CALIFORNIA STATE UNIVERSITY DOMINGUEZ HILLS

STRATEGIC PLANNING STAKEHOLDER FEEDBACK REPORT

APRIL 16, 2021

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INTRODUCTION

Between February 12 - March 19, 2021 the Strategic Planning Committee hosted 41 stakeholder focus group meetings that included 244 individuals. All sessions included a discussion facilitator and a notetaker who documented each discussion. Only one group of managers is not included in the final tally of individuals, as the number of participants was not recorded. This minor omission does not diminish the validity of any of the findings generated through the qualitative analyses.

In addition to focus groups, stakeholders also had the opportunity to provide input via an online survey. However, a significant portion of the 1024 individual survey respondents did not answer all of the questions posed. Both groups of stakeholders were asked to respond to the same five questions.

1. What are our areas of greatest strength and promise?
2. What currently makes CSUDH truly distinctive in relation to peers and competitors?
3. What will CSUDH need to do to create an innovative, equitable and inclusive environment for all?
4. What are the major forces, trends or issues - in higher education, in our state, our system, and our region - that will affect the future of CSUDH?
5. What are our greatest opportunities to enhance quality and to carve out a place for ourselves that will lead to distinction and serve our community?

The remainder of this report includes an introduction to the data, a description of the qualitative methodology, and a summary of stakeholder responses broken down by theme, stakeholder type, and question content. Finally, Appendix A provides a detailed breakdown of stakeholder descriptive details and campus affiliation.

Emeritus is confident that the Strategic Planning Committee and the will find the information contained in this report easily accessible and highly valuable in guiding CSUDH's path forward.

Data Collection February 18 – March 22, 2021

The guiding questions for eliciting CSUDH stakeholder feedback focus primarily on where participants see CSUDH today, and where they'd like to see it go in the future. Questions 1 and 2, ask: *What **are** our areas of greatest strength and promise?* And *What **currently** makes CSUDH truly distinctive in relation to peers and competitors?* While questions 3, 4 and 5 ask: *What **will CSUDH need to do** to create an innovative, equitable and inclusive environment for all? What are the major forces, trends or issues - in higher education, in our state, our system, and our region - **that will affect the future** of CSUDH? What are our greatest opportunities to enhance quality and to carve out a place for ourselves **that will lead** to distinction and serve our community?* Thus, is makes intuitive sense to approach analysis of this data not only thematically, but in terms of the present state of CSUDH and its future direction.

The following report describes the themes generated from qualitative analysis of virtual focus group data collected between 2/18/21-3/22/21, and from online survey data collected between 2/18/21 – 3/19/21. In sum, 244 individuals participated in 41 distinct focus groups, with only one group omitted in the total count due to notetaker error. Although 1024 individuals accessed the online survey, between 181-220 individuals answered each online survey question, for a total of 1019 distinct answers across all five questions, once N/As, "I don't knows" and blanks were removed. Survey respondents included 8 administrators, 34 alumni, 2 community members, 34 faculty members, 25 graduate students, 6 "other", 16 staff members, and 98 undergraduate students.

Following the focus group discussions, notes generated by each group notetaker were loaded into Dedoose – the qualitative software used to code all data. In order to develop the preliminary coding architecture, focus group notes were read closely and salient themes supported by the text were identified. Then began an inductive process of narrowing from particular (text segments) to larger themes while attempting "to 'saturate' the categories—to look for instances that represent the category and to continue looking until the new information does not provide further insight into the category" (Creswell, 2005, pp. 150–151). Codes were then expanded, defined, and refined. All focus group data was coded first, and survey data was then coded for complimentary/conflicting data in order to capture greater nuance surrounding each theme and to add additional themes. Some excerpts were coded to more than one node, if relevant. The data linked to each code was stored under the code headings and the connection to the full text was maintained. Descriptor data relating to participant

type and data collection method was also entered into Dedoose to enable further data parsing. Finally, Dedoose was used to run reports and create charts to examine how frequently each theme emerged and in what context.

This study faced significant limitations in data collection due at least in part to the COVID pandemic. Focus groups could not take place in person which limited interpersonal interactions and likely changed the dynamic of group discussions. Likewise, going virtual seems to have negatively affected stakeholder buy-in for participation and follow through in actually attending sessions. At least 10 focus groups were canceled when pre-registered participants did not attend, while most of the focus groups that did occur had 50% or less of the planned attendance. Additionally, there are tremendous disparities in the number of each participant type in the survey data, which had a significant impact on the ability to do cross case comparisons. Overall, the participation rate across all campus stakeholders was relatively small, which also impacts the scope, breadth, and depth of potential findings. Yet despite these limitations, those stakeholders who did participate paint a picture of community based, student centered campus, not without its own challenges, but ready to face them head on, and ready to thrive, looking forward with hope for the future.

In considering CSUDH's current state, participants felt that a particular strength lies in diversity, as it was the most frequently cited area of strength/distinction. Many survey responses across stakeholder groups highlighting the theme broadly, by simply citing "diversity" as a strength. In fact, 28/40 survey respondents who mentioned diversity wrote "diversity" and left it at that. Focus group responses from a variety of stakeholders provide more nuance, referencing the university's attention to diversifying staff and faculty, and the importance of students seeing themselves reflected in CSUDH employees. Many respondents also highlighted the inherent value of the diverse student population.

Diversity is viewed as part of the rich fabric of CSUDH, as an integral strength of the campus and a building block of the campus community. It is this feeling of community and familial atmosphere on campus that was praised by participants across the board as particularly valuable and as something that sets CSUDH apart. A contributing factor to these feelings of belonging is the smaller size of the university, making it feel more manageable and accessible, particularly for student respondents.

Students broadly cited caring, high quality faculty and staff as particular assets tied to their feelings of belonging, while other participants also found strong, caring, communicative leaders to be quite valuable in their CSUDH experience. The appreciation appears to be mutual, as the CSUDH students themselves were described

as a major strength of the university, as were the abundant and high quality resources available for student support. Thus being "student centered" was a particularly relevant theme and highlighted by participants as both a strength and a distinction. Other themes supporting this view of CSUDH as student centered include the emphasis on faculty relationships/connections with students, accessible advisors, focus on affordability, and classroom experiences, all being cited as particular strengths and/or areas of distinction.

Not only is the sense of caring and community on campus important to stakeholders, but so too is the broader sense of community--the connection and engagement between CSUDH and the surrounding neighborhoods. Respondents found this relationship to be a fundamental strength, and something unique to CSUDH. Respondents highlighted the value of local, diverse students attending CSUDH, finding the connection enriching to the campus as a whole, especially empowering for first generation students from the community, and having a substantial impact on students' economic mobility. The economic and social impact of employing people living nearby was also cited as mutually beneficial for fostering community-university connections. This connection was held in especially high regard and with a sense of pride because of the rich history of social activism in the area, particularly as tied to the Watts Rebellion. Several respondents felt that being in the area where this historic act took place grounds CSUDH and ties it to the community and its people in a unique way. Beyond these people-based strengths, these community-university connections were particularly important to stakeholders as they relate to ongoing relationships with local industries, which were viewed as critical internship and employment opportunities for CSUDH students and alumni.

The actual geographic location of CSUDH, being physically near these industrial centers and close to the business hub of downtown LA was cited as an area of strength and distinction as well. Not only is the proximity to these resources valuable to stakeholders, but so too are the new infrastructure and updated buildings being completed, as well as the expansive amount of land CSUDH holds in the area. This seems to signal to stakeholders not just actual physical growth, but also the power of potential--what CSUDH can be moving forward.

This specific idea of "potential" was mentioned 28 unique times as a strength and distinction of CSUDH, but what do respondents think will shape this potential? By far the most frequently cited issue affecting CSUDH's future (and really the future of everything) is COVID. Many survey respondents simply typed COVID as their answer, but the complete response was more nuanced than that, as evidenced by respondents' focus on the impact of virtual instruction, the importance of improving/expanding

remote learning opportunities, enhancing available technology to adapt to the changing educational environment, and improving psychological services to help individuals process COVID related issues. Clearly both in terms of affecting the future of CSUDH and serving the evolving needs of the university community, COVID's effects are far reaching. Many student respondents also noted how online learning, despite its limited opportunities for personal connections, provides greater flexibility for those with children, full time jobs, and those with other schedule-based limitations. Thus, when answering what CSUDH needs to do to create a more diverse, equitable, and inclusive environment, increasing and improving technology and virtual learning opportunities were salient themes once again, particularly through employee training opportunities-helping faculty and staff facilitate more high quality online instruction for all students. However, it is important to note that concerns were raised by a few varied non-student stakeholders about inequities in access to technology and how those play out in online learning. Likewise, a few faculty members expressed concern about the lack of in-person, student-teacher interactions and how that can affect student achievement.

Also echoed across all three questions regarding to the future of CSUDH, stakeholders identified themes relating to students' careers 60 times. Subtleties of these responses focused on improving the college to workforce pipeline, mainly by increasing internship opportunities, relationships with local industries, and connections with alumni, thereby enhancing career readiness and employability. A few non-student stakeholders felt that students are not graduating "career ready" and that this is an important opportunity to improve CSUDH and shape its future. Additionally, several survey respondents identified the importance of having strong STEM degree programs and the high employability of such careers.

Another relevant theme that respondents' felt would shape CSUDH's future relates to monetary concerns.   Some non-student respondents highlighted cuts in state funding/budgets and how that will affect CSUDH's ability to effectively support students and upcoming campus-wide initiatives. A few of these participants recommended seeking more support from individual donors and philanthropic organizations, while many varied respondents felt that more effectively advertising CSUDH's strengths would be extremely beneficial as well—wanting CSUDH to promote itself more effectively. Several respondents also cited limited affordable housing options, rising tuition costs, student debt, excessive fees (particularly parking fees), as well as food insecurities as influential factors shaping CSUDH moving forward.

Looking to the future again, several non-student focus group participants pointed to the need for CSUDH to respond to pivotal moments in our country's social and political climate, using these moments as opportunities to look at dismantling inequities and

establishing a deeper commitment to social justice movements, i.e., George Floyd's murder, Black Lives Matter movement. Other relevant timely issues identified by a range of participants include the need for CSUDH to address the effects of the gentrification of surrounding neighborhoods, changes in immigration patterns, and the ongoing importance of becoming a sustainable campus/going green. There were also several respondents who felt that not all political voices are welcome at the table, and that more conservative, non-liberal/left wing opinions were dismissed and disrespected. They suggest fostering a more tolerant atmosphere, where all viewpoints are welcome.

Just as being student centered was previously discussed as one of CSUDH's most important current areas of strength and distinction, so too was it identified as an important focus for CSUDH's future and the shaping of its DEI focus moving forward. Respondents felt it is critical to recognize the changing student population in order to best design supports for basic student needs and improve retention rates. Needs explicitly named include a few aforementioned, like food and housing insecurities, financial support, and access to mental health resources, but also include additional needs like childcare, and access to on-campus jobs and healthy food. Respondents expounded upon this theme as they highlighted other opportunities to enhance quality and develop a more DEI environment moving forward, including: listening to and implementing student feedback, expanding the number of student outreach programs, improving affinity centers in order to better conditions for identity groups, improving accessibility for all students, increasing staff for student support services, and improving student retention rates, specifically by effectively advertising and implementing more effective, high touch student services. Several non-student respondents also mentioned the importance of K-12 outreach, connecting with students before they arrive on campus and developing that student success pipeline further through early outreach.

Much of the previous discussion involves developing a more diverse, equitable and inclusive environment, although not as explicitly as the following themes.   Respondents found it critical to improve connections with the local community, strengthening those relationships in order to marry the diversity of surrounding neighborhoods with existent and evolving campus diversity, thus promoting a more DEI environment on campus. Likewise, several respondents detailed specific actions aimed at the same outcome, such as establishing a DEI center, hiring a DEI officer, having community wide anti-racist conversations, hiring a more diverse body of faculty and staff, and providing them with appropriate professional development to help develop a more diverse, equitable and inclusive climate. For many respondents, a large part of such future efforts should be grounded in improved communication about DEI expectations and goals, and transparency in the decision making process from administrators on down.

Finally, analysis of the three emergent themes from the focus groups echoed all of the previously mentioned themes generated through analysis of the five survey questions and focus group notes. In descending order of frequency of response, stakeholders felt the following areas could be improved: community partnerships, internal communication, communicating CSUDH's strengths externally, students' workforce readiness, and student support services. Focus group participants also identified the importance of providing actionable goals, having transparent/data driven decision making, the benefits of a small campus, and improving university funding, affordability, definition of the CSUDH identity, and online learning.

		Participant Type		Focus Groups	Participant Type	Surveys
Overall diversity	Participants simply state "diversity" as a strength and/or distinction, or describe why CSUDH's diversity is beneficial.	97	39	*We are diverse. Every race, country, economic background from all over the world. This is why you go to college.* (faculty member) *Diversity-the mix of people on our campus. It's an authentic quality at DH that people are proud to share with others.* (staff member)	58	*Diversity is the key to success for CSUDH students. We need to showcase to the world that our strength is the fact that we bring people from all over the world together to coexist within their educational journey. This foundation of diversity is how we change the world for the better.* (staff member) *The university is an ardent fan of promoting and preserving diversity and cultural strengths. We must continue to promote our university's heritage of fulfilling diverse needs.* (faculty member)
Feeling of community/familial feeling on campus	Participants describe how CSUDH feels like a community/family	73	49	*CSUDH is a comfortable place that makes me feel at home.* (administrator) *Very small and close-knit campus community, students are surprised at the amount of help they can receive, if faculty/staff don't know the answer to a question, they'll connect students with someone who does.* (community member)	24	*We have segments across all areas of our campus that work diligently for the betterment of the campus as a whole, not just particular roles or areas. When the statement is made, 'It takes a Village', we personify that.* (staff member)
Small size	Ways in which small size benefits CSUDH.	61	42	*Smaller campus provides opportunities for students to be a part of a lot of the blueprint*	19	*CSUDH is still a relatively small school in comparison to other CSUs. This allows the students to have a more targeted*

				of what happens on our campus. (staff member) *Small but mighty-because we are smaller and flatter we can be more nimble than other universities.* (faculty member)		*learning experience because the class sizes are small.* (alumni)
Staff & faculty care	Participants describe caring staff and faculty who make concerted efforts to help students and connect with them.	54	25	*Passion, commitment and joy of faculty in working with students, from 1-on-1 interactions to working on events, especially out of class, really engages students, willing to tailor the student experience.* (faculty member) *Staff and faculty are well connected and involved in research and practice. Have bent over backwards during this pandemic and with courses online. They care and strive to bring their specialties to the programs.* (undergrad)	29	*The staff genuinely want to help students with their academic and professional goals.* (grad student) *Faculty- they actually care about the well-being of their students and want them to succeed in their goals.* (undergrad)
Community engagement	Participants describe CSUDH's engagement with the surrounding community	45	23	*Willingness to connect with community organizations and partners, we seek out and invite in; extending the community beyond the walls of the institution. Faculty member* *Collaborative partner with the community-in service to the*	22	"Community engagement" or "community involvement"

				community. (community member)		

Student diversity	Participants cite the diversity of the students themselves as a particular asset.	45	33	*Students-we are servicing very diverse students who are the future of our country.* (staff member) *CSUDH looks like this country's future (demographics, socially, culturally). Our students and their diversity, the strength in their stories.* (staff member)	12	*I teach at several other CSU campuses. I have found that our student body is one of the most diverse, in terms of race, age, gender etc. It is exactly this diversity that is the greatest strength of our student body, and therefore, of our campus.* (faculty member) *The diversity of our students is our greatest strength.* (staff member)
Student centered	Ways in which CSUDH is praised for focusing on students, making students the heart of the school.	32	22	*Our number one priority is our students and how we can understand and provide for them better.* (administrator) We have a true commitment to students' success-everyone does whatever they can to help students-we care about the whole being. (staff member)	10	*The support system for any student that may need help.* Undergrad *Responses to COVID-19 in ensuring student safety by remaining virtual and accommodating student needs, i.e. loaner technology program.* (undergrad)
New infrastructure	Participants highlight the value of new buildings and physical expansion.	27	23	*We have new buildings with state of the art equipment. The learning that will be done there is exciting.* (alumni) *New buildings are a source of promise …. we finally have some State investment and a really good looking campus that we can feature in the future as a strength.* (faculty member)	4	*Infrastructure development and continuous efforts to improve the campus.* (staff member) *Newly built buildings and revamping campus appearance.* (administrator)

Affordability	Participants describe how CSUDH is affordable.	26	8	*Affordable and connected to our community.* (undergrad)	18	"affordable/affordability"
Faculty/teacher quality	Participants highlight the quality of CSUDH faculty members as teachers	23	9	*Great faculty/staff-top notch, that are dedicated/engaged to/with students' success.* (faculty member) *Faculty are fantastic teachers and scholars.* (administrator)	14	*Our greatest strength is our ability to hire and retain smart, motivated, and passionate faculty and staff*. (staff member) *Amazing teachers and faculty especially during these really hard times.* (undergrad)
Accessibility	Participants discuss how accessible CSUDH is for students.	23	16	*DH is accessible when so many CSU's are not…students may not have an opportunity to attend college elsewhere.* (administrator) *Accessibility—earliest planning days the thought was the CSUDH would be a near campus for students who never had a campus they could ride a bus or a bike to. No walls, no barriers, just a friendly, beautiful, quiet and serene place-what the community needed to get their lives on the pathway toward growth.* (community member)	7	

Quality students	Participants describe the quality of the students themselves, students as strong leaders, highly capable and resilient.	21	11	*Our student body is our area of greatest strength and promise to develop; diversity of experiences, strength and resilience that they bring with them to the university.* (faculty member) Our strength is our students: they are inclusive, caring, open and accepting. (administrator)	10	*Our students - so committed to their education, their families, and their community. They have every desire to improve their community, and they no doubt will make our world better.* (faculty member) We also have amazing students who persevere and care deeply about providing for their families and giving back to their communities. (administrator)
Strong/caring leadership	Participants state how having strong and caring leaders sets CSUDH apart.	21	18	Leaders are genuine. Service the campus and community. (staff member) Efforts made to develop a new strategic plan reflect the strength and promise of our community and leadership efforts. (administrator)	3	"leadership"
Providing resources for student support	Participants discuss how CSUDH provides ample and abundant student resources.	20	10	DH does a good job at providing resources for students such as food, health services, and basic needs. (undergraduate student) There is a promise at DH that students who come from marginalized communities such as 1st generation students can graduate in four years. There are many programs to	10	The [strengths are] resources and zooms and other events that are available. Undergrad Developing more resources to serve the students in our communities and providing them with educational and career opportunities heretofore unavailable. (faculty member)

				help such as summer bridge, etc. (undergrad)		
Clear communication	Participants identify clear communication as a strength/distinction.	18	2	A strength is ongoing communication and outreach to students, parents and community members. (community member)	16	One of the greatest strengths to me has been the constant communication. I have phone numbers that are active that I can call. I have to say that we get messages from different offices in the school because this way I know if I need help I can reach out for that help. (undergrad) The school seems to have great communication everything is very transparent. (undergrad)
Strong specific academic programs	A few specific academic programs are identified as unique and high quality.	16	12	Distinctive academic programs make us distinct. For example, STEM education for K-12 teachers, Orthotics and Prosthetics, Sports Management, Nursing. (faculty member) Some of our unique programs (school of nursing, school of ed, systems engineering, orthopedics, OT) are not offered by other CSU's or other universities. (staff member)	4	The graduate counseling program is amazing! (grad student) Great teaching credential program. (grad student)
Potential for growth	Participants describe seeing potential for CSUDH's future. That potential itself is viewed as a strength.	15	11	As a campus we have more potential than others. We have a lot of land that others don't. (faculty member)	4	The strength is the opportunity for growth. From online learning to land development, the university has multiple resources that can push the university forward simply by creating

				We are at a pivotal moment where we can mold the campus into what it needs to be to address the needs of our community and our students. (administrator)		inclusive platforms for input and hiring quality professionals to teach our students and maintain the business functions of the university. (administrator)
Inclusion/Inclusivity	Participants highlight CSUDH cultivating a sense of inclusion as a strength.	13	9	DH does a good job including all people there is a sense of belonging for almost all students. (undergrad)	4	The greatest strength would be the dynamic inclusivity. (undergrad)
Ability to improve student mobility	Ways in which participants discuss how CSUDH positively impacts students' social/economic mobility.	13	11	We have the opportunity to make a big impact on our students-student upward mobility (educational and professional development). (faculty member)	2	We are a student centered institution and increase students' upward social mobility. (faculty member)
Faculty/staff diversity	Participants describe the value of having diverse faculty/staff.	12	8	It's a privilege to work with staff and administrators of color in leadership positions. (staff member) It's good for Black and Brown students to see staff and faculty who look like them to motivate them. (community member)	4	Diversity of student body, staff and faculty. (faculty member)
Empowering first generation students	Participants highlight the fact that CSUDH empowers first generation students.	12	8	We attend to 1st generation students and promise that we will help them graduate from DH equipped with the skills they need to be successful in their field. (faculty member)	4	CSUDH has created a campus environment where I, a first gen student of color, can feel comfortable. The professors are willing to work with us and acknowledge that we have other things going on in life. (undergrad)

						1) Our student body is primarily 1st gen. 2) Our faculty is dedicated to this demographic and we all share a vision for their success. It's personal here. (faculty member)
Powerful history: tied to Watts Rebellion	Ways in which participants discussed how CSUDH history is richly tied to the Watts Rebellion	9	3	The story we tell is distinctive, commemorating the Watts Rebellion and connecting to a campus location. We have crafted a narrative about ourselves. I fell in love with that story, I want to be a part of that story and powerful history. (administrator)	6	What makes us distinctive is our history on which our campus is built. The Watts Rebellion and the move from Palos Verdes to Carson is our legacy - to make education accessible to all. (faculty member) Our history is an area of distinction, we were born out of a rebellion. Our social justice roots are deep and profound. This permeates various aspects of our campus. (administrator)
Classroom experiences	Ways participants discuss the benefits of the classroom environment at CSUDH.	7	5	The classroom experience is our greatest strength. (alumni) Class sizes are small which allows us to facilitate these types of personal interactions. We want to maintain this especially as the university grows. (faculty member)	2	CSUDH is still a relatively small school in comparison to other CSUs. This allows the students to have a more targeted learning experience because the class sizes are small. CSUDH has also attracted good educators that seem invested in teaching. (alumni) Intimate classroom and advising settings between faculty and students. (faculty member)
Career focused	Participants discuss how CSUDH assists students with their careers	7	4	What I have said to donors and supporters, there is an emphasis on preparation on equipping people to move forward and propel them to	3	CSUDH has provided many resources to enhance the students' ability to achieve their academic goals and career. (undergrad)

				the next stage. We are pointing students in a direction and not just graduation. (administrator) We have opportunities to center career-connected learning-career readiness is embedded into the curriculum. (staff member)		
Staff quality	Participants describe high quality staff.	5	0	Without the staff as a faculty member, I would be lost. There are so many administrative things that the staff make happen. They just take a care of it. They just know. (faculty member)	5	The staff, overall as I had just completed my first semester of transfer, I had was amazed on how dedicated and resourceful all staff I encounter were. (undergrad) Mostly knowledgeable and diverse staff from many backgrounds. (grad student)
Supportive of DEI	Participants describe how CSUDH is supportive of DEI discussions/improvements	5	5	Colleagues across the country doing anti-racist work get resistance from administration and I have never felt more supported in doing this work by administration and faculty on this campus. I have not been in a space before where it has been invited, where conversations are happening. (faculty member)	0	N/A
Technological innovation	Ways participants highlight the importance	5	3	We are an innovative campus and a testing ground for new tech. (staff member)	2	The technology used for teaching is awesome. (undergrad)

	of technological innovation on campus.					

Looking to the future…what issues will affect us? What can we improve?

Improve community connections	Participants state the need to improve community connections and discuss ways to do it.	65	42	We need to include and involve the outside community in decision-making processes and forward thinking. Staff member I think our biggest opportunities are our students, and not just interacting with them on campus but also thinking about the communities they come from. Increasing opportunities for meaningful, local community engagement could change our role. We, the University, need to be a good citizen of Carson and have more interaction with the surrounding community. Faculty member	23	Offering more events to include the community - not just students. Include community in all school newsletters. Alumni The greatest strength is the diversity in our community that surrounds CSUDH. Accessibility and resources available by the university will draw in more students. Undergrad
Improve/expand remote learning	Participants cite improvements remote learning as critical for the university's future success.	64	31	Higher ed is notorious for moving slowly. In the future, more investment and best practices for teaching remotely are needed. Community member We have not done enough for remove and online presence, this should be expanded. More available classes online. Alumni	33	Online education is becoming more prevalent in higher education, with more demand for nontraditional educational methodologies and decentralized as well as applied learning. Alumni Online education and internationalization are the trends. We have to set up the necessary infrastructure for these developments. Faculty member

Deal with effects of COVID	Ways in which participants describe the far reaching effects of COVID and how these effects may play out in the future.	54	33	Covid may have created a very big lag in student learning for years to come. How will we accommodate those students that come with educational deficits and help them remediate educational gaps? Administrator How we come out of Covid will be a big one. How are our students are going to feel-low morale? Especially with many missing out on so many opportunities like graduation. We need to build student morale when they return to campus. Staff member	21	COVID-19 and online learning - CSUDH will need to adapt its services, hiring practices, and expectations of faculty, staff, administrators, and students as a result of virtual learning and instruction. We must be nimble enough to recruit top talent by allowing flexibility in hours, we must meet the diverse needs of students by offering services after 9-5 hours to meet the needs of faculty and students. Administrator Socio-political, cultural and economic impact of COVID. Faculty member
Improve/embrace technology broadly	Participants state the need to improve CSUDH's technology, not specifically related to online learning.	42	24	We need to enhance technology and accessibility in academic spaces. Undergrad It's necessary to better technology infrastructure and innovation. We have lots of tools but there isn't cohesion between them. Staff member	18	CSUDH has to stay relevant in regard to technology. Staff member Technology, technology, technology and faculty/staff that are willing to embrace this trend toward on-line learning/teaching. Administrator
Improve students' career readiness	Participants cite the importance of providing career readiness for CSUDH students.	41	32	We need to be able to move students from graduation to actual jobs to build bridges from graduation to employment. Alumni	9	Elevate and invest in career center. Grad student

				Preparation of our students for the work environment is necessary-providing real worker preparation…providing students with a balance of career readiness and ability to think critically as core to their educational mission. Administrator		
Funding/budgeting	Participants describe inadequate funding as an issue moving into the future.	34	26	The funding model is out of whack; current funding doesn't cover all of the additional costs (advising, tutoring and other support) to provide services for an underserved population. Staff member

Certainly money will be a major issue and the need to start considering more expansively different sources of funding since the state is not entirely reliable. Perhaps forms of philanthropy or to add to the enterprising opportunities the university has. Faculty member | 8 | A major issue is our budget. Alumni |
| Improve/increase employee PD | Participants cite the importance of continued faculty/staff professional development. | 30 | 15 | We need to focus on professional development and creating opportunities. Faculty member

Continue to and think of how to enhance faculty development…expand opportunities for faculty to continue their educational journey. Faculty member | 15 | We can improve our practices by providing proper training, professional development opportunities for staff and management to improve the way we work and serve. Staff member

Be on the forefront of current events that directly affect our student population. Provide support and professional development not only for our |

						students but for faculty and staff as well. Student
Affordability	Participants state the importance of CSUDH remaining affordable. Included here is the impact of high housing costs.	29	23	Keep in mind students' financial situations. Changes that seem small can be overwhelming. Alumni High cost of housing in the region-if people can't afford to live here, they are going to move out or not be able to come here. Faculty member	4	The rising cost of college and living - we must find a way to offer more scholarships and grants to our students to keep the price of college down. Administrator Making education affordable is key- if people cannot afford to attend college CSUDH will lose enrollment. Undergrad
Design supports for basic student needs	Participants discuss the need to provide support for basic student needs such as food, housing and transportation.	23	17	We have food insecure and housing insecure students, we need more support for basic student needs. Student There is a lack of reliable public transportation. We need better public transportation-to make it easier for folks to get here if we want to be a destination campus. Student	6	CSUDH needs to help those who are really in need of help because there are many who are going through rough times during this pandemic. Undergrad When the campus opens again I think the farmers market and other food distribution opportunities should be a priority. Graduate student
Unpack diversity	Participants discuss and question what diversity means and how it evolves. In several instances "diversity" is simply listed as an important factor affecting CSUDH's future.	22	11	We need to understand what we mean by diverse and inclusive and who is in this definition. International students? Staff? Staff member We need to look honestly at what diversity looks like-data/evidence based. Community member	11	Build on changing demographics and increased diversity that adds to the richness of our campus and surrounding communities--the unfortunate reality is the more blatant, hostile anti-black, anti-Asian discrimination and

					polarization/oppression of other identities that structural racism breeds. Faculty member

Promote available student resources	Participants describe the need for CSUDH to more effectively promote what resources are available for students, particularly on the website.	21	5	We need to be more upfront regarding the different resources available. Undergrad We need to create a user-friendly resource Faculty member	16	Increase awareness of the programs through the website and make it a little easier to navigate the resources. The website could be better organized and there could be clearer communication as to how classes work and what counseling services are available. Alumni
Diversify staff/faculty	Ways in which participants state the importance of continued diversification of staff/faculty.	21	9	We have one race over in one department with no representation of Blacks or Latinos, we really need to make sure we are reflecting diversity in our staff. Staff member Hire more diverse faculty: LGBTQ, people of color that reflect our student body. We need to hire and retain faculty of color. Faculty member	12	Continue to diversify faculty. Faculty member Campus diversity. Not just amongst the student body but more diversity in faculty and staff as well. Staff member
Advertise our strengths	Participants state the importance of CSUDH promoting itself more effectively, improving marketing and creating a better university brand.	20	16	Many of the wonderful things we do are not shared widely. Administrator We need significantly greater communication externally of our strengths and academic programs. Our larger community does not know what we do. Press releases aren't sent, websites aren't updated regularly with the engaging research people do. Faculty member	4	We need better marketing/branding. Alumni
Improve conditions for identity groups	Participants highlight the need to consider all identity groups and	18	10	We need to listen to students above what they want, what they need (LatinX center). We need more affinity centers to make	8	Consider those struggling with gender identity. Undergrad

	improve conditions for those who need more resources.			students feel connected to campus, part of the campus community. Staff member We pride ourselves on the fact that DH students aren't your "typical" students, , but we lack resources for formerly incarcerated students, student parents, and older adults. Staff member		Veterans need more resources. Alumni
Listen to feedback	Ways in which participants discuss the importance of listening to feedback, particularly from students.	18	12	We need to focus on demographics and population of campus, what do the students want? Alumni Customer service needs to be top of the line. Communication, accountability, transparency. I think the surveys that are being sent out are great to continue getting feedback. Undergrad	6	Listen to the feedback of the students. Undergrad
Address changing student population	Ways in which participants describe the changes in student demographics and the importance of addressing these changes	17	13	Student demographics are shifting. The enrollment of "traditional" college students is declining. Staff member Number of freshmen is declining. Need to look at "non-traditional" students to get them to finish or even come to college. Alumni	4	Address impact of population trends. Faculty member
Improve communication	Participants describe the need for better communication amongst campus stakeholders and with students in particular, especially via technology.	12	7	There's a little bit of oversaturation with emails. Students don't open emails because there are too many; it's a problem when we can't communicate to students. So much noise that students become overwhelmed. We do a lot of on-boarding, but not much mid & end- boarding. Staff member	5	Need to make communication between departments and staff more efficient. Same with services and replying to students. Continue sending out surveys at the beginning middle and end of what CSUDH can do to improve. Grad student

				We need better communication amongst campus as a whole-we don't know what other departments are doing. Staff member		Must have many platforms of communication. Undergrad
Improve sustainability-environmental impact	Ways in which participants state that sustainability should be an integrated into campus culture.	11	3	Climate change is real. We need to prepare our students for that reality. We need to do more to broaden the academic discussion on sustainability. It should be a part of the campus culture. Staff member Sustainability/going green will be a defining factor of how the university is looked at by the state and the country. Sustainability will create jobs and become a major at our school-it's a money maker. Alumni	8	Address, support, fund anything that makes the campus more resilient to climate change, pollution and ecosystem loss. Create an urban oasis of sustainable and affordable food and housing on campus that supports the holistic health (physical, mental, spiritual) of our community. Faculty member
Further land development	Participants cite the importance of future land development.	10	2	Focus on expected growth and mindfully take consideration when creating new buildings/programs. Staff member Land development presents a unique opportunity for a commitment to research hub, internships for students; serves the campus not just for income generation. Faculty member	8	CSUDH has land that can be utilized to grow a campus community that can be looked at as first choice 4 year university. Student
Improve alumni connections	Ways in which participants describe the importance of connecting with alumni.	10	7	We need greater outreach to our alumni. Alumni are a great asset and are completely underutilized (both for funding and networking). We need to build a greater relationship post-graduation. Faculty member	3	Elevate and invest in career center and alumni programming. Grad student

				We need to strengthen the alumni network in order to open up doors for students. Build a network for students. Alumni		
Increase student internships	Participants stress the importance of creating more student internships.	9	1	We need more paid internships to address the greater shift and diversity in occupations. Administrator	7	Commit to mentorship and internship opportunities for the students so they get real-life experience. Staff member
Listen to student perspectives on DEI	Ways in which participants cite the value of seeking and utilizing student perspectives on DEI.	9	0	N/A	8	Gather each student's perspective and make determinations from everyone's opinion. Undergrad
Incorporate more service learning	Participants cite more service learning opportunities as valuable for CSUDH's future.	9	0	N/A	9	More experiential and service learning on and off-campus. This means supporting research on campus, internships off campus, study abroad, and service learning. Faculty member
Create affordable housing around campus	Participants identify affordable housing as an important factor affecting the university's future.	9	0	N/A	9	Housing. Our students - both undergrad and graduate NEED AFFORDABLE HOUSING. BUILD IT HERE!!! Faculty member
Improve K-12 outreach	Ways in which participants describe the need for improved K-12 outreach and the impact of such efforts.	9	5	We need continuing outreach, especially to at-risk schools in the area, the biggest impact is for students to see people who look like them. Community member	4	We need to reach out to the schools in our community. The schools being the elementary, middle, and high school in our community. We need for students to see the university in their community and realize that there is space for them. I

					think CSUDH goes into the school then students will improve their grades because they will be driven by the inspiration of being a Toro someday. Undergrad Building capacity to partner with local community colleges and high schools. Faculty member
Social/political climate	Ways in which participants want the university to address timely social/political movements.	9	8	Prime opportunity for DH to get in front of George Floyd movement. What are we doing that dismantles inequity? We have an opportunity to lead into braveness. Alumni We need sustained commitment to the social justice movements our nation has seen in the last 6 months. Faculty member	1	What I hear from my students is they want more professors to talk about what is going on in the world in their classes - relevant or not to the content. Faculty member
Develop a DEI plan	Participants cite the need to develop a detailed DEI plan.	7	7	We need to regularly study our retention of faculty (people of color, underrepresented in disciple/field of study, veterans, differently abled, salary inequities, so that we can determine the best practices to address specifically what we are aiming to do, so that we have a means to make progress. Study and use the data so that we're not shooting in the dark, close the loop, collect the right data so that we can move the needle of DEI issues. Faculty member	0	N/A

				We have lofty goals and objectives; need to follow up on strategic plan-produce and review data; it's the alignment of the dream and making it evidence based because we have a lot of goals and the challenge becomes initiative fatigue; alignment between dream and operationalizing goals and providing actual tactics on achieving them. Staff member		
More transparency in decision making	Ways in which participants describe the need for increased transparency moving forward.	7	6	We need an intentional decision making process that is transparent and must consult people who will be impacted by the decision. Faculty member

More transparency, tell us what is going to happen before it happens, asking staff before it happens to make sure it works for them. Staff member | 1 | Archaic/unclear policies, over reliance on 'this is how it's been done' practices, lack of transparency. Faculty member |
| Immigration issues | Participants cite immigration as a critical factor affecting the future of CSUDH. | 7 | 4 | Immigration, there are proposed immigration bills that may address undocumented communities, but nothing is guaranteed and we will be serving these communities for a while. We're already serving students released from migration prisons without having resources for this specifically. Staff member | 3 | Being a multicultural campus, I see that immigration will be a major force that would affect the future. I fear that future restrictions on immigration or new laws against those who are undocumented will take a toll on the current students and future students that attend this campus. Undergrad |
| Addressing racism | Participants describe the importance of addressing race, racism and having continued anti-racist discussions. | 7 | 3 | Racism, a major issue that's impacting higher Education, particularly people of color. Staff member | 4 | Weave antiracism into the fabric of university culture. Faculty member |

				We need to address race explicitly. We talk about diversity but we need to address race with our students and the national conversations and they are impacting our students in very different ways. Faculty member		We are in an opportune time to make CSUDH a leader in higher education that takes antiracism seriously. Faculty member
STEM education	Participants cite an increased emphasis on STEM education as beneficial to CSUDH's future.	6	0	N/A	6	More emphasis on 21st-century STEM education, skill development, new technologies, and progress of future generations. Faculty member
Allow all voices, not just liberal	Ways in which participants describe wanting to have more balance in the way political views are recognized on campus.	5	0	N/A	5	Address Conservative Views. Too much Left-Wing Liberal Views are pushed on the campus…students are not exposed to everything. No options for students and the push for all the other agendas without balance is shameful. Alumni
Improve psychological services	Ways in which participants describe the need for improved mental health services, especially increased monetary investment in such services.	5	1	Mental health concerns and generational trauma-the compounding traumas of police killings, racial injustice, poverty, etc. How are we going to address these issues and support our entire population (students, staff, faculty)? Staff member	4	More funding for Psychological Services so that it can allow long term counseling and a fulltime psychiatrist. Some students, like myself, do not have the time outside of classes and work to seek outside help all the time. Grad student

Invest more into Psychological Services. Grad student |

APPENDIX A

ONLINE SUBMISSIONS BY GROUP AND STAKEHOLDER AFFILIATION

Data Collection February 19 – March 19, 2021

ADMINISTRATORS	
Student Affairs	5
Academic Affairs	3
University Advancement	3
Administration and Finance	1
Auxiliary Organizations	1
Information Technology	1
Office of the President	1
College of Business Administration and Public Policy	1
TOTAL	**16**

ALUMNI	
College of Arts and Humanities	18
College of Business Administration and Public Policy	23
College of Education	13
College of Extended and International Education	5
College of Health, Human Services and Nursing	14
College of Natural and Behavioral Sciences	14
African-American studies major	1
None	5
TOTAL	**90**

COMMUNITY MEMBERS	
Undeclared	9
TOTAL	**9**

FACULTY	
College of Arts and Humanities	10
College of Business Administration and Public Policy	13
College of Education	6
College of Extended and International Education	2
College of Health, Human Services and Nursing	10
College of Natural and Behavioral Sciences	19
University Library	1
TOTAL	**61**

GRADUATE STUDENTS	
College of Arts and Humanities	9
College of Business Administration and Public Policy	7
College of Education	26
College of Extended and International Education	9
College of Health, Human Services and Nursing	53
College of Natural and Behavioral Sciences	13
Information Technology	2
None	2
Child Development	1
HEAL Program	1
MFT	1
Occupational Therapy	1
Social Work	1
TOTAL	**126**

OTHER		
Alumni	College of Education	3
Alum	College of Natural and Behavioral Sciences	
Alumni & Previous Faculty Member	College of Health, Human Services and Nursing	
Transfer Student	College of Natural and Behavioral Sciences	4
MS Credential Candidate	College of Education	
2nd degree	College of Health, Human Services and Nursing	
Credential Student	College of Education	
Professor Emerita	College of Health, Human Services and Nursing	5
Lecturer	College of Natural and Behavioral Sciences	
part time instructor	College of Natural and Behavioral Sciences	
Retired Faculty	College of Business Administration and Public Policy	
Coach	College of Health, Human Services and Nursing	
Non-profit Partner (Queen Mother)	Outside Non-profit Organization	2
TOTAL		14

STAFF	
Academic Affairs	5
Administration and Finance	5
Auxiliary Organizations	1
College of Arts and Humanities	1
College of Extended and International Education	3
College of Health, Human Services and Nursing	2
College of Natural and Behavioral Sciences	4
Foundation	1
Information Technology	6
Office of Educational Partnerships	2
Office of the President	2
SHC-Student Health Center (?)	1
Student Affairs	12
University Advancement	1
University Police Department	1
TOTAL	**47**

UNDERGRADUATE STUDENTS	
College of Arts and Humanities	85
College of Business Administration and Public Policy	115
College of Education (1) Math Education major	50
College of Extended and International Education	7
College of Health, Human Services and Nursing	154
College of Natural and Behavioral Sciences	209
Communication	2
Computer Science Department	2
IDS	1
Information Technology	2
None	29
Administration and Finance	1
Applied Science -online program	1
Biology Department	1
Physics Department	1
Student Affairs	1
TOTAL	**661**
GRAND TOTAL	**1024**