

The background of the cover is a photograph of a modern building. The building's facade is composed of large, rectangular panels in bright yellow and blue, arranged in a grid-like pattern. A large glass atrium is visible in the foreground, with yellow structural elements framing the glass. The sky is a clear, bright blue, and the sun is visible in the upper left corner, creating a lens flare effect.

CSUDH

CALIFORNIA STATE UNIVERSITY
DOMINGUEZ HILLS

**WSCUC
INTERIM
REPORT**

March 2022



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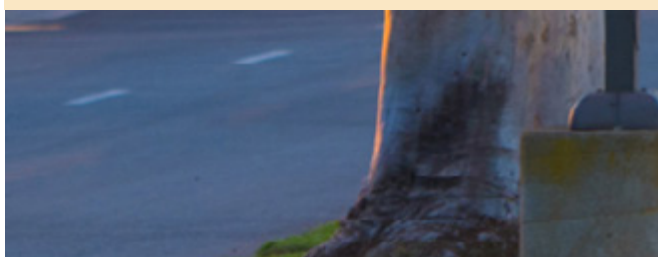
Table of Contents

Statement on Report Preparation	4	Recommendation 4 — Strengthen Evidence-based Approaches to Curricular and Co-curricular Program Assessments and Reviews (CFRs 4.3, 4.4)	26
Introduction, Conclusion, and Framing Language	4	Academic Affairs	26
List of Topics Address in this Report	5	Student Affairs	29
Institutional Context	5	Program Review	30
		Integrated Assessment	31
Recommendation 1 — Update WASC on the Strategic Planning Process and its Implementation Including Progress on the Physical Development of the Campus (CFRs 3.4, 3.5)	8	Recommendation 5 — Explore Models to Optimize Staffing Across Key Units in Order to Achieve Strategic Goals (CFRs 3.1, 3.2, 3.3)	34
Updates on the Strategic Planning Process and its Implementation	8	Fiscal Resources Impacting Staffing since 2017	34
Updates on the Progress on the Physical Development of the Campus	10	HR Process Improvements	35
		Professional Development and Training	35
Recommendation 2 — Continue to Build Institutional Capacity for Collecting, Integrating, Analyzing, and Disseminating Data Among Key Stakeholders for Decision-making Purposes (CFRs 4.1, 4.2)	16	Gender Equity and Staff Diversity	36
Advance Baseline Dashboards to Improve Student Success	17	Organizational and Technological Improvements	37
Update Assets and Infrastructure toward Better Data Ecosystem	17	Employee Recognition	37
Align Technology Resources for Student Success	18	Performance Evaluations	37
Strengthen and Integrate Student Learning Outcomes Assessment	19	Summary	37
Strengthen Data Quality, Standards, and Management Frameworks	19	Recommendation 6 — Identify Sustainable Approaches to Support the Pedagogical and Scholarly Development for Faculty (CFRs 3.2, 3.3)	38
Offer Professional Development and Leverage Campus Content/Subject Matter Experts	20	Faculty Orientation, Incentives, and Evaluation Practices (CFR 3.2)	38
Summary	20	Faculty Pedagogical Development (CFR 3.3)	39
		Faculty Scholarly Development	40
Recommendation 3 — Continue to Develop and Implement Financially Sustainable Faculty Hiring and Allocation Plans (CFRs 3.1, 3.4)	22	Summary	43
Hiring since the CSUDH Institutional Report was Filed	22	Conclusion	44
Faculty Diversity	23	Identification of Other Changes and Issues Currently Facing the Institution	44
Tenure Density Challenges (CFR 3.1)	25	Concluding Statement	45
		List of Appendices	46



Statement on Report Preparation

This Interim Report follows the guidelines of the 2013 Handbook of Accreditation. Vice Provost Ken O'Donnell serves as CSUDH Accreditation Liaison Officer. He and co-chair Mark Carrier, Professor of Psychology, led a broad committee tasked by President Thomas A. Parham in Fall 2020 with the preparation of this report. Over the following year, individual sections were drafted by seven subcommittees:



Introduction, Conclusion, and Framing Language

- Mark Carrier, Professor of Psychology
- Ken O'Donnell, Vice Provost
- Alana Olschwang, AVP University Effectiveness, Planning & Analytics
- Claudia Orozco, Academic Affairs Budget Officer

Section 1: Strategic Planning and Physical Development

- Kim Costino, Dean of Undergraduate Studies
- Samira Moughrabi, Associate Professor of Nursing
- Roshni Thomas, Director, Planning, Design & Construction
- Joseph Wen, Dean, College of Business Administration & Public Policy

Section 2: Data for Decision-Making

- Tim Caron, Associate Dean (later Interim Dean), College of Arts & Humanities
- Ruttanatip Chonwerawong, AVP Student Success, Division of Student Affairs
- Quang Duongtran, Professor of Social Work
- Alana Olschwang, AVP University Effectiveness, Planning & Analytics

Section 3: Faculty Hiring

- Ev Campos, Undergraduate Sociology Major
- Mark Carrier, Professor of Psychology and previous WSCUC Co-Chair
- Cheryl Koos, AVP Faculty Affairs & Development
- Claudia Orozco, Academic Affairs Budget Officer

Section 4: Program Assessments and Reviews

- Toumik Asatoorian, Assessment Specialist (later Senior Manager, Student Support)

Assessment and Training), Division of Student Affairs

- Matt Mutchler, Director of Assessment, Division of Academic Affairs
- Wendy Vermeer, Program Review Panel Chair
- Hal Weary, Assistant Professor of Music

Section 5: Staffing

- Bill Chang, AVP Enterprise Applications/Deputy CIO
- Wayne Nishioka, Interim AVP Admin & Finance
- Monica Ponce, Director (later Interim AVP), Human Resources Management
- Cindy Romero, Undergraduate Psychology Major

Section 6: Faculty Development

- Daisha Campbell, Undergraduate Political Science Major
- Marisela Chavez, Interim Director (later Director), Faculty Development Center
- Chandra Khan, Faculty Director for Research Development
- Laura Talamante, Professor of History and Chair, Academic Senate

Drafts were presented to the President, Vice Presidents and Academic Senate for feedback and comment on March 1, 2021. Open Forums were held for the broader campus community April 5-13, 2021, which included an opportunity to submit additional input via an online feedback form; recordings of the Forum sessions were posted online afterward, allowing community members who could not attend the live sessions the chance to provide their individual feedback as well. The writing subcommittees incorporated the collected feedback into their section drafts in Fall 2021. The final draft was shared with the Cabinet and the writing subcommittees in February 2022.

Patricia Arroyos, Administrative Support Coordinator in the Office of the Provost, provided staff support and coordinated meetings. The primary editor of the final report was Michele Dunbar, Integrated Assessment and Accreditation Specialist in the Office of the Provost.

Donna Cruz designed the final layout and formatted and prepared the document for upload.

List of Topics Addressed in this Report

These are the topics the Commission asked us to address in this Interim Report:

- Update WASC on the strategic planning process and its implementation including progress on the physical development of the campus. (CFR 3.4, CFR 3.5)
- Continue to build institutional capacity for collecting, integrating, analyzing, and disseminating data among key stakeholders for decision-making purposes. (CFR 4.1, CFR 4.2)
- Continue to develop and implement financially sustainable faculty hiring and allocation plans. (CFR 3.1, CFR 3.4)
- Strengthen evidence-based approaches to curricular and co-curricular program assessments and reviews. (CFR 4.3, CFR 4.4)
- Explore models to optimize staffing across key units in order to achieve strategic goals. (CFR 3.1, CFR 3.2, CFR 3.3)
- Identify sustainable approaches to support the pedagogical and scholarly development for faculty (i.e., tenure track, tenured, and lecturers). (CFR3.2, CFR3.3)

Institutional Context

California State University, Dominguez Hills (CSUDH) is a comprehensive public university and one of the 23 campuses that constitute the California State University (CSU) system. CSUDH was founded in 1960 in the South Bay area of Los Angeles, originally located on the South Bay's affluent Palos Verdes Peninsula and named the California State College at Palos Verdes. In 1965, the University held its first classes at a temporary location in the California Federal Savings Bank in Palos Verdes' Rolling Hills Estates, enrolling approximately 40 students supported by 11 faculty members and administrators. On August 11, 1965, the Watts Rebellion erupted in the Watts neighborhood of Los Angeles, devastating the community and simultaneously focusing a national spotlight on longstanding racial inequalities and socioeconomic injustices. In the aftermath of the Watts Rebellion, now considered by many to be one



of the key turning points in the African American Civil Rights movement, the University relocated to Dominguez Hills to provide the area's racially and ethnically diverse population with the best accessibility to a college education.

The University is located in what is now the incorporated city of Carson, California, 18 miles south of downtown Los Angeles. CSUDH serves the South Bay and the greater Los Angeles metropolitan areas, a geographic region featuring one of the United States' most diverse human populations in terms of race, ethnicity, national origin, and spoken language, among other sociocultural markers. The communities surrounding the CSUDH campus reflect these regional demographics, as do the Dominguez Hills' student demographics. Over time, the University has articulated and clarified its values, mission, and vision with an intentional focus on serving a profoundly heterogeneous population with ever-increasing success.

Under the leadership of President Thomas A. Parham, CSUDH currently serves approximately 17,000 undergraduate and graduate students. CSUDH is one of the most diverse public universities in the western United States, with a student body that is 70.5% Hispanic/Latinx; 11.5% Black/African American; 6.9%

White; 8.4% Asian/Pacific Islander; 0.1% American Indian; and 2.6% two or more races. Further, 51% of CSUDH undergraduate students are first-generation college students. CSUDH's student body, faculty, and staff reflect the social, economic, and cultural reality of the twenty-first century global marketplace.

CSUDH is composed of six divisions and five academic colleges offering both undergraduate and graduate degree programs.

1. Office of the President
2. Division of Academic Affairs
 - College of Arts & Humanities
 - College of Business Administration & Public Policy
 - College of Education
 - College of Natural & Behavioral Sciences
 - College of Health, Human Services, & Nursing
 - College of Extended and International Education
 - University Library
3. Division of Student Affairs

4. Division of Administration & Finance
5. Division of University Advancement
6. Division of Information Technology

The University mission is to provide education, scholarship and service that are, by design, accessible and transformative, serving students who seek academic achievement, personal fulfillment, and preparation for the work of today and tomorrow.

The 346-acre CSU Dominguez Hills campus boasts 1,035,738 square feet of facilities situated in a mix of modern and contemporary buildings, built between 1967 and 2021. Facilities with a diverse mix of architecture include a theatre lecture hall, student union and dining, the Leo F. Cain library, a gymnasium and state-of-the-art sports facilities. New buildings include the Science and Innovation building and the Instruction and Innovation building, as well as a new third phase of student housing.

The main CSUDH campus also houses the California Academy of Math and Science (CAMS), a comprehensive public, four-year high school that seeks to diversify and increase the nation's pool of graduates in mathematics and science. CSUDH partners with the Academy through programs that offer college-level courses to CAMS students at a nominal cost. In addition, the South Bay's Dignity Health Sports Complex is situated on 125 acres of the CSU Dominguez Hills campus and features state-of-the-art stadiums and facilities for soccer, tennis, track and field, cycling, lacrosse, rugby, volleyball, baseball, softball, basketball, and other sports.

The University's offsite facilities include the CSU Dominguez Hills Center for Orthotics and Prosthetics (O&P), a 12,000-square-foot custom-built facility located in Los Alamitos, California, that includes classrooms and several laboratory spaces. Faculty and students in the O&P program also have the opportunity to rotate into Veterans Affairs prosthetic, orthotic, and other medical clinics to enhance their patient care skills.

California State University Dominguez Hills was first granted a two-year initial accreditation by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC/WSCUC) in 1964. Upon completion of the campus visit, CSUDH was fully accredited by the WASC Commission in 1968. The last WSCUC Educational Effectiveness Review was conducted in

2018, when CSUDH's accreditation was reaffirmed for 10 years.

A number of CSUDH programs are accredited by other agencies in the specialized fields, including the Association to Advance Collegiate Schools of Business (AACSB), Accreditation Board for Engineering and Technology (ABET), American Chemical Society (ACS), National Council for Accreditation of Teacher Education (NCATE), California Commission on Teacher Credentialing (CCTC), Commission on Collegiate Nursing Education (CCNE), National Association of Schools of Music (NASM), National Association of Schools of Theatre (NAST), Accreditation Council for Occupational Therapy Education (ACOTE), National Association of Schools of Public Affairs and Administration (NASPAA), and others. ■



1 Update WASC on the Strategic Planning Process and its Implementation Including Progress on the Physical Development of the Campus (CFRs 3.4, 3.5)

These state-of-the-art facilities are the culmination of decades of work, but we aren't done yet. CSUDH will continue to grow and prosper, blossoming into a model urban university that serves its students and its community.

— Dr. Parham, CSUDH Grand Opening of Three Buildings, October 15, 2021

Updates on Strategic Planning Process and its Implementation

The strategic plan that was in effect during our last accreditation review expired in 2020. That year, President Parham charged the Strategic Planning Steering Committee (SPSC) with leading the campus through a collaborative, inclusive, and transparent process to define who we are as a campus community, where we need to go, and what steps we need to take in order to establish CSUDH as a nationally recognized model for a public, metropolitan university. The SPSC is co-chaired by Dr. Kim Costino, Dean of Undergraduate Studies, and Dr. Matt Smith, AVP of Student Life.

During the Fall 2020 semester, the SPSC met weekly to analyze accomplishments from the last strategic plan and cull any lessons learned from that process, to

engage collaboratively in ideation activities related to envisioning CSUDH as THE model for a metropolitan university, to conduct a SWOT analysis, and to develop a timeline and work plan (see [Appendix 1A](#)). We contracted with Emeritus Consulting Group primarily to help us in analyzing the data we collected from our campus constituents and to ensure that the campus developed a plan that was aspirational, but also implementable and assessable.

During the Spring 2021 semester, the SPSC launched the Strategic Planning website (see [Appendix 1B](#)) and collected campus-wide feedback through an online survey and 37 small focus group meetings with faculty, staff, students, community members and alumnae.

Both the survey and focus groups centered on the following questions:

- What are our areas of greatest strength and promise?
- What currently makes this university truly distinctive in relation to peers and competitors?
- 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 our university?
- 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?

Based on the analysis of the responses to these questions and other relevant data (e.g., our most recent WSCUC report, National Survey of Student Engagement (NSSE) data, regional demographic data, and employment job growth projections in the area), the SPSC drafted revised Mission, Vision, and Values statements,

identified six strategic commitments that might form the center of the plan, and drafted two ambitious goals for each theme. The proposed changes were initially shared at a campus-wide Town Hall meeting in February 2021. A second follow-up, campus-wide survey was then distributed to get feedback from campus constituents on the revised mission, vision, and values statements and the five identified themes related to who/what CSUDH should aspire to be and what the priorities should be. The survey also asked them to rank the draft goals in order of importance and to include any additional feedback they might have. This survey garnered over 500 complete responses and 1000 partial responses. Based on the collected responses, the SPSC met in subcommittees over Summer 2021 to refine the goals, key activities, and benchmarks for each of the strategic commitments, and to prepare a complete draft for the Presidential Cabinet’s review and feedback. This draft was then shared with campus constituents at the beginning of the Fall 2021 term, and a final draft was prepared based on this feedback. Also in Fall 2021, a communication and financial strategy to support the 2022-2027 Strategic Plan was developed for launch in February of 2022.





Figure 2.1 Science and Innovation building completed March 2020

Updates on the Progress on the Physical Development of the Campus

Three major building projects on campus proceeded on schedule, were completed within the allocated construction budget and were part of a joint grand opening ceremony in October 2021:

1. Science and Innovation Building
2. Innovation and Instruction Building
3. Student Housing Building

Together, these three projects help cement CSUDH's status at the forefront of modern urban university campuses.

The New Science and Innovation Building

The new Science and Innovation Building is a three-story instructional building located south of the existing Natural Sciences and Mathematics (NSM) building. The new 91,000 Gross Square Feet (GSF) facility houses teaching and research laboratory space for Chemistry, Biology, Physics, and CISE (Center for Innovation in STEM Education), including a maker-space fabrication lab. The building has been situated to create a landscaped courtyard south of the existing NSM building, which will link the two buildings and provide an outdoor space for congregation and collaboration. In March 2020, the Science and Innovation Building was 100% complete and within construction budget. Furniture, fixtures, and equipment were procured, delivered, and installed during the Spring 2020 semester.





Figure 2.2 Innovation and Instruction Building, Completed August 2021

The New Innovation and Instruction Building

The Innovation and Instruction Building is a new four-story structure at the front door of the CSUDH campus, on Victoria Street at the east side of the main campus quad. The building has approximately 107,600 GSF of space and is a gateway structure for the campus. In August 2021, the Innovation and Instruction Building was 100% completed and within the allocated construction budget.

The building houses general university and business school classrooms, faculty/administration offices, and a café, as well as a university event center with kitchen support. Classrooms and computer labs range from 25 to 120 seats; the larger classrooms are designed as active learning environments. Faculty offices, meeting

rooms, breakout spaces, and open collaboration areas encourage student interaction and collaboration and enhance the continuous learning environment.

The construction is of braced steel frame on standard foundation; the exterior materials of the building consist of plaster, glass, and metal panels with an accent stone wall in a contemporary architectural style. Glass curtain wall construction at the lobby and the two main building entrances on the north and south sides draw students and visitors into the heart of the building. The tall slender windows at the classrooms and offices on the west and south sides are protected with sun shading. An outdoor venue is a landscaped space on the south side and will be served by the kitchen as well. A landscape of trees enhances the building and frames the quad on which the building edges.





Figure 2.3 Student Housing Building, Completed August 2020

The New Student Housing Building Complex

The new Student Housing Residence Building is a four-story, 504-bed, dormitory-style student housing situated in a complex with a one-story Commons Building. There is approximately 93,607 GSF of space. The Residence Building includes double, triple and quadruple bedrooms, shared restrooms, private bedrooms for eleven Resident Assistants, a laundry room, study rooms, several small and large lounges, and a two-bedroom apartment for the Residential Coordinator. The Commons Building includes administrative offices, a lounge and multi-purpose (active) space, mail/package delivery room, vending area, a convenience store, common restrooms, study room (passive) for small groups, and other miscellaneous support spaces such as trash/recycling pickup.

Site improvements include landscaping, exterior lighting, building and wayfinding signage, visitor/

temporary parking, pick-up/drop-off zones, fire lanes, access for trash collection, an outdoor semi-shaded seating area, semi-shaded bicycle racks, and a barbecue/picnic area. The entire project was designed and constructed to achieve an LEED “Silver” equivalent rating for energy and environmental performance, at a minimum. In August 2020, the new student housing building complex was 100% completed and within the allocated construction budget.

The Student Housing Building Complex is a self-support entity and relies on housing rental fees to cover operations and maintenance. Operating Funds for the two new academic buildings are allocated by the CSU Chancellor’s Office to CSUDH for future maintenance and operations. From the 2021-2022 state budget enacted on June 28, 2021, CSUDH received an additional \$60 million General Fund over its base allocation from the General Fund for CSU operations to support infrastructure improvements on campus. ■





2 Continue to build institutional capacity for collecting, integrating, analyzing, and disseminating data among key stakeholders for decision-making purposes. (CFRs 4.1, 4.2)

If we get the options in front of faculty and administrators, they can be creative in returning to the [education] cycle and saying, “How do we want to remake this?” It’s that liberation through technology that I think we need to be more focused on.

VP IT/CIO Manriquez, September 1, 2020

In 2018, the Office of Institutional Research and Planning (IRAP) became University Effectiveness, Planning, and Analytics (UEPA). The transition expanded the functions of the office beyond student data focus, in service to divisions across the campus, and created a plan to increase staffing. The mission of the office is to organize, evaluate, assess, and support improvement to operations, initiatives, and efforts so that the University can determine how well it is fulfilling its mission and achieving its goals. The focus areas for the office include Institutional Research; Cross-Campus Planning, Budgeting and Forecasting Support; Academic, Co-Curricular and Administrative Assessment and Accreditation Support; Planning and Decision Support; Data Governance, Stewardship,

Capacity Building and Transparency; and Data System Development and Maintenance.

The office supports the development of systematic processes and tools to measure organizational performance, improve transparency, and build a culture of evidence-based decision-making. This work can only be achieved by working in partnership across the institution, including through institutional research, program review, assessment, accreditation, workforce engagement, and planning.

The changes to the office were created in the context of a shift that occurred in Institutional Research nationwide and within the CSU system.¹ The CSU system launched a second graduation initiative in 2016, Graduate

¹ Association for Institutional Research (2016) Duties & Functions of Institutional Research <https://www.airweb.org/ir-data-professional-overview/duties-and-functions-of-institutional-research>

Initiative 2025 (GI2025), which included graduation rate targets for first-time and transfer students for each campus.

In 2018, the California State University Executive Vice Chancellor for Academic and Student Affairs shared recommendations developed by a group of experts to increase graduation rates while eliminating equity gaps. These six recommendations have served as a roadmap for the UEPA office, and they speak to the institutional capacity building to provide data for decision-making in WSCUC Recommendation 2. Our response to WSCUC's recommendation is organized accordingly below, with the CSU recommendations serving as section headings.

Advance Baseline Dashboards to Improve Student Success

In 2016, CSUDH began experiencing enrollment growth that was beyond incremental. The campus needed new kinds of real-time data about students that they could access easily and share widely. Working closely with committees and offices across the campus, UEPA has developed several dashboards and reports that have influenced processes, decision-making and planning for student success and beyond (see [Appendix 2A](#)). To better meet the demand caused by enrollment growth, UEPA created a set of dashboards to support faculty hiring. The dashboards make tenure density data easily accessible and transparent, for use in planning new faculty line proposals that take CSUDH's tenure density goal into account (see [Recommendation 3](#) in this report for a discussion on tenure density). These dashboards also support broader program, schedule, and budget planning by Department Chairs, Associate Deans, Deans, and central leadership, since they incorporate enrollment, student and market demand, and staff and space capacity data.

In addition to dashboard data, UEPA delivers ongoing and ad hoc reports and analyses across campus and provides support for state-wide initiatives, such as EO1110 (which removed remedial education), on which UEPA regularly reports student enrollment and success in Math and English courses. Other data and analysis support provided by UEPA include creating models for multifactor admissions when the SAT was removed;

ongoing support toward an enrollment-based budget model for CSUDH; and leading a Strategic Planning subcommittee to evaluate the impact of the last strategic plan, to establish baseline data, and to develop an implementation plan with metrics.

UEPA provides departments, units, and individual groups with support in accessing and sensemaking for data across systems to increase data-based decision-making. Each semester, UEPA updates Academic Senate on student enrollment and success. Data presentations are made at least monthly to the Associate Dean Committee to share data about student application funnels, enrollment, impact of course failure (DFW), attrition patterns, and course demand (e.g., growing majors and impact of enrollment growth on GE).

Update Assets and Infrastructure toward Better Data Ecosystem

In 2018, institutional research was performed by one person; over the next two years, this expanded to an office of six. The first order of business was to evaluate the existing ecosystem, visualization tools, methodology, and ways the team would work together. To support this work, a team of experts reviewed the existing structure and plans and delivered a recommendation for a robust ecosystem along with milestones to create it (Deloitte, 2019). UEPA has achieved several steps toward creating the ecosystem, including: a year-long process of upgrading the enterprise student data warehouse to Oracle BI Apps Student Information Analytics and Oracle Data Integrator, moving the institutional research file structure (including 34 years of data) into a data warehouse, creating systems to automate data transfer into the data warehouse, resolving data standardization and conflicts across divisions, and creating new models to increase efficiency in producing dashboards and reports. UEPA maintains a contract with ThoughtFocus, a team that provides support including data modeling, data warehousing, integration, and analytics. To increase collaboration and cohesion, UEPA staff were trained in SQL to serve as the common coding language for the office. (UEPA has experienced a competitive challenge in hiring more advanced, in-house, technical staff, such as a data architect and data scientists; outsourcing has been the solution thus far.)

CSUDH is growing and seeks ways to leverage the best support with state-of-the-art data assets. To this end, the campus contracts with key vendors to provide interactive interfaces to the campus community for easy access to well organized data:

- Ad Astra – analysis of scheduling demand and planning projections
- Tableau – dashboard reporting; upgraded to 175 viewer licenses, 25 power user interactor licenses and developer licenses for analysts across campus
- EMSI/Burning Glass – analysis of student and market demand, alumni outcomes, and skills mapping to workforce needs

Now that key baseline dashboards and reports have been created, as described above, the office is addressing metadata management, data flow and business processes, methodology for validation and documentation, and review of data practices through an equity and inclusion lens. UEPA is making efforts to enhance data management and data governance to establish standards and an infrastructure. The Associate Vice President of UEPA attends weekly meetings with other institutional research leaders across the state to stay abreast of developments, trends, needs, and best practices.

Align Technology Resources for Student Success

The campus is addressing the challenge posed by multiple data sources and technology tools and is working to align these through the collaboration of various campus stakeholders. This is often facilitated by UEPA personnel, who have both the technical and data content/usage knowledge to bridge the translational gap between IT and content users (UEPA is a department within the IT division). Some of this work involves optimizing platforms that are used for both business processes and capturing data, often simultaneously – i.e., when business processes result in the creation of data useful for decision-making and assessment, which can be assessment of the process, itself, and/or the initiative the process delivers. Examples of this, detailed below, are technology tools that assist advisors with delivering student services and interventions (EAB, a software platform locally branded Toro Success Collaborative); managing and tracking student involvement for policy compliance (liability), basic

reporting (e.g. student attendance, event budgeting) and assessment purposes (student engagement related to retention via Anthology’s “Engage”); and collecting and managing various types of data, such as survey data (Anthology’s “Baseline”) and program assessment reports (Anthology’s “Planning;” see [Recommendation 4](#) for further details on this module).

An important and impactful technology resource project was the reimplementing of the student advising and coordinated care system, the Education Advisory Board (EAB) “Navigate” platform – named the Toro Success Collaborative (TSC) at CSUDH. The campus made a commitment and significant investment in this technology. In 2018, the Associate Vice President of Enrollment Management convened a set of working groups to rethink how the system was set up, how users would access the interface, who would be included as a critical care unit, what kinds of communication and alert campaigns would be run, and how analytics would inform student outreach and efforts. While facilitating the delivery of these outreach and intervention efforts, TSC simultaneously provides an important source of data for student outcomes assessment and determining which students are being reached, what follow-up actions result, which support efforts are working for which students, etc. (see [Recommendation 4](#) in this report for more details). The EAB product also offers a predictive analytics component that can show the likelihood of a student to graduate based on a variety of student record data points (grades, unit progress, etc.). UEPA is working with the CSU Chancellor’s Office and the vendor to refresh a 10-year set of data to inform this module.

Another central technology resource that has been expanded for data collection and dissemination is the campus assessment platform Anthology (formerly Campus Labs). The survey module “Baseline” had been implemented at the time and has been expanded and improved since then, focusing on streamlining and combining surveys to serve multiple needs. The “Engage” student engagement module was implemented in 2018. Managed by Student Affairs, it includes the activities and participation data of all clubs and organizations, and some additional resource center events. As mentioned above, this module serves several management and data purposes simultaneously. To make the “Engage” data accessible and actionable, Student Affairs and UEPA collaborated on the development of a dashboard that combines the engagement data with student characteristics

and outcomes (from PeopleSoft), to advance the campus' understanding of what activities, in what combination, are beneficial, and for whom. Lastly, the "Planning" module is used to manage annual academic program assessments, which is described further in [Recommendation 4](#) of this report.

In addition to providing technology resource support as a representative of IT, UEPA has partnered with the various assessment units and personnel on campus to provide data, data training, coordination support, and expertise on evaluation and research methods. As such, UEPA is a vital partner in delivering the CSU systemwide recommendation listed next.

Strengthen and Integrate Student Learning Outcomes Assessment

The University has put more resources toward assessment since the WSCUC external review team visited in 2018. This has created more opportunity for collaboration and integration of student learning outcomes (SLO) assessment across the institution. Academic Affairs, Student Affairs, and Program Review have strengthened their work together, and an integrated assessment of the CSUDH First Year Experience (DHFYE) models a comprehensive approach to assessing multi-program, cross-divisional initiatives that have a shared focus, mission, and SLOs. [Recommendation 4](#) in this report details the evidence-based assessment work being done by these areas collectively, supported by UEPA data and staff.

In addition to the Director of Assessment, who serves as the Chair of the University Student Learning Outcomes Assessment Committee (USLOAC), and the Program Review Panel (PRP) in Academic Affairs, Student Affairs has grown its assessment capacity since 2018. They created the Student Affairs Assessment Office (SAAO) with a Manager of Assessment and an Assessment Coordinator. In early 2020, a new Associate Vice President for Student Success in Student Affairs was hired, with SAAO as part of her portfolio of responsibilities. Other new staff positions that were added to bolster assessment were an Enrollment Management Analyst and an initially short-term Program Assessment and Design Evaluator working with UEPA and Academic Affairs to assess DHFYE. (This position was later institutionalized into a permanent Integrated Assessment Specialist position within Academic Affairs; see [Recommendation 4](#) for more details).

The individuals within these positions began to meet regularly to clarify roles, share and support each other's work, serve as critical thought partners, and to collaborate and coordinate efforts. They work regularly with UEPA for joint data and systems support and development (as described in the previous section), and with the Director of Assessment/Chair of USLOAC to communicate about efforts and identify and coordinate opportunities for collaboration. The partnership and continued collaborations between all these units and personnel contribute to the strengthening of campus-wide student learning outcomes assessment.

Strengthen Data Quality, Standards, and Management Frameworks

Good quality data are a baseline requirement for good decision-making. For UEPA and the data the office disseminates to be effective in supporting institutional planning and decision-making, UEPA must partner with campus data stewards to ensure quality in data entry, agreement about data 'ownership' and responsibility (for ensuring accurate data/correcting data errors), shared data dictionaries, agreement on data use and storage, etc. CSUDH has a Data Governance Committee comprised of faculty, staff, and students who spearhead these issues, identify challenges, and resolve issues. Some products of their work are a data governance policy and a 'quick reference' guide to reinforce the annual mandatory data security training (and what to do if you've accidentally mis-stepped).

UEPA follows best practices in data management (the Data Management Body of Knowledge Guide) and standard data quality procedures established by the CSU systemwide office for enrollment and student success reporting. Compliance with data security protocols and FERPA are maintained in partnership with the Information Security Officer, Legal Counsel (for external data sharing contracts) and the Registrar. The campus develops business process guides (BPGs) to document and standardize internal procedures and uses CSU systemwide BPGs for systems and processes shared across the system, such as CMS/PeopleSoft.

Adopting a culturally responsive approach to data, faculty and staff have participated in a series of conversations to discuss what counts as evidence and who decides. Additionally, the campus and UEPA are increasing the use of qualitative data, along with typical quantitative data, to capture fully the variety of experiences among our diverse students, whose

experiences can be muted in quantitative reports, due to their numerical representation within the student population. This resulted in greater support for qualitative data and analysis tools (e.g., campus support for NVivo qualitative analysis software licenses).

Offer Professional Development and Leverage Campus Content/Subject Matter Experts

As the UEPA office develops, it has been establishing a more robust training program and engagement with faculty fellows who partner with UEPA on special projects. The office is creating videos and additional guides, as well as continuing with ‘train the trainer’ guided workshops. UEPA provides support and guidance to campus committees and task forces that call upon faculty and staff members to analyze data from a variety of campus and systemwide data sources to inform their decision-making; for example, see the 2019 GI2025 Student Success Committee (see inset on p. 21). By presenting on the data and key findings, reviewing options for decision-making, answering questions, and/or having representation on these committees (typically the AVP), UEPA builds distributed capacity among campus faculty, staff, and administrators.

Additional support for these kinds of initiatives is provided by the CSU Chancellor’s Office. CSUDH campus teams have attended systemwide workshops for GI2025, second-year student success, summer interventions, and other topics. Several cohorts of campus teams have participated in the Chancellor’s Office Student Success Analytics Certificate Program (see below). In another campus-team approach to professional development, CSUDH sent a team to visit Georgia State University in 2018. The goal was to learn about how the institution revolutionized their culture to become student ready and impact retention rates exponentially.

Despite these efforts, CSUDH is not on track to meet the GI2025 targets for first-time student 4-year completion: the 2016 cohort completion rate is 17% but needed to be 19% to be on track for the 31% target. Through the work of the committees using data, CSUDH learned that DFW rates and low use of support resources are two of the key contributors to this challenge. This is being addressed with a multi-pronged, cross-divisional approach that involves faculty, staff, and administrators in various units: through course redesign (supported by an NSF and college

grant), changes in student communication campaigns, a more robust first-generation support program, and improving early alert systems.

CSU Student Success Analytics Certificate Program

The CSU Student Success Analytics Certificate Program covers evidence-based decision-making, methodology, bias, analyses, and using dashboards centered on the CSU student success dashboards the Chancellor’s Office created. CSUDH has participated in each cohort for the last three years; during COVID, the group size was expanded from the recommended 15 to 40. The campus has benefitted from this analytics program in multiple ways. Faculty and staff have commented on the value of the time to learn and discuss issues together. The program also includes an action research project, which CSUDH intentionally aligned with campus initiatives already underway to provide support for success. One example is the student engagement dashboard development described in this section, which began as one of these action research projects.

Summary

CSUDH has made progress on multiple fronts in the establishment of a web of essential data resources and the pathways to increase use of the data for decision-making. While there is much ground yet to cover, the approach has been to focus first on projects and efforts that had potential for the greatest impact for the most users and to advance student success initiatives. Despite these promising and developing data structures, they are not yet moving all the needles necessary to meet the graduation rate target. Continuing to work toward this goal and meeting other operational data needs will provide an opportunity to increase the capacity for campus constituents to leverage data for decision-making and advancing various efforts and research. ■



The GI2025 Student Success Committee was convened in 2019 to review, analyze, and evaluate available data about retention, graduation, and student success. The committee reviewed the Chancellor’s Office Student Success Dashboards and subsequent CSUDH data sources to explore in more detailed questions about attrition and equity gaps. The group examined bottleneck courses, the impact of taking 12 instead of 15 units per term, the impact of failing one or more courses (especially in the first two years), major migration, where students go after they leave, and how inequity looks across classes and programs.



3 Continue to Develop and Implement Financially Sustainable Faculty Hiring and Allocation Plans (CFRs 3.1, 3.4)

CSUDH has acted on Recommendation 3 since the last review, despite some economic uncertainty. This section details the past several years of faculty recruiting and describes the campus strategy for faculty diversification, closing with a financially sustainable plan to improve tenure density.

Hiring since the CSUDH Institutional Report was Filed

Since the last institutional report, the University now conducts all tenure track and full-time lecturer (salaried) faculty recruiting through the paperless CHRS Recruiting platform, increasing efficiency, and significantly expediting the hiring process (see [Recommendation 5](#) in this report). Additionally, Academic Affairs implemented a faculty line tracking system that improves the distribution of new faculty allocations and ensures all positions get funded as necessary. College Academic Resource Managers (ARMs) work directly with the Faculty Affairs Personnel Analyst to submit recruitment plans, create position numbers, and complete all recruitment

paperwork. In addition, the ARMs work closely with the Academic Affairs Budget Officer to submit updates as recruitments advance in the process, using a spreadsheet workbook saved on Dropbox to which only the ARMs have access. The Academic Affairs Budget Officer works directly with the University's central Budget Office to distribute the new faculty allocations. Faculty Affairs and Academic Affairs reconcile records periodically to ensure accurate information in both areas, make updates as needed, and ensure there is no missing information.

Decisions about the allocation of faculty lines consider program accreditation requirements, enrollment growth and growth potential, major-to-faculty ratio, relevance to college mission, existing tenure density within the unit, intentional planning, and regional workforce needs. Due to the circumstances of the COVID-19 pandemic, retirement replacements, resignations, and multiple failed searches (i.e., rollovers) are no longer automatically kept within the same academic college. Details about faculty recruitment and hiring prior to and during the pandemic are included in [Appendix 3A](#).

Faculty Diversity

CSUDH is a Hispanic Serving Institution, a Minority Serving Institution and is the campus with the largest percentage of Black/African American students in the CSU system. The campus remains above average in faculty diversity compared to other campuses in the CSU system. Tenure track faculty hired in Fall 2019 were more diverse than the CSU average: 53% were non-white compared to the CSU average of 44% (37% were white, compared to 46% CSU average; 10% other/unknown for both measures; “2019 Faculty Recruitment and Retention Survey Report,” CSU Systemwide Human Resources, May 2020; see [Appendix 3E](#)). Despite this, our faculty population of color is much lower than its percentage of underrepresented students (see [Appendix 3B](#) for faculty demographic data). Prior to the pandemic, CSUDH renewed the importance of hiring diverse faculty members while continuing measures we have already been taking for several years, such as providing training to faculty search committees on how to diversify applicant pools and advertising faculty openings in publications likely to reach minority applicants. Nonetheless, diversifying the faculty ranks remains challenging because of the limited availability of diverse applicants in the doctoral pipeline and the competition among institutions for these talented individuals.

Another measure CSUDH and other CSU campuses are taking that addresses this challenge is hiring qualified lecturers for tenure track faculty positions. The CSUDH College of Education and College of Health and Human Services and Nursing both have a track record of hiring long-term lecturers for tenure track positions. At CSUDH, the part-time faculty pool has a broader distribution of ethnically diverse, non-white faculty than our full-time faculty, providing an in-house, diverse faculty pool from which to hire for tenure track positions.

Additionally, one of our strategic commitments in the new CSUDH Strategic Plan currently being developed is hiring, supporting, and retaining diverse faculty, staff, and administrators (see [Recommendation 1](#) in this report). The campus recognizes that once faculty are hired, explicit efforts aimed at faculty inclusivity is important to retain faculty of color. A 2020 collaboration with the National Center for Faculty Development and Diversity – an organization that helps to support faculty with diverse backgrounds – helps

CSUDH maintain a successful and strong faculty (i.e., faculty retention). Faculty research support is also provided by Research and Funded Projects (through the Director, Faculty Research Development), which improves support for faculty to pursue public and private grants and contracts. (See [Recommendation 6](#) in this report for further details on these efforts.) Faculty retention will be maintained further through the new campus buildings that support faculty success (see [Recommendation 1](#) in this report for more information about this).

Another concern affecting faculty of color is the cultural taxation they can experience due to the level of service they provide to campus and the students. As part of the current collective bargaining agreement (CBA), the CSU Chancellor’s Office mandates the Assigned Time for Exceptional Levels of Service to Students Award, which is one of many awards conferred to faculty at CSUDH (see [Recommendation 6](#)). This award was created in response to calls to ease the levels of cultural taxation upon faculty of color. With the high level of diversity of the CSUDH student body, the availability of this award can contribute to our campus commitment to equity. Finding additional support to alleviate cultural taxation and address equitable workload pertaining to service would benefit our faculty, students, and our campus equity efforts.

Tenure Density Challenges (CFR 3.1)

In the CSU, tenure density is a systemwide concern and CSUDH is committed to raising the campus tenure density. Calculated as the full-time equivalent number of tenured/tenure track faculty, divided by the full-time equivalent number of all faculty, tenure density has declined across the system since 2010, when it was 64.7%; in 2019, the tenure density was 55.3% (“Tenure Density and SFR Trends, 2010-2019,” CSU Systemwide Human Resources; see [Appendix 3F](#)). At CSUDH, tenure density was at its highest over a 10-year period in 2010 (55.6%), then declined, and has shown subtle recent growth, as shown in the figure below (“Tenure Density and SFR Trends, 2010-2019,” CSU Systemwide Human Resources). Guided by the University’s 2014-2020 Strategic Plan, CSUDH’s goal has been to increase tenure density from 41.9% in 2013 toward 60% (near the CSU-wide average, at the time).

Fall Term Tenure Density Calculations for CSUDH

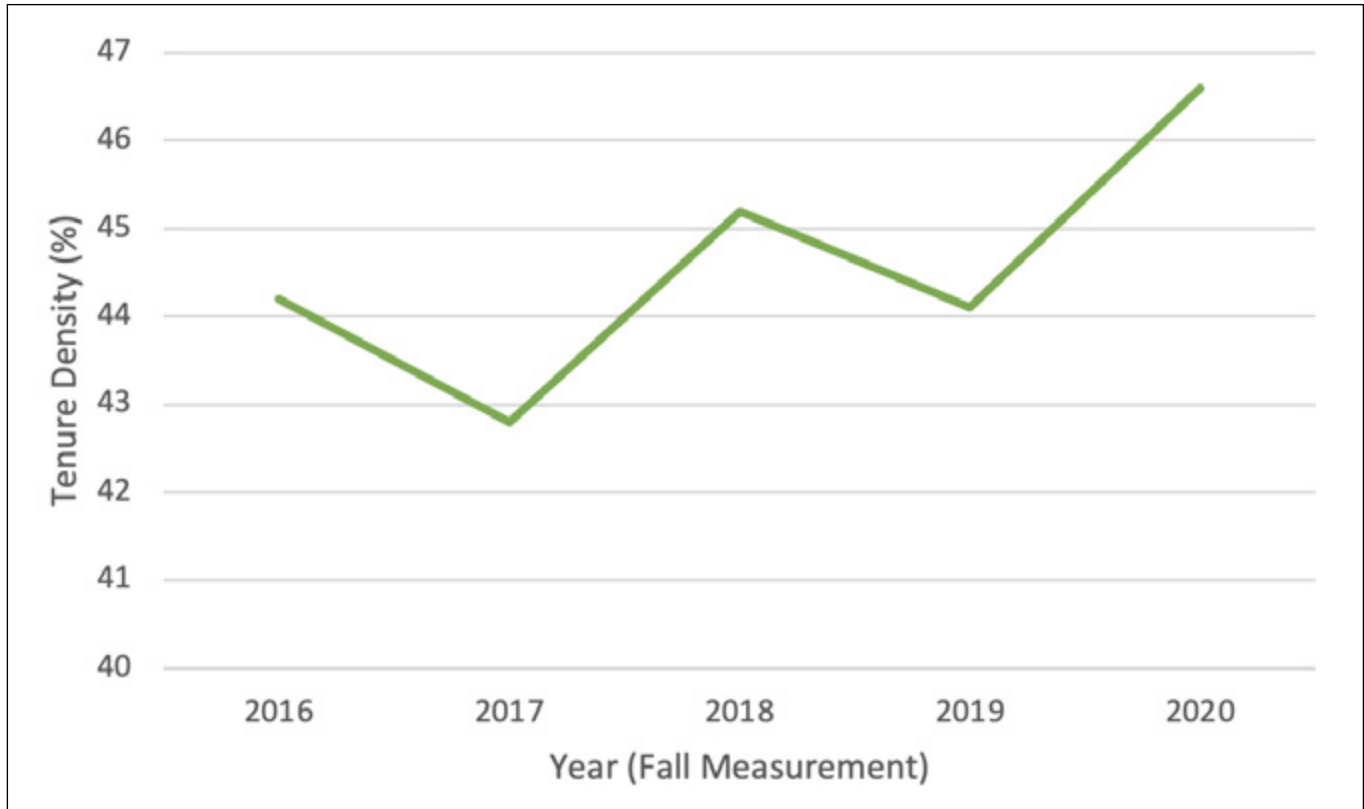


Figure 3.1 Source: CSU Fall Employee Profiles

Ever since the work began to increase tenure density levels, including the University’s commitment to fund 20 new lines per year since 2014 (see [Appendix 3C](#) for further details about the various efforts), campus tenure density levels have improved. However, at the same time, the campus has gone through a rapid growth in enrollment. As early as May 2019, an enrollment bump was expected of anywhere between 14.5% and 16.5% over the Chancellor’s Office enrollment target (Franklin and Spagna enrollment update, Academic Senate presentation, May 8, 2019). In Fall 2017, the student enrollment was 12,168 FTES and by Fall 2020, it was 14,574 – nearly a 20% increase (see [Appendix 3D](#)).

Due to the enrollment growth, the campus has not been able to continue increasing the tenure density. Although recent gains have been made in hiring full-time, tenure

track faculty (see [Appendix 3A](#)), the sudden increase in the student population in 2019 and 2020 prompted the need to hire as many lecturers as necessary, thereby impacting tenure density. For example, between Fall 2014 and Fall 2019, CSUDH added 71 additional full-time, tenure track faculty (increasing from 204 in 2014 to 275 in 2019; see figure below). While we achieved our goal of growing the number of full-time, tenure track faculty, our tenure density did not rise to the target.

Growth in Full-Time, Tenure Track Faculty at CSUDH (shown with number of lecturers)

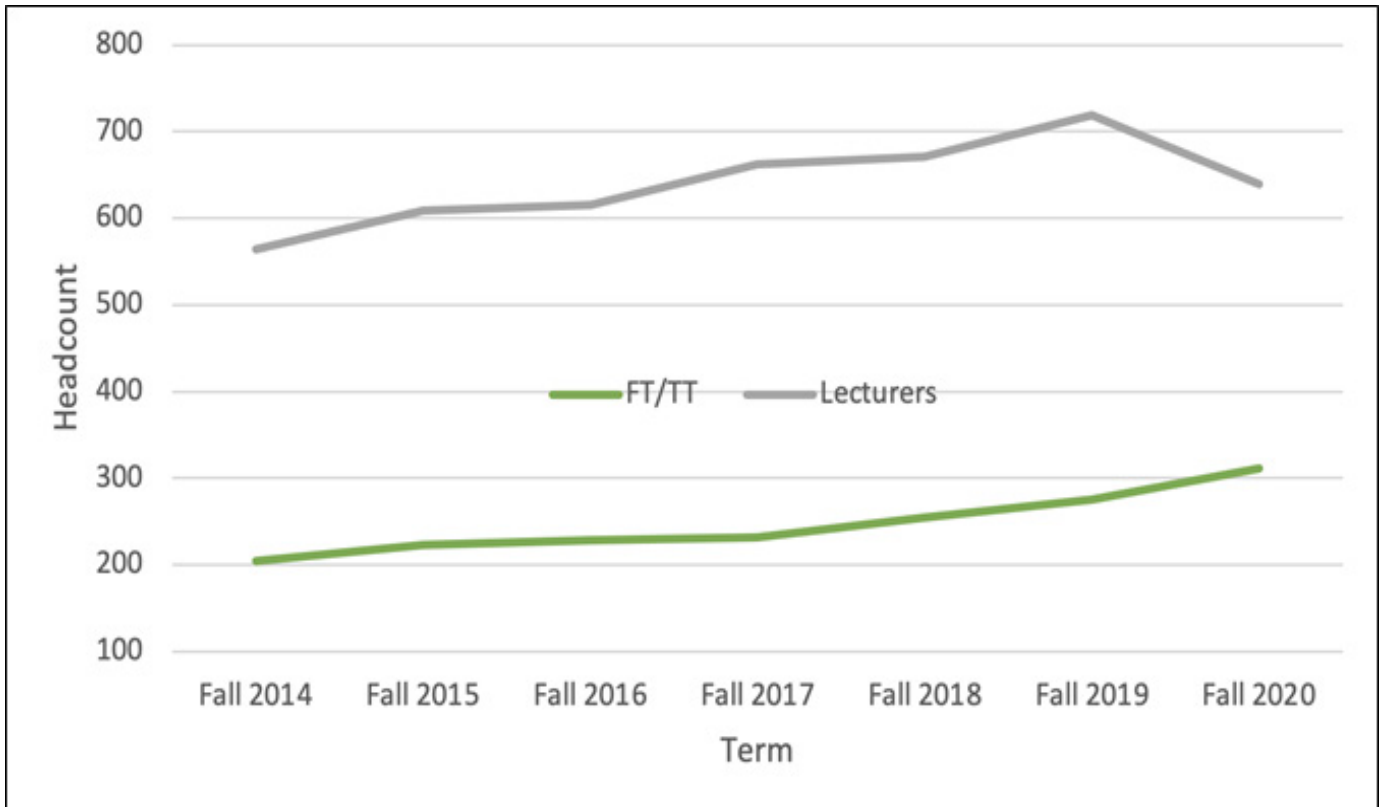


Figure 3.2 Source: CSU Fall Employee Profiles

Preparing to Handle the Competing Priorities of Enrollment Expansion and Hiring Full-Time, Tenure Track Faculty (CFR 3.1)

Since 2019, Academic Affairs with Administration and Finance have worked to shift to an enrollment-based, college budgeting system (the Academic Affairs Cost Projection Working Group). Central Academic Affairs has worked internally to flesh out this budgeting process. Enrollment-based budgeting will allow for the flexibility in hiring non-tenure track faculty as enrollment increases. At the same time, Academic Affairs, along with assistance from University Effectiveness Planning and Analytics, is drafting a full-time/tenure track hiring plan that will be financially sustainable despite fluctuations in enrollment (CFR 3.4), assuming stabilizing enrollment at CSUDH.

The resulting hiring plan will provide the University a timeline of new lines requested per year with projected tenure density levels. Assuming tenure track lines will replace a proportional number of non-tenure track faculty positions, the proposal will ask the University to plan for ten new faculty lines per year for five years. This investment in new tenure track faculty hiring will allow CSUDH to reach a goal tenure density of 55% (the current California State University system average), assuming stable enrollment. ■



4 Strengthen Evidence-based Approaches to Curricular and Co-curricular Program Assessments and Reviews (CFRs 4.3, 4.4)

I believe that the quest for excellence is an ongoing journey that requires a dedication to continuous improvement.

— Michael E. Spagna, Ph.D. , Provost and Vice President for Academic Affairs, May 13, 2020

Assessment and program review continue to partner with University Effectiveness, Planning and Analytics (UEPA), which provides data sources that strengthen planning and assessment activities (see [Recommendation 2](#) in this report). These ongoing conversations have led to increased connections between university-level data and campus-wide assessment efforts, further strengthening and integrating the assessment work.

As the assessment work continues to develop, the campus needs to explore differences in learning and base program improvements upon evidence of effective programs that meet the needs of all our students. We plan to build these efforts further with the use of data from UEPA and to focus on addressing inclusion and equity in our teaching and learning practices.

Academic Affairs

The University Student Learning Outcomes Assessment Committee (USLOAC) is comprised of faculty members representing each college, representatives from the Provost's Office and from the Faculty Development Center (FDC), and students, per the charge in Academic Affairs Policy AA 2006-18 (see [Appendix 4A](#)).

USLOAC has made assessment tools, templates, and resources more accessible and user-friendly, available on the updated USLOAC website, which includes user guides and videos, worksheets, and other resources to help increase assessment capacity. They provide training and capacity building for assessment, maintain the “Planning” module in Anthology to collect and manage academic program assessment data, assist in the development of assessment plans

and activities, and review all program assessment documents submitted annually.

As of 2019-20, USLOAC provides extensive feedback letters to all academic degree-granting programs annually (including programs that do not submit a report). USLOAC members use in-house rubrics and discuss each assessment report during bi-weekly meetings. The Chair/Director of Assessment writes feedback letters based on the committee's work, including a rubric rating that provides information about the level of their assessment activities (initial, emerging, developed, or highly developed). This process supports our institutional goal to generate more evidence-based assessments of program learning outcomes and to yield meaningful data for continuous improvement of student learning at CSUDH.

USLOAC provides trainings and individual assessment consultations to programs and faculty and offers office hours for assessment tips and support. Trainings typically cover "Basic Assessment," "How to Use Anthology/Campus Labs," and "Developing Assessment Rubrics," which helped programs adapt rubrics focused on learning outcomes, rather than just grades, for example. USLOAC also instituted some new assessment activities, such as convening the first faculty learning community on assessment (with 10 faculty members in Spring 2020). In Spring 2021, there was a retreat held to discuss new ways to organize assessment activities to maximize assessment's impact on student learning.

Equity and Inclusion

As part of the continuous growth of the culture of assessment at CSUDH, the campus is prioritizing and strengthening equity and inclusion in assessment. In 2020-21, USLOAC involved students in some of the assessment work, engaging five student assessment interns who developed a study to explore students' level of interest, awareness, and knowledge about assessment of learning outcomes. They found that most students knew about learning outcomes and felt that assessment is valuable, yet they also identified a need to ensure that all students are aware of the program learning outcomes in their own academic program. The interns suggested various means for communicating these to students in the future, including direct emails. USLOAC plans to continue to identify ways to involve students more in assessment activities, beyond merely being the subjects of assessment.

In addition to engaging students as collaborators in assessment and including their voices in the data, USLOAC is addressing equity with academic programs as part of the annual assessment process. USLOAC now asks programs to include in their assessment reports how they have identified and addressed equity gaps in student learning. Many programs currently can disaggregate data collected from their indirect measures (e.g., exit surveys) to examine equity gaps. However, more training is needed for programs to develop tools to accomplish this work, such as using PLO-specific rubrics with student work that is linked to demographic data to assess equity gaps. USLOAC is continuing to partner with UEPA to develop such training and planning regarding the data support programs need to complete these kinds of analyses. Furthermore, UEPA is working to increase faculty awareness of currently available tools to assist with this work, such as multi-term/historical, course-specific grade distribution dashboards that include enrolled student demographic data (accessible via campus login credentials).

General Education (GE) Assessment

CSUDH assembled a GE Task Force in the summer of 2019, comprised of a dozen faculty from all colleges, to develop the first comprehensive GE assessment plan. The Director of Assessment also worked on this Task Force as his project for the Assessment Leadership Academy class of 2019-20. This Task Force met for a full year, led by The Dean of Undergraduate Studies, the Chair of the GE Program, and the Director of Assessment. They achieved their goals of developing GE learning outcomes (see [Appendix 4B](#)), a curriculum map and an assessment plan (approved by academic senate) that is driven by evidence and involved extensive collaboration with faculty from each college and with faculty who have taught GE courses. They also outlined a staffing plan to implement the GE assessment plan, including hiring a Faculty Coordinator of GE Assessment to begin in Spring 2022.

Institutional Learning Outcomes (ILO) Assessment

In the previous report to WSCUC, we indicated that we are working on more systematic assessments of our ILOs. In addition to conducting these assessments via various task forces, USLOAC has also built a structure that supports this work by linking program assessments to ILOs in Anthology. A column has been added into



As a response to the disruptions caused by the COVID-19 pandemic, USLOAC allowed programs to rethink their annual reporting for the 2020-21 cycle and submit different kinds of assessment products, such as updates to their assessment plans, rubrics or indirect measures they developed, or they could turn in traditional learning outcomes assessment reports (see [Appendix 4C](#)). The flexibility gave programs the option of engaging in self-reflection to determine what their program really needed to advance their assessments, instead of automatically conducting their typical assessments – which they may not have felt they had the time to do well, due to the change to offering fully online courses. During this COVID reporting year, 85% of academic programs turned in reports. This is a 16% increase from the previous cycle and the highest level of engagement yet recorded, in part due to this flexibility.

the assessment plan template for programs to connect (map) each of their program learning outcomes (PLOs) to an ILO. As a result, data are now available to analyze how CSUDH is doing overall by examining the links between PLO standards of success reported by programs and the ILOs.

Perceived Teaching Effectiveness

Concerns over the current CSUDH course evaluation system (Perceived Teaching Effectiveness system, “PTE”) include the overreliance of student ratings in retention, tenure, and promotion (see [Recommendation 6](#) in this report); published reports about lack of validity as well as racial and gender bias; and impacts on the retention of faculty of color. Efforts to strengthen the PTE system began in 2021 with the formation of the Task Force for Assessing Teaching Effectiveness (see [Appendix 4D](#)). The Task force is charged with examining assumptions related to teaching effectiveness assessment, soliciting student feedback on the format and process, evaluating techniques for faculty peer assessment and for faculty self-assessment, and investigating the available tools for assessment. The report of the Task Force is due by December 2022. Improving the course evaluation system will provide better feedback that can be used by instructors and programs to refine pedagogy and curricula. Also, improving the quality of course evaluations data will improve the validity of assessment efforts based on course evaluations data.

Student Affairs

The Division of Student Affairs at CSUDH has developed and fostered a culture of assessment, inquiry, and collaboration over the last three years. This began with the development of the Student Affairs Assessment Office (SAAO). SAAO has operated as a central hub in fostering this cultural shift within the division and building partnership across the campus community. Among its first tasks, SAAO set out to develop, solidify, and refine the mission, goals, and learning outcomes for the over 25 departments and offices that make up the division. This work involved many individual meetings between the various student affairs offices, which culminated in an annual assessment report that utilizes the mission, goals, and outcomes to assess how areas are contributing to student success and serving the University mission. In addition, the division launched an annual assessment showcase in 2018 to share the work being done within each office. Poster

sessions allowed departments to interact and engage using a common assessment vocabulary to discuss best practices. In 2019, SAAO jointly sponsored the showcase with assessment partners in Academic Affairs. This showcase shared the assessment activities of the 25 programs in Student Affairs and the 12 highest rated programs in Academic Affairs (see sample poster in [Appendix 4E](#)). The showcase is planned to resume once campus is repopulated following the COVID-19 pandemic.

SAAO has also developed the general assessment knowledge of the division through a series of targeted training, professional development opportunities, and certificate program developments. These training topics include survey development and implementation, assessment plan development, goal-oriented decision-making, and making assessment data accessible to the campus community, with a focus on telling the division’s story through data. Additionally, SAAO developed the Student Affairs Assessment Certificate. This 12-module, self-paced program offered over three-semester is available to Student Affairs staff, student employees, and administrators. Upon completion of the certificate, participants are considered the assessment experts for their respective offices and can be called up to assist in future assessment reporting and activities. The pilot cohort for the certificate included 11 participants and a second cohort will begin in the summer of 2022 (after campus resumes in-person operations following the pandemic).

SAAO’s professional development offerings also include training on the various data systems and software platforms used to facilitate a coordinated response to student needs. These platforms have been expanded recently and include Anthology (survey, rubrics, and student engagement modules) and Education Advisory Board’s “Navigate” platform (EAB, named the Toro Success Collaborative (TSC) at CSUDH; see [Recommendation 2](#) in this report for more details). The expansion of TSC allows the campus to support student success and design an assessment structure that is collaborative and cross-divisional. Currently, the campus is implementing TSC across several more departments as the expansion of the platform continues. This will strengthen cross-department coordination, collect critical service data, and establish a one-stop-shop for students to access the support they need to succeed. Additionally, TSC has enabled CSUDH to develop and deploy targeted progress report requests from faculty, providing more effective

interventions that use holistic advising and resource referrals to support student success. At the same time, the data TSC captures enables the assessment of the reach and effectiveness of these efforts. SAAO provides training that facilitates staff use of the systems fully and as planned and supports well-designed assessments using the TSC data accordingly.

The Division of Student Affairs has built a culture of assessment to empower staff to make evidence-based decisions and to measure how their efforts impact student success. The division plans to continue developing and expanding this work, building upon the successes of the last three years.

Program Review

Since the most recent WSCUC report, the Program Review Panel (PRP) has made iterative changes to its processes and approaches to assessment. The specific changes have been governed by direct feedback from faculty in reviewed programs about which components worked well and which would benefit from structural or procedural adjustments. PRP's overall guiding philosophy in enacting changes has been to cultivate a culture of assessment as a critical component of our routine practice, emphasizing meaningful and impactful engagement with continuous improvement efforts over compliance with reporting mandates (the remnants of which can sometimes be stubborn within campus culture).

In Fall 2018, PRP began to work closely with the newly constituted UEPA to become more conversant in and proficient with the use of institutional data as a critical component of program review. The strengthened lines of communication and collaboration coincided with the onboarding of several new (to the CSUDH campus) institutional data sources and tools, such as EMSI and Tableau (see [Recommendation 2](#) in this report). These resources have enabled program faculty to identify and pursue new lines of inquiry using data, such as understanding patterns of migration into and out of the major over a given period and planning interventions to seize upon those opportunities.

PRP also strengthened its integration with other functional areas of Academic Affairs, particularly with curriculum development, revision of the curriculum approval process, and with USLOAC. Coordination with these areas has proven to help “close the loop” with follow-through upon recommendations and action items resulting from program review. Campus

leadership has consistently demonstrated concrete commitment of resources to support improvement efforts, which has bolstered faculty enthusiasm for and confidence in the transformative power and importance of program review. Culture shift can be slow, however, and such enthusiasm and confidence may not reach some departments as quickly as others – those with faculty who may still be skeptical about what happens after the self-study is submitted, doubting the results and benefits that come from the process.

PRP has made key changes that will address these doubts through action and continue to advance the culture shift by demonstrating the institutional and leadership commitment to program improvement. These include an intentional emphasis on engaging all program faculty in the program review process; a memorandum of understanding distributed to stakeholders that documents concrete and actionable recommendations resulting from the exit meeting discussion; and public recognition of important programmatic developments and changes born out of the program review process (for example, the elevation of a program to a full department, such as recently happened with Women's Studies and Labor Studies).

Other changes made to improve processes and better support departments completing program review include: incorporation of a checklist to facilitate PRP members' understanding and review of report materials (self-study report, external reviewer report, etc.); implementation of a fully online submission and management portal via Blackboard; retooling and streamlining of the self-study report template to align better with current campus and CSU systemwide initiatives; and an enhanced PRP Handbook paired with online orientation, training sessions, and drop-in “office hours” to support faculty in timely completion of the self-study report and later review steps.

Lastly, PRP has identified several areas for growth, and they have already begun work to address them. A subcommittee of PRP is examining how best to operationalize regular assessment of credit-bearing courses that contribute to, but do not culminate in, an academic degree, such as the First Year Experience courses and the University Library's GE information literacy course. Secondly, PRP strongly believes that the inclusion of students is essential to successful efforts and the campus commitment to equity in both practices and processes. PRP is working to identify ways to increase student involvement as collaborators in the review process and amplify student voices by bolstering



representative data in the self-study reports. Next, PRP is continually soliciting feedback from programs undergoing review and implementing immediate and near-future adjustments to reduce friction and eliminate barriers in the review process. And finally, PRP is undertaking a survey of faculty who have completed program review in the last five years to learn what they feel are the most beneficial aspects and positive outcomes of program review. These data will be used in planning and marketing efforts to build upon the momentum that has been generated in shifting the culture toward a disposition of continuous improvement through regular and meaningful assessment.

Integrated Assessment

Academic Affairs and UEPA together launched a cross-divisional integrated assessment of the CSUDH First Year Experience (DHFYE) to assess the impact of the multi-program initiative that involves both Academic Affairs and Student Affairs (see below). This is a first step of an intentional plan to approach assessment in more integrated ways that continue to break down silos and improve institutional effectiveness across divisions. Toward this vision, the campus institutionalized the former short-term Evaluator position (mentioned in [Recommendation 2](#) above) into a permanent Integrated Assessment Specialist position in the Office of the Provost to coordinate these ongoing efforts. The person in this position leads the DHFYE integrated assessment effort, sits on both USLOAC and PRP as a non-voting member, and collaborates regularly with SAAO and



UEPA. Perhaps more than any other, this new position epitomizes our response to this Recommendation 4, that we “Strengthen evidence-based approaches to curricular and co-curricular program assessments and reviews.”

DHFYE Integrated Assessment

The University has long committed resources to bolstering students’ first-year experience – to provide a solid academic foundation for their progress toward degree success and to actively engage them with the University community, fostering students’ sense of belonging and academic identity, and providing a caring culture that nurtures their success. This resource commitment combined with the CSU systemwide GI2025 campus graduation rate goals (see [Recommendation 2](#) in this report) underscored the

opportunity to entrench a strengthened assessment approach that goes beyond individual and internal FYE program and service assessments, to assess the larger impact and scale (reach) of the combined efforts – the overall “DHFYE.”

Determining which efforts are working, to what extent and for which students allows us to make the program improvement and resource allocation decisions assessment is designed to support. Thus, the integrated assessment of DHFYE seeks to understand what factors, among the many programs, courses, and services offered to first-year students, best support student success and retention at CSUDH. Further, the initiative builds assessment capacity within and across the programs and courses, while simultaneously conducting ongoing assessments to continuously improve both the programs and student retention and graduation outcomes.



The group working on this integrated assessment consists of faculty and staff representatives from all the curricular and co-curricular programs (within Academic Affairs and Student Affairs) that offer FYE courses, programming, and services to first-year students, both first-time and transfer students. As a first step, the group developed a shared set of DHFYE student learning outcomes on which each program mapped their FYE curriculum and programming. The integrated assessment of these outcomes builds upon existing assessments and assessment data from within each program (strengthening these assessment plans and tools as opportunities are identified) and develops

new, overarching, and crosscutting assessments to measure the collective impact of all the efforts. Further, this effort is working toward building a database of these various DHFYE assessment data, along with student engagement data collected by Student Affairs and survey data collected by UEPA (such as the NSSE, BCSSE, and climate surveys), that can be combined with our institutional student data (from PeopleSoft, e.g., year-to-year retention, GPA, unit progress, major, etc.), so we can conduct more robust, holistic, and integrated analyses about which efforts impact student retention and graduation. ■



5 Explore Models to Optimize Staffing Across Key Units in Order to Achieve Strategic Goals (CFRs 3.1, 3.2, 3.3)

CSUDH employees exemplify a commitment to student success, and to creating and sustaining an inclusive workplace culture. Our employees have demonstrated resilience throughout the pandemic, along with a desire to grow and develop in support of the mission, vision, and values of this institution.

— Monica Ponce, Interim AVP, Human Resources Management, February 8, 2022

CSUDH has experienced increases in revenue and enrollments, requiring additional faculty and staff to support the additional students. At the same time, the campus has optimized staffing by improving the capacity to recruit, develop, and evaluate employees.

Fiscal Resources Impacting Staffing Since 2017

CSUDH has seen significant growth in revenues from tuition fees and state appropriations since 2017, when the WSCUC report was prepared. This is attributed to the institution’s growth in enrollment and advocacy efforts with the CSU Chancellor’s Office to fund the

Table 5.1

	FY 17-18	FY 18-19	FY 19-20
CSUDH FTE Actuals	1,255.1	1,323.8	1,415.3

University’s academic, administrative, technological and facilities infrastructure. While a significant portion of these revenues were designated toward facilities maintenance and construction, additional faculty and staff were hired during these years to help address the increase in enrollment and the need to increase staffing levels at CSUDH. The following table displays the

increase in Full-Time Equivalent (FTE) personnel hired over the past few years:

Since Spring 2020, due to the COVID-19 pandemic, CSUDH has not been able to continue to hire new faculty and staff at the same level as prior years. During Spring 2020, state appropriations decreased, resulting in a base budget reduction to CSUDH of \$7,520,852 – a 3.8% reduction to the University’s Operating Fund budget. The campus implemented measures to accommodate this decrease, such as utilizing one-time campus reserves, offering an “Early Exit Program” to employees, reducing travel and student assistant positions, and freezing vacant management and staff positions, adversely impacting staffing levels. (Some high priority vacancies were filled.)

In response to the freeze in filling vacant positions, departments were creative with developing process improvements and implementing staff reassignments to work more efficiently with less. Examples of these improvements are described herein. Continuing to optimize available resources by reclassifying and training staff, while streamlining processes and implementing new technology, is critical to the success of the University.

HR Process Improvements

To effectively hire faculty and staff, the proper systems, guidelines, and procedures must be in place. CSUDH was among the second wave of California State Universities to implement the systemwide applicant tracking system, CHRS Recruiting. To improve efficiency, the campus implementation team engaged in pre-implementation activities with several stakeholders to create a process map of the legacy system and identify steps that did not add value; 42 steps were initially identified and were reduced to 22 steps through this streamlining process.

CHRS Recruiting was fully implemented on March 5, 2020. It provides several benefits to recruiters, hiring managers, administrators, and search committees, including improved data integrity in regulatory reporting and candidate demographics; a paperless, electronic system for position management and approvals; onboarding employees through a portal; and the ability to use a dashboard to view recruitment statuses and manage tasks. The applicant benefits include the ability to: apply for jobs using their computer, tablet, or cell phone; upload information from their resume into their application; attach any

type, size or number of files to the application; track the status of their application; and review the offer and accept or decline electronically.

Additionally, the Office of Human Resources (HR) developed a new position description template, position description guidelines, and staff and MPP (management) recruitment guidelines. To further improve the recruitment process, the campus contracted the services of SkillSurvey, an electronic reference checking tool. SkillSurvey will provide feedback on the soft skills that make candidates successful, such as work ethic, professionalism, leadership, problem-solving, and the ability to work in a team environment. HR also received approval for a new Recruitment Analyst position to support campus recruitment efforts.

In an additional step that advances CSUDH personnel practices, HR developed the following campus compensation philosophy to guide hiring and retention:

California State University Dominguez Hills is committed to attracting a highly qualified and diverse workforce. Human Resources is responsible for ensuring a consistent application of the classification and compensation programs throughout the campus. It is our goal to compensate CSU employees in a manner that is internally equitable, fair, and competitive with appropriate external comparators.

Professional Development and Training

Management and the Division of IT have created campus-wide, online, and remote training opportunities for staff, such as those listed below. Managers also support employees’ participation in externally offered, short-term and one-off webinars on relevant topics, typically offered via Zoom or through other online interfaces.

IT supports access to these resources by keeping up with technological advances and user interfaces, providing technical training, and developing easily searchable and accessible technical information, also included below:

- CSU Learn – the learning management system adopted by the CSU system (replaced Skillport Professional Development in early 2019)
- Courses on communication, business and IT skills, productivity and collaboration tools, and a variety of other topics

- All yearly and mandatory trainings such as Data Security, CSU Conflicts of Interest, and Title IX training are completed online via CSU Learn
- LinkedIn Learning – self-paced online instructional videos
- IT Staff Training website – courses offered through this website include Microsoft applications, Adobe Acrobat, CM-1 Web Content Management, Alchemer survey software and others. A schedule of courses is updated monthly (see [Appendix 5A](#)).
- ServiceNow Knowledgebase – a searchable database of “how to” information (see [Appendix 5B](#))
- Tech Bytes – “Lunch & Learn” sessions on various technology topics (see [Appendix 5C](#))
- AskTeddy Artificial Intelligence chatbot – tool to assist users in quickly finding answers to their questions
- iToros Mobile App – information and functionality via mobile device provides access to campus resources such as AskTeddy, COVID-19 resources, new student orientation, students’ grades, holds, class schedule, etc., and more.
- The Faculty Development Center (FDC) offers professional development to faculty focused on improving teaching, learning, and the assessment of learning outcomes, as well as support, resources, and services to help faculty achieve excellence and satisfaction in their career (see [Recommendation 6](#) in this report). Additional faculty training opportunities focused on course delivery and instructional design are provided via the Academic Technology Workshops (see [Appendix 5D](#)) and Tutorials (see [Appendix 5E](#)) websites.
- Budget “Lunch & Learn” sessions are held monthly, along with a quarterly budget update presentation, to provide information and transparency regarding the University Budget process, related reports, and the current budget situation.

Providing this information and training to the University helps everyone understand the fiscal impact of operational decisions made by departments

and fosters creative ideas to optimize staffing levels across campus.

Faculty, Staff and Student COVID-19 Well-Being Websites (see [Appendix 5J](#)) were established to provide the campus community with healthy and fun activities to address their needs during the effects of the pandemic in the areas of personal development, health, finance, family fun, as well as art and travel via virtual tours. The hope is that if the campus community is healthier and happier, individuals will continue to thrive during these unprecedented times. The Well-being websites have sparked an initiative to continue to seek out programs to develop a wellness culture in the CSUDH workplace that can help the University achieve its strategic objectives and attract and retain a productive and healthy workforce.

Gender Equity and Staff Diversity

To increase gender equity across the campus community, CSUDH established a collaborative, multi-unit/division Gender Equity Task Force in 2019. The institutional commitment to equity, demonstrated in part by the Gender Equity Task Force, is an opportunity to examine our own biases and assumptions. The Task Force developed guiding principles, strategies, and ideas to address gender equity that resulted in concrete and tangible opportunities for change. Two important documents have been created already from these efforts: the Academic Senate resolution on Gender Equity Principles (see [Appendix 5F](#)) and the resulting Presidential Memorandum on Gender Equity Principles (see [Appendix 5G](#)). The Task Force will continue its work throughout the 2021-2022 academic year, including hiring a consultant to generate data-driven recommendations for the campus.

CSUDH non-instructional staff reflect the racial and ethnic diversity among the student body and of the Southern California region in which the campus is located. One third of the staff are Hispanic/Latinx, representing the largest racial/ethnic group among staff and reflective of CSUDH’s status as a Hispanic Serving Institution. Further reflective of CSUDH’s historical connection to the 1965 Watts Rebellion and the Civil Rights Movement, in addition to being the campus with the largest percentage of Black/African American students in the CSU system, 25% of the staff are Black or African American. Twenty percent of the staff are white and 16% are Asian. See [Appendix 5H](#) for additional staff demographic data, including gender (58% female)

and the breakdown by full-time and part-time staff. Faculty diversity is addressed in [Recommendation 3](#) of this report, with faculty demographic data shown in [Appendix 3B](#).

Organizational and Technological Improvements

Several CSUDH service units completed organizational assessments to identify areas of strength, growth, and gaps toward achieving the strategic mission of the University. Examples include the Information Technology (IT) Division and Administration and Finance Division, where consultants interviewed stakeholders to assess and recommend improvements that optimize staffing levels through department reorganizations and staff reclassifications that better align the organizations with campus needs.

Technology plays a key role in optimizing staff performance and department staffing levels required to meet the strategic goals of the University. Employees can work more efficiently by automating forms and processes, as well as improve communication, particularly in a virtual environment as experienced during the pandemic. CSUDH improved processes and efficiencies by implementing Adobe Sign, CHRS employee recruitment system, and Concur Travel system. See [Appendix 5I](#) for further details on these improvements.

Employee Recognition

The University is committed to recognizing employees for their contributions, commitment, and dedication to CSUDH. Recognition programs create and foster a collaborative and inclusive culture on campus. The campus celebrates employees during the annual Staff Service Awards program, when employees are recognized for their years of service (held online in 2020). Another program is the Staff Awards of Excellence, where employees are recognized for exemplary service in categories such as innovation, student success, and customer service. Lastly, one of the most engaging recognition programs is Staff Appreciation Day, during which employees have an opportunity to interact with their peers in the campus Sculpture Garden, enjoy lunch, play games, and participate in opportunity drawings. The latter two programs were postponed due to the COVID-19 pandemic and are planned to resume in 2022.

Performance Evaluations

Annual evaluations are required for all represented staff, and HR provides all managers with annual comprehensive training on the evaluation process. Managers are expected to go beyond merely delivering evaluations in compliance with contractual requirements. The training ensures that performance appraisals are drafted in a consistent and comprehensive manner tied to the position description and stated goals for professional development. They draw from all available sources of feedback and incorporate self-evaluation input. Additionally, managers are trained on performance management principles such as having frequent conversations about accomplishments and expectations throughout the year and engaging with employees regarding professional development opportunities and progress on goals.

The campus also established a policy regarding Management Personnel Plan (MPP) performance evaluations known as the 360-degree administrative review process. This review process gives the campus community the opportunity to provide feedback that will be shared with the administrator's direct supervisor to help them craft a comprehensive annual performance evaluation. The feedback also provides valuable information that may address training and professional development needs for the administrator and their staff, as well as possible realignment of resources to optimize staffing levels. As part of the annual performance evaluation process, individuals with at least three years of service in an Administrator III or Administrator IV position are subject to the 360-degree administrative review process.

Summary

Budget reductions resulted in a hiring "chill" that has impacted workload and staffing levels across campus since Spring 2020. However, CSUDH has explored and utilized models to optimize staffing through various means, described above. Employees can participate in training courses currently, and the campus looks forward to developing a comprehensive training program that focuses strategic priorities and furthers staff optimization, with plans to hire a Professional Development and Training Director. We recognize that we will also need continued investments in technology infrastructure to improve administrative processes and the user experience that contribute to staff optimization. ■



6 Identify Sustainable Approaches to Support the Pedagogical and Scholarly Development for Faculty (i.e., tenure track, tenured and lecturers) (CFRs 3.2, 3.3)

The Office of Faculty Affairs and Development (FAD) provides many of the human resources needs of the University's academic personnel within the Division of Academic Affairs. FAD is responsible for many broad, academic-related programs and activities that include full-time academic recruitment, full-time faculty evaluation processes, and various leaves of absence. FAD supports the Faculty Development Center (FDC) and the Faculty Research Development unit (within the Office of Graduate Studies and Research) to offer faculty pedagogical professional development and scholarly development, respectively. The Academic Technology unit within the Division of Information Technology also partners with the FDC to support faculty technical needs, training, consultation, and support.

Faculty Orientation, Incentives, and Evaluation Practices (CFR 3.2)

FAD serves as a central clearinghouse for faculty-related procedures, policies, and programs and is responsible for assisting faculty as they move through the University from appointment to retirement. The Associate Vice President for FAD and staff work closely with the college Deans, Associate Deans, Academic Resource Managers,

and Department Chairs on matters related to faculty reappointment, tenure and promotion, recruitment and retention, and interpreting the provisions outlined in the California Faculty Association and the Board of Trustees of the California State University (CFA/CSU) Collective Bargaining Agreement (CBA).

Orientation

Through the FDC, FAD provides support to incoming faculty through New Faculty Orientations and the Untenured Faculty Organization (UFO). FAD is currently updating the Faculty Handbook, which will be completed by June 30, 2022, and provides guidance for: Getting Started at CSUDH; Faculty as Referral Agents; Professional Development Support; Faculty Governance and Collective Bargaining; Retention, Tenure, and Promotion (RTP); Faculty Leaves and Honors; and Retirement.

Evaluation

CSUDH has two evaluation processes for faculty guided by the requirements of the CBA. The first is the Retention, Tenure, and Promotion (RTP) process, which evaluates probationary tenure track faculty

annually through tenure and promotion to associate professor. In the fifth-year, faculty submit a request for tenure and promotion, their Personnel Action File, and supporting documentation. Faculty are eligible to apply for promotion to full professor in their fifth year as an associate professor. Probationary faculty and faculty up for promotion to full professor are guided in the process by departmental RTP guidelines that set the standards, including standards for early tenure and promotion. FAD provides RTP workshops for faculty under review and for RTP Committees at the departmental, college, and university levels, including training for Dean evaluators. Departments are encouraged to have tenured faculty mentor tenure track faculty through the process. While a policy exists for post-tenure review, it has not been implemented. Currently, the Academic Senate Faculty Policy Committee is working with FAD on the history of the policy and what is needed for it to be implemented. Non-tenure track (lecturer) evaluations are guided by FAD and overseen by the departments and colleges. Consistency in evaluation practices of lecturers is a current goal for sustainable and equitable practices across colleges, as required by the CBA.

The second faculty evaluation process is the Perceived Teaching Effectiveness (PTEs) process (sometimes referred to as student course evaluation), coordinated by FAD for state-supported courses. PTEs are administered electronically and scheduled for every fall and spring semester. The College of Extended and International Education coordinates PTE administration for its winter and spring intersessions and its summer sessions. Non-tenure track faculty have PTEs administered for all classes, while tenure track and tenured faculty are asked to choose two courses for PTE administration. (See [Recommendation 4](#) in this report for information about the PTE Task Force convened by Academic Senate.)

Incentives

Beyond retention, tenure, and promotion, FAD supports the Faculty Leaves and Honors Committee, whose elected faculty members from each college evaluate and recommend faculty annually for sabbatical leaves and for achievement awards. Sabbatical awards are competitive and dependent upon funds available, so faculty may be eligible for several years before receiving one.

Faculty awards are presented each year to a select group of CSUDH faculty members, in recognition of outstanding achievement in the following areas:

- Catherine H. Jacobs Outstanding Faculty-Lecturer Award
- Excellence in Research, Scholarship and Creative Activity Award
- Excellence in Service Award
- Lyle E. Gibson Dominguez Hills Distinguished Teacher Award
- Presidential Outstanding Professor Award
- Assigned Time for Exceptional Levels of Service to Students Award

The Assigned Time for Exceptional Levels of Service to Students award can contribute to easing the cultural taxation burden on faculty of color (see [Recommendation 3](#) in this report for further discussion of this award related to faculty diversity, workload, and equity).

Faculty Pedagogical Development (CFR 3.3)

Since 2017, the FDC has continued to provide services and resources to support faculty in developing and enhancing pedagogical knowledge and skills that foster students' success, promoted through reflective teaching practice and a communal learning environment. The Center's core programming includes: providing pedagogical workshops (e.g., active learning and curriculum design); supporting Faculty Learning Communities (FLCs) hosted by campus partners such as the Writing Across the Curriculum, the First Year Experience, the University Writing Center, the University Library, and the College of Education; designing New Faculty Orientation; hosting the New Faculty Success Program; and organizing the annual Innovative Teaching Symposium.

The Center also serves as the home for participation in the CSU Quality Assurance program (now CSU Online Course Services), as a Quality Matters (QM) campus. Additionally, in 2020, under the leadership of the Dean of Undergraduate Studies, Dr. Kim Costino, CSUDH received a 5-year National Science Foundation Hispanic Serving Institution STEM Grant. The goal is to improve the retention and graduation rates of students from underrepresented minority populations in the STEM fields by improving the quality of students' educational experience at CSUDH and community colleges throughout the state. The grant provides funding for FLCs for both faculty and administrators with the goal

of “designing more equitable and inclusive curriculum, pedagogical, and assessment practices.”

Due to COVID-19 conditions and in response to a March 2020 faculty survey, the FDC shifted its focus to support faculty in the campus transition to remote/online teaching. Between the spring and summer of 2020, the CSUDH campus delivered a wide range of training to over 250 CSUDH faculty members across all ranks and colleges. Faculty with online teaching experience and who were designated campus Quality Matters leaders taught the workshops and bootcamps. Specifically, the FDC offered 16 separate workshops on the following topics (some workshops ran more than once):

- Summer Online 2-week Bootcamp
- Introduction to Online Syllabus and Course Development

In addition to offering its own online teaching pedagogy programming as described in this section, the FDC also became the implementation home of a CSU Chancellor’s Office grant in the 2020-21 academic year to support faculty development in this area. The funding supported 60 faculty members to participate in the Association of College and University Educators (ACUE) Effective Online Teaching Practices, part of a larger CSU project. The FDC chose the two faculty facilitators for the course and handled the competitive selection process for faculty participants; over 100 faculty applied. The program continued in Summer 2021 through ACUE microcredentials, and in 2021-22, full cohorts are being supported by CARES funding.

- Equity and Diversity in an Online Environment
- Enhancing Online Knowledge and Usage with Blackboard
- Video Lecture and Engaging Online Tools
- Fundamentals of Online Course and Syllabi Development Using QM Standards for Beginners
- Advanced Teaching and Active Learning Methodologies Using Technology and QM Standards
- Online/Hybrid Teaching and Student-Centered Learning Bootcamp

Additionally, the FDC instituted two specific pedagogy support programs, utilizing a framework that recognizes the expertise of faculty members on the campus. In the Lunch & Learn series, held almost every week during the Friday lunch hour, workshops were offered on topics such as Time Management in Your Online Course, Managing Discussion Boards, Active Learning, and specific workshops on planning for the future semester.

The Teaching Online – Tips & Talks Fall 2021 series featured 3-5 faculty of different ranks and departments from each college who shared with their colleagues an effective online teaching strategy that had worked for them. In Spring 2021, the focus shifted from featuring colleges to addressing fundamental pedagogical questions such as scaffolding assignments and transparent assignments. The series offers a virtual place and space for faculty members to discuss teaching and to learn from one another. Additionally, the FDC offered a series of stand-alone Winter 2021 workshops for faculty to address specific online pedagogy issues such as Promoting Student Engagement Online, Managing Effective Discussion Boards, and Facilitating Effective Discussions in Synchronous Courses.

Faculty Scholarly Development

CSUDH has a dozen active philanthropic funds that expressly support our faculty. There are two endowed professorships, several research and project funds, and a housing support fund. In total, seven permanently endowed funds provide approximately \$135,000/year in faculty support, and five current use funds have approximately \$200,000 available for use (see [Appendix 6A](#) for more details).

Fundraising has become a presidential and campus priority in recent years. As fundraising results continue to grow, it is expected that funds for faculty support will similarly increase. Most recently, Snap Inc., developer of Snapchat, provided a \$5 million gift to CSUDH (the largest single donation in the University’s history), for the creation and endowment of a new institute focused on addressing equity gaps in computing education (see inset).

In 2020-21, CSUDH received a faculty retention grant from the CSU Chancellor’s Office. These funds facilitate CSUDH’s institutional membership in the National Center for Faculty Development and Diversity (NCFDD), an independent professional development, training, and mentoring community focused on helping faculty succeed with their scholarly pursuits, teaching, service, and work-life balance. Through the institutional membership, CSUDH faculty members can access a variety of virtual programs offered by NCFDD, such as writing challenges, mentoring workshops, research planning, and teaching development. As part of the Chancellor’s Office grant, the FDC implemented a Spring 2021 retreat for mid-career faculty. In 2021-22, a FLC for pre-tenure faculty will be established based on the NCFDD’s core curriculum, as well as a mentoring program, and a faculty of color affinity group.

Additionally, the FDC provides physical space and three-day writing bootcamps for faculty, held between semesters. The writing bootcamps provide consultation with faculty and staff experts to assist in grant writing, book proposals, methodological, and other forms of scholarly support. The FDC has hosted a faculty-led publication workshop series several times, called “Writing Your Journal Article in 12 Weeks” and

provided copies of the publication by the same name to participants. This has led to faculty publications in a variety of disciplines. The FDC also supports the Untenured Faculty Organization (UFO), which offers various supports for non-tenure track faculty through the FDC, including the annual CSUDH Faculty Research Symposium and the first annual Faculty 3x2 event, in which faculty present a summary

of their research or research interests in three minutes or less using no more than two PowerPoint slides. The events highlight the research of tenure track and non-tenure track faculty members and provide an opportunity for faculty to learn about their colleagues’ work and make connections across departments, disciplines, and career stages.

External Funding & Office of Graduate Studies and Research Support

The Office of Graduate Studies and Research (GSR) has clarified and improved its support for faculty scholarly development, especially regarding external awards. A 2016 internal CSUDH task force reviewed pre- and post-award operations within the GSR and determined that the Office of

Sponsored Research and Program (OSRP) needed more staff to adequately support faculty seeking external funding. Since then, CSUDH has started building the personnel and offering programs to support faculty in their scholarly and creative activities pursuit.

The faculty Director for Research Development became a full-time position in October 2018, elevated from a part-time position that had been created and

Snap Inc.’s \$5 million gift funds a new computer science education institute to be housed in the CSUDH College of Education. The new institute will serve as a leader in computing education research, teacher preparation, and curriculum development centered around equity and access, particularly for students with special needs and for bilingual, multilingual, and dual language learners. Through partnerships with Los Angeles area school districts, the institute will develop high-quality computer science education that can impact all regional K-12 students. A variety of activities for school-aged students are planned, including coding nights and coding summer camps, which will be implemented with particular attention toward access and equity.

filled in January 2016 (a first position of its kind in the CSU system). This 12-month appointment at the professor level, reporting to the Dean of GSR, provides leadership and development for faculty research, scholarly and creative activities (RSCA). Since 2018, the faculty Director has a minimal baseline budget allotted to support faculty's scholarly development, including preparing research grant proposals with trainings, travel, honorarium to hire external mentors, some seed funding, and writing assistance. Also in 2018, the University added a full-time staff thesis and grant review coordinator, with responsibility for supporting faculty development and training, editing faculty manuscripts and grants, and developing grant proposal material.

To provide additional support to faculty on their external grant proposals, CSUDH has entered an annual contract with external consulting firm Hanover Research since August 2019. This has provided support to approximately ten additional grant proposals per year over the capacity of in-house campus support. Sustaining this partnership will enable CSUDH to continue to meet the demand for support that enhances faculty scholarly development, external funding, and success with tenure and promotion.

Data for faculty and administrators applying for external grants between 2017 and 2021 show faculty succeeding between 26% and 49% of the time (see [Appendix 6B](#)).

Office of Graduate Studies and Research Programming

Programs to support faculty's scholarly development that were initiated in 2015-2016 needed a boost to meet the demands of the larger cohorts of new faculty CSUDH began hiring each fall. These faculty arrived with higher research needs and aspirations. In general, programming has been designed to meet the needs of assistant professors. However, GSR (like the FDC) aims to offer more customized support to meet the needs of lecturers and mid-career faculty as much as possible too. Supporting lecturers in strengthening their research portfolio will serve them in future positions, including making them more competitive for tenure track positions at CSUDH. Similarly, focused programming for associate professors will help them publish more, seek more funding, grow their research programs, and will improve their retention rates. This is important

for our efforts to improve tenure density (as discussed above, see [Recommendation 3](#)).

The GSR launched a host of programs in 2017 that have been identified as programs to sustain: research strategic plan development; help identifying external funding opportunities; "Grants for My Research"; on-demand, one-on-one customized grant development support; manuscript editing service; faculty research development writing group (via Zoom); faculty research development weekly office hours (via Zoom); NTTF research development program (see below); intramural and external funding for enhancing research. (See [Appendix 6C](#) for further details.)

NTTF Research Development Program

Launched in Summer 2021, the NTTF Research Development Program supports non-tenure track faculty (NTTF) who are eager to strengthen their research portfolio (e.g., submitting manuscripts, extramural grant proposals, etc.), but need resources, guidance, and mentoring to get started. Participants attend a one-day summer Online Research Portfolio Workshop to develop and refine their research CV; create their research development strategic plan; identify areas of improvement for their research; identify next steps for their research (e.g., grant writing or manuscript writing); and create a one-page future research plan summary. In the inaugural cohort, there were eight faculty participants from four colleges: two from the College of Business Administration & Public Policy; one from the College of Education; two from the College of Health, Human Services & Nursing; and three from the College of Natural & Behavioral Sciences.

NIH Development Funding

In 2020, CSUDH was awarded competitive 3-year external funding – the NIH Sponsored Program Administration Development (SPAD) cooperative agreement in:

- Evaluating and enhancing sponsored-program services
- Establishing research-related procedures to achieve consistency and regulatory compliance
- Developing and disseminating research-related services, policies, and procedures
- Providing NIH-specific grant-writing training and mentorship to faculty to produce competitive proposals

As a cooperative agreement, the CSUDH project team works closely with NIH to strengthen sponsored program administration to serve all faculty well in the future.

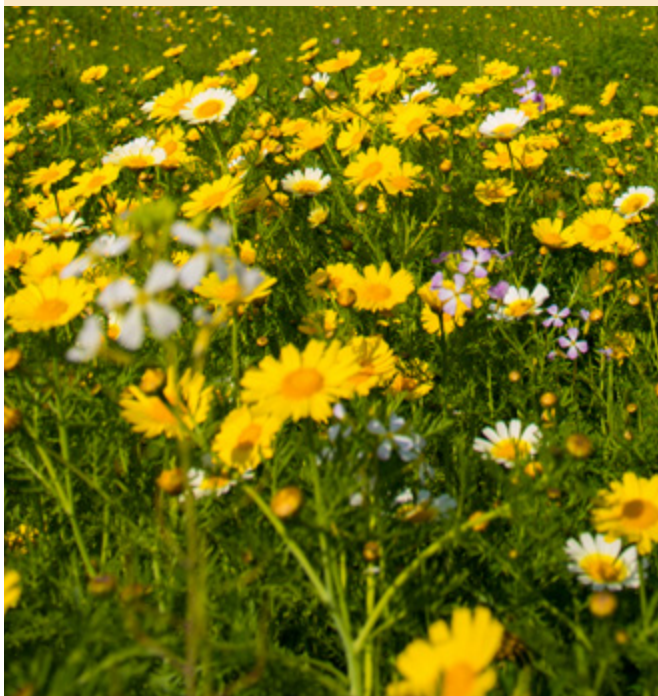
With external grants come indirect costs (IDC) that must be considered. CSUDH has a higher number of grants that come with a full 47% IDC to the campus compared to five years ago. The campus is currently working to establish a robust model for IDC redistribution to leverage the funding coming from external entities. IDC redistribution flowing to the individual colleges, departments, individual faculty who brought in the funding and the Faculty Research Development unit will relieve some of the financial constraints to sustain and add new and innovative programming. While a few federally funded institutional grants (such as NIH SPAD and NSF IUSE HSI) support some programming, internal/state support is needed to institutionalize and sustain these successful efforts and continue to support faculty scholarly development.

Summary

These different university-level actions to support faculty – providing professional development for teaching in the pandemic and running several interlocking offices to advance faculty scholarship and research – respond to this Recommendation 6. However, this remains a work in progress. The stresses and inequities exposed globally by the pandemic are just as salient in our faculty ranks, aggravated by our low tenure density. Notwithstanding our talented and committed corps of non-tenure track faculty, there are simply not enough people on the CSUDH campus to share the work of tenured faculty: student academic support, research and scholarship of all kinds (including the Scholarship of Teaching and Learning), and shared governance. In that sense, our responses to this recommendation mirror our responses to Recommendation 3, since both strategies depend on our commitment to grow and diversify our tenured faculty. ■



Conclusion



Identification of Other Changes and Issues Currently Facing the Institution

The Senior Accrediting Commission last met to discuss CSU Dominguez Hills on June 30, 2018, which was the final day in office for President Willie J. Hagan. Under Hagan's leadership, the institution enjoyed sound fiscal management and won state-level approval for the construction of two new academic buildings and a residence hall. The self-study and the report of the subsequent accreditation visit conveyed impressive gains in enrollment, student success, and Mean Unit Load (the average number of classes students schedule each term, an important factor in time-to-degree). The Commission asked for this Interim Report at a time of presidential transition, and a rapidly changing context of growth and construction.

Over the past several years, those transitions have all unfolded as planned. The campus community has embraced President Thomas A. Parham as an outspoken, passionate advocate for the University's mission and students. This has been crucial to maintaining the sense of teamwork and shared purpose that struck the accreditation visiting team. Construction of the new buildings proceeded without incident, and all have opened on schedule and under budget.

Enrollment growth and Mean Unit Load have leveled off, easing what had been serious strains on the institution's instructional capacity. At the time of the institutional self-study and site visit, the Division of Academic Affairs had been running annual budget deficits simply to provide students with complete class schedules.

Under the leadership of Provost Michael E. Spagna, the Division of Academic Affairs has eliminated those deficits in the last two years, but capacity strains are visible in other ways. Staffing and faculty levels are low, as addressed elsewhere in this Interim Report. However, the University is committed to making the fullest possible use of its stabilizing enrollment, taking the opportunity to improve tenure density, restore adequate staffing levels, and provide students with more comprehensive academic support.

The biggest unanticipated challenge facing the University since 2018 has been the COVID-19 global pandemic. In response, the institution prioritized student progress to degree with a massive and immediate shift to online instruction. This safeguarded the health of faculty and students while protecting

the core mission of the University, teaching and learning. CSUDH made considerable investments in faculty professional development, as detailed in Recommendation 6 in this report. Participating faculty committed to follow-up activity and wrote a reflection paper, following best practices in faculty professional development. Recognizing "in their high school years," the disruption to incoming cohorts, the University also offered summer bridge and general education classes free of charge, using funds advanced by the College of Extended and International Education.

Many responses to the pandemic – including the move to online instruction, the concerted focus on pedagogy, and the overnight adoption of paperless business processes – have permanently changed and strengthened the University.

In rapid succession, the beginning of the pandemic was followed by civil unrest around the country, in immediate response to the murder of George Floyd at the hands of police. For many at Dominguez Hills, the experience recalled the Watts Rebellion at the University's origin. President Parham impaneled a new Racial Reckoning and Reconciliation Task Force, charged with informing University reaction on a basis of both sound scholarship and social justice.

In that vein, the President has encouraged us to take the pandemic and its fallout as an opportunity to do better, reminding us that "crisis reveals character and exposes weaknesses." Campus repopulation has been characterized by genuine excitement, as members of the community return to new buildings, new degree programs, and new colleagues – and a campus culture that is different, and stronger, than the one they left.

Concluding Statement

Like most processes relating to accreditation, the drafting of this Interim Report has been an opportunity for us to engage in planning and reflection. The broad committee that wrote this document includes a cross section of students, administrators, and faculty. Feedback from campus leadership and external stakeholders has informed the report in important ways.

As we look ahead to the next institutional self-study, we are focused on a renewed commitment to equity. This is reflected in the draft of our new Strategic Plan, in which relevant themes include commitments to providing equitable access through affordable, high-quality education and to hiring and equitably supporting a diverse faculty, staff, and administration. We further affirm our equity work through our commitment to student success that serves the principle of educational justice and achieves equitable academic excellence and holistic student empowerment through various educational experiences that reflect students' identities and leverage the strengths and values they bring with them. Further, community engagement fostered through connections between campus and communities (local, global, and virtual) will facilitate pathways to success and socioeconomic mobility for students and help our communities thrive. Lastly, the CSUDH commitment to justice, equity, and inclusion is rooted in an ethos of love and a culture of care that will provide a physical and social infrastructure that supports a sense of belonging and wellbeing for all Toros. ■

List of Appendices

Recommendation 1

- [Appendix 1A](#) Updates on Strategic Planning Process and its Implementation
- [Appendix 1B](#) Strategic Planning Website

Recommendation 2

- [Appendix 2A](#) Dashboards and Reports

Recommendation 3

- [Appendix 3A](#) Recruitment and Hiring of New Faculty prior to and during the COVID-19 Pandemic
- [Appendix 3B](#) Faculty Demographics
- [Appendix 3C](#) Tenure Density
- [Appendix 3D](#) Student Enrollment 2000-2020
- [Appendix 3E](#) 2019 CSU Faculty Recruitment and Retention Survey Report
- [Appendix 3F](#) Tenure Density and SFR Trends 2010-19

Recommendation 4

- [Appendix 4A](#) USLOAC Committee AA 2006-18
- [Appendix 4B](#) General Learning Outcomes
- [Appendix 4C](#) USLOAC Guidelines Memo

- [Appendix 4D](#) Forming a Task Force for Assessing Teaching Effectiveness AA 2021-09
- [Appendix 4E](#) Showcase Poster Sample

Recommendation 5

- [Appendix 5A](#) I.T. Staff Training Website
- [Appendix 5B](#) ServiceNow Knowledgebase
- [Appendix 5C](#) Tech Bytes
- [Appendix 5D](#) Academic Technology Workshops
- [Appendix 5E](#) Academic Technology Tutorials
- [Appendix 5F](#) Gender Equity Principles Resolution Final Exec 20-08
- [Appendix 5G](#) Presidential Memo 20-05
- [Appendix 5H](#) Non-Instructional Staff Demographics
- [Appendix 5I](#) Organizational and Technology Improvements
- [Appendix 5J](#) COVID-19 Well-being Websites

Recommendation 6

- [Appendix 6A](#) Faculty Scholarly Development
- [Appendix 6B](#) Proposal Award Data 2017-2022
- [Appendix 6C](#) GSR Programming & RSCA Funding





CSUDH