of the total classrooms	41 out of 172 total classrooms Or 24% of the total classrooms	43 out of 172 total classrooms Or 25% of the total classrooms
Total number of computer workstations available to students	300	450	450	500	500
Total number of computer workstations available to faculty/staff	1200	1200	1200	1200	1200
Networked	100%	100%	100%	100%	100%
Not networked	0%	0%	0%	0%	0%
Total book (inventory) value of computing and instructional equipment	\$13.9 million	\$14.2 million	\$14.2 million	\$14.2 million	\$14.2 million*

* Breakdown of book value of computing and instructional equipment: \$5 million in network equipment (including phone switch/phones), \$1.5 million in administrative computing equipment, \$1.2 million in faculty and staff workstations; \$4.5 million in mediated/smart classrooms, \$1.0 in student computer lab equipment; \$1.0 million in instructional media equipment

Appendix J – Required Data Elements

Table 5.2
Physical Resources – Current Year (2005-2006)

Physical Space (per Space and Facilities Data Base)		Size - Net Assignable Area (in square feet)	Number of Rooms	Number of Stations
1	On-Campus			
	a. Classroom (Lecture)	75,133	99	4,335
	a.1 Classroom Service/Support	2,207	12	0
	b. Classroom Laboratory	43,879	46	1,054
	b.1 Laboratory Service/Support	9,838	57	0
	c. Special-Class Laboratory	61,211	55	235
	d. Individual (Self)-Study Laboratory	15,344	31	296
	e. Non-Class (Research) Laboratory	4,984	6	69
	e.1 Laboratory Service/Support	1,382	10	0
	f. Office (Administration & Faculty)			
	f.1 Faculty Offices	47,954	432	452
	f.2 Faculty Office Clerical/Service	38,102	227	268
	f.3 Professional/Administrative Offices	32,735	234	290
	f.4 Prof/Admin Clerical	82,106	264	644
	f.5 Student Offices	8,029	41	71
	g. Study (Library)	21,749	15	409
	h. Special Use	17,560	36	89
	i. General Use	60,898	118	2,672
	j. Support (Space not included above)	16,185	24	24
	k. Healthcare (Student Health Center)			
	k.1 Patient Care Rooms	1,214	13	13
	k.2 Other	10,381	57	50
	l. Residential	141,316	1,174	0
2	Physical Space (Other Locations)			
	President's House-across street from campus	1,950		
	Extended Ed Leased Space-off campus-Franklin Center	930	2	30
		Dollars		
3	Total Replacement Cost for Total Physical Plant (or insured value)	\$214,466,402		
4	Equipment			
	a. Book Value	\$5,305,312		
	b. Replacement Cost (or insured value)	\$222,123,869		

Table 5.3
Sources of Revenue

Public Institutions	Year 1	(01/02)	Year 2	(02/03)	Year 3	(03/04)	Year 4	(04/05)	Year 5	
	Amount	%***	Amount	%***	Amount	%***	Amount	%***	Amount	%***
Tuition and Fees ***	22,258,243.00	16.86%	27,585,289.00	17.04%	26,918,623.00	18.52%	28,041,000.00	19.57%	31,502,000.00	20.65%
Government Appropriations										
Federal										
State	68,131,148.00	51.60%	78,221,080.00	48.33%	68,084,337.00	46.84%	66,176,856.00	46.18%	68,781,772.00	45.09%
Local										
Government Grants and Contracts										
Federal										
Unrestricted	61,492.00	0.05%	10,938.00	0.01%	63,195.00	0.04%	24,210.00	0.02%	25,784.00	0.02%
Restricted	11,916,706.00	9.03%	12,178,647.00	7.52%	12,995,936.00	8.94%	13,168,788.00	9.19%	14,024,759.00	9.19%
State										
Unrestricted			571,946.00	0.35%	401,934.00	0.28%	744,511.00	0.52%	792,904.00	0.52%
Restricted	2,023,989.00	1.53%	2,979,641.00	1.84%	3,520,388.00	2.42%	5,109,286.00	3.57%	5,441,390.00	3.57%
Local										
Unrestricted	48,994.00	0.04%	110,314.00	0.07%	9,000.00	0.01%				
Restricted	392,754.00	0.30%	533,358.00	0.33%	635,065.00	0.44%	737,918.00	0.51%	785,883.00	0.52%
Private Gifts, Grants, and Contracts										
Unrestricted	17,010.00	0.01%					684,807.00	0.48%	729,319.00	0.48%
Restricted			4,601,764.00	2.84%	1,299,000.00	0.89%	785,000.00	0.55%	836,025.00	0.55%
Investment & Endowment Income										
Unrestricted	778,224.00	0.59%	926,545.00	0.57%	16,070.00	0.01%	396,984.00	0.28%	422,788.00	0.28%
Restricted	26,132.00	0.02%	25,431.00	0.02%	41,136.00	0.03%	217,278.00	0.15%	231,401.00	0.15%
Sales and Service										
Educational Activities	26,612.00	0.02%	25,477.00	0.02%	34,084.00	0.02%	85,516.00	0.06%	91,075.00	0.06%
Auxiliary Enterprises	4,191,462.00	3.17%	3,785,673.00	2.34%	4,187,883.00	2.88%	4,426,838.00	3.09%	4,714,582.00	3.09%
Hospitals										
Other	326,032.00	0.25%	350,849.00	0.22%	687,624.00	0.47%	2,436,959.00	1.70%	2,595,361.00	1.70%
Auxiliary Foundations	21,563,603.00	16.33%	25,141,014.00	15.53%	24,555,501.00	16.89%	18,105,394.00	12.64%	19,282,245.00	12.64%
Borrowed Funds										
Other (Specify)	273,920.00	0.21%	4,799,871.00	2.97%	1,909,421.00	1.31%	2,150,422.00	1.50%	2,290,199.00	1.50%
TOTAL CURRENT FUND REVENUES	132,036,321.00	100.00%	161,847,837.00	100.00%	145,359,197.00	100.00%	143,291,767.00	100.00%	152,547,487.00	100.00%

Appendix J: Required Data Elements

Table 5.4
Operating Expenditures

Public Institutions	Year 1 (01/02)		Year 2 (02/03)		Year 3 (03/04)		Year 4 (04/05)		Year 5 (05/06)	
	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
Education and General										
Instruction	40,780,185.00	-31.31%	48,794,095.00	-34.15%	44,875,623.00	-30.83%	43,819,233.00	-30.82%	47,021,949.00	-30.82%
Research										
Public Service	118,201.00	-0.09%	148,726.00	-0.10%	154,389.00	-0.11%	123,177.00	-0.09%	132,180.00	-0.09%
Academic Support	14,435,713.00	-11.08%	13,793,948.00	-9.65%	14,680,849.00	-10.09%	14,056,861.00	-9.89%	15,084,267.00	-9.89%
Student Services	10,874,534.00	-8.35%	11,929,356.00	-8.35%	11,121,659.00	-7.64%	12,836,884.00	-9.03%	13,775,123.00	-9.03%
Institutional Support	16,141,031.00	-12.39%	13,505,657.00	-9.45%	16,641,393.00	-11.43%	11,411,412.00	-8.03%	12,155,222.00	-7.97%
Operations & Maintenance of Plant	6,432,566.00	-4.94%	9,366,896.00	-6.56%	8,980,624.00	-6.17%	12,222,206.00	-8.60%	13,025,277.00	-8.54%
Scholarships & Fellowships										
From Unrestricted Funds	(785,785.31)	0.60%	(629,399.00)	0.44%	174,168.00	-0.12%	(168,189.00)	0.12%		0.00%
From Restricted Funds	13,943,309.49	-10.70%	15,216,349.00	-10.65%	16,704,639.00	-11.48%	18,080,397.00	-12.72%	19,401,880.00	-12.72%
Mandatory Transfers										
TOTAL EDUCATIONAL AND GENERAL EXPENDITURES AND MANDATORY TRANSFERS	101,939,754.18		112,125,628.00		113,333,344.00		112,381,981.00		120,595,898.00	
Educational Activities (including Transfers)										
Auxiliary Enterprises (including Transfers)	3,042,142.00	-2.34%	3,406,876.00	-2.38%	3,950,829.00	-2.71%	3,415,862.00	-2.40%	3,665,525.00	-2.40%
Hospitals (including Transfers)										
Auxiliary Foundations (including Transfers)	20,224,486.00	-15.53%	21,589,537.00	-15.11%	21,912,197.00	-15.05%	19,188,847.00	-13.50%	20,591,346.00	-13.50%
Other (Depreciation)	4,259,593.00	-3.27%	5,040,110.00	-3.53%	5,636,024.00	-3.87%	5,621,287.00	-3.95%	6,032,143.00	-3.95%
Other (Interest on capital-related debt)	792,703.00	-0.61%	724,390.00	-0.51%	692,913.00	-0.48%	921,369.00	-0.65%	988,711.00	-0.65%
Other (Other nonoperating expense)		0.00%		0.00%		-0.03%	627,966.00	-0.44%	673,864.00	-0.44%
TOTAL CURRENT FUNDS EXPENDITURES AND MANDATORY TRANSFERS	130,258,678.18		142,886,541.00		45,246.00 145,570,553.00		142,157,312.00		152,547,487.00	
Total Current Fund Transfers							0.00		0.00	
Less Total Current Funds Expenditures and Mandatory Transfers	- 130,258,678.18		-142,886,541.00		-145,570,553.00		142,157,312.00		152,547,487.00	
Non-mandatory Transfers	(130,258,678.18)	-100.00%	(142,886,541.00)	-100.00%	(145,570,553.00)	-100.00%	(142,157,312.00)	-100.00%	(152,547,487.00)	-100.00%

Appendix J: Required Data Elements

Table 5.5
Assets and Liabilities

Public Institutions	Year 1		Year 2		Year 3		Year 4	
	Amount	%	Amount	%	Amount	%	Amount	%
Assets								
Current Assets								
Cash	6,918,245.00	5.24%	5,814,772.00	3.96%	5,370,076.00	3.86%	8,277,576.00	5.01%
Short-term investments	15,973,982.00	12.10%	19,479,525.00	13.26%	14,939,015.00	10.73%	13,848,770.00	8.38%
Accounts Receivable	8,772,507.00	6.64%	10,034,611.00	6.83%	8,002,027.00	5.75%	10,531,533.00	6.37%
Prepaid Expenses	226,107.00	0.17%	505,829.00	0.34%	292,762.00	0.21%	288,646.00	0.17%
Noncurrent Assets		0.00%		0.00%		0.00%		0.00%
Restricted cash and cash equivalents		0.01%	179,952.00	0.12%	254,630.00	0.18%	515,736.00	0.31%
Accounts Receivable	11,879,999.00	6.13%	6,885,946.00	4.69%	5,185,895.00	3.73%	20,432,266.00	12.37%
Student loans receivable	1,984,805.00	1.50%	1,883,759.00	1.28%	1,356,946.00	0.98%	1,723,251.00	1.04%
Other long-term investments	815,977.00	0.62%	847,527.00	0.58%	1,194,247.00	0.86%	1,191,234.00	0.72%
Capital assets	89,263,347.00	67.59%	101,279,171.00	68.94%	101,323,049.00	72.81%	108,400,107.00	65.61%
Other assets					1,243,217.00	0.89%		
TOTAL ASSETS	132,062,142.00	100.00%	146,911,092.00	100.00%	139,161,864.00	100.00%	165,209,119.00	100.00%
Liabilities								
Current Liabilities								
Accounts Payable	5,011,792.00	3.80%	5,146,948.00	3.50%	1,706,589.00	1.23%	3,365,008.00	2.04%
Accrued salaries and benefits payable	5,102,494.00	3.86%	5,377,978.00	3.66%	6,098,238.00	4.38%	5,613,625.00	3.40%
Accrued compensated absences	2,062,561.00	1.56%	2,336,038.00	1.59%	2,661,233.00	1.91%	2,630,680.00	1.59%
Deferred revenue	3,561,692.00	2.70%	4,155,641.00	2.83%	4,216,497.00	3.03%	5,982,586.00	3.62%
Capitalized lease obligations	579,463.00	0.44%	588,591.00	0.40%	619,498.00	0.45%	504,698.00	0.31%
long-term debt obligations	365,000.00	0.28%	430,000.00	0.29%	445,000.00	0.32%	494,705.00	0.30%
Self-insurance claims liability	1,538,000.00	1.16%	1,805,797.00	1.23%	2,886,217.00	2.07%	608,000.00	0.37%
Other (specify)	3,071,274.00	2.33%	2,139,611.00	1.46%	553,830.00	0.40%	888,841.00	0.54%
Noncurrent liabilities								
Accrued compensated absences	2,202,817.00	1.67%	2,219,618.00	1.51%	2,003,405.00	1.44%	2,396,716.00	1.45%
Grants refundable	1,972,065.00	1.49%	1,999,276.00	1.36%	1,516,270.00	1.09%	1,808,264.00	1.09%
Deferred revenue								

Appendix J: Required Data Elements

Capitalized lease obligations	1,961,867.00	1.49%	1,373,276.00	0.93%	753,778.00	0.54%	249,080.00	0.15%
long-term debt obligations	12,340,000.00	9.34%	11,910,000.00	8.11%	11,465,000.00	8.24%	34,472,317.00	20.87%
Self-insurance claims liability	813,000.00	0.62%	331,238.00	0.23%	1,017,976.00	0.00%	758,357.00	
Depository Accounts	816,944.00	0.62%	1,024,088.00	0.70%		0.73%		
Fund Balance								
Restricted Purpose	6,267,123.00	4.75%	6,219,537.00	4.23%	5,973,755.00	4.29%	5,999,127.00	3.63%
Unrestricted	10,379,033.00	7.86%	12,876,151.00	8.76%	9,204,805.00	6.61%	13,325,634.00	8.07%
Investment in capital assets	74,017,017.00	56.05%	86,977,304.00	59.20%	88,039,773.00	63.26%	86,111,481.00	52.12%
TOTAL LIABILITIES	132,062,142.00	100.00%	146,911,092.00	100.00%	139,161,864.00	100.00%	165,209,119.00	100.00%

Appendix J: Required Data Elements

Table 5.6
Capital Investments

Public Institutions	Year 1 00/01	Year 2 01/02	Year 3 02/03	Year 4 03/04	Year 5 04/05
Land					
Beginning Book Value		10,150,500.00	10,150,500.00	10,150,500.00	10,150,500.00
Additions					0.00
Deductions					0.00
Ending Book Value	10,150,500.00	10,150,500.00	10,150,500.00	10,150,500.00	10,150,500.00
Building and Building Improvements					
Beginning Book Value		34,492,010.75	37,916,497.00	71,246,623.00	69,155,491.00
Additions		3,424,486.48	33,330,125.00	(2,091,132.00)	(2,662,638.77)
Deductions					
Ending Book Value	34,492,010.75	37,916,497.23	71,246,622.00	69,155,491.00	66,492,852.23
Improvements other Than Building					
Beginning Book Value		3,602,957.46	3,006,211.00	5,310,302.00	4,734,756.00
Additions		(596,746.45)	2,467,088.00	(575,546.00)	(621,708.30)
Deductions			(162,997.00)		
Ending Book Value	3,602,957.46	3,006,211.01	5,310,302.00	4,734,756.00	4,113,047.70
Infrastructure					
Beginning Book Value		2,580,518.75	2,504,125.00	4,079,675.00	9,003,511.00
Additions		(76,393.43)	1,592,323.00	4,923,836.00	(178,071.42)
Deductions			(16,773.00)		
Ending Book Value	2,580,518.75	2,504,125.32	4,079,675.00	9,003,511.00	8,825,439.58
Personal Property					
Equipment					
Beginning Book Value		3,662,435.67	3,408,315.00	3,329,430.00	3,346,618.00
Additions		(248,339.59)	2,276.00	60,645.00	(233,366.09)
Deductions		(5,780.75)	(81,161.00)	(43,457.00)	(261,098.88)
Ending Book Value	3,662,435.67	3,408,315.33	3,329,430.00	3,346,618.00	2,852,153.03
ASI Equipment					
Beginning Book Value					0.00
Additions					67,736.87

Appendix J: Required Data Elements

Deductions					
Ending Book Value					67,736.87
Library Books and collections					
Beginning Book Value		1,155,140.95	1,377,808.00	1,713,839.00	1,847,934.00
Additions		222,667.35	336,031.00	134,095.00	102,000.90
Deductions					
Ending Book Value	1,155,140.95	1,377,808.30	1,713,839.00	1,847,934.00	1,949,934.90
Works of Art/Hist Treasurer					
Beginning Book Value					0.00
Additions					90,000.00
Deductions					
Ending Book Value					90,000.00
Construction Work in Process					
Beginning Book Value		12,109,216.26	30,899,891.00	5,448,802.00	3,084,240.00
Additions		22,663,259.11	6,830,605.00	3,064,721.00	10,774,202.93
Deductions		(3,872,584.37)	(32,281,694.00)	(5,429,283.00)	
Ending Book Value	12,109,216.26	34,772,475.37	37,730,496.00	8,513,523.00	13,858,442.93
Nature of projects/funding source					expansion of Loker Student Union - bonds, student fees, fundraising
					Parking lot 7- Anschutz Ent Group, user fees
					Child Dev Ctr - ASI, Anschutz Ent Grp
					Expansion of Leo Cain Library- Capital Apptns

Actual numbers for 2005-2006 anticipated by October 1, 2006

Appendix J: Required Data Elements

Table 5.7
Endowment Values and Performance

		Market Value			Current Fund	Net Transfers	Total Annual
	Market Value of	of Quasi-	Market Value		Income from	In/Out of	Return on
(a)	Endowment	Endowment	End of Year	Yield	Endowment	Endowment	(b) Investments
Year 1	3,188,675.00	0.00%	0.00	102,669.00	102,514.00	562,102.00	(95,906.00)
Year 2	3,192,336.00	0.00%	0.00	91,326.00	55,658.00	0.00	3,661.00
Year 3	4,372,964.00	12.08%	505,319.00	103,952.00	142,809.00	500,000.00	680,628.00
Year 4	5,060,373.00	16.64%	842,078.00	129,889.00	308,271.00	250,000.00	437,409.00
Year 5*							

(a) Includes market value of quasi-endowments

(b) Total annual return on investments is net of the investment manager fees

*Actual numbers for 2005-2006 anticipated by October 1, 2006

NOTE: Endowment are defined as permanent funds of CSUDH Foundation which have been contributed by various donors, to provide revenue that will sponsor and support recognized functions or objectives of the University.

Quasi-endowments are defined as funds which are invested in the endowment fund but which may be totally expended at any time.

Endowment Spending Policy - Distribution of Earnings and Endowment Earnings Reserve Subject to the provisions of C.3 below, the Foundation will distribute the pro-rata share of dividends and interest income to endowment spending accounts. Such distributions are expected to be on a quarterly basis. Also, beginning with the 1998/99 fiscal year, the Foundation will distribute 100% of the average annual increase in the value of the Endowment Fund as measured over a 3-year rolling average period and net of all fees and income/ dividend distributions. The Endowment Fund value appreciation will occur annually within 90 days of the conclusion of the fiscal year. If there is a decrease in market value as defined above in any fiscal year, there will be no endowment fund appreciation distribution.

An Endowment Earnings Reserve fund shall be created and maintained to provide funds in years when dividend and interest income generated in the endowment pool is not adequate to meet annual earnings distribution expectations. At the discretion of the Foundation Finance and Audit Committee, funds from the Endowment Earnings Reserve may be used to supplement annual earnings distributions. In years when dividend and interest income is better than expected, the Finance and Audit Committee may elect to designate part of the dividend and interest income as funding for the Endowment Earnings Reserve. Through the use of mirror accounts, each individual endowment will be credited with its portion of the Endowment Earnings Reserve.

Appendix J: Required Data Elements

Table 6.1
Key Undergraduate Educational Operations Ratios

Admission	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
Admit/Apply	76.2%	76%	79.7%	81.6%	87.1%
Enroll/Admit	72.7%	73.4%	75.5%	77.3%	82.1%
Retention					
1st Year Freshmen Retention (starting on listed term)	83.1%	82.1%	79.8%	70.7%	N/A
First-Time Freshmen 6-year Completion to Graduation (Ending Summer before listed term)	29.2%	34.2%	29.5%	34%	34.1%
Transfer Junior 3-year Completion to Graduation (Ending Summer before listed term)	46.5%	45.9%	47.5%	45.8%	46.9%
Instruction (Undergraduate)					
Student Faculty Ratio	23.26	23.26	23.13	25.03	23.98
Credits taught by part-time faculty	57.2%	55.9%	51.9%	51.6%	50.9%
Credits taught off campus	6.2%	5.4%	5.5%	5.0%	5.3%
Credits taught by distance education	9.0%	10.5%	8.5%	12.2%	13.4%
Classes with 1-9 students	263	214	206	195	215
Classes with 10-20 students	489	371	369	303	323
Classes with 21-35 students	479	447	480	443	453
Classes with 36-50 students	209	255	238	233	215
Classes with 50+ students	85	84	94	143	130
Average credit load per student	9.49	9.64	9.63	9.84	9.55
Average G.P.A.	2.92	2.93	2.9	2.86	2.79

Student Faculty Ratio (SFR)=Full Time Equivalent Students/Full Time Equivalent Faculty

Full Time Equivalent Students (FTES)= Course Units Taken/15

All measures involving credits taught are calculated using Student Credit Units (SCU)

SCU=Course Credit Units *Enrollment

Distance education data is taken from the comprehensive roster summary. Enrollment figures used are the sum of state support enrollment and extended education enrollment.

Undergraduate instruction excludes all teacher education (TED) course sections as well as all GED, MUL, CUR, SPE, TBE, PPS and EAD sections. All course sections with a course number greater than 499 are excluded from this analysis.

Table 6.2
Key Asset and Maintenance Ratios

	Year 1	Year 2	Year 3	Year 4	Year 5 ⁺
Total Faculty Headcount	767	815	809	679	683
Faculty 59 and Older	216	266	305	261	250
Faculty ≥ 59 / Total Faculty	28%	33%	38%	38%	37%
O&M Expenditures (\$)	6,432,566.00	9,366,896.00	8,980,624.00	12,222,206.00	13,025,277.00
Total E&G Expenditures (\$)	101,939,754.18	112,125,628.00	113,333,344.00	112,381,981.00	120,595,898.00
O & M / E & G	6.31%	8.35%	7.92%	10.88%	10.80%
Total Equipment Expenditures	603,853.91	851,350.00	915,868.00	757,366.91	806,595.76
Total Book Value of Equipment (\$)	3,408,315.33	3,329,430.00	3,346,618.00	2,919,889.90	3,109,682.74
Expenditures / Book Value	17.72%	25.57%	27.37%	25.94%	25.94%

Table 6.3
Key Financial Ratios

	Year 1 01/02	Year 2 02/03	Year 3 03/04	Year 4 04/05
Return on Net Assets Change in Net Assets / Total Net Assets at the beginning of fiscal year	0.49%	17.00%	-2.69%	2.15%
Net Income Ratio Change in Unrestricted Net Assets / Total Unrestricted Revenues	-4.28%	-7.48%	11.36%	-12.37%
Operating Income Ratio Operating Income / Total Expenses	31.53%	34.43%	33.59%	38.64%
Viability Ratio Expendable Net Assets / Long Term Debt	471.56%	565.99%	623.30%	257.22%
Instructional Expense per Student	3,168.38	3,613.31	3,387.35	3,474.13
Net Tuition per Student	1,729.33	2,042.75	2,031.90	2,223.18

Actual numbers for 2005-2006 anticipated by October 1, 2006

Table 7.1
Inventory of Educational Effectiveness Indicators

CATEGORY	Have formal learning outcomes been developed?	Where are these learning outcomes published? (Please specify)	Other than GPA, what measures/indicators are used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	Date of last program review for this degree program
At the Institutional level:				
Undergraduate Studies and Graduate Studies Outcomes	Yes	Drafts being circulated for review	To be determined--in progress	N/A
For General Education if an undergraduate institution:				
General Education Program	Yes	2005-06 University Catalog	Embedded assessment at the course level and an ongoing 5 year program evaluation beginning in 2002-03	
Each degree program in the College of Business Administration and Public Policy:				
Applied Studies BS	yes	Dean's Office and Program Office	Senior seminar and Portfolio	2003-04
Business Administration BS	yes	Website, Dean's Office, Learning outcomes file	Embedded assessment, BAT, EBI	1997-98
MBA	yes	Website, Dean's Office, Learning outcomes file, Program Office	Capstone course, Case analysis, research report, EBI	1997-98
Criminal Justice Administration BS	yes	Program Office, Learning outcomes file	Internship project (in progress)	Began Fall 2005
Engineering Management MS	yes	Program Office, Learning outcomes file	Capstone project	Began Fall 2004
Economics BA and minor	yes	Learning outcomes file		1996-97
Labor Studies BA and minor	yes	Learning outcomes file	Embedded assessment; major research paper	1996-97

Appendix J: Required Data Elements

Political Science BA and minor	yes	Program Office, Dean's Office, Learning outcomes file	Embedded assessment	1997-98
Public Administration BS and minor	yes	Program Office, Dean's Office, Learning outcomes file	Senior seminar; research project	1997-98
MPA	yes	Program Office, Dean's Office, Learning outcomes file	Capstone Course; Thesis; Directed Project	1997-98
Each degree program in the College of Education:				
Education MA	yes	Website, Dean/Dept chair office, NCATE, COE Eval. Center., Learning outcomes file	Exit surveys; Alumni and Employer Surveys; NCATE required assessments; Thesis or Comp. Exams	2001-02
Liberal Studies BA	CCTC standards	Program Office, Learning outcomes file, College Evaluation Center	CCTC required assessments; CSET; Program exit survey	2001-02
School Psychology MS	yes	Website, Program Office, Graduate Ed. Chair Office	Exit surveys; Alumni and Employer Surveys; NCATE required assessments; Thesis or Comp Exams	Began Fall 2004
Special Education MA	yes	Website, Graduate Ed. Chair Office, Learning outcomes file	NCATE required assessments; Thesis or Comprehensive Exams; Exit surveys	2001-02
Each degree program in the College of Extended and International Education:				
Humanities External Degree MA	yes	Program Office, Learning outcomes file, Dean's Office	Rubric for assessing final thesis or creative project; Advancement to candidacy exam	2001-02
Quality Assurance BS	yes	Program Office, Learning outcomes file, Dean's Office	Embedded assessment; capstone course	1997-98
Quality Assurance MS	yes	Program Office, Learning outcomes file, Dean's Office	Reflective Essay as a course embedded assessment; Thesis or project	1997-98
Each degree program in the College of Health and Human Services:				
Gerontology MS	yes	Program Office, Learning outcomes file	Satisfaction surveys; Comprehensive Exam	1996-97

Appendix J: Required Data Elements

Clinical Science BS	yes	Program Office, Learning outcomes file, accrediting bodies	Employer and Alumni surveys; pass rates on external certification and licensure exams; Accreditation	1996-97
Clinical Science MS	yes	Program Office, Learning outcomes file, accrediting bodies	Thesis; Project; Accreditation	1996-97
Health Science BS	yes	University Catalog, Learning outcomes file	Embedded assessment; capstone courses depending on option	1996-97
Health Science MS	yes	Dean's Office, Program Office, Learning outcomes file	Thesis; Project	1996-97
Human Services BA	yes	Dean's Office, Program Office, Learning outcomes file	Portfolio; Fieldwork supervisor's evaluation report	1996-97
Marriage and Family Therapy MS	yes	Program Office, Learning outcomes file	Comprehensive exam, written and oral; Licensed supervisor evaluation of performance	1996-97
Nursing BS	yes	Univ. Catalog, Program office, Learning outcomes file, Accred. agency	Embedded assessment using rubrics; Preceptor evaluation; Accreditation	2003-04
Nursing MS	yes	Univ. Catalog, Program office, Learning outcomes file, Accred. agency	Comp exam, written and oral; Pass rates on cert exams; Preceptor eval.; Accreditation	2003-04
Occupational Therapy BS	yes	Univ. Catalog, Program & Dean's Office; Learning outcomes file; Accred. agency	Portfolio; Fieldwork eval. reports; NBCOT Board Scores; Res project; Employment survey; Accreditation	1996-97, Discontinued 2005
Occupational Therapy MS	yes	Univ. Catalog, Program & Dean's Office; Learning outcomes file; Accred. agency	Fieldwork eval. reports: NBCOT Board Scores; Portfolio; Accreditation	Began Fall 2005
Physical Education (Kinesiology) BA and minor	yes	Program Office; Learning outcomes file	Exit surveys; peer teaching evaluations; capstone course; portfolio	Aligned with state review 2001-02
Recreation and Leisure BA and minor	yes	Program office; Learning outcomes file	Exit survey; peer teaching evaluations; senior seminar	2001-02

Appendix J: Required Data Elements

Each degree program in the College of Liberal Arts:				
Africana Studies BA and minor	yes	Dean and Program office; Learning outcomes file	General knowledge exam; exit interviews; Senior research paper	1998-99
Anthropology BA and minor	yes	Dean and Program office; Learning outcomes file	Embedded assessment; Embedded assignment; student and alumni research accomplishments	1996-97
Art BA and minor	yes	Dean and Program office, Learning outcomes file	Rubrics to evaluate products of Art student exhibits; Portfolio; Senior seminar	1998-99
Asian Pacific Studies Minor	yes	Program office, Learning outcomes file	Portfolios; Exit interviews	1998-99
Negotiation, Conflict Resolution & Peacebuilding MA	yes	Program and Dean's Office, Learning outcomes file	Written and oral comprehensive exams	1996-97
Chicana/Chicano BA and minor	yes	Program Office, Learning outcomes file	Embedded assessment; capstone course	TBD
Communications BA and minor	yes	Dean and Program office, Learning outcomes file	Senior exit survey; capstone course; senior research project	1998-99
Dance Minor	yes	Dean and Program office, Learning outcomes file	Informal exit interviews; Rubrics for embedded assessment of performance, practicums, research papers	1996-97
Digital Media Arts BA and minor	yes	Dean and Program office, Learning outcomes file	Rubrics (Faculty Panel Outcomes Assessment & Mentor Eval. of Interns); Embedded assessment; Capstone course	Began 2001
English BA and minor	yes	Program office, Learning outcomes file	Portfolios; Exit interviews; capstone course	1998-99
English MA	yes	Program office, Learning outcomes file	Diagnostic exams; Portfolios; final project	1998-99
French Minor	(None reported)			1998-99
History BA and minor	yes	Program and Dean's office, Learning outcomes file	Assessment of student learning rubric	1996-97
Humanities MA and minor	yes	Program and Dean's office, Learning outcomes file	Diagnostic exercise; Portfolio; Final Project	1996-97

Appendix J: Required Data Elements

Interdisciplinary Studies BA and minor	yes	Program and Dean's office, Learning outcomes file	Entrance and Exit Field of Emphasis exit essays; student satisfaction survey	1998-99
Music BA and minor	yes	Program and Dean's office, Learning outcomes file	Embedded, authentic assessment; performance assessment; performance lessons for K-12 students	1998-99
Philosophy BA and minor	yes	Learning outcomes file	Critical Reasoning assessment exam; Senior seminar portfolio	1998-99
Spanish BA and Minor	yes	Program office, Learning outcomes file	Rubric for capstone course	1998-99
Theatre Arts BA and minor	yes	Program office, Learning outcomes file	Senior Seminar with Portfolio and Recital	1998-99
Women's Studies Minor	yes	Learning outcomes file 2003	Projects	
Each degree program in the College of Natural and Behavioral Sciences:				
Behavioral Science BA	yes	Learning outcomes file	Embedded assessment; Senior Seminar; Student survey re PLO's	1996-97
Biology BA/BS and minor	yes	Program office, Learning outcomes file	Senior Project course with varied assessment strategies; eg., senior thesis, synthetic essay exercise	1997-98
Biology MS	yes	Program office, Learning outcomes file	Research-based assessments; GRE scores	1997-989
Chemistry BA/BS and minor	yes	Program office, Learning outcomes file	Two capstone course--one focused on experimental and one focused on theoretical	1997-98
Computer Science BS and minor	yes	Program office, Learning outcomes file, Accreditation agency	Exit surveys; alumni survey; Accreditation review; Embedded assessment	1997-98
Geography BA and minor	yes	Program office, Learning outcomes file	Senior seminar; fieldwork experience with peer critique; exit interview	1997-98
Geology BA and minor	yes	Program office, Learning outcomes file	Senior seminar; fieldwork experience with peer critique; exit interview	1997-98
Mathematics BA and minor	yes	Program office, Learning outcomes file	Embedded assessment; Portfolio	1997-98
Teaching Mathematics MA	yes	Program office, Learning outcomes file, grant materials	Comprehensive examination	Began 2000
Physics BS and minor	yes	Program office, Learning outcomes file	Embedded assessment; Tracking career paths of graduates; Scores on standardized tests; eg., GRE general and advanced tests in physics	1997-98

Appendix J: Required Data Elements

Psychology BA and minor	yes	Program office, Learning outcomes file	Electronic portfolio; Student and Alumni Surveys	1996-97
Psychology MA	yes	Program office, Learning outcomes file	Comprehensive examination with criteria; Supervised internship evaluation; Student and alumni surveys	1996-97
Sociology BA and minor	yes	Program office, Learning outcomes file	Fieldwork, paper/essay, and oral presentation rubrics; Senior exit survey	1996-97
Sociology MA	yes	Program office, Learning outcomes file	Comprehensive exams; Thesis; Graduate program exit survey	1996-97
Each degree program: Special Programs				
General Education (see above)				
Interdisciplinary Studies MA/MS	yes	Program office, Learning outcomes file	Thesis based on individual program of study	2001-02
Special Major BA/BS and minor	In progress	Program office, Learning outcomes file	In progress	2001-02

Appendix J: Required Data Elements

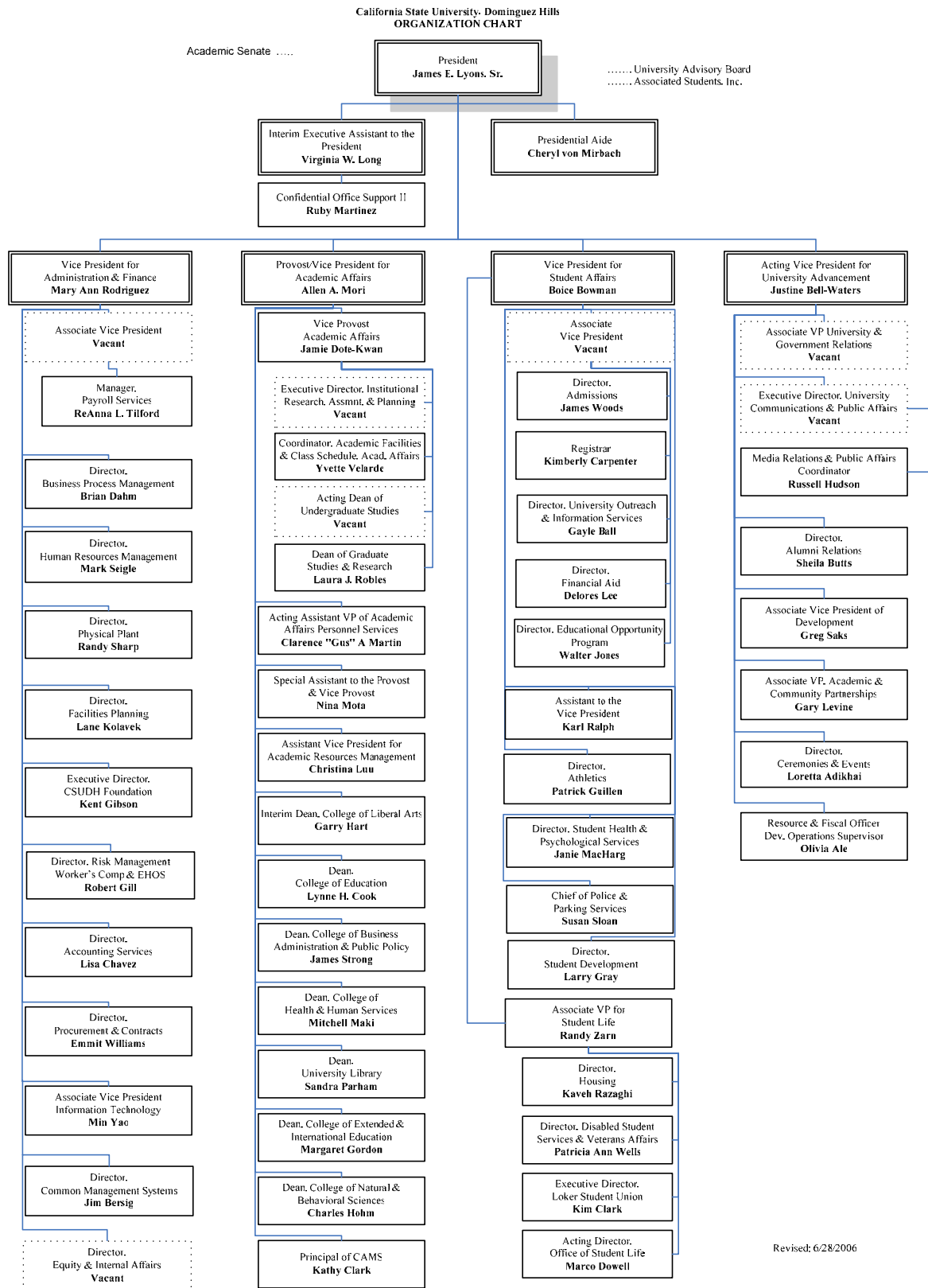
Required Data Elements Available Online

TOC #	Item	Pg	Source	Title	Terms	URL
1.1	Admissions Activities	3	Factbook	Pipeline (List of multi-categories)	2001-2005	http://www.csudh.edu/oir/Pipeline.htm
1.2	Preparation/Selectivity Levels and Entering Students	6	Factbook-Assessment	Assessment (List of multiple-category)	1998-2003	Hardcopy
1.3	Admissions by Gender	9	TBD	Data needed in Quickfacts	2001-2005	http://www.csudh.edu/oir/Pipeline/Sex/Apps_Adms_F05_census_Sex.htm
1.4	Admissions by Race Ethnicity	9	TBD	Data needed in Quickfacts		http://www.csudh.edu/oir/Pipeline/EthnicGroups/Ethnicity.htm
2.1	Headcount Enrollments by Degree Objective	12	Factbook		2001-2005	http://www.csudh.edu/oir/QuickFacts/Level_enrollment.htm
2.2	Headcount Enrollments by Gender	12	Factbook	Quickfacts-Gender (link only)	2001-2005	http://www.csudh.edu/oir/enrollment_StudentProfile/Sex&Level/SexandLevel.pdf
2.3	Headcount Enrollments by Race/Ethnicity	14	Factbook	Quickfacts - Ethnicity (multiple links)	2001-2005	http://www.csudh.edu/oir/enrollment_StudentProfile/EnrollmentbyEthnicity/Enhbylevel.pdf

Appendix J: Required Data Elements

TOC #	Item	Pg.	Source	Title	Terms	URL
3	Degrees Awarded	19				
3.1	Degrees Granted by Degree Level Program	19	Factbook	Quickfacts-Degrees Tab (3 categories)	2001-2005	http://www.csudh.edu/oir/degrees/degreesConferredbyProgram-5yr.pdf
3.2	Cohort Graduation, Retention and Transfer Rates	21	Factbook	Retention Rates/Retention (List of mutiple-category)	2001-2005	http://www.csudh.edu/oir/Retention.htm
4	Faculty and Staff Composition	23				
4.1	Faculty Composition	23	Factbook		2001-2005	http://www.csudh.edu/oir/demographics/faculty_by_ftpt_ethnic_sex.htm
4.2	Faculty Headcount by Department Program	25	Factbook		2001-2005	http://www.csudh.edu/oir/Demographics/Faculty_FTPT_by_Dept.swf
4.3	Staff by Gender and Race/Ethnicity	27	Factbook		2001-2005	http://www.csudh.edu/oir/Demographics/Staff_by_FTPT_Ethnic_Sex.swf
6	Institutional and Operating Efficiency Key Undergraduate Educational Operations Ratios	48				
6.1		48	Factbook		2001-2005	http://www.csudh.edu/oir/Pipeline.htm
					2001-2005	http://www.csudh.edu/oir/Retention.htm
					2001-2005	http://www.csudh.edu/oir/WASC_6.1/indicators.pdf

Appendix K – University Organization Chart



Appendix L – Diversity Matrix (excerpt)

Core Issue Three Diversity: Facilitating Meaningful Interactions among Members of our Learning Community -- WASC Standard: 1, 2, 4; University Goal 3

Key to reading table: Black type = Inventory items and key concepts Blue type = Live links (hold down control key and click to follow link)																
Key Concepts/Words																
INVENTORY RESULTS	WEBLINKS	ENHANCED ACADEMIC EXPERIENCES					MULTICULTURAL PERSPECTIVE					ELEMENTS OF DIVERSITY				
CSUDH links included where applicable	Highlights of links within the website	Critical Thinking	Creativity	Decision Making	Curriculum	Dialogue/ Discourse	Identity	Beliefs	Values	Knowledge	Interaction w/others	Ethnicity	Race	Language	Gender	Age
Organizations																
Associated Students, Inc.	http://www.csudh.edu/asi/asi/pages/clubs_orgs_directory.htm		X	X		X	X	X	X	X	X	X	X		X	
National Council for Black Studies (NCBS)	http://www.csudh.edu/African/organizationscommittees/NCBSCongress.asp	X				X					X	X				
Black Business Student Association (BBSA)	http://www.csudh.edu/bbsa/readme.htm	X		X	X	X	X	X	X	X		X				
Latino Student Business Association	http://csudh.edu/lbsa/WE_LCOME%20to%20CSUDH%20LSBA.htm	X	X					X								
Black Women's Support Group	http://www.csudh.edu/univadv/Newsroom/2004/DH04%20PH060.htm	X				X										
Centers																
Multicultural Center	http://www.csudh.edu/mcc/links.htm	X				X				X	X	X				
Office of Student Life			X	X		X	X	X	X			X	X	X	X	
International Education Center [IEC]	http://www.csudh.edu/alcp/ http://www.csudh.edu/alcp/program.html	X	X	X	X		X	X								
International Student Services Office [ISSO]	http://www.csudh.edu/alcp/univintl.html	X	X	X	X	X	X		X	X	X	X	X	X	X	X
Women's Center	http://www.csudh.edu/womenscenter/calendar/	X	X		X	X	X			X	X	X	X	X	X	X

Appendix M – Civic Engagement Matrix (excerpt)

Core Issue Four: Civic Engagement: Integrating Campus and Community Initiatives through the Concept of Communitarity -- WASC Standard: 4; University Goal 4

Key to reading table: Black type = Inventory items and key concepts; Blue type = Live links (hold down control key and click to follow link)													
CATEGORIES RELATED TO CIVIC ENGAGEMENT													
ENHANCEMENT OF THE UNIVERSITY LEARNING EXPERIENCE (ACADEMIC, PERSONAL, AND SOCIAL) THROUGH COMMUNITY ENGAGEMENT													
CIVIC ENGAGEMENT INVENTORY (CSUDH URL included where applicable)	CSUDH WEBLINKS RELATED TO CIVIC ENGAGEMENT	Academic Outcomes				Personal Outcomes				Social Outcomes			
Campus Communitarity Activities	Highlights of links within the website	Knowledge in Context	Decision Making	Critical Thinking	Problem Solving	Values	Identity	Commitment	Reflection	Communication	Cultural Awareness & Tolerance	Civic Responsibility	Leadership
Organizations													
Associated Students, Inc.	http://www.csudh.edu/asi/pages/clubs_orgs_directory.htm	X	X	X	X	X	X	X	X	X	X	X	X
International Student Association (ISA)	http://www.csudh.edu/csudh/isso/cons.htm	X	X	X	X	X	X	X	X	X	X	X	X
University's Strategic Plan Goal 4	http://www.csudh.edu/upc/goals.shtml	X		X	X	X	X	X	X	X	X	X	X
College of Education	http://www.csudh.edu/soe/main_index.htm	X	X	X	X	X	X	X	X	X	X	X	X
Teacher Education	http://www.csudh.edu/coe/ted/index.asp	X		X	X	X		X	X		X	X	
Graduate Education	http://www.csudh.edu/graduatestudies/	X		X	X	X		X		X	X		
College of Health and Human Services	http://www.csudh.edu/hhs/	X		X		X	X	X	X		X	X	X
College of Extended and International Education	http://www.csudh.edu/extendeded/	X	X	X		X	X	X					
Centers													
Office of Student Life	http://www.csudh.edu/studentlife/	X	X	X	X	X	X	X	X	X	X	X	X
Women's Center	www.csudh.edu/womenscenter	X	X	X	X	X	X	X	X	X	X	X	X
Multicultural Center	http://www.csudh.edu/mcc/links.htm	X	X	X		X	X	X	X	X	X	X	X



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