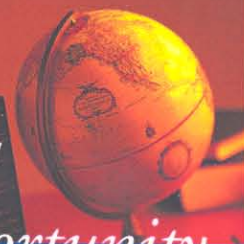*A World of Opportunity...*

California

State

University

Institutional Proposal

Prepared for the Western Association of Schools & Colleges

Dominguez

Hills

May 1, 2004

Institutional Proposal

Prepared for the Western Association of Schools & Colleges

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1. INSTITUTIONAL CONTEXT

According to its Mission Statement,

> California State University, Dominguez Hills is a comprehensive urban university, located in the city of Carson and serving primarily the greater metropolitan area. The University is a multi-cultural, multi-ethnic teaching and learning community dedicated to excellence and committed to educating a student population of unprecedented diversity for leadership roles in the global community of the 21st century. We invite international perspectives, cultivate programs that serve students from other nations, and encourage our students and faculty to participate in programs in other countries. We are committed to excellence and pluralism in higher education to further the goals of a democratic society through wide participation and civic responsibility in community, social and economic affairs. (2003-2004 University Catalog, p. 11)

Originally authorized in 1960 by the California State Legislature as a college to serve the South Bay area, California State University, Dominguez Hills (CSUDH) has a student enrollment of 13,248 students (8,749 AY FTES). Situated since 1968 on a 346-acre tract in Carson, the campus is located on the historic Rancho San Pedro. The first new construction of a $30 million, state-funded building in more than two decades was completed in fall 2002 and was occupied in spring 2003; the completion of Welch Hall allowed for the expansion of many programs and provided additional office and classroom space. Complementing Welch Hall is the new $4 million Extended Education facility, completed in 2000 and built without state funds. This facility, along with the Student Union, will be expanded in the coming months by additions totaling $35.9 million in non-state funds. A new Child Development/Infant Toddler Center is projected to cost $1.3 million, again in non-state funds. A substantial addition to the University Library has been approved for $34 million in state funds. Along with significant infrastructure upgrade projects initiated since 2000, this new construction totals approximately $120 million.

In an entrepreneurial endeavor, the campus leased an 85-acre tract of undeveloped land to Anschutz Entertainment Group (AEG), a private sports entertainment agency. This venue was constructed at a cost of $150 million in private funds. In June 2003, the Home Depot Center opened for sporting events under an agreement that allows for the development and use of university space while providing financial compensation to the campus for this use. The agreement with AEG has already provided for upgrades to existing campus athletic facilities valued at approximately $7 million and has raised visibility of the University. Under the leadership of a senior administrator, faculty and deans are working to develop curricular links between academic programs and the Training Center.

CSUDH is among the most ethnically diverse universities in the United States with a student population that is 35.5 percent Latino/Hispanic, 30.9 percent African American, 22.7 percent Caucasian, 10.3 percent Asian and 0.6 percent American Indian. In addition, our international students represent 108 different countries, and on average, 50 students participate in international education experiences each year.

Throughout its short history the campus has faced a number of challenges. Of particular relevance are the economic difficulties in the early 1990s in California and decisions made then that have caused continuing funding problems. The University admitted students without funds to support them, based on the mistaken belief that, when the economy improved, funds would be forthcoming. The anticipated financial support did not materialize.

Despite what the campus perceived to be "chronic under-funding" and despite a series of administrative changes that resulted in three Presidents within three years and five Vice Presidents for Academic Affairs in roughly the same period, the institution survived with its record of unbroken service to ethnically diverse, non-traditional students, regional K-12 schools, and local businesses. Still, when difficulties arose in the late 1990s, it did not come as a surprise that the accrediting team's report following its December 1998 visit identified several major concerns. On March 9, 1999, in a letter to Interim President Herbert L. Carter, WASC Executive Director Ralph Wolff declared that "the commission acted to: 1. Defer the reaffirmation of California State University, Dominguez Hills, and to place the University on Warning. . . " and identified next steps to be taken. Areas singled out for special attention included Leadership, Clarification of the University's Mission, Planning, Institutional and Educational Effectiveness, and Funding. Additionally, the Commission required a progress report in March 2000, a validation visit after the receipt of the report, and a special visit in the fall of 2001.

Under the leadership of Interim President Herbert L. Carter and then the new President, James E. Lyons, Sr., the University rallied its forces and successfully addressed the identified areas. In October 2001, a WASC team visited the campus and provided a positive report to the Commission, which reaffirmed the University's accreditation and scheduled submission of the Institutional Proposal for re-accreditation for May 1, 2004.

While it faces an extremely challenging budget outlook due to the record deficit currently facing the state of California, the campus must still address a number of serious and substantive issues. Further, we must implement suggestions and recommendations of previous WASC visiting teams and our own previous self-studies and Strategic Plan.

The current strategic planning process was initiated in1998-1999 when President Carter established a university-wide committee to review campus documents and develop the Mission, Goals and Directions Report. President Lyons then created the Strategic Planning Task Force to translate the Mission into a Strategic Plan that would guide the University. The committee worked diligently to create a plan that built upon historical planning documents and engaged members of the campus community through the use of surveys, Town Hall meetings, and an informational web site. The process yielded a set of core values and a series of attainable action plans. The action plans have been assigned to the units responsible for the work entailed in the objectives, and the plans are reviewed annually for progress. The document, *Toward 2010: Charting a Course for Change*, is attached to this Proposal. The Strategic Plan sets an ambitious agenda for the University as it looks toward its golden anniversary in 2010.

We have identified four core issues around which our studies and subsequent reporting will be based. These issues, which will enable us to implement strong strategies to insure continued educational effectiveness, are the following:

- 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; and
- Civic Engagement: Integrating campus and community initiatives through the concept of Communiversity.

2. EXPECTED OUTCOMES

Each core issue is described at length in the sections below. A narrative is followed by researchable questions and the expected outcomes of the intended studies. These issues relate closely to our Strategic Plan, *Toward 2010: Charting a Course for Change*, and the WASC standards, but most significantly these issues are important to the campus community, will allow us to expand our understanding of their dynamics in the context of our learning community, and will help us to improve student learning outcomes.

As the self-study proposal developed, we discovered the connectedness of our core issues. In some cases the researchable questions are included in one section, but have implications beyond that section. We believe that such interrelationships validate the importance of the questions and the core issues, all of which have at their root student success.

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

CSUDH serves a population of students from urban schools in the surrounding region. Many of our students are first generation college students with a mean age of 28. While the majority (80%) of our students transfer to us from area community colleges, most of our incoming first time freshman (89%) require some remedial coursework. Increasingly, faculty have become concerned about the reading, writing, mathematical, analytical, and information competency skills of our students. There is a lack of agreement about how to deal with student under-preparedness. The controversy centers on whether we should continue to admit students needing remediation, or whether we should simply work harder to attract a freshman class of better-prepared students. Fifty-five percent of the faculty believes that CSUDH should become the role model for working with under-prepared students. Additionally, Town Hall participants suggest that there is no inherent conflict in serving both populations. They suggest that CSUDH adopt the objective of being "remedial to excellent" (*Toward 2010,* 2003, p. 20). A number of initiatives designed to help students improve their academic skills—the establishment of a cohesive set of student learning outcome assessment goals; a writing across the curriculum program; increased campus dialog related to academic quality; faculty development; and orientation/student cohort success programs—will be highlighted in this core issue. Additionally, we will describe and study exemplary programs that engage

students and faculty in collaborative research as well as those that model diverse teaching and learning approaches.

Researchable Questions

1. How do we as a campus community work with students to improve their critical skills for increased educational success?

2. How do we as a campus community promote student progress toward degree completion?

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?

4. How is student achievement affected by opportunities for involvement in research, presentations, and publications?

Expected Outcomes

- General Education program is strengthened based on data from 3-year assessment process;
- Increased number of writing intensive (WI) courses in the major and in General Education;
- Student writing improved as demonstrated by Graduate Writing Assessment Requirement (GWAR) results, faculty ratings of in-class student writing, and embedded assessment;
- Change in faculty perceptions of their effectiveness in influencing student achievement and retention based on their involvement in faculty development activities;
- Strengthened support systems to assist all types of students;
- Exemplary achievement by our students and graduates; and
- Inventory of support offered to students to improve their basic skills.

Core Issue Two   **Campus Change: Building Sustainable Structures and Processes for Educational Effectiveness**
WASC Standards 1 and 3

The WASC Team Report following the special visit of October 17-19, 2001 noted that CSUDH had made significant progress in regard to "the alignment of mission, strategic priorities, and student needs." In his March 1, 2002, letter to President Lyons, Executive Director Ralph Wolff affirmed that the university "has made a substantial start in developing University-wide approaches to institutional and educational effectiveness, and has begun to organize its program reviews and other activities consistent with this approach." Among the structures and processes the Team Report highlighted was the integrated Assessment, Planning, and Resource Allocation Process implemented for the first time in 2000-2001 and now entering its fourth cycle. The team found that the process produced decisions based on data and focused on student learning as a measure of institutional effectiveness.   Noting that all levels of constituents understood and

endorsed the new model even in its early stage of implementation, the team emphasized its transparency and inclusiveness. The team also endorsed the newly developed process for the formative assessment of student learning based on a comprehensive Student Learning Outcomes Assessment Plan Matrix (Appendix A). This developmental matrix was first implemented in 2000-2001 with results increasingly driving curricular planning and instructional improvements.

At the time of the special visit in 2001, the newly established University Planning Council, part of the integrated Assessment, Planning and Resource Allocation Process, had recommended a strategic plan to guide the decisions of the bodies involved in the comprehensive process (including departments, divisional Program Effectiveness Councils, and the University Budget Committee). In October 2003, after extensive consultation, the President approved our current Strategic Plan, *Toward 2010: Charting a Course for Change*. A subcommittee of the University Planning Council is responsible for assessing the University Strategic Plan annually in respect to progress made in implementing the Plan's action items.

A large portion of the CSUDH faculty is comprised of tenured professors who have been at the university for many years. As these individuals retire and as the tenure/tenure track professoriate ages, it has become increasingly important to determine how and when faculty will be replaced. Faculty transition has created four major concerns: 1) the absence of plans to replace those faculty who are eligible to retire or participate in an early retirement program (FERP); 2) the need to coordinate and integrate faculty hiring with program development and enhancement efforts; 3) the need to coordinate hiring faculty in the context of a well-conceived academic plan that takes into account program and educational effectiveness and program viability; and 4) the goal of achieving a faculty diversity that more closely resemble that of the University's students and staff. These concerns impact Core Issue One, Academic Quality.

In response to numerous internal and external studies of campus effectiveness, a new organizational structure will be in place in Academic Affairs in fall 2004. Five colleges will replace three schools and one large college. In some cases departments and programs have been realigned. This new organizational structure is designed to create more manageable units that strengthen institutional capacity and improve educational effectiveness.

In the five years since the University's watershed comprehensive visit in 1998, CSUDH has undergone a sea-change in respect to its commitment to developing structures, processes and leadership to ensure educational effectiveness. Desultory or sporadic planning initiatives have been replaced by purposeful, integrated, and institutionalized processes for achieving the University's goals. Campus leadership, increasingly stable over the last five years, has provided the necessary direction to embed workable processes in the University's decision-making structures.

The discussion of this core issue will provide a description of the interrelated campus processes and structures that were developed to ensure that decisions affecting the campus learning community are made collaboratively and in a planned, coordinated way. We will also discuss how these seminal processes and structures have been streamlined and improved in response to campus evaluations as well as the recommendations of the October 2001 Team Report. Progress toward addressing these recommendations is detailed in Appendix B. For instance, we will

describe how the results of learning outcomes have been integrated into the planning and budget process at the department, college, and university level. In addition, we will discuss the resilience of the Assessment, Planning and Resource Allocation Process in the face of significant multi-year budget cuts. Finally, we will describe the process that led to the new five-college structure in Academic Affairs and examine its educational effectiveness.

Researchable Questions
1. The campus has built an integrated set of structures and processes that align assessment, planning, and resource allocation. What is the relationship of these structures to enhanced educational effectiveness?

2. The campus has initiated an Academic Resources Development Study (ARDS) to investigate faculty transition, to determine the viability of current programs, and to generate information needed for academic program development. How are institutional data used to address faculty transition, program viability, and new program development?

Expected Outcomes
As a measure of the effectiveness of the structures and processes in place, we will conduct a snapshot of outcomes of the budget cycle aimed at ensuring and sustaining educational effectiveness with attention to:

- Evidence that the processes and structures are integrated to meet campus needs;
- Evidence that the campus community considers the processes and structures to be open and inclusive;
- Evidence that campus decisions are based on disaggregated data ;
- Consideration of the effectiveness of existing structures and processes;
- Determination of conditions that facilitate the recruitment and retention of high caliber faculty;
- Identification of conditions and resources that encourage both tenured/tenure track and adjunct faculty to thrive at the university;
- Incorporation of data related to program evolution and development when hiring new faculty; and
- Integration of faculty recruitment and retention plans and programmatic needs into the academic master plan.
- Faculty demographics more closely resemble student and staff demographics

Core Issue Three   **Diversity: Facilitating Meaningful Interactions Among Members of Our Learning Community**
WASC Standards: 1, 4; University Goal 3

A major goal of higher educational institutions today is to provide a learning environment that serves as a microcosm of the "equitable and democratic society that we strive to become" (Gurin, Dey, Hurtado, & Gurin, 2002, p. 330). In a diverse learning community, the campus provides a supportive environment in which participation from all constituencies

is valued equally and is seen as essential to its success. The institution recognizes the two-fold value of diverse groups as sources of important intellectual perspectives in the pursuit of universal human concerns, and as sources of personal support in the quest for educational self-enrichment. The exposure to diversity leads a university to be reflective about its educational process, its teaching practices, and its educational objectives.

Although demographic data demonstrate the "structural diversity" of our student body, we maintain that the significance of our diversity lies in our "interactional diversity," how we as a campus community learn from each other both formally in classrooms and informally at campus events and during spontaneous conversations. While we may refer to the literature to try to validate this claim, we have little more than anecdotal evidence to support it. Therefore, we have chosen to study the impact of interactional diversity at CSUDH.   A further goal is to identify ways that we can enhance such diversity within our learning community. Again, we acknowledge the interrelationship of this issue to the others we have identified, and we note that our findings here will have great impact on improving our academic quality and enhancing our educational effectiveness.

Researchable Question
1. How does interactional diversity at CSUDH lead to enhanced appreciation of multicultural perspectives and an enriched academic experience of intellectual engagement?

Expected Outcomes
- Improved interactional communication among CSUDH administrators, faculty, staff, students and alumni;
- 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;
- Analysis of survey data in order to develop a baseline of current attitudes related to diversity and student outcomes;
- Development of campus expectations for CSUDH graduates regarding understanding and awareness of diversity;
- Dissemination of best practices in teaching and co-curricular activities to support and capitalize on interactional diversity in our learning community; and
- Involvement of faculty, staff and administration in diversity activities.

Core Issue Four   **Civic Engagement: Integrating Campus and Community Initiatives Through the Concept of Communiversity**
WASC Standard: 4; University Goal 4

As President Lyons states: "The CSUDH vision is to become one of the top ten urban universities in America. Specifically, it is our vision to be known as the model Communiversity, an institution that sees its future tied to the community that it serves and a community that sees its future growth and development enhanced by the presence of the University. In particular, we expect to be regarded as the place that looks like America and

makes it work" (*Toward 2010,* 2003, p. 13). In <u>Civic Responsibility and Higher Education</u> (2000), Tom Ehrlich writes: "Civic engagement means working to make a difference in the civic life of our communities and developing a combination of knowledge, skills, values, and motivation to make a difference. It means promoting the quality of life in a community through both political and nonpolitical processes. . ." (p. vi). This view incorporates what we at CSUDH have defined as "Communiversity."

Through collaborative activities, the community and the University create an environment that fosters individual and communal responsibility leading to action-oriented improvement for mutual benefit. Communiversity integrates the urban environment with the University's educational and developmental efforts. The Communiversity contributes to the development of economic infrastructures, cultural vitality and diversity, and community development. These activities address the needs of the residents of the communities that we serve through educational, health, social, and human services.

The relationship between faculty and students is enriched by real world experiences in a dynamic community environment. This contrasts with the traditional college education that is limited to classroom lecture and discussion.   Engaged students gain an understanding of their place as change agents in the community. Students provide community service as an integral part of courses, thereby serving the community at the same time that they are enhancing their learning. Communiversity is not the "pedagogy," but the venue in which service learning occurs, where active discourse and participation in the complex realities of the community enrich the students' awareness of their field of study within a real world context.

Located in the greater Los Angeles area, we are an urban university with unique opportunities. Our students have needs in many areas and the community requires support in many others. Through dialogue and collaboration, we have developed service learning projects in which our students gain experience and academic credit while assisting the community. We have also responded to community needs by developing programs and courses that take place off campus at various locations in our service area. Learning-centered campus and community projects that address the combined needs of the region and the university will be highlighted. Our studies will focus on the effect of learning in a Communiversity environment as it affects the students, the faculty, and the community.

Researchable Question
1.   What is the impact of community-based learning and Communiversity-based activities on our students and the communities that we serve?

Expected Outcomes
- Analysis of the impact of Communiversity activities in our service area;
- Evidence that faculty and students perceive civic engagement as enhancing the learning environment;
- Opportunities for lifelong learning to broaden community engagement;
- An inventory of campus engagement and faculty/student involvement in Communiversity activities; and
- Employer surveys about the attributes of our graduates.

3. INVOLVEMENT OF CONSTITUENCIES

In fall 2002, President Lyons appointed a Self-Study Steering Committee that includes participants from a wide array of the campus and regional communities. Steering Committee meetings were held monthly. Discussions centered on analyzing the previous self-study findings and reviewers' recommendations, as well as learning the new WASC process and defining additional areas in need of study. Individual Steering Committee members were charged with reporting back to their units regularly as well. Further, Self Study updates were provided in editions of *Inside Dominguez*, and a campus forum was held to discuss case studies in spring 2003. The Preliminary Self-Review worksheet (draft 10/8/03) was not available as we began our internal explorations but it will be a valuable tool for ongoing assessment as we move into the Preparatory Review and Educational Effectiveness stages of our self-study.

Regular reports were made to the following University constituencies:

- Academic Senate
- President's Operations Group
- Council of Deans
- Council of Chairs
- Academic Affairs Council
- Associated Students, Inc. Leadership Council
- Steering Committee Members' departments or units

Beginning in fall 2003, monthly Town Hall Meetings were held to involve a wider range of campus constituencies and to gather feedback and suggestions on the proposed study questions. In January 2004, targeted Town Hall Meetings were held for University staff, part-time faculty, and students (both day and evening populations). Drafts of the Institutional Proposal were circulated for comments and suggestions from November 2003 to March 2004. The WASC Co-chairs attended the first spring 2004 meetings of the School of Education and the Library where they shared information regarding the most recent draft of the WASC proposal and solicited suggestions. They also presented at Chair Council of the School of Business and Public Administration, and they met with part-time faculty in the School of Education and with the Student Affairs monthly Roundtable. At each meeting a proposal summary handout was provided. Revisions to the proposal occurred after each Town Hall based on suggestions and queries from the participants in the sessions. After the proposal was completed, a final version of the summary sheet was prepared and distributed to the campus community along with their pay warrants. In addition, the proposal was shared with community partners in a presentation to the Carson City Council.

4. APPROACH FOR THE PREPARATORY REVIEW

We will use the Comprehensive/Special Themes format for our Preparatory Review, in which we will demonstrate our commitment to the two core commitments of Institutional Capacity and Educational Effectiveness. Core Issue Two (Campus Change: Building Sustainable Structures and Processes for Educational Effectiveness) deals directly with institutional capacity. The questions developed for this section will allow us to evaluate the effectiveness of the processes and structures in place and to make recommendations for adjustments to the procedures as indicated by our evaluations. Additionally, our studies related to faculty transition, program viability, and program evolution will be described in this review.

We will provide a series of reflective essays (accompanied by electronic links to data and evidence portfolios). Our four core issues are aligned with the four University goals and the University Mission as delineated in the Strategic Plan. We have been careful to align each of our core issues for this self-study with the four WASC Standards. The "Worksheet for Preliminary Self- Review Under the Standards" (from the WASC Workshop for Institutions with upcoming reviews, January 2004) will be particularly useful in helping us align our presentations to the Criteria for Review (CFR) and in organizing our information.

The focus of our reporting and evidence will be to respond to WASC standards related to the core commitments of Institutional Capacity and Educational Effectiveness. We will report on the status of the studies we are undertaking for each core issue. We will conclude with a summary essay that reflects on the state of the University in relation to each WASC standard.

5. APPROACH FOR THE EDUCATIONAL EFFECTIVENESS REVIEW

We will conduct a Comprehensive Educational Effectiveness Review organized around special themes. Such an approach will allow us to showcase the entire institution and the four core issues that we deem most important for study. The basis of Educational Effectiveness is student learning, which is embedded in all the studies that we are undertaking and is the key to all that to which we aspire. The areas of emphasis in our studies allow us to gain more insight into the learning outcomes of our students. Our four core issues will allow us to focus on aspects of student learning and our learning community in order to understand the needs and uniqueness of our institution and to enhance our strategies to capitalize on these attributes.

A set of four integrated reflective essays will address the core issues affecting our teaching and learning community. Each will have electronic links to data and evidence portfolios. The four core issues are aligned with the four University goals and the University Mission as delineated in the Strategic Plan and the WASC standards. Discussion of each core issue will respond to the intent of the four WASC Standards and the related CFRs.

The list below provides examples of the type of data and information that will be available online at our CSUDH-WASC website for the Preparatory and Educational Effectiveness Reviews as part of our institutional portfolio.

	Core Issue 1	Core Issue 2	Core Issue 3	Core Issue 4
Evidence of Institutional Capacity				
Faculty Senate minutes and recommendations	Y	G		
University Fact Book	Y	G	Y	
Strategic Planning Process/Report	Y	G	Y	G
University Mission and Goals	Y	G	Y	G
Presidential Memoranda	Y	G	Y	G
Academic Affairs Memoranda	Y	G	Y	G
Faculty Handbook	Y	G		
Assessment, Planning & Resource Allocation Process	Y	G		
Student Learning Outcomes Assessment Guidelines	Y		Y	
Faculty Transition Plan		G		
Enrollment Management Plan	Y	G	Y	
Academic Affairs Master Plan	Y			
University Advancement Strategic Plan	Y			G
Student Services Strategic Plan	Y			
Administration and Finance Strategic Plan	Y	G	Y	G
Library Expansion	Y	G		G
Information Technology Upgrades	Y	G		
Evidence of Educational Effectiveness: Academic Quality				
Enhancing Critical Literacy Project (Title V funded)	Y			
Students with Faculty Mentors in Primary Research	Y			
Program Assessment Outcomes	Y			
General Education Review (Embedded Assessment)	Y			
Faculty Scholarly Endeavors	Y	G		
Evidence of Educational Effectiveness: Student Support				
Toro 1st year Experience (Freshman year) Program	Y			
SPARK (another Freshman Year Program)	Y		Y	
TRIO Grant-Student Support Services	Y		Y	
Ronald E McNair Post-Baccalaureate Program	Y		Y	
Educational Opportunities Program	Y		Y	
Latinas Juntas/Nosotras	Y		Y	G
Black Men's Summit			Y	G
Multicultural / Cross-cultural Retreats			Y	G
Evidence of Educational Effectiveness: Research and Development				
Diversity Score Card Project	Y		Y	
Building Engagement and Attainment of Minority Students (BEAMS)	Y		Y	

Program	1	2	3	4
National Survey of Student Engagement (NSSE) and Cooperative Institutional Research Program (CIRP) Surveys	yellow		yellow	
University of Texas, El Paso Latino Success Project	yellow		yellow	
Associated Students Incorporated			yellow	gray
Annual Latino Retention Conference	yellow		yellow	gray
Academic Multicultural Programs and Activities			yellow	gray
Multicultural Center			yellow	gray
Center for Urban Research and Learning		gray		gray
Evidence of Educational Effectiveness: Communiversity				
Teatro Dominguez			yellow	gray
Black Grove Theatre Group			yellow	gray
Home Deport Training Center Links				
Community Service Learning	yellow		yellow	gray
Americorps Urban Education Service Corps	yellow		yellow	gray
America READS	yellow		yellow	gray
CA Academy of Math and Science, Magnet School				gray
College of Education Professional Development Schools	yellow			gray
Presidential Scholarships/Awards	yellow			
Work Force Training				gray
Omni Lore Project				gray

The shaded areas represent the corresponding Core Issue.

6. WORK PLAN AND MILESTONES

A detailed work plan that charts the work of our self-study team from Fall 2002 through the Educational Effectiveness visit in 2007 is included in Appendix C.

7. EFFECTIVENESS OF DATA GATHERING AND ANALYSIS SYSTEMS

The campus has developed a transparent, integrated, and continuous planning, assessment and resource allocation process that allows us to review our goals and outcomes at all levels of campus operations on a regular basis. The reports created and data contained in these reports are housed in various offices across campus and are the basis for decision making and ultimately program modification designed to improve our educational effectiveness.

The Office of Institutional Research (OIR) has undertaken a project to collect and maintain web links to disaggregated data in order to provide a more centralized location for most campus information. Data regularly obtained from the administration of National Survey of Student Engagement (NSSE), Cooperative Institutional Research Program (CIRP), Alumni and Employer surveys used by the campus and individual programs will be centralized to the OIR as well. We are continuing participants in the Diversity Scorecard Project. The data obtained from the implementation of the activities in phase two of the scorecard project will be useful in answering questions related to our core issue on Diversity. This data collection and centralization will allow us to gain a clearer perspective of trends perceived by the campus community and will further enable us to make comparisons across programs. It will

also provide easier access to the information and will ensure more effective data-driven decision making.

Student Learning Outcomes data are maintained in the office of Academic Programs. Each program and department must submit an annual assessment of student learning outcomes. We are in the fifth year of this process. A copy of the guidelines and matrix for evaluating the submission is included in the appendix. The data included in these reports are used as evidence for resource allocation and programmatic requests. We are piloting a tool that will combine the information supplied in the Student Learning Outcomes Report and the Program Effectiveness Reports and expect to have the results of that pilot ready to share as we prepare for our Institutional Capacity review.

Calls for research related to the studies proposed in this document will be issued by the Office of Research and Funded projects. Faculty, staff, and administrators will be involved in the research. Progress reports will be requested twice a year to monitor the work being done and will be submitted to the Self-Study Steering Committee for review. These reports will be archived on the WASC website, under the core issues to which they relate. Campus conversations will be held annually to showcase the studies being undertaken and to elicit suggestions related to the evidence being gathered. The Self Study Steering Committee will involve subcommittees of campus community members who hold expertise in fields related to the studies being conducted on each of the four core issues and will serve as mentors when needed. Final review of the studies and the conclusions drawn from the research will be conducted by each of the four Core Issues subcommittees, and these conclusions will be used, as appropriate, to strengthen the campus commitment to the two core commitments of Institutional Capacity and Educational Effectiveness.

8. PROPOSAL DATA TABLES

The institutional data summary sheet is included in Appendix E. The required data exhibits are included in Appendix F. All data is presented in the form of five-year historical trends.

9. OFF-CAMPUS AND DISTANCE EDUCATION DEGREE PROGRAMS

Appendix G lists degree programs where 50 percent or more of the program is offered off-site (more than 25 miles from the home campus) or by distance learning and describes how evaluation of these programs is incorporated into the review process.

10. INSTITUTIONAL STIPULATION

Appendix H provides an Institutional Stipulation Statement signed by the President of the University.

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Appendix A

**Student Learning Outcomes Assessment
Plan Guidelines**

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STUDENT LEARNING OUTCOMES
ASSESSMENT PLAN GUIDELINES

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	The plan should…	Definitions of terms
1. Mission, Goals, and Objectives	A. State the department or program mission in terms of educational purpose or goals	These are broad statements of purpose in philosophical terms often describing values and aspirations
	B. Relate the department or program's mission/goals to the University mission.	These statements explain how the program's goals support the University's mission.
	C. Describe program in content-centered terms.	These statements describe essential educational content covered in order to achieve the program mission/goals. They identify in content-centered terms (e.g., concepts, theories, paradigms, etc.) the knowledge and skills the program aims to convey.
	D. State intended student-centered objectives **at the program level** in measurable or observable terms.	Student-centered objectives describe <u>intended</u> student learning outcomes in terms of what students will be able to do and/or what changes in knowledge, attitudes or behavior will occur as a result of the program.
	E. Link program level student-centered objectives to specific source level student-centered objectives in measurable or observable terms.	These are lists, tables or other schema showing intended student learning outcomes within courses or sequences of courses as they relate to overall program student learning objectives (e.g., showing hierarchical programmatic connections and/or explaining how courses fit together within degree programs and other course sequences such as options, minors, credentials, or concentrations, etc.).
2. Developing and Implementing Assessment Methods	F. Describe assessment methods for student-centered objectives (d) **at the program level**.	This section identifies and describes specific strategies and methods the faculty will use to determine whether students have achieved the program's intended student-learning outcomes (as listed in E).
	G. Describe assessment methods for student-centered objectives **at the course level**.	This section uses course syllabi to illustrate specific strategies and methods the faculty use to determine whether students have achieved the intended student-learning outcomes **within** the courses that constitute the program.
	H. Present results of assessment activities as summaries of actual student learning outcomes data that have been collected by the unit.	This section summarizes the results (using narrative, qualitative, quantitative, or mixed methods) from surveys, exams, or other direct measures of program or student learning outcomes.
	I. Describe and present results of other measures relating to program quality or effectiveness.	These typically include surveys, exit interviews, focus groups and other non-instructional assessment measures.
3. Using Assessment Results	J. Offer well-reasoned conclusions concerning what action should be taken given the results of H and I above.	This section should present a logical analysis of the results (H and I) as they relate to intended and unintended program outcomes.
	K. Describe how conclusions drawn from assessment data are or will be used in academic planning processes for the program.	This section should describe how the results of assessment activities will be or have been used to inform its curricular, instructional, and/or strategic planning and implementation activities (e.g., program or course modifications, faculty development, advisement, or need for additional assessment data).
	L. Describe an overall plan or process for program evaluation.	This goes beyond F and G above to describe an overall plan for action in terms of how the unit will determine whether the program is meeting its goals and objectives (e.g., process, personnel, methods, timelines, etc.).
	M. Discuss student learning outcomes in the context of other planning or operational goals (e.g., resource, staffing, logistical, etc.).	These descriptions relate to additional activities or resources needed in order for programs or courses to achieve stated goals.
	N. Show how the unit's use of student learning outcomes data is an **effective** part of that program's curriculum and course development and revision activities.	This section should present a well-developed and coherent assessment plan that includes continuous and well-integrated linkage among assessment, planning, and implementation activities.

March 2, 2001

California State University
Dominguez Hills

MEMORANDUM

DATE: March 23, 2004

All Program Heads (Department Chairs and Program Coordinators)

FROM: Allen A. Mori, Provost and Vice President for Academic Affairs

Call for Report on 2003-2004 Program Assessment Activity

The University Student Learning Outcomes Assessment Committee (USLOAC) wrote feedback letters in September 2003 to Program Heads regarding their 2002-03 assessment materials. This was the third and final year for using the Student Learning Outcomes Assessment Plan Guidelines (March 2, 2001). After analyzing the results of the student learning outcomes assessment data and the evaluations from those who completed them, we now have:

- Data on each program's progress toward accomplishing an Assessment Plan based on the guidelines we have all been following;

- A more focused process for capturing and communicating assessment data; and

- A strategy for merging student learning outcomes processes with other university performance effectiveness processes.

The guidelines have been streamlined to include the essential elements for providing evidence of continuous outcomes assessment activity and for demonstrating improvement in student learning. This document, Essential Elements of Learning Outcomes Assessment, is attached. It is designed to: (1) enable program faculty members to build on their previous assessment reports, and (2) form the basis for judging the quality and progress of student learning in a program (see enclosure, Learning Outcomes Assessment Indicators).

Each program is asked to submit a 3-4 page report (5 copies) that addresses the essential elements and includes a response to previous USLOAC feedback. The report is due by Friday, May 7th to Linda Pomerantz, Interim Assistant Vice President of Undergraduate Studies.

The faculty members of USLOAC and the Center for Teaching and Learning stand ready to assist you. If you have questions or need assistance, please contact Mary Cruise, Faculty

Associate for Student Learning Outcomes Assessment, Center for Teaching and Learning, at extension 3339 or by email outcomes@csudh.edu.

Enc.:   Essential Elements of Learning Outcomes Assessment
          Learning Outcomes Assessment Indicators
          Format for depicting the relationship between current program mission and current
             university mission and strategic plan, goal 1

cc: James E. Lyons, President
          All faculty
          Cecile Lindsay, Associate Provost for Academic Programs and Dean of Graduate Studies
          Edd Whetmore, Chair, Academic Senate
          Marge Gordon, Dean, Division of Extended Education
          Sandra Parham, Dean, Library
          James Strong, Dean, School of Business and Public Administration
          Kathleen Taira, Acting Dean, School of Education
          Abel A. Whittemore, Dean, School of Health
          Selase Williams, Dean, College of Arts and Sciences
          University Student Learning Outcomes Assessment Committee

ESSENTIAL ELEMENTS OF LEARNING OUTCOMES ASSESSMENT

The following guidelines are designed to provide direction for addressing the essential elements of an assessment plan and for providing evidence of continuous activity/progress in achieving, maintaining, and/or improving program quality. You should be able to provide the information requested in 3-4 pages by using tables or grids where possible, describing succinctly, but informatively, and summarizing where indicated. Please label each item for clarity and organization.

Use a table or grid to show relationship between the current program mission and current university mission and strategic plan. (see attachment)

State the program-level outcomes in student-centered, measurable or observable terms.

Use a table to show linkage between program-level, measurable or observable outcomes and examples of course-level, student-centered, measurable or observable outcomes.

Describe the assessment method(s) used to determine whether students have achieved the program's student-learning outcomes.

Summarize the results of student-learning outcome assessment activities at the program level.

Identify the conclusion(s) drawn from assessment activity results and explain how they justify any action taken (curriculum, pedagogy, instructional methods, scheduling, mode of delivery, evaluation, etc.).

Describe action taken and provide evidence that it was or was not effective in improving learning and the program. Identify the program-level outcomes and/or assessment(s) that were revised.

Describe how student-learning outcomes assessment activity is consistently used to achieve, maintain and/or improve program quality.

LEARNING OUTCOMES ASSESSMENT INDICATORS

The following 10 indicators will be used to judge the quality and progress of your 2003-04 student learning outcomes assessment materials:

1. Is the program mission relative to the current university mission and strategic plan?

2. Are program level outcomes student-learning centered and stated in measurable or observable terms?

3. Are course level outcomes student-learning centered, stated in measurable or observable terms, and relative to the program level outcomes?

4. Is there evidence that program-level assessment method(s) are designed to measure program-level outcomes?

5. Do results of program level assessment provide evidence of student learning as identified in the program-level outcomes?

6. Are program-level assessment results used to form well-reasoned conclusions concerning what action (curriculum, pedagogy, instructional methods, scheduling, mode of delivery, evaluation, etc.) should be taken to improve student learning and the program?

7. Was action taken and program-level outcomes and assessment(s) revised accordingly, if needed?

8. Was action taken shown to be effective in improving student learning and the program?

9. Are results of student learning outcomes assessment consistently used to review program and course development, and used in curricular revision activities?

10. Using assessment results, is there sufficient, ongoing evidence that program quality is maintained and/or improved?

These 10 indicators reflect the essential student learning outcomes assessment activity expected from each DH program.

ATTACHMENT

Table showing relationship between the current program mission and current university mission and strategic plan, goal 1

Title of the Program

Current University Mission Themes	Program Mission, where applicable
Communiversity Multicultural, multi-ethnic teaching and learning community International perspectives Excellence and pluralism in higher education Enables students to develop intellectually, personally and professionally Address contemporary social concern Commitment to teaching and learning, research, scholarship, creative activity and service	

Current University Strategic Plan	Program Mission
Goal 1 Strengthen and assess student learning for academic excellence and success	

Appendix B

Response to Previous Recommendations

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

Recommendation 1	Directed To	Progress to Date As of 5/04
That the University establish Student Success as a high priority goal with appropriate measurable objectives, effective with the 2001-02 planning cycle, and applicable to subsequent funding cycles.	President, Provost and Vice President for Academic Affairs (Provost), Vice President for University Advancement (VPUA), Vice President for Student Affairs (VPSA), Vice President for Administration and Finance (VPAF), University Budget Committee (UBC)	The University cites student learning/student success as its #1 goal in the Strategic Plan Action Plans. The Assessment, Planning and Resource Allocation Process, now in its 4th cycle, integrates program effectiveness measures, including Student Learning Outcomes Assessment (SLOA), into the funding process Strategic Plan Action Plans: Goal 1. Objective 1

Recommendation 2	Directed To	Progress to Date As of 5/04
That the University formalize a set of student success indicators for assessment and reporting purposes.	Provost, VPUA, VPSA, VPAF, Strategic Planning Oversight Committee (SPOC)	Implemented in 2001-02 under guidance of the University Planning Council and Academic Senate "Essential Elements of Learning Outcomes Assessment" developed in March 2004 to be used in the 2003-04 SLOA reporting cycle Strategic Plan Action Plans: Goal 1. Objective 1. Actions Tasks 1,2,3

Recommendation 3	Directed To	Progress to Date As of 5/04
That the University conduct an environmental scan of its service area at least every two years.	Provost, University Planning Council (UPC), Center for Urban Research and Learning	Implemented in 2001-02; 2004 Environmental Scan being conducted by the Center for Urban Research and Learning Strategic Plan Action Plans: Goal 4. Objective 3

Recommendation 4	Directed To	Progress to Date As of 5/04
That the University develop and maintain a system for collection, analysis, and reporting of data on educational and professional goals of current and future students.	Provost, Academic Resource Development Study (ARDS) Committee, Vice Provost for Academic Affairs, Academic Senate Chair, SPOC	ARDS will complete a program viability study and provide data on student population projection by August 2004 Academic Master Plan Coordinating Council established February 2004 to create the Academic Master Plan Strategic Plan Action Plans: Goal 2. Objective 1

Recommendation 5	Directed To	Progress to Date As of 5/04
That the University reaffirm its commitment to full implementation of departmental and program assessment plans by academic year 2002-03.	Provost, Instructional Deans, Academic Departments, SPOC	The University continues student learning outcomes assessment plan initiated in 2001-02 Provost's call for 2003-04 program assessment materials using "Essential Elements of Learning Outcomes Assessment" Strategic Plan Action Plans: Goal 1. Objective 1; Goal 2. Objective 1
Recommendation 6	**Directed To**	**Progress to Date As of 5/04**
That the University explore and encourage the consideration of capstone courses, senior seminars, and integrative projects as vehicles for program assessment in a manner that is consistent with program goals and objectives.	Provost, Instructional Deans, Instructional Departments and Programs, SPOC	Continuation of program assessment using SLOA principles Strategic Plan Action Plans: Goal 1. Objective 1; Goal 2. Objective 1
Recommendation 7	**Directed To**	**Progress to Date As of 5/04**
That the University regularly collect and include in its data portfolio information about the performance of graduates on standardized graduate school entrance examinations and professional licensure and certification examinations.	Associate Provost for Academic Programs, Office of Institutional Research, Instructional Deans, Academic Departments	Alumni survey has been developed and will be piloted in Dec. 2004 by Office of Institutional Research; on-going data collection by Academic Departments and Instructional Deans Strategic Plan Action Plans: Goal 1. Objective 4. Action Task 1
Recommendation 8	**Directed To**	**Progress to Date As of 5/04**
That the University approve and implement the plan of action for academic assessment that was completed during 2000-01 by a task force jointly appointed by the Vice President for Academic Affairs and the Academic Senate Executive Committee.	Provost, Academic Senate Executive Committee, Instructional Deans, Academic Departments	Approved Fall 2001; implemented Spring 2002 Annual calls, including current Provost's call for 2003-04 program assessment materials using "Essential Elements of Learning Outcomes Assessment," for description of results of student assessment activities Strategic Plan Action Plans: Goal 1. Objective 1. Action Task 1
Recommendation 9	**Directed To**	**Progress To Date As of 5/04**
That the University conduct a thorough review of the purpose and structure of all degree programs as recommended in the plan of action for academic assessment.	Provost, Academic Senate, Associate Provost for Academic Programs, Instructional Deans, Academic Departments	Development of ARDS (Academic Resources Development Study); development of an instrument to assess academic program effectiveness is in progress; instrument will be piloted June 04 Strategic Plan Action Plans: Goal 2. Objective 1

Recommendation 10	Directed To	Progress to Date As of 5/04
That the University conduct the spiraled reading assessment of English composition skills not less than every three years and utilize the results to improve instructional and curricular practices.	Provost, English Department Chair, Graduation Writing Assessment Requirement Coordinator, Institutional Research Director	To be conducted in 2004-05 with assistance of ECLP (Title V grant) Strategic Plan Action Plans: Goal 1. Objective 3, 4

Recommendation 11	Directed To	Progress to Date As of 5/04
That the University investigate the expansion of spiraled reading methodology to assessment of skill levels in reading, mathematics, and critical thinking.	Provost , Instructional Deans, Institutional Research Director, Chairs in appropriate Academic Departments	Pilot spiraled reading of intensive writing courses held in March 2004 under auspices of ECLP (Title V). This pilot measured reading, critical thinking, and writing skills. A more extensive spiraled reading study will be conducted in intensive reading courses in 2004-05 Strategic Plan Action Plans: Goal 1. Objective 3, 4

Recommendation 12	Directed To	Progress to Date As of 5/04
That the University expand its efforts to support new freshmen by creating a First Year experience Program that includes co-curricular as well as curricular elements.	Provost, VPSA, College of Liberal Studies, University Advisement Center, Library	Toro (Freshman) Experience Program (TEP) has been expanded in 2003-04 with freshman orientation course and 8 linked courses. Data from all new student programs will be collected and analyzed; Library/Information Competency Grant Initiative implementation Fall 2004 Strategic Plan Action Plans: Goal 1. Objectives 1, 5 Goal 2. Objective 1

Recommendation 13	Directed To	Progress to Date As of 5/04
That the University periodically administer surveys to ensure that all students enrolled, including those in evening and weekend courses are receiving the services and programs needed to meet their educational goals.	Provost, VPSA,VPAF	Survey of evening and weekend students initially conducted in spring 200 with services and programs modified in response to survey findings; survey will be conducted in 2004-05; Exit survey of graduate students conducted since 1998 Undergraduate and graduate alumni survey implemented in 2003-04 to be administered on a three-year cycle Results of National Survey of Student Engagement (NSSE) provide information on engagement of all students, including those in weekend and evening classes

Recommendation 14	Directed To	Progress to Date As of 5/04
That the University annually publish and disseminate information on the extent to which it is meeting its student success goals.	President, VPUA, SPOC	*Inside Dominguez* and *The View* provide a venue for disseminating information to alumni and the University community Program Effectiveness Reports and annual Student Learning Outcomes Reports disseminate information for use by campus

Recommendations 15-18 are from the *Report of the Special Visit Team, Oct. 17-19, 2001*

Recommendation 15	Directed To	Progress to Date As of 5/04
"There was also a concern about communication in the funding cycle, in particular in regard to the denial of requests for funding. If faith in the model is to be maintained, it is imperative that the reasons for any such denials be fully and immediately explained to the requestor."	President, Provost, VPSA, VPUA, VPAF, Instructional Deans, University Budget Committee	Assessment, Planning and Resource Allocation Process implemented in 2000-01 provides for constituency input into formulation of funding requests that are advanced to the unit, divisional, or university level; units and divisions list funding requests in priority order established by the unit head; funding requests and program effectiveness reports are made available in print and on website; more needs to be done to ensure that reasons for low priority or denials of requests are communicated uniformly and widely from all levels in the funding cycle process Strategic Plan Action Plans: Goal 1.

Recommendation 16	Directed To	Progress to Date As of 5/05
"Assessment of student learning outcomes in general education and Liberal Studies be related to departmental program assessment both conceptually—in terms of shared learning goals—and structurally, via reporting or communication links with the General Education Committee and newly established CAS-School of Education Liberal Studies Committee."	Instructional Deans, Academic departments offering courses used by general education and liberal studies programs.	Both the General Education and Liberal Studies programs have developed program assessment plans based on student learning outcomes and are in the process of implementing and analyzing data from them. Strategic Plan Action Plans: Goal 1. Objective 1

Recommendation 17	Directed To	Progress to Date As of 5/05
"The team suggests that part-time faculty be surveyed in order to solicit their views on the new planning, assessment, and allocation model (perhaps to make them aware of it, in some instances), and to determine whether they have concerns or requests that would feed into the model."	Provost, ARDS Committee, Deans	Faculty Resources Survey distributed to all tenure-track and temporary faculty in April 2004 by the ARDS work group Instructional deans have communicated with part-time faculty regarding current budget cuts but acknowledge need for greater effort to communicate with part-time faculty regarding budget process Strategic Plan Action Plans: Goal 1. Objective 3
Recommendation 18	**Directed To**	**Progress to Date As of 5/05**
"There are still some problems relating to the composition of the student body which cannot help but affect planning for institutional effectiveness/student success..."pg 11 "The team believes that the University will need to continue to address the issue of the composition of the student body as it affects resources for student success."	Provost, Vice Provost for Academic Affairs, VPSA	Enrollment Management Policy Council (EMPC) will produce a preliminary Enrollment Management Plan by June 2004 Target goal of 1000 (43% increase) First-Time Freshmen for Fall 2004 Strategic Plan Action Plans: Goal 2. Objective 4, 5

Appendix C

Work Plan and Milestones Schedule

WORK PLAN AND MILESTONES
Updated 6/21/04

Fall 2002

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

Spring 2003

- Co-Chairs and ALO attend WASC AAHE Assessment training Workshop
- Steering Committee meets monthly
- Questions related to core issues developed
- Website updated
- WASC Annual Meeting
- Research questions discussion continues
- Proposal Outline shared

Summer 2003

- Co-chairs and ALO work on proposal

Fall 2003

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

Spring 2004

- Staff Town Hall meeting to discuss and refine core issues
- Co-chairs, ALO, Vice Provost, and President attend WASC Proposal Workshop, learn of guideline changes
- Co-Chairs present core issues to school meetings
- Steering Committee continues to meet monthly
- Monthly Town Hall meetings to discuss and refine core issues resume
- Draft refined
- Website reconstruction under way
- Sources for funding research studies established
- Student Town Hall meeting to discuss and refine core issues

- Draft refined
- Call for proposals to conduct core issues related research
  Proposal Draft completed
- Researchers notified of their selected projects
- Proposal presented in Town Hall meetings
- Proposal submitted to WASC

Summer 2004

- Review of work-plans for studies
- Action plan for self-study finalized

Fall 2004

- Steering committee reconfigured to include those involved in studies related to core issues
- Steering committee continues to meet monthly
- Work continues on studies related to the core issues
- Progress reports due on studies selected each semester
- Website work continues
- Rough outline of Preparatory Review report
- Initiate discussion with WASC about Preparatory review team visit

Spring 2005

- Web links created to studies being conducted and other evidence related to Preparatory Review
- Essays developed related to research questions
- Preparatory Review report outline refined
- WASC contacted to develop team for Preparatory Review
- Town Hall meetings sponsored to share studies being conducted

Summer 2005

- Preparatory Review report outline refined
- Semester reports of studies reviewed

Fall 2005

- Town Hall meetings held to showcase the studies being conducted and information learned
- Preparatory Review Draft updated and shared
- Reflective Essays outlined

Spring 2006

- Town Hall Meetings continue
- Steering committee meetings continue
- Preparatory Review visit Date confirmed
- Poster sessions held to show case on going research related to core issues

- Preparatory Review report completed
- Educational Effectiveness Report outline developed

Fall 2006

- Preparatory Review Visit
- Final reports of studies due 12/15/06
- Steering committee reconfigured as needed
- Educational Effectiveness Report outline refined
- Draft of Educational Effectiveness Report prepared
- Website updates continue
- Work with WASC to identify team members for Educational Effectiveness visit

Spring 2007

- Town Hall meetings to share Preparatory Review findings
- Town Hall meetings to share Educational Effectiveness draft report
- Date of Educational Effectiveness visit finalized

- Educational Effectiveness report submitted
- Prepare for Educational Effectiveness visit
- Website finalized

Fall 2007

- Educational Effectiveness visit

Appendix D

Inventory of Educational Effectiveness Indicators

Inventory of Educational Effectiveness Indicators
Measurable as of Fall 2003

	CATEGORY (List each degree program)	Have formal learning outcomes been developed?	Where are these learning outcomes published? (Please specify)	Other than GPA, what measures/indicators are used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	Date of last program review for this degree program
1	At the institutional level of 71 programs all but five have identified student learning outcomes	Yes for 93%	USLOAC reports Department offices syllabi	Passage of GWE	
2	General Education	Yes	USLOAC reports Department offices syllabi	GWE	2003
3	MA in Special Education, MA Mild-moderate	Yes	NCATE documents; CCTC documents; website; syllabi	RICA; CSET for credentials; GWE; comprehensive exam or thesis project	2003
4	MA in Special Education Moderate-severe	Yes	NCATE documents; CCTC documents; website; syllabi	RICA; CSET for credentials; GWE; comprehensive exam or thesis project	2003
5	MA in Special Education Early Childhood	Yes	NCATE documents; CCTC documents; website; syllabi	RICA; CSET for credentials; GWE; comprehensive exam or thesis project	2003
6	MA in Education - Education Administration	Yes	NCATE documents; CCTC documents; website; syllabi	Comprehensive exam or thesis project	2003
7	MA in Education - Teaching & Curriculum	Yes	NCATE documents; CCTC documents; website; syllabi	Comprehensive exam or thesis project	2003
8	MA in Education - Teaching based Education	Yes	NCATE documents; CCTC documents; website; syllabi	Comprehensive exam or thesis project	2003
9	TED - Leads to a credential	Yes	NCATE documents; CCTC documents; website; syllabi	RICA; CSET; GWE	2002
10	Liberial Studies	Yes	NCATE documents; CCTC documents; website; syllabi	CBEST; GWE	2003
11	BS in Business Administration - Accounting and Law	Yes	USLOAC Report 2003 Department Office	Exit interview planned	2003
12	BS in Business Administration - Computer Information Systems	Yes	USLOAC Report 2003 Department Office	Pass exam for certification	2003
13	BS in Business Administration - Finance and Quantitative Methods	No	Not published	None identified	USLOAC report 2003
14	BS in Business Administration - Management	Yes	USLOAC Report 2003 Department Office	SEEF report on competing attainment	2003
15	BS in Business Administration - Marketing	Yes	USLOAC Report 2003 Department Office	ETS field exam in Marketing	2003
16	BS in Business Administration - International Business	Yes	USLOAC Report 2002	None Identified	USLOAC report 2002
17	MS in Business Administration - International Business	Yes	USLOAC Report 2002	None Identified	USLOAC report 2002

Inventory of Educational Effectiveness Indicators
Measurable as of Fall 2003

	CATEGORY (List each degree program)	Have formal learning outcomes been developed?	Where are these learning outcomes published? (Please specify)	Other than GPA, what measures/indicators are used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	Date of last program review for this degree program
18	Masters in Business Administration	Some	USLOAC Report	Annual student surveys at completion of program	2003
19	BS in Public Administration	Yes	Accreditation reports; USLOAC Reports; web	Senior seminar (in progress)	2003
20	Masters in Public Administration	Yes	Accreditation reports; USLOAC Reports; web	Thesis	2003
21	Africana Studies	Yes	USLOAC Report	GWE	2003
22	Anthropology	Yes	USLOAC Report	GWE; "embedded assignment" assessment until capstone is funded	2003
23	Applied Studies	Yes	USLOAC Report	Capstone course APS 490; GWE	2003
24	Art	Yes	USLOAC Report	None indicated	2001
25	Asian Pacific Studies	Yes	USLOAC Report	Portfolio; exit interview	2003
26	BA in Behavioral Science	Yes	USLOAC Report	Senior Seminar and capstone course	2002
27	MA in Gerontology Behavioral Science	Yes	USLOAC Report	Comprehensive exam	2002
28	MA in Negotiation and Conflict Management Behavioral Science	Yes	USLOAC Report	Four point scale to measure student achievement of stated program outcomes determined by faculty "readers"	2002
29	BA in Biology	Yes	USLOAC Report	Senior project	2003
30	BS in Biology	Yes	USLOAC Report	Senior project	2003
31	MS in Biology	Yes	USLOAC Report	Thesis	2003
32	BA in Chemistry	Yes	ACS yearly evaluation reports; website; USLOAC Report	Post graduate survey; exit survey (in progress)	2003
33	BS in Chemistry	Yes	ACS yearly evaluation reports; website; USLOAC Report	Post graduate survey; exit survey (in progress)	2003
34	Chicano/a Studies	Yes	Unknown	None identified	USLOAC Report 2001
35	Communications	Yes	USLOAC Report	Self report on skill development; Senior research seminar	2003
36	Computer Science	Yes	Unknown	None identified	USLOAC Report 2001
37	Dance	Yes	USLOAC Report	Critiqued performances	2003
38	Earth Science	Yes	USLOAC Report 2001	None identified	USLOAC Report 2001

Inventory of Educational Effectiveness Indicators
Measurable as of Fall 2003

	CATEGORY (List each degree program)	Have formal learning outcomes been developed?	Where are these learning outcomes published? (Please specify)	Other than GPA, what measures/indicators are used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	Date of last program review for this degree program
39	Geology	Yes	USLOAC Report 2001	None identified	USLOAC Report 2001
40	Geography	Yes	USLOAC Report 2001	None identified	USLOAC Report 2001
41	Economics	Yes	USLOAC Report 2002	Exit interview	USLOAC Report 2002
42	English	Yes	USLOAC Report	Portfolio; Senior seminar and final project	2003
43	Foreign language	Yes	USLOAC Report 2002	Capstone course with survey intended to provide evidence that program level outcomes are achieved	USLOAC Report 2002
44	Cooperative Education	Yes	USLOAC Report	Employer evaluation in progress; Performance Evaluation Scale	2003
45	Digital Media Arts	Unknown	Unknown	Unknown	No USLOAC submissions
46	History	Yes	USLOAC Report	Graduate and alumni questionnaires; Portfolio review	2003
47	MA Humanities	Yes	USLOAC Report 2002	Thesis with oral defense; diagnostic essay; portfolio	2002
48	Human Services	Yes	USLOAC Report	Portfolio; Fieldwork supervisor's evaluation	2003
49	Interdisciplinary Studies	Yes	USLOAC Report	Entrace and exit essays	2003
50	Labor Studies	Yes	USLOAC Report	Senior seminar suggested	2002
51	MS Marital and Family Therapy	Yes	USLOAC Report	Marital and Family Therapy Trainee Evaluation form; comprehensive oral and written exam	2003
52	Mathematics	Yes	USLOAC Report	Capstone course; portfolio	2002
53	Music	Yes	USLOAC Report	Recital and performance critiques	2002
54	Philosophy	Yes	USLOAC Report 2002	Portfolio; exit interview	2002
55	Physics	No	USLOAC Report	Exit survey	2003
56	Polotical Science	Yes	USLOAC Report 2002	ETS exam	2002
57	BA in Psychology	Yes	USLOAC Report	Senior Seminar Survey; E Portfolio; Directed Research	2003
58	MA in Psychology	Yes	USLOAC Report	Senior Seminar Survey; E Portfolio; Directed Research	2003
59	BS in Quality Assurance	Yes	USLOAC Report	Capstone course; Thesis or project	2003

Inventory of Educational Effectiveness Indicators
Measurable as of Fall 2003

	CATEGORY (List each degree program)	Have formal learning outcomes been developed?	Where are these learning outcomes published? (Please specify)	Other than GPA, what measures/indicators are used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	Date of last program review for this degree program
60	Ms in Quality Assurance	Yes	USLOAC Report	Capstone course; Thesis or project	2003
61	BA in Sociology	Yes	USLOAC Report	Evaluation rubrics (in progress); Thesis & comprehensive exam	2003
62	MA in Sociology	Yes	USLOAC Report	Evaluation rubrics (in progress); Thesis & comprehensive exam	2003
63	Theatre Arts	Yes	USLOAC Report	Senior project; recitals; exit interview; portfolio	2003
64	Women's Studies	Yes	USLOAC Report	None identified	2003
65	Special Major	Unknown	Unknown	Unknown	No USLOAC submissions
66	BS in Health Science	Yes	Catalog; 2002 USLOAC Report	None identified	2002
67	MS in Health Science	Some	2002 USLOAC Report; Department office	Thesis or project	2002
68	BS in Nursing	Yes	Accreditation reports catalog/website	Embedded course level assessments designed to meet program outcomes	2003
69	MS in Nursing	Yes	Accreditation reports catalog/website	Comprehensive exams; thesis or project; performance evaluations	2003
70	BS in Clinical Sciences	Yes	Accreditation reports catalog; USLOAC Report 2002	Certification	2002
71	MS in Clinical Sciences	Yes	USLOAC Report 2002	Capstone course	2002
72	BS in Occupational Therapy	Yes	Accreditation reports catalog; USLOAC Report	Portfolio; graduate survey; licensure	2003
73	BS in Orthotics & Prosthetics	Yes	USLOAC Report	Certification	2003
74	Special Masters	Yes	USLOAC Report	Thesis; Project; Exit survey	2002

Appendix E

Data Summary Sheets

INSTITUTION: California State University Dominguez Hills   **PRESIDENT/CEO**: James E. Lyons, Sr., President   **DATE**: March 24, 2004

SUMMARY DATA FORM

1. YEAR FOUNDED: 1960, first enrollment 1965
2. CALENDAR PLAN: State-supported summer session, Fall Semester, Spring Semester
3. DEGREE LEVELS OFFERED: Associate _X_ Bachelors _X_ Masters ___ Doctorate ___ Professional
4. SPONSORSHIP AND CONTROL: State of California
5. LAST REPORTED IPEDS DATA FOR ENROLLMENT BY ETHNICITY AND GENDER

Use IPEDS definitions for students. Data reported as of _Fall 2003_ (date)

Enrollment by Category	Total FTE of Students*	Total Headcount of Students	Non-Resident Alien Headcount	Black, Non-Hispanic Headcount	Am Indian/Alaska Native Headcount	Asian / Pacific Islander Headcount	Hispanic/Latino Headcount	White/Non-Hispanic Headcount	Ethnicity Unknown Headcount	Total Male Headcount	Total Female Headcount
Undergraduate	5,996.6	8,134	136	2,278	43	730	2,795	1,235	917	2,484	5,650
Graduate	2,752.7	5,114	103	1,239	19	461	1,408	1,341	543	1,529	3,585
Non-degree											
Total	8,749.3	13,248	239	3,517	62	1,191	4,203	2,576	1,460	4,013	9,235

* If you have used a formula other than FTE = FT + (PT/3), please indicate how you have calculated FTE.

6. LAST 3 YEARS IPEDS DATA FOR 6-YEAR COHORT GRADUATION RATE BY ETHNICITY & GENDER:

If you track graduation rates separately for freshman students and for students who transfer in to your institution, please use question 6 to record FRESHMAN GRADUATION RATES and question 7 to record TRANSFER STUDENT GRADUATION RATES.

Please indicate if the data provided in question 6 table below is _X_ for freshmen only OR _____ for freshmen and transfer students combined.

Freshman Cohort Year (Entering Fall)	Overall Graduation Percentage	Non-Resident Alien %	Black, Non-Hispanic %	Am Indian/Alaska Native %	Asian / Pacific Islander %	Hispanic/Latino %	White/Non-Hispanic %	Ethnicity Unknown %	Male %	Female %
1997	29.4	9.1	22.5	20.0	44.1	32.1	33.3	42.9	22.8	32.1
1996	34.2	50.0	22.6	40.0	35.7	42.4	42.1	26.7	30.3	35.5
1995	29.4	42.9	23.4	0.0	47.7	29.9	40.0	23.8	24.5	31.5
Averages	31.0	34.0	22.9	20.0	42.5	34.8	38.5	31.1	25.9	33.0

7. If you track freshman and transfer graduation rates separately (see question 6), please provide

LAST 3 YEARS DATA FOR 6-YEAR COHORT *TRANSFER* GRADUATION RATE BY ETHNICITY & GENDER:

Transfer Cohort Year (Entering Fall)	Overall Graduation Percentage	Non-Resident Alien %	Black, Non-Hispanic %	Am Indian/Alaska Native %	Asian / Pacific Islander %	Hispanic %	White/Non Hispanic %	Ethnicity Unknown %	Male %	Female %
Fall 97	60.9	68.8	58.4	57.1	69.8	69.8	53.9	60.0	58.4	62.0
Fall 96	61.9	69.2	59.0	55.6	54.9	69.1	61.0	60.0	59.0	63.2
Fall 95	56.9	69.2	58.7	37.5	55.4	63.6	53.8	50.0	59.1	56.1
Averages	59.9	69.1	58.7	50.1	60.0	67.5	56.2	57.7	58.8	59.9

8. CURRENT FACULTY: **Total FTE** of faculty 505   as of   October 31, 2003   (date)

   Full-time faculty headcount: 295   % Non-Caucasian 32.62   % Male 53.22   % Female 46.78

   Part-time faculty headcount: 540   % Non Caucasian 36.30   % Male 40.56   % Female 59.44

9. FTE STUDENT TO FTE FACULTY RATIO: 19.8

10. FINANCES:

A. Annual Tuition Rate: Undergraduate Resident Tuition: 0-6.0 =$594; 6.1+ = $1,023 Undergraduate Non-Resident Tuition: $282 per unit plus fees

   Graduate Resident Tuition: 0-6.0 = $654; 6.1+ = $1,128   Graduate Non-Resident Tuition: $282 per unit plus fees

B. Total Annual Operating Budget: $120,572,614

C. Percentage from tuition and fees: 32%

D. Operating deficit(s) for past 3 years: 0   (FY2001);   0   (FY2002);   0   (FY2003)

E. Current Accumulated Deficit: 0

F. Endowment: $3,192,000

11. GOVERNING BOARD: A. Size: 25   B. Meetings a year: 6

12. OFF-CAMPUS LOCATIONS: A. Number: 1   Total Enrollment: 7.9 FTES

13. ELECTRONICALLY-MEDIATED PROGRAMS (50% or more offered online): A. Number: 9   Total Enrollment: 741.1

E-3

Appendix F

Required Data Exhibits

Headcount Enrollment by Level (Fall Term)

California State University, Dominguez Hills

	Total Enrollment	Lower Division			Upper Division			Graduate			Post-Baccalaureate			Non-Degree			Total FTE
	N	N	%	FTES	N	%	FTES	N	%	FTES	N	%	FTES	N	%	FTES	FTES
1999	12,524	1,797	14.3%	1,468.1	5,886	47.0%	4,211.5	2,408	19.2%	1,130.6	2,433	19.4%	1,112.6	0	0.0%	0.0	7,922.7
2000	12,848	1,876	14.6%	1,498.9	5,853	45.6%	4,229.2	2,666	20.8%	1,272.3	2,449	19.1%	1,143.3	0	0.0%	0.0	8,143.7
2001	12,871	2,089	16.2%	1,617.1	5,673	44.1%	4,050.2	2,873	22.3%	1,363.3	2,234	17.4%	1,061.9	0	0.0%	0.0	8,092.5
2002	13,504	2,209	16.4%	1,685.5	5,832	43.2%	4,234.3	3,102	23.0%	1,506.1	2,361	17.5%	1,283.1	0	0.0%	0.0	8,709.1
2003	13,248	2,234	16.9%	1,721.7	5,900	44.5%	4,274.9	3,121	23.6%	1,600.8	1,993	15.0%	1,151.9	0	0.0%	0.0	8,749.3

Headcount Enrollment by Status and Location (Fall Term)

California State University, Dominguez Hills

	Total Enrollment		Full-Time		Part-Time		On-Campus Location		Off-Campus Location	
	N	%	N	%	N	%	N	%	N	%
1999	12,524		5,898	47.1%	6,626	52.9%	12,524	100.0%	0	0.0%
2000	12,848		6,102	47.5%	6,746	52.5%	12,848	100.0%	0	0.0%
2001	12,871		6,164	47.9%	6,707	52.1%	12,871	100.0%	0	0.0%
2002	13,504		6,778	50.2%	6,726	49.8%	13,504	100.0%	0	0.0%
2003	13,248		7,141	53.9%	6,107	46.1%	13,248	100.0%	0	0.0%

Degrees Granted by Level (Academic Year)

California State University, Dominguez Hills

	Total Degrees	Less than 2-year		Associate		Bachelor		Post-Baccalaureate		Masters		Doctorate		Other	
	N	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1998-99	2,754	0	0.0%	0	0.0%	1,806	65.6%	0.0%	0.0%	948	34.4%	0.0%	0.0%	0	0.0%
1999-00	2,607	0	0.0%	0	0.0%	1,651	63.3%	0.0%	0.0%	956	36.7%	0.0%	0.0%	0	0.0%
2000-01	2,714	0	0.0%	0	0.0%	1,703	62.7%	0.0%	0.0%	1,011	37.3%	0.0%	0.0%	0	0.0%
2001-02	2,566	0	0.0%	0	0.0%	1,746	68.0%	0.0%	0.0%	820	32.0%	0.0%	0.0%	0	0.0%
2002-03	2,597	0	0.0%	0	0.0%	1,775	68.3%	0.0%	0.0%	822	31.7%	0.0%	0.0%	0	0.0%

Faculty by Employment Status (Fall Term)
California State University, Dominguez Hills

	Total Faculty	Full-Time Faculty		Part-Time Faculty		Total Faculty FTE
	N	N	%	N	%	
1999	758	289	38.1%	469	61.9%	463.0
2000	776	287	37.0%	489	63.0%	465.0
2001	787	277	35.2%	510	64.8%	474.0
2002	850	279	32.8%	571	67.2%	499.0
2003	835	295	35.3%	540	64.7%	505.0

Key Financial Ratios
California State University, Dominguez Hills

	1999-2000	2000-2001	2001-2002	2002-2003
Return on Net Assets Change in University Net Assets during year, divided by Net Asset at beginning of year	0.0311	0.0288	0.0049	0.1700
Net Income Ratio Change in Unrestricted University Net Assets, divided by Unrestricted University Revenues for the year	(0.0129)	(0.0056)	0.0138	0.0231
Operating Income Ratio Unrestricted University Revenues less auxiliary enterprise expenses, divided by total University operating expenses (excl. auxiliary enterprises and depreciation)	1.0007	1.0130	0.9033	0.9330
Viability Ratio Unrestricted University Net Assets plus University Net Assets restricted for debt service, divided by non-current portion of long-term debt	0.4655	0.7142	0.8720	1.1225
Instructional Expense per Student Total University Instruction expense divided by total number of registered Regular University and Extended Education students for the Summer/Fall/Winter/Spring academic terms	967.25	1,057.76	1,043.29	1,209.36
Net Tuition per Student Gross University Tuition and Fee revenue (excl. scholarship allowances) divided by total number of registered Regular University and Extended Education students for the Summer/Fall/Winter/Spring academic terms	701.13	709.30	719.70	826.48

Appendix G

Off-Campus and Distance Education Degree Programs

All programs are monitored in the same way. Annual Student Learning Outcomes and Program Effectiveness Reports are completed and reviewed by appropriate administrators and faculty committees. Recommendations for improvement are made as needed**.**

Distance Learning Degree Programs

B.S. Quality Assurance
B.S. Quality Assurance with Measurement Science
M.S. Quality Assurance
B.S. Nursing
M.S. Nursing
Master of Business Administration
M.A. Behavioral Science: Negotiation and Conflict Management
M.A. Humanities
Master of Public Administration

Off-Campus Degree Programs

B.S. Health Science: Physician Assistant Option

Appendix H
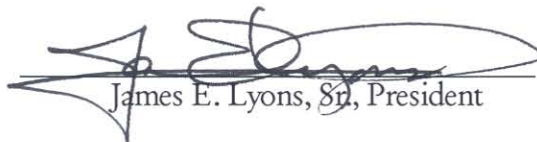
Institutional Stipulation Statement

INSTITUTIONAL STIPULATION STATEMENT

WASC SELF STUDY

- California State University, Dominguez Hills is using the review process to demonstrate our fulfillment of the two Core Commitments (Institutional Capacity and Educational Effectiveness); we will engage in the process with seriousness, and we will present data that are both accurate and representative of the institution.

- California State University, Dominguez Hills has published and publicly available policies in force as stipulated in Appendix I of the *Handbook of Accreditation*. These policies are currently available for review and will remain so throughout the period of Accreditation.

- California State University, Dominguez Hills will abide by procedures adopted by the Commission to meet United States Department of Education (USDE) procedural requirements as stipulated in Section VI of the *Handbook of Accreditation*.

- California State University, Dominguez Hills will submit all required data, and any data specifically requested by the commission during the period of Accreditation.

- California State University, Dominguez Hills has reviewed our off-campus programs and degree requirements offered by distance learning to ensure that they have been approved by the WASC substantive change process.

James E. Lyons, Sr., President

3/24/04
Date

Appendix I

Academic Programs

Academic Programs

Undergraduate Majors, Options, and Concentrations

B.A. in Africana Studies
General Africana Studies Concentration
History and Historical Development Concentration
Language, Literature, and Communication Concentration
Individual, Family, and Community Concentration

B.A. in Anthropology *
Archaeology Concentration
General Anthropology Concentration

B.S. in Applied Studies [also offered through Extended Education]

B.A. in Art
Art History Option
Design Option
Studio Art Option

B.A. in Behavioral Science*

B.A. in Biology

B.S. in Biology (Single Field Major)
General Biology Option
Microbiology Option

B. S. in Business Administration (Single Field Major)*
Accounting Concentration
E-Commerce Concentration
Finance Concentration
General Business Concentration
Information Systems Concentration
International Business Concentration
Management and Human Resources Concentration
Marketing Concentration

B.A. in Chemistry
Biochemistry Option
General Chemistry Option

B. S. in Chemistry (Single Field Major)

B.A. in Chicana/Chicano Studies

B. S. in Clinical Sciences (Single Field Major)
Cytotechnology Option
Medical Technology Option

B.A. in Communications
Electronic Media Programming and Production Emphasis
Mass Communications Emphasis
Public Relations Emphasis

B. S. in Computer Science (Single Field Major)*

B.A. in Digital Media Arts
Audio Recording Option
Music Technology Option
Television Arts Option

B.A. in Economics*
General Economics Concentration
Quantitative Economics Concentration

B.A. in English*
Language and Linguistics Option
Literature Option

B.A. in Geography

B. S. in Geology
Earth Sciences Option
Geology Option (Single Field Major)
Physical Science Option (Single Field Major)

B. S. in Health Science
Community Health Option
Health Care Management Option
Orthotics and Prosthetics Option (Single Field Major)
Physician Assistant Option (Single Field Major)
Radiologic Technology Option (Single Field Major)

B.A. in History*

B.A. in Human Services (Single Field Major)*

B.A. in Interdisciplinary Studies
Civilizations Concentration
Environmental Studies Concentration
Human Studies Concentration
PACE*/ General Concentration [also offered through Distance Learning]

B.A. in Labor Studies

B.A. in Liberal Studies (Single Field Major)
Anthropology Option
Art Option
Blended Option
Dance Option
English Languate and Linguistics Option
English Literature Option
Mathematics Option
Music Option
Natural Sciences Option
Physical Education Option
Political Science Option
Spanish Option

B. S. in Mathematics*
General Option
Mathematics Education Option
Professional Option

B.A. in Music
General Music Option
Music Education Option (Single Field Major)
Performance Option

B.S. in Nursing [also offered through Distance Learning]

B.S. in Occupational Therapy

B.A. in Philosophy*
Philosophy Option
Religious Studies Option

*Evening Programs

B.A. in Physical Education
    Athletic Training Certification Option
    Athletic Training Pre-Professional Option
    Dance Concentration
    Fitness Director Option
    Teaching Option (Single Field Major)

B. S. in Physics (Single Field Major)
    General Physics Option
    Physical Science Option

B.A. in Political Science*
    General Political Science Concentration
    Global Politics Concentration

B.A. in Psychology*

B.S. in Public Administration (Single Field Major)*
    Administrative Management Concentration
    Criminal Justice Administration Concentration
    Health Services Administration Concentration
    Public Financial Management Concentration
    Public Personnel Administration Concentration

B.A. in Recreation and Leisure Studies
    General Recreation Administration Option
    Therapeutic Recreation Option

B.S. in Quality Assurance [offered through Extended Education]
    Measurement Science Option

B.A. in Sociology*

B.A. in Spanish
    Language and Literature Option
    Public Service Option

B.A. in Special Major

B.S. in Special Major

B.A. in Theatre Arts

Minors
Advertising
Africana Studies
Anthropology*
Art History
Asian-Pacific Studies
Behavioral Science*
Biology
Business Administration*
Information Systems*
Chicana/Chicano Studies
Coaching
Communications
Computer Art
Computer Science
Crafts
Dance
Design
Earth Science
Economics*
English

French
Geography
Health Science
History*
Humanities
Interdisciplinary Studies
    Civilizations
    Environmental Studies
    Human Studies
    Science, Technology and Society
    Thematic Project
Labor Studies
Language and Linguistics
Management*
Marketing*
Mathematics*
Microbiology
Music
Organic/Biochemistry
Philosophy*
Physics
Political Science*
Psychology*
Public Administration*
Recreation and Leisure Studies
Sociology*
Spanish
Special Minor
Speech
Studio Art
Teaching (Physical Education)
Theatre (General)
Theatre Performance
Travel and Tourism
Women's Studies

Undergraduate Certificate Programs
Alcohol and Drug Counseling [offered through Extended Education]
Audio Technology
Clinical Science - Medical Technology
Computer Art
Computer Science*
Cultural Resource Management*
Design
Early Childhood [offered through Extended Education]
    Administration
    Teaching
Fitness Instructor
Geotechniques
Labor Studies
Orthotics [offered through Extended Education]
Production and Inventory Control [offered through Extended Education]
Prosthetics [offered through Extended Education]
Purchasing [offered through Extended Education]
Social Research*
Spanish for Public Service*
Television Arts

Evening Programs

Graduate Degree Programs and Options

M.A. in Behavioral Science*
    Gerontology Option
    Negotiation and Conflict Management Option
        [also offered through Distance Learning]
M.S. in Biology*

Master of Business Administration* [also offered online]
    General Management Concentration*
    International Business Concentration*
M.S. in Clinical Science*
    Cytotechnology Option
    Medical Technology Option
M.A. in Education*
    Technology Based Education Option
    Counseling Option
    Educational Administration Option
    Individualized Program Option
    Multicultural Option
    Physical Education Administration Option
    Teaching/Curriculum Option
M.A. in English*
    Literature Option
    Rhetoric and Composition Emphasis
    Teaching of English as a Second Language (TESL) Option
M.S. in Health Sciences
    Physician Assistant Option
    Professional Studies Option
M.A. in Humanities*

M.A. in Humanities [offered through Extended Education]

M.A. in Interdisciplinary Studies (Special Major)

M.S. in Interdisciplinary Studies (Special Major)

M.S. in Marital and Family Therapy*

M.A.T. Mathematics*

M.S. in Nursing
    Nurse Educator Option
    Nurse Administrator Option
    Parent-Child Clinical Nurse Specialist Option
    Gerontology Clinical Nurse Specialist Option
    Family Nurse Practitioner Option
M.A. in Psychology*
    Clinical Psychology Option

Master of Public Administration* [also offered online]

M.S. in Quality Assurance [also offered through Distance Learning]

M.A. in Sociology
    General Sociology Option
    Research Skills Option*
M.A. in Special Education
    Early Childhood Option
    Mild/Moderate and Moderate/Severe Disabilities Option

Credential Programs*

Basic Teaching Credentials

    Multiple Subject ELA/BCLAD
        Student Teaching
        University Intern
    Single Subject ELA/BCLAD
        Student Teaching
        University Intern
    Designated Subject - Adult Education

Services Credentials

    Administrative Services
        Preliminary
        Professional
    Pupil Personnel Services
        School Counseling
        School Psychology

Special Education Credentials

    Early Childhood - Levels I & II
    Mild/Moderate Disabilities - Levels I & II
    Moderate/Severe Disabilities - Levels I & II

State Certificates

    Special Education Resource Specialist
    Early Childhood Special Education

Graduate and Postbaccalaureate Certificate Programs

Accounting*

Assistive Technology Specialist [offered through Extended Education]

Community College Teaching [offered through Extended Education]

Technology Based Education*

Conflict Management

Cross Cultural Special Education

Early Childhood Special Education*

Information Systems*

Marketing*

Post-master's Family Nurse Practitioner

Public Health Nursing

Quality Improvement (Nursing)

Rhetoric and Composition

Social Research*

Teaching of English as a Second Language (TESL)

Urban Classroom Teacher

Urban Settings Counselor

*Evening Programs

Appendix J

Organizational Chart

CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS
ORGANIZATION CHART

Academic Senate ....

.... University Advisory Board

.... Associated Students, Inc.

President
James E. Lyons, Sr.

Interim Executive Assistant to the President
Kathleen O'D. Walton

Presidential Aide
Cheryl von Mirbach

Vice President for Administration & Finance
George Pardon

- Associate Vice President **Mary Ann Rodriguez**
- Manager, Payroll Services **Vacant**
- Director, Business Process Management **Kathy Hughes**
- Director, Human Resources Management **Mark Seigle**
- Director, Physical Plant **Randy Sharp**
- Director, Facilities Planning **Lane Koluvek**
- Executive Director, CSUDH Foundation **Kent Gibson**
- Dir. Risk Management, Workers' Comp and EHOS **Marco Guardi**
- Director, Accounting Services **Brian Dahm**
- Director, Procurement and Contracts **Emmit Williams**
- Associate Vice President Information Technology **Min Yao**

Provost/Vice President for Academic Affairs
Allen Mori

- Vice Provost Academic Affairs **Jamie Dote-Kwan**
- Assoc. Provost, Academic Programs Dean, Graduate Studies & Research **Cecile Lindsay**
- Assistant Vice President for Graduate Studies & Research **Charmayne Bohman**
- Assistant Vice President Undergraduate Studies **Linda Pomerantz**
- Assist. VP of Faculty Affairs Dir. of Academic Affairs/Personnel Services **Kent Porter**
- Special Assistant to the Provost **Nina Mota**
- Chief Financial Officer **Christina Luu**
- Dean, College of Arts and Sciences **Selase Williams**
- Interim Dean, School of Education **Kathleen Taira**
- Dean, School of Business & Public Administration **James Strong**
- Dean, School of Health **Abel Arvizu Whittemore**
- Dean, University Library **Sandra Parham**
- Dean, Extended Education **Margaret Gordon**
- Principal of CAMS **Kathy Clark**
- Acting Director, Institutional Research **Steven Frieze**

Vice President for Student Affairs
Bolce Bowman

- Associate Vice President **Alonzo Rodriquez**
- Director, Admissions and Records **James Woods**
- Registrar **Gayle Ball**
- Director, University Outreach & Info Services **Joseph Coldren**
- Director, Financial Aid **Delores Lee**
- Director, Educational Opportunity Program **Walter Jones**
- Assistant to the Vice President **Karl Ralph**
- Director, Athletics **Ron Prettyman**
- 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**
- Director, Loker Student Union **Kim Clark**
- Acting Director, Office of Student Life **Marco Dowell**

Acting Vice President University Advancement
Justine Bell Waters

- Associate VP University & Government Relations **Vacant**
- Executive Director, University Communications & Public Affairs **Pamela Hammond**
- Senior Media Relations Officer **Thomas Knox**
- Acting Director, Alumni Relations **Sheila Butts**
- Assistant Vice President Development **Vacant**
- Associate VP, Academic & Community Partnerships **Gary Levine**
- Director, Ceremonies & Events **Loretta Adikhai**
- Resource & Fiscal Officer Dev. Operations Supervisor **Olivia Ale**