California State University
Dominguez Hills
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Educational
Effectiveness Report

Academic Quality
Improving and
Enhancing
Student Outcomes

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Campus Change
Building Sustainable
Structures and
Processes for
Educational Effectiveness

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Diversity
Facilitating Meaningful
Interactions among
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Civic Engagement
Integrating Campus and
Community Initiatives
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<u>Foreword</u>
The California State University, Dominguez Hills' (CSUDH) WASC Educational Effectiveness Report (EER) is divided into the following sections: <u>Introduction</u>, <u>Core Issue 1: Academic Quality</u>, <u>Core Issue 2: Campus Change</u>, <u>Core Issue 3: Diversity</u>, and <u>Core Issue 4: Civic Engagement</u> and is submitted in both electronic and hard copy formats. Several documents, listed in the Appendices, are referenced here to assist in the reading of the documents and accessing the evidence, as well as understanding how the University's Core Issues relate to the WASC Standards and Criteria for Review (CFR).

WASC Standards, Criteria for Review, and CSUDH Core Issues for Self Study
The EER narrative responds to the University's Core Issues for Self-Study. Throughout the narrative are numerous references to the WASC Standards and CFRs; 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 (see **Appendix A** for excerpt) demonstrates the correlation among the WASC Standards, *CFRs, CFR Guidelines, Questions for Institutional Engagement, CSUDH CFR Response, and Core Issues*. The University's response and supporting evidence are culled from the EER document. The Core Issues Alignment Chart (see **Appendix B** for excerpt) is a reference guide that illustrates the connections among the *Researchable Questions, Expected Outcomes, WASC Standards, WASC Elements, University Goals, and CFRs.* The CFR Core Issues Cross Reference Chart (**Appendix C**) is an abbreviated view of these relationships. This chart was created especially to demonstrate where the CFRs were addressed. The EER Evidence List (see **Appendix D** for excerpt) is an Excel file that contains the following fields: Name of Evidence Document as referenced in the narrative, corresponding File Name, page number in the EER, and the web URL for the file. You may also view an abbreviated electronic evidence list on the WASC Website. In addition to the electronic evidence, original documents are located in the WASC evidence room in Welch Hall D-440.

Reading the Electronic and Hardcopy versions
Evidence of how the University is responding to the CFRs is indicated throughout the EER 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 linked website or document. Once you have reviewed the evidence, click out of the website or document to return to the EER. If you are reading a **hardcopy** version of the EER, you may access the URL links provided in **EER 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. The EER narrative also references numerous acronyms; these are re-established within each Core Issue narrative. **Appendix E** is a list of all of the acronyms used in the EER.

EER Required Documents
Several required documents are provided in the following Appendices: Response to Previous Recommendations from the CPR Visit (**Appendix F**); Institutional Stipulation Statement from the President (**Appendix G**); Required Data Elements (**Appendix H**)**;** updated University Organization Chart (**Appendix I**)**;** and New Academic Programs (**Appendix J**). All of these documents demonstrate the University's activities related to the WASC.

Introduction
This document summarizes the ongoing work of the continuous assessment self-study process at California State University Dominguez Hills (CSUDH). This document contains the details about what the campus has learned from the research conducted, as well as questions that have arisen as the process evolved. It is, therefore, a snapshot of what the campus has learned about itself at the time when this Educational Effectiveness Report (EER) was written.

During the Educational Effectiveness (EE) phase, the membership of the self-study Steering Committee, Sub-Committees for Core Issues 1 through 4, and the Data Portfolio were maintained and included those individuals with direct involvement in the researchable questions. Broad representation of all stakeholders was continued (CFR 1.3, 4.8). The Steering Committee and the four Core Issue Sub-Committees continued to meet monthly to receive updates on the studies that were initiated to pursue the researchable questions, while the Data Portfolio Sub-Committee met on an as needed basis. Additionally, the Sub-Committees were involved in the development of the town hall meetings that were held to further the campus conversations related to the studies (CFR 4.8). As the submission deadline for the EER approached, the Steering and the Sub-Committees reviewed the drafts of the document, providing suggestions, additional information, and edits. Input also was solicited from various campus governance committees such as the University Planning Council (UPC), Academic Affairs Council (AAC), Academic Senate Executive Committee and the full Academic Senate, the President's Cabinet, the Divisions of Administration and Finance, Student Affairs, and University Advancement and Associated Students Incorporated (ASI). Town hall meetings were held in August and September 2007 in order to circulate the draft EER, with another scheduled for November 2007 to share the final report.

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 in order to access the many links that support the narrative and to gain the greatest understanding of the work of the University learning community. With the shared understanding that they represent an ongoing continuous improvement process, the following narrative essays describe what the campus community has learned related to the issues under study and others that have arisen as the self-study unfolded.

During the EE phase of the self-study process the campus community continued to center its work on the four themes that were identified during the initial stages of the self-study. The Institutional Proposal provides a detailed explanation of how these themes were developed while the Capacity Preparatory Report (CPR) provides a preliminary progress report of the campus activities related to the self-study. The themes around which the comprehensive self-study is based are:

- 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 communiversity

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 between the four Core Issues identified; this initially was a concern, but the campus

acknowledged that the scope of our studies all relate to improved student outcomes. As a result, discussions in the four essays convey connections among the themes.

Core Issue 1 - Academic Quality: **Improving and Enhancing Student Outcomes**
WASC Standards 1, 2, 4; University Goals 1, 2 and 5

Post secondary institutions across the nation continue to struggle with issues of Academic Quality. The report of the Higher Education Commission, *A Test of Leadership, Charting the Future of U.S. Higher Education*, supports the need for accountability and increased documentation of student learning outcomes. Such concerns have been the focus of investigation at CSUDH. The campus accordingly has embarked on a series of studies to demonstrate the effectiveness of activities designed to support Academic Quality in an effort to improve student-learning outcomes.

It is important to note the differentiation between student outcomes and student-learning outcomes as they pertain to what the campus has learned about academic quality. Student outcomes are associated with University efforts to supplement, augment, and enhance the learning environment wherever that may occur. Study results of the four researchable questions provide evidence of improving the learning environment as an integral component of academic quality.

The focus of the efforts related to this core issue involved first-time freshmen and their needs for intensive intervention to improve their basic skills, critical literacy skills beyond the first year, assessment of academic quality including the review and revision of General Education (GE) requirements and program level student-learning outcomes, academic support programs and services, faculty development activities' impact on student success, and the impact of undergraduate student involvement in faculty research (CFR 2.14, 2.2, 2.3, 2.6, 2.9).

Enhancing Critical Skills
Critical Skills of First-Time Freshmen. In fall 2006, 94.5% (995 of 1052) of all first-time freshmen attending CSUDH were required to take developmental coursework in either English or mathematics and 79.5% (836 of 1052) required both (CFR 4.5). The increase in the number of first-time freshmen requiring remediation from the previous years, that is, in fall 2005, 93.0% (722 of 776) required either mathematics or English and 74.6% (579 of 776) required both, was both disturbing and disconcerting. Besides the tremendous resource implications to remediate these California State University (CSU) eligible students, students with the highest remediation needs tend to have the lowest continuation rates. The overall one-year return rate for students who entered in fall 2005 was 60.1% (471 of 784). For those students who entered prepared in English and mathematics the one-year return rate for the fall 2005 cohort was 77.8% (42 of 54). For those who needed remediation in English only, the one-year return rate was 66.7% (56 of 84) and mathematics only 72.9% (43 of 59), while the return rate dropped to an abysmal 55.6% (322 of 579) for those students who needed remediation in both English and mathematics.

In response to these needs a number of initiatives have been developed that were designed to support student success through enhancing basic skills. Many of these initiatives were made possible by federally funded projects through the Department of Education, Title V, Hispanic Serving institutions, and Building Engagement and Attainment of Minority Students (BEAMS) which is funded by the Lumina Foundation. The Title V projects are the Enhancing Critical Literacy Project (ECLP) and Opening Academic Gateways to Science and Technical

Professions for Hispanic Students Project (Gateways). BEAMS assisted in supporting planning opportunities for enhancing faculty-student engagement activities.

Developmental English and Mathematics. Students requiring remedial course work in reading and writing are placed into Developmental Reading, ENG 088 and/or Developmental Writing, ENG 099. Class size is limited (N=25) to allow a lower student/faculty ratio. In ENG 088, students are engaged in reading and writing activities to improve comprehension and vocabulary skills. In ENG 099, the focus is on sentence structure, grammar, and paragraph development in essay construction. Performance statistics of first-time freshmen that took ENG 088 in AY 2006-2007 indicate that 76.8% (389 of 506) received credit and 67.7% (544 of 803) received credit for ENG 099 the first time they enrolled in the courses. Credit for ENG 099 is earned by passing the instructor designed course requirements as well as a common departmental designed exit examination. These courses provide a foundation for the required college level English courses (ENG 110 and 111) as well as college writing skills that serve the students throughout their academic career.

In fall 2007, the English department began piloting an "extended unit freshmen composition course, ENG 195: Special Topics in Freshmen Composition. This course, which is offered for four units instead of three, is an option for those students who passed ENG 099, but earned a score of 5 or 6 (just below passing) on the departmental exit examination. The goal is that this additional support will provide the necessary practice while advancing the student's completion of the freshmen English requirement (CFR 2.4, 2.13).

In response to the high remedial mathematics needs of first-time freshmen (i.e., 86.7% or 912 of 1052), the mathematics faculty, Student Services staff, the Center for Learning and Academic Support Services (CLASS) staff, and the Office for Academic Programs have collaborated to increase students' mathematical understanding and skills (CFR 2.13). Over the past five years, the developmental mathematics textbook has been changed, alternative course delivery using a computer laboratory approach was piloted, the delivery method has been modified from a traditional semester long course to a series of repeatable five-week modules, and a mandatory mathematics tutoring laboratory component was added. This modular approach provides students with multiple opportunities to master the content before moving to the next level. The traditional semester long course, MAT 003, had passage rates ranging from 43.9% in 2005-2006 to 56.1% in 2004-2005. Last year, using the five-week modules, 91.25% (706 of 774) of the students eventually passed MAT 011, 69.5% (502 of 722) passed MAT 012, and 73.9% (352 of 476) passed MAT 013. Although these results show some promise, it is too early to determine the true outcome of this innovative approach to mathematics instruction.

The University continues to explore alternative approaches to improve student outcomes in this area. This is evident in the seven-week "Math Camp" program that was offered to first-time freshmen during summer 2007 by the Educational Opportunity Program (EOP) and the Mathematics Department. Ninety-six students who needed developmental mathematics based on their Entry Level Mathematics (ELM) scores were given hands-on manipulative activities designed to help them learn basic mathematics skills in an engaging interactive environment. At the end of the program, the students re-took the ELM at which time 13.5% (13 of 96) placed into College Algebra and 12.5% (12 of 96) placed into a higher-level mathematics module. While many of the students continued to require remediation, 26.0% (25 of 96) achieved an assessed gain of between 2 to18 points on the ELM post-test. Additional Math Camps will need to be offered and monitoring of participants' progress in their future mathematics courses will need to occur in order to determine the long-term impact of the program.

Under the direction of the Dean of Undergraduate Studies and the Acting Director of the University Advisement Center (UAC), a pilot early warning system was implemented in fall 2006. The early warning system included developmental mathematics courses (i.e., MAT 011, 012, and 013). During the third week of fall 2006 semester, faculty were requested to identify students who were not attending class on a regular basis and/or experiencing academic difficulties. The UAC then placed "holds" on the students' records preventing them from registering for next semester without seeing an UAC advisor to develop an academic success plan. Of the 169 students identified, 131 (77.5%) met with an advisor. The remaining 38 (22.5%) did not initially schedule an appointment, but did eventually meet with an advisor in order to register for spring 2007 classes (see Table 1.1).

Table 1.1

Enrolled Course in Spring 07	MAT 011	MAT 012	MAT 013	MAT 014
Received early advisement (N=131)*	15 (12%)	67 (51%)	41 (31%)	7 (5%)
Did not receive early advisement (N=38)	2 (5%)	29 (76%)	7 (18%)	0 (0%)

*One student completed the developmental mathematics requirement at a community college

Since all of these students who were identified as at-risk during their first semester were retained and enrolled in classes during spring 2007 and a larger percentage of those who pursued early advisement were able to progress to MAT 013 and 014, it appears that the system was effective in providing additional support to students at-risk of academic failure. Given this information, the pilot has been expanded to include sections of developmental English and mathematics in fall 2007 and to further study its effectiveness and long-term impact.

Lastly, CSUDH is required to provide remediation in a timely manner in compliance with the Chancellor's Office Executive Order 665 (CFR 3.9). This Executive Order (EO), issued in fall 1998, requires students who do not place at college level on English and/or mathematics placement exams to complete all required developmental course work and demonstrate college level skills by the end of their first year in residence or risk academic disqualification. This ruling has wide reaching impact for many CSUDH students who begin at the lowest levels and often require remediation in both areas. After an investigation during summer 2006, the campus discovered that CSUDH had implemented EO 665 more rigorously than other sibling CSU campuses. As a result, a third semester contract policy was designed for those students who were making satisfactory academic progress (i.e., 2.0 grade point average) and could pass their remaining required developmental course work with an additional semester. This policy, AAAP031.002, is monitored by the UAC (CFR 2.13).

Critical Skills Beyond the First Year. The ECLP, a Title V project, was awarded to the campus in 2002 with annual funding until 2007. The grant was written in response to findings of the Student Success Report (SSR), 2001 that highlighted the under-preparedness of CSUDH students as one of the leading academic problems facing the campus. In particular, the grant's single activity centered on increasing critical literacy (CL), including the reading, writing, and critical thinking skills of Hispanic, transfer, and other students taking upper-division courses. The activity had four components: (1) Faculty Development, with a faculty seminar to produce CL courses and a related lecture series; (2) Curriculum Development—infusing CL in upper-division GE courses and in courses in the major as well as developing an online upper-division composition course; (3) an Enhanced Writing Center as part of the CLASS; and (4) Assessment of entering transfer students to help them become more successful at the University (CFR 2.2, 2.3, 2.8, 2.13, 2.14).

ECLP conducted embedded assessments of student writing skills in 26 piloted Writing Intensive (WI) courses from 2004-2007. In embedded assessments, writing samples from early and late in the semester were holistically scored by experienced readers using the Graduate Writing Examination (GWE) scoring rubric. Each prompt is distinct, although efforts were made to ensure similar structure. In spring and fall 2006, the study involved 227 students. Eight sets of student papers from piloted WI courses were compared to eight sets of non-WI courses judged to be somewhat similar to the piloted WI courses. In six of the eight sets, students in piloted WI courses showed significant improvement by the end of the semester, while students in non-WI courses showed less improvement. However, this study was confounded by difficulties related to the effectiveness of the prompts and other controlling variables, making comparisons between the two groups difficult if not impossible.

The ECLP has also provided funding for a pilot study conducted in AY 1998-1999 which indicated that only 47% of those students sampled in upper division GE classes presented reading skills at college level as measured by the Nelson Denny Test of Reading (NDTR) (Mellblom & Morales, 2002 - CFR2.10). In fall 2005, the NDTR was re-administered to more than 500 students in 20 upper division classes. Fifty-seven percent of the students in this sample demonstrated reading skills at college level, indicating an overall (value added) increase in reading skills of 10% (Mellblom, et al., 2007 - CFR2.9). For comparison purposes the studies controlled for entry-level skills of the participants (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.

Given the results from these two studies and the campus' continual commitment to improve the critical literacy skills of its students, two initiatives were implemented: 1) the establishment of a WI Graduation Requirement, and 2) the raising of the passing score on the GWE. The WI Graduation Requirement will be phased in starting with the entering freshmen class of fall 2008 and the upper-division transfer class of fall 2010. Each student will be required to take and pass two WI classes in the major (CFR 2.3, 4.6). This requirement will assist students in learning the specific writing conventions in their fields of study and will provide consistent practice throughout their college studies. It is the hallmark of best practices in the writing across the curriculum literature. WI courses require 15 pages of formal writing, of which two-thirds have been revised based on instructor feedback. WI courses have enrollment caps of 25 students. All WI courses must be approved by the University Writing Committee, which has established a procedure for submission and approval of WI courses. In regards to the second initiative, in spring 2007 the University Writing Committee voted to raise the passing score on the GWE from 7 to 8, which brings CSUDH in alignment with the rest of the CSU system and reaffirms the University's commitment to improved student writing.

Assessment of Academic Quality
Assessment of General Education (GE). The GE requirements of this University are developed to ensure that graduates have a firm foundation in the basic skills and a well-developed global and societal awareness. "The General Education Program at California State University, Dominguez Hills is designed to provide undergraduate students with the foundational skills and knowledge required of a well-educated person" (Fellwock-Schaar, Krochalk, and Cruise, 2007). A comprehensive review of the GE curriculum was initiated in 2003 and is scheduled for completion in 2008 (CFR 1.7, 2.2, 2.3, 2.4). Students in the CSU system 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). To date the GE Committee has reviewed five of the seven areas. As a result of the area reviews, a number of program changes have been initiated:

- A minimum GPA of 2.0 was adopted for all courses satisfying any GE requirement.
- Quantitative analysis was added to Area B rather than listing it as a separate Area A category.
- PHY 100 was changed from a stand-alone requirement in Area B to an option in Physical Sciences (B1).
- A fourth category was added to Area F, Upper Division Integrative Studies (F4) which allows for integrative courses to be designed and offered from across the existing upper level categories, e.g., a course that deals with light as a phenomenon in physics and in art history is suitable for F4, as is a course dealing with race from biological and social science perspectives.
- The definition of Cultural Pluralism (Area G) was re-examined and modified to enable potential courses in Integrative Studies in the Humanities (F1) and Integrative Studies in the Natural Sciences (F2) to satisfy this objective in addition to more courses already in Integrative Studies in Social Sciences (F3).

Student-Learning Outcomes (SLO) Assessment. SLO are associated with academic program course knowledge and skill expectations. These expectations are stated as learner-centered and measurable SLO'S that are subject to assessment to provide evidence that learning, as articulated, has occurred. Exemplars of program and course outcomes, assessment methods, and data-driven program and course revisions are available for review. Support for evidence of student-learning outcome assessment across all academic programs and its impact on academic quality are found in program review documents, curriculum materials, and GE evaluation materials, as well as in SLOA documentation and reports including the Required Data Elements Table 7.1 (CFR 2.6, 2.7).

The University Student Learning Outcomes Assessment Committee (USLOAC) meets twice monthly to address issues related to student learning outcomes. The group works closely with departments to identify measurable outcomes that relate to the mission and goals of the University (CFR 1.1). As a result of this work, USLOAC engaged the Deans of Graduate and Undergraduate Studies in the task of drafting goals and objective statements for the Graduate and Undergraduate degree programs.

The purpose of the goals and objectives for the Undergraduate and Graduate degree programs was to describe expectations for our students. These goals are the CSUDH statement of competencies that our graduates possess (CFR 2.2). The drafts of these documents were presented to USLOAC, AAC, and the GE Committee for their input. In November 2006, the Academic Senate approved these goals and objectives for immediate implementation (Academic Senate Minutes - November 29, 2006). They provide further clarification and direction for degree programs as they revise and develop new program level outcomes designed to increase student success.

As programs developed outcomes and assessment methods following the process outlined by the USLOAC in the document *Essential Elements of Learning Outcomes Assessment (March 18, 2004),* some programs determined that changes were needed in order to achieve the desired student-learning outcomes. Programs have developed student-learning outcomes at the program and course level (CFR 2.2, 2.7). An example of the dynamic process that led to significant enhancements is evident in the work of the Anthropology, Public Administration, and

Interdisciplinary Studies (IDS) programs. SLOA documents are available in the WASC evidence room.

Anthropology conducted a comprehensive self-study in 2005. The faculty used this opportunity to assess the strengths and the needs of the program. The self-study described several accomplishments and revisions to the program, such as development of a departmental mission statement/strategic plan and participation in the ECLP, which led to a departmental commitment to adopt a "Great Books" model of important works in Anthropology to which majors must be exposed. USLOAC noted that an embedded assessment technique was used; a critical essay in ANT 388 as a direct measure for a program-level outcome, "Demonstrate critical thinking skills and be able to write effective essay/papers on anthropological topics" (CFR2.6). The faculty agreed that while 60% of the students demonstrated adequate writing skills, performance varied significantly with 20% reflecting poor writing skills. Therefore, the need for increased writing activities is indicated. The faculty further found that the critical essay did not address the entire genre they had hoped so additional capstone experience will be developed.

The Public Administration program is currently involved in formal student outcomes assessment. Assessments for both the Bachelor of Science and the Master of Public Administration (MPA) programs are completed each semester in the undergraduate Senior Seminar PUB 490 and the MPA Capstone course PUB 592 (CFR 2.5, 2.6). As a result of feedback from the USLOAC process, the department has revisited expected program outcomes, which resulted in the clarification of several program objectives and the establishment of program rubrics for both the undergraduate and MPA programs. In addition, the faculty will review the learning potential of undergraduate internships, assess the quality and quantity of the academic assignments associated with internships, and develop a uniform set of internship assignments.

The IDS program provides a good example of the developing culture of understanding that has occurred as programs began to use assessment data to determine the match with stated student learning outcomes. In 2003-2004, IDS faculty began by defining the program mission, linking it to the themes in the University mission statement, and documenting student centered measurable outcomes and the link to course level student learning outcomes. Assessment strategies identified were exit surveys and a final essay in which students tied the themes of their courses together into an integrated summary. The program faculty believed that the essays, when graded holistically, would allow for evaluation of critical thinking, making valid generalizations, and effective written communication. In IDS' 2005 report to USLOAC it demonstrated improved student centered learning outcomes at the course level and an awareness that the exit survey required revisions to gain the desired program information. Further the program faculty indicated difficulties with assessment as implemented stating "…our current system is inadequate to evaluate student learning outcomes properly". As a result the faculty participated in the ECLP seminar series to "…improve writing assignments that encouraged critical thinking and improved learning through written work". The department began working toward becoming a Single Field Major with an introductory class and senior seminar to allow for clear assessment of student learning.

Lastly, another initiative implemented by the CSU system effective fall 2007 requires campuses to administer the Collegiate Learning Assessment (CLA), an assessment of student outcomes designed to evaluate value added at the institutional level (CFR 2.7, 3.9). This information will provide evidence of the effectiveness of campus programs designed to enhance student learning and holds promise in terms of the increased understanding it will bring to campuses as they strive to improve student learning outcomes.

Academic Support: Programs and Services

Five areas in particular that provide academic support for students are the Toro Freshmen Experience, EOP, Students Preparing for Academic Rigor and Knowledge (SPARK!), CLASS, and the University Library.

Toro Freshmen Experience. In an effort to increase retention and potential for success of first-time freshmen, in fall 2000, the University began offering a first-year experience course entitled *Personal, Social, and Intellectual Development*. Initially listed as SBS 101, then CAS 101, it is now listed as UNV 101 to demonstrate the university-wide approach. This course is designed to assist first-time freshmen students to become more effective learners at the individual, academic, and wider social level. UNV 101 faculty and administrators met regularly to develop common course objectives, assignments, and activities (CFR 2.3, 2.10, 4.7). Topics include self-knowledge and assessment of time management and learning styles, career development, diversity, as well as note taking, critical reading, test taking skills, and using University resources (CFR 2.2). UNV 101 is essential for CSUDH first-time freshmen who have demonstrated difficulties with basic skills (see previous discussion), and many of whom are first-generation college students, that is 67% (221 of 329) of students sampled reported neither parents graduating from college (CSEQ data).

With funding from the Gateways project, and key administrators who voluntarily taught the first-year experience course, UNV 101 in fall 2005 was expanded from four to ten sections, of which six were linked with mathematics and science courses and four to general education (GE) courses (CFR 2.2). Faculty and student focus groups were held and the transcripts from these sessions revealed a need for increased faculty collaboration between UNV 101 and linked instructors and to link with a greater range of courses (UNV 101 Evaluation Report 2006). As a result UNV 101 was linked with Biology, Chicana/o Studies, Geography, and Physics in fall 2006. In fall 2007, with additional funding from the Chancellor's Office, UNV 101 was expanded to 20 sections and was linked with Africana Studies, Anthropology, Biology, Chicana/o Studies, Dance, English, Physics, Sociology, and Theater Arts. This expansion allows students greater flexibility and choice when selecting their courses (UNV 101 PER 2006).

Data was compiled for persistence, GPA, units attempted and completed for UNV 101 students. Analysis of the data revealed that first-time freshmen who took and passed UNV 101 were more likely to return one semester later (97.6%, 243 of 249 vs. 83.7%, 425 of 508) and to return one year later (75.9%, 189 of 249 vs. 54.9%, 279 of 508) when compared to non-UNV 101 students despite having statistically significant lower SAT scores (College Retention Fall 2005 First-Time Freshmen: UNV101 vs. Non-UNV 101 Students). These data indicate that taking and passing UNV 101 has a positive effect on continuous enrollment. It was also noted that the UNV 101 cohort students enrolled in and completed more units than those who had not taken the course despite having lower high school GPAs than the non-UNV 101 students (CFR 4.4).
Given these data, the Student Retention Policy Council (SRPC) recommended to the Academic Senate that UNV 101 be required for all freshmen. A Senate resolution endorsing this recommendation was sent to the Provost who accepted the resolution effective fall 2009. The GE committee reviewed a related recommendation of the SRPC making UNV 101 the only undergraduate course that would meet the Whole Person (Area E) requirement. The Council of Academic Advisors (CAA) also endorsed this recommendation and it was approved by the Provost effective fall 2009 (SRPC Recommendation Chart - CFR 2.10, 2.11).

Educational Opportunity Program (EOP). The goal of the EOP is to strengthen academic persistence among program participants (CFR 2.13). The mission of the EOP is to create

access for underrepresented students and to provide support services including counseling, tutoring, and workshops during the first two years of their attendance at the University. Many participants continue to utilize the services beyond this time frame (CFR 2.5). The average sixth year graduation rates for the last three first-time freshmen cohorts (Fall 1998, 1999, 2000) demonstrate a slightly higher percentage of EOP students (139 of 412) graduating by the end of their sixth year than non-EOP students (363 of 1094), that is, 33.7% versus 33.2%. In addition, the EOP students had a higher tracking rate, which combines graduation and continuation rates, than non-EOP students, that is 48.5% (200 of 412) versus 45.3%.(496 of 1094). Such comparisons demonstrate the success of EOP since students who qualify for this program typically do not meet CSU regular admission standards.

Students Preparing for Academic Rigor and Knowledge (SPARK!). An important campus initiative to provide support and enhance student persistence is the SPARK! program. This program began as a pilot program in summer 2003 and incorporates the use of peer mentors, intrusive academic advising, specially selected faculty, and a summer bridge program where students complete a developmental English and UNV 101 course seven weeks prior to the fall term.

Overall SPARK! students' SAT and high school GPAs were no different than other first-time freshmen entering that same year (see Table 1.2), but their return/persistence rate and the number of units completed for all three cohorts were significantly greater (SPARK! Years 1-4 Analysis). There is also evidence indicating that SPARK! students have more positive attitudes regarding their critical thinking, learning, learning about oneself, diversity, and applying knowledge to life than non-SPARK! students (SPARK! 2007 report). As a result of the success of the SPARK! program, the Toro Summer Bridge for 2007 was designed to reflect the best practices learned through SPARK!.

Table 1.2

	Number	Mean High School GPAs	Mean SAT	Mean Units Completed	College GPA	Percentage Return Rates
AY2003-04						3-year
SPARK! Cohort 1	31	3.07	855	69.0**	2.57	77.4% (24)*
Non-SPARK!	667	3.06	831	45.9**	2.45	55.6% (371)*
AY2004-05						2-year
SPARK! Cohort 2	47	3.04	843	44.4**	2.37	78.7% (37)*
Non-SPARK!	728	3.04	847	34.6**	2.46	64.3% (468)*
AY2005-06						1-year
SPARK! Cohort 3	27	3.09	796	24.7**	2.64	96.3% (26)*
Non-SPARK!	758	2.94	832	16.1**	2.43	85.2 (646)*

*p<.05
**p<.001

Center for Learning and Academic Support Services (CLASS). The CLASS offers tutoring to students based on a philosophy that supports an open, flexible, proactive environment responsive to the needs of the campus learning community to assist students by appointment or on a drop-in basis individually and/or small groups by qualified and trained peer tutors (CFR 2.11, 2.13, 4.7). Workshops are offered each semester on study skills, writing skills, critical reading strategies, common mathematics errors, calculator skills and Algebra, Biology, Geometry, and course reviews. A total of 324 students (duplicated headcount) attended writing and study skills workshops in spring 2007. The overall effectiveness ratings of the workshops were:

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
79.5% (258)	18.25% (59)	2.25% (7)	0% (0)	0% (0)

Nearly 4 of 5 students attending these workshops give them the highest rating. Common student comments include: *"Very informative;" "Really helpful;" "Good examples;" "Good refresher;" "Excellent, well explained."* Analysis of attendance statistics allows CLASS to determine the best times to offer the workshops and most desired topics. An additional 386 students attended developmental mathematics workshops, with the overall effectiveness ratings of the workshops as:

Excellent	Very Good	Good	Fair	Poor	Very Poor
47.7% (184)	31.6% (122)	16.3% (63)	3.6% (14)	.1% (2)	0% (1)

Nearly half the students attending these workshops give them the highest rating. Common student comments include: *"There should be more time;" "Instructor went through problems step by step;" "Instructor gave us good handouts;" "Good use of overhead projector by instructor;" "I wish I had this instructor for my class."*

With Supplemental Instruction for targeted courses included, CLASS provided 17,142.46 hours of tutoring services to 2,369 students (duplicated headcount) in AY 2006-2007 (CFR 2.2, 2.14). On average, once a student had come to the CLASS for assistance, he/she returned 4.7 times, with 15% returning at least once a week. These numbers represent an increase in student usage of approximately 4% over the previous year and are noteworthy given the University's enrollment has remained constant. Each semester students are requested to complete a locally designed student satisfaction survey. Data indicate that students believe that using the CLASS enhances their academic success (CLASS Effectiveness Survey Part 1 - CFR 2.11).

University Library. CSUDH's University Library offered the campus community access to over 100 databases and 23,983 electronic journal titles. Library statistics demonstrate direct use of 383,430 e-journal articles and link-outs to 410,653 additional e-journal articles during AY 2006-2007. The campus librarians offered 108 lectures and orientation sessions to 3,233 students as requested by the instructors. These lectures were tailored to meet the needs of the specific instructor developed assignments. When possible the lectures are offered in the Library classrooms in order to provide the students with a chance to become familiar with the Library and all that it has to offer (CFR 2.13, 3.6).

Whereas these five programs are highlighted, it should be noted that academic success and student support are clearly valued throughout the campus and are the focus of activities for many units. Athletics engages students in mandatory tutoring sessions and conducts intrusive advising for the athletes. ASI initiated an "Adopt-a-Freshmen" program in order to help new students feel more welcomed on campus. The Loker Student Union sponsors stress breaks during finals week by providing events such as craft activities and massages as well snacks and beverages to the students (CFR 2.11). The Office of Student Development provides individual and small group assistance to students on topics including career planning, job interview skills, resume preparation, job search skills, business etiquette, and applying for graduate studies. Further information on the Office of Student Development may be found in Core Issue 4 under Campus Programs, Organizations, Centers, and Activities.

Student Success Toward Degree Completion

A number of initiatives were developed to enhance student success and to improve retention and degree completion rates. In fall 2006, the Provost named the Dean of Undergraduate Studies the Chief Retention Officer and charged a new group, the Student Retention Policy Council (SRPC) which is comprised of faculty, administrators, student services personnel, the University Registrar, and students (CFR4.2, 4.3). SRPC meets twice monthly to discuss issues related to retention and student success and to implement policy and procedures designed for improvement. As one example, SRPC discussed the problems that evening students face. Whereas many offices remain open during evening hours to accommodate the evening population, it was noted that in some cases decisions need to be made that require an administrator and there is no evening administrator The Provost carried this recommendation to establish an evening administrator to the President's Operations Group (renamed the President's Cabinet). The group supported this recommendation and the position will be filled when funds are identified. Another SRPC initiative was the piloted early warning system for freshmen in developmental mathematics courses in fall 2006 mentioned previously under the Developmental English and Mathematics section.

A joint task force on Freshmen Success was commissioned by the Academic Senate and Division of Academic Affairs and met regularly throughout spring 2007. The task force was charged with reviewing the campus activities designed to enhance freshmen success and to make recommendations. A few of the suggestions made included requiring UNV 101, increasing the use of tutors in laboratories and classes, and requiring students who require both developmental English courses (i.e., ENG 088 and ENG 099) to take them in sequence (Task Force Recommendations).

At the Provost's request, a campus dialog was initiated regarding the required minor. Surveys of our sibling CSU campuses revealed that CSUDH was one of the few remaining campuses to require a minor for graduation. It was determined that for many students this additional requirement increases their time to graduation. In addition, the elimination of the minor, as a requirement, enables programs/majors to strengthen their degree options by allowing students to take more courses within their disciplines while still maintaining a degree requirement of 120 units as encouraged by the Chancellor's Office. (Academic Senate Minutes - March 22, 2006). Students can still complete a minor, if they so choose, and in some cases they may be encouraged to do so, but it is no longer a graduation requirement for students as of fall 2006.

In spring 2005, the Academic Senate passed another resolution requiring students to declare a major by the end of their sophomore year or upon completing 60 units. However, it became apparent that most CSUDH students are not at a sophomore level based on units completed due to the number of developmental courses they were required to take and therefore may be without direction in their academic careers. During AY 2006-2007,the Academic Senate revisited this policy and agreed to lower the time to three semesters or 30 units at which point a student must declare a major. The Senate believed that this would connect students to an academic department, provide the support students need, and keep students moving forward in their academic pursuits (AAAP015.003).

The CSU system conducted the Facilitation to Graduation (FTG) Study of all 23 campuses (CFR 2.3, 3.9). The universities were asked to respond to a series of 22 issues, determined through a literature search and system-wide collaborative conversations that were believed to demonstrate evidence of effective programs and strategies. The purpose of the campus reports was to promote the importance of increased student success toward timely graduation. The study culminated in a day long accreditation-like campus visit to each campus in which team

members of the CSU learning community engaged in group interviews with various campus constituencies involved in retention and graduation. The six member visiting team was highly complimentary and provided a report of their findings and commendations (FTG Team response). Specific commendations included the establishment of collaborative cross divisional policy councils that meet regularly to implement strategies to enhance retention and student success, the attention given to first-time freshmen, advising procedures, the elimination of the required minor, and the requirement to declare a major at the end of the third semester or 30 units.

Faculty Development and the Impact on Student Success
The Provost instituted a faculty development speaker series cooperatively funded by the ECLP grant and the Center for Teaching and Learning (CTL - CFR 2.9, 4.7). Ten noted experts (e.g., James Anderson, Spencer Kagen, Vince Tinto, Jean MacGregor) in the field of teaching and learning provided seminars for faculty and administrators to assist the campus community in developing strategies and techniques to enhance student learning and engagement. Participants completed survey questionnaires after each session and follow up surveys were completed six months after the workshop to determine if faculty were implementing the strategies presented (CTL report). Analysis of these responses revealed that most had begun implementing one or more of the strategies that they had learned in the workshops.

Since its inception, faculty participants in ECLP workshops have produced over 200 syllabi infused with enriched writing and critical reasoning components and 69 faculty members 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 41 faculty members participated in the mini-seminars resulting in a combined total of 110 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.

As previously noted, the ECLP grant led to the establishment of the WI Graduation Requirement and has spearheaded faculty development efforts to support the initiative. In fall 2007, ECLP held a daylong campus conference attended by 77 faculty members plus administrators and staff, for a total of 97 persons, with presentations on a range of writing-across-the-discipline topics (CFR 2.9, 4.7). Post-grant faculty development is provided through the CTL and Academic Affairs through workshops and one-on-one assistance in developing WI courses offered by ECLP-trained faculty members.

In 2007, a faculty survey was conducted of all the ECLP faculty participants. Nearly half of the eligible participants responded. Most participants indicated that their teaching effectiveness had improved as a result of implementing some of the teaching strategies that they had learned. "With very few exceptions, faculty responded that students benefited from ECLP teaching practices. Many instructors identified teaching improvements as well as student learning outcomes (knowledge, behavior, skills, performance) in their responses to this survey question. Teaching improvements mentioned included: giving clearer, better designed, and more diverse assignments; providing a better structured course with clearer expectations; making classes more engaging and dynamic; and giving more organized feedback to students. Other comments spoke to a variety of student outcomes: improved writing and critical thinking skills; improved grades; learning to think and write well in a discipline-specific way; better awareness of the importance of writing skills; increased confidence in making oral presentations; increased

student effort; and student engagement of material on a higher cognitive level" (ECLP 2007 Faculty Survey).

The CTL offers new faculty opportunities to become engaged in the University and to enhance their teaching through the Mentoring for Faculty Success Program (MFSP) and the New Faculty Success Program (NFSP - CFR 2.9, 3.4, 3.11). The MFSP provides collaborative support for beginning tenure-track faculty. This program is a direct result of the Academic Resource Development Survey and analysis. There are 24 new faculty and 75 continuing faculty mentor/mentee pairings. An Orientation Meeting and a mentor retreat were held during the fall semesters in 2005 and 2006. The Faculty Associate for Mentoring provides online e-mail mentor tips. Follow up studies of faculty satisfaction and retention demonstrates the effectiveness of the program. Ninety-two percent of the participating faculty agreed that they found the program was a valuable experience.

The NFSP increases faculty awareness and preparedness to implement effective teaching and learning strategies. The AY 2007-2008 will be the fourth year CTL has conducted the program, creating a cohort of 94 of 113 newly hired tenure-track faculty who will 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 (SoTAL - CFR 3.4). The SoTAL has engaged 23 new faculty in interactive discussions about quantitative and qualitative approaches to teaching/learning professional organizations, websites of disciplinary and general journals/publications, and established professional work samples (CFR 2.9, 3.4). Twenty of the faculty responded to the survey and indicated personal benefits of participation in the program, such as the involvement of colleagues and a chance to talk about teaching and learning as positive experiences. Most respondents indicated that they had revamped their classes to make them more interactive (interactive teaching materials had been provided and discussed at the seminar sessions). Most responded that they had developed new assessment materials to identify the impact on their teaching on CSUDH students. A campus wide poster session is scheduled annually to showcase the innovative work and research of members of the learning community (CFR 1.4, 2.7, 2.8, 2.9).

Finally, CSUDH began administering the Faculty Survey of Student Engagement (FSSE) in 2006 (CFR 1.5, 4.7). The survey is intended to provide evidence of the differing perceptions of engagement held by students and faculty. "FSSE survey questions are designed to parallel or be identical to the questions posed to students on the National Survey of Student Engagement (NSSE - CFR 1.5, 4.7). This focuses attention on the comparison of faculty and student views within the same campus on the same issues." It is difficult to draw conclusions from baseline data, but it is interesting to note that more students indicate that they communicate often with their instructors than do faculty. Students also indicate that they work hard, but faculty responses do not reflect this perception. It will be useful to compare the FSSE and NSSE trends over time to determine if teaching effectiveness strategies and faculty development activities play a role in narrowing the gap between student and faculty perceptions of their engagement.

The Impact of Undergraduate Research on Student Outcomes
The College of Natural and Behavioral Sciences (NBS) adopted the "teacher-scholar" model in 2005 (CFR 2.9). In this model professors are viewed as both teachers and scholars/researchers. Teaching and research are seen as interdependent. Inherent in this philosophy is the belief that students learn best when actively engaged in research projects with their professors (NBS Student Testimonials). As a result, faculty have sought funds and developed innovative initiatives in order to include students in research studies.

Evidence from graduate and professional school placement rates indicate that many alumni are continuing their learning at a number of prestigious programs and are the recipients of numerous fellowships, scholarships, and awards. Some of the top students receiving a CSUDH bachelor's degree matriculate to graduate programs across the nation and receive many prestigious awards.

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). Two such programs funded by the National Institutes of Health (NIH), National Institute of General Medical Sciences (NIGMS), and the Division of Minority Opportunities are summarized below:

Minority Biomedical Research Support (MBRS) Research Initiative for Scientific Enhancement (RISE). The 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. The 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 is also available for evaluation activities. To date 16 students have been engaged in cohort learning and research in the fields of Biology, Chemistry, and Psychology. In addition the project provides funding for students to attend local, state, and national conferences and to support the presentation of their research at these meetings.

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 assist first-generation, low-income or underrepresented students in pursuing doctoral degrees (CFR 2.2). The McNair Scholars program provides an array of academic support services to effectively prepare students for entry into graduate programs to pursue doctorate degrees. These activities include: academic advising and personal counseling, GRE preparation, faculty mentoring in collaborative summer research projects, presentation and publication of research at academic conferences, workshops on financing, and applying to graduate school.

Cohorts of students who are first-generation/low-income or from underrepresented groups are successfully recruited and selected annually. The scholars complete a research design and methodology course and the summer research projects. CSUDH McNair Scholars have participated in a series of workshops and seminars on graduate school success and visited universities across the United States. In AY 2006-2007, McNair's third year, the CSUDH McNair Scholars were successful in their academic efforts and achieved a 100% (N=16) graduation rate. The project boasts an 88% (14 of 16) graduate school acceptance rate for last year. Additionally, several students received awards and scholarships in support of their academic endeavors (2006-2007 Annual Report and Graduate School Acceptance list).

Student Research Day was held November 16, 2006 (CFR 2.2). There were 69 student oral presentations and 13 poster presentations by undergraduate and graduate students (see Table 1.3). The event is modeled after 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 system-wide 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.

Table 1.3

Discipline	Oral Presentations	Posters
Biological & Agricultural Sciences	6	0
Behavioral & Social Sciences	15	6
Business, Economics & Public Administration	4	1
Engineering & Computer Science	4	1
Health Nutrition & Clinical Science	12	1
Humanities & Letters	20	2
Physical & Mathematical Sciences	8	2
Total	69	13

The 21st Annual CSU Student Research Day Competition was held on the campus of CSUDH in May 2007. System-wide CSU students made over 160 presentations. Over 300 people attended the event. Two student presentations from CSUDH were runners-up, each received a monetary award. The first was "The Practice of Co-Sleeping of Filipino Parents in the United States: An Ethnographic Study" (p. 8) by Lesley Chow, Ihda Ibasco, and Lynn Kaneshiro, students in the Masters of Science in Occupational Therapy program. The second runner-up was Elizabeth Bermudez, a student in the Bachelor of Arts in English Literature program. Her presentation was entitled "English and Spanish Functional Deletions: A Cross Linguistic Analysis" (p.9).

Each year Graduate Studies and Research asks programs 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. The outstanding project in 2006-2007 was awarded to Karen E. Calhoun, Master of Arts in Humanities. Dr. Lorna Fitzsimmons chaired her committee. The title of her project was "California Freeways: Beauty and Destruction in Paradise." The award for the 2006-2007 outstanding thesis was given to Robert W. Alcock, Master of Arts in Humanities, External Degree Program. Dr. Bryan Feuer chaired his committee. The title of his thesis was "Brothers in Arms: The Daley Boys in the First World War".

<u>Next Steps</u>
The quality of academic programs is the hallmark of any institution of higher education and as such will remain a focus of research and study at CSUDH. As the size of the incoming freshmen classes continues to grow, a commitment to providing ongoing support to this population is critical and is reflected in the requirement of UNV 101, the frequent revisions to the delivery of developmental mathematics classes, and the English department's pilot offering of ENG 195. Further evidence of this commitment is demonstrated by the extensive academic student support programs and services offered and the cross divisional collaboration in the provision of this assistance. The revision of the GE requirements, addition of the WI courses in the major, and comprehensive evaluation of the effectiveness of the ECLP and Gateways Title V projects also demonstrates this commitment. Further evidence of the University commitment to academic quality is demonstrated in the numerous opportunities for student engagement in faculty research projects and professional development for faculty and staff.

The University must continue to assess the outcomes of its graduates as they matriculate. Specifically, studies must be done to determine the effectiveness of the new instituted requirements of the WI classes and Toro Freshmen Experience. Programs must work to develop measurable indicators of achievement such as capstone courses, exit exams, and/or

senior projects. Given this, the departments and programs must continue to work to enhance the demonstrated outcomes and refine their assessment activities (CFR 4.1).

The University must continue to follow the success of students involved in developmental mathematics and English and the departments must continue to refine and enhance course delivery to meet the needs of students. Additionally, the effectiveness of the Toro Freshmen Experience must be tracked and the curriculum enhanced as needed to ensure engagement of all participants, students, staff, and faculty. As the retention of freshmen students has been the focus of much study and intervention, efforts must be given to retention of sophomore students and beyond. Building on this success, a similar course needs to be developed and piloted for upper-division transfer students.

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

In recent months, the campus has experienced major changes in administrative leadership, but due to strongly embedded structures and processes put in place during the past four years, the campus has been able to sustain its momentum. President Lyons, who led the campus since 2000, announced his retirement effective summer 2007, but left the campus in March 2007 after being recruited by the State of Maryland as Commissioner of Higher Education. Vice President of Student Affairs Boice Bowman was appointed to serve as Interim President while a search was conducted for a new President. Dr. Mildred García was recruited and joined the campus as our new President in August 2007. Provost Allen Mori announced his reassignment as Special Assistant to the Chancellor in July 2007, and upon her arrival President García announced the appointment of Sam Wiley as Interim Provost while a search for a permanent Provost is undertaken. The Vice President for University Advancement, Janet Levine, left to pursue other professional opportunities. Greg Saks, Associate Vice President, is serving as Interim Vice President while a search is being conducted this spring. Two searches led to the recruitment of Brian Hu as Assistant Vice President for Institutional Research, Assessment, and Planning (IRAP), and George Arasimowicz as Dean of the College of Arts and Humanities, formerly College of Liberal Arts, the latter following the retirement of Dean Garry Hart after 33 years of service (CFR 1.3, 3.10).

Given these major administrative changes, now more than ever before, we understand the importance of developing an institutional culture that values data-driven decision-making as essential to sustaining the University (CFR 3.8, 4.3). The origin of this Core Issue grew out of the awareness of the University's need to develop strongly embedded processes and procedures for informed decision-making to guide the institution (CFR 4.2). The Capacity Preparatory Report (CPR) described the development of a network of interlocking committees and councils that are the basis for CSUDH's shared decision-making.

Efforts to meet the goals associated with this Core Issue involved collaboration to reduce duplication in campus policies and procedures. The University Planning Council (UPC) continues to discuss the reconfiguration process that involves merging the oversight of the Strategic Plan and University Program Effectiveness Committee (UPEC), while the annual review of the campus mission and goals continues via the University Goals Committee (CFR 1.1, 4.1). The four Divisions' Program Effectiveness Councils (PEC) and academic program review continue on a regular schedule and budgetary decisions are informed by evidence from these processes via the University Budget Committee (UBC). See Figure 1 (CFR 4.2).

Figure 1: University Assessment, Planning, and Resource Allocation Process

University Mission Goals & Objectives

Strategic Plan Toward 2010

UPC

President

UGC

SPOC

UPEC

UBC

Convene - May 1st
Final Report Due - July 1st

Convene - September 1st
Final Report Due - 3rd Friday in April

Convene - 3rd Friday in February
Final Report Due - April

Division Strategic Plan Status Report
Academic Affairs   Administration & Finance   Student Affairs   University Advancement

Program Effectiveness Report (PER)
Academic Affairs   Administration & Finance   Student Affairs   University Advancement

PEC   PEC   PEC   PEC

Division Budget Requests/Reduction Plans
Academic Affairs   Administration & Finance   President's Office   Student Affairs   University Advancement

KEY

Documents (Reports/Plans)

Committees/Councils

PEC   Program Effectiveness Council - Created via Presidential Memorandum (PM) 00-03 (October 17, 2003)
SPOC   Strategic Plan Oversight Committee – Created via the Strategic Plan; Process approved by UPC (March 2004); Completed it charge in Yr 1 (AY 04-05) and Yr 2 (AY 05-06); Suspended AY 06-07 pending review of merging SPOC & UPEC; Reinstated October 2007
UBC   University Budget Committee – Created via PM 00-03 (October 17, 2003); Completed its charge in AY03-04 and AY04-05; Did not meet AY05-06; Completed its charge in AY06-07.
UGC   University Goals Committee – Created by UPC (April 2007); Convened August 2007
UPC   University Planning Council – Created via PM 00-03 (October 17, 2003)
UPEC   University Program Effectiveness Committee – Created by UPC (March 2005); Completed its charge (AY 05-06); Suspended AY 06-07 pending review of merging SPOC & UPEC

Enrollment and Budget
Enrollment shortfalls and related budgetary issues continue to challenge the University. Collaborative cross-divisional councils, committees, and task forces work diligently to reverse the trend. The University has conducted a thorough review of its policies, procedures, and programs in an attempt to identify reasons for the lack of growth (CFR 3.5). The Academic Master Plan (AMP) process resulted in the development of new programs, while the program review process has led to the revitalization of existing programs. User-friendly procedures have been initiated, notably the revision of the Program Review Guide to include clearer descriptions and definitions of the review process.

Community colleges in our service area indicate similar struggles with declining enrollment, as do some of the other California State University (CSU) campuses in the greater Los Angeles basin. It should be noted that there is a related decline in student enrollment in Los Angeles Unified School District, from which the majority of CSUDH first-time freshmen matriculate. Another contributing factor for the decline may be the continued increase in fees to attend the CSU (94% in seven semesters). Also potentially limiting for students attending CSUDH is the way fees are assessed. The system fee structure requires undergraduate students to pay $804 for 1-6 units or $1,386 for 6.1 units or more. The scale is similar but the rate is higher for post-baccalaureate credential students and higher still for graduate students. This presents an economic dilemma for a working student who would like to enroll in 9 units but may feel prohibited from doing so because of the two-tiered fee structure.

The CSU budget allocation formula is dependent on student enrollment so the continued decline in enrollment experienced by the campus further complicates the budget situation (CFR 3.5, 3.9). Smaller campuses are confounded by a formula that does not account for fixed costs that exist regardless of enrollment. The Enrollment Management Policy Council (EMPC), a cross-divisional group that meets twice monthly to deal with issues related to developing and sustaining a "steady supply of qualified students required to maintain institutional vitality" (Enrollment Management Plan, January 2005), has worked judiciously to guide the campus' enrollment management efforts (CFR 3.1). An Enrollment Management Plan linked to the University Strategic Plan was developed and has been implemented. Planning strategies for recruitment and retention have involved the entire campus community (CFR 4.8). Marketing efforts have been redoubled. A firm was hired to redesign the campus marketing materials to better reflect the campus culture and flavor with a new theme, "My university. My life." Intensive outreach efforts continue. Student Services staff, faculty, and administrators are engaged in recruitment activities such as An Evening with Dominguez targeted at high school students and their parents, Day with Dominguez focused on recruitment on community college campuses, and Day at Dominguez open house (see Core Issue 4). At each event the collaboration between divisions is evident as members of the campus community work together to share the CSUDH story and to send a message that communicates the open and engaging learning environment students find when they join CSUDH. It may be too soon to say if all of the activities of the EMPC and the related recruitment and retention activities that have involved the University have positively impacted enrollment. However, summer 2007 enrollment was higher as compared to summer 2006, and fall 2007 enrollment is holding steady with last year.

The 17-year enrollment history of the campus demonstrates that from 1990-1991 to 2000-2001 an annualized headcount of approximately 12,000 to 12,500 was achieved. In 2001-2002 and through 2003-2004, which was the last time the campus achieved its Chancellor's Office assigned target, the headcount rose to approximately 15,200. This growth may be attributed to the fact that summer session enrollment was moved from self-support (College of Extended and International Education) to state-support as well as to the dramatic growth in teacher

preparation programs in the College of Education. For the past three years, the campus has achieved an annualized headcount of 13,500, or approximately 2,000 lower than 2003-2004. When referring to fall data for the past five years, the Enrollment Status by Applications, Admission Status, and Enrollment Yields from fall 2002 to fall 2006 reveals an increase in first-time freshmen (i.e., 671, 693, 733, 780, and 1058) and two years of growth in upper-division transfers (i.e., 971, 994, 1094, 1144, and 998). Simultaneously, however, the campus experienced a significant decline in credential only post-baccalaureate students from 605 to 403, 238, 240, and 303 (see Table 2.1). Enrollments in the other categories of lower division transfers and graduates, for which data is tracked, have remained fairly stable. Fall enrollment in 2000, 2001, and 2002 averaged approximately 3,725 new students. Since fall 2002, using the 3,725 figure as a benchmark, a decline of 133, 405, and 84 fewer enrolling students is noted for fall 2003, 2004, 2005 respectively. Trending appeared to reverse in fall 2006, as the University enrolled 3,777 new students. However, the three prior fall semesters (2002, 2003, and 2004) entering student enrollment declined by 622 students (CFR 4.5).

Table 2.1
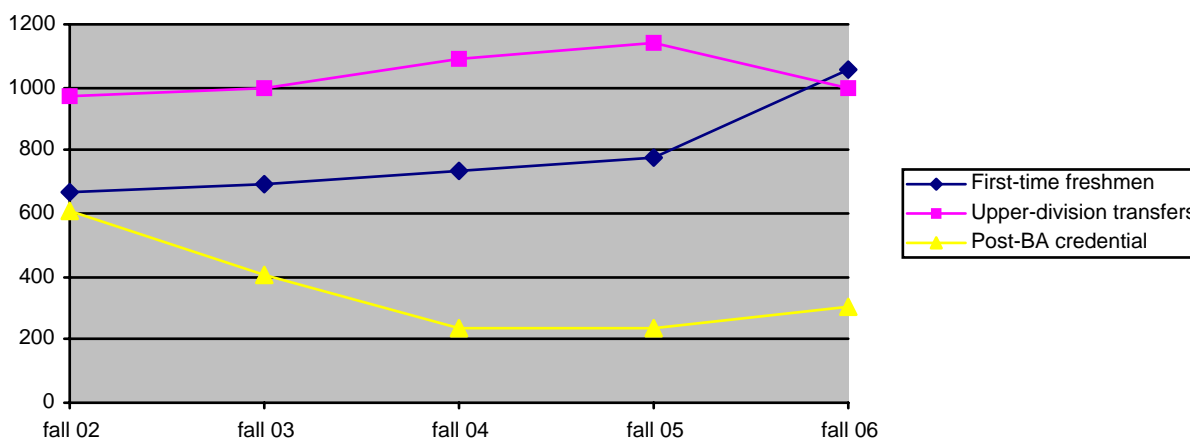
Analysis of the Degrees Conferred by College (2001-2002 to 2005-2006) data revealed that during 2001-2002 and 2002-2003, approximately 2,600 undergraduate and graduate students completed degrees. Beginning with AY 2003-2004, significantly more students than the 2,600 average (i.e., 2930, 2824, and 2990) graduated. These additional graduates account for an additional 944 headcount loss over the past three years. Decreased time to degree is a CSU system goal and the intent behind the recent Facilitation to Graduation study that was conducted by the Chancellor's Office during AY 2006-2007 (degree graduation rates) While increased graduation has a negative impact on enrollment figures it demonstrates the increased potential of the institution and represents a positive trend (CFR 4.6).

Building Sustainable Structures and Processes

The Strategic Plan Oversight Committee (SPOC) is charged with assessing *The Campus Strategic Plan, Toward 2010* on an annual basis. The primary basis for this assessment is the annual Evidence of Progress reports submitted by the four Division Vice Presidents. SPOC has completed two annual reviews, (January 2005 and January 2006), evaluating each of the 65 action tasks as "completed," "making satisfactory progress," "needs improvement" or "to be evaluated" and making specific suggestions for improvement as well as recommendations to the UPC. One such recommendation was to "prioritize action tasks given resource constraints and possibly suspend some action tasks and designate as such due to budget constraints."

Despite budgetary constraints, the Strategic Plan became the framework for subsequent planning documents including the *Enrollment Management Plan* (January 2005), *Academic Master Plan 2006-2010* (November 2005), and *Campus Physical Master Plan* (pending Board of Trustees approval March 2008). In addition, numerous action tasks were completed or are currently in progress. An example of a completed action task (Goal 1, Objective 2, Action Task 2) was the completion of the Academic Resources Development Study, which conducted three interrelated projects: the Faculty Resources Project, the Academic Program Evolution Project, and the New Program Development Project. These projects were designed to investigate faculty transition, to determine the viability of current programs, and to generate information needed for academic program development.

In spring 2007, Interim President Bowman temporarily suspended the SPOC process citing the following reasons: the current campus fiscal constraints, the imminent transition to a new president, and the fact that many of the SPOC recommendations were still valid and have yet to be implemented. In October 2007, President García reinstated the SPOC process and met with the UPC to initiate the discussion of developing a new strategic plan since the existing plan will expire in fall 2008.

The ***Academic Master Plan*** (2005) and corresponding College Academic Plans (Arts and Humanities/Liberal Arts, Business Administration and Public Policy, Education, Extended Education and International Education, Health and Human Services, Natural and Behavioral Sciences) provided the opportunity to examine the University's existing academic portfolio and the roadmap that eventually resulted in program enhancements and the development of a large number of new programs. Since 2005, 41 new programs, degrees, options, or concentrations have been approved through the curriculum process (Appendix J). It is anticipated that these new programs will begin to attract students and will be a significant factor in the anticipated improvement in enrollment. For example, the Masters of Science in Social Work began in fall 2006 and initially produced 18.75 Full-time Equivalent Students (FTES). Preliminary figures for fall 2007 indicate the program has tripled in enrollment to 57.95 FTES (unofficial figure prior to census - CFR 4.4, 4.7). As new programs are indicated the University Library works closely with the faculty providing support in the area of acquisitions and data base subscriptions to enhance the access to the field related literature that is needed for programmatic study and research. This commitment is illustrated in its College Academic Master Plan (CFR 3.6).

The **Academic Affairs Facilities and Space Committee** (AAFSC) was established in response to the recommendations of the Faculty Policy Committee of the Academic Senate and the AMP Council (CFR 3.5, 4.2, 4.3). Both suggested that the Division of Academic Affairs create a committee to make recommendations and take actions related to instructional space in the University. As a result the AAFSC ensures that the academic space is aligned with the campus facilities data base, establishes priorities for requesting funds for minor capital outlay, and acts on requests for the allocation and renovation of instructional space.

The **University Student Learning Outcomes Assessment Committee (USLOAC)** is a faculty driven, university-wide committee whose charge is to "oversee the implementation and assessment of the university academic program assessment plan" (derived from Policy on Academic Assessment, July 2000, confirmed through policy AAAP027.001). USLOAC faculty serve as members of program review teams to insure that student-learning outcomes and assessment methods are identified at the program level, and that assessment results are used to improve the program.

USLOAC faculty also are members of the University Curriculum Committee (UCC) and are responsible for insuring that program-level and course-level outcomes as well as program-level and course level assessments are identified in new and modified course and program proposals (CFR 2.6, 2.7). The Curriculum Guide and proposal forms have been revised to include this information as a requirement for submission. In 2005-2007, 123 new and modified (options, credentials, certificates and degree) programs and 446 new and modified course proposals were reviewed and approved. All of these proposals have learner-centered measurable outcomes with identified assessment methods at the program and/or course levels.

From 2000 through 2004, each of the 96 undergraduate, graduate, and minor degree programs, the GE program, and one credential program representing 59 disciplines submitted an annual student-learning outcomes assessment (SLOA) report to the USLOAC for review and feedback. By 2004, the last year in which annual reports were required, all of the 96 programs had identified learner-centered and measurable program-level student-learning outcomes, 38 programs identified program-level assessment methods ranging from embedded assessment techniques to capstone courses to portfolios, 15 programs reported program-level assessment results, and 7 reported using the results to make programmatic changes ranging from course revision to course scheduling to assessment methods (CFR 2.1, 2.3, 4.1, 4.6, 4.7).

In 2004, the requirement for an annual SLOA report was changed to a three- and six-year schedule to effectively merge with the six-year program review cycle. Six programs submitted program review materials that included SLOA information regarding student-learning outcomes and assessment at the program level in 2004-2005. Two of the six programs reported SLOA findings that resulted in programmatic improvement.

In 2005, 14 programs were identified by USLOAC to submit a SLOA progress report due to deficiencies in their 2004 report. The credential program and GE areas B, C, D, and E were requested to submit SLOA reports in 2006. All but three of the 14 programs responded as requested. Of the 11 programs that responded, all confirmed the continuing presence of measurable student-learning outcomes and identified program-level assessment results. Six of the 11 programs also cited using assessment results to improve the program. Two new programs began in fall 2004 and in fall 2005 each with student-learning outcomes and assessment method(s) identified at the program level. Subsequent information related to SLOA has been incorporated into the program review process discussed below.

Program Review
The Program Review Panel (PRP) has focused the past few years on designing and implementing a six-year program review cycle that culminates in a self-study in the sixth year. This is a new and innovative approach to the program review process at CSUDH. Its foundation is the Program Effectiveness Assessment Tool (PEAT) that includes quantitative performance indicators and the PEAT+, which adds 19 qualitative performance indicators. Embedded in the qualitative indicators is student-learning outcomes assessment (CFR 3.8, 4.1, 4.3, 4.4).

Implementation of this program review process began in 2004, but a number of issues have had impact on the process, and as a result, progress in completion of all the program reviews has been delayed (CFR 4.4). Major factors causing this delay are: (a) attrition of academic program staff and program faculty, (b) increased workload on an already overloaded system due to budgetary constraints, (c) the numbers of programs requiring review each year, and (d) assimilation of a new process by all constituents. However, slowly the PRP is "catching up" and has as its immediate goal to be on track by the end of fall semester 2007.

In May 2006, the [Program Review Guide](#) was revised to better align with the PEAT, PEAT+, and SLOA processes. The purpose of the revision was to clarify and explain the connections between each. The program reviews for Liberal Studies, Labor Studies, Business Administration, and Nursing are noted below to demonstrate the effectiveness of the process in identifying and implementing needed changes (Program Reviews are in the WASC Evidence Room).

The **Liberal Studies** program completed a self-study in 2005 as part of the National Council of American Teacher Education (NCATE) and California Commission on Teacher Credentialing (CCTC) external evaluation process. The program was commended for offering excellent subject matter preparation to more than 1,300 majors, its strong articulation with the credential program, and for excellent faculty, staff, and administrators. Particular mention was made of the well-developed early fieldwork experiences in urban school settings, the preparation of students to pass state teacher examinations (CBEST & CSET), the alternative pathways to completing the undergraduate major, and the blended options that reduce the time to completion for the Multiple Subjects credential.

Concerns noted by the program faculty, external reviewer, and PRP were the lack of departmental status and lack of a full-time program coordinator. Also identified were needs for increased operating budget, staff support for advisement, program outreach and recruitment, and collaboration with University faculty and departments. Since the review, the College of Education's and Central Academic Affairs' response to the recommendations has been decisive. The program was elevated to departmental status in spring 2007. A new full-time 12-month chair has been appointed, and a transferring of funds from the other colleges to Liberal Studies has been accomplished. Finally, new courses in Liberal Studies have been developed so that students enroll in more course work taught from the faculty in the newly created department allowing for more faculty-student interactions.

Labor Studies conducted a self-study in 2005 after the department was merged with the departments of Political Science and Economics. The new department, Political Science, Economics and Labor Studies was then moved to the College of Business and Public Policy (CBAPP). The self-study identified four significant issues that have impact on the quality and effectiveness of the program. These issues were leadership, resources, curriculum and outreach. This was confirmed in the report of the external evaluator and supported by the PRP. To remedy these issues a number of recommendations were made among those were to recruit and hire a coordinator of Labor Studies with appropriate expertise and assigned time for coordination, as well as to revitalize the curriculum and develop courses in the Labor Studies department to assure that courses are offered regularly and meet the standards of best practice in the field. These recommendations are being met. The newly created department of Labor Studies has been moved to the College of Arts and Humanities; although additional resource requests are still outstanding as the campus budget remains a mitigating factor.

The undergraduate and graduate degree programs in **Business Administration** submitted a self-study in 2006 and held an external review in early 2007. The external reviewer found that, "Overall the business program is healthy and has shown steady progress" (toward achieving Association to Advance Collegiate Schools of Business- International (AACSB) accreditation). The following program strengths were identified: high quality teaching and well-established student-learning outcomes assessment process; student advisement; significant enrollment growth; sound, current curricula; a strong, actively involved advisory board; attainment of grant dollars; and administrative support.

The most significant issue affecting the quality and effectiveness of the program is the attainment of AACSB accreditation. Based on feedback from the AACSB, there has been an increase in numbers of full-time faculty as well as faculty academic quality and publication over the past years. The self-study report was sent to AACSB in September 2007, and if the self-study is accepted, a site visit by the accreditation team is slated for February 2008.

The program noted, however, that while overall graduate enrollment, FTES was up 89.2% (67.8 in 2000 versus 128.3 in 2005), stateside FTES produced by the on-campus enrollment was down 55.2% (67.8 in 2000 versus 30.4 in 2005 - CFR 4.3, 4.7). A number of factors appear to have contributed to these trends. After the terrorist attacks of 911 it became more difficult to recruit international Masters in Business Administration (MBA) students to the campus. The online MBA program has significantly grown because of the attractiveness of the program, such as its low price, high quality instruction, excellent technical support, and creation of an online prerequisite series of courses. Many of the on-campus students switched to the online program because of richer offerings and lower cost of taking one course at the self-support cost than the stateside two-tiered fee structure.

The program became concerned with the decrease in on-campus students and implemented strategies designed to increase recruitment. A specially-equipped MBA seminar room was completed in the University Library, and the program plans to publish three-year student-friendly schedules to increase on-campus recruitment efforts. Additionally, efforts to recruit more international students with country-specific foci are planned for regions that have sent students in the past, such as Thailand and Turkey. Improving the number of concentrations from two to the current five with plans for two additional concentrations also will attract more students (Business 5-year plan).

Another example of the use of data to inform program change is evident in changes being implemented by the **School of Nursing**. A review of the PEAT+ performance measures revealed that the average time elapsed to degree for upper division transfer students was 3.9 years for 404 students enrolled from summer 2001 to spring 2006. This data indicated that the majority of students were attending classes on a part-time basis and thus were taking longer to graduate. It was further identified that the one-year continuation rate for upper division transfer students in the program was lower than expected (64/108 or 59.26% for AY 2005). In order to accommodate this population of Nursing majors, the School has begun to develop a sequence of courses that reflected the needs of the part-time enrollment population (PEAT data for Nursing - CFR 4.3, 4.5, 4.7).

In sum, the program review process has initiated program enhancement and improvement based on the data obtained while conducting the review. While all recommendations have yet to be achieved some were acted upon, evidence-based discussions have ensued, and the work is ongoing. Where previously decisions were perhaps made based on anecdotal evidence, a campus culture has developed in which decisions are made based on empirical evidence and a continuous process for self-study and assessment has been established.

Developing a Diverse Professoriate
The University has remained firm in its commitment to a strong and diverse professoriate (CFR 1.5, 2.1, 3.2). This commitment is reflected in Strategic Plan Goal 1, Objective 2, *Recruit, retain, and support an excellent, diverse, and committed faculty and staff.* This commitment is further exemplified in the AMP's Faculty and Staff Objective FS1.1, *Establish recruitment and hiring practices that create and sustain an environment for new faculty to achieve educational and professional development outcomes resulting in retention, tenure, promotion, and*

excellence, and Objective FS1.2, *Identify needs and develop new policies and procedures for recruiting and retaining outstanding and diverse faculty.* In pursuit of addressing these objectives colleges have developed strategies and policies that have led to the successful recruitment of new tenure-track and full-time lecturer faculty. These strategies have included providing: assigned time for scholarly and creative activities; start-up resources for laboratories, equipment, and related items; reasonable and specific service expectations; mentoring; and standards for frequent and objective informal and formal feedback on performance. Since fall 2004, over 40 policies and procedures have been modified or created under the auspice of the Office for Academic Affairs Personnel Services (AAPS) in collaboration with faculty, Academic Senate, and Division of Academic Affairs administration. AAPS policies provide faculty with clear explanations of the University's retention, tenure, and promotion process as well as expectations for faculty's role and responsibilities related to teaching, scholarship and creative activities, grading and retention of grade records, and so forth.

As faculty retire and as new programs have been developed, new faculty searches have been conducted and resulted in 135 new tenure track positions in the past 5 years. Each search is conducted according to Equal Employment Opportunity, guidelines and the campus is listed as a section 504, Title IX employer. All positions are posted in the *Chronicle of Higher Education*, *Hispanic Outlook*, *Diverse Issues of Higher Education* and on the California Employment Development Department website in order to reach a cross section of members of the national and international academic community.

The affirmative action report filed by the campus on annual basis continues to demonstrate that the campus has a strong commitment to fair employment practices with respect to women and under-represented minorities (see Table 2.2). The report looks at positions and percentages of new hires and terminations in respect to gender, ethnicity, and salary.

Table 2.2

Gender /Ethnicity	Number of new faculty	Percentage of total
Male	61	45%
Female	74	55%
Caucasian	71	52%
Asian	27	20%
African American	14	10%
Latino	16	12%
Other	5	5%

Over the past five years, the University has made modest gains in the percentage of instructional faculty (tenure-track, full-time and part-time lecturers) representing diverse ethnic groups (see Table 2.3). For a more detailed breakdown see faculty demographics.

Table 2.3

	Fall 2001		Fall 2002		Fall 2004		Fall 2004		Fall 2005	
	N	%	N	%	N	%	N	%	N	%
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**	

Campus Environment

Finally, change also is evident in our campus environment. After more than 24 months, the Loker Student Union reopened in spring 2007. The new union has significantly expanded to include a food court that will house up to seven separate fast food vendors, a quality restaurant venue, and a sports bar. The facility boasts numerous comfortable spaces for socializing, meeting, studying, resting, and relaxing. The new ballroom and expanded conference facilities are a welcome addition to the campus and the community.

As of July 2007, 64 classrooms have been enhanced with technology-equipped podia including computers, DVD players, projectors, and document cameras with Internet capabilities to facilitate instruction and learning. An additional 18 classrooms will be receiving the enhanced technology podia during the AY 2007-2008 (IT Newsletter Fall 2007 - CFR 3.7).

The Athletics Department opened a newly expanded and enhanced aerobic facility that allows members of the campus community to attend to their wellness needs. The new Child Development Center re-opened in fall 2007 and offers expanded child care services for our students who have child care needs (CFR 3.5).

The CSUDH University Library Extension/Addition will consist of a 140,000 square foot, five-story, and energy efficient addition to the existing library. With an additional 1,600 reader stations, the new and existing library buildings will provide support for a student body of 20,000. Areas have been designated for three additional computer-learning laboratories, a state-of-the-art archival storage and reading area, an events center/gallery, a multicultural reading room, and a doubling of book storage capacity. The new library also will have about 250 computer workstations. (CFR 3.6)

The Home Depot Center (HDC) is located on the CSUDH campus. The lease arrangement allows use of campus facilities in exchange for annual revenues. As part of the agreement, HDC has funded the renovations of the tennis and basketball facilities and also provides free advertising space for campus events on its many marquees. The relationship is entrepreneurial and innovative but not without problems. The HDC continues to expand its operations and events that may have impact on the campus learning community. At times parking issues prevail as HDC events are scheduled and conflict with normal University operations. The funds received from the venture have helped the campus in difficult budget times. It is expected that

the working relationship will improve as the campus and the HDC learn more about the operations and needs of the other.

Next Steps
The University commitment to informed and transparent decision-making is evident in the integrated network of committees and councils that make-up the collaborative governance processes. The challenges presented by declining enrollment and the FTES formula-based budget have required cross-divisional collaboration to develop recruitment, retention, and program development plans to attract students. The work of the colleges, EMPC, SRPC, USLOAC, and PRP demonstrate this effort. The campus must continue to work to develop new programs designed to attract and retain new students.

The University's integrated committee/council structure continues to require refinement to increase its' overall effectiveness. The campus must continue to address issues related to enrollment and budget while simultaneously striving to embed the culture of evidence-based decision-making as demonstrated by program development and enhancements generated from self-studies and program reviews. As the University begins development of the next Strategic Plan, it must incorporate the knowledge gained from this self-study into the planning process in order to ensure the continuous process of inquiry and action.

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

The University's position that the significance of its diversity lies not only in the structural diversity but in its interactional diversity underpins the continued investigation of the researchable question and expected outcomes for Core Issue 3. Integral to this investigation is the fundamental premise that the campus continues to provide a supportive, diversity-rich environment in which participation from all constituencies is equally valued and essential to its success. This component of the University's mission sustains the interaction among the diverse campus community and supports efforts that demonstrate how the campus pursues universal human concerns and values the quest for educational self-enrichment (University's Strategic Plan Goal 3, CFR 1.1, 1.2, 1.5, 4.1, 4.2).

In the CPR it was noted that defining what interactional diversity connotes at CSUDH has proven challenging due to the multiple views among the diverse campus population (CSUDH Office of Institutional Research, Assessment, and Planning IRAP Quick Facts, student demographics, and faculty demographics). Continued discussions and an examination of program outcomes, research projects findings, and archival material support the existence of unintentional and unstructured opportunities for students and faculty to interact that lead to intentional and structured activities/events that provide arenas for documenting the impact of this interaction. This notion is bolstered by research findings indicating that opportunities for students, faculty, and staff to engage in deep discussions and activities that promote awareness and understanding of differences enriches students' educational experiences on multiple levels (Banks, 1997). Further refinement of this documentation will assist the campus in developing a comprehensive vision of diversity that includes age, gender, race, ethnicity, culture, language, religion, sexual orientation, and disability.

The self-study provided the impetus for the University to discover answers to the Researchable Question — "How does interactional diversity at CSUDH lead to enhanced appreciation of multicultural perspectives and an enriched academic experience of intellectual engagement?" Central to this quest is documentation of evidence to meet the six expected outcomes of Core Issue

[3](). A body of literature (Antonio, 2001; Gurin, Dey, Hurtado, & Gurin, 2002; Milem & Hakuta, 2000) supports the added value of diversity to the educational experience and supports the University's intentional efforts to investigate the impacts of diversity (see also [Policy Alert]() and [Diversity,]() [Top 100 Undergraduate Degree Producers by Ethnicity](), and [The Postsecondary Experience]() – CFR 1.5).

NOTE: Although there is an abundance of evidence that the campus learning community is deeply involved in *sustaining interactions among the diverse campus community* (Strategic Goal 3), documentation of the impact of these interactions is at various developmental stages. Most are at the *emerging and/or developing* stages of data analysis and responding to evidence regarding the *institutional commitment to student and organizational learning.* However, diversity as a Core Issue is more related to organizational learning than to student learning (CFR 1.1, 1.2).

The investigation into how the campus sought to meet the expected outcomes that focus on (a) improving communication among campus constituents and their involvement in diversity related activities; (b) collecting and analyzing data from campus activities, events, and surveys; (c) developing expectations for graduates' understanding and awareness of diversity; and (d) disseminating best practices in teaching and co-curricular activities that distinguish the interactional campus diversity, revealed overlapping efforts (see [CI 3 Expected Outcomes Response Chart]()). Campus efforts were accomplished through a systematic multi-level process of committee work, focus groups, academic unit meetings, town hall meetings, poster sessions, and conferences (CFR 1.4). This systematic process is evolutionary, continuous, and cyclical with several activities simultaneously occurring; for discussion purposes, activities are clustered under specific expected outcomes in summary form with linked references to full reports.

Communication and Campus Involvement: Initial Steps

Efforts to meet **Outcome 1**—*"Improved interactional communication among CSUDH administrators, faculty, staff, students and alumni"* and **Outcome 6**—*"Involvement of faculty, staff and administration in diversity activities"* are interwoven and viewed via an evolutionary "Five-Tiered System" of procedures from basic delivery and sharing of information to deep discussions and involvement in meaningful activities and research projects (CFR 1.4). **Tier-1** began with the establishment of the **WASC Diversity Sub-Committee** (2004) to study and document the impact of the interactional diversity on the campus (CFR 1.3, 1.5). Members consist of administrators, faculty, and staff from units campus-wide. In keeping with guidelines outlined in the 2005 College Board publication of *Federal Law and Recruitment, Outreach, and Retention: A Framework for Evaluating Diversity Related Programs*, the [Sub-Committee]() initiated **Tier-2**, the development of an action plan (CFR 4.1). Elements of the plan were aligned with the expected outcomes: (a) collect data on issues, activities, and events related to diversity; (b) analyze the data to determine how the campus is addressing the researchable question and expected outcomes; (c) communicate the preliminary findings to the campus; and (d) involve faculty, staff, and students in further study (CFR 1.4, 1.5). **Tier-3**, the implementation of the Action Plan, began with a comprehensive inventory (described below) to identify, document, and analyze campus-wide activities from the CSUDH website, interviews, focus groups, campus-wide discussions, and review of archival information. Results from these initial searches provided the foundation for **Tier-4**, communication to the campus community regarding the Sub-Committee work, plan of action, and inventory findings. On-going Sub-Committee meetings formalized a process for deeper levels of communications and preliminary levels of campus involvement that led to **Tier-5,** the purposeful involvement of faculty, staff, and students in efforts to meet the expected outcomes. Venues for this involvement were focused town hall meetings, poster sessions, funded research projects, and data collection/analysis of a number of activities (CFR 1.4, 1.5). The following text highlights outcomes of these activities.

The **Inventory Process** responds to **Expected Outcomes 1** and **6** (*communication* and *involvement*) and **Outcome 2** (*data collection activities*). Preliminary inventory results revealed that the University has a significant number of diversity related activities; some were overlapping:

- Student centers and organizations that provide information and sponsor an array of activities focusing on multicultural/lingual, gender, and religious/political issues
- Courses specifically geared to diversity issues and multicultural learning
- Student and program sponsored symposia, lectures, and performances
- Student and faculty research projects

The Diversity Matrix (CFR 1.5, 4.3), developed in fall 2005, documented efforts to date (see Appendix K for sample). As the inventory progressed, it was possible to clarify preliminary findings with assistance from information gatekeepers (Division Vice Presidents; College Deans and Associate Deans; and Directors/Coordinators of academic units, organizations, and services). The following text highlights some of the inventory findings (see the Diversity Matrix for a comprehensive list with links to summary descriptions).

Inventory Findings on Campus Curriculum, Organizaitons, Serivces, and Acitivities
Curriculum. Undergraduate and graduate level programs and course descriptions covering diversity and/or multicultural issues were reviewed. Cultural Pluralism (SBS 318) is a GE requirement that analyzes cultural diversity and studies the processes of cultural interaction, inter-ethnic relations, and social integration at local, national, and international levels. A 2007 review of SBS 318 is provided in the WASC evidence room and it includes a comparison of syllabi, course assignments, and sample of student work (CFR 2.2a). Courses in Humanites (310, 312, 314), cover diversity issues such as global interaction, identity formation, and gender relationships. Specific issues of race, gender, and cultural issues are studied in Africana Studies, Asian Pacific Studies, Chicana/o Studies, and Negotiation, Conflict Resolution and Peace Building, and the Women's Studies minor (see Roadmaps for all programs). Selected courses in the College of Education focus on ethnic, language, age, gender, and special needs differences (e.g., Multicultural Perspectives TED 415). Similarly, programs in the College of Health and Human Services, Business Administration and Public Policy, and Natural and Behavioral Sciences address issues related to age, gender, race, developmental, cognitive, and physical differences (e.g. in Anthropology - Culture and Personality ANT 310 / Language and Culture ANT 312) A wide range of courses in the College of Extended and International Education include programs such as the American Language and Cultural Program and courses in Cambodia (CFR 1.5, 2.2a, 2.4, 2.5, 2.8).

Analysis of key assignments and summaries of student comments from these courses are too numerous to note. Presented below are students' comments from an online discussion regarding their experiences in a College of Education multicultural course (TED 415); they are representative of similar comments from other multicultural courses campus wide. Students responded to the following questions: ***How will you implement course theories and content into your classroom teaching? What have you personally discovered or found validated since you have been participating in this course? Which of the assignments did you feel was most helpful to you, as an educator, and why?*** An excerpt is provided below (see TED 415 Student Comments for additional responses):

> **Excerpt:** *I [am] more keenly aware, through this course and others, that a multicultural classroom can enhance opportunities for learning by incorporating different points of view. As an English teacher, I will try to include texts from a variety of ethnic and cultural sources. I believe doing so will interest students and broaden their cultural appreciation. I visited a Korean Presbyterian Church and was deeply touched by how I was treated with respect and gentleness. It was a great lesson for me.*

The signature assignment in this course requires students to review their and others' biases to develop a plan for addressing these biases. The high-average score (38 out of 40 points, with a standard deviation of 1.87 and a range of 32 to 40) on this assignment, provides corroborating evidence of the impact on students' thinking and learning. Students' comments (TED 415 anecdotal data) demonstrate the impact of such courses (CFR 2.2a).

Campus Programs. Within the **Divison of Student Affairs**, several departments conduct diversity-related activities. Created in 1994 by a coalition of students, faculty, and staff, the Multicultural Center (MCC) is dedicated to enhancing the multicultural consciousness of CSUDH students on relevant social issues (i.e., racism, sexism, heterosexism, inter-ethnic relationships, and cultural identity). The Center's common space is used by 40-50 students per day and the center sponsors Cultural Education Programs and celebrations (35-200 attendees depending on the event), Diversity Chats (average attendance of 20-30), Cross Cultural Retreats (55-65 attendees yearly) and Co-sponsorship of Cultural Activities (i.e. Unity Fest with 700-2000 attendees, dramatic presentations, lectures, concerts, art exhibits, movies, symposia, poetry performances, guest speakers, and dialogue groups, (MCC Services) and MCC Links & Forms). The Office of Disabled Student Services serves as a centralized source of information (available services) for students with disabilities. Its core 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. A survey of such services was conducted in 2005; results are discussed below under **Summary of Meta-Analysis of WASC/RSCAAP Funded Research Projects**. 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 campus fliers and email to the Campus community (Diversity Announcements) (CFR 1.5, 1.8, 2.13).

Campus Organizations/Services/Activities. University sponsored centers and organizations that include diversity activities for faculty, staff, and students are delineated in the Diversity Matrix. The Associated Students Incorporated (ASI) works closely with other campus student clubs and organizations that have a diversity related focus to give voice to students' opinions on academic, social, and cultural issues. Serving as a support system for adults, the Older Adult Center provides academic and social interaction support including a fee waiver program for students 60 years and older and internships for Gerontology majors. Created in 2002, the Lesbian, Gay, Bisexual, Transgender Faculty and Staff Association (LGBTFSA) provides support and a positive setting where LGBT and non LGBT persons can learn about LGBT issues through workshops, luncheons, and informal and formal gatherings.

An example of a campus activity is the Sisters United conferences (spring and fall 2006) that were attended by 100 students and faculty collectively. The conferences targeted African American female students with the goal of increasing their awareness levels on social and personal issues, impact of personal decisions on self esteem and ability to succeed in college, and fostering a sense of connectedness to others on campus to increase retention. Conference evaluations are comprehensive; a summary of student's ratings revealed that 85% (N=28) in spring and 82% (N=22) in fall rated the student panel discussion as Excellent (see March 2006 and November 2006 for full evaluation report – CFR 1.5).

Established to promote an understanding of the dynamics of cultural diversity and encourage and heighten international activities and awareness, the Institute for the Study of Cultural Diversity and Internationalization (ISCDI) sponsors the annual Cultural Diversity Conference and supports cultural awareness activities (see Table 3.1 for summary list of ISCDI activities).

Table 3.1

Activity/Resources	Recipients/Use	Approx. Numbers
Maintain video library, over 400 volumes.	Faculty in the classroom and by students for class projects.	35 borrowed DVD's & Video per month
Stimulating lunch time programs followed by discussions.	Students/faculty/staff on campus. Discussions on vital issues i.e., ethnicity, race, genetics, and religious differences	15 attendees per week
Community outreach and interesting classroom discussions	On topics related to cultural diversity	1 classroom/community visit per month.
Organize Constitution Day	Students and the entire campus community	Over 50 per year
Yearly educational cartoon program	Child Development & Infant Toddler Center	60 children
Programs emphasizing multicultural issues using academic speakers, museum docents, field trips, & film.	For students, faculty, and community groups	Approximately 20 to 300 guests.

Communicating Inventory and Interview Findings

Information from the interview process was used in conjunction with data collected from other sources to focus topics for town hall meetings, poster sessions, and research projects. Some "gatekeepers" were asked to serve on the Diversity Sub-Committee because of their expertise and experiences; this deepened their involvement and enriched the Sub-Committee's membership. The following text relates to specific evidence from the interview processes for Outcomes 1 and 6.

Town Hall Meetings. Three town hall meetings in fall 2005, fall 2006, and spring of 2007 involved the campus community in discussions regarding the impact of diversity. Electronic and hardcopy announcements were circulated campus-wide. Meetings were well attended with an average audience of 50--and in one case more than 200. Documentation of these meetings is evidenced in the Town Hall PowerPoint presentations and captioned on Town Hall Videotapes posted on the WASC website. WASC Sub-Committee members were involved in the decision-making process regarding the focus and format of each town hall meeting; a panel of diverse participants responded to questions stemming from the expected outcomes (CFR 2.4). Acknowledging the need to involve students early on in the self-study, the **fall 2005** town hall meeting elicited students' perspectives on diversity issues they encountered at CSUDH (CFR 2.5, 2.11). Faculty sponsors of student organizations and activities selected students from diverse backgrounds (i.e., status, gender, age, race, ethnicity, sexual orientation, and disability) to serve as panelists and respond to the following questions:

Questions 1-4: 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? Major responses below indicated that students:

- have strong feelings about their own diversity in relation to the campus community;
- recognize a tendency to gravitate toward those who share common characteristics, values, beliefs, and experiences; and
- have changed their preconceived ideas about diversity through increased multicultural interactions like the Cross-Cultural Retreats.

Students welcomed this forum and felt that it gave them an opportunity to have their voices heard by faculty, not just students (CFR 4.1). The following excerpts from the recorded notes and videotape are representative of the wide range of student responses (rephrased)*:*

- *These discussions at CSUDH allow you to be a well-rounded individual and not to be closed minded.*

- *I am more aware of when others say negative things about other cultures; before I never said anything, now I stop them and they are surprised but they like it.*
- *When I came to Dominguez Hills I really liked it, but it was a culture shock. Activities like Cross-Cultural Retreats helped me. …I am more open to ideas from other cultures.*

Responses from audience participants echoed much of the panel responses and commended panelists for candid discussions about their unique situation. Faculty and staff reinforced the need for the University to provide opportunities for intentional interaction by suggesting that the University sponsor more activities and discussions with topics related to racial and cultural differences and sexual orientation (CFR 2.2, 2.11).

Sustaining the diversity discussion momentum, the campus held two additional town hall meetings (fall 2006 and spring 2007) entitled: ***Having the "Uncomfortable Conversation" A Frank Discussion of Interactional Diversity in the CSUDH Learning Community.*** A faculty/staff panel responded to the following questions in fall 2006:

Question #1: *Do you believe that learning in the diverse environment at CSUDH is beneficial for students? If so, in what ways?*
- *Curriculum could include more diversity issues; students need to see themselves in the curriculum.*
- *Faculty should encourage honest/open dialog to increase students' understanding/respect of others.*
- *More activities could bring diverse people together; a beginning to learn about other people's views.*

Question #2: *Are student learning experiences enhanced by the diverse student and faculty/staff population here at CSUDH? If so, in what ways?*
- *Students' exposure to diverse insights enhances their understanding of cultural issues.*
- *There should be greater efforts toward increasing the number of diverse faculty.*

The following questions were addressed by a different faculty/staff panel in spring 2007.
Question #3: *What types of activities in class and out-of-class will encourage interactions among diverse groups of students?* and **Question #4: *If we, as a campus, believe that it is our responsibility to encourage student awareness and/or meaningful interactions related to diversity, how do we accomplish this?*** These questions generated a deep and meaningful discussion regarding current and future activities as evidenced in the following responses:
- *The curriculum should contain important diversity issues that can be stressed by faculty; i.e., faculty can encourage discussions in class, including issues of race, sexuality, disabilities, and religion.*
- *Campus sponsored activities such as Cross-Cultural retreats, sporting events, campus debates, town hall discussions, and Unity Fest are valuable and should be supported and assessed by the University.*
- *Continue the Cross-Cultural retreats; they provide a structure for students to discover things about themselves and others,*

These responses sparked additional audience questions and comments as revealed in the following rephrased excerpts:
Question #1: With such emphases on diversity, do we, as a University think that having exclusive clubs for specific races will promote or discourage diversity?
- *These clubs are not exclusive… Chicano/Chicana clubs have Latino and African American students.*
- *There is some evidence that some groups self segregate and it causes problems; i.e., there are questions about "Black History Month" and students wonder why there is no White History Month.*

Question #2: There is still a lot of difficulty in broaching the topic of sexual orientation and disabilities; how can we address these?
- *Students/faculty mobilized the Gay/Straight Alliance … sexual orientation is still a taboo topic here.*
- *Students don't feel safe to be "outed" on this campus, but students have to feel safe to talk.*

- *There are a lot of students with disabilities you can't see, and these students are afraid to step out.*
- *We need to teach students not to fear these events … let them know everyone is welcome.*

The breadth and depth of town hall discussions indicate that the University is effectively involving the campus-learning community in discovering impacts of interactional diversity. The future work of the Diversity Sub-Committee will be to determine how to use this information and develop meaningful initiatives that will benefit the campus learning community. Communication and involvement is further evidenced via poster sessions and funded research projects (CFR 2.11).

University Sponsored Annual Poster Sessions: Six of the fall 2005 and 2006 poster presentations were funded by the WASC/RSCAAP mini-grants to specifically study diversity at CSUDH. A summary of one abstract is presented here to demonstrate the research value to the campus (see complete study findings in the WASC-RSCAAP Funded Project Summary Analysis chart 2007 discussed below):

> ***Inside the Minds of Students at an Ethnically Diverse University Campus***
> ***L. Mark Carrier, Associate Professor, Psychology.*** The purpose of the fall 2006 study was to determine students' perspectives regarding how their ethnic background positively or negatively affects their learning at CSUDH. Additionally, the study sought to discover positive or negative beliefs about college held by persons from different ethnic and cultural backgrounds. Inspection of the early data reveals some emerging trends that uphold many stereotypical notions about certain ethnic groups reported in the literature:
>
> - *Asian students believe that their ethnic backgrounds have influenced their learning positively because it makes them study harder and more frequently.*
> - *Some Black and Hispanic students feel that their ethnic backgrounds have not had any negative influences on their learning experiences, but a subset of Black students perceive that others stereotype them as unintelligent, lazy, or criminal.*

Anecdotal comments from participants and attendees of both poster sessions support the success of such a venue to positively involve the campus community in diversity activities (CFR 2.8).

Faculty Meetings and Opportunity for Research. The Center for Teaching and Learning (CTL) provides opportunities and resources for faculty professional development and research, specifically related to Objective 1 of Goal 3: *Identify, disseminate, and implement 'best practices,' including service learning in academic programs that will maximize learning for a diverse student population.* One such resource is the CTL and ECLP sponsored Provost's Speaker Series that presents current scholarship of teaching and learning topics (CFR 2.8, 2.9). Attending faculty respond to the following questions on an exit survey: ***What specific changes might you make in your teaching? What impact (if any) do you expect the change to have on student success?*** Two excerpts from sessions held during 2005-2006 are presented below (click on highlighted links to access full description and survey evaluation).

> **Topic 1**: **Student Engagement and Diversity: Methods for Increasing Equity and Student Success** presented in spring 2005 by **Craig Nelson** professor emeritus of biology at Indiana University and national expert on critical thinking, cognitive development, and innovative pedagogies. He examined strategies to increase student success in courses without lowering standards, establishing an assessment system that provides feedback to the instructor and equity to students. Rephrased responses to exit survey questions: **Changes in Teaching** (a) Teaching students in small groups; (b) More student involvement in group discussion; (c) Structure student interaction; (d) Increased collaborative group work. **Expected Impacts on Students**: (a) Better retention of concepts, ability to apply concepts more broadly; and (b) increase student success.
> **Topic 2**: **Diversity: An Essential Element of Scholarly Teaching and Learning** presented in spring 2006 by **James A. Anderson** Associate Provost for Institutional Assessment and Diversity at the University at Albany. His research focused on the development of learning styles across gender, race, culture and class, and an examination of how diversity impacts student learning, retention, and

overall institutional effectiveness. He examined the added-value that incorporating diversity can bring to teaching, learning and research and the systematic use of powerful pedagogies as key elements in preparing the CSUDH community to become a learner-centered laboratory, using diversity and globalization strategically to effect long-term change. **Evaluation surveys** indicated that 86% of the participants strongly agreed or agreed that the workshop had a positive impact on their opinions about the value of incorporating diversity into teaching, learning, and research and 43% reported a significant or some change in teaching practices.

The Faculty Forum provides faculty with opportunities to share research, best-practices, effective teaching strategies, and new developments in postsecondary teaching and learning at the CTL Roundtable. Readings and other materials for Faculty Forum topics are available at the Center (CFR 2.8, 2.9). Two presentations relevant to diversity are presented below:

Presentation 1: Civic Engagement on Issues of Diversity in Higher Education presented in fall 2006 by Edward Olivos (Teacher Education). Dr. Olivos demonstrated how public deliberation can be used in the classroom to draw students to deliberate, not debate, about topics that most concern them and their communities. **Selected Participant's Comments**: (a) Interesting forum ideas that can lead to informative discussion; (b) I had to curb open-ended discussion in my course somewhat because they were too debate-oriented and several students became tense. The structural tools provided here should help maintain focus.

Presentation 2: Cross-Cultural Pedagogy presented in spring 2007 by Rod Hernandez (English Department). Participants shared strategies for helping students to recognize overlapping concerns and to promote cross-cultural learning. **Selected Participant's Comments:** (a) Dr. Hernandez presented many teaching techniques that will be useful in my classroom. In Quality Assurance, we see students from many backgrounds and with differing perspectives. I hope to increase awareness; (b) I came to this meeting because I am interested in how cultural backgrounds affect students in my Chemistry classes; I am glad to see such topics discussed.

Another resource sponsored by CTL, The New Faculty Success Program, was developed to orient faculty to CSUDH and assist them with teaching, scholarly endeavors, and other activities related to tenure and promotion via monthly workshops. One workshop, titled *A Multicultural Perspective*, focused on best practices related to diversity issues of ethnicity, culture, gender bias, and sexual orientation. New faculty were asked to evaluate the session by indicating its impact on their teaching and to predict how these changes might affect student success. Whereas 86% agreed that the workshop had a positive impact on their opinion about multicultural content and perspectives in academic programs and courses, 64% plan to make little or no changes to their teaching practices (see A Multicultural Perspective for detailed responses to additional survey questions). Follow-up interviews will reveal (a) if strategies were incorporated and (b) impacts of these strategies on teaching and student's learning outcomes.

The CTL provides resources and services that sustain excellence in a dynamic teaching and learning environment, and other forms of professional development (findings previously discussed in Core Issue 1, page 12; see CTL Executive Summary for evaluation results - CFR 1.4, 1.5, 3.4).

Summary of Data Collection and Analysis
Efforts to meet **Outcome Two —** *Collection and analysis of a variety of data such as surveys administered to CSUDH incoming students, juniors, and graduates to assess the effect of diversity on learning outcomes* and **Outcome Three —** *Analysis of survey data in order to develop a baseline of current attitudes related to diversity and student outcomes,* are mutual. In response to these expected outcomes, the WASC Sub-Committee identified sources for preliminary data collection and analysis. Specifically, findings from the National Survey of Student Engagement (NSSE), Faculty Survey of Student Engagement (FSSE), College Student Experiences Questionnaire (CSEQ), University Alumni Survey, College surveys, UNV 101 Diversity survey, Cross-Cultural Retreat surveys, and funded-research projects are presented.

Survey Processes. Participation in national surveys, **NSSE**, **FSSE,** and **CSEQ,** fully engages faculty and students in reflection about issues that have an impact on their experiences at CSUDH. **Summary of NSSE Data Analysis:** The NSSE survey identifies how students engage in a variety of in- and out-of-class activities. Students participated in the 2004 NSSE and 2006 NSSE (analysis) and faculty participated in the 2006 FSSE (analysis). Spring 2008 has been chosen (by IRAP) as the comparison year for all national survey data (CFR 4.3). The 2002, 2003, 2004 and 2006 CSUDH NSSE surveys were conducted using a randomly selected sample, but the CSUDH 2005 NSSE survey was not and therefore is not subject to parametric analysis or to comparisons based on parametric analysis. Presented below in Table 3.2 are 2006 survey findings related to diversity items comparing CSUDH to their peer group (universities with similar characteristics to CSUDH), and overall NSSE respondents.

Table 3.2

Survey Item	Rating	CSUDH	Peer Group	NSSE
Understanding people of other racial and ethnic backgrounds	Mean Score [N=479]	2.90	2.62	-
Included diverse perspectives in class discussions or assignments e.g., different races, religions, genders, political beliefs	Very Often	38%,	28%	26%
Emphasize: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	Very Often	19%	17%	16%
Had serious conversations with students of a different race or ethnicity	Very Often	30%	25%	25%
Had serious conversations with students who are very different from you (e.g., religious beliefs, political opinions, or values	Very Often	23%	24%	24%
Understanding people of other racial and ethnic backgrounds		32%	26%	21%

Similar differences were evidenced in the other ratings (Often, Sometimes, Never). It appears from these analyses that CSUDH students are slightly more attentive to diversity issues than their peer group. Demographics are slightly different; CSUDH has more Hispanic and African American students and far less Caucasian students than the peer group. CSUDH first-year student responses to educational and personal growth questions provide some support to the argument that there are practices in effect at CSUDH giving value to first-year students' educational experience exceeding that offered by comparable institutions (see 2006 CSUDH NSSE First-Year and Senior Summaries and 2006 CSUDH NSSE Analysis for full report).

Summary of FSSE Data Analysis: FSSE results are intended to initiate dialogue on the differing perceptions of engagement held by students and faculty; questions are designed to parallel those on the NSSE. Presented here is a brief summary related to diversity (see CSUDH FSSE 2006 Analysis for full report). In response to efforts that CSUDH is *Encouraging contact among students from different economic, social and racial or ethnic backgrounds*, faculty and students have differing opinions. Whereas lower-division instructors (N=30, 77%) and upper-division instructors (N=125, 69%) indicate that CSUDH is doing much to encourage contact among students from diverse backgrounds, ratings of first-year students (64%) and seniors (49%) indicate that student respondents do not share this view. Some areas where CSUDH student respondents report areas of strength to a degree greater than faculty are in personal development and broad-based skill development. First-year respondents report that

CSUDH provides greater support for non-classroom matters than do lower-division instructors. This may reflect a benefit realized from the first-year intervention programs implemented in recent years. Overall, the results from the 2006 CSUDH FSSE survey seem to be of greatest value as a stimulant to campus-wide discussion related to diversity. The next step for the campus is to review theses findings in order to develop a plan of action to address the differences in faculty and student perceptions.

Summary of CSEQ Data Analysis: CSEQ assesses the quality of effort students expend in using institutional resources and opportunities provided for their learning and development. Previous analyses support the notion that the more students engage in educational activities, the more they benefit in their learning and development. CSEQ 2005 data (analysis and executive summary) from 224 UNV 101 students indicated that they are similar to national norms on college opinion and environment, and quality of effort, and are somewhat similar to nation norms in age and gender, but not ethnicity. CSUDH students rated campus efforts in developing an understanding/appreciation of human diversity higher (M=5.78, S.D. 1.20) than national norms (M=4.95, S.D. 1.42).

Summary of the BEAMS Initiative: The BEAMS 5-year initiative is a partnership with American Association of Higher Education & 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 that have administered the NSSE and want to use the results to improve the campus environment (see discussion in Core Issue 1 and page 3 of the BEAMS website).

Summary of University Alumni Survey Analysis: The Alumni Survey was developed by the Alumni Survey Development Committee from summer 2002 through spring 2003 and was administered to 1,281 alumni by IRAP from fall 2003 through January 2004 to establish baseline data (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 overall graduates appreciated the opportunity to become more aware of diverse groups (see Highlights of Results). Additional data revealed that alumni: (a) became more aware of issues from perspectives of people from diverse backgrounds (67%); (b) learned to work more effectively with people of diverse backgrounds (65%); (c) developed a greater acceptance of people from diverse backgrounds (64%); and (d) considered their interactions with people of diverse backgrounds important to their development and success (55% - CFR 4.3, 4.6).

Summary of College Level Survey Analysis: Several colleges have surveys that elicit diversity related information; one example is provided. As part of the College of Education's (COE) 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. Cumulative scores from the fall 2006 and spring 2007 program exit survey indicated that 85% of the 522 students agreed that *The COE programs prepared them to meet the educational needs of urban and diverse populations.* These results correspond with those from the NSSE and University Alumni surveys.

Summary of UNV 101 Diversity Survey: The Quick Think Diversity Exercise asked students (N=253 UNV 101 and N=68 non-UNV 101) to provide a written response to *How does a diverse student body help create a better learning environment?* Several themes emerged from the *constant comparative* method of analyzing qualitative data; themes were then matched between UNV and non-UNV. There were 12 unmatched themes from UNV 101 students and 7 from the non-UNV 101 students (most of these were low-incidences). Selected themes and their

numerical value, indicating the frequency each theme was cited, are presented in the chart below. Extremely low incidences, below 10, are not reported (for additional data see UNV 101 Diversity Responses and UNV 101 Diversity Analysis).

UNV 101 Student Responses:	Freq.	--Non-UNV 101 Student Responses:	Freq.
Improves learning environment	204	--No comparable comments	
Learning about other cultures	130	Learn about different cultures/backgrounds	24
Learn from one another	87	Learn from one another	23
Accept others	87	Accept others	15
Different views to be present	59	Different views to be present	18
Open minds	54	Open minds	13
Makes learning fun	40	--No comparable comments	
Feeling of belonging	39	--No comparable comments	
Prepares for the future	28	Prepares for the future	2
Meet different people	21	--No comparable comments	
Expand knowledge	18	Expand knowledge	4
Learn about the outside world	10	Better view of the world	6

In order to determine the significance of themes, especially *improves learning environment*, follow-up interviews or focus groups would be necessary. Also, the unequal sample size further confounds the result, but this initial attempt to discover some critical information regarding the impact of learning on a highly diverse campus provides a foundation for future study.

Summary of Cross-Cultural Retreat Data Analysis: Since 2002, the Multicultural Center (MCC) has conducted an annual Cross-Cultural Retreat (CCR) providing opportunities for dialogue related to diversity issues and building effective multicultural alliances. Highlights of the retreats are on the MCC Website and noted in the MCC Annual Reports (02-03, 03-04, 04-05, 05-06, and 06-07 – CFR 1.5). In order to document the impact of the retreats, the MCC developed a survey instrument (piloted in 2004) that would capture the essence of retreat experience. In 2005, the instrument (CCR Survey 05) was refined to collect pre- and post-retreat information: pre-retreat surveys sought to gauge participants' overall awareness on issues of diversity and social issues; post-retreat surveys targeted participants' increase in knowledge/awareness as a result of retreat participation and overall effectiveness of the retreat (see CCR Pre-Post Retreat chart and analysis of the 2005 CCR Data). Each CCR hosted a small student population (36-50) because of limited resources. However, selection resulted in a fair representation of campus statistics (i.e., age, gender, ethnicity, and university status). The self-reported data from this small sample is viewed as informative and, to some extent, meaningful. Plans for increased student participation are ongoing. Analysis of the 36 responses in the 2006 CCR Data revealed:

Survey Item	% Rating
Feel some level of comfort in applying techniques learned at CCR to their own lives	100%
Feel very comfortable in applying techniques learned at CCR to their own lives	57%
Felt the CCR was helpful in increasing their knowledge of effective communication	91%
Have a better understanding of ways to create change on campus or in their community	86%
Feeling of overall concern for diversity issues at CSUDH	91%

Analysis of selected rated items (using the "Very" score) indicate gains in students' awareness levels about diversity and social issues at CSUDH as indicated by the following selected comparisons (CFR 1.5):

Selected Survey Item	Pre Score	Post Score
Aware of their own identity	38%	68%
Effects of stereotypes on people	50%	82%
How to build positive relationships with others	37%	73%
Aware of similarities and differences between different cultures/ ethnicities	37%	75%
Similarities and differences between genders	41%	61%
Awareness of gay and lesbian issues	29%	47%

In response to the open-ended question *Do you feel you have a better understanding of ways to create change in your community/campus?* the following selected responses are offered:

- *I plan to write articles in the Bulletin concerning disability awareness and other diversity issues.*
- *Definitely more retreats like this, and more activities to promote diversity.*
- *More retreats, making pamphlets to make people aware, and more check ups on each other.*
- *Join clubs and activities to build communications among cultures.*
- *Have more activities and presentations to increase awareness, more information in school newspaper.*

Data from the 2006 CCR analysis was very similar to data obtained from participants in 2005. Participants continue to indicate positive regard for the knowledge obtained at the retreat. Qualitative and quantitative feedback continues to suggest that participants have strong commitments to improving diversity views and comprehend how to implement change. Specifically, the 2006 CCR findings indicated that the retreat significantly increased the level of knowledge and skills of participants, overall views of diversity, and ability to excel on campus.

Summary of Meta-Analysis of WASC/RSCAAP Funded Research Projects: Involvement of faculty was evidenced in the 2004-2007 WASC/RSCAAP funded research projects. Calls for faculty research mini-grant proposals were sent campus-wide using the RSCAAP process during the 2004-2007 academic years (see 2007 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 3, faculty members were encouraged to study issues of diversity and multiculturalism within the context of the University, academic units, and course curriculum (CFR 1.5). Full reports from 2004-2005 (students with disabilities, Latina students, effects of family dynamics on educational attainment) and 2005-2006 (students' perceptions, demographic data from the surrounding community, survey responses from Teacher Education) can be accessed via these links. The WASC-RSCAAP Funded Project Summary Analysis chart 2004-2007 provides a detailed analysis of findings; summary results for the 2006-2007 reports follow (CFR 4.3).

2006-2007 Report Summaries: All three studies funded were related to diversity. The first study explored students' experiences in learning about other cultures on campus and examined those experiences in relationship to ethnic culture, diversity, and learning at CSUDH. A sample of 100 students representing a wide variety of majors were administered via a computer-based questionnaire. The distributions of ethnicities and ages of the students matched the demographics of the University. Open-ended questions ask about positive and negative beliefs and experiences related to diversity and learning at CSUDH. Partial analysis of the responses indicates several emerging trends:

- *Asian students believe that their ethnic backgrounds have influenced their learning positively because it makes them study harder and more frequently.*
- *Some Black and Hispanic students feel that their ethnic backgrounds have not had any negative influences on their learning experiences*
- *Asian, Black, and Native American students agree that their cultures value college education and college degrees, but Hispanic students say that other Hispanics hold negative beliefs about the financial aspects of college, such as the beliefs that college is too expensive, it is a financial burden, and a waste of money. Hispanic students say that persons from their ethnic and cultural backgrounds believe that success in life can come from jobs and connections, that a college degree is not needed.*

These preliminary findings suggest that there are negative, as well as positive, effects of diversity upon learning on our campus.

The second study, sought to discover if open deliberation and discussion via forums help answer the following: ***What does this multiculturalism mean to us as an urban university and what are the advantages and challenges of having such an ethnically diverse student population?*** Participants in the campus forums deliberated using the National Issues Forum (NIF) issue book, *Racial and ethnic tensions: What should we do?* Overall, participants thought that the forums were effective. In addition to the deliberations, participants completed pre- and post-forum questionnaires that yielded perspectives on diversity issues. Over 80% of the participants believed that prejudice and discrimination are as common as ever in housing, education, business, and social settings; 59% agreed and 34% disagreed that "Civil Rights" has progressed. Despite general feelings of frustration with the issue of racial and ethnic tensions in our society, few of the participants felt they knew what needed to be done to solve this problem.

The third study produced quantitative and qualitative data from surveys, course activities, and observations that were designed to document participants' attitudes toward issues of diversity. Primarily, the study sought to discover how best to assist students' comprehension of critical issues of diversity, improve their writing skills, and prepare them for success in society. Preliminary results indicate that course activities (guest speakers, the field trips, and videos) were incredibly useful for connecting readings to ideas, images, and cultural experiences that were reflected in the students' writings, their group work, and their classroom discussions and presentations. Collection and analysis of pre- and post-survey data is in progress as the researcher intends to expand the parameters of this study. Three additional research projects were funded in spring 2007; two were related to Civic Engagement. It is expected that the final reports from these studies will be available by spring 2008. The third project is a commissioned analysis of the 2006 NSSE, FSSE, and CSEQ surveys; results were previously discussed.

Campus Expectations for Students and Graduates
Efforts to meet **Outcome Four—***Development of campus expectations for CSUDH graduates regarding understanding and awareness of diversity* are evidenced in the University's Mission Statement and Goal 3 of the University's Strategic Plan—*Build upon and take full advantage of our unique cultural and demographic diversity*. Goal 3 and related **Objective 1**, *Identify "best practices" in academic programs to maximize opportunities for our diverse student body;* **Objective 2,** *Continue to develop and enhance academic programs and services that support a multi-ethnic student body;* and **Objective 3**, *Engage our diverse student population in a full range of university activities*—provide the impetus for Undergraduate and Graduate Learning Outcomes. The 2006 Undergraduate Learning Outcomes for diversity are aligned to the University Core Values that state: *We value diversity because it enriches learning and deepens understanding of others and ourselves* and *We value a global perspective that embraces cross-cultural understanding*; Learning **Outcomes 7**—*Demonstrate ability to recognize and understand different world views and cultural values* via the Cultural Pluralism requirement in the GE programs (CFR 1.1, 1.2, 1.5, 4.1, 4.2).

Dissemination of Best Practices
Efforts to meet **Outcome Five—***Dissemination of best practices in teaching and co-curricular activities to support and capitalize on interactional diversity in our learning community* are evidenced in the Colleges Academic Master Plans, town hall meetings, poster sessions, and continuous formal University level meetings (see especially agenda and minutes from the WASC Sub-Committee on the WASC website). An additional venue for dissemination is the presentation of CSUDH efforts to study the impact of the campus diversity at the **WASC Annual Conference,** *April 18-20, 2007*. CSUDH WASC cabinet members presented ***Crossing Borders and Ensuring Diversity***, a PowerPoint presentation with linking files to committee work, diversity inventory, findings from town hall meeting and poster sessions, and sets of data from surveys and other data collection methods.

Next Steps
Given all of the data documenting the campus activities to study the impacts of diversity on the campus learning community, it is quite clear that the University is committed to this effort and equally clear that much more work is needed to discern these impacts. We recognize that diversity is not just a reflection of how we look, but rather a matter of how we think. This insight will inform our values as we move to the development of our new campus strategic plan.

Core Issue 4 Civic Engagement:　　**Integrating Campus and Community Initiatives through the Concept of Communiversity. WASC Standards 1, 2, 4; University Goal 4 and 6**

The University has a long-held vision of Civic Engagement for faculty, staff, and students. It continues to promote campus and community activities that strengthen valued connections between the University and the surrounding community. This is most evident in the University's Mission.

Commitment to Civic Engagement
The University's Strategic Plan Goal 4 supports the University's responsibility to deepen students' understanding of and commitment to democratic citizenship in a multicultural society through participation in community activities (CFR 1.1, 1.2). Over the course of the self-study, the University began using the term *civic engagement* instead of *Communiversity* (CFR 4.7). Evidence of this commitment to civic engagement is documented in the Office of Community Service Learning (OCSL) mission: *OCSL is committed to providing and facilitating opportunities for students to integrate academic study with active participation in community programs that address the needs and interests of the Los Angeles region* (Campus Strategic Plan for Civic Engagement 2008-2011 – CFR 4.2). Goals and objectives of this strategic plan clearly delineate the direction for civic engagement: **Goal 1** - *Advance institutionalization of civic engagement in campus culture and infrastructure* and **Goal 2** – *Establish annual procedures for assessment, measurement and recognition of campus-wide civic engagement progress* (CFR 4.1, 4.2). The director of OCSL chairs the WASC Sub-Committee on Civic Engagement and serves on the Diversity Sub-Committee. Such connections ensured the inclusion of campus efforts via committee work in the strategic plan. The OCSL is closely associated with the civic engagement field nationally and system-wide through the Chancellor's Office for Service Learning and membership associations such as Campus Compact (CFR 4.6).

Campus Involvement
Programs and courses offered on- and off-campus provide avenues for students to gain experience and academic credit while assisting the community (CFR 4.4). Studying the impact

of the CSUDH experience for students, in courses, organizations, events, and engagement activities, that will help them to become conscientious active citizens, requires the involvement of the campus community (CFR 2.2a). As stated in the Economic Impact Report of California State University, Dominguez Hills, March 2005, "CSUDH is a community-based urban University and most of its graduates are employed in the local economy and remain there throughout their careers. The report noted that if 80% of the additional salary dollars are spent in the local economy, there is an impact of $232 million."

Initial Steps of the Civic Engagement Self-Study. The WASC Sub-Committee on Civic Engagement is comprised of administrators, faculty, and staff and was established to help answer the researchable question and meet the expected outcomes. The following narrative presents findings to the Core Issue 4 researchable question ***What is the impact of community-based learning and Communiversity-based activities on our students and the communities that we serve*** and related to the expected outcomes (see CI-4 Expected Outcomes Response Chart).

NOTE: Evidence for the expected outcomes and for documenting the impact of civic engagement activities on students, faculty, and staff is multi-leveled. At the initial level, capacity evidence is provided (venues for discussion, organization, committees, activities, events, and others) and at the advanced level, student testimonials and summaries of analysis are provided. The investigation into how the campus sought to meet the expected outcomes is noted in the following:

- **Outcome 1**-*Analysis of the impact of civic engagement activities in our service area*: interviews with key campus personnel; University and academic unit meetings; surveys (NSSE, FSSE, CSEQ, BEAMS, Alumni Survey); and the Economic Impact Report.
- **Outcome 2**-*Evidence that faculty and students perceive civic engagement as enhancing the learning environment* and **Outcome 3** *Opportunities for lifelong learning to broaden community engagement*, are clustered due to their similarities (i.e., Strategic Plan, Mission Statement, Division/College Master Plans, Program Student Learning Outcomes, Civic Engagement Master Plan, and the Alumni Survey).
- **Outcome 4**-*An inventory of campus engagement and faculty/student involvement in civic engagement activities*: civic engagement inventory; civic engagement survey; town hall meetings; poster sessions; conferences; Service Learning Annual Report; Chancellor's Office Outreach Activities report; and University Advancement (UA) activities.
- **Outcome 5**-*Employer surveys about the attributes of our graduates*: SG-4 survey and college surveys.

Plan of Action. One of the first accomplishments of the Sub-Committee was to develop the following Civic Engagement Action Plan that is aligned to the expected outcomes:
1. Complete collaborative efforts of the Divisions of Academic Affairs a of University Advancement (UA) to develop a **survey** to collect information from community organizations and enterprises (CFR 4.1);
2. 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);
3. Sponsor **town hall meetings** to discuss University civic engagement activities (CFR 4.1);
4. Conduct a survey of faculty civic engagement **research projects** (CFR 4.3);
5. Monitor the Title V workshops to address elements of civic engagement from a faculty perspective; and
6. Study the educational impact of civic engagement on student learning.

Action plan items 1 through 4 are completed; items 5 and 6 are in progress.

WASC Civic Engagement Inventory. Results revealed similar findings (see Appendix L for sample) to those of the diversity inventory under the categories of curriculum, organizations,

service, and other campus activities. Most findings are relevant to Outcomes 1, 2, and 4. A summary of inventory activities is presented below to demonstrate the array of campus/community civic engagement activities. A more detailed description was provided in the CPR (see the Civic Engagement Matrix for a comprehensive list with links to summary descriptions).

Academic Programs and Courses. Service to the community is strongly valued and supported by the campus learning community as evidenced by Strategic Goal 4, Academic Senate Executive Committee decisions regarding **service learning**, and a number of designated courses in undergraduate and graduate programs that have a required service learning or field experience component (see Service Learning Courses 2006 and Field Experience Courses 2006 for a complete list – CFR 4.2, 4.7). Examples of courses with a service learning component are UNV 101; Practicum in Human Services (HUS 396s); Liberal Studies Service Learning (LBS 300); Psychology Adult Developing/Aging (PSY 352); Occupational Therapy Field Work (OTR 482s); Social Organization (SOC 311); and Issues in Education (TED 490). A CSUDH **service learning course** is defined as *"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."* By this definition, the nature of service learning is designed to impact students' outlook on life (see Service Learning Assignments for students work samples – CFR 2.2a, 2.3, 2.6, 4.4).

Field Experience Courses. As noted in the CPR, the University demonstrated its capacity for involving the campus community via a number of partnerships, i.e., the *Regional Occupational Program, Harbor-UCLA Research and Education Institute*, *Los Angeles Board of Information Technology*, *Intern Agreement/Partnerships with 49 school districts*, MOUs with various hospitals, and *U.S. Hispanic Chamber of Commerce.* Such partnerships allow CSUDH to place students in the community for practical and first-hand experience in their chosen field. College programs that require **field experiences** (i.e. internship, clinical practice, practicum) are: Teacher Education and Graduate Education credential programs in the College of Education; Nursing and Human Services clinical practice in the College of Health and Human Services; business courses with internships in the College of Business Administration and Public Policy; and required clinical hours for the Masters in Social Work. Field requirements (hours in the field) and assignments typically require students to gain knowledge of the community and to develop practical skills and abilities. Most academic majors provide their students with internship opportunities (CFR 2.2b, 2.3). The following describes a typical field experience:

> *The Social Work program is a graduate level program that awards the MSW degree. Students complete two years of fieldwork in two different community-based agencies (a total of 1,028 hours: 488 in their 1st year and 540 in their 2nd year). We have only completed one year of field placements; 13 of the 14 students successfully passed their field work experience. In addition to field hours, students attend a field seminar, in which journals, reflection exercises and other tools (process recordings) are used to enhance and integrate their field experience. MSW students complete a capstone assignment (research project); ideally it is based on their field experience.*

CAMS. The California Academy of Mathematics and Science (CAMS) is a 4-year comprehensive public high school in the Long Beach Unified School District located on the campus and is open to students in the University's service area. The high school focuses on bringing minorities and women into science and technology careers. Collaborative efforts between the campus and CAMS that highlight the University's involvement are: (a) the Physics Department offering of college credit for a "special topics" course for high school juniors and seniors, (b) CAMS seniors (average of 20 students) taking CSUDH Calculus and/or Physics courses and (c) a joint research project (by CSUDH Physics professors Kenneth Ganezer and

James E. Hill and CAMS Physics instructor William Keig) that contributed to the Super-Kamiokande discoveries (see CAMS projects for more examples).

Distance Learning Courses. CSUDH has the one of the largest distance learning program in California; it offers students an opportunity to earn ten academic degrees and seven academic certificates through DHTV, which broadcasts 20 hours of live, interactive programming each week to more than a million homes via cable television (e.g., three bachelor completion courses each trimester –CFR 3.6, 3.7). The Young Scholar Program allows high school students to enroll in three college courses through distance learning and earn college credit (i.e., CHS 100 Mexican, Indian and European People in the New World, BIO 195 Intro to Marine Life and ART 100 Looking at Art). Teacher Education courses are available online and on television (i.e., TED 407 Language Learning and TED 415 Multicultural Education in an Urban Environment). The College of Extended and International Education (CEIE) has a number of programs that engage the campus and surrounding community through coursework such as Corporate Training and Development/ETP, OSHER Lifelong Learning Institue (OLLIEONLINE), programs for seniors (OMNILOR), and personal development courses (see OLLIEONLINE Video Clips for students' testemonials). The availability of these CEIE courses to community members who wish to extend their knowledge and skills demonstrates the University's commitment to become *an indispensable resource* to the community it serves. An example (TED 415) of an assignment that demonstrate the impact of these courses was presented in Core Issue 3. CSUDH remains on the cutting edge of distance learning initiatives and has designed an academic degree for the Internet. The Masters of Science in Quality Assurance (MSQA) remains the only one of two MSQA programs offered in California. Through the College of Business Administration and Public Policy, the online Masters in Business Administration (MBA) program, named one of the top ten best buys for an online MBA by Geteducated.com, offers live, interactive classroom sessions over the Internet for qualified students around the world; current enrollment is 479. CEIE survey data reveals that (a) two thirds of 133 distance learning respondents would not have met their educational goals without the availability of a distance learning program; (b) eight out of ten distance learning respondents took all their courses through a distance learning format; and (c) respondents indicate that distance learning was a practical solution to issues of time and access. In addition to course, CEIE is an authorized educational provider for the State Bar of California (MCLE #3897); Board of Behavioral Sciences (PCE #1676); and Board of Registered Nurses (CEP #10928) – (CFR 3.6).

Campus Programs, Organizations, Center, and Activities. Students have two main resources for campus and community involvement: the Associated Students Incorporated (ASI) and the Division of Student Affairs. Both offer a variety of academic, social, and personal support for student development (i.e., Office of Student Life-Volunteerism and Community Service offer on- and off-campus programs such as *CSUDH Serves*, *Campus Volunteer Bank*, *Volunteerism*, and *Community Service Clearing House* - CFR 2.13). Students can develop a sense of caring for others by working on-campus in the Early Childhood Center. This fall, the Multicultural Center (MCC) established a Diversity In Action Internship program with eight interns (CFR 2.11).

The Student Health and Psychological Services and Student Development Office provide resources and services to assist students' academic progress as well as their development into productive citizens (CFR 2.13). Student Development services (i.e., academic counseling, internships, career, employment, psychological counseling, and presentations in the community) actively involve students in campus and community life. In AY 2006, over 2,000 students have been served in the office or in their classes. They post and track internships through the MonsterTrak system; to date, CSUDH has placed interns in various positions (see CSUDH

Intern Placement for detailed list). Student Development, along with Graduate Studies and McNair Scholars Program, sponsors an annual Graduate School Fair with an average of 70 programs and 725 students participants. Support services for prospective students, first-time freshmen, transfer students, and international students are provided by the office of Outreach and Information Services (see Outreach efforts below). Improving the community through service to those individuals who are economically challenged is a goal of the Latino Student Business Association. The LACO Transition Project places students with disabilities in jobs on campus and in the community. The aim of such support is to facilitate students' transition to university life and to become life-long civically engaged individuals.

The ASI collaborates with other student organizations to support students' academic, leadership, and social progress. One example is the joint effort of **ASI** and **Office of Student Life** to provide student representation on campus governing bodies, boards, commissions, and committees (e.g., President's Advisory Committee, Loker University Student Union Board, Campus Fee Advisory Committee, Commencement, Honors Convocation Planning Committee, and Technology Committee). Participation in these organizations allows students to become involved in civic matters thereby reinforcing their sense of worth and responsibility. The following is excerpted from a student comment posted on the CSU Mentor website (CFR 2.11, 2.3):

> "*Being at CSUDH afforded me many opportunities I don't feel I would have had at other schools. I have received numerous scholarships and awards and also been heavily involved in many national student organizations, working to get them up and running on campus.*"

The Urban Community Research Center is a multidisciplinary applied research center focused on the needs, problems and solutions that arise in urban areas (especially the South Bay Region of the Los Angeles Basin - CFR 1.5). Goals of the center include:

- Conducting high quality research on urban change and social problems
- Providing social scientific expertise from CSUDH faculty to community-based organizations, governments, and other entities in the South Bay Region and beyond
- Creating training opportunities for students through involvement in applied research projects.

In **2006**, the Center received funding for five projects with community-based organizations (Shields for Families, Harm Reduction Coalition, Drug Policy Alliance), academic institutions (RAND Corporation) and government agencies (State Department of Health Services, Office on AIDS) representing $717,000 of external support through 2009. In **2007**, the University-wide AIDS Research Program awarded a collaborative research grant to CSUDH and AIDS Project Los Angeles (see UCRC Project Synopses). The success in engaging students in applied social scientific research is demonstrated in the following three examples:

- In spring 2006, students in the Sociology Department's Research Workshop course conducted a **community-based field project** on overdose risks.
- In fall 2006, 80 students in upper division sociology courses provided 560 hours of data entry related to three unfunded **research projects** in the Center.
- In 2007, the Center plans to make **research modules** for extra credit available to students in upper division sociology course.

Campus Organizations and Business Partnerships. Toros Athletics is committed to building and sustaining essential relationships with the business community (CFR 1.5). They teamed with Internet Consulting Services and Jim Ward Design to develop a revolutionary new look for the Toros Athletics website. Feature articles on current and former students, updates on the positive influence that our student-athletes and programs make in the South Bay and surrounding communities, and notable Toros Community Outreach events and service with schools and hospitals are posted on their main website. Two examples of Toros Athletics activities are (1) CSUDH Athletics Inaugural Business Luncheon attended by 20 businesses; the

aim was to augment the partnership between the Carson community and CSUDH; and (2) in March 2005 members of the CSUDH baseball team participated in the National Education Association's "Read Across America" event (see Toros Athletics evaluation for a report of Athletics' program activities and outcomes – CFR 1.5).

Outreach Efforts for the AY 2005-2006, reported in the California State University Outreach and Student Academic Preparation Programs 2005-2006 Outreach Year-End Report (OYER), noted a total of 8,592 K-12 school students were served by CSUDH students and faculty via Early Assessment Program, EOP, College Readiness Program, Summer Bridge, GEAR UP, AmeriCorps, and America Reads/Counts (CFR 2.12). Data, specific to campus service learning efforts are presented in Table 4.1 below. University efforts to keep the community informed about campus activities and especially to contact perspective students is evidenced through a variety of Community Outreach Efforts such as the University Outreach and Information Services that sponsors Day at Dominguez and Day with Dominguez. These outreach activities demonstrate the vital nature of sustaining community relationship. For Day with Dominguez, nine community colleges were visited and attended by 124 faculty, administrators, and staff. Over 2,700 students visited the college fairs with 102 class presentations made to an additional 1,993 students. Day at Dominguez – Open House Program were held twice during the academic year; once in the fall semester and once in the spring semester. The combined attendance for both programs was over 2,600 participants that included students and their family/guests. Presentations to 740 prospective students and their families/guests were conducted in five Southern California cities during the Evening with Dominguez series. In total, 625 high schools, 381 community college, and 270 college fairs were visited.

Table 4.1

California State University Outreach and Student Academic Preparation Programs 2005-2006 Outreach Year-End Report (OYER) – Community Service Learning	
Activity/Item	**Description**
Faculty Development	Assisted faculty in development of service learning components for courses. (approximately 55 course sections with a total enrollment of 1,275 students)
LA County Community Development Commission through HUD/COPC	Expanded placement of Human Services students to 396 with the Commission at its main offices as well as various sites, placement of Occupational Therapy students with the Commissions, and limited placement of students in Community Sociology and Teaching Composition courses. Nearly 40 CSUDH students completed service requirements at various Commission sites. Other partnerships: CSULB, LB City College.
AmeriCorps JusticeCorps AmeriCorps Literacy	Continued partnership with LA County Superior Court to implement this grant; 10 students were accepted for the 1st year of the program. Other partners include: CSU Northridge, Cal Poly Pomona, and UCLA. CSUDH students are working in the Family Self-Help and Domestic Violence Centers at several courthouses, including Inglewood, Compton, and downtown LA. The court sub-contracted with CSUDH to provide funding for a student JusticeCorps aide in the Office for Community Service Learning on campus.
AmeriCorps Urban Ed. Service Corps	UESC is a joint project with Long Beach Unified School District that allows CSUDH students to serve as elementary and middle school literacy tutors.
Compton Homeless Awareness Symposium	Annual event coordinated in collaboration with Compton Unified School District's Homeless Education Program and the Partners for Survival Collaborative.
CUMU Conference	Participated on the Planning Committee for the CUMU Conference hosted by CSUDH in October 2005. Recruited panel proposals and participation of service learning faculty throughout the CSU system.
CSU Service Learning for Family Health (CSU-SLFH) AmeriCorps Program	Supports efforts to develop and support community-university partnerships that will directly address the health and human service needs identified by community-based agencies servicing children and families; enhance the quality of student learning; and promote an ethic of service via the CSUDH-SLFH.
CSUDH GEAR-UP	Successful collaborative tutoring project with Los Angeles Unified School District region 8 is the Gaining Early Awareness Readiness University Program (GEAR-UP).

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 improving our pipeline by reaching out to K-12 partners and student success (QED 3-year executive summary). Over 500 mathematics and science teachers from local school districts have participated in intensive institutes where both their content knowledge and their teaching strategies have been significantly improved (based on follow up studies and reports of their site administrators - CFR 2.8). *"This is particularly important in a district that has faced an acute shortage of well-qualified teachers in these critical areas and has had to hire many teachers with minimal mathematics and science content knowledge over the past decade."* Additionally, "*There are encouraging signs with regard to the challenge of recruiting and retaining mathematics and science teacher candidates at the freshmen and transfer levels. The project has identified and contacted over 100 undergraduates who are being advised, monitored for academic progress and supported by project activities*"

Alumni Efforts. The Office of Alumni Relations advances the University by promoting the common interests of current students and alumni and serves as liaison to alumni and the community. In addition to maintaining contact information on over 60,000 alumni, the office coordinated and sponsored several campus and community initiatives: Homecoming, Unity Fest, Port of Los Angeles Business Opportunity Expo, Alumni Volunteers in Action, Alumni Processional, system-wide CSU Alumni, Family and Friends, and Tennis and Galaxy Soccer Events. CSUDH has recently had a change in its leadership with the hiring of a new University president. With most changes in leadership there comes a change in the vision and direction of the organization. The Office of Alumni Relations is taking this opportunity to assess its overall program to meet the needs of its alumni. It is estimated that this assessment will take approximately one year. During this time, alumni will be invited to participate in an online survey and various focus groups; data will be used to assist in augmenting alumni efforts.

Involvement of Key Campus Personnel. To date, the Civic Engagement inventory has assisted in identifying key personnel who are responsible for and/or involved in curriculum, academic units, campus organizations, committees, services, research projects, activities, and events that have a related civic engagement focus and involve faculty and students (CFR 2.2a, 2.2b, 2.3, 2.9). The Civic Engagement Evidence Survey 2006-2007 was circulated to key personnel to identify the activity and/or partnership, duration, and outcomes/evidence of impact to CSUDH students/faculty/staff. Presented here are two survey excerpts from the Office of Student Affairs (see Civic Engagement Evidence Survey Report 2006-2007 for full report):

CAH & Student Affairs offer UNV 289 Leadership Development for College Students (3 units)	Each Semester	Students from UNV 289 (taught by the Director for the Office of Student Life) take on leadership positions campus-wide including Student Government, Loker Student Union Board of Directors, Multicultural Center, Office of Student Life, Student Union Student Staff.
OSL & Student Groups and Greek Organizations	Each Semester	Various student groups, fraternities, and sororities sponsor a variety of on-campus fund raisers, toy drives, clothing and food drives. Some groups have sponsored rock-a-thons, participate in 5K Walks for cancer/breast cancer, while others provide actual tax return preparation and workshops on health, self image, business dress and etiquette, and college prep.

Communicating Findings to the Campus
Information from the interviews, inventory processes, research projects, and data analysis was disseminated via town hall meetings and poster sessions (CFR 4.1).

Town Hall Meetings. In efforts to apprise the campus of civic engagement activities, three town hall meetings were held for faculty, staff, and students; one in fall 2006 and two in spring 2007. Documentation of meetings is evidenced in WASC website postings of videotape clips, recordings of panel and audience comments, and PowerPoint presentations with summary notes. The December 2006 Town Hall was designed to:

- provide the campus with a working definition and overview of civic engagement;
- share the results/recommendations of the campus-community survey (SG-4 see below);
- review specific data and findings from the Economic Impact Report of CSUDH upon surrounding communities and the CSUDH 2003 Alumni Survey; and
- involve audience in a guided discussion regarding the following questions:
  - What Civic Engagement and Service-Learning activities are currently occurring that relate to academic, personal, social, outcomes? and
  - How do we measure the impact of civic engagement/service-learning activities as they relate to academic, personal, social, outcomes?

Sample responses: "*Provide forums for students to gain information about such activities" "create an off-campus site for the campus and community to meet and share ideas and activities.*" Community members described their organizations and stated that some of their members were current CSUDH students and alumni. Findings from this town hall meeting provided the focus and questions for the next two meetings.

In **spring 2007** two town hall meetings were held to obtain responses from a panel of administrators, faculty, staff, students, and community members (responses and notes are posted on the WASC website: PowerPoint presentations for March 2007 Town Hall and May 2007 Town Hall - CFR 4.1). Audience members included current students and alumni, as well as campus personnel and community members. Some alumni are now prominent members in the community (e.g., CEO of It's a Grind Coffee House; principals who also are adjunct faculty in the College of Education; and a variety of business and community members). Most of these alumni indicated that they are involved in, or are interested in, assisting potential students in obtaining a higher education degree. This is viewed as a positive impact of civic engagement.

In **March 2007**, the panel and audience responded to "How do we each benefit from civic engagement activities?" Selected responses/comments represent the depth of activities:

- **Faculty** - *When the University gets involved in the outside community the community becomes more interested and involved and the school receives more money, they grow, they are better known.*
- **Student** -*The campus is doing a lot for freshmen--ASI has a program for upper class students to mentor freshmen (Adopt-a-Freshman). This is a benefit for both students.*
- **Community member** - *For the last two years [I] have been involved with undocumented students and the AB540 Conference. Last year 400 students were assisted. This demonstrates the need for this type of service and we want to have a center on the campus with free legal service.*

The impact of this meeting was evidenced when a CEO in Compton stated that he would like to partner with the University to help get students into college. A panel member provided him with an ASI contact and other main departments on campus. This level of enthusiasm was contagious as **students** also wanted to know how to get involved with specific projects and how to contact members of the panel (see March 2007 Town Hall notes for additional comments). This meeting was well attended as indicated by the 74 attendees who completed the Civic Engagement Town Hall Survey. Survey respondents indicated how they were involved in civic activities. A few of their very informative responses are noted here:

- **Administrator** - *I'm a committee member on the Long Beach Youth and Gang Violence Prevention Taskforce. I speak to classes and student groups about the University*

Communications and Public Affairs. I maintain relationships with P.R. directors of local organizations (i.e., Home Depot Center).

- **Staff** - *I work with AmeriCorps and America Reads and Family Tutoring to reach kids at risk for academic failure.*
- **Student** - *I work in a Housing Development. We provide programs for the Residents* (see Civic Engagement Town Hall Survey above for summary analysis).

In **May 2007**, panelist responded to "What do we [the University] want to do related to best practices?" Panelists and audience responses provided evidence of the variety of beliefs and practices in the campus community in relation to civic engagement:

- An **administrator** noted that [CSUDH] Outreach focuses on the application and provision of institutional resources for community use with benefits to both campus and community.
- A **community** representative from Raytheon noted their partnership with CSUDH Extended Education and a technology leader specializing in defense, homeland security, and other government markets throughout the world. The partnership developed an onsite program to train and educate students in leadership skills that Raytheon needs in its work force; 32 students have been trained.
- A **CSUDH alum**, currently the program coordinator for Senior Family Services in Redondo Beach, brings college level programming (language, history, dance) to seniors. This program is a perfect example of bringing the community and University together and allows graduate students opportunities to obtain invaluable practical experience in the community.
- A Division of UA **administrator** apprised the audience of the numerous civic engagement activities for which UA is responsible; a full description of UA activities is presented later in this section.

The College of Business Administration and Public Policy (CBAPP) Advisory Board Vice President who works for A.G. Edwards & Sons, Inc., the largest full-service brokerage firm outside of New York made a strong statement that demonstrates an invaluable connection between the campus and community:

The mission of the CSUDH CBAPP is to educate the leaders who shape the future by providing opportunity to acquire a nationally accredited professional education. … the board added an ethics course to the leadership curriculum. The board also serves as a resource to the community;…members can become involved with …. special projects and … internships. We want to be here to promote the University we are so proud of them.

The March and May Town Hall meetings were well received as evidenced by panelist and audience comments (see May 2007 Town Hall notes for additional comments).The Director of Service Learning used the March 2007 survey information to follow-up on campus activities related to Civic Engagement. It is expected that the campus learning community will continue to pursue opportunities to interact in meaningful and beneficial ways with the community (CFR 4.1).

Poster Sessions. Two sessions were held in fall 2005 and fall 2006 (previously discussed in Core Issue 3). Of the 28 poster presentations in fall 2005, six were related to Core Issue 4 and one of these was funded by WASC/RSCAAP; of the 35 in fall 2006, seven were related to Core Issue 4. A summary of one abstract is presented here to demonstrate the research value to the campus (study findings are reported in the WASC-RSCAAP Funded Project Summary Analysis chart 2007):

Carson Bridge Project Bill DeLuca, Professor, Theatre Arts, Director. The purpose of the year-long Carson Bridge Project is to sustain a relationship with local schools, businesses, community centers, and residents via the arts. Teatro Dominguez, our multicultural theatre company, developed a community-based theatre production performed at CSU Dominguez Hills and toured local schools in spring 2006. For 13 years, Teatro Dominguez has toured local schools building cross-cultural understanding, it is an ideal partner for building a bridge to the Carson community.

Summary of Data Collection and Analysis

A deeper involvement of faculty and staff in the self-study is evidenced in the **Summary of Meta-Analysis of WASC/RSCAAP Funded Research Projects** that focused on efforts to study the impact of civic engagement activities (CFR 1.5). For full reports see: 2004 Impact of community-based learning on students and the communities and Impact of service learning on philosophy students and 2005 Multicultural casting. Projects for 2006 were related to diversity. One civic engagement study was funded for 2007 and is expected to be completed by spring 2008. The WASC-RSCAAP Funded Project Summary Analysis chart 2004-2007 provides a detailed analysis of findings (CFR 4.3). Faculty research also is evidenced by research projects presented over the years at the Coalition of Urban and Metropolitan Universities (CUMU). CSUDH sponsored the 2005 CUMU conference in Los Angeles; 14 CSUDH faculty members presented their research demonstrating the University's efforts to be responsive to the needs of the community.

Evidence from the **NSSE** survey (see Core Issue 3) verifies faculty and students' perceptions regarding their CSUDH experiences as well as substantiating efforts to meet **Outcome 1** (CFR 4.4). Summary of the 2006 CSUDH NSSE Analysis follow:

Table 4.2a CSUDH NSSE Comparison Analysis, 2006

Selected civic engagement related items	CSUDH	Peer Group
Participated in a community-based project (e.g. service learning) as part of a regular course (e.g. service learning) as part of a regular course	FR = 1.62	FR = 1.38
Contributed to the welfare of your community (Very much rating)	SR = 21%	SR = 17%

FR = freshmen (N=171); SR = senior (N=308)

Pertinent questions for seniors revealed less involvement than expected given all of the opportunities for civic engagement, however, this also was the case for peer groups as indicated in Table 4.2b. One explanation for the low mean scores is that CSUDH seniors were more likely to spend their on-campus time taking courses and the off-campus time working than were their commuter campus peers (mean scores CSUDH = 5.41, peer group = 4.71).

Table 4.2b CSUDH NSSE Comparison Analysis of Senior Responses, 2006

Description	CSUDH Mean	Peer Mean
Talked about career plans with a faculty member or advisor	2.14	2.33
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	1.49	1.69
Practicum, internship, field or clinical experience, co-op experience	.29	.44
Community service or volunteer work	.36	.48
Participating in co-curricular activities (organizations, campus publications, student government, fraternity/sorority, intercollegiate or intramural sports))	1.32	1.71
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	2.07	2.36

Because CSUDH seniors are more engaged in coursework than extra-curricular activities, efforts to increase their engagement in non-classroom experiences may need to originate within the classroom environment. Although these findings from seniors are discouraging, they provide information for "action" that administrators and faculty can take to increase their participation.

Summary data from the 2006 CCR, 2003 Alumni survey, and COE exit and graduate/employer surveys (CFR 4.3, 4.6) provide additional information regarding perceptions of CSUDH experiences and community involvement (Table 4.3)

Table 4.3 Multiple Assessments Analyses, 2006

Instrument	Item	Scores
2006 Cross Cultural Retreat	*Very Aware* of the *impact of their decisions on their community and others*	Pre = 35% (N=18) Post = 59% (N=26)
	Very Aware of the *role they play in making their community a better place*	Pre = 33% (N=17) Post = 55% (N=24)
Alumni Survey and Highlights of Results	CSUDH helped them to become a better citizen and become more aware of social and political issues	6 out of every 10 (N=over 1,200)
	CSUDH experiences: encouraged them to become more involved in community volunteer work	33%
	CSUDH experiences: change in personal/professional aspiration	50%
	CSUDH did a good job in preparing them for professional careers	9 out of 10
College of Education	Educational experiences were effective in preparing them to work in multicultural urban settings	80% (N=over 1,000 from 2002-2006)

In response to **Outcome 5** (*Employer surveys about the attributes of our graduates),* in 2004, the Divisions of Academic Affairs and of University Advancement joined forces to implement elements of Goal 4 of the University Strategic Plan (CFR 1.6). The result was the **Civic Engagement Survey** (commonly referred to as the SG-4 survey); it was developed to gain a sense of how the University is engaged in the community and to assist the WASC self-study process (CFR 4.1). Three survey objectives were established; (1) *To secure empirical data regarding community attitudes about the University*; (2) *To identify important community issues in which the University should be involved*; and (3) *To identify areas where University cooperation with community interest and groups can yield mutual benefit.* A summary of the survey development and data collection and analysis procedures were fully discussed in the CPR (CFR 4.5). The findings are summarized here to provide a basis for a discussion of the suggestions from the panel (CFR 4.8):

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

Based on the findings from the analysis, a panel comprised of diverse leaders from business, education, government, industry, labor, non-profit, and faith-based organizations and enterprises developed a set of recommendations for the University to consider as it continued the self-study (see SG-4 Survey Report 2006 for detailed findings and recommendations, CFR 4.8). The campus learning community is engaged in addressing the eight recommendations; some have been met, some are in the process of being met, and some are at initial discussion stages. The following discussion provides a summary of the action taken to date (regarding the recommendations) under the supervision of the UA; for more details see SG-4 Recommendations and Actions 2007.

In response to the recommendations that the University (a) increase outreach efforts, (b) promote recognition of the campus and campus activities, (c) participate on community advisory boards, and (d) expand its services to potential employers of its graduates, UA has provided consistent and systematic outreach to chambers of commerce and other industry and civic organizations throughout the South Bay Area since the fall of 2006. This positive interaction has resulted in an increased awareness of CSUDH among key elected, civic and opinion leaders within the community and fostered goodwill toward the campus in our campus service area. The following are some recent examples of community outreach provided by UA staff since January 2007:

- Outreach activities to chambers in the following communities: Carson, Hawthorne, Redondo Beach, Palos Verdes Peninsula, San Pedro, Torrance, and the Greater Los Angles Area. Activities included annual awards dinners, quarterly breakfasts, monthly mixers and mayoral state of the city addresses.

- UA staff has served as a member of governmental relations subcommittee for the Redondo Beach and Palos Verdes Peninsula Chambers of Commerce as well as participation by staff on the Carson Chamber's Legislative Committee.
- Working in partnership with the Torrance Area Chamber of Commerce, UA co-sponsored the annual Latino Business Reception on campus in March. Over 130 area business leaders and civic officials attended the event. CSUDH alum Dan Guerrero was presented with the Latino Business Award.
- In April, UA coordinated a campus briefing and tour for a group of over 20 business and civic leaders who were members of the 2007 Leadership Torrance class. Leadership Torrance is a subsidiary of the Torrance Area Chamber of Commerce. Attendees received an overview on the important role of CSUDH for the South Bay. The group also received a tour of the main campus and the California Academy of Math and Science.
- In May, presentations were made by UA staff during a similar campus tour and briefing hosted for the 2007 Leadership Carson class. Representatives from multiple campus departments also presented which was coordinated by Administration and Finance.
- This spring, UA coordinated two lobbying day activities in Sacramento, Annual Alumni Legislative Day and the Spring Advocacy Day. Lead by Interim President Bowman, delegations of CSUDH alumni, and business and student leaders lobbied members of the State Assembly and Senate for additional resources for the California State University, including equitable funding for the Cal Grant 'B' Program and additional funding for student outreach and support services.

In response to the recommendation that the campus increase interactions between the community and campus constituencies, the following UA's community outreach activities have resulted in increased awareness of and goodwill toward CSU Dominguez Hills among key external stakeholders:

- Increased interaction between CSUDH representatives and elected officials at the city, county, state and federal level. This interaction positions the University as an important institution for the region and increases acceptance of our legislative priorities.
- Establishment of political coalitions to build support for CSUDH state and federal priorities. For example, the Palos Verdes Peninsula Chamber of Commerce signed a letter of support to U.S. Representative Dana Rohrabacher in support of CSUDH three federal Appropriations projects.
- Through interaction with community members, UA has discovered many active partnerships and collaborations between organizations and CSUDH. For example, UA staff have learned of collaborations between departments the city of Carson, Madrona Marsh and the Palos Verdes Peninsula Land Conservancy.
- Prospective CSUDH students have also been identified. For example, during the March Federal Advocacy Day in Washington, a staff member to U.S. Representative Juanita Millender-McDonald, who had been unable to complete his Master's in Public Administration at the University of Maryland, was subsequently admitted and enrolled in CSUDH's online MPA program.

Next Steps
Most of the efforts to document the impact of civic engagement activities are in the initial stages, however, the campus has verified its capacity to fully engage students, faculty, and staff in these activities via (a) its commitment to civic engagement (i.e., University Mission Statement and Strategic Plan) and service learning (Office of Service Learning Strategic Plan); (b) academic programs (i.e., on- and off-campus course offerings, some with a service learning component); and (c) on- and off-campus programs, organizations, committees, and events (i.e., sponsored by Office of Student Life, UA, MCC, "Unity Fest", "Day at Dominguez", to name a few). It is clear that the University has invested much time and effort to meet the expected outcomes of this core issue and is committed to continuing this effort. Recently, President García indicated that "branding" and image are priorities for the campus. Although the campus is striving to increase the breadth and depth of its efforts to document the impact of its civic engagement activities, much more is needed.

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CSUDH WASC Standard Correlation Matrix (EER Excerpt)				
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: • 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. **EER excerpts pp. 6, 17, 27, 39** • **EER p. 6:** The University Student Learning Outcomes Assessment Committee (USLOAC) meets twice monthly to address issues related to student learning outcomes. The group works closely with departments to identify measurable outcomes that relate to the mission and goals of the University (CFR 1.1). • **EER p.16**: The University Planning Council (UPC) continues to discuss the reconfiguration process that involves merging the oversight of the Strategic Plan and University Program Effectiveness Committee (UPEC), while the annual review of the campus mission and goals continues via the University Goals Committee (CFR 1.1,…	CI-1, CI- 2, CI-3, CI-4

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, 1.6, 1.7, 2.3, 2.5 2.6, 2.7, 2.9, 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, 2.5 2.6, 2.10, 2.11, 2.13, 2.14, 3.1, 3.9, 4.2, 4.3, 4.4, 4.6, 4.7**
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, 2.6, 2.7, 2.8, 2.9, 2.10, 2.13, 3.4, 3.5, 3.11, 4.7**

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	X
CFR 1.3	X		X	X	
CFR 1.4		X		X	
CFR 1.5		X	X	X	X
CFR 1.6		X			X
CFR 1.7		X			
CFR 1.8			X	X	
CFR 1.9	X	X			
WASC Standard 2					
CFR 2.1			X		
CFR 2.2		X		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	X		X
CFR 2.7		X	X		
CFR 2.8		X		X	X
CFR 2.9		X		X	X
CFR 2.10		X			
CFR 2.11		X		X	X
CFR 2.12		X			X
CFR 2.13		X		X	X
CFR 2.14		X			
WASC Standard 3					
CFR 3.1			X		
CFR 3.2			X		
CFR 3.3		X			
CFR 3.4		X		X	X
CFR 3.5			X		
CFR 3.6		X	X		X
CFR 3.7		X	X		X
CFR 3.8	X	X	X		
CFR 3.9		X	X		
CFR 3.10			X		
CFR 3.11		X	X		
WASC Standard 4					
CFR 4.1		X	X	X	X
CFR 4.2		X	X	X	X
CFR 4.3		X	X	X	X
CFR 4.4		X	X		X
CFR 4.5	X	X	X	X	X
CFR 4.6		X	X	X	X
CFR 4.7		X	X		X
CFR 4.8	X	X	X	X	X

Appendix D - CPR Evidence List (excerpt)

Name of Document	Page # in EER	Location of Document
Foreword		
CFR Correlation Matrix	iii	http://www.csudh.edu/wasc/eer/cfr.pdf
CFR Correlation Matrix Excerpt (Appendix A)	iii	http://www.csudh.edu/wasc/eer/appx/a-cfr-excerpt.pdf
Core Issues Alignment Chart	iii	http://www.csudh.edu/wasc/eer/cialign.pdf
Core Issues Alignment Chart Excerpt (Appendix B)	iii	http://www.csudh.edu/wasc/eer/appx/b-cialign-excerpt.pdf
CFR Core Issues Cross Reference Chart (Appendix C)	iii	http://www.csudh.edu/wasc/eer/appx/c-cfrxref.pdf
EER Evidence List	iii	http://www.csudh.edu/wasc/eer/evidlst.pdf
EER Evidence List Excerpt (Appendix D)	iii	http://www.csudh.edu/wasc/eer/appx/d-evidlst-excerpt.pdf
Acronym List (Appendix E)	iii	http://www.csudh.edu/wasc/eer/appx/e-acro.pdf
Response to Previous Recommendations (Appendix F)	iii	http://www.csudh.edu/wasc/eer/appx/f-prevrec.pdf
Institutional Stipulation Statement (Appendix G)	iii	http://www.csudh.edu/wasc/eer/appx/g-isstmt.pdf
Required Data Elements (Appendix H)	iii	http://www.csudh.edu/wasc/eer/appx/h-reqdata/requiredelements.pdf
Updated University Organization Chart (Appendix I)	iii	http://www.csudh.edu/wasc/eer/appx/i-orgchart.pdf
New Academic Programs (Appendix J)	iii	http://www.csudh.edu/wasc/eer/appx/j-newacadprogs.pdf
Introduction		
Steering Committee	1	http://www.csudh.edu/wasc/Committees/Steering/Members.cfm
Town Hall	1	http://www.csudh.edu/wasc/Events/TownHalls/ppt/eerReviewTownHall.ppt
CSUDH WASC	1	http://www.csudh.edu/wasc/
Institutional Proposal	1	http://www.csudh.edu/wasc/Documents/PDF/InstitutionalProposal.pdf
Capacity Preparatory Report	1	http://www.csudh.edu/wasc/Documents/CPR/CPR-July06.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
Core Issue One: Academic		
A Test of Leadership, Charting the Future of U.S. Higher Education,	2	http://www.ed.gov/about/bdscomm/list/hiedfuture/reports/final-report.pdf

Acronymn	Full Name
AAC	Academic Affairs Council
AACSB	The Association to Advance Collegiate Schools of Business
AMP	Academic Master Plan
ASI	Associated Students Incorporated
BEAMS	Building Engagement and Attainment for Minority Students
CAMS	California Academy of Mathematics and Science
CAA	Council of Academic Advisors
CBAPP	College of Business Administration and Public Policy
CBEST	California Basic Educational Skills Test
CCR	Cross-Cultural Retreat
CCTC	California Commission on Teacher Credentialing
CEIE	College of Extended and International Education
CFR	Criteria for Review
CL	critical literacy
CLA	Collegiate Learning Assessment
CLASS	Center for Learning and Academic Support Services
COE	College of Education
CPR	Capacity and Preparatory Report
CSEQ	College Student Experiences Questionnaire
CSET	California Subject Examination for Teachers
CSU	California State University System
CSUDH	California State University Dominguez Hills
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
EER	Educational Effectiveness Report
ELM	Entry Level Mathematics
EMPC	Enrollment Management Policy Council
EO	Executive Order
EOP	Educational Opportunity Program
EPT	English Placement Test
ETP	Employment Training Program
FSSE	Faculty Survey of Student Engagement
FTES	Full Time Equivalent Student
FTG	Facilitation to Graduation
FYE	First-Year-Experience
GE	General Education
GWE	Graduate Writing Exam
HDC	Home Depot Center
ICT	Information Competency Test
IRAP	Institutional Research, Assessment, and Planning

LACO	Los Angeles County Office
LGBTFSA	Lesbian, Gay, Bisexual, Transgender Faculty and Staff Association
MBA	Masters in Business Administration
MCC	Multicultural Center
MFSP	Mentoring for Faculty Success Program
MSQA	Masters of Science in Quality Assurance
NBS	College of Natural and Behavioral Sciences,
NCATE	National Council of American Teacher Education
NDRT	Nelson Denney Reading Test
NFSP	New Faculty Success Program
NIGMS	National Institute of General Medical Sciences
NIH	National Institutes of Health
NSSE	National Survey of Student Engagement
OCSL	Office of Community Service Learning
PEAT	Program Effectiveness Assessment Tool
PEC	Program Effectiveness Council
PERs	Program Effectiveness Reports
PRP	Program Review Panel
QED	Quality Educator Development
ROP	Regional Occupational Program
RSCAAP	Research, Scholarship, and Creative Activity Awards Program
SLOA	Student Learning Outcomes Assessment
SPARK!	Students Preparing for Academic Rigor and Knowledge
SPOC	Strategic Planning Oversight Committee
SRPC	Student Retention Policy Council
SSR	Student Success Report
SSS	Student Support Services
UA	University Advancement
UBC	University Budget Committee
UCC	University Curriculum Committee
UGC	University Goals Committee
UPC	University Planning Council
UPEC	University Program Effectiveness Committees
USLOAC	University Student Learning Outcomes Assessment Committee
WI	Writing Intensive Courses

California State University, Dominguez Hills
WASC Team Suggestions
October 2006

Suggestions 1-16 are from the WASC Team Capacity Visit Report (2006)

Suggestion 1	Directed To	Action Plan	Status
The civic engagement focus was not nearly as well developed. This focus was derived from the President's notion of Communiversity; however, the impression was that the development of this initiative is lagging far behind the others (page 3).	1.Task Force 2.Standing Committee 3.Sub-committee under UPC 4.University Advancement 5.Service Learning/ Dean, Under-graduate Studies	1. Survey-What is already happening 2. Framework for Activities (see Suggestion #4 below) 3. Annual Theme (Year of the Child) 4. Adopt-a-School 5. Define "partnership" with outside agencies/school districts, etc.	Done In progress In progress In progress In progress

Suggestion 2	Directed To	Action Plan	
One of the first realizations is that the recruitment of a diverse faculty and staff to serve students is only the first step. That step must be accompanied by changes to existing pedagogical practices if a campus is to provide a healthy learning environment for students (page 5).	Human Resources Mark Seigle Academic Affairs Personnel Services Gus Martin	Document existing recruitment practices including efforts to recruit diverse faculty	Ongoing

Suggestion 3	Directed To	Action Plan	
While it is evident that the staff in Student Affairs represents many facets of the student population, the data documenting that diversity was not available. In upcoming visits, we would hope to see the data examining the ethnic and racial diversity among administrators and staff (page 6).	Table 4.3 (CPR) provided the ethnicity of our staff-by Division or administrator vs. staff or both	Data was included in required data elements for the CPR	Ongoing

Suggestion 4	Directed To	Action Plan	
The Team would like to see a variety of assessments for educational effectiveness that will capture the richness of the CSU Dominguez Hills experience. One example would be to gather data on entering students who are the first in their families to attend college (page 6).		Analyze results of CSEQ, SLO, GWAR, Retention, ICT and Mini survey	Ongoing

Suggestion 5	Directed To	Action Plan	
Begin to consistently assess the scope and nature of diversity and determine how diversity is impacting the faculty in personal and professional growth (e. g. pedagogy, teaching styles and innovations (page 6).		Commission Frank Papa to review NSSE and FSSE data with specific regard to issues of Civic Engagement and Diversity	***Done***

Suggestion 6	Directed To	Action Plan	
These programs and recommendations should, from our vantage point, promote enrollment increases, increases in retention rates of freshmen, increases in graduation		Individual program data available on PEAT website, IRAP Factbook and SPOC update.	Done

Appendix F - Response to Previous Recommendations from the CPR Visit

rates, increases in graduate school applications and acceptances, and so on. As many of these programs have been instituted quite recently, the data indicating whether they are having the desired impact is not yet available. We can expect much more information on telling indices by the 2008 Educational Effectiveness visit (page 11).		ECLP and Gateways evaluation reports Colleges 2007 PERs FYE 2007 PERs SPARK! 2007 PERs	Completed annually
Suggestion 7	**Directed To**	**Action Plan**	
The next step is for CSU Dominguez Hills to determine what constitutes quality and progress within a program (page 14).		Review PRP	Ongoing
Suggestion 8	**Directed To**	**Action Plan**	
Although students have been invited to participate in all of the committees dealing with resource allocation, they have not generally taken advantage of the opportunity. Their lack of knowledge of the budgetary constraints impacting the campus probably influences their view of how resources are used, but they clearly resent the allocation of student fees to projects that they believe should have been funded from other sources (page 17).	Charge UBC Admin &Finance Student Affairs	1. UBC – presentations to ASI 2. VPs to present to ASI and provide documents of presentation 3. Articles in student newspaper	Implemented Ongoing In progress
Suggestion 9	**Directed To**	**Action Plan**	
Although the institution has gathered much data related to the aforementioned goals and objectives, there is not substantial evidence to support the notion that the evidence is analyzed expeditiously and directly utilized for critical decision-making, specifically in the area of educational effectiveness. Although the focus of the next site visit will be upon measuring aspects of educational effectiveness, the Team realizes that much work is yet to be accomplished in this critical area. (page 17-18).		1. See individual college goals on their academic master plans 2. Examples from Program Review	Ongoing
Suggestion 10	**Directed To**	**Action Plan**	
Preparation for the Educational Effectiveness visit should include analysis of those initiatives that are directed toward the achievement for each of the four themes. It would be useful to have concrete evidence of the increased emphasis on interactional diversity that highlights curricular and instructional enhancements, programming in student affairs, and in transformational efforts of selected academic departments. Data that includes learning outcomes would also help the campus decide on directions and allocation of resources (page 19).		Examples included in EER	Done
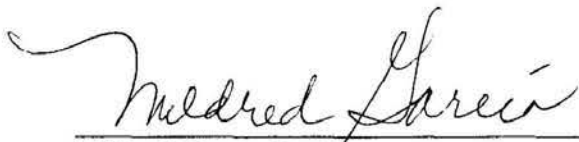
Appendix F - Response to Previous Recommendations from the CPR Visit
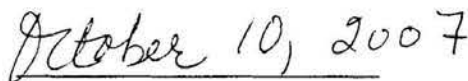
Suggestion 11	**Directed To**	**Action Plan**	
Additional evidence should be gathered and analyzed that link institutional outcomes to University mission and vision through the strategic planning process (page 19).	UPC Admin & Finance	1. VP-M. Rodriquez to investigate 2. University Goals revised annually 3. SPOC process reinstated for 2007-08	Done Ongoing Done
Suggestion 12	**Directed To**	**Action Plan**	
Similarly a systematic review of student progress through various courses that impact retention, would provide another avenue for improving student support and retention. Given the decline in enrollments, analyses of recruitment and retention initiatives should be given priority (page 20).		1. Identify roadblock courses 2. Review passage rates - Math Initiative- 01, 02, 03 3. Review English pass rates 4. Developed a third semester contract 5. SRPC charged with collaborative review of issues related to retention 6. Dean of Undergraduate Studies identified as the campus Chief Retention Officer	In progress Ongoing Ongoing Done Done Done
Suggestion 13	**Directed To**	**Action Plan**	
Develop a variety of assessments for educational effectiveness that will capture the richness of the CSU Dominguez Hills' experience and better tell their story. One example would be to gather data on entering students who are the first in their families to attend college (page 20).		1. Use existing family data from CSEQ 2. University Advancement to gather student testimonies 3. Alumni testimonies 4. Mechanism to identify and track first generation students a. Add question on graduation application b. Ask question at graduation (card) c. "Quick Survey" of students d. Track first year students	In progress Ongoing Ongoing Done Done
Suggestion 14	**Directed To**	**Action Plan**	
A campus administration and faculty as dedicated to student success as CSU Dominguez Hills, should build upon those efforts by keeping students informed and able to appreciate the efforts taken on their behalf. (page 21).	University Advancement	1. Develop a more attractive website-PR 2. Publications provide successful student stories 3. Reference in University Advancement's Master Plan	Ongoing Ongoing Ongoing
Suggestion 15	**Directed To**	**Action Plan**	
The Educational Effectiveness team will look for the launch of programs that have been planned and are in the approval process.		1. Campus' Annual Academic Affair Update 2. New Academic Programs chart included in the EER Appendix	In progress Done
Suggestion 16	**Directed To**	**Action Plan**	
Efforts to streamline the planning committee process should be documented. (page 21).		Ongoing discussion in UPC and the President's Cabinet	In progress

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 made 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.

Mildred García, President

October 10, 2007

Date

Table 7.1 - Inventory of Educational Effectiveness Indicators

	(1) Have formal learning outcomes been developed? (outcomes are learner-centered, measurable, and program-level {PLO's} at CSUDH)	**(2)** Where are these learning outcomes published? (Please specify)	**(3)** Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	**(4)** Who interprets the evidence? What is the process?	**(5)** How are the findings used?	**(6a)** Date of last program review for this degree program _____ **(6b)** Date of last University Student Learning Outcomes <u>Assessment Report</u>, if needed
At the institutional level: Undergraduate Studies Graduate Studies	Yes Yes	Undergraduate Studies Dean office; Academic Affairs; SLOA file Graduate Studies Council; Graduate Studies Dean office; Academic Affairs; SLOA file	Under review-TBD Under review-TBD	Faculty; Process in progress-TBD Faculty; Process in progress-TBD	TBD TBD	N/A N/A
For general education if an undergraduate institution:	Yes	University Catalog	Embedded assessment at the course level; ongoing 5 year evaluation begun 2002-03	GE committee faculty; GE faculty, assessment teams. Process: Each area A through G submits materials for review and feedback—every fifth year a total program evaluation is conducted using faculty developed assessment rubrics	To recertify GE courses; to revise area level objectives; to make decisions regarding program quality and programmatic changes	Program review due Spring 08 Area Assessment report due Fall 07
Each degree program in the College of Business Administration and Public Policy:						

	(1) **Have formal learning outcomes been developed? (outcomes are learner-centered, measurable, and program-level {PLO's} at CSUDH)**	(2) **Where are these learning outcomes published? (Please specify)**	(3) **Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	(4) **Who interprets the evidence? What is the process?**	(5) **How are the findings used?**	(6a) **Date of last program review for this degree program** (6b) **Date of last University Student Learning Outcomes Assessment Report, if needed**
Applied Studies BS	Yes	Program and Dean offices	Senior seminar and assessment rubric	Faculty; Data are collected in the senior seminar; a rubric is used to judge achievement; results are reviewed for revisions in outcomes, the rubric, and/or the process	Assessment data based decision making regarding curricular changes (new course and revised capstone) to improve the program; provide evidence of learning	2003-04 Assessment Report submitted 2006
Business Administration BS	Yes	College Website; Accreditation Ready Room; Master course outlines (syllabi); SLOA report/file; self-study; accreditation reports	Faculty developed rubrics gleaned from the literature designed to "measure" the PLO's; CSU-BAT in capstone course and embedded assessment	Faculty; Bus. Admin. assessment committee; program review team; AACSB consultants. Process: Data are collected using rubrics and CSU-BAT; summaries of results are in required/requested reports; reviewed by faculty for making agreed upon curricular changes to improve the program	Achieve accreditation; support need for program change and resources to accomplish; show program quality; provide evidence that learning has occurred as delineated in the PLO's	2006-07 Assessment Report submitted 2006
Masters in Business Administration	Yes	Website, Program and Dean offices, SLOA file; self-	Capstone course case analysis and research report; EBI	Program faculty; data are collected in capstone course, a rubric is used	Faculty use findings to make decisions regarding program	2006-07

	(1) **Have formal learning outcomes been developed? (outcomes are learner-centered, measurable, and program-level {PLO's} at CSUDH)**	(2) **Where are these learning outcomes published? (Please specify)**	(3) **Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	(4) **Who interprets the evidence? What is the process?**	(5) **How are the findings used?**	(6a) **Date of last program review for this degree program** _____ (6b) **Date of last University Student Learning Outcomes Assessment Report, if needed**
		study		to judge achievement of PLO's, results are summarized for faculty review	quality	Assessment Report submitted 2006
Criminal Justice Administration BS	Yes	Program and Dean offices; SLOA file; marketing brochures	Senior Internship course	Faculty; Internship course project assessment rubric under development for graduates	Plan to use findings to make programmatic improvements; provide evidence of learning	Began Fall 2005 Assessment Report due as part of 3 rd year program review (PEAT+) Fall 07
Engineering Management MS	Yes	Website, Program and Dean offices, SLOA file	Capstone course project	Faculty; Capstone course project assessment rubric under development	Plan to use findings to make decisions regarding program quality	Program Review due Fall 2007; program began Fall 2004
Economics BA and Minor	Yes, but outdated; being revised with USLOAC	Program office, SLOA file, self study	TBD with USLOAC	Faculty; Process TBD with USLOAC	TBD with USLOAC	2005-06 Assessment Report due Fall 2007
Political Science BA and Minor	Yes, but outdated; needs revision	Chair and Dean offices; SLOA file	TBD (USLOAC has offered assistance)	Faculty; Process TBD if data are to be collected in specified courses related to achievement of revised PLO's (USLOAC has offered assistance)	TBD	2005-06 Assessment Report due Fall 2007
Public	Yes	Program and Dean	Senior seminar	Faculty; Senior seminar	Provide evidence of	2006-07

Appendix H - Required Data Elements

	(1) **Have formal learning outcomes been developed? (outcomes are learner-centered, measurable, and program-level {PLO's} at CSUDH)**	(2) **Where are these learning outcomes published? (Please specify)**	(3) **Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	(4) **Who interprets the evidence? What is the process?**	(5) **How are the findings used?**	(6a) **Date of last program review for this degree program** (6b) **Date of last University Student Learning Outcomes Assessment Report, if needed**
Administration BS and Minor		offices, SLOA file, self study		research project using an assessment rubric to judge achievement of PLO's	learning and program quality (Spring and Fall 07 data collection and analysis underway)	Assessment Report submitted 2006
Masters in Public Administration	Yes	Program and Dean offices, SLOA file, self study	Capstone course	Faculty; Thesis or Directed Project using an assessment rubric to judge achievement of PLO's	Provide evidence of learning and program quality (Spring and Fall 07 data collection and analysis underway)	2006-07 Assessment Report submitted 2006
Each degree program in the College of Education:						
Education MA	Yes	COE evaluation center, Dean/Dept chair offices, SLOA file, Program Handbook, self study	Depending on option: Thesis, Comp exam, Final Project, Exit survey, and/or Fieldwork Portfolio with rubrics; NCATE accreditation requirements	Faculty; data are collected according to an established timeline, analyzed, and evaluated for compliance with NCATE, DH program review requirements, and SLOA Essential Elements	Maintain NCATE accreditation; show evidence of quality in program review; show evidence of learning as identified in program-level outcomes aligned with NCATE requirements	2004-05 Assessment Report as part of 3rd year program review (PEAT+) due Fall 2007
Liberal Studies BA	Yes (currently revised)	COE evaluation center, Program and Dean offices, SLOA	Embedded assessment; Exit survey in new capstone course; NCATE	Faculty; data are collected, analyzed and evaluated for compliance	Maintain NCATE and CCTC accreditation and	2004-05

	(1) **Have formal learning outcomes been developed? (outcomes are learner-centered, measurable, and program-level {PLO's} at CSUDH)**	(2) **Where are these learning outcomes published? (Please specify)**	(3) **Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	(4) **Who interprets the evidence? What is the process?**	(5) **How are the findings used?**	(6a) **Date of last program review for this degree program** (6b) **Date of last University Student Learning Outcomes <u>Assessment Report</u>, if needed**
		file, NCATE/CCTC reports, self study	and CCTC requirements	with NCATE/CCTC standards, DH program review requirements, and SLOA Essential Elements	standards; show evidence of quality in program review; show evidence of learning as identified in program-level outcomes aligned with CCTC standards	Assessment Report as part of 3rd year program review (PEAT+) due Fall 2007
School Psychology MS	Yes	COE evaluation center, Program and Dean offices, SLOA file, Progress report (PEAT+) in 2006-07	Thesis, Comp exam or Project; Exit survey; NCATE accreditation requirements	Faculty; Same as MA education	Same as MA education	Assessment Report as part of 3rd year program review (PEAT+), 2006; Program began in 2004
Special Education MA	Yes	COE evaluation center, Program and Dean offices, SLOA file, self study	Thesis, Comp exam; Exit survey; NCATE accreditation requirements	Faculty; Same as MA education	Same as MA education	2004-05 Assessment Report as part of 3rd year program review (PEAT+) due Fall 2007
Each degree program in the College of Extended and International Education:						
Humanities External Degree MA	Yes	Program and Dean offices, SLOA file, Progress report (PEAT+) in 2006-07	Thesis or creative project with assessment rubric; Advancement to candidacy exam	Faculty; Thesis or creative project is assessed for evidence of achievement of learning	Provide evidence of learning and program quality; support	2001-02 Assessment Report submitted as part of

Appendix H - Required Data Elements

	(1) Have formal learning outcomes been developed? (outcomes are learner-centered, measurable, and program-level {PLO's} at CSUDH)	(2) Where are these learning outcomes published? (Please specify)	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6a) Date of last program review for this degree program ____ (6b) Date of last University Student Learning Outcomes Assessment Report, if needed
				outcomes	programmatic improvements	program review progress report (PEAT+) submitted in 2006
Quality Assurance BS	Yes	Program and Dean offices, SLOA file, self study	Capstone course senior project	Faculty; Assessment rubrics used for capstone course project review	Provide evidence of learning and program quality	2006-07 Assessment Report as part of program review submitted in 2006
Quality Assurance MS	Yes	Program and Dean offices, SLOA file, self study	Thesis or project; Reflective essay as a course embedded assessment	Faculty; Assessment rubrics are used for thesis or project and essay review	Provide ongoing evidence of learning and program quality	2006-07 Assessment Report as part of program review submitted in 2006
Each degree program in the College of Health and Human Services:						
Child Development BS	Yes	Program and Dean offices, Curriculum committee file, SLOA file	Senior Seminar Project	Faculty; Process and program-level Assessment method and rubric TBD	TBD	Began Fall 2006 Assessment Report as part of 3rd year program review (PEAT+) due in 2008

	(1) Have formal learning outcomes been developed? (outcomes are learner-centered, measurable, and program-level {PLO's} at CSUDH)	(2) Where are these learning outcomes published? (Please specify)	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6a) Date of last program review for this degree program (6b) Date of last University Student Learning Outcomes Assessment Report, if needed
Clinical Science BS Clinical Science MS ended in Fall 2006	Yes	Program office, accreditation report, SLOA file, self study	Employer and Employee surveys; pass rates on external certification and licensure exams; Accreditation	Faculty; Assessment review of outcomes as each relates to academic, clinical, and external accreditation standards	Provide evidence of program quality and achievement of program-level learning outcomes; make programmatic changes	2005-06 Assessment Report submitted as part of program review in 2005
Gerontology MA changed to Gerontology MS in Health Sciences Fall 2006	Yes	Program office, Curriculum committee file, SLOA file	Comp exam with assessment rubric; satisfaction surveys	Faculty; Assessment of comps for outcomes achievement and review of surveys for satisfaction with program (Assessment data being collected and analyzed)	Provide evidence of achievement of program-level outcomes and program quality	2006-07 Last Assessment Report 2003-04
Health Science BS	Yes (under revision)	University Catalog, Program and Dean offices, SLOA file	Capstone course projects with rubric, embedded assessment depending on option	Faculty; Annual review of capstone course project for achievement of program-level learning outcomes	Provide evidence of learning and program quality (no evidence to date— Program modification pending)	2005-06 Assessment Report due Fall 2007
Health Science MS	Yes	Program and Dean offices, SLOA file, self study	Thesis or Project with assessment rubric	Faculty; Assessment of thesis or project for achievement of program-	Provide evidence of learning and program quality	2005-06

	(1) **Have formal learning outcomes been developed? (outcomes are learner-centered, measurable, and program-level {PLO's} at CSUDH)**	(2) **Where are these learning outcomes published? (Please specify)**	(3) **Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	(4) **Who interprets the evidence? What is the process?**	(5) **How are the findings used?**	(6a) **Date of last program review for this degree program** (6b) **Date of last University Student Learning Outcomes <u>Assessment Report</u>, if needed**
				level outcomes		
Human Services BA	Yes (current revision)	Program and Dean offices, Curriculum committee file, SLOA file	Portfolio with assessment rubric; Fieldwork supervisor's evaluation report in Internship course	Faculty; Portfolio developed throughout program (fieldwork supervisors' reports included) and assessed for achievement of program-level outcomes (Assessment data being collected and analyzed to support curriculum changes-program and course modifications)	Provide evidence of learning and program quality to meet program review requirements including SLOA Essential Elements and to move toward obtaining accreditation	2005-06 Last Assessment Report submitted in 2003-04
Marriage and Family Therapy MS	Yes (current revision)	Program office, Curriculum committee file, SLOA file, self study	Comp exam; Licensed supervisor evaluation of performance in Internship courses	Faculty; Comp exam rubric in development; assessment rubric in place for Internship supervisor evaluation	Provide evidence of program quality relative to meeting requirements for obtaining MFT licensure changes (assessment data based curricular changes –program modification and new courses), and meeting program review requirements including SLOA Essential Elements	2006-07 Last Assessment Report submitted in 2003-04

	(1) Have formal learning outcomes been developed? (outcomes are learner-centered, measurable, and program-level {PLO's} at CSUDH)	(2) Where are these learning outcomes published? (Please specify)	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6a) Date of last program review for this degree program ___ (6b) Date of last University Student Learning Outcomes Assessment Report, if needed
Nursing BS	Yes	University Catalog, CCNE accreditation reports, program offices, SLOA file, Progress report (PEAT+) in 2005-06, Curriculum committee file	Embedded assessment using rubrics; Preceptor evaluation with rubric on clinical performance; Accreditation	Faculty; Rubrics in place for assessing achievement of program-level outcomes	Provide evidence of learning and program quality for continuing accreditation and meeting program review requirements including SLOA Essential Elements	2003-04 Assessment Report submitted as part of 3rd year program review (PEAT+) in 2005
Nursing MS	Yes	University Catalog, CCNE accreditation reports, program offices, SLOA file, Progress report (PEAT+) in 2005-06, Curriculum committee file	Comp exam with rubric; Pass rates on certification exams; Preceptor evaluation with rubric on clinical performance; Accreditation; pass rates on BRN licensure exams for new option beginning in Spring 2009	Faculty; Rubrics in place for assessing achievement of program-level outcomes	Provide evidence of learning and program quality for continuing accreditation (Assessment data based curricular changes (new and modified options and courses), and meeting program review requirements including SLOA Essential Elements	2003-04 Assessment Report submitted as part of 3rd year program review (PEAT+) in 2005
Occupational Therapy MS began Fall 2005	Yes	University catalog, Program and Dean offices, SLOA file, Curriculum committee file,	Portfolio and research project; NBCOT Board scores; Fieldwork evaluation reports; Employment survey; Accreditation	Faculty; Rubrics in place for assessing achievement of program-level outcomes	Provide evidence of learning and program quality for continuing accreditation and	2006-07 Assessment Report submitted as part of

	(1) **Have formal learning outcomes been developed? (outcomes are learner-centered, measurable, and program-level {PLO's} at CSUDH)**	(2) **Where are these learning outcomes published? (Please specify)**	(3) **Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	(4) **Who interprets the evidence? What is the process?**	(5) **How are the findings used?**	(6a) **Date of last program review for this degree program** (6b) **Date of last University Student Learning Outcomes Assessment Report, if needed**
Occupation Therapy BS ended in Spring 2005		ACOTE accreditation report, self study			meeting program review requirement including SLOA Essential Elements	self-study and accreditation review materials in 2006
Physical Education (Kinesiology) BA and Minor	Yes	Program office, SLOA file, self study	Capstone course portfolio with assignments from each course; Exit surveys; Peer teaching evaluation	Faculty; Review portfolios for evidence of program-level outcome achievement, make decisions regarding programmatic improvements	Provide evidence of program-level outcome achievement including SLOA Essential Elements and program quality	2005-06 Assessment Report submitted as part of program review in 2006
Recreation and Leisure Studies BA and Minor	Yes	Program office; SLOA file, Progress report (PEAT+) in 2006-07	Senior seminar; Exit surveys; Peer teaching evaluation	Faculty; Senior seminar and assessment rubrics under review	Provide evidence of program-level outcome achievement including SLOA Essential Elements and program quality	2001-02 Assessment Report submitted as part of 3rd year program review process (PEAT+) Fall 2006
Social Work MS	Yes	Program and Dean offices; SLOA file, CSWE accreditation report	Thesis; TBD	Faculty; Process TBD	TBD	Began Fall 2006
Each degree program in the College of Arts and Humanities (Formerly College of Liberal Arts):						

	(1) Have formal learning outcomes been developed? (outcomes are learner-centered, measurable, and program-level {PLO's} at CSUDH)	(2) Where are these learning outcomes published? (Please specify)	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6a) Date of last program review for this degree program (6b) Date of last University Student Learning Outcomes Assessment Report, if needed
Africana Studies BA and Minor	Yes	Program and Dean offices; SLOA file; Progress report (PEAT+) in 2005-06	Senior seminar with research paper; exit interviews; general knowledge exam	Faculty; Process-Senior seminar with assessment rubrics	Provide evidence of program-level outcome achievement including SLOA Essential Elements and program quality	1998-99 Assessment Report needed to show progress in meeting SLOA Essential Elements due Fall 2007
Anthropology BA and Minor	Yes	Program and Dean offices; SLOA file; self study	Embedded assessment with assignments in specified courses; student and alumni research accomplishments	Faculty; Review, analyze and make decisions based on embedded assessment findings (assessment data based curricular and programmatic changes)	Provide evidence of learning and program quality Curricular and programmatic changes evaluated and shown to be effective.	2005-06 Assessment Report submitted with program review in 2005
Art BA and Minor	Yes	Program and Dean offices; SLOA file	Depending on option: Senior Seminar; Portfolio; assessment rubrics for products or exhibits	Faculty; Process— review and consensus by faculty that student products or exhibits show achievement of program-level outcomes	Provide evidence of program-level outcome achievement and make decisions re program improvements	1998-99 Program Review self-study including Assessment Report due Fall 2007
Asian Pacific Studies Minor	Yes	Program and Dean offices; SLOA file; Progress report (Peat+) in 2005-06	Exit interviews of student perception of ability to meet program-level outcomes	Faculty; Review assessment data from graduating students each semester and summer	Provide evidence of program-level outcome achievement and make decisions re	1998-99 Assessment Report submitted as part of 3rd

	(1) Have formal learning outcomes been developed? (outcomes are learner-centered, measurable, and program-level {PLO's} at CSUDH)	**(2)** Where are these learning outcomes published? (Please specify)	**(3)** Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	**(4)** Who interprets the evidence? What is the process?	**(5)** How are the findings used?	**(6a)** Date of last program review for this degree program **(6b)** Date of last University Student Learning Outcomes Assessment Report, if needed
					program improvements (two new elective courses offered)	year program review process (PEAT+) in 2005
Negotiation, Conflict Resolution and Peace Building MA	Yes	Program and Dean offices; SLOA file; Curriculum committee file; self study	Comprehensive Exam until Fall 2007; Portfolio or Thesis/Project with rubrics beginning Fall 2007	Faculty; Review, analyze and make decisions regarding curricular/programmatic changes (assessment data based curricular changes: modified program and new and modified courses for MA; new program and courses for BA)	Provide evidence of program-level outcome achievement and program quality	2006-07 Last Assessment Report submitted in 2006 Assessment Report submitted as part of program review in 2006
Negotiation, Conflict Resolution and Peace Building BA	Yes	Program and Dean offices; Curriculum committee file; SLOA file	Capstone course	Faculty; Process TBD regarding capstone course assessment data collection	TBD	Began 2006
Chicano/a Studies BA and Minor	Yes	Program and Dean offices; SLOA file; self study	Senior Seminar with assessment rubrics	Faculty; Review, analyze senior seminar papers for evidence of program-level outcomes achievement	Provide evidence of program-level outcome achievement and make decisions re program quality (new and modified	2006-07 Assessment Report as part of program review submitted in 2006

	(1) Have formal learning outcomes been developed? (outcomes are learner-centered, measurable, and program-level {PLO's} at CSUDH)	(2) Where are these learning outcomes published? (Please specify)	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6a) Date of last program review for this degree program ___ (6b) Date of last University Student Learning Outcomes Assessment Report, if needed
					courses)	
Communications BA and Minor	Yes	Program and Dean offices; SLOA file; self study	Capstone course with senior research project/thesis; Alumni surveys	Faculty; Meet periodically to review assessment findings as basis for curricular update, coordination of syllabi, and make decisions regarding programmatic improvements	Provide evidence of program-level outcome achievement and program quality	2006-07 Assessment Report as part of program review submitted in 2006
Dance Minor	Yes	Program and Dean offices; SLOA file; self study	Embedded assessment in specified courses using performance, practicum, research papers, etc.; informal exit interview	Faculty; Based on findings programmatic changes are made and evaluated for effectiveness (assessment data collected each semester with rubrics)	Provide evidence of program-level outcome achievement and program quality	2005-06 Assessment Report submitted in 2006
Digital Media Arts BA and Minor	Yes	Program and Dean offices; SLOA file; self study	Embedded assessment in specified courses; Capstone course senior project and Internship with assessment rubrics	Faculty; Faculty Panel for Outcomes Assessment review data, draw conclusions, implement decisions, and evaluate for effectiveness	Provide evidence of program-level outcome achievement and program quality	2006-07 Assessment Report submitted in 2006 Assessment Report submitted as part of program review in 2006

	(1) Have formal learning outcomes been developed? (outcomes are learner-centered, measurable, and program-level {PLO's} at CSUDH)	(2) Where are these learning outcomes published? (Please specify)	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6a) Date of last program review for this degree program _____ (6b) Date of last University Student Learning Outcomes Assessment Report, if needed
English BA and Minor	Yes	Program and Dean offices; SLOA file; self study	Depending on option: Senior seminar; Projects; Portfolio using assessment rubrics; Exit interviews	Faculty; Option committee review of assessment data to monitor "success" or need for revision	Provide evidence of program-level outcome achievement and program quality	2006-07 Assessment Report submitted as part of program review in 2006
English MA	Yes	Program and Dean offices; SLOA file; self study	Depending on emphasis: Diagnostic exams; Portfolio; Final project with assessment rubrics	Faculty; Review of assessment data to monitor "success" or need for revision	Provide evidence of program-level outcome achievement and program quality	2006-07 Assessment Report submitted as part of program review in 2006
French Minor	No data at this time	Self study due in Fall 2007	No data at this time	No data at this time	No data at this time	1998-99 Assessment Report to be submitted as part of program review in Fall 2007
History BA and Minor	Yes	Program and Dean offices; SLOA file; self study	Senior seminar with assessment rubric	Faculty; Review assessment data, draw conclusions, take action to improve program as warranted	Provide evidence of program-level outcome achievement and program quality	2006-07 Assessment Report submitted as part of program review in 2006
Humanities MA and Minor	Yes	Program and Dean offices; SLOA file; self study	Diagnostic exercise; Portfolio; Final Project with assessment rubrics; Alumni and student satisfaction surveys	Faculty; Based on review of results of assessment data and surveys, curricular/programmatic	Provide evidence of program-level outcome achievement and	2005-06 Assessment Report submitted as part of

	(1) Have formal learning outcomes been developed? (outcomes are learner-centered, measurable, and program-level {PLO's} at CSUDH)	(2) Where are these learning outcomes published? (Please specify)	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6a) Date of last program review for this degree program _____ (6b) Date of last University Student Learning Outcomes Assessment Report, if needed
				changes are made (new and modified courses)	program quality	program review in 2005
Interdisciplinary Studies BA and Minor	Yes	Program and Dean offices; SLOA file; Curriculum committee file	Senior seminar assessment tools and rubrics; Introductory to exit comparative data survey; Student satisfaction survey	Faculty; Administer the assessment tool, collect, interpret and consider results annually (modified program with new and modified courses)	Curricular decisions; provide evidence of learning and program quality; (current program-level assessment method under revision)	1998-99 Last Assessment Report in 2006
Labor Studies BA and Minor	Under revision	Program office; SLOA file; self study	TBD	Faculty; Process TBD (recent move to CAH)	TBD	2005-06 Assessment Report expected in Spring 2008
Music BA and Minor	Yes, revised	Program and Dean offices; SLOA file; Accreditation report; Curriculum committee file	Embedded, authentic assessment; Performance assessment; Performance lessons for K-12 students with assessment rubrics	Faculty; Based on review of results of assessment data, curricular/programmatic changes are made (program and course modification and new course)	Maintain accreditation; provide evidence of program-level outcome achievement including SLOA Essential Elements and program quality	1998-99 Last Assessment Report in 2006
Philosophy BA and Minor	Yes	Program and Dean offices; SLOA file;	Senior seminar; Exit interview and portfolio with assessment rubric;	Faculty; Review assessment data and	Provide evidence of program-level	2005-06 Assessment Report as

	(1) **Have formal learning outcomes been developed? (outcomes are learner-centered, measurable, and program-level {PLO's} at CSUDH)**	(2) **Where are these learning outcomes published? (Please specify)**	(3) **Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	(4) **Who interprets the evidence? What is the process?**	(5) **How are the findings used?**	(6a) **Date of last program review for this degree program** (6b) **Date of last University Student Learning Outcomes Assessment Report, if needed**
		self study	Critical Reasoning Assessment Exam	make decisions regarding programmatic improvements	outcome achievement including SLOA Essential Elements and program quality	part of program review submitted in 2005
Spanish BA and Minor	Yes	Program and Dean offices; SLOA file	Capstone course with assessment rubric	Faculty; Review assessment data and make decisions regarding programmatic improvements	Provide evidence of program-level outcome achievement including SLOA Essential Elements and program quality	1998-99 Last Assessment Report submitted in 2006
Theatre Arts BA and Minor	Yes	Program and Dean offices; SLOA file; Progress report (PEAT+) in 2005-06	Senior Seminar with Portfolio and Recital assessment rubrics	Faculty; Review and agree with each other about achievement of learning outcomes; make decisions regarding programmatic improvements (new and modified programs and courses)	Provide evidence of program-level outcome achievement including SLOA Essential Elements and program quality	2005-06 Assessment Report submitted as part of 3rd year program review (PEAT+) in 2005. Need additional Assessment Report in preparation for self study in 2008
Women's Studies Minor	Yes	Program and Dean offices; SLOA file; self study	Internship course with projects and assessment rubrics	Faculty; Make decisions regarding programmatic improvements	Provide evidence of program-level outcome achievement including SLOA	2006-07 Assessment Report submitted as part of

	(1) **Have formal learning outcomes been developed? (outcomes are learner-centered, measurable, and program-level {PLO's} at CSUDH)**	(2) **Where are these learning outcomes published? (Please specify)**	(3) **Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	(4) **Who interprets the evidence? What is the process?**	(5) **How are the findings used?**	(6a) **Date of last program review for this degree program** (6b) **Date of last University Student Learning Outcomes Assessment Report, if needed**
					Essential Elements and program quality	program review in 2006
Each degree program in the College of Natural and Behavioral Sciences:						
Behavioral Science BA	Yes	Program and Dean offices; SLOA file; self study	Senior Seminar; Annual exit survey on student perception regarding program-level outcome achievement	Faculty; collected, analyzed, interpreted and implemented curricular/ programmatic decisions(program modification and new course)	Provide ongoing evidence of program-level outcome achievement and program quality	2005-06 Assessment Report submitted as part of program review in 2005
Biology BA/BS and Minor	Yes (currently reviewed)	Program and Dean offices; SLOA file; Curriculum committee file, self study due in Fall 2007	Senior Project Course with varied assessment strategies and rubrics for senior thesis, essay, etc.	Faculty; Based on assessment data, decisions are made and implemented to improve the program (program and course modifications; new courses)	Provide ongoing evidence of program-level outcome achievement and program quality	1997-98 Assessment Report submitted in 2006 Assessment Report to be submitted with program review in Fall 2007
Biology MS	Yes (currently reviewed)	Program and Dean offices; SLOA file; self study due in Fall 2007	Thesis, Research, GRE exit exam	Faculty; Make decisions regarding programmatic improvements (program and course	Provide evidence of program-level outcome achievement and	1997-98 Assessment Report submitted in 2006

	(1) Have formal learning outcomes been developed? (outcomes are learner-centered, measurable, and program-level {PLO's} at CSUDH)	(2) Where are these learning outcomes published? (Please specify)	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6a) Date of last program review for this degree program _____ (6b) Date of last University Student Learning Outcomes **Assessment Report**, if needed
				modifications; new program and courses)	program quality	Assessment Report to be submitted with program review in Fall 2007
Chemistry BA/BS and Minor	Yes (Aligned with CSU and American Chemical Society Standards)	Program and Dean offices; Website; SLOA file; self study	Capstone course assessment method that complies with CSU/ACS standards	Faculty; Make curricular and programmatic improvements based on CSU/ACS program-level outcome achievement (program and course modifications; new program and courses)	Provide evidence of program-level outcome achievement and program quality	2005-06 Assessment Report submitted as part of program review in 2005; evidence needed of learning as pertains to student learning outcomes at the program level
Biochemistry BS	Yes	Program and Dean offices; SLOA file; Curriculum committee file	TBD	Faculty; Process TBD	TBD	Began Spring 2007
Computer Science BS and Minor	Yes	Program and Dean offices; SLOA file; Accreditation (ABET) report; self study submitted in 2006	Embedded assessment in specified courses; Senior survey, Alumni survey, laboratory and advisory council surveys, accreditation reviews	Faculty; Based on assessment data, survey responses, and accreditation reviews, curricular/ programmatic improvements are made (program and course modifications; new	Maintain accreditation and provide evidence of program-level outcome achievement and program quality	1997-98 Assessment Report as part of program review submitted in 2006 Last Assessment Report submitted in 2004

	(1) Have formal learning outcomes been developed? (outcomes are learner-centered, measurable, and program-level {PLO's} at CSUDH)	(2) Where are these learning outcomes published? (Please specify)	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6a) Date of last program review for this degree program ___ (6b) Date of last University Student Learning Outcomes Assessment Report, if needed
				program and courses)		
Computer Science MS	Yes	Program and Dean offices; SLOA file; Curriculum committee file	TBD	Faculty; Process TBD	TBD	Began Spring 2007
Geography BA and Minor	Yes	Program and Dean offices; SLOA file; self study due in Fall 2007	Senior seminar; Fieldwork experience with peer critique; exit interview (need rubric(s)	Faculty; Make curricular and programmatic improvements based on assessment data (new course)	Provide evidence of learning including SLOA Essential Elements and evidence of program quality (need assessment data documentation to support that learning occurs as stated in program-level outcomes)	1997-98 Assessment Report as part of program review due in Fall 07. Last Assessment Report submitted in 2005 (combined with Geology as Earth Sciences)
Geology BA and Minor	Yes	Program and Dean offices; SLOA file; self study due in Fall 2007	Senior seminar; Fieldwork experience with peer critique; exit interview (need rubric(s)	Faculty; Make programmatic improvements based on assessment data (need to collect and analyze assessment data)	Provide evidence of learning including SLOA Essential Elements and evidence of program quality (need assessment data documentation to support that learning occurs as stated in	1997-98 Assessment Report as part of program review due in Fall 2007 Last Assessment Report submitted in 2005 (combined with

	(1) Have formal learning outcomes been developed? (outcomes are learner-centered, measurable, and program-level {PLO's} at CSUDH)	(2) Where are these learning outcomes published? (Please specify)	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6a) Date of last program review for this degree program (6b) Date of last University Student Learning Outcomes **Assessment Report**, if needed
					program-level outcomes	Geography as Earth Sciences)
Mathematics BA and Minor	Yes	Program and Dean offices; SLOA file; self-study	Embedded assessment in specified courses; Portfolio rubrics needed	Faculty; Make curricular and programmatic improvements based on assessment data (need to collect and analyze assessment data)	Provide evidence of learning including SLOA Essential Elements and evidence of program quality (need assessment data documentation to support that learning occurs as stated in program-level outcomes)	2006-07 Assessment Report submitted in 2006 as part of program review Last Assessment Report submitted in 2004
Teaching Mathematics MA	Yes	Program and Dean offices; SLOA file; Progress report (PEAT+) due in Fall 07	Comprehensive exam (assessment rubrics in place)	Faculty; Review assessment results to make curricular improvements (program and course modifications)	Provide evidence of program-level outcome achievement and program quality	2004-05 Assessment Report as part of 3rd year program review (PEAT+) due in Fall 2007 Assessment Report submitted in 2004
Physics BS and Minor	Yes	Program and Dean offices; SLOA file self study due in Fall 2007	Embedded assessment; Tracking career paths of graduates; Scores on standardized tests	Faculty; Make programmatic improvements based on assessment results (need to collect and analyze	Provide evidence of program-level outcome achievement including SLOA	1997-98 Assessment Report as part of program review

	(1) **Have formal learning outcomes been developed? (outcomes are learner-centered, measurable, and program-level {PLO's} at CSUDH)**	(2) **Where are these learning outcomes published? (Please specify)**	(3) **Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	(4) **Who interprets the evidence? What is the process?**	(5) **How are the findings used?**	(6a) **Date of last program review for this degree program** (6b) **Date of last University Student Learning Outcomes Assessment Report, if needed**
				assessment data)	Essential Elements and evidence of program quality (need assessment data documentation to provide evidence of learning as identified in program-level outcomes)	due in Fall 2007 Last Assessment Report submitted in 2004
Psychology BA and Minor	Yes	Program and Dean offices; SLOA file; self study submitted in 2005	Electronic portfolio; Student and Alumni surveys	Faculty; Make programmatic improvements based on assessment and survey results (Assessment method, E portfolio, determined not to be the method of choice)	Provide evidence of program-level outcome achievement including SLOA Essential Elements and evidence of program quality (need to reestablish assessment method and collect data to provide evidence of learning)	2005-06 Assessment Report as part of program review submitted in 2005
Psychology MA	Yes	Program and Dean offices; SLOA file; self study	Comprehensive exam with criteria; Supervised internship evaluation; Student and Alumni surveys	Faculty; Make programmatic improvements based on assessment and survey results	Provide evidence of program-level outcome achievement including SLOA	2005-06 Assessment Report as part of program review

	(1) Have formal learning outcomes been developed? (outcomes are learner-centered, measurable, and program-level {PLO's} at CSUDH)	(2) Where are these learning outcomes published? (Please specify)	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6a) Date of last program review for this degree program ___ (6b) Date of last University Student Learning Outcomes Assessment Report, if needed
					Essential Elements and evidence of program quality	submitted in 2005
Sociology BA and Minor	Yes	Program and Dean offices; SLOA file; Sociology assessment committee; self study submitted in 2005	Fieldwork evaluation; Paper/essay and oral presentation rubrics; Senior exit survey	Faculty; Make curricular and programmatic improvements based on assessment and survey results (program and course modification)	Provide evidence of program-level outcome achievement including SLOA Essential Elements and evidence of program quality	2005-06 Assessment Report as part of program review submitted in 2005 Assessment Report due in Fall 2007 to provide evidence of learning as stated in program-level outcomes and in preparation for PEAT+ report due in 2008
Sociology MA	Yes	Program and Dean offices; SLOA file; Sociology assessment committee; self study submitted in 2005	Comprehensive exam with assessment rubric; Thesis or project; Graduate program exit survey	Faculty; Make programmatic improvements based on assessment and survey results (need to collect and analyze assessment data)	Provide evidence of program-level outcome achievement including SLOA Essential Elements and evidence of program quality	2005-06 Assessment Report as part of program review submitted in 2005 Assessment Report due in Fall 2007 to provide evidence of learning as stated in program-level outcomes and in preparation for PEAT+ report due in 2008

	(1) **Have formal learning outcomes been developed? (outcomes are learner-centered, measurable, and program-level {PLO's} at CSUDH)**	(2) **Where are these learning outcomes published? (Please specify)**	(3) **Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	(4) **Who interprets the evidence? What is the process?**	(5) **How are the findings used?**	(6a) **Date of last program review for this degree program** _____ (6b) **Date of last University Student Learning Outcomes <u>Assessment Report</u>, if needed**
Each degree program: Special Programs						
General Education (see above)						
Interdisciplinary Studies MA/MS	Yes	Program office; SLOA file; Progress report (PEAT+) in 2006-07	Thesis based on individual program of study	Faculty and Dean of Graduate Studies; Make programmatic changes based on assessment results (program level outcomes reviewed and revised for clarity and currency)	Provide evidence of learning and program quality (insufficient numbers of student work products to provide evidence of learning at this time)	2006-07 Assessment Report as part of 3rd year program review (PEAT+) submitted Fall 2006
Special Major BA/BS and Minor	Yes	Program office; SLOA file; Progress report (PEAT+ in 2006-07)	Individual program of study established by each student in conjunction with a faculty advisor/sponsor	Faculty and Dean of Undergraduate Studies; Make programmatic changes based on assessment results	Provide evidence of learning and program quality (insufficient number of student work products to provide evidence of learning at this time)	2006-07 Assessment Report as part of 3rd year program review (PEAT+) submitted in Fall 2006

	(1) **Have formal learning outcomes been developed?** **(outcomes are learner-centered, measurable, and program-level {PLO's} at CSUDH)**	(2) **Where are these learning outcomes published?** **(Please specify)**	(3) **Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	(4) **Who interprets the evidence? What is the process?**	(5) **How are the findings used?**	(6a) **Date of last program review for this degree program** (6b) **Date of last University Student Learning Outcomes Assessment Report, if needed**
Notes: Learning is defined as evidence of achievement of student learning program-level outcomes (PLO's) Program-level and Course-level outcomes are learner-centered and measurable						

Table 8.1 - Inventory of Concurrent Accreditation and Key Performance Indicators

(1) **Name of accredited or certificated program**	(2) **Professional, special, state, or programmatic accreditation agency for this program**	(3) **Date of most recent accreditation action by agency and action**		(5) **One performance indicator accepted by the agency; selected by program**	(6) **For one indicator, provide 3 years' trend data. Use link to cell for graph if desired.**
Business Administration	Association to Advance Collegiate Schools of Business (AACSB)	[November 17, 2005] Completed a 5-yr candidacy program and has applied for accreditation. Review team will arrive on campus February 2008.	• Required minimum full-time equivalent faculty • New tenure track faculty hires • Replace departing department chairs	Ratio of Academically and Professionally Qualified Faculty	BA Appendix
College Education	National Council for Accreditation of Teacher Education (NCATE)	[March 21, 2005] Full NCATE re-accreditation until 2011 for LBS, TED, SPED, GED degrees and credential programs	*See 03/21/05 correspondence from NCATE*	Liberal Studies 400 Course Pass Rates See full report	COE Appendix Additional data
College of Education	California Commission on Teacher Credentialing (CCTC)	[February 7, 2005] Full CCTC re-accreditation until 2011 for credential programs	*See 02/07/05 correspondence from CCTC*	Teacher Education Capstone Course See full report	COE Appendix Additional data
Computer Science	Computing Accreditation Commission (CAC) of Accreditation Board of Engineering & Technology (ABET)	[August 12, 2005]	• Dedicated budget item for replacing computer science laboratory equipment, rather than reliance on the periodic replacement schedule.	Student and Faculty Outcomes See program report	Pass/Fail ratio for Upper Division courses (table below)

(1) **Name of accredited or certificated program**	(2) **Professional, special, state, or programmatic accreditation agency for this program**	(3) **Date of most recent accreditation action by agency and action**		(5) **One performance indicator accepted by the agency; selected by program**	(6) **For one indicator, provide 3 years' trend data. Use link to cell for graph if desired.**
Cytotechnology	Commission on Accreditation Of Allied Health Education Programs (CAAHEP)	[July 21, 2003] Continuing Accreditation to 2010	Standard 3Ba – Resources • Lab space at UCLA clinical site is limited and restricts growth of program.	Certification examination 1st time pass scores	American Society for Clinical Pathology Board of Registry (ASCP-BOR) Cytotechnology Exam Table
Medical Technology	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	[April 16, 2002] Continuing Accreditation to April 30, 2009	Essential 4 – Resources • Both faculty and staff resources observed to be an area of concern.	Certification examination 1st time pass scores	American Society for Clinical Pathology Board of Registry (ASCP-BOR) Medical Technology Exam Table
Music	National Association of Schools of Music (NASM)	Re-accredited in 1996	• Commitment of faculty to teaching and the program • Vigor and work ethic of students *See visitor's 1995 report for more information.*	Quality Faculty Indicators	Music Appendix
Nursing (FNP*) *included in the MSN	CA Board of Registered Nursing	Initial Accreditation April 19, 2002 Minor Curriculum Revision April 29, 2003 Progress Report 9/2003 Next review: Spring 2010	• In full compliance • Approved to offer some online courses • In full compliance	ANCC Certification Pass Rate	FNP Graduation Rates 2004 - 16 / 90 2005 - 8 / 114 2006 – 14 / 119

(1) **Name of accredited or certificated program**	(2) **Professional, special, state, or programmatic accreditation agency for this program**	(3) **Date of most recent accreditation action by agency and action**		(5) **One performance indicator accepted by the agency; selected by program**	(6) **For one indicator, provide 3 years' trend data. Use link to cell for graph if desired.**

Nursing (MEPN)	CA Board of Registered Nursing	Initial Accreditation [February 16, 2007] Site visit – Spring 2008	• In full compliance
			• Recommendations:
			  ➢ Need more FT faculty
			  ➢ Need more staff support
			  ➢ Need clinical coordinator
				NCLEX Pass Rate
				1st cohort will take exam in June 2008
				100% employment as RNs
					MEPN students will graduate in 2008
					Projected to be
					MEPN – 23 (of 25 in 1st cohort)
					NOTE: Trend data unavailable as this is a new program.

Nursing: BSN & MSN	Commission on Collegiate Nursing Education (CCNE)	Initial 5-year Accreditation [April 2004] Progress Report due Jun 30, 2007 Site visit due fall 2008	• In full compliance	100% employment as RNs Student, Alumni and Employer satisfaction is good to excellent	BSN Graduation Rates 2004 – 155 / 586 2005 – 154 / 662 2006 - 159 / 641 MSN Graduation Rates 2004 - 76 / 294 2005 - 64 / 341 2006 - 70 / 387
Occupational Therapy	Accreditation Council of Occupational Therapy Education (ACOTE)	Program accreditation for 7 year, until 2012/2013. On-site: April 11-12, 2006 Final Report: October 23, 2006	Met 172 of 175 educational standards for entry level occupational therapy education. **Commendations:** • Full and Part-time faculty • Curriculum design exceptional **Recommendations:** • Addition of full-time faculty **Areas of Noncompliance:** • Allocation of support staff to	National Board of Certification Scores	See OT Appendix

(1) **Name of accredited or certificated program**	(2) **Professional, special, state, or programmatic accreditation agency for this program**	(3) **Date of most recent accreditation action by agency and action**		(5) **One performance indicator accepted by the agency; selected by program**	(6) **For one indicator, provide 3 years' trend data. Use link to cell for graph if desired.**
			meet the mission of the program. *See attached report for additional information.*		
Orthotics	Commission on Accreditation of Allied Health Education Programs (CAAHEP)	Orthotics- [Nov. 20, 2006] Prosthetics- [May 13, 2005]	• Need to continue focus on student records, specifically a "more rigorous follow-up needs to occur in order to maintain student records as current. Transcripts from previous student coursework were not always up to date…" This issue has been addressed and corrected. Follow up information available.	Employment Rates for Graduates	Employment Rates Data only available for one class of Orthotic students as this is a new program.
Orthotics and Prosthetics	National Commission on Orthotic and Prosthetic Education (NCOPE)	Orthotics- [Sept. 26, 2006] Prosthetics- [March 2005]	• Need to continue focus on student records, specifically a "more rigorous follow-up needs to occur in order to maintain student records as current. Transcripts from previous student coursework were not always up to date…" This issue has been addressed and corrected. Follow up information available.	Employment Rates for Graduates	Employment Rates Data only available for one class of Orthotic students as this is a new program.
Public Administration	National Association of	Spring 2003	• Greater effort to monitor student attrition	Sample MPA Capstone	PUB 592

(1) **Name of accredited or certificated program**	(2) **Professional, special, state, or programmatic accreditation agency for this program**	(3) **Date of most recent accreditation action by agency and action**		(5) **One performance indicator accepted by the agency; selected by program**	(6) **For one indicator, provide 3 years' trend data. Use link to cell for graph if desired.**
	Schools of Public Affairs and Administration (NASPAA)	Re-accredited	*See visitors' 2003 report for more information.*	Course/Papers (PUB592)	
Social Work	Council of Social Work Education (CSWE)	[December 15, 2005] Admitted to accreditation candidacy February 2007	• Comply with Benchmark II criteria as outlined in the CSWE Accreditation Standards. • Increase in full time tenure track faculty to 5 • Development of library to support a graduate program in social work • Fully develop advanced year curriculum • Fully develop outcome indicators	Program Objectives *See program goals and objectives for additional information*	MSW Courses NOTE: Data collected for one semester only as this is a new program.
Theater	National Association of Schools of Theater (NAST)	[April 10, 2007] Acceptance of progress report	• Commends institutional personnel for the attention & cooperation provided to Theater	Enrollment and passage rates	Enrollment and passage rates for selected Theater courses.

Business Administration Appendix

The performance measure the business program has chosen is the ratio of Academically Qualified and Professionally Qualified faculty to faculty who are not qualified in either category.

Table1. Faculty Academic Qualification (AQ) and Professional Qualification (PQ)

Time Period	Total Full-Time	Total / Percentage			Total Publications / Publications Per Faculty						
		AQ	PQ	Other	Referred Journals	Proceedings	Scholarly Pubs	Other Pubs	PR IC's	Journal Articles	Total
January 1998 to August 2002	28	16	3	9					123	92	215
		57%	11%	32%					4.39	3.29	7.68
January 1999 to August 2003	31.5	12	2	17.5				53	126	80	259
		38%	6%	56%				1.68	4.00	2.54	8.22
January 2000 to August 2004	33	23.5	2	7.5				20	124	63	145
		71%	6%	23%				0.61	3.76	1.91	4.39
January 2002 to August 2006	35.5	29.5	3	3	86	99	19	32			236
		83%	8%	8%	2.42	2.79	0.54	0.90			6.65

	1998-2002	1999-2003	2000-2004	2002-20006
AQ	16	12	23.5	29.5
PQ	3	2	2	3
Other	9	17.5	7.5	3
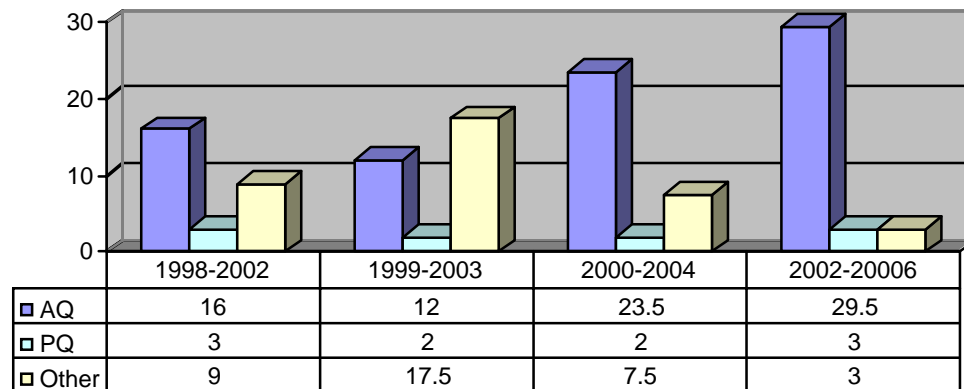
Time Period	AQ&PQ Percentages
1998-2002	68%
1999-2003	44%
2000-2004	77%
2002-2006	91%

College of Education Appendix			

Liberal Studies (Capstone Course LBS 400) Pass Rates (%) Fall 2003 - Spring 2007			
Academic Year	# Students	# Passed	% Pass Rate
Fall 2003-Spring 2004	325	311	96%
Fall 2004-Spring 2005	354	325	92%
Fall 2005-Spring 2006	283	269	95%
Fall 2006-Spring 2007	285	278	98%

Liberal Studies Capstone Pass Rate Trend
Fall 2003 - Spring 2007

Return to Table 8.1

Teacher Education Capstone Course (Assessment Seminar) Pass Rates (%) Fall 2003 - Spring 2007			
Academic Year	# Students	# Passed	% Pass Rate
Fall 2003-Spring 2004	1021	957	94%
Fall 2004-Spring 2005	939	887	94%
Fall 2005-Spring 2006	307	296	96%
Fall 2006-Spring 2007	370	333	90%

Teacher Education Capstone Course (Assessment Seminar)
Pass Rate Trend Fall 2003-Spring 2007
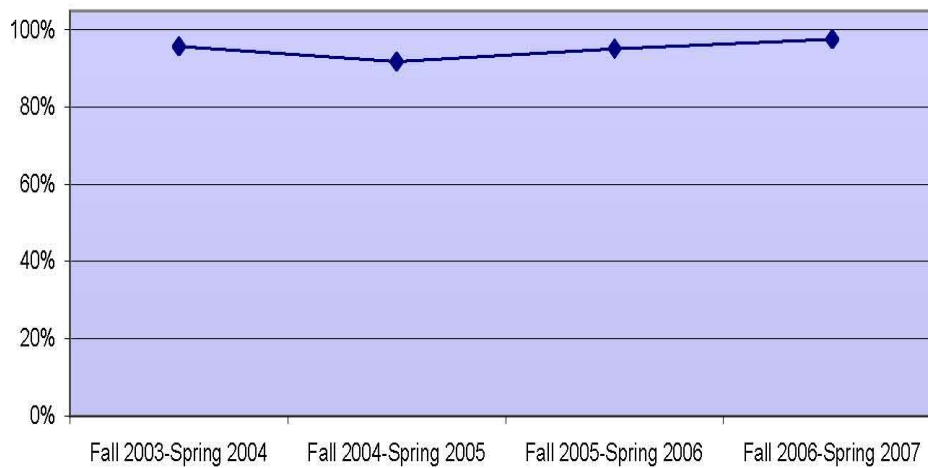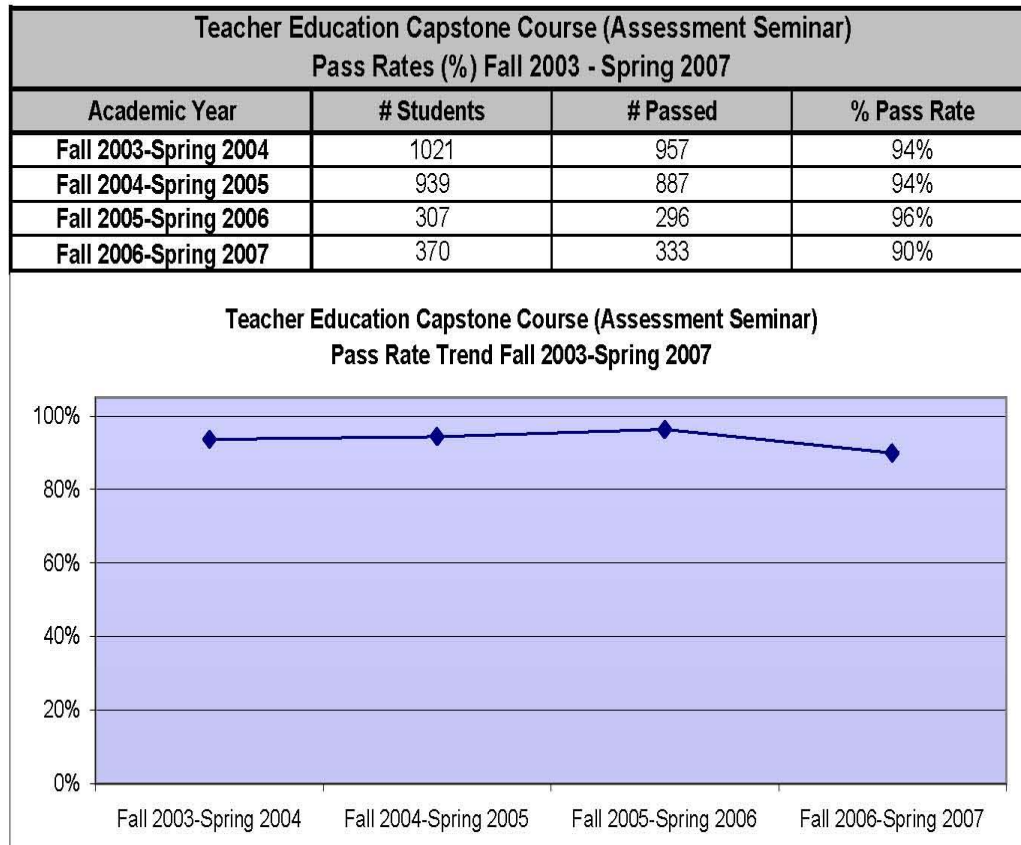
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Computer Science Appendix

Computer Science Program Enrollment and Pass/Fail Data - Evaluation of Upper Level Courses (CSC 455, 481 and Senior Project CSC 492)

	2003				2004				2005				2006				2007			
	P	I	W	F	P	I	W	F	P	I	W	F	P	I	W	F	P	I	W	F
CSC 481	7	0	0	0	12	0	0	0	16	0	0	0	9	0	0	0	12	0	0	0
CSC 455	12	0	0	1	6	0	0	0	15	0	2	0	15	0	0	0	0	0	0	0
CSC 492					4		1	1	6	0	0	0	7	0	1	0	3	0	1	0
TOTAL	19	0	0	1	22	0	1	1	37	0	2	0	31	0	1	0	15	0	1	0

	2003	2004	2005	2006	2007
Passing	19	22	37	31	15
Failing	1	2	2	1	1

Table: Pass/Fail ratio for upper level courses related to S1
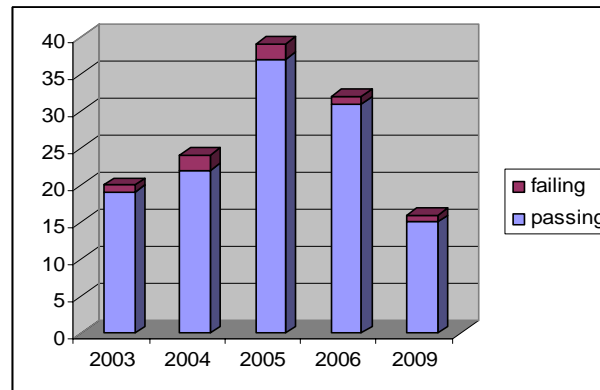
Chart: Pass/Fail ratio for upper level courses related to S1

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Cytotechnology Appendix

Students' first time performance on certifying boards is the benchmarked indicator of program effectiveness and student success used by the options in Cytotechnology at CSUDH. The desired outcome is a pass rate percentage and program scaled scores equal to or greater than national means.

CYTOLOGY ASCP - BOR (Pass Scaled Score 400)

Item	2004	2005	2006
Total Graduates	6	6	5
Number Taking Exam	6	6	5
Program Pass Rate Percentage	100% (6)	100% (6)	100% (5)
National Pass Rate	88%	93%	93%
Program Mean Score	625	629	544
National Mean Score	530	562	533

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Medical Technology Appendix

Students' first time performance on certifying boards is the benchmarked indicator of program effectiveness and student success used by the option in Medical Technology at CSUDH. The desired outcome is a pass rate percentage and program scaled scores equal to or greater than national means.

MEDICAL TECHNOLOGY ASCP BOR (Pass Scaled Score 400)

Item	2004	2005	2006
Total Graduates	15	15	17
Number Taking Exam	15	15	17
Program Pass Rate Percentage	93% (14)	87% (13)	88% (15)
National Pass Rate	78%	76%	77%
Program Mean Score	516	501	499
National Mean Score	481	476	475

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Music Appendix

Success Rate of Tenure-Track Faculty Searches

	AY2003-2004	**AY2004-2005**	**AY2005-2006**
Faculty Hires	0/1	0/0	3/3

	AY03-04	AY04-05	AY05-06
Searches	0	0	3
Hires	1	0	3
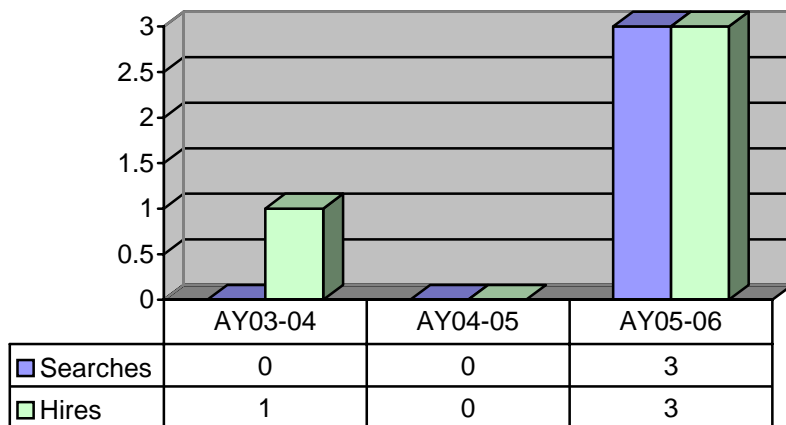
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Nursing (FNP) Appendix

	2004	2005	2006
■ Enrolled	90	114	119
□ Graduated	16	8	14
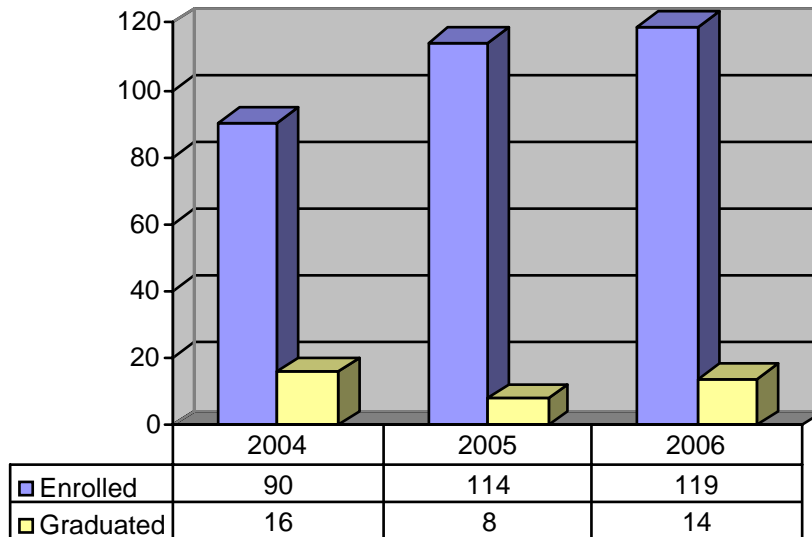
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Nursing: MSN Appendix

	2004	2005	2006
■ Enrolled	294	341	387
□ Graduated	76	64	70

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Appendix H - Required Data Elements

Nursing: BSN Appendix

	2004	2005	2006
Enrolled	586	662	641
Graduated	155	155	159
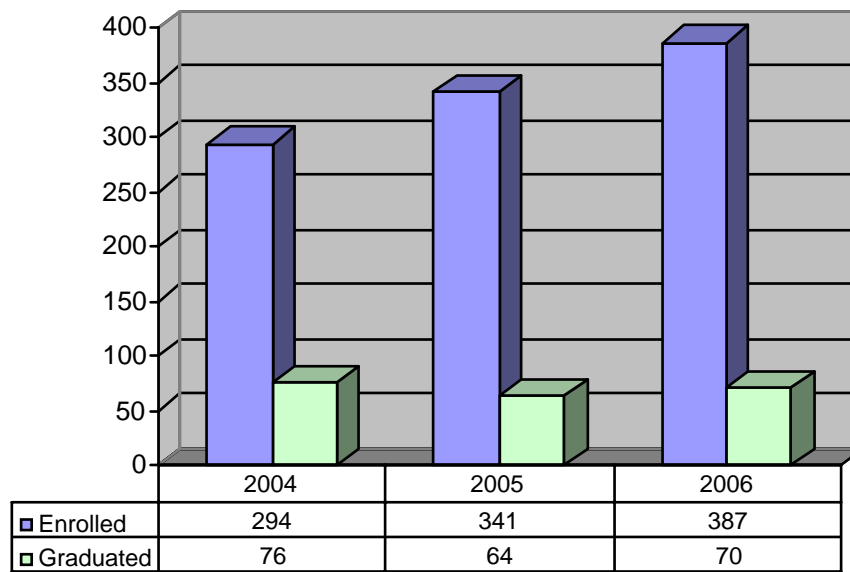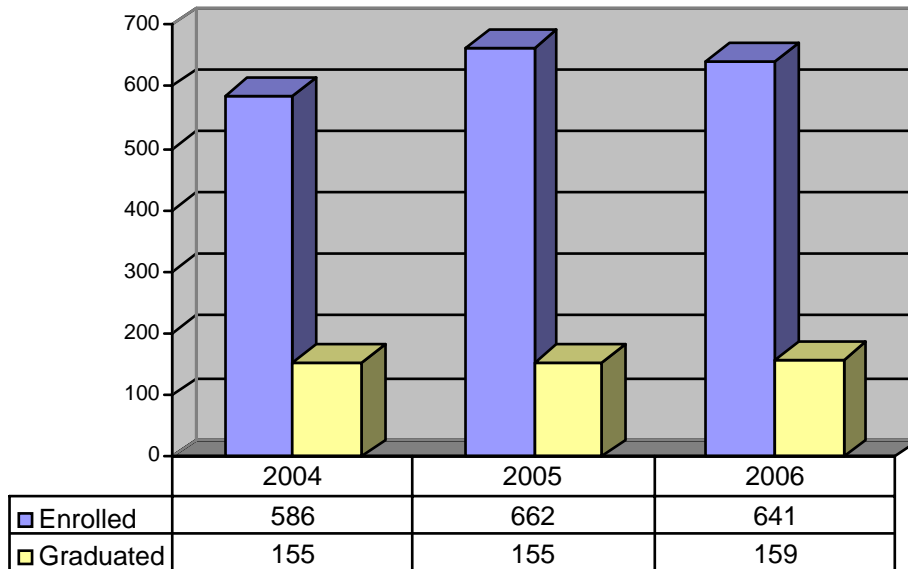
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Occupational Therapy Appendix

NBCOT Outcome of the BSOT Program, CSUDH

The following table shows a summary of the program's most current NBCOT outcomes. Overall, our passing rates and average scores have shown to be slightly lower than the national data. However, this extracted NBCOT report was merely based on the results from the first time takers in our BSOT program. It was found through our ongoing communication with the graduates that most of them who failed the first time passed in their second trial. In fact, our students represent a relatively larger diversity of origin and culture in comparison with those of other OT programs nationwide; particularly, many have English as their second language. We believe this in part explains some of our students' extended effort to pass the NBCOT exam.

Period (Two-Year Period)	Number of First Time Takers	Number of Passing	Passing Rate	Average Passing Score*	US Passing Rate	US Average Passing Score
12/2003 - 06/2004	14	11	79%	487	80%	488
07/2004 - 12/2004	5	4	80%	472	75%	484
01/2005 - 06/2005	11	8	73%	482	89%	493
07/2005 - 12/2005	6	4	67%	474	83%	491
Total/Average	36	27	75%			

* The minimum passing score is 450.

	12/2003 - 06/2004	07/2004 - 12/2004	01/2005 - 06/2005	07/2005 - 12/2005
Number First Time Takers	14	5	11	6
Number Passed	11	4	8	4
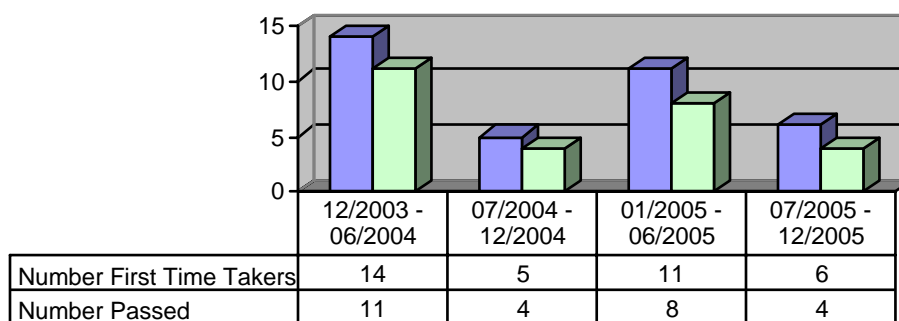
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Orthotics and Prosthetics Appendix

Employment Rates for Orthotics and Prosthetics Program for the previous three years.

2004

	Graduates	Employment Rate	
Orthotics	NA	NA	NA
Prosthetics	31	30	96.8%

2005

	Graduates	Employment Rate	
Orthotics	NA	NA	NA
Prosthetics	32	31	96.9%

2006

	Graduates	Employment Rate	
Orthotics	9	9	100%
Prosthetics	31	29	93.5%

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Public Administration Appendix

PUB 592 Capstone Course

AY	Number Tested	Number Sampled	Percentage Passage Rate[1]
2004-2005	78	15	25
2005-2006	84	17	75
2007-2007	81	17	62.5

[1]Percentage of the sampled papers meeting PLO

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Social Work Appendix

Program Objective 1.1: Students graduating from CSUDH will be prepared to engage in autonomous professional practice.

MSW Course & Course Objective(s) for Program Goal 1, Objective 1.1	Measure(s)	Findings Summer 2007	Evaluation
MSW 501 HB II **CO6**: Apply human behavior & social environment knowledge to the social, cultural, economic and political context of collaborative social work practice.	Mid-term take-home exam	Average: 37/40 points; range: 30 - 40	Most students demonstrated good command of theory application to case illustrating awareness of subordinating variables
MSW 511 Policy II **CO5**: Enhanced ability to engage in autonomous professionally competent and culturally appropriate social work practices that include policy practice skills and knowledge, with particular focus on policies and issues affecting individuals and families residing in diverse and complex urban settings.	Final Exam – 2 questions: • Identify work of social work advocates • Describe 4 skills of successful policy practitioners	• 9/14 answered correctly • 13/14 answered correctly	
MSW 521 Practice II **CO6**: Students will develop an approach to critical analysis founded on CRT assumptions that can be used to identify contextually competent practice that is theoretically sound.	Paper assignment asking students to link CRT to practice situation to illustrate their ability to integrate theory into practice.	85 % of students earned B or higher	Most students demonstrated average to above average understanding of CRT/practice integration
MSW 523 Social Justice **CO5**: Apply model of social justice by analyzing a variety of practice situations, generating a change plan using this model and working collaboratively with others to design a planned change effort that promotes social, economic and/or environmental justice.	• Final individual presentation - plan for social justice change at placement • Final Paper: Written plan for social justice change at placement	• 12/14 B or higher • 12/14 B or higher	• B or higher • B or higher -
MSW 541 Fieldwork Seminar **CO1**: Act responsibly and professionally within an agency context. **CO4**: Demonstrate progress toward the goal of autonomous practice.	**Foundation Year Comprehensive Skills Evaluation [FYCSE], Core Area [CA] II:** **Objective C** (Items 1-8) **FYCSE, CA IV:** **Objective A** (Items 1-3) **Objective B**: (Items 1-3) **Objective C**: (Items 1-5) **FYCSE, CA V:** **Objective A** (Items 1-13) **Objective C**: (Items 1-4) **Objective E** (Items 1-13)	• 13 of 14 B or higher • 13 of 14 B or higher • 14 of 14 B or higher • 13 of 14 B or higher • 14 of 14 B or higher • 14 of 14 B or higher • 12 of 14 B or higher	Grade of B or higher (all)

Theater Arts Appendix

Enrollment and Pass Rates - Upper Division Theatre Courses

AY 2004-05 through 2006-07

		2004-05				2005-06				2006-07				3 Year AVG			
		Pass		Total	%	Pass		Total	%	Pass		Total	%	Pass		Total	%
Course	Title	N	Y	Enr.	Passed	N	Y	Enr.	Passed	N	Y	Enr.	Passed	N	Y	Enr.	Passed
THE 320	Speech Skills & Techniques	3	46	49	93.9%	2	48	50	96.0%					5	94	99	94.9%
THE 322	Oral Interpretation of Literature	1	16	17	94.1%	0	26	26	100.0%	0	13	13	100.0%	1	55	56	98.2%
THE 329P	Forensics Workshop	0	4	4	100.0%	0	9	9	100.0%	0	9	9	100.0%	0	22	22	100.0%
THE 337	Creative Dramatics	3	101	104	97.1%	0	102	102	100.0%	2	73	75	97.3%	5	276	281	98.2%
THE 339	Multicultural Children's Theatre	0	12	12	100.0%	0	10	10	100.0%	1	8	9	88.9%	1	30	31	96.8%
THE 342	Design/Tech I: Scenery and Lighting					0	20	20	100.0%	0	10	10	100.0%	0	30	30	100.0%
THE 343	Design/Tech II: Costume and Makeup					0	6	6	100.0%	0	9	9	100.0%	0	15	15	100.0%
THE 346P	Theatre Workshop	4	39	43	90.7%	2	43	45	95.6%	6	40	46	87.0%	12	122	134	91.0%
THE 353	Playwriting	1	15	16	93.8%					0	16	16	100.0%	1	31	32	96.9%
THE 355	World Theatre and Drama I	2	15	17	88.2%	0	19	19	100.0%	0	14	14	100.0%	2	48	50	96.0%
THE 357	World Theatre and Drama II	0	14	14	100.0%	1	15	16	93.8%	3	16	19	84.2%	4	45	49	91.8%
THE 364	Acting II					0	26	26	100.0%	1	15	16	93.8%	1	41	42	97.6%
THE 374	Stage Directing	0	24	24	100.0%	2	14	16	87.5%	0	41	41	100.0%	2	79	81	97.5%
THE 464	Acting III	0	17	17	100.0%					0	15	15	100.0%	0	32	32	100.0%
THE 494S	Independent Study	1	22	23	95.7%	1	24	25	96.0%	3	14	17	82.4%	5	60	65	92.3%
THE 495	Special Topics in Theatre	2	13	15	86.7%									2	13	15	86.7%
	Subtotal	17	338	355	95.2%	8	362	370	97.8%	16	293	309	94.8%	41	993	1,034	96.0%
THE 499S	Senior Project	2	7	9	77.8%	3	11	14	78.6%	6	8	14	57.1%	11	26	37	70.3%
	Total	19	345	364	94.8%	11	373	384	97.1%	22	301	323	93.2%	52	1,019	1,071	95.1%

Appendix I - University Organization Chart

California State University, Dominguez Hills
ORGANIZATION CHART

Academic Senate ......

President
Mildred Garcia

...... University Advisory Board
Associated Students, Inc.

Interim Associate Vice President/
CIO, Information Technology
Ronald Bergmann

Executive Assistant to the
President/Chief of Staff
Virginia W. Long

Presidential Aide
Cheryl von Mirbach

Confidential Office Support II
Ruby Martinez

Vice President for Administration & Finance — Mary Ann Rodriguez

- Associate Vice President
  Karen Wall
- Manager, Payroll Services
  Elcee Teng
- Assistant Vice President for Human Resources
  Mark Seigle
- Director, Business Process Management
  Vacant
- Director, Physical Plant
  Randy Sharp
- Director, Facilities Planning
  Vacant
- Executive Director, CSUDH Foundation
  Kent Gibson
- Director, Risk Management & EHOS
  Robert Gill
- Director, Accounting Services
  Lisa Chavez
- Director, Procurement & Contracts
  Emmit Williams
- Director, Common Management Systems
  Jim Bersig

Interim Provost/Vice President for Academic Affairs — Samuel Wiley

- Vice Provost Academic Affairs
  Jamie Dote-Kwan
- Special Assistant to the Provost & Vice Provost
  Nina Mota
- Assistant Vice President, Institutional Research, Assessment & Planning
  Brian Hu
- Associate Director, Institutional Research, Assessment & Planning
  Pete Van Hamersveld
- Coordinator, Academic Facilities & Class Schedule, Acad. Affairs
  Yvette Velarde
- Dean of Undergraduate Studies
  Margaret Blue
- Dean of Graduate Studies & Research
  Laura J. Robles
- Director, Research and Funded Projects
  Raymond Riznyk
- Assistant VP of Academic Affairs Personnel Services
  Clarence "Gus" A Martin
- Assistant Vice President for Academic Resources Management
  Christina Luu
- Dean, College of Arts & Humanities
  George Arasimowicz
- Dean, College of Education
  Lynne H. Cook
- Dean, College of Business Administration & Public Policy
  James Strong
- Dean, College of Health & Human Services
  Mitchell Maki
- Dean, University Library
  Sandra Parham
- Dean, College of Extended & International Education
  Margaret Gordon
- Dean, College of Natural & Behavioral Sciences
  Charles Hohm
- Director, Ceremonies and Events
  Loretta Adlikhai
- Principal of CAMS
  Janice Filer

Vice President for Student Affairs — Boice M. Bowman

- Associate Vice President
  Vacant
- Acting Director, Admissions
  Linda Wise
- Registrar
  Kimberly Carpenter
- Director, University Outreach & Information Services
  Gayle Ball-Parker
- Director, Financial Aid
  Delores Lee
- Director, Educational Opportunity Program
  Vacant
- Assistant to the Vice President
  Suzanne Wallace
- Director, Athletics
  Patrick Guillen
- Director, Student Health & Psychological Services
  Janie MacHarg
- Chief of Police & Parking Services
  Susan Sloan
- Director, Student Development
  Larry Gray
- Associate VP for Student Life
  Randy Zarn
- Director, Housing
  Kaveh Razaghi
- Director, Disabled Student Services & Veterans Affairs
  Patricia Ann Wells
- Executive Director, Loker Student Union
  Kim Clark
- Director, Office of Student Life
  Marco Dowell

Interim Vice President for University Advancement — Greg Saks

- Associate Vice President of Development
  Greg Saks
- Director, Annual Support, Development
  Ann Camp
- Director, University & Development Communications
  Brenda Knepper
- Director, Government & Community Relations
  David Gamboa
- Director, Alumni Relations
  Sheila Butts
- Associate VP, Academic & Community Partnerships
  Vacant

Revised: 11/05/2007

College of Arts and Humanities

Academic Year	Program	Effective Date
UCC 06-07	College BA in English - English Education Option	Fall 2007
UCC 06-07	Philosophy - Religious Studies Minor	Spring 2008
UCC 06-07	Negotiation, Conflict Resolution & Peacekeeping - Law Option	Fall 2007
UCC 05-06	BA Interdisciplinary Studies - American Studies	Fall 2006
UCC 05-06	BA Interdisciplinary Studies - Comparative Cultures	Fall 2006
UCC 05-06	BA Interdisciplinary Studies - Global Studies	Fall 2006
UCC 05-06	BA Negotiation, Conflict Resolution & Peacekeeping	Fall 2006
UCC-04-05	Minor in Theatre Education	Fall 2005
UCC 01-02	BS Philosophy: Philosophy Option	Fall 2002
UCC 01-02	BS Philosophy: Religious Studies Option	Fall 2002
UCC 98-99	BA Digital Media Arts	Fall 2001

College of Business and Public Policy

Academic Year	Program	Effective Date
UCC 06-07	BS Business Administration - Information Systems Security	Fall 2007
UCC 06-07	BS Business Administration - Entrepreneurship	Fall 2007
UCC 06-07	BS PUB-Nonprofit Management Concentration	Fall 2007
UCC 06-07	MBA Information Technology Management Concentration	Fall 2007
UCC 06-07	MBA Logistics Management Concentration	Fall 2007
UCC 06-07	MPA Criminal Justice Administration Concentration	Fall 2007
UCC 06-07	MPA Non Profit Management Concentration	Fall 2007
UCC 05-06	BS Business Administration: Sports, Entertainment, Hospitality	Fall 2006
UCC 05-06	Global Logistics and Supply Chain Management Concentration	Fall 2006
UCC 05-06	MBA Certificate in Marketing Management	Fall 2006
UCC 05-06	MBA Management Concentration	Fall 2006
UCC-04-05	MBA Marketing Management Concentration	Fall 2006
UCC 03-04	MBA - Finance Concentration	Fall 2005
UCC 03-04	BS Criminal Justice	Fall 2004
UCC 03-04	Minor in Criminal Justice Administration (PUB)	Spring 2004
UCC 01-02	BS Quality Assurance	Summer 2002

College of Education

Academic Year	Program	Effective Date
UCC 06-07	MA Education - Reading Option	Spring 2008
UCC 06-07	Graduate Education Reading & Language Arts Specialist Credential	Spring 2008
UCC 06-07	Graduate Education Reading Specialist Certificate	Spring 2008
UCC 03-04	CLAD Certificate	Fall 2007
UCC 05-06	MBA Human Resource Management Concentration	Fall 2006

College of Health and Human Services

Academic Year	Program	Effective Date
UCC 06-07	BA Human Services - Mental Health Recovery Option	Fall 2007
UCC 06-07	Certificate in Human Services - Mental Health Recovery	Fall 2007
UCC 05-06	BA Child Development	Spring 2007
UCC 05-06	Certificate in Clinical Science: Cytotechnology	Fall 2006
UCC 05-06	MSHS Gerontology Option	Fall 2006
UCC 05-06	MSN Clinical Nurse Leader Role Option	Spring 2007
UCC 05-06	Post-Masters Certificate in Nursing Education	Spring 2007
UCC-04-05	Master of Social Work	Fall 2006
UCC-04-05	Certificate in Sport Psychology	Fall 2006
UCC 03-04	MS Occupational Therapy	Fall 2005
UCC 03-04	Certificate in Parent-Child Nursing	Fall 2004
UCC 00-01	MS Health Science: Professional Studies option	Fall 2001

College of Natural and Behavioral Sciences

Academic Year	Program	Effective Date
UCC 06-07	BS Biology - Cellular and Molecular Option	Fall 2007
UCC 06-07	BS Biology - Ecology & Environmental Biology Option	Fall 2007
UCC 05-06	BS Biochemistry	Fall 2007
UCC 05-06	MS Computer Science	Fall 2007
UCC-04-05	BS Physics - Electrical Engineering	Fall 2006

Appendix K - Diversity Matrix (excerpt)

<u>Core Issue Three</u> 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/Africana/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/lsba/WELCOME%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 L - Civic Engagement Matrix (excerpt)

<u>Core Issue Four</u> Civic Engagement: Integrating Campus and Community Initiatives through the Concept of Communiversity -- WASC Standard: 4; University Goal 4and 6

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 Communiversity 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/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