California State University
Dominguez Hills
**Goal 1**

While honoring CSUDH’s historic roots, continue to support, enhance and develop academic programs that culminate in globally relevant degrees, by becoming an innovative, high-touch, high quality comprehensive urban university serving the South Bay region and beyond.

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| 1.A. Increase the “tenure density” or overall percentage of excellent, highly qualified tenured and tenure-track faculty on campus from 41.9% (2013) to make continued progress towards a campus goal of 60%. | 1. Conduct a comprehensive faculty flow data analysis of tenured and tenure-track faculty in order to develop a campus multi-year plan of faculty hiring. | We have compiled data on:  
- tenure faculty years in service, department, college, and age eligibility of retirement  
- tenure faculty years in service, department, college, and age eligibility of retirement using analytics from campus labs and Delaware study  
The planning is 20% complete and we anticipate finishing on time. |
| | 2. Develop and implement a five-year faculty recruitment and hiring plan (including baseline budgeting) to increase the percentage of tenure-track faculty at CSUDH to the CSU-system average (58.2%) by hiring about 64 additional full-time, tenure-track faculty (based on data as of October 31, 2013). | Departments have completed their five-year recruitment plan.  
- college deans are currently reviewing and synthesizing the plans  
- library dean is developing a plan for the library faculty recruitment  
- new supports in place for recruiting/hiring of new staff in Faculty Affairs  
- budget request submitted to the President for 20 new lines for 2016 faculty  
Completion dependent on approval and allocation of sufficient resources. |
<p>| | 3. Assess factors related to non-retention of tenured and tenure-track faculty and develop, fund and implement a comprehensive support program to improve faculty retention and promotion. | Initiated programs aimed at faculty success via the FDC. Produced two annual recruitment and retention reports of tenure faculty. Exit Survey to non retained (non-retired) faculty to be sent spring 2017. |</p>
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<td>1.B. Enhance three existing academic programs and create 3 new high quality or accredited programs, certificates and/or centers or institutes that are responsive to student interest, regional workforce trends and needs. Total cost: $1,385,280</td>
<td>1. Collect and assess current and future workforce demand data in the region (e.g., Department of Labor statistics, industry employer surveys, alumni data), as well as assess student interest data to inform future program decisions.</td>
<td>COMPLETED Deans have assessed workforce demand data in the region and proposed 7 certificates, 3 bachelor’s programs, and 3 master’s programs. Proposed programs were discussed with Extended Ed and Graduate Studies. Proposed new degrees/certificates: Bachelor’s Degrees Logistics Entertainment Production – Film/TV/Media Social Work (BSW) Industrial Engineering Music Master’s Degrees Cybersecurity Systems Engineering Health Science w/ Radiological/Imaging Science Doctoral Degree’s Education Speech Language Pathology Nursing Practice Occupational Therapy Audiology Certificates Audiometrist Sports Leadership Management Strategies of Counter-Terrorism Entertainment Leadership Management Technology for Classroom Instruction Senior Living Administrator (feasibility) Teaching of English as a Foreign Language (TOEFL) GIS for Public Health (on hold) Film or Television Media Production</td>
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2. Actively promote program quality by seeking national accreditation for high demand degrees (e.g., AACSB Accreditation for the College of Business programs) and support and create additional degrees and certificates.

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<td>- Preliminary planning complete and 99% of the work is to be accomplished in the next 18 months.</td>
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<td>- Student learning outcomes were validated and evidence supporting CFRs were gathered.</td>
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<td>- Self-study due end of July 2017. Various chapters are being drafted. First draft of the complete report available to Steering Committee on February 2017.</td>
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<td>- Dr. Siskanna Naynaha joined the WSCUC Steering Committee as the self-study writer</td>
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<td>- The Core Competency Task Forces from 2015-16 presented their finding to the Associate Deans and Associate Vice Presidents’ Council.</td>
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<td>Preparation for the self-study is on track. The campus WSCUC website <a href="http://www4.csudh.edu/academic-affairs/accreditation/index">http://www4.csudh.edu/academic-affairs/accreditation/index</a> is a reliable and up-to-date source of information on WSCUC related material.</td>
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<th><strong>AACSB</strong></th>
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<td>CBAPP at stage 9 or 13 of AACSB Accreditation process (STAGES 1-8: 100% complete).</td>
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3. Support and create centers or institutes that are responsive to the needs of students and the region (e.g., STEM-related, engineering-related, health care-related, film and industry sectors).
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| 1.C. Implement and expand the University’s internationalization efforts by increasing to 300 the number of international students (Fall 2014 baseline international students=88), and increasing by 30% domestic students and faculty who engage in an international experience (Fall 2013 baseline data). Total cost: $442,300 | 1. Identify and define a range of meaningful and impactful international experiences for students and faculty in order to collect and assess baseline data and tracking of international experiences of students and faculty. | CSUDH took part in the American Council on Education (ACE) Internationalization Laboratory initiative. A team of CSUDH faculty, staff, and students worked on the Internationalization Strategic Plan and prepared materials outlining the current state of internationalization at CSUDH, including curricular, co-curricular, and infrastructure reviews; highlights of faculty engagement in international activities; and a SWOT (Strengths, Weaknesses, Opportunities, & Threats) Analysis for the campus and to support the Internationalization efforts of the ACE External Peer Review Team. CSUDH completed the 2015 - 2020 Strategic Plan for Internationalization in April 2015. Here are the findings:  
- Some faculty, staff, and students had taken part in international activities and international learning, but support from campus had been limited.  
- International degree-seeking students were limited (only 88 out of over 14,000) and support structures had limited resources for outreach, admissions, and student services.  
- Study abroad support was also limited, resulting in few faculty-led study abroad programs and limited participation in the systemwide IP programs and agreements with only one (1) study abroad provider.  
- Global learning was not found to be articulated in the institution's vision, mission or goals. There were also no common overall learning goals associated with global and international dimensions of undergraduate education.  
- There were no explicit initiatives for faculty to engage in international activities. However, there was "broad recognition of the importance of internationalizing at CSUDH and that faculty and staff reported considerable international knowledge and experience. The survey reinforced internationalization as a relevant priority for CSUDH. |
2. Assess, reorganize, streamline and build campus infrastructure, policies and processes to better support internationalization efforts.

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<td>A new CEIE Associate Dean to serve as a Senior International Officer was hired; new positions were implemented to provide additional resources for collaboration with international universities, as well as opportunities for faculty funding through initiatives like visitors and additional information regarding opportunities for Fulbright and other grants. International outreach, international student services, visa, immigration, and other international processes were moved to CEIE. A new International Education Council was created to provide for broader campus engagement in support of expanding internationalization activities. The CSUDH Experts database was expanded to include additional areas of faculty and staff international expertise. Meetings were held to find ways to expand collaboration between faculty in regions/countries such as Africa and Cuba. CSUDH faculty visited an alumnus who has a physical location in Bulgaria to host CSUDH groups to study abroad. Programs are currently being proposed to take place during 2017. Support to faculty is provided for the development and implementation of new MOUs with international universities, resulting in development of new programs and initiatives, and new study abroad opportunities for Occupational Therapy graduate students in Mazatlan, Mexico as well as Health and Human Services undergraduate students in Thailand. These two programs have been developed to be continuing and sustainable. The CSUDH American Language and Culture Program continues to provide English as a Second Language Program for potential international students, where instructors provide weekly tutoring. An updated website was created to centralize information about international activities and enhance availability of services to campus.</td>
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3. Encourage and support departments and programs to infuse international and global awareness and experiences into their curricula and co-curricular experiences to assist students in exploring cultures, U.S. diversity, world cultures and challenges around the world for freedom, equity and human rights.

Hiring of staff support to centralize internationalization was completed in December 2016. Discussions are ongoing about ways to enhance campus curriculum including expanding international learning by taking the Interdisciplinary Studies Global Studies emphasis, and creating a new minor based on a central curriculum and identification of courses across the campus that could provide enhanced international and global learning for CSUDH students.

The initiation of the International Education Council has resulted in increased collaboration to engage faculty, staff, and students to identify additional areas where international learning could be expanded on campus.

Study abroad participation on CSU Systemwide International Programs and faculty-led study abroad programs have increased opportunities for students.
Goal 2
Promote student graduation and success through effective recruitment, transition, and retention of our diverse student population

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<td>1. Recreate and charge a university Enrollment Management Committee to develop a strategic plan and effective processes for enrollment management.</td>
<td>COMPLETE</td>
<td>All committees are formed and functioning to accomplish strategic enrollment goals</td>
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| 2. Assess, coordinate and enhance all campus academic support units for student learning such as Toro Learning Center, Writing Center, EMSA special programs, and departmental/college support programs. | Supplemental instruction component completed. Career Center has seen an increase in freshmen and sophomore engagement in specialized workshops and programs for early learning and career development. Anticipated to be completed in time. The following are also expected to be completed on time:  
- Increase in employer recruitment in diverse industries  
- Implement an internship tracking system  
A permanent Director for Toro Learning & Testing Center was hired. The Learning & Testing Centers were relocated to provide better access and visibility to campus community. Student support will continue to expand and diversify to include disciplines such as Business and History, in addition to Writing and STEM. Additional involvement opportunities for faculty is being developed to act as Faculty Associates of the Toro Learning & Testing Center, who will be key partners in expanding SI support on campus.  
A sustainable framework is being developed for Supplemental Instruction (SI) that brings faculty as content-experts and staff as student development experts working together to increase student success in bottleneck/gateway courses. In addition, creating an effective method to identify courses, streamline the selection process to receive Supplemental Instruction support, and coordinated assessment. |
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<th>Goal 2</th>
<th>Developing peer leader training for Tutors/SI Leaders/PLTL Leaders so that all can be certified by the College of Reading &amp; Learning (CRLA) Association and elevate the professionalism of the student leader positions. Level 1 application has been submitted, level 2 and Master level application is anticipated in 2018. $900,000 was secured from the Chancellor’s Office to develop and expand the support services provided by the Toro Learning &amp; Testing Center over the next three years. Additionally, ASI granted the center $177,000 for AY 2016-17 to pay for peer tutors. The Toro Learning &amp; Testing Center website is currently under revision; launch date tbd.</th>
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<td>3. Implement the approved recommendations from the University Advising Task Force for a unified and coordinated campus advising plan that includes University Advising and Testing Center (UATC), the Division of Enrollment Management and Student Affairs and EOP, academic departments, professional staff, faculty advisors and others.</td>
<td>COMPLETE While there are still ongoing advising initiatives, the initial implementation of this plan is complete.</td>
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<td>4. Implement new ways of tracking and reporting the success of our non-traditional students by incorporating a series of metrics demonstrating student success.</td>
<td>EAB is starting to be implemented across campus. Committee meeting will be called in April. New ways of tracking non-traditional students will begin in AY 2015-16. Streamlining data tracking through EAB/SSC for all advising and tutoring/supplemental instruction on campus. Advising began March 7, 2016 and contains over 5000 notes. Tutors, and Supplemental Instructors began tracking on September, 2016. Challenges continue with EAB/SSC and IT is supporting with a solution centered approach.</td>
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<td>2.B. Provide every student with the opportunity to participate in at least 2 innovative high impact practices (HIPs, see Appendix) before graduation.</td>
<td>1. Define, collect, track and publicize HIPs on campus to establish baseline data, future tracking and quality and outcomes of HIPs in order to design and host comprehensive faculty support programs for faculty to create high quality and effective HIPs based on evidence-supported best practices that include incentives, recognitions and rewards for students and faculty who engage in HIPs.</td>
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<td>Define HIPs:</td>
<td>• FDC webinar and workshops</td>
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<td>• Working group designing rubrics and definition</td>
<td>• Revision of Program Review materials and University Curriculum Forms to include information related to HIPs</td>
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<td>• Publicize definition per college/dept.</td>
<td>• Creating an Internship Development Learning Community to develop a working definition of Internships vs. Service learning as high impact practices and establishing measures on how to document each separately, especially related to tracking in programs/courses</td>
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<td>Collecting HIPs:</td>
<td>• Department HIPS course redesign RFT Spring 15 design and Fall 15</td>
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<td>• Implementation with assessment; 8 submissions and 5 awards</td>
<td>Tracking HIPs:</td>
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<td>• Working group exploring options and logistics for coding;</td>
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<td>• Definition of HIPs per course per section in schedule;</td>
<td>• Review of current coding per student per course for specific HIPs (Service Learning, Internships, Capstone) revise for Course level</td>
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<td>• Review of current coding per student per course for specific HIPs (Service Learning, Internships, Capstone) revise for Course level</td>
<td>Publicize HIPs:</td>
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<td>Publicize HIPs:</td>
<td>• Campus wide symposium;</td>
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<td>• FDC workshops;</td>
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<td>• FDC learning communities exploring specific HIPs: 10 total;</td>
<td>• Training Workshops &amp; Trips</td>
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<td>• Celebration and Award event Fall 2015; Instruction in classroom begins Fall 2015</td>
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<td>• Partnering with Dean’s and faculty to engage the Career Center more in classroom and college related programs and experiences to enhance visibility of internship opportunities in related industries</td>
<td>Quality and Outcomes:</td>
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<td>• Academic Affairs Fellow- Coordinator HIPs activities 2014-15;</td>
<td>• CO grants related to Quality Assurance through Quality Matters training;</td>
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<td>Design and Implementation of E-Academy for hybrid and online course redesign student engagement;</td>
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<td>Peer to Peer faculty network for consulting on course redesign;</td>
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<td>Proven Course redesign with HIP activities- 2 departments;</td>
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<td>Promising Course redesign with HIP activities- 4 departments</td>
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Design and host faculty programs around HIPs:

- Diverse collection of faculty development activities related to teaching strategies, course redesign, active learning strategies and web/digital resources 2. 100% 3. 90% Continuing 2015-16 given assessment

Because previous efforts to institutionalize HIPs were incomplete, it was decided to focus on three currently defined and/or implemented HIPS--Writing Intensive courses, Service Learning courses, and First Year Seminars--and use these as models for further HIPs implementations. A survey of departments was conducted for WI and SL courses. Included in the survey were questions customized to each HIP. SLICE is using the results to work with interested departments. WI is being re-evaluated and perhaps redefined by UWC, again with input from the survey. First Year Seminars offers an opportunity to track HIP outcomes from a lower division course, and we will work to track back to outcomes since the FYS began in fall 2015. The current goal is to expand WI into lower division (LD) coursework (where it has more relevance as a HIP in terms of student success and retention), and to develop SLOs for each HIP; inclusion of a HIP-approved SLO would allow easier tracking of courses via syllabi, especially for courses that include WI and/or SL because of faculty commitment and interpolation and not defined by course content itself.
<p>| 2. | Initiate a comprehensive program to improve student writing (i.e., Writing Center, writing-intensive courses, faculty support program for improving student writing through Writing Across the Curriculum (WAC) or Writing in the Discipline, expanded use of writing resources). | ENG 108-109 have been approved and entered the curriculum as an alternative to ENG 110. WAC coordinator has been hired and is consulting with departments and colleges to assist discipline faculty in assignment design, assessment, etc. The University Writing Committee (UWC) meets regularly to consider campus-wide writing issues. Currently no AA fellow. As above, WAC coordinator/UWC is beginning to develop guidelines for LD WI courses. |
| 3. | Permanently fund the Office of Undergraduate Research, Scholarship and Creative Activities to structure opportunities for students to work with faculty on research and creative projects. | • Base funding of $300K will be allocated to the Office of Undergraduate Research, Scholarship and Creative Activities in 2017/18. |
| 4. | Increase by 25% student engagement in community and service learning. | SLICE hired an Internship Coordinator to ensure compliance of Chancellor’s directive to meet loss control issues; work with CO to develop software to track internships; work with colleges to support the respective internship coordinators; and work directly with students to match them with appropriate internships and provide community partners with the right students. |</p>
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<td>2.C. Increase by 10% student job placement success within a year of graduation.</td>
<td>1. Collect and analyze student job placement data to establish baseline data and tracking (e.g., Career Center, academic department survey data, alumni survey data).</td>
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<td>2. Encourage academic departments to integrate practicum experiences, service learning or internships and job and career readiness skills into their curricula.</td>
<td>In Progress. See attached.</td>
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<td>3. Create a senior/junior student mentoring program to assist junior students in their progression toward graduation.</td>
<td>In Progress: See attached.</td>
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<td>4. Develop and enhance programs linking industry to our academic programs and our students through alumni engagement, enhanced advisory boards, internships, and other events and programs.</td>
<td>In Progress: See attached. We have begun connecting Student Affairs, Academic Affairs, IT, and select deans and the Career Center to promote this expansion. In the spring 2017 term will we push for the development and testing of specific technology and social media to drive the engagement and programming in Strategy 4. One early possibility is a modified version of LinkedIn. We agree with the vice president that the Career Center should be central.</td>
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**Goal 3**

Expand and support the use of effective, innovative teaching and learning environments and pedagogies for students both in and out of the classroom.

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| 3.A. Renovate and/or create at least 20 innovative, engaging campus learning spaces, including classrooms, labs, studios and other gathering spaces that support student success. | 1. Charge the Divisions to analyze, recommend and implement a plan for the renovation, innovation and building of effective classrooms, labs, studios and other learning spaces, including developing a facilities Master Plan that calls for the construction of new academic buildings.                                                                 | • Thirteen classrooms were renovated in summer 2015 and 3 new Active Learning Classrooms have been established.  
• A plan to renovate additional classrooms during summer 2017 is being finalized with the objective of renovating/upgrading up to 12 classrooms this summer.  
• A multi-year plan to renovate all remaining classrooms over the next three to four years also is being developed.  
• In addition, a committee was established to participate in a re-envisioning of the library planning processes and will provide recommendations by the end of the spring 2017 semester.  
• We have engaged an architectural firm to assist in soliciting faculty input on classroom innovation and learning for the design of a new multi-disciplinary classroom building that also can accommodate administrative offices for the college of business and public policy. Preliminary building design and costing of the building will be completed in summer 2017 and we will initiate a discussions with the Chancellor and others to secure BOT funding approval for the building during the November 2017 BOT meeting. |
<p>|                                                                                 | 2. Create and assess student learning outcomes for classes using new high-impact, innovative technology-assisted classrooms and labs.                                                                                                                                                                                                   | HIPS assessment of student learning outcomes in smart technology assisted classrooms has not started and can be scheduled for implementation in Spring 2017.                                                                 |</p>
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<td>3.B. Increase and assess opportunities for students to engage in an array of effective co-curricular activities and programs that engage 20% students.</td>
<td>1. Assess and analyze the current level of student engagement in clubs, organizations, centers and other co-curricular activities and programs on campus.</td>
<td>COMPLETE See attached.</td>
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<td>2. Augment and encourage the creation of additional, vibrant co-curricular activities for students on campus.</td>
<td>COMPLETE See attached.</td>
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<td>3. Increase residential housing activities linked to academic success for residential students on campus.</td>
<td>In Progress. See attached.</td>
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<td>3.C. Enhance and assess the effective use of relevant instructional technologies and pedagogies, such that half of the faculty have used or piloted new technologies or pedagogies in order to improve student learning, engagement and success.</td>
<td>1. Develop a comprehensive program of faculty support, incentives and recognition for faculty in adopting new instructional technologies and pedagogies to improve student learning and success.</td>
<td>Approximately 25-30 faculty were trained on the new technology and received incentives for teaching in the newly built Active Learning Classrooms.</td>
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<td>2. Assess and improve the effective use of instructional technology tools to improve student engagement, learning and success.</td>
<td>IT support persons discussed improvements in the ALCs with faculty and have made those improvements (mostly related to the sound system).</td>
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**Goal 4**
Ensure, stabilize and grow the university’s fiscal resources by diversifying and increasing revenue sources.

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<td><strong>4.A. Increase revenue from public and private donations, grants, contracts, gifts, partnerships and sponsorships to the University by 15% and create four new and innovative self-support programs (credit, non-credit, certificate or other).</strong></td>
<td>1. Develop and improve campus infrastructure, support and training to enhance campus-wide fundraising and advancement activities.</td>
<td>Development team has been staffed. 2 Director of Development, 1 Corporate and Foundation Relations Manager, 1 Senior Director of Annual Campaigns and Advancement Services and 1 Telemarketing Manager have been hired. In addition, planning for the Capital Campaign has allowed us to promote a DOD to Executive DOD, promote Director of CFR to Senior Director of CFR, hire an Associate DOD for Capital/Planned Giving, CFR Manager, and Researcher. We have also enhanced our operations budget for the capital camping.</td>
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<td>2. Increase alumni programming and cultivation efforts to encourage alumni giving and participation that will lead to a 5% increase in alumni giving.</td>
<td>Completed and ongoing</td>
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<td>3. Identify, cultivate and secure public/private partnerships to generate new funding sources for the university and enhance academic programs</td>
<td>Significant progress has been made in this area.</td>
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<td>• A comprehensive plan for a CSUDH University Village developed via a private developer(s) has been completed and is integrated into the campus’ facilities master plan update we have been working on since early fall. The master plan update and integrated land development plan has been guided by a campus master plan with input from both on and off campus communities. The EIR process required for the master plan update will be launched by the end of April and conceptual approval of the master plan update and integrated University Village is anticipated by the CSU Board of Trustees (BOT) in January 2018.</td>
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<td>• In the interim, an implementation and public-private financing strategy for the University Village land development will be completed and shared with the Chancellor’s Office to position the campus to move forward in selecting a private developer(s) immediately</td>
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Goal 4

following the January 2018 BOT approval of the campus master plan.

- Recent discussions and negotiations with AEG offer positive possibilities for revising the terms of the existing ground lease.
- The University and the Foundation also are taking a more aggressive position on ensuring terms and conditions in the existing ground lease agreement are fulfilled by AEG and the University receives all revenue and other benefits defined in the contract and AEG provides additional compensation to the University for anything not in the existing agreement.
- AEG continues to be interested in building a hotel and in other potential development to expand their soccer program, both of which will require the benefit to the University be clear, both from a land use perspective and financially.
- The University is engaging in discussions with the Chargers and the Rams regarding partnership opportunities.

| 4. Enhance infrastructure, support and incentives for faculty interested in obtaining faculty-secured public, private grants, contracts and gifts. | • Allocated funding from the Foundation to the University to support hiring a new director of Sponsored Research and Programs to oversee the CSUDH pre- & post-award operations. (December 2016).
  • Launched new Grant Writing Academy for CSUDH faculty.
  • Launched new grant review and editing services.
  • Established Institutional Animal Care and Use Committee (IACUC) to facilitate new CNBS faculty eligibility to apply for NSF/NIH grants.
  • Launched new online calendar to facilitate faculty access to programs offered by Office of Graduate Studies and Research.
  • Created Office of Research Compliance to oversee federal, state and CSU compliance with IRB, IACUC, FCOI, Export Control, and other research related laws and regulations. (January 2016).
| 5. Develop templates for new program proposals and feasibility studies with realistic net revenue projections for revenue-focused graduate and/or professional degree programs in new high-demand disciplines. | In Progress  
Several planning sessions have been conducted over the last 4 months with Deans, Associate Deans and faculty to discuss potential graduate degrees to offer through extended education. Examples include MS in Radiology and Imaging, MS in Systems Engineering, MS in Cybersecurity; Online Certificate of Completion in Terrorism Analysis; and several other certificates and MS degrees under discussion.  
A sample generic budget template has been developed to assess the economic feasibility and viability of proposed new degrees and certificate programs (attached). Extended Education has contracted with an outside consulting firm (IntelliBridge) to perform extensive program analysis on current and projected defensible tuition and fee models as well as revenue sharing models with campus partners.  
This is not expected to be completed on time since there is extensive research to be done. Program analysis consulting project will not be completed until late May.  
CEIE uses the updated CO program proposal template. Market data research for the MS Cyber Security, as well as the Counter... |
| | Terrorism, Sr. Living Administrator and Sports and Entertainment Leadership certificates was conducted by EAB with reports provided to the individual Dean/Assoc. Dean. |
Goal 5
Achieve operational and administrative excellence, efficiency and effectiveness across all campus divisions.

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<td>5.A. Work towards restoring staff positions lost since 2008 by hiring, training and retaining more staff that will be key to carrying out the Strategic Plan.</td>
<td>1. Analyze departmental staff reductions for the past five years, and develop and implement a plan for hiring and funding appropriate permanent staff positions.</td>
<td>Each Vice President has reviewed staffing for their respective division and has identified staff positions to be funded in conjunction with other division priorities as appropriate. More than $6.3M in funding has been allocated for new staff position salaries and benefits since 2013/14.</td>
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<td>2. Develop and implement a comprehensive training, professional development, and career paths for staff and administrators that engage at least 20% of employees.</td>
<td>A search for a Director of Professional Development and Training is in progress. This position will be key in fully achieving this strategic objective. In the interim, Administration and Finance Division launched a University Business Institute providing workshops on administrative and financial process and personal and professional development.</td>
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<td></td>
<td>3. Streamline and improve the hiring process to attract and hire talented candidates.</td>
<td>Administration and Finance will complete a review of staff and MPP hiring processes by mid-August and will initiate additional adjustments to increase the effectiveness and efficiency of these processes. The review of the processes includes outreach and recruitment; application, screening, interviewing, and selection; and orientation and onboarding. Input from each division is being solicited during this review.</td>
</tr>
</tbody>
</table>
4. Develop and implement effective staff compensation, classification strategies, providing competitive salaries and internal salary equity.

- A university-wide staff equity program was developed and implemented to better align staff salaries within the salary range for their respective classification based on experience.
- The staff in range progression and reclassification processes and forms were reviewed and streamlined.
- In response to individual requests, HR partnered with deans and directors to review existing organizational structures and staff classifications and salaries and recommend and implement changes. Additional outreach and training for managers will occur during summer and fall to ensure all managers are aware HR can support these efforts.
- HR initiated research on a a three-year staff classification and salary review process used at other CSU campuses and will present findings and recommendations to the Vice President for Administration and Finance in June.
<table>
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<tr>
<th>OBJECTIVE / COST</th>
<th>STRATEGY</th>
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<tbody>
<tr>
<td>5.B. Foster a campus culture of exemplary service as assessed by survey and other data.</td>
<td>1. Train all personnel on best practices and high standards for customer service relevant to each area, and how to develop a continuous improvement plan.</td>
<td>A search for a Director of Professional Development and Training is in progress. This position will be key in fully achieving this strategic objective.</td>
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<td></td>
<td>2. Identify areas for improvement and implement processes to enhance customer satisfaction.</td>
<td>A cross-divisional committee will be established in fall 2017 to identify and implement methodologies to evaluate customer satisfaction in key areas approved by cabinet; facilitate the collection of satisfaction feedback from customers; and facilitate implementation of improvements in partnership with managers and staff in the respective departments as appropriate.</td>
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<td>3. Recognize and reward exemplary customer service.</td>
<td>A staff recognition program focused on recognizing staff providing exemplary customer service is in development and will be presented to the President’s cabinet during summer 2017.</td>
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<td>OBJECTIVE / COST</td>
<td>STRATEGY</td>
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<td>5.C. Streamline at least 10 administrative/business processes to reduce redundancy, costs and unnecessary bureaucracy and by utilizing new technologies where appropriate.</td>
<td>1. Identify and revise critical administrative and business processes to improve workflow, transparency, efficiency, and reduce costs.</td>
<td>Administration and Finance process improvement and technology committee has been established to review and make recommendations on priorities for workflow efficiency enhancements, cost reductions, and transparency. Several process already have been improved, including the purchasing process via the use of p-cards; student parking permit purchases. Upcoming processes for review include the staff and MPP recruitment processes, the employee separation processes for faculty, staff, and student employees, electronic form and approval routing for administrative processes as appropriate; and electronic document archiving and retrieval for administrative and financial functions.</td>
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<td>2. Enhance technology in administrative/business processes to improve workflow and efficiency where appropriate.</td>
<td>See 5.C.1. In addition, IT and enrollment management are working together to improve administrative workflow for student processes.</td>
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<td>3. Encourage administrators, faculty, staff and student feedback to determine where innovations could be introduced.</td>
<td>See 5B. And 6C. In addition, a program to solicit recommendations to improve their respective work area was developed and implemented as a pilot within Administration and Finance in fall 2016 and will be implemented campus-wide in fall 2017.</td>
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**Goal 6**

Effectively promote, publicize and celebrate the distinctiveness and many strengths of CSUDH through visible and engaging communications and marketing.

<table>
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<tr>
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<tbody>
<tr>
<td>6.A. Create and implement a comprehensive internal plan of communicating and marketing the achievements of CSUDH students, faculty, staff, and others at the campus.</td>
<td>1. Conduct a communications audit to determine what efforts currently exist and the potential opportunities to enhance communication efforts.</td>
<td>AVP for Communications and Marketing has been hired. Internal Audit is in progress lead by AVP for C&amp;M.</td>
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<td></td>
<td>2. Develop and implement a multi-channel communications plan.</td>
<td>In progress</td>
</tr>
<tr>
<td>6.B. Design and implement a comprehensive external communication, marketing or branding plan for the university.</td>
<td>1. Conduct a communications audit to determine what efforts currently exist and what opportunities exist to enhance efforts.</td>
<td>Completed and presented to campus by Stamats</td>
</tr>
<tr>
<td></td>
<td>2. Develop and implement a multi-channel marketing and visibility campaign that targets strategic university audiences and measures the effectiveness of strategies implemented.</td>
<td>AVP for Communications and Marketing hired. AVP is strategically filling positions in department. Completed and ongoing</td>
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<td>3. Re-envision and celebrate our “CSUDH brand” that contributes to a sense of pride and accomplishment for the campus.</td>
<td>Delayed</td>
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<td></td>
<td>4. Create and expand a focused community relations program to engage corporate, civic, and alumni leaders.</td>
<td>Completed and ongoing</td>
</tr>
<tr>
<td>OBJECTIVE / COST</td>
<td>STRATEGY</td>
<td>STATUS</td>
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<td>6.C. Increase Dominguez Hills’ sense of pride as evidenced by survey and focus group data.</td>
<td>1. Conduct a campus climate survey to assess current climate, develop and implement an improvement plan.</td>
<td>A faculty climate survey was conducted in spring 2016. A staff/MPP climate survey is under development and will be finalized and administered in fall 2017. A pilot of the survey will be administered within Administration and Finance during summer 2017. The survey will focus in eight categories: belonging, commitment, communication, equity, management, opportunity, performance and training.</td>
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<tr>
<td>2. Develop and enhance our alumni association to build a stronger culture of meaningful engagement.</td>
<td>Completed and ongoing. Established new alumni Board.</td>
<td></td>
</tr>
<tr>
<td>3. Celebrate, validate and support our rich diversity, including cultural, linguistic, ethnic and other differences and similarities</td>
<td>Completed and ongoing Watts Commemoration Founders Dinner</td>
<td></td>
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</tbody>
</table>
California State University, Dominguez Hills

Career Center Utilization
All Colleges
Fall 2014 - Spring 2015

1:1 COUNSELING APPOINTMENTS

- Freshman, 54
- Sophomore, 133
- Junior, 85
- Senior, 225
- Alumni, 26
- Graduate, 20

Total Appointments: 543

TOP REASONS: Career Exploration, Career Assessment

DROP-IN VISITS

- Freshman, 98
- Sophomore, 50
- Junior, 143
- Senior, 204
- Alumni, 21
- Graduate, 28

Total Drop-Ins: 544

CAREER CENTER WORKSHOPS & PRESENTATIONS

- During Fall 2014 - Spring 2015, The Career Center held...
- 90 Presentations with CSUDH Departments & Organizations, reaching 1,131 people in the CSUDH community
- 50 Workshops at the Career Center attended by 344 CSUDH Students
- Favorite Workshops:
  - Writing a Winning Resume
  - Ace Your Interview
  - Personal Statement Workshop

EMPLOYER INFORMATION SESSIONS ATTENDED BY:

- Hulu
- NBC Universal
- Panetta Institute

Most Popular Info Sessions: 513 CSUDH Students

8 Employer Information Sessions attended by

On-Campus Interviews, in which 105 CSUDH Students participated:

- Enterprise Holdings
- Dress For Less
- StubHub

The Career Center · Welch Hall 360 · (310) 243-3625
www.csudh.edu/careercenter · careercenter@csudh.edu
“I really liked Freshman Fridays. They really helped me to choose a major and to learn more about myself and who I really am, and I am really thankful.” - Freshman CSUDH Student

“Best student base I have seen at a college event in some time.” - Employer, Easter Seals of Southern California, referring to CSUDH students at the Spring Job & Internship Fair

### ASSESSMENTS

<table>
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<tr>
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<th>Fall 2014</th>
<th>Winter/Spring 2015</th>
</tr>
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<tbody>
<tr>
<td>Resume Critiques</td>
<td>96</td>
<td>209</td>
</tr>
</tbody>
</table>

In Spring 2015, the Career Center moved from in-person resume drop-offs to online submissions via ToroJobs.

### CAREER FAIR PARTICIPATION

**Fall Job & Internship Fair 2014**
- Freshman, 44
- Sophomore, 20
- Junior, 175
- Senior, 177
- Graduate, 42
- Alumni, 27
- Staff/Faculty, 18

Total Attendance: 503

**Graduate School Fair 2014**
- Freshman, 57
- Sophomore, 33
- Junior, 117
- Senior, 197
- Alumni, 5
- Graduate, 18
- Staff/Faculty, 11

Total Attendance: 438

**Spring Job & Internship Fair 2015**
- Freshman, 37
- Sophomore, 34
- Junior, 122
- Senior, 216
- Alumni, 30
- Graduate, 19
- Staff/Faculty, 8

Total Attendance: 466

“I would like to thank the Career Center for making these opportunities available to students like myself. It was never a priority of mine to look into an internship. Thanks to the Career Center I was offered a great opportunity with a prestigious company that will open many doors for me.”

- Junior CSUDH Student, Enterprise Holdings, Inc. Intern

“My appointment with the Career Center helped me learn so much about myself that I didn’t know before. The self-assessments I took listed all of my strengths and weaknesses. After reviewing them with a counselor, I discovered my qualities and what I am capable of doing. Also, I was able to look through all of the careers that matched my personality and interests. I found this important because it made me think twice about my major and if it was really a fit for me.”

- Freshman CSUDH Student
Companiess Hiring Toros

1000 E. VICTORIA STREET, WELCH HALL D360
CARSON, CA 90747
Location: Welch Hall, D360
Phone: 310-243-3625
Email: CareerCenter@csudh.edu
Website: CSUDH.EDU/CareerCenter

2015-2016 Annual Report

California State University
DOMINGUEZ HILLS
Students utilized Mock interview Preparation.

Total student check-ins to the Career Center:
- Total appointments: 936
- Full-time counselors: 3

Career Counseling:
- Total: 1,719
- Freshman: 243 (14.13%)
- Sophomore: 212 (12.33%)
- Junior: 422 (24.55%)
- Senior: 654 (38.05%)
- Graduate: 65 (3.78%)
- Alumni: 123 (7.16%)

Appointments & Drop-ins:
- Total: 1,719
  - Freshman: 243 (14.13%)
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  - Junior: 422 (24.55%)
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  - Graduate: 65 (3.78%)
  - Alumni: 123 (7.16%

Workshop Attendance:
- Total: 1,201
- Workshops presented: 92

Class Standing:
- Freshman: 295 (24.96%)
- Sophomore: 281 (23.40%)
- Junior: 382 (32.14%)
- Senior: 39 (3.25%)
- Graduate: 87 (7.30%)
- Alumni: 18 (1.50%)
- Post-Bacc Undergraduate: 67 (5.68%)

Career Fairs:

Social Media:
- Social media accounts established in 2015!
- Facebook: 1,074 likes
- Instagram: 238 followers
- Twitter: 116 followers

On-campus Recruiting:
- 21 employers conducted on-campus interviews.
- 254 students participated.

Career Counseling:
- 1,719 total appointments.
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- Sophomore: 212 (12.33%)
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- Graduate: 65 (3.78%)
- Alumni: 123 (7.16%)

Employer Related Events & Programs:
- Career Fairs: 42
- Campus Presentations: 511
- Students attended: 1,984

Resume Critiques:
- Total resumes critiqued: 3,491
- Online & in-person: 108

Myers-Briggs Type Indicator:
- Strengths Finder

Grants:
- 500 Freshmen
- 400 Sophomores
- 300 Juniors
- 200 Seniors
- 100 Graduates
- 40 Post-Bacc

Total Enrollment:
- 14,635 students
- Founded in 1960
- Average high school GPA of freshmen: 3.13
- Male students: 58.4%
- Female students: 41.6%
- Student to faculty ratio: 27:1
- Graduates: 3.78%
- Alumni: 9.48%
- Freshman: 12.4%
- Sophomore: 10.3%
- Junior: 20.5%
- Senior: 47.2%
- Post-Bacc Undergraduate: 4.8%

Student to Faculty Ratio: 36.9%

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Career Fairs:

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