

UNIVERSITY STRATEGIC PLAN: 2014-2020**Goals, Objectives & Strategies****GOAL I**

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.

OBJECTIVE 1.A.

Increase the "tenure density"¹ 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%.

Strategies:

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.
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).
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.

OBJECTIVE 1.B.

Enhance three existing academic programs and create three new high quality or accredited programs, certificates and/or centers or institutes that are responsive to student interest, regional workforce trends and needs.

Strategies:

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.
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.
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).

OBJECTIVE 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).

Strategies:

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.
2. Assess, reorganize, streamline and build campus infrastructure, policies and processes to better support internationalization efforts.
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.

GOAL II

Promote student graduation and success through effective recruitment, transition, and retention of our diverse student population.

OBJECTIVE 2.A.

Increase the federally-defined freshmen graduation rate (6-year, full-time first year freshmen) for undergraduate students at CSUDH (2007 cohort=27.6%) to 60% in six years; increase our 3-year transfer graduation rates (2010 cohort=71.5%) by 10% in six years; and reduce by 50% our minority achievement gap (9.7% difference fall 2012).

Strategies:

1. Implement the National Model of Student Success and develop a strategic plan and effective processes to support, enhance and improve student graduation rates and success.
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.
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.
4. Implement new ways of tracking and reporting the success of our non-traditional students by incorporating a series of metrics demonstrating student success.

OBJECTIVE 2.B.

Provide every student with the opportunity to participate in at least 2 innovative high impact practices (HIPs, see Appendix) before graduation.

Strategies:

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.
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 or Writing in the Discipline, expanded use of writing resources).
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.
4. Increase by 25% student engagement in community and service learning.

OBJECTIVE 2.C.

Increase by 10% student job placement success within a year of graduation.

Strategies:

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).
2. Encourage academic departments to integrate practicum experiences, service learning or internships and job and career readiness skills into their curricula.
3. Create a senior/junior student mentoring program to assist junior students in their progression toward graduation.
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.

GOAL III:

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

OBJECTIVE 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.

Strategies:

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.
2. Create and assess student learning outcomes for classes using new high-impact, innovative technology-assisted classrooms and labs.

OBJECTIVE 3.B.

Increase and assess opportunities for students to engage in an array of effective co-curricular activities and programs that engage 20% students (2,934 students, fall 2013 baseline).

Strategies:

1. Assess and analyze the current level of student engagement in clubs, organizations, centers and other co-curricular activities and programs on campus.
2. Augment and encourage the creation of additional, vibrant co-curricular activities for students on campus.
3. Increase residential housing activities linked to academic success for residential students on campus.

OBJECTIVE 2.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 (about 374 faculty, fall 2013 baseline).

Strategies:

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.

2. Assess and improve the effective use of instructional technology tools to improve student engagement, learning and success.

GOAL IV

Ensure, stabilize and grow the university's fiscal resources by diversifying and increasing revenue sources.

OBJECTIVE 4.A.

Increase revenue from public and private donations, grants, contracts, gifts, partnerships and sponsorships to the University by 15% and create 4 new and innovative self-support programs (credit, non-credit, certificate or other).

Strategies:

1. Develop and improve campus infrastructure, support and training to enhance campus-wide fundraising and advancement activities.
2. Increase alumni programming and cultivation efforts to encourage alumni giving and participation that will lead to a 5% increase in alumni giving.
3. Identify, cultivate and secure public/private partnerships to generate new funding sources for the university and enhance academic programs.
4. Enhance infrastructure, support and incentives for faculty interested in obtaining faculty-secured public, private grants, contracts and gifts.
5. Develop templates for new Extended Education program proposals and feasibility studies with realistic net revenue projections for revenue-focused graduate and/or professional degree programs in new high-demand disciplines.

GOAL V

Achieve operational and administrative excellence, efficiency and effectiveness across all campus divisions.

OBJECTIVE 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.

Strategies:

1. Analyze departmental staff reductions for the past five years, and develop and implement a plan for hiring and funding appropriate permanent staff positions.
2. Develop and implement a comprehensive training, professional development, and career paths for staff and administrators that engage at least 20% of employees.
3. Streamline and improve the hiring process to attract and hire talented candidates.
4. Develop and implement effective staff compensation, classification strategies, providing competitive salaries and internal salary equity.

OBJECTIVE 5.B.

Foster a campus culture of exemplary service as assessed by survey and other data.

Strategies:

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.
2. Identify areas for improvement and implement processes to enhance customer satisfaction.
3. Recognize and reward exemplary customer service.

OBJECTIVE 5.C.

Streamline at least 10 administrative/business processes to reduce redundancy, costs and unnecessary bureaucracy and by utilizing new technologies where appropriate.

Strategies:

1. Identify and revise critical administrative and business processes to improve workflow, transparency, efficiency, and reduce costs.
2. Enhance technology in administrative/business processes to improve workflow and efficiency where appropriate.
3. Encourage administrators, faculty, staff and student feedback to determine where innovations could be introduced.

GOAL VI

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

OBJECTIVE 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.

Strategies:

1. Conduct a communications audit to determine what efforts currently exist and potential opportunities to enhance communication efforts.
2. Develop and implement a multi-channel communications plan.

OBJECTIVE 6.B.

Design and implement a comprehensive external communication, marketing or branding plan for the university.

Strategies:

1. Conduct a communications audit to determine what efforts currently exist and what opportunities exist to enhance efforts.
2. Develop and implement a multi-channel marketing and visibility campaign that targets strategic university audiences and measures the effectiveness of strategies implemented
3. Re-envision and celebrate our "CSUDH brand" that contributes to a sense of pride and accomplishment for the campus.
4. Create and expand a focused community relations program to engage corporate, civic, and alumni leaders.

Objective 6.C.

Increase Dominguez Hills' sense of pride as evidenced by survey and focus group data.

Strategies:

1. Conduct a campus climate survey to assess current climate, develop and implement an improvement plan.
2. Develop and enhance our alumni association to build a stronger culture of meaningful engagement.

- Celebrate, validate and support our rich diversity, including cultural, linguistic, ethnic and other differences and similarities.

1 NOTE: The 2013 CSU-system average was 58.2%. “Tenure density” as defined by Academic Human Resources in the CSU Chancellor’s Office is computed as tenured/tenure-track FTE divided by total instructional FTE (includes instructional faculty but excludes coaches, counselors, and librarians. Data utilized is from CIRS AN files as of October 31 each year)].

University Planning Council (UPC) Charge

The UPC serves in an advisory capacity to the President by overseeing and reviewing the implementation of the University's Strategic Plan and will provide status reports to the President and Cabinet on a bi-annual basis.

University Planning Council Members (Fall 2014)

Dr. Ellen Junn, Provost and Vice President, Academic Affairs (Co-Chair)

Dr. William Franklin, Interim Vice President, Enrollment Management and Student Affairs (Co-Chair)

Mr. Theodore Byrne, Assistant Professor, Public Administration and Chair, University Budget Committee

Mr. Robert Fenning, Vice President, Administration and Finance

Mr. Christopher Fernandez, President, Associated Students, Inc.

Ms. Naomi Goodwin, Chief of Staff

Dr. Ivonne Heinze-Balcazar, Chair and Associate Professor, Department of Modern Languages (Academic Senate Appointee)

Ms. Nathlyn Hirohama, Network Services Coordinator (Staff Representative Appointed by the President)

Mr. Chris Manriquez, Vice President, Information Technology

Dr. Jerry Moore, Professor, Anthropology and Academic Senate Chair

Dr. Thomas Norman, Chair and Associate Professor, Department of Management and Marketing (Academic Senate Appointee)

Ms. Carrie Stewart, Vice President, University Advancement

Ms. Neisha Rhodes, Assistant to the Provost (Staff Support)

APPENDIX

Ten High Impact Educational Practices (HIP) as defined by George Kuh (2008).

(1) First-Year Seminars and Experiences

Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.

(2) Common Intellectual Experiences

The older idea of a "core" curriculum has evolved into a variety of modern forms such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options for students.

Learning Communities

The key goals for learning communities are to encourage integration of learning across courses and to involve students with "big questions" that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link "liberal arts" and "professional courses"; others feature service learning (see below).

(4) Writing-Intensive Courses

These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice "across the curriculum" has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

(5) Collaborative Assignments and Projects

Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

(6) Undergraduate Research

Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical

observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

(7) Diversity/Global Learning

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore “difficult differences” such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

(8) Service Learning, Community-Based Learning

In these programs, field-based “experiential learning” with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

(9) Internships

Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for “course credit,” students complete a project or paper that is approved by a faculty member.

(10) Capstone Courses and Projects

Whether they’re called “senior capstones” or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they’ve learned. The project might be a research paper, a performance, a portfolio of “best work,” or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.

Excerpt from: *High-Impact Education Practices: What They Are, Who Has Access to Them, and Why They Matter*, by George Kuh (AAC&U, 2008)