

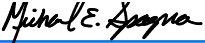



DIVISION OF ACADEMIC AFFAIRS
OFFICE OF THE PROVOST
1000 EAST VICTORIA STREET, WH 440
CARSON, CALIFORNIA 90747
PHONE: (310) 243-3766

MEMORANDUM

DATE: May 10, 2024

TO: Dr. Brent Foster
Assistant Vice Chancellor & State University Dean of Academic Programs

FROM: Dr. Michael Spagna 
Provost & Vice President, Academic Affairs
Michael Spagna (May 3, 2024 12:37 PDT)

Dr. Thomas A. Parham 
President, California State University, Dominguez Hills
Thomas Parham (May 7, 2024 20:47 PDT)

SUBJECT: LCD Action Plans

CSUDH engages in a robust Program Review process (PRP) for each of its degree programs on a rotating six-year cycle ([AA 2023-02](#)). The purpose of program review is to:

1. document congruence of the goals of academic programs with the University's Strategic Plan.
2. provide evidence of a high-quality academic program from external and internal sources.
3. assess areas of strength and areas needing improvement in academic programs.
4. encourage creativity in the teaching and learning environment while ensuring academic integrity.
5. evaluate student, teaching and learning, and program outcomes identified by the faculty and held to be indicative of quality.

The Program Review process involves the following seven steps, the details for which can be found in CSUDH's [Academic Program Review Handbook](#):

1. the preparation of a self-study report by program faculty;
2. a site visit by a qualified external reviewer, who provides a written evaluation of the program on the basis of the self-study as well as additional materials consulted during the site visit;
3. a departmental response to the report of the external reviewer;
4. recommendations from the college dean;
5. recommendations from the Program Review Panel; and
6. a planning meeting involving program faculty (full-time and adjunct), the college Dean, a representative of the Program Review Panel, and the Provost, the Vice President of Academic Affairs, and the Dean of Undergraduate or Graduate Studies, as appropriate. The conclusions of this discussion are summarized in a memo of understanding (MOU) to be signed by the Provost, the Dean, and the program chair.

We are submitting a summary of the findings and recommendations from the Program Review process conducted as our action plan for each of the eleven programs identified as "low-conferring degree" programs.

CSUDH Low-conferring Degree Programs

CNBS Programs

Degree Program, Concentration, Degree	Degrees 2017-18	Degrees 2018-19	Degrees 2019-20	Degrees 2020-21	Degrees 2021-22	Degrees 2022-23
Chemistry - Chemistry - BS	10	9	1	3	7	6
Chemistry – Biochemistry BA	0	0	1	1	0	0
Chemistry – Chemistry – BA	2	3	1	0	0	0
Biochemistry - Biochemistry - BS	7	9	9	8	9	5
Anthropology – Cultural Resources Management – BA	5	5	4	5	7	1
Anthropology - Anthropology - BA	7	16	9	12	21	6
Earth Sciences - Earth Sciences - BS	5	1	2	13	3	6
Geography – Geography - BA	7	2	0	7	4	5
Physics - Physics - BS	6	6	4	5	4	7

CA&H Programs

Degree Program, Concentration, Degree	Degrees 2017-18	Degrees 2018-19	Degrees 2019-20	Degrees 2020-21	Degrees 2021-22	Degrees 2022-23
Labor Studies – Labor Studies - BA	10	6	5	4	7	0
Philosophy - Philosophy - BA	7	12	2	5	3	1
Conflict Resolution Negotiation and Peace Building - Conflict Resolution Negotiation and Peace Building - BA	9	5	5	4	4	2
African-American Studies - African-American Studies- BA	5	3	2	3	2	3
Mexican-American/Chicano/Chicana Studies - Mexican-American/Chicano/Chicana Studies – BA	15	5	8	10	5	5

Program Review Commentary: Chemistry & Biochemistry, BA & BS

Date: November 8, 2019

Next PRP Review: 2025-2026

Introduction:

We wish to commend the faculty and staff of the Department of Chemistry for their thoughtful and thorough self-study of their programs. They have reflected on the current progress of their programs and have presented successes (e.g. increased enrollment, increased graduation rate, improved student assessment, and successful external accreditation) and barriers (e.g. facilities, space, need for funding) to ensure healthy department functioning. The BA & BS in Chemistry programs provide students with high quality and affordable education in chemistry that prepares students for graduate work in chemistry, biochemistry or pharmacy for Masters or PhD programs; teaching; employment in the chemical industry, lab technician, or government; or entry into professional schools such as medicine, graduate, or dentistry, pharmacy; or entry into law school with a view toward specialization in patent or environmental law. The major findings and recommendations below draw on: 1) the self-study composed by Dr. Kenneth R. Rodriguez, Professor and Chair of BA/BS Chemistry, 2) the report of the external reviewer Dr. Krishna Foster, Professor of Chemistry at California State University, Los Angeles, 3) the department response, and 4) the commentary provided by Dean of NBS Philip LaPolt.

Major Findings and Issues:

Faculty, and administrative support growth

Enrollment has grown from 101 to 247 FTES (145% growth), which is a significantly higher rate than that of the institution (29% growth) during the same review period 2006- 2016. The addition of a new BS in Biochemistry degree program has contributed to the growth of the Department. The addition of new faculty has given the department capacity to offer courses on weekends, evenings, and during the summer, enabling the Department to better meet the needs of the student body. Since the writing of this report, Dr. Leonardo Martinez has been appointed as Associate Dean of the College of Natural And Behavioral Sciences, and his replacement should be addressed in future faculty hirings.

The Department is also addressing how to manage additional administrative responsibilities resulting from program and faculty growth. The College is planning to split the current department office that supports four programs into two offices supporting two programs each. This would be accomplished by changing the Academic Support Assistant position to an Academic Support Coordinator and increasing the number of student assistants. Having a dedicated Academic Support Coordinator and Academic Support Assistant will support the Department in its goals to better serve faculty and students.

Program curriculum

The curriculum includes innovative ways to meet the Program Learning Outcomes while providing students opportunities to integrate knowledge and skills learned in different courses to address meaningful, interdisciplinary topics that prepare them for professional success. The Department has also developed its student learning outcomes assessments to better support student learning.

The program curriculum includes multiple advanced chemistry courses that more than adequately prepares graduates to work within the field of molecular sciences. For example, the Advanced Applications in Chemistry (CHE 420) serves as the “capstone” for the program’s theoretical curriculum. Computational skills developed in this course are quickly becoming an essential skill among molecular scientists.

The external reviewer suggested continued work in the area of curriculum and professional development for teaching. As an example, they suggest that “Culturally-relevant instruction training for faculty such as that offered by the USC Center for Urban Education (CUE) may help the faculty improve the graduation rates.” In addition, there are organizations such as the Carl Weiman Science Education Initiative that are providing resources specifically to university science faculty about moving science teaching further away from traditional lecture/lab to more active learning--some of which the Chemistry department has already begun to incorporate (e.g., clickers for assessment)--that have been shown to support increased student learning. Continuing to move towards more active learning within science classes will likely support student retention and graduation rates as well. This has been a challenge in the past because of space and issues around laboratory safety. The curriculum and professional development suggested by the external reviewer comes at the same time that the faculty will be moving into a new building that should support these efforts for improved curriculum and teaching.

Faculty and student research

The faculty remain current in their expert fields by staying up to date in their current field of interest, reading new techniques from scientific journals, attending relevant conferences, networking, research, and collaborations. Faculty have authored papers for top tier journals, presented at current academic conferences, and are members of relevant professional organizations. Full-time lecturers are also involved in scholarship with tenured faculty. For example, one full-time lecturer coauthored a peer- reviewed article in the Journal of Undergraduate Chemistry Research with a tenure-track faculty member in the Department.

Lastly, the faculty supports students with opportunities to conduct research during the academic year and/or summer. Students are involved in all aspects of research design, data collection and dissemination. Space for faculty-guided undergraduate research, a known high-impact practice for student success in the sciences, is likely to improve graduation rates and professional success for the Department alumni.

Retention, and Graduation

The four, five and six year graduation rates for first-time freshmen are 8.0%, 21.0%, and 40.0%, respectively. These rates are comparable to graduation rates for BS in Chemistry majors on other CSU campuses. The Department has examined its scheduling and advising practices to ensure they are meeting the needs of the students in the department, many of which are working at least part time and are family caregivers. In addition, the Department is using high impact practices in courses and incorporating active learning strategies to support students in their academic pursuits. All of these efforts are in support of the Department's commitment to increase its 4-year chemistry major graduation rate by 2021 is 12%, as established by the Chancellor's Office.

Recommendations:

The self-study and external report provide abundant evidence that the faculty of the Department of Chemistry are doing impressive work despite institutional challenges that they have encountered during the review period. In particular, the Department has experienced substantial growth in student enrollment. While the Department has been able to keep their faculty to student ratio at a functional level, the current levels would not enable them to thrive, excel, and grow. Supporting the Department with necessary resources will help improve student success outcomes. In the context of the CSU Graduation Initiative 2025, the findings of the self-study underscore the importance of institutional support to improve student success.

Specifically, Program Review Panel recommends that:

- The Department of Chemistry needs laboratory facilities that are functional and safe to ensure quality of teaching and learning. Though the new building will help the Department, plans are needed in the interim to allow faculty to take advantage of active learning techniques.
- The Department and Dean should develop a plan for the long-term maintenance and care of the NMR facility.
- Faculty are encouraged to take advantage of any additional reassigned time to pursue development opportunities, should it be made available; the Department should further formalize their training and onboarding of new TT and part-time hires to ensure continuity and curricular quality.
- The Department should continue to work with USLOA to further develop and implement assessment of its student learning outcomes.
- We recommend consideration of additional support for faculty advising. The external reviewer pointed out that the current advising practices may create inequality in faculty workloads, particularly as relates to junior faculty and the “cultural taxation” experienced by some. A dedicated department advisor would help alleviate this burden.
- We recommend that the college support the Chemistry Department's growth by ensuring that it has its own dedicated staff for Chemistry (e.g. Academic Support Coordinator for Chemistry) and resources (e.g. latest computer rollouts from IT for staff).
- The Department should develop and implement a strategic plan to reduce DFW rates in key courses. PRP recommends that any significant curricular changes (including adoption of “pathways” to serve specific majors) be done in consultation with the related programs.
- The Department should explore the feasibility of offering a MS in Chemistry.

Program Review : Recommendations: Anthropology & Anthropology, Cultural Resources Management, BA

Date: April 21, 2021

Next PRP Review: 2026-2027

The Anthropology Department expressed appreciation for and agree with the external reviewer’s findings. They held an all-department meeting on March 12, 2021 to discuss and develop strategies for addressing the recommendations. Based on evidence generated by the review, the University Program Review Panel offers the following additional recommendations regarding the program in Anthropology:

External Reviewer	PRP recommendations
Develop courses that focus on Linguistic Anthropology.	PRP defers to AD as to what curriculum will best meet the needs of students for their academic and professional goals, and suggests prioritizing the hire of a new TT faculty with expertise in this area if they concur with the reviewer.
Promote and grow the Indigenous Peoples of the Americas minor.	PRP concurs and suggests working with college advisors in addition to, or as an alternative to, forming an interdisciplinary advisory committee.
Explore the possibility of proposing ANT 330: North American Indians as an option for fulfilling the new CSU-wide Ethnic Studies requirement.	PRP concurs.
Clarify the distinct goals of the Biological and Applied Anthropology concentrations.	PRP concurs.
Continue to assess the Anthropology Department’s current curriculum.	PRP concurs, and notes AD is already undertaking this work.
Increase resources for supporting growth in the major.	Work with college dean to refine the multi- year hiring plan.
Explore approaches to strengthening writing skills in ANT 388 by building on the culture of writing in the department.	PRP notes this 2017-18 assessment predates the launch of the University Writing Center, and suggests collaboration with the WC as another means of strengthening writing in the major.
Explore the necessity of retaining nine PLOs.	PRP defers to AD & suggests they seek guidance from USLOAC where appropriate.
Explore further the factors that create the DFWU rates in ANT 100, 101, 102, 310, and 312, and possible methods for lower the rates.	PRP concurs and suggests collaboration with the Behavioral Sciences and Liberal Studies departments for addressing 310 and 312.
Continue to encourage the administration to provide programs and support to address external factors that shape the DFWU rates.	PRP concurs.
Secure the proper amount and form of building space that is necessary to teaching in Anthropology.	PRP concurs and notes AD and the college administration are already working towards this goal.
Request clarification of plans for accommodating the needs of the Anthropology department in the move to the renovated NSM building.	See above.
Secure a line item budget allocation for stocking laboratories.	PRP concurs and notes Dean LaPolt is “happy to discuss.”

Build on lessons learned from online teaching during the pandemic for developing strong online pedagogy and assessment of online courses in the future.	PRP concurs and suggests AD examine courses which lend themselves to the online environment to be used a model for potential increase of online and hybrid offerings.
Immediately hire a fulltime tenure-track faculty member and prepare to hire two other fulltime tenure-track faculty members in order to replace faculty who are 10 about to retire.	PRP notes approval of a TT line for Fall 2022.
Request institutional support in order for faculty to maintain successful research programs.	PRP concurs.
Institutional support is needed in order for faculty to develop successful proposals for large grant competitions.	PRP concurs and notes a search is currently underway for the Dean of Graduate Studies and Research; this office will be critical to supporting the department's efforts.
Institutional support is needed in order to support faculty with specific innovative projects.	PRP concurs and suggests collaboration with the Office of Development to identify potential new revenue streams in support of these efforts.
Maintain communication with lecturers during times of transitions.	PRP concurs.
Track the demographics of students beyond gender.	PRP concurs and suggests applying available data to inform outreach and curriculum improvement efforts.
Request institutional support for students to make contributions to scholarship in their discipline and/or to local, regional, and global communities.	PRP concurs and suggests working with the Office of Development to explore endowments or scholarships as a possible source of funding.
Improve program and college collaboration on student advisement.	PRP concurs and encourages frank discussions between appropriate parties to address this concern head-on.
Consider applying an anthropological lens to explore students' perceptions of instruction.	PRP concurs.
Edit the department website to reflect the welcome and interest faculty have in students.	PRP concurs.
Carry through on plans to offer a graduate school application workshop series throughout the year in order to promote graduate studies while assisting students find programs that are good fit for them.	PRP concurs.
Carry through on plans for re- opening the CSUDH-LACMA internship as soon as in- person activities may resume and explore the possibility of developing a similar internship program with the Natural History Museum of Los Angeles.	PRP concurs.
Carry through on plans to organize annual "open house" tours for prospective students from the local junior colleges.	PRP concurs.

Program Review Commentary: Earth Sciences, BS & Geography, BA

Date: 2016-2017

Next PRP Review: 2024-2025

Preamble:

This Report includes the reviews of both programs within the Department of Earth Science. The usual practice of the Program Review Panel is to conduct separate reviews of all programs.

Therefore, the department produced a separate self-study report for each program, and each was evaluated by a different external reviewer. However, due to the close ties between the programs (they cross-list many courses, share a capstone course, and rely heavily on the expertise of all departmental faculty), it would be redundant, unnecessary, and potentially misleading to report on them separately. For the sake of clarity in this report, “Earth Science” (EAR) will refer only to the Department; the degree programs in Earth Science will be identified as “Geology” and “Geography.”

Introduction:

This PRP commentary and recommendations are based on a team review of documents generated by the Department of Earth Science during the 2014/15 and 2015/16 academic years, including the self-study reports submitted by the Geography and Geology Programs; the reports submitted by external reviewers Dr. Kim Bishop (Geology) and Dr. Lin Wu (Geography); and the responses to those reports submitted by the two programs.

The Department of Earth Sciences (EAR) offers two traditional degrees, a B.A. in Geography and the B.S. in Earth Science [formerly Geology]. Additionally, in 2013-14, the Geology Program offered an option for the B.S. in Earth and Environment. However, when the Earth and Environment degree was presented to the Chancellor’s Office, it was not approved. Both programs currently offer minors, and the Department offers a Certificate in Geotechniques (12 units) that prepares students for public or private sector employment. The Certificate is available to both major and minor students.

The B.A. in Geography requires completion of 34 units and the completion of a minor. In the major students choose from three elective clusters, including Human Geography and Environmental Policy, Natural Environment, and Applied Methods. The strongest of the three elective clusters, in terms of student demand, is the Natural Environment Cluster. The B.S. in Geology requires 58-63 units, with no requirement of a minor.

The EAR Faculty pool consists of two permanent members in Geography, two permanent members in Geology, and two shared lecturers. With the return of Dean Hay, Geography will number three faculty in 2016/2017.

The last review for EAR was 2007-2008. At that time, PRP endorsed faculty and external reviewer recommendations that Geography and Geology become a single, unified department called “Earth and Environment.” The CSU Chancellor’s Office rejected the proposal, for reasons not fully explained

Major Findings and Issues:

The PEAT data show that student demand for the program has been consistent, but somewhat low. Likewise, retention rates are good, but six-year FTF and three-year transfer student graduation rates are low. PRP concurs with the external reviewer that the faculty are the program’s main strength. Because of the small number of majors, the student-faculty ratio in the Department is low, which makes for good advising and strong mentoring relationships between students and faculty. Faculty in both programs consistently involve students in field work and faculty research, including international projects. The program employs many high-impact practices and emphasizes service learning. For example, Geography and Geology students engage in research projects that directly focus on benefiting the campus, such as plans for expanding the campus can/bottle recycling program, native vegetation restoration projects, and an assessment of potential energy saving measures, like the adoption of energy-saving light bulbs. In addition, student interest and low student-faculty ratios make the integration of internships into the program curriculum a feasible objective.

While the need for infrastructure upgrades is a widespread and continuing issue at CSUDH, the Geology Program received significant funding to update and expand its computer lab. Currently, the lab is outfitted with 24 stations for student use. This lab supports several computer-based courses: GEO 415, GEO 370, EAR 376, GEO 412, and GEO 315. The Program also received \$55,000 in funding to renovate the Rock Processing Lab, which will support a campus environment in which undergraduates will have multiple opportunities in research and creative activity that increase their engagement in the classroom and beyond.

The most significant challenge for the Department is recruitment. Both programs suffer from low enrollment, which in turn limits the

number of faculty positions available, which hampers their ability to mount a more attractive and relevant program, which then makes it difficult to attract students. The enrollment at EAR has been relatively flat for the last four years. This is a systematic challenge that exists at the state level and is very difficult to address at the program level.

Both programs have expressed concern over their inability to offer courses often enough for students, particularly transfer students, to graduate in a timely manner. Several upper-division courses are offered only once every two to four semesters. Collaboration and cross listing between the two programs has improved this situation somewhat, but the erratic graduation rates listed above suggest that this remains a problem.

Recommendations:

Based on the evidence generated by the review, the University Program Review Panel and USLOAC offer the following recommendations regarding the undergraduate and graduate programs administered by the Department of Sociology:

- The department should improve scheduling of required courses in Geography and Geology to enable timely completion by students.
- PRP recommends that the Earth Science Department redouble its recruitment efforts. Program information – highlighting the multiple options available and opportunities for close collaboration with faculty – should be provided to Outreach for distribution to area community colleges. Program faculty should also consider recruitment visits.
- The creation of a BS degree in Geography is supported. Geospatial analysis is a growing field. This added dimension will strengthen the program’s curriculum and facilitate the recruitment of new students.
- PRP recommends that program faculty and the NBS Dean revise and resubmit the “Earth and Environment” program proposal to the CSU Chancellor’s Office. Environmentally related fields in the discipline are growing. This reorientation will help the program attract new students and to better prepare its students for graduate study and employment opportunities.
- PRP recommends that Earth Science faculty make an inventory of the space, technology, and equipment needs of both programs and develop a budget with the NBS to ensure that student needs are met.
- USLOAC characterized department student learning outcomes assessment at the “emerging” level based on the program’s 2013-2014 report. PRP concurs with USLOAC that both programs should develop and implement direct forms of assessing student attainment of learning outcomes, particularly in capstone courses.

Program Review Summary Agreement: Physics, BS

Date: April 2, 2018

Next Program Review: 2024-2025

PRP Recommendations	Based on consultation, indicate whether PRP recommendations supported, prioritize, and record additional actions agreed to by parties identified.
	Parties concur that the Physics Department should receive priority consideration for new tenure-track faculty positions; a replacement for recently retired faculty (Ganezer) is urgently needed because major numbers, GE enrollments, and enrollments in Physics courses that serve other degree programs have grown dramatically.
	Dean LaPolt and Provost Spagna endorsed Chair Price's ongoing reassessment of the electrical engineering option, noting that the current arrangement with CSUF is not working. Students cannot enroll in the classes they need because Fullerton is impacted, which is undermining the option's viability. Price thinks it necessary to modify the option to include new prereqs to prepare students better for UD requirements and to find new partners to provide courses not offered at DH.
PRP recommends adding one or more clerical staff to assist the Department and hire an assistant for the new instructional staff member.	The dean and chair reported working on a solution to the staff problem. The dean allocated monies for an additional staff position, but that position was still vacant at the time of the meeting. The money supporting this position was also not part of the baseline budget. The short-term goal is to fill the position; the long-term goal is to build additional staff support into the baseline budget. This is important, because the staff positions in question service not only Physics but other departments as well.
PRP recommends that the Department reviews and updates the criteria for tenure and promotion to reflect the new directions and fields represented in the Department currently. This is an important action to support retention of new faculty in the Department and the college.	All parties agreed that the program's RTP standards should be reviewed. The goal of this review is to ensure that clear, flexible, and appropriate standards and guidelines are provided for probationary faculty, Associate Professors (seeking promotion to full), and Full Professors (for post-tenure review). The standards should also include standards and guidelines for early tenure (i.e., definitions of "unusually meritorious").
PRP recommends the Department strengthen its efforts in assessment of student learning beyond course grades. The Department is asked to engage in the assessment of general education courses it offers, including updating its web page with information regarding student learning outcomes before July 15, 2017.	Student Learning Outcomes have been posted to the department's webpage. All parties agreed that the department must improve its student learning outcomes assessment. Specifically, program faculty are encouraged to work collaboratively to develop a curriculum map and to implement formative and summative direct assessments of student learning to supplement grades and indirect measures (student surveys, etc.). Assessment should include lower-division courses included in the General Ed program as well as courses that serve other majors.

<p>PRP recommends that, in collaboration with the dean’s office and the office of the provost, specific efforts be made to develop a short-term and long-term laboratory equipment replacement plan, including technology needs, to address this ongoing issue. Hopefully this problem will be completely addressed when the new science building opens.</p>	<p>Price and LaPolt reported progress with laboratory equipment problems. A new lab tech was hired recently, who has finished a complete inventory of the program’s lab equipment. The program applied to create a new lab fee attached to lab courses, which should go into effect in Fall 2018. The program also seeks out funds from donors to purchase and maintain lab computers. Provost Spagna encouraged Price and LaPolt to study the ‘steady state’ and ‘refresh rate’ funding levels necessary to maintain the program’s lab equipment to determine whether student fees and donor contributions will be sufficient.</p>
<p>PRP recommends strengthening engagement of part-time faculty by including them in communication, meetings, as well as evaluations.</p>	<p>Price reported that the program employs four PT faculty on three-year contracts as well as two others who teach 15 WTU each semester. The former are reviewed annually; all new faculty are reviewed by the chair himself. All parties agreed that Price and LaPolt should review the report of the President’s NTTF Task Force and implement those recommendations appropriate to the program.</p>
<p>PRP recommends creating a supportive atmosphere and providing opportunities to engage for continuous professional development of part-time and full-time faculty.</p>	<p>The department has hosted two retreats – open to all faculty – annually since Fall 2016. It will continue to do so in the future. These retreats are devoted to ongoing review of curriculum.</p>
<p>PRP recommends holding a Department retreat.</p>	
<p>PRP recommends updating the Department web page.</p>	<p>Price reported some improvements have been made since the self-study was submitted (e.g., posting program SLO). He and LaPolt noted that this was a ‘work in progress,’ and that Price would work with the appropriate staff to ensure that posted materials are accurate and up-to-date.</p>
<p>PRP recommends increasing outreach to students regarding research and internship opportunities.</p>	<p>Program faculty support a chapter of the Physics honor society and a student club. It also hosts an annual department festival, “Physics fest.” The program also maintains an email list to inform students of internship opportunities, but additional faculty are needed to identify and supervise internships for majors.</p>
<p>PRP recommends reinvigorating the Society of Physics Students.</p>	

Program Review Summary Agreement: B.A. Labor Studies

Date: Friday, April 26, 2024

Next Program Review: 2030-2031

PRP Recommendations	Based on consultation, indicate whether PRP recommendations supported, prioritize, and record additional actions agreed upon
<p>1. Work to move core courses from external departments. PRP encourages LBR to retain the interdisciplinary perspectives inherent to the field and noting that less reliance on outside department courses may impact enrollment numbers in those other departments, though LBR major numbers are small. In expanding LBR offerings through the curriculum proposal process, LBR should prepare to address potential conflicts with offerings in other departments.</p> <p>PRP also recommends pursuing GWAR-certifying status for one of the courses in the LBR major and minor, which could also be an opportunity to integrate professional activities into the curriculum (see 4 below).</p> <p style="text-align: center;">*Already in progress – is a priority</p>	<p>*Agreed – this would also require more TT faculty (see #2) *Dean Costino will support with curriculum process and encourages creation of LBR GWAR course (seconded by VP). Program has idea (e.g. cities and labor, transportation, public safety)</p> <p>*What role can LBR play in student centered-curricula and pathways? * Program to work with Ana de la Serna in COM</p> <p>Already working on this! Program also has an eye toward preparation of students to work force. Program interested in connection with SJSU op-ed writing program. Grant writing preparation is another consideration.</p> <p>Re: enrollment based budgets/scheduling – Deans open to conversations about flexibility in creation of new curriculum (can we combine and double count GEs? How to ensure ease of navigating curriculum for students? What other curricular connections are possible within the college? E.g. WMS, HIS)</p> <p>Program is also making other faculty connections – which faculty affiliates could be matched with LBR? Continuing work on leveraging existing resources, curriculum, and faculty. Also moving beyond strict labor union focus (e.g. entrepreneurial studies). Dean Caron interested in formalizing “faculty affiliates”. VP would like to connect on this as well (could this be something even beyond CAH?)</p>
<p>2. Hire an additional TT faculty member as it will address multiple needs in this newly-elevated department: teaching LBR courses as well as contributing to GE program, expanding the Department, increasing diversity of expertise in the Department, and sharing in significant service work of the Department.</p>	<p>*This is a priority – CAH is trying to move away from ‘micro-departments’</p> <p>In the meantime: what is the program’s engagement strategy? Administration to be thoughtful about use of this program’s faculty while waiting on more hires.</p>
<p>3. Continue work in strengthening the department/campus labor studies community. PRP wonders if partnerships with other student organizations or affinity centers could better support the small number of faculty doing this work.</p>	<p>*Could use social justice fair to help with this and #4</p> <p>Affinity centers may not have bandwidth – how can we be intentional about collaborations? Some support could possibly be found for faculty holding office hours in a center or helping with information about events</p> <p>Dean Costino: there is a need for broader conversations about faculty/program partnerships with cultural & identity centers. Currently a lot of restructuring with how campus community and partnerships function – is there a way to improve this functioning? The institution should be facilitating this work.</p>

<p>4. Look for opportunities for students to participate in labor studies professional activities. Perhaps the capstone “Labor Studies Practicum” could be a good place to bring in more professionalizing experiences.</p>	
<p>5. Leverage increased public perception and relevance of labor studies to enhance fundraising and enrollment growth. Work with the college Development Officer to explore fundraising opportunities for LBR. Perhaps University Outreach or other on-campus offices could also support increasing community awareness of the program.</p>	<p>*Invite Alumni Relations in to the department. Provost recommends this and will help with connecting this office and the department. (Program would like to connect)</p> <p>*Dean Caron to work with Khadija to connect program with Jasmina and Eva (Development & Fundraising)</p> <p>Program is looking for <u>technical</u> and personal help: e.g. the number of people to coordinate with for events and bringing in funding (how to get coordinated help with financial reports??)</p> <p>Advancement is relationship building – after fundraising, it can even be difficult to get specific contact info to be continuing those relationships and human connections. Can these processes be smoothed/simplified?? How can the culture be shifted to having more personal touch and human help?</p> <p>The personal connections are with the program faculty. How can the people in the program be at the forefront of these connections while not having to shoulder the burden of all the technical aspects?</p> <p>Dean Costino: this highlights need for one-stop shop on community engagement and the technical aspects of this work. This is ongoing work.</p> <p>Provost: What is the action that can be taken? We’ve been providing a “concierge” service for new faculty but could we expand this kind of service to these kind of issues (maintaining community partners, assisting with fundraising, events etc)</p> <p>See: Baruch College @ CUNY: “BOSS” – one-stop shop for student services/needs</p>

<p>6. Explore possibility of establishing funds for a “practitioner in residence” or other such position that would teaching with internship and professional support, with non-teaching aspects of position funded by external fundraising efforts. PRP encourages the Department to work closely with the Internship Coordinator in CAH, Lisa Mastramico, and the University Career Center, to identify in-house support systems already in place.</p>	<p>*Maybe this could be a shared, rotating position across other departments/programs? (FTvM, COE)</p> <p>*Managing and maintaining community partnerships along with the other items is desired.</p> <p>*Idea: Endowed practitioner in residence – Connect with Eva for funds. Provost will pursue this. This could help with workload and number of people in the department.</p> <p>Newer peer-to-peer labor organizing (e.g. Starbucks, Trader Joes) could be leveraged. (This could also be worked toward with regard to center see below)</p> <p>Fundraising-Endowed practioner-Center: what connections can be made here? Model from Center for African Diaspora – smaller endowment but helps with organization of events. What progression makes sense? Center Director/Endowed Chair/Endowed Practitioner – what work can be done? (where will the money come from and how would it be maintained – program wants to ensure how this \$\$ is invested is actually building community) Note: this is also being worked on with TAP and philanthropic work. We should highlight this!</p> <p>There is a story around this process and this is something to build toward – campus community may be able to be brought in to support some of this work</p>
<p>7. PRP supports efforts to increase state funding for Labor Studies programs in the CSU system as an equitable distribution of resources across CA educational institutions, as a CSU program parallel to a UC program may do. However, developing a new program would add to the already significant service workload of the two full-time faculty of the Department.</p>	<p>*Connect with David Gamboa to assist. Program would like to do this.</p> <p>*Connect with program on writing op-ed columns through SJSU (Provost already sent!)</p> <p>See: UCLA Labor Center. Idea to work toward a center for labor studies. Would this be internal to DH? Or a collaboration with 4 CSU Campuses? Dean Schragar has a protocol for this work.</p> <p>Program has already been thinking about this and learning more – looking at collaborations and work that is already being done at other CSUs. One idea: center for working students to assist with work issues and family resources. Dream to work toward a center especially bc of the location in South Bay and near harbor area (attention should also be placed on the labor issues and work in this area!)</p>
<p>8. PRP encourages LBR to explore on-campus opportunities to expand online offerings as well. In addition to online sections of lower-division and/or GE courses, LBR could specifically explore possible course offerings in the Humanities External Degree Master’s Program, which could also jump-start development of a LBR graduate program.</p>	<p>*Program interested in exploring this some as well as timing/scheduling to meet needs of traditional vs non-traditional students.</p> <p>While campus has recently been shifting toward increasing first time, first year freshman enrollment, university recognizes diversity of enrollment is important for longevity. As young student enrollment drops, maintaining programs that are appealing to people already in the workforce is important. This highlights the need for both in-person and online courses.</p> <p>Are certificates possible? What could this look like? Could this generate more resources for the department? Program has been having these conversations and is interested in continuing to</p>

	<p>explore this. (Community scholars? Other work? Connect with CCPE?)</p> <p>Re: Masters – there are no other large MA programs (Amherst has an online, with in-residence portion). How can you do this in practice? A lot of what is being taught is person-to-person work and not all of it could necessarily be taught online.</p> <p>Is there space for a Masters that benefits other existing programs (e.g. work with teachers/COE)?</p> <p>Several more faculty are needed to make this viable but looking long term</p>
<p>What could advising look like going forward?</p>	<p>Already talked with SSC about LBR and raising awareness of LBR GEs</p> <p>Program interested in moving away from advising holds especially to improve equity among students. CAH is moving away from this as well. Advisors can even meet with students after registration (and use SSC advisors)</p> <p>This summer, program faculty to work on improving major track and reducing discrepancies btw online catalog and existing offerings</p>

Program Review Summary Agreement: Philosophy - BA

Date: April 17, 2017

Next PRP Review: 2024-2025

PRP Recommendations	Based on consultation, indicate whether PRP recommendations supported, prioritize, and record additional actions agreed upon
The department should create UD courses that double count for credit in area F1 and the major to build upper-division enrollments and to recruit new minors and majors.	Accepted
The department is commended for improving so dramatically the 3-year transfer student graduation rate and should institutionalize scheduling, advising, or curricular adjustments that support it.	Accepted
A review of upper-division curriculum in the majors seems appropriate. Program faculty might consider revising program student learning outcomes as a first step toward addressing Dean Avila's concerns about the program's "conservatism."	Accepted
PRP supports the continuance of the Religious Studies concentration. Whether or not religious studies as a discipline belongs in Philosophy or the social sciences is secondary to the fact that in Fall 2015, 40% of Philosophy majors were enrolled in the RS option. A radical revision of the concentration may undercut efforts to increase demand.	Accepted
PRP supports modifications to PHI 120 that will address high DFW rate as well as the needs of aspiring philosophy majors. In addition to the initiatives recommended by Dean Avila, PRP recommends that enrollment caps in PHI 120 be lowered significantly.	Accepted
Dean Avila should work out with program faculty a plan for hiring new tenure track faculty. Even if major numbers are relatively low, the program plays a vital role in the university's GE curriculum, and the program needs more tenure track faculty to teach these courses and to supervise adjuncts teaching these courses (especially PHI 120). There is a consensus that the program urgently needs a specialist in the analytical tradition.	Accepted
The Philosophy program should work closely with the University Student Learning Outcomes Assessment Committee to improve the assessment of	Accepted

<p>student attainment of its Program Student Learning Outcomes.</p>	
<p>The department should work closely with the University Student Learning Outcomes Assessment Committee to improve the assessment of student learning in its lower-division GE courses (which account for 90% of program enrollments).</p>	<p>The department should work closely with the University GE Committee to improve the assessment of student learning in its lower-division GE courses (which account for 90% of program enrollments).</p>
	<p>An off-site faculty retreat will be planned for early Fall 2017.</p>

**Program Review Summary Agreement:
Negotiation, Conflict Resolution and Peace Building, BA**

Date: November 9, 2017

Next Program Review: 2024-2025

PRP Recommendations:
PRP recommends that the NCRP faculty apply the skills they teach to reestablish a professional atmosphere in the program.
PRP recommends that before Fall 2017, in consultation with the CAH Dean, NCRP organize a retreat to be facilitated by a neutral mediator. The purpose of the retreat should be to achieve consensus regarding the goals and objectives of both the BA and MA degree programs to codify these goals in a department strategic plan. The strategic plan should identify parties responsible for specific initiatives; it should also include a timeline and an assessment plan (or benchmarks for success). Current students, alumni, and other relevant program stakeholders should be invited to participate in the retreat.
PRP supports Dean Avila's recommendations for reducing the number of units required for the BA and MA degree programs.
PRP encourages NCRP to develop lower-division and upper-division General Education courses that align with its program student learning outcomes objectives in order to build more robust enrollment and to facilitate the recruitment of new majors (especially among first-time freshmen).
PRP concurs that the restructured and revised BA and MA programs should integrate additional opportunities for independent research by students.
PRP supports Dean Avila's decision to make future tenure-track hires contingent upon the restoration of a collegiality and an increase in enrollments.
NCRP should implement the measures outlined by Dean Avila to better supervise and support adjunct faculty.
Program Student Learning Outcomes should be published on the department website before May 15. Also by that date, the program must submit a USLOAC report for 2016-2017 (due Nov. 15, 2016).
PRP reminds NCRP faculty that, despite his appreciation of the program's potential value to the College of Arts and Humanities and the university, Dean Avila has made it plain that failure to implement the above recommendations will compel him to consider program elimination.

Program Review Commentary: African American Studies, BA

Date: February 27, 2017

Next PRP Review: 2024-2025

Introduction:

The findings and recommendations below are based on a careful review of the self-study submitted by the Department of Africana Studies, the report submitted by the external reviewer, Dr. Maulana Karenga, the department's response to Dr. Karenga, recommendations provided by CAH Dean Mitch Avila, USLOAC reports, and PEAT and Academic Unit Profile data.

The Department of Africana Studies (AFS) is part of the Division of World Cultural and Gender Studies in the College of Arts and Humanities. AFS offers a major and minor that "emphasize an examination of the theoretical and empirical characteristics of the African world experience from both a contemporary and historical perspective" (2016-2017 University Catalog). The major includes four concentrations, each of which requires the completion of 45 units: General Africana Studies, Historical and Political Development, Languages and Literary Traditions, and Socio-Psychological Behavior. The minor requires 12 units, including the completion of a capstone experience course (AFS 490). The program's student learning outcomes align closely with institutional learning outcomes and with the mission and values of the university more generally. The program also exhibits a high degree of complementarity, making substantial contributions to the University's General Education Program and related fields, such as Philosophy and Negotiation, Conflict Resolution and Peace Building. It also contributes eight courses to the MA Program in Interdisciplinary Studies.

Major Findings and Issues:

All parties to the review agree that the AFS faculty – both its tenure-track members and its lecturers – are the program's greatest asset. The self-study and Dr. Karenga's report provide ample evidence that they are committed and inspiring instructors, active in research and publication, and deeply engaged on campus and in the broader community. Annually, AFS faculty coordinate the campus Black History Month program and the Frederick Douglass/Mary McLeod Bethune Graduation Celebration. The department has incorporated service learning and community service into its curriculum in the form of a required internship course, AFS 496. All parties to the review concur that civic engagement is and should remain a "hallmark of the Africana Studies program" (Avila 3).

All parties concur that the recruitment of majors must be the highest priority of the Africana Studies Department in the upcoming review cycle. The number of students enrolled in the major hit a high of 40 in AY 2009-2010. Thereafter it remained stable until AY 2014-2015, when the number of majors began to decline. In AY 2015-2016, the program counted 20 majors. The self-study report and Dr. Karenga recommend a number of program changes that will facilitate the success of current students and help the program attract additional majors. One is to reduce the number of concentrations in the program. Currently, the program supports four concentrations. AFS is too small to support this number: neither faculty resources nor demand are sufficient to schedule regularly all of the required courses for each concentration. Moreover, two of the concentrations enroll very few students. In Fall 2015, only four students were enrolled in the Historical and Political Development and Language and Literary Development concentrations; the other sixteen (80%) were enrolled in the General or Socio-Psychological Behavior concentrations. Therefore, all parties recommend a program modification to reduce the number of concentrations from four to two. In the same vein, all parties agree that the number of units in the major should be reduced from 45 to 36 or 39 and that the AFS minor – which is relatively popular – should be modified to require 15 or 18 units, rather than 12. Faculty and Dr. Karenga also agree that course titles and descriptions should be refreshed to reflect the growth and diversification of Africana Studies as a discipline.

The small number of majors makes it difficult to evaluate graduation rates in the program. Of the eight first-time freshmen majors entering the program between Fall 2008 and Fall 2011, three graduated (one in six years, one in five years, and one in four years). Between Fall 2008 and Fall 2013 (the last year for which three-year graduation data are available), 27 transfer students have entered the program. Of these, nine graduated in three years. Data from alumni included in the self-study support the conclusion that "The department has been successful in preparing students for graduate school, work force and for full and effective participation in the affairs of their communities" (4).

Despite the small number of students declaring the program, the Department of Africana Studies generates significant FTES (176 in Fall 2015, before the repatriation of seven courses from F1 and F3), because AFS courses are integral to the university's General Education Program.

Following the successful repatriation of AFS courses previously offered under HUM (F1) or SBS (F3) prefixes, Africana Studies will be offering twelve courses in five areas of GE (C3, D1, D2, F1, and F3). The Chair and Dean Avila support the creation of additional lower-division GE courses as a means of increasing enrollments and attracting majors. However, PEAT data indicate that between AY 2008-2009 and AY 2013-2014 GE enrollments accounted for between 77% (AY 2011-2012) and 90% (AY 2012-2013) of program FTES, and USLOAC and GE records indicate that existing courses have not been assessed consistently. Taken together, these facts suggest that improved recruitment in lower-division AFS GE courses is more important than the pursuit of additional FTES.

Analysis of the Academic Unit Profile for AFS also shows that during the period under review women represented from 56% to 72% of majors. Among faculty, on the other hand, the proportion of women ranged from 25% (1/4 in 2011) to 33% (2/6 in Fall 2014). This suggests that the program might benefit from emphasizing gender diversity when hiring temporary faculty and recruiting tenure-track faculty.

Recommendations:

Based on the evidence generated by the review, the University Program Review Panel and USLOAC offer the following recommendations regarding the undergraduate programs administered by the Department of Africana Studies (AFS):

- PRP concurs that AFS should implement the following program modifications by Fall 2018: 1) Reduce the number of units in the major to 36 or 39; 2) reduce the number of concentrations in the major; 3) increase the number of units in the minor 15 or 18 units; 4) revise course titles and descriptions to align with student learning outcomes goals of revised concentrations.
- PRP recommends that AFS and Dean Avila prepare an outreach and recruitment plan to attract more students to the major and the minor.
- PRP recommends that AFS collaborate with the College of Education to develop and promote a Certificate for Ethnic Studies, a certificate designed to help teachers integrate ethnic studies into history and literature courses and to help high school teachers design ethnic studies courses.
- PRP encourages AFS to pursue hybrid and online modalities in consultation with the Faculty Development Center, which can provide training for faculty and assist with the development of assessment forms and tools to ensure quality.
- PRP encourages AFS to work with Dean Avila to develop a "pragmatic strategic plan" (Chair's response) to support program initiatives that facilitate civic engagement.
- AFS faculty should collaborate regularly with the CAH Student Success Center to improve student advising (i.e., tracking admits, tracking retention and the achievement of graduation milestones by students, etc.).
- PRP endorses Dean Avila's pledge to hire additional tenure-track faculty in AFS by AY 2020-2021 contingent upon continued enrollment growth. The panel also concurs that the search for a department chairperson is a very high priority.
- The unmet space and facilities needs of AFS – including the program's request for a designated meeting/research space for students - should be addressed in a comprehensive manner, that is as part of a comprehensive plan to serve better the needs of all students, staff, and faculty in the College of Arts and Humanities.
- AFS should submit an updated assessment plan with current assessment data in its 2016-2017 USLOAC report (due Nov. 15, 2016). The program is also strongly encouraged to conduct regular student learning outcomes assessments in its General Education courses.
- AFS should review its webpage to ensure the currency of its published student learning outcomes, program requirements, faculty information, and advising materials and update as necessary in anticipation of the upcoming WSCUC review.
- PRP supports gender diversity in the recruitment of new temporary and tenure-track faculty.

Program Review Summary Agreement: Chicana/o Studies, BA

Date: December 1, 2023

Next Program Review: 2029-2030

PRP Recommendations	Based on consultation, indicate whether PRP recommendations supported, prioritize, and record additional actions agreed upon
<p>1. Continue to address inequities with regard to representation. PRP supports program hires and initiatives to update curriculum and continue co-curricular programming. Suggests connection with other programs exploring similar issues and other offices or centers on campus (acknowledging that these may be under-resourced).</p>	<p align="center">Supported.</p>
<p>2. Work to establish (and later assess) a minor program in Central American Studies. PRP suggests a thorough curriculum review process and working collectively through an assessment committee informed by USLOAC.</p>	<p>Supported. Department plans to start working on this soon and explore the following with the support of Deans Caron and Costino:</p> <ul style="list-style-type: none"> - Which other programs on campus could support this work? Perhaps Anthropology or Sociology? - Who will facilitate the conversation about the creation of this program? Perhaps Dean Costino? - Framing this work from an Ethnic Studies (Area F) perspective
<p>3. To address student concerns regarding accommodations around mental health, PRP supports further training for chairs and faculty and recommends that the university create structures that address mental health and basic needs for students and develop these in ways that are sustainable for all faculty and support staff who work directly with students.</p> <p>PRP suggests exploring making more use of the CAH SSC and working collaboratively with this office to relieve some student support burdens to address this and other suggestions made by the ER.</p>	<p>Supported. Furthermore:</p> <p>The interdependence between CHS and affinity centers does work to address this. What would it look like to have these connections more broadly across campus? CHS’s work could serve as a model. This is addressed further under items #4 and 9.</p> <p>Transparency on the part of the university about who to connect with and what supports are available for students has been lacking. There is a need to bridge the gap between EOP and current advising model. SSCs and other student centers may be understaffed. University administration will continue conversations about how to do a better job of implementing supports in a way that build relationships and trust between faculty, staff, and students.</p>

<p>4. Continue to develop sense of program identity among--and connections with--students, with additional resources, orientation, and campus visibility.</p> <p>Program may also wish to consider what other pathways are possible from GE courses into this program and what resources would be needed to manage potential increase demand and workload with additional courses and program components.</p>	<p>CHS has developed a strong partnership with La Casita and is at the core of the work done by this affinity center. This is an important part of their program identity and CHS can serve as the model for what partnerships between programs and affinity centers on campus can look like.</p> <p>In order to do this, they may continue conversations with the college Dean regarding what supports may be provided to continue this work as well as explore the possibility of creating a faculty liaison to affinity center role from within the department (see discussion following #5 below)</p>
<p>5. PRP agrees that Chair should be from faculty ranks. <u>Resolving this issue is a priority.</u> Program and Dean may wish to explore the following:</p> <ul style="list-style-type: none"> + Possibility of vice/associate chair + Implementing structures to ensure that chair delegates appropriately to the faculty. <p>PRP also agrees with support and training for the chair as well as delegation of tasks. Faculty Affairs provides some training, as does the CSU system. PRP recommends that the CSU and Faculty Affairs continue to provide and amplify supports that specifically address cultural taxation** and program make use of these supports as appropriate. (e.g. Would any faculty members here qualify for workload due to “exceptional levels of service to students”?)</p>	<p style="text-align: center;">Supported.</p> <p>In order to work towards this, the program plans to explore the following with the support of Dean Caron. This may be done via a departmental retreat facilitated by a member external to the department:</p> <ul style="list-style-type: none"> - Implementing structures or policies that will help shift departmental culture to spread out the workload. - Identifying effective supports for chairs that could be provided by the college. - Establishing an associate/vice chair position whose role would also be to serve as faculty liaison to affinity centers the department works closely with. <p>This is an item for the six-month check-in. At such time, program faculty and Dean can discuss further which of the items above are most helpful for ensuring that leadership of the program can be maintained by faculty from within the department.</p> <p>Furthermore: a chair’s learning community or other similar shared spaces to connect current and former chairs would be beneficial to all at the university. This is an item of conversation for the FDC, though not the responsibility of this program to initiate or implement.</p>

<p>6. Address administrative support concerns. PRP recommends that department faculty engage with Dean on this issue and use HR desk audit results to inform debate.</p>	<p>Supported.</p>
<p>7. More support for junior TT faculty. Perhaps the Pre-Tenure Faculty Organization, the Faculty Development Center, and the Office of Equity & Inclusion can provide some support on this. PRP recommends that the CSU, Faculty Affairs, UFO continue to provide and amplify supports that specifically address cultural taxation and the hidden curriculum of higher education, especially taking into consideration first generation faculty.</p>	<p>Supported.</p> <p>Conversations about supporting faculty and spreading out the workload as highlighted in #5 above are also in support of this.</p>
<p>8. Establish departmental communications guidelines/protocols. Can Faculty Affairs support?</p>	<p>Supported.</p> <p>Again, these conversations may be had as a part of the larger conversations raised in #5.</p>
<p>9. <i>Servingness</i>** more generally. Cultural shifts are needed on this campus.</p>	<p>In this department, faculty have deep connections to the students on the campus as well as the cultural and identity centers.</p> <p>In order to work to create broader connections between ALL programs and cultural and identity centers, several suggestions were made and supported.</p> <ul style="list-style-type: none"> - Academic Affairs working to support learning communities connecting faculty across campus with staff from these centers. This could serve to aid in developing relationships between such faculty and staff and CHS would be used as a model for what these relationships could look like. - Using OFSYE and FIGs as a pathway for creating more connections between faculty and affinity centers.

**PRP suggests more conversations surrounding cultural taxation and encourages the institution to do the work of *Servingness* as proposed by Dr. Gina Ann Garcia. PRP does not wish to exacerbate issues stemming from such cultural taxation but acknowledges that this is an issue facing the program and faculty within. PRP hopes that the exit meeting conversation can elevate faculty voices and provide opportunities for the institution to move toward implementing the structures necessary to support *Servingness*.











Campus LCD Action Plan

Final Audit Report

2024-05-08

Created:	2024-05-03
By:	Lilliana Sanchez (lsanchez166@csudh.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAawZv8UIH60iFbruybTtc4p3ref2pqGw8C

"Campus LCD Action Plan" History

-  Document created by Lilliana Sanchez (lsanchez166@csudh.edu)
2024-05-03 - 7:07:16 PM GMT- IP address: 155.135.55.229
-  Document emailed to Michael Spagna (mspagna@csudh.edu) for signature
2024-05-03 - 7:08:09 PM GMT
-  Email viewed by Michael Spagna (mspagna@csudh.edu)
2024-05-03 - 7:36:48 PM GMT- IP address: 155.135.55.229
-  Document e-signed by Michael Spagna (mspagna@csudh.edu)
Signature Date: 2024-05-03 - 7:37:42 PM GMT - Time Source: server- IP address: 155.135.55.229
-  Document signing automatically delegated to Susan Sanders (ssanders@csudh.edu) by Thomas Parham (taparham@csudh.edu)
2024-05-03 - 7:37:43 PM GMT
-  Document emailed to Susan Sanders (ssanders@csudh.edu) for signature
2024-05-03 - 7:37:44 PM GMT
-  Document emailed to Thomas Parham (taparham@csudh.edu) for signature
2024-05-03 - 7:37:44 PM GMT
-  Email viewed by Susan Sanders (ssanders@csudh.edu)
2024-05-08 - 2:46:47 AM GMT- IP address: 104.174.231.138
-  Document e-signed by Thomas Parham (taparham@csudh.edu)
Signature Date: 2024-05-08 - 3:47:42 AM GMT - Time Source: server- IP address: 75.140.64.219
-  Agreement completed.
2024-05-08 - 3:47:42 AM GMT