

Strategic Planning /SPSC-2021

Data Analysis Sub-Committee

DRAFT

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Introduction to Purpose and Lines of Inquiry

Analyze reports and documents & data (such as WASC report, NSSE data, CSUDH factbook, CSU strategic plan, regional demographic data, employment job growth projection, etc.) in ways that will help us shape, define, and measure our goals and our competitive space. The Sub-Committee will analyze the data with an anti-racist and equity lens to guide critical aspects of the development of our campuswide strategic plan. Provide summary of expectations/objectives/goals outlined for/expected of us in these documents and one document that contains baseline data about retention, student faculty ratio, and other relevant data points that we think are important for our institution as of Spring 2021 (and maybe even a list of the types of data points we would like to have, but do not, yet). Will also help to analyze data and feedback we get from campus and community stakeholders.

Committee members included the following, noting lines of inquiry of the report addressed in pairs:

- Student Success: Dr. Deborah Brandon, Jordan Williams
- Faculty Success: Dr. Mark Carrier, Dr. Meg Kuwabara
- Workforce Engagement: Dr. Fynn Prager, Dr. Kim McNutt
- Support across committees and with data: Alana Olschwang

This report's lines of inquiry are not exhaustive, as it does not focus on the following, (but summaries were covered through the Strategic Planning Committee's review of the past plan):

- Community engagement and partnerships
- Sustainability
- Finance and Administration Operational Improvements
- Dominguez Rising: Building the Campus of the Future

The report also does not cover economic and community impact, although this was included in a recent report released by the Chancellor's Office (2020) that is linked on the resource page.

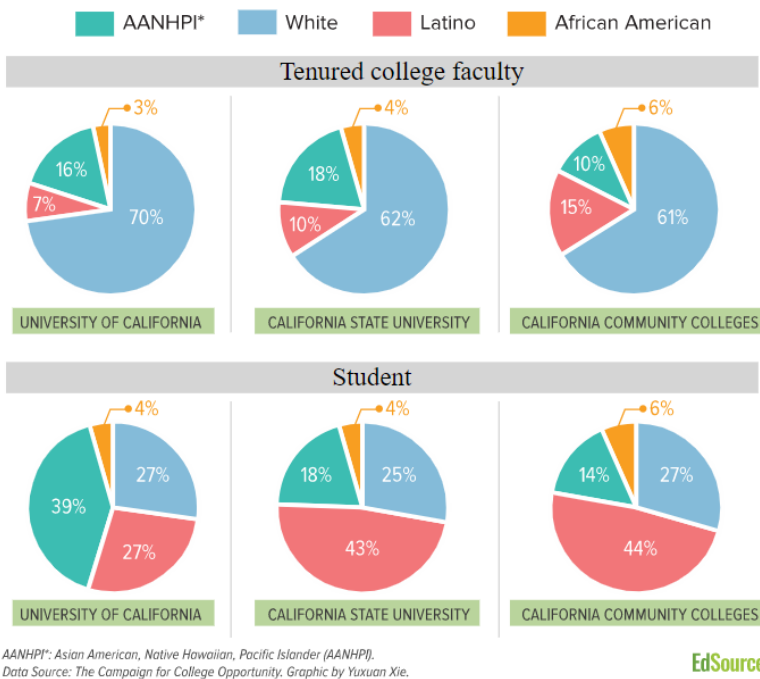
Examining the Institution and Efforts through an Equity Lens

CSUDH remains committed to its commitment to providing access to students across California and in the region to a welcoming and supportive environment. However, students who are admitted may not perceive that they have as much access to resources as others. The

CSUDH remains committed to serving those who live in an area that has a high saturation of high need population. The majority of students are considered non-traditional, are first in their family to attend college, and are at a socio-economic level that qualifies them for a Pell grant. The campus continues to support students who want to come to CSUDH, but resources are constrained. For example, the count of undocumented students has tripled since 2016. The growth patterns are similar for students with basic needs, and those who have financial needs.

The levels of access that students have to faculty who look like them is another factor that continues to challenge retention and success for CSUDH students. While this will be explored further in another section, it is noted here that the racial diversity of faculty is not aligned with students. This impacts students sense of belonging, student-faculty interactions, and pedagogical practices.

Faculty and student racial diversity at California's public colleges, 2016



Once students are enrolled, there are equity gaps in their retention and completion rates.

(forthcoming visualization to combine CSUDH, CSU, and National retention and completion rates overall and disaggregated by race/ethnic identity and sex, sourced from: www.calstate.edu/dashboards)

https://nces.ed.gov/programs/raceindicators/indicator_ref.asp

https://nces.ed.gov/programs/coe/indicator_cta.asp?referer=raceindicators

https://nces.ed.gov/programs/coe/indicator_ctr.asp,

https://nces.ed.gov/programs/digest/d19/tables/dt19_326.30.asp,

https://nces.ed.gov/programs/coe/indicator_cta.asp,

https://nces.ed.gov/programs/digest/2019menu_tables.asp

https://nces.ed.gov/programs/digest/d19/tables/dt19_318.10.asp

https://nces.ed.gov/programs/digest/d19/tables/dt19_306.40.asp

https://nces.ed.gov/programs/digest/d19/tables/dt19_326.15.asp

https://nces.ed.gov/programs/digest/d19/tables/dt19_306.60.asp?current=yes

1.1 Introduction to Student Success

While there are four lines of inquiry that the Strategic Planning Sub-Committee on Data Analysis is considering, these four themes are not to be viewed as an exhaustive list. The focus of theme one, Student Success, spans the entire lifecycle of a student.

The key questions posed in the main committee that this line of inquiry aimed to address included: What are the trends of the demographics of the area and how has this changed in the student pipeline (e.g., counts for transfer: first-time students, those from local vs. distance) and how are we meeting needs, what does the competition look like in the area and how are we

yielding and completing students? How do we align resources with opportunities for the most significant impact (e.g., where most students are Hispanic/Latino, there are only three clubs/orgs/resources – and one is brand new)-and these can't be 'check box' efforts. How does DH demonstrate the value of the degree and economic impact on the region?

More specifically, to get to the areas of economic, civil, social, and community impacts of a CSUDH degree, we must first address the issues of preparation and access to the educational opportunities available at CSUDH (A-G eligibility, applications, admits, enrolled data, feeder high schools, and community college data), transitional efforts (data) to DH, persistence through the first year, faculty engagement, curricular and co-curricular experiences, eliminating institutional barriers, internship, and research opportunities as well as academic advising and facilitating and ensuring timely graduation with the least amount of debt. Lastly, our definition of Student Success must include preparation for graduate and professional schools, the workforce, and serving as contributing CSUDH alumni.

1.2 Pipeline

CSUDH continues to provide access and admits all CSU-eligible First-time/First-year and upper-division transfer students. However, most of the students who attend CSUDH continue to reside within twenty-five miles of the campus, even if they come from institutions outside those areas (see Appendix 1B). And the racial and ethnic demographics of the surrounding area and the high schools and community colleges within our twenty-five-mile radius have dramatically changed over the last ten years. The CSU eligibility rates continue to decline in these areas. CSUDH expansion of its footprint of win/loss ratio is an important area to focus, with careful attention to creating a plan to address challenges presented by peer and aspirational competitor universities and must continue to analyze the trend data related to applications to admits through yield and enrollment, first-year persistence, and timely graduation.

Peer Institutions

While CSUDH does not have a published set of peers, the following are working references:

- Local area Peers: LA, LB, Fullerton
- Demographic Peers: East Bay, LA, San Bernardino, UC Merced
- CSU shared per Jeff Gold's team: CSUB, CSUSB, CSUS, CUNY Lehman, CUNY New York, Florida Agricultural & Mechanical, Jackson State, Keiser University-Ft. Lauderdale, Mercy College, North Carolina Central University, Texas Southern University
<https://csusuccess.dashboards.calstate.edu/public/csu-by-the-numbers/national-peers>

1.3 Transition and the First Year

Current and future transitional programs for CSUDH students demonstrate that our college-readiness efforts (educational levels of the surrounding communities) need to be re-doubled and continue to reveal that the CSUDH needs additional fiscal and human resources to educate our students. This is based on lower levels of advanced placement coursework opportunities and lower levels of readiness in math and English (Appendix 1B). Our students' first-year persistence

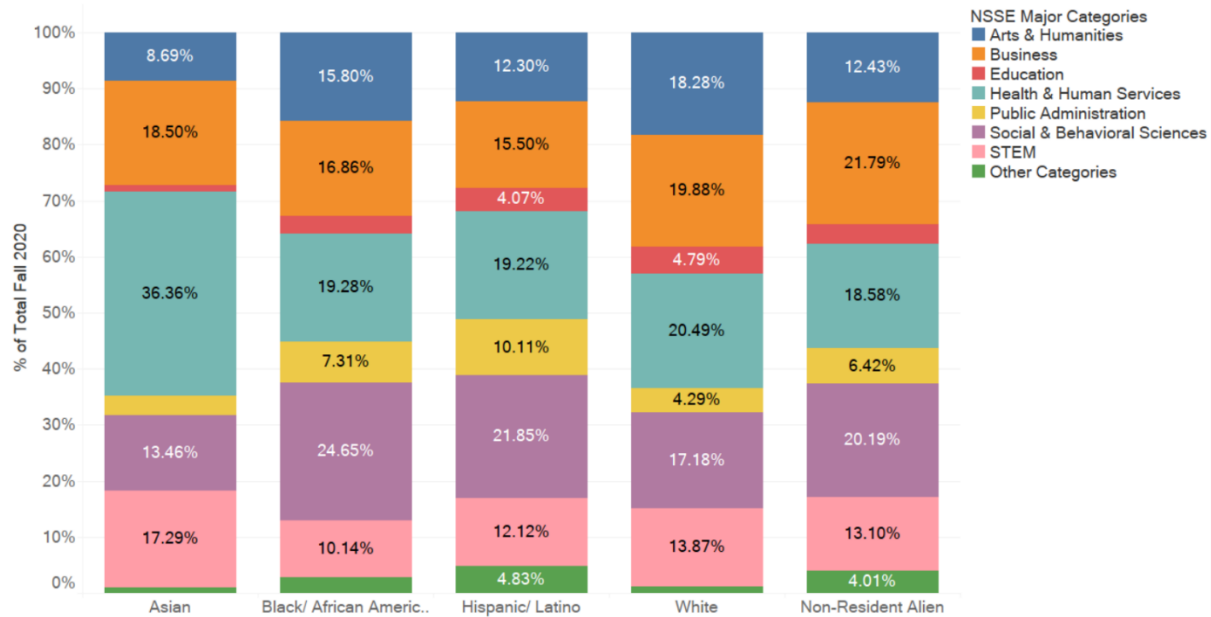
rates continue to be a challenge, despite efforts across the first year experience. In the last two years, this effort was better coordinated, and called 'DHFYE' with resources and linked services. The program goals demonstrated by DH resource centers, advising homes, and other departments are in line with leading practices across the nation. Therefore, several of these areas are currently co-creating student learning outcomes, assessment, and an evaluation plan to identify what's working well and where there are opportunities to improve student belonging, engagement, involvement, successful course completion, and retention.

Once we move students beyond the transitional points and provide them with an all-encompassing first-year experience through DHFYE, New Student Orientation, our students are engaged in more than 300 clubs and organizations, and many participate in one club or organization. We are currently evaluating the outcomes for student leaders and workers, to better understand how these opportunities bolster the key learning and success outcomes.

Enrollment Equity

Student enrollment trends reveal that there are unequal enrollments across major by the racial and ethnic categories that students identify (summary and visual below).

- Asian students are more likely to enroll in STEM, e.g., Clinical Sciences, Health Sciences, Computer Science, Biology, less likely in arts and humanities
- Black students are more likely to enroll in social sciences, e.g., Psychology, Sociology, Child Development, Criminal Justice, less likely in STEM
- Latino students are more likely to enroll in social sciences and education, e.g., Criminal Justice, Child Development, Liberal Studies, Physical Education
- White students are more likely to enroll in arts and humanities, e.g., Liberal Studies, Advertising and Public Relations
- Non-Resident students are more likely to enroll in business, e.g. Business Administration, less likely in arts and humanities



1.4 Engagement on Campus

NSSE & BCSSE: Based on findings from the National Survey of Student Engagement, CSUDH students rate their experiences, by and large, at rates similar to the other CSUs that participated. However, the factors associated with academic challenge (e.g., reflective and integrative, and higher order learning) and opportunities to collaborate with peers and engage in high impact practices is less so. The students also completed the Beginning College Survey of Student Engagement, and shared that many were not prepared for recovering from a major setback, or identifying resources to support learning. Many did not expect to work and overestimated the amount of time that they would study – and their grades.

Learning Support and Resources While CSUDH provides a robust set of learning support centers and opportunities, students are not engaged with them as frequently or as many times as ideally modeled to impact success. This may be partially due to the nature of a commuter campus, lack of knowledge about resources, and/or the punitive perception of doing ‘additional work’. Many centers have begun to establish more collaborative practices and efforts to create positive and validating environments, and communicating benefits of engagement.

Classroom Environments and Student Progress The campus has engaged in discussions across staff, faculty, and students, about the impact of earning one or more DFW. The toll that this takes on student esteem and resources are deemed the single largest lever that CSUDH has, to improve retention. To this end, Academic Affairs has allocated resources for faculty development and course redesign support. Additionally, courses have been offered in the summer as part of the bridge program to give students a head start on earning units.

1.5 Student Success and Thriving

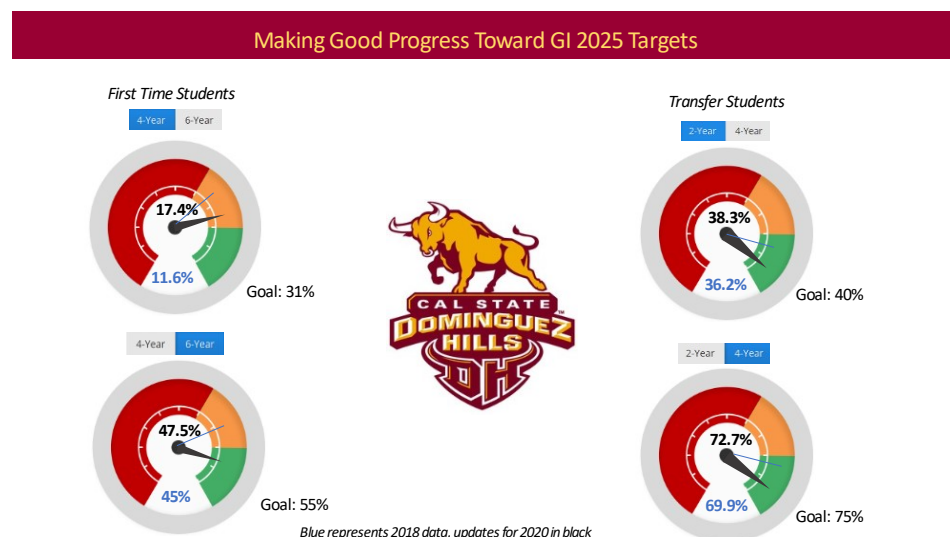
Chancellor’s Office Graduate Initiative (GI 2025)

The Chancellor’s Office has set targets for completion rates for first time and transfer students in 100% and 150% allotted time. The targets are ambitious, and the transfer students are on track to achieve

them. However, the first year student retention and completion is not on track, although there were improvements in the last year: 4-year completion rate 17.02% (up from 15.88% last year); 6-year completion rate 46.42% (up from 42.74% last year). Note that the increases were not quite high enough to put DH into the 'on track' range for first time students. For that, the 4-year rate would need to be 19.2% (to reach 31% in 2025) and the 6-year rate would need to be 48% now, to reach the 55% target in 2025.

The students who leave CSUDH are most likely to do so in the first year, and many enroll in other institutions (including community colleges). Students cite financial, academic, and personal reasons for leaving. For those who stay and go on to graduate school, many enroll at CSUDH.

The GI 2025 initiative does not measure time to degree, but CSUDH has created a dashboard to analyze rates across programs. Given the mean unit load of 12 units, most students who complete their degree require 6 years and one semester (as a first time student) and three years and one semester (as a transfer).



ROI and Economic Mobility

CSUDH received awards for several years to recognize economic mobility. These were highlighted in CollegeNET and others (<https://news.csudh.edu/social-mobility-index/>) and in the recent report by Georgetown Center on Education and Workforce, (2020). In this study, CSUDH students earn more in the 10 and 40 time horizon as compared to average of the 4,500 schools and ranked 627 at 40 years (\$982,000) and at 10 years ranked 1080 (\$144,000) with median debt \$12,500.

CSUDH is part of Los Angeles Metro consortium that developed an application to share outcomes in earnings and industry (www.calstatepays.org). The data that feed into the application include students who entered CSUDH across majors, degree types, and decades and allows users to view the aggregate earnings and top careers at 2, 5, 10, and 15 years post degree (or notes earnings if a non-completer). Consistently, earnings increase over time and the gap between those who earned a degree versus those who did not, grows most at 10-15 years.

CSUDH community members can then review reports run through EMSI (an economic modeling software) to analyze alumni outcomes and compare to other institutions and workforce needs. Most alumni live in the Los Angeles Metro region and across California.

Studies conducted by economists, including Raj Chetty (2017) have highlighted the value and return on investment of the CSUDH degree in terms of economic mobility. The overall mobility index represents the likelihood that a student moves up 2 or more income quintiles and CSUDH is 8th out of 369 selective public schools. The median family income of a student from CSUDH is **\$36,900** (placing CSUDH 350/377 across selective public colleges, and 31st/377 for share of students from bottom quintile), and **11%** come from the top 20 percent. About **5.6%** of students at CSUDH came from a poor family but became a rich adult (182nd out of 369 colleges). The share of students at CSUDH who move up two or more quintiles is among the highest in California (with 41%), and those who moved up from the bottom to top income quintile (5.6%) places CSUDH among the highest in California and among selective public colleges. The average earnings by age 34 are \$40,300 (179th out of 369).

1.6 Student Success: Next Steps and Considerations

Recommendations to strengthen recruitment and retention

1. Continue to engage with our local school districts via our College of Education to provide professional development for teachers to increase the number of college-ready students when they are either CSUDH.
2. Continue to engage with local area Community Colleges to ensure course to course building blocks and articulation of course material and expectations.
3. Continue to move beyond the high school and community colleges to develop a pipeline of CSU-eligible students for recruitment.
4. Move beyond a regional model of partnerships, collaborations, and recruitment to target specific ethnic/racial groups, undersubscribed majors, and address gender inequities.
5. Develop targeted pipeline, recruitment, and yield efforts that are wrap-around services

Recommendations to strengthen communication, degree/career planning, and engagement

- A. Identify and market widely what is unique to CSUDH. What achievements have the alumni and faculty earned?
- B. Spotlight the degree pathways and the co-curriculum to effectively prepare for the career. Express importance of intentionality in early planning for the scaffolded experiences. Strengthen the framework to guide first generation students
- C. Create ongoing structured spaces for students to have their voices heard and work together to find solutions
- D. Reframe expectations for students to clarify effort and time required for learning, skills gained, and career pathways.
- E. Link students to resources, encourage participation in bridge and on campus work, support intersession enrollment and financial aid literacy.

2.1 Faculty Diversity, Role in Student Success, Workload, and Impact

This section addresses the lines of inquiry around faculty support across recruitment, retention, and progression, support for student success, and impact on the community. This section will answer several questions raised across the meetings of the strategic planning committee, in turn. Corresponding data are located in Appendix 2A-2D. *Note: Bold text indicates data were not available.*

2.2 How can we diversify our faculty?

- CSUDH faculty (full-time and NTTF) are diverse and slightly moreso over time (see IPEDS)
 - CSUDH tenure-track hired in Fall 2019 was more diverse than CSU average --- 37% (46% CSU average) was white and 53% (44% CSU average) was non-white.
- The current pipeline of Ph.D.s in the country does not easily support increasing the diversification of the CSUDH faculty body at the moment (see NSF data)
 - The absolute number of non-white Ph.D.s is increasing, but the percentage of non-white Ph.D.s is small and not changing much from 2015.
- CSUDH can continue to contribute to the pipeline of future Ph.D.s (or other doctorates) by the education and training (see Q3 for faculty research and creative activities)
 - Example: <https://www.acm.edu/features/feature/788>
- Faculty retention
 - Currently, there is **no publicly available data (tracking) of faculty retention**
 - New/Current initiatives that might help
 - Faculty of color affinity group
 - National Center for Faculty Development and Diversity (NCFDD), an organization that helps to support faculty with diverse backgrounds.
 - CSUDH received a \$29,000 Faculty Retention Grant from the CSU System to augment efforts to retain underrepresented faculty. This grant funds the first year of the NCFDD, the establishment of a faculty of color affinity group, and faculty learning communities and retreats.
 - In 2019, CSUDH was awarded a five-year, \$3 million National Science Foundation grant (DEITIES) that focuses on the recruitment and retention of URM and women faculty in STEM disciplines, as well as student and faculty success.
- Strengthen the current hiring process for both full-time and NTTF
 - Current hiring practices for full-time faculty include diversity training, but **it is not included for NTTFs.**
 - Hiring of Diversity/Inclusion officer might help this process
 - See examples from other universities or AAUP
 - <https://www.aaup.org/report/affirmative-action-plans-recommended-procedures-increasing-number-minority-persons-and-women>
 - <https://diversity.ucdavis.edu/pipeline-recruitment-and-retention>
 - <https://inclusion.uci.edu/advance/>

- <https://eab.com/research/academic-affairs/roadmaps/increase-faculty-diversity-and-inclusivity-on-campus/>

2.3 How do faculty prepare students to succeed and to thrive?

What does it mean for students to succeed and thrive at DH and in the workplace? How do we prepare students for these goals? Why aren't retention numbers improving more quickly? How do we promote CEIE and other opportunities for earning credits? (see Appendix B for data)

- **Incomplete tracking of HIPs** - no central location for tracking and monitoring of HIPs on campus
 - New/Current initiatives that might help
 - Creation/Hiring of the Faculty director of community Engagement
 - Minor in Community Engagement
 - New GVAR policy
 - Active Learning Community
 - Faculty Learning Community
 - HIPsTORO program
 - NSSE data show 79% of seniors participated in 1 HIP (not meeting the 2 HIPs goals from the last strategic plan and recommendation from NSSE)
- **No publicly available data for teaching effectiveness**
 - E.g., PTEs, SLOA reports
- Faculty Development Center contributes to teaching skills development of faculty through workshops and faculty learning communities
- Data not aligning between faculty and students (see NSSE and FSSE) especially about Faculty-Student interaction and Research with Faculty
 - Students (NSSE) report a lower number of faculty-student interaction and research with faculty than faculty reports (FSSE)
- CEIE opportunities not always realized due to the student cost of self-support
- Faculty advising for clubs and organizations on campus increased
- Almost all full-time faculty have the highest degrees in their fields (see WSCUC report)

2.4 What balance include for faculty and what is the impact?

What is the balance for teaching and research? What's the status of the scholarship of teaching and learning, and other disciplinary research? What should DH impact be? (see Appendix C for data)

- Misalignment between contractual requirements for research/creative activities and the WTU assignments
 - Faculty are required to engage in RSCA but no allocation of WTUs for RSCA
- Existing data suggest that despite this misalignment, faculty are conducting research/creative activities, applying for grants, and mentoring students in research and creative activities

- Growth of participation by students and mentors in Student Research Day over time
- Continuing mentorship of students through training programs on campus such as MBRS-RISE, McNair
- Grant submissions and grant awards by faculty appeared not increased over the past 5 years.
 - 2020 data might be affected by COVID-19 and incomplete data.
- **Incomplete tracking of faculty activity (full-time and NTTFs) other than teaching**
 - **Currently, there are no records of research/creative activities (e.g., publication record)**
 - **Currently, there are no records of services**
- **No publicly available data about faculty morale**

2.5 Return to Campus after COVID and Remote Teaching

How will changes through COVID's emergency remote teaching (and the impact on pedagogy) significantly impact how we return to campus in the short and long term? (see Appendix D for data)

- Campus invested significantly in the professional development of faculty during the COVID-19 crisis, especially with the training of faculty for the shift to online teaching; many faculty took advantage of the training, showing a willingness to accommodate the changes required by the crisis.
- Student survey conducted in Fall 2020 (CNBS students only) show majorities of them commented favorably about professor's teaching practices moving to remote teaching.

3.1. Introduction to Workforce

This section discusses and presents data to inform the Strategic Planning Steering Committee about workforce development. This section examines numerous questions raised during SPSC workshops, focusing on Question areas 4-6 (see contents above). Brief summaries and more detailed appendices are provided for each question.

3.1.a. CSUDH student characteristics and workforce development

CSUDH students reflect the future of California's workforce, and this reality comes with significant opportunities and challenges. California workers more ethnically and gender diverse than ever, and yet women and workers of color faces workforce challenges such as hiring and promotion biases and lower pay (Reidenbach, 2015). There is concern that a growing share of California workers earn low wages. Educational institutions like CSUDH play an important role in elevating the employment opportunities of California residents—especially women and people of color.

The diversity of CSUDH students is a strength, and yet these characteristics are correlated with obstacles to learning, individual resiliency, and workplace issues, each of which has a bearing on how CSUDH should engage in workforce development programs and partnerships. These conditions reflect a broader literature regarding minorities, non-traditional students, and workforce participation, which is detailed below. This literature highlights inequitable workforce outcomes as well as numerous improvements and reforms to higher education institutions to better serve our students and produce outcomes that are more equitable.

As shown in Figures 1 and 2 (Appendix 1A: Student Characteristics), CSUDH undergraduate students are very likely to be first generation, under-represented minority, or Pell-grant recipients. 32% of CSUDH undergraduate students in 2019 met all three characteristics, which has grown from 12% in 2005. CSUDH students are often transfer students and “non-traditional”, with an average age of 26. CSUDH students also often work during their studies, care for family members, are housing-insecure or live in dense housing.

Obstacles to learning

These characteristics may be correlated with obstacles to learning, which in turn contribute to workforce preparedness challenges. Entering students may need additional academic support to succeed in CSUDH classes. Students may also have social networks that are not connected strongly to networks with academic or professional industries that facilitate educational or workplace success. Financial pressures, paid workload, or caring for family members might contribute to limited resources and bandwidth, each of which can limit student success in terms of class completion, retention, or time to graduation. Moreover, each of these pressures increases vulnerability to other shocks.

When obstacles to learning are present, this also provides challenges in terms of professional development activities, including meeting with campus career services, resume development, conducting internships and externships, and professional networking and conference attendance. Each of these activities requires a significant time commitment, often beyond the classroom.

Individual resiliency

These student characteristics are also correlated with higher levels of individual resiliency. Overcoming these obstacles to learning can build resiliency and the “X factor” ability to meet future educational and workplace challenges. Students who have overcome inequities in the education system in addition to the obstacles discussed above have often demonstrated high degrees of resilience and grit. CSUDH students have demonstrated this through the COVID-19 pandemic; despite additional challenges, special session enrollment has increased. First generation students have succeeded in the education system despite not having parents with personal experience of higher education. Non-traditional students may have re-entered higher education at a later age, taking classes at community college and in tandem with professional work. These qualities can provide students with the determination to succeed in the workplace.

Workplace challenges

When students graduate with workplace experience (e.g. paid work, internships, etc), there are still biases in the labor market and the workplace that CSUDH as a campus needs to recognize and work to overcome. Career development and apprenticeship programs geared toward minority and non-traditional students, and highlighting strategies for overcoming these challenges, might help this issue. Maybe there is also a role for CSUDH in promoting our students' qualities to potential employers the labor market, but also advocating for fairer hiring and retention practices among regional employers.

3.1.b. Comparison of CSUDH student majors and EMSI regional workforce and industry data

(Forthcoming detail and visual: characteristics of students enrolled and employed professionals in the region, in the top industries).

3.2. Question 4 area: Workforce development and student diversity

This section explores available literature, largely authored by think tanks and consulting firms, which explores the context of workforce inequities, as well as potential solutions to address them. The following questions are explored with respect to the bulleted literature. Each paper provides insights helpful to improving professional development and career advancement for CSUDH students, and the key ideas are bulleted below.

- *In terms of workforce development, what does it mean to serve a student body that is diverse and has a large proportion of Hispanic, African-American, First generation, Lower income, and Non-traditional students? How do we best serve them and their families? What interventions work? What's missing?*
- *How do we best serve non-traditional students and their families? What interventions work? What's missing?*
- *How can we best achieve life-long learning for our community members, and serve the educational goals of those wishing to change career or add new skills and competences?*

The work by Spaulding and colleagues at the Urban Institute (2015)—“Expanding economic opportunity for boys and young men of color through employment and training”—offers the most comprehensive treatment of the issues and potential solutions. While the work focuses on boys and young men of color, the detailed framework can be instructive for CSUDH, and the comprehensive review of studies and programs aimed to address educational and workforce inequalities can provide an important reference for CSUDH. The summary of this work below focuses on the higher education-related solutions. CSUDH already engages in many of these activities and programs, but there are numerous opportunities for growth and improvement outlined in this report.

How do we best serve CSUDH students?

- Train staff and faculty to create a welcoming environment to bolster belonging, develop capital, and validate students and their efforts/work in class and co-curricular spaces (counter the narrative of the ‘invisible man’) (Annie E. Casey Foundation, 2001).
- Change scheduling to chunked/more aligned for non-traditional students and offer tech-enabled learning, and credit for prior learning (Spaulding et al, 2015)

What’s working?

- Intentional outreach to train employers about cultural capital and raise awareness around diversity issues (Annie E. Casey Foundation, 2001).
- Promise programs and importance of scholarships (Spaulding et al, 2015).
- Conducting an equity audit – access to financial aid as major barrier (EAB, 2020)
- Focus on “belonging” (especially early in the transition process) (Spaulding et al, 2015, Walton & Cohen, 2013; Strayhorn, 2017).
- Mentoring with carefully designed training that includes soft skill development, addressing negative stereotypes, and introducing careers beyond entry-level jobs (Annie E. Casey Foundation, 2001).

CSUDH Efforts

There are examples of great pilot or department specific efforts underway at CSUDH. However, there is not currently a CSUDH-wide approach or strategy applied consistently to assure that all students have an equal opportunity at understanding their potential career paths, opportunities to support their growth and development, and connection to the capital for success (Spaulding et al, 2015). To the extent that this approach approximates ‘career academies’ (Spaulding et al, 2015; Kemple, 2008), it is recommended that CSUDH label and spotlight our programming accordingly. There is a great value in CTE expressed throughout this literature, and there is an opportunity to implement CTE programs and classes more broadly (Treschan & Mehrotra, 2014).

What’s missing?

One notable opportunity is for the integration of career preparedness activities into the curriculum, which would allow work experience to be gained without trading off limited student time and resources. “Modern” apprenticeships—supported with state grant funding and SBWIB partnership—offer work placements in tandem with college classes. Program curriculum can also work closely with careers services, include internships and (shorter) externships, service-learning projects with regional organizations, guest lectures, or workplace visits.

There is an opportunity to develop a strategic framework for understanding and overcoming discrimination in the workplace (Annie E. Casey Foundation, 2001). There is also an opportunity to transform outcomes for our students through policies and educational opportunities that involve employers as “few have successfully taken on this challenge” (Spaulding et al, 2015).

Targeted alumni engagement is another area of opportunity. CSUDH is expanding its efforts in this area, including a special engagement app Advancement is working on. This could look like profiles in professionalism, panels of alumni, communication with each other at events or in the app, and/or apprenticeships (and/or funding for any of these) (Spaulding et al, 2015, e.g., Georgia and Wisconsin).

3.3. Question 5 area: Workforce development and economic trends

Which base and emerging areas of the economy and regional demand are most important for CSUDH to respond and build toward?

Regional economic analysis conducted by EMSI and the South Bay Economics Institute shows the largest industries are: Health Care & Social Assistance, Manufacturing, Government, Retail Trade, and Professional/Scientific/Technical Services (EMSI, 2021; SBEI, 2020). Similarly, the largest recent growth has been seen in Health Care & Social Assistance, Transportation & Warehousing Professional, and Manufacturing. These data highlight the industry-diversity of the regional economy, as well as the broad scope of opportunities for employment for CSUDH students.

The South Bay and neighboring Southern California economies have numerous key industries of excellence that set them apart from other regions of California and the US. These include Aerospace and Space Commercialization, Advance Manufacturing such as Automotive, Biotech, Information Technology (also known as “Silicon Beach”), Media and Gaming Production, Environment and Sustainability, and International Trade and Logistics. Each of these sectors provides cutting edge products and services that are likely to continue to grow in future years and offer significant opportunities for CSUDH students and partnerships.

CSUDH students have notable opportunities across the labor market. Given the high educational levels of many in the Southern California economy—for example, the region produces more PhDs than any other nationally—there is often intense competition for the highest paying positions. With this in mind, CSUDH graduates with bachelors degrees may seek entry-level positions, and those with graduate degrees may seek mid-level positions. In recent years, the LAEDC’s Center for a Competitive Workforce has highlighted the number of “middle skill” workforce opportunities, which both pay well and are likely to be hiring in coming years (CCW, 2021).

Like CSUDH, the South Bay has a very entrepreneurial culture. Small businesses (those with <20 employees) make up 83% of recorded businesses in the area. Through the College of Business Administration and Public Policy, the Entrepreneurial Institute, the Innovation Incubator, and the South Bay Economics Institute, CSUDH has active research, teaching, and service in the area of entrepreneurship.

What is the likely impact of COVID-19 on the regional economy in terms of workforce and the workplace?

The COVID-19 pandemic and economic shutdowns have significantly altered the regional economy. In the short run, communities of color and those of lower socio-economic status have been particularly burdened by illness, loss of life, increasing unemployment, and educational impacts among others. Among the California unemployed, 65% were people of color, and 56.9% had a high school level of education or lower, and female rates were 6.4% higher than males (LAEDC, 2021). Having a college degree is an important tool of resilience. Throughout the pandemic, those with higher levels of education are more likely to have a job, have a lower perceived chance of running out of money in the next three months, and are more likely to have been vaccinated (COVID-19 Pulse, 2021).

While the majority of sectors were negatively impacted by the economic recession, industries particularly impacted by the pandemic are those depending on in-person attendance, either by customers or workers; including Arts, Entertainment, and Recreation, Leisure and Hospitality, Accommodation and Food Service, and Retail Trade (SBEI, 2020). The significant increase in working from home has also impacted commercial real estate markets, as many companies have chosen to forego renewal of office leases. Similarly, housing rental prices have declined in high-density Los Angeles as residents have lost employment or moved to less dense locations. It is notable that many of the sectors hardest hit also had a disproportionate rate of low-income employment, including recent undergraduates. During the pandemic there have also been notable shifts towards a new “home-based” economy, with growth in e-commerce, home entertainment, information technology, interior design, and continued growth in the real estate market for home ownership (SBEI, 2020).

The medium-term picture is rosier in terms of economic activity, but still concerning in terms of unemployment. Numerous reputable forecast models, including UCLA Anderson, the Congressional Budget Office, the Federal Reserve, and number major banks agree that a “v-shaped” recovery will be realized in terms of GDP rebounding by mid-2021 but unemployment returning to prior levels by 2022 (SBEI, 2020). There is positive news in terms of the vaccine rollout, as a brighter public health outlook enables more businesses to reopen, especially in key employment-heavy service sectors, and the passage of the 2021 Federal government stimulus package, which will have important short-term stimulative impacts, especially for vulnerable households, and education and government sectors.

3.4. Question 6 area: Innovation, infrastructure

How can we continue to create innovative and forward-thinking programs that stand out in a competitive marketplace, transform our students' opportunities, and meet the regions' workforce needs? What models and best practices are being used in other CSUs and minority-serving institutions globally to achieve these goals?

As referenced in the literature review, numerous program and curriculum innovations can benefit CSUDH students' career development. These same innovations benefit all students, including minority and non-traditional students. CSUDH already offers many flexible online and hybrid programs and classes, especially through the College of Extended and International Education.

CSUDH programs at the graduate level are especially notable for providing accredited quality programs with faculty and professional-taught classes and in cohort models. Advisory boards that combine program alumni, CSUDH faculty and staff, and community and professional leadership also drive these programs.

Centers and Institutes also provide opportunities for innovation. For example, the CSUDH Innovation Incubator has recently appointed a new Director, who is reimagining the focus and mission of the incubator with respect to entrepreneurship, including how to incorporate it into the curriculum and support career development as a focus. Numerous other institutes provide vehicles for faculty research and paid student research training. The transferability of research skills—literature review, data collection, analysis, communication—to many occupations provides students with important opportunities for skill development and career preparedness.

Combining classroom study with workplace experience—for example apprenticeships, internships, externships, and service-learning projects—enhance student learning, career readiness, and the likelihood of being hired. The CSUDH Center for Service Learning, Internships & Civic Engagement supports students and faculty to facilitate and foster quality experiential learning opportunities. Numerous programs require internships, and some colleges have dedicated internship coordinators to work alongside faculty to identify and administer course requirements as well as provide students with extra-curricular opportunities.

In each of these areas, CSUDH would benefit from systematic data collection around workforce and career-related program offerings and requirements, as well as evaluation and assessment of outcomes. Such efforts would allow for better-informed resource allocation decisions, as well as sharing of best practices and improved faculty training and support.

There are numerous opportunities for partnerships with community organizations to enhance CSUDH career and workforce programming. In particular, the campus has close ties with the South Bay Workforce Investment Board (SBWIB). SBWIB, like other workforce boards across the US, has numerous programs to help people with employment barriers to get training and get jobs. There is also a notable push to expand the number of apprenticeships in the South Bay region. SBWIB currently operates 45 grants, including some that focus on minority and non-traditional students, including:

- YouthBuild for example is a big program for that, everyone in that program dropped out of high school, we help them get their GED and a job. I have attached our last grant

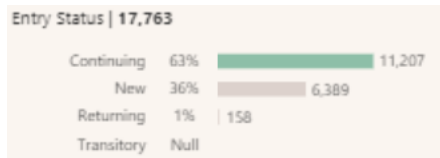
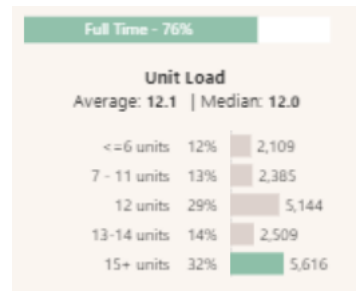
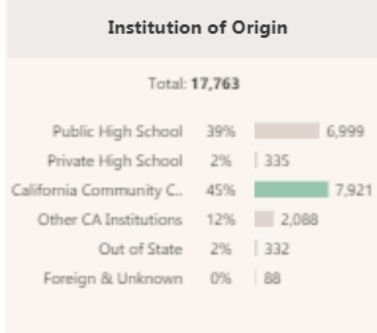
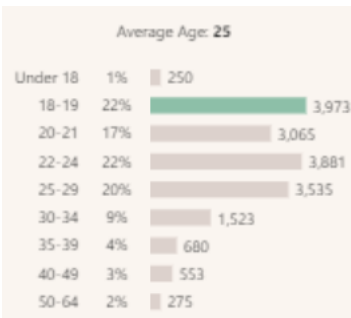
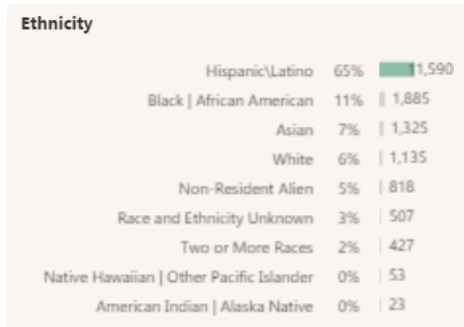
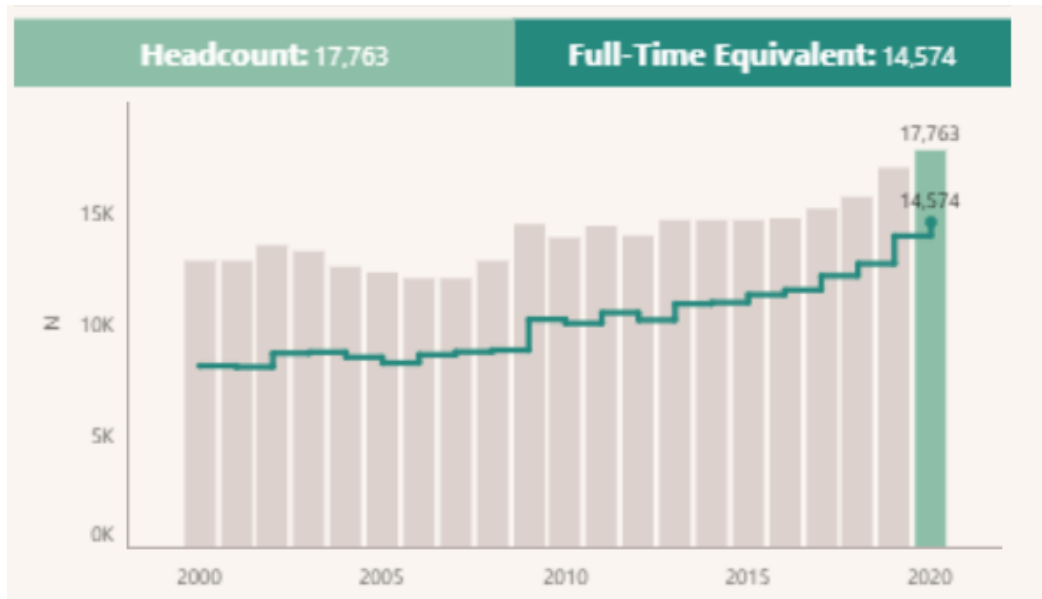
submission that describes the program, maybe there is something in there you can use.
[YOUTHBUILD | south-bay-wib \(sbwib.org\)](#)

- SBWIB is working with LA City Council Member Mark Ridley Thomas to identify a cohort of African American youth for a Bio-Flex pre-apprenticeship program.
<https://www.sbwib.org/bioflex>
- SBWIB is the lead on a large program for people formerly incarcerated, including training and job search support.

Appendices

Appendix 1A: Enrollment and Student Characteristics

Fall 2020, All student levels and degree/credential types



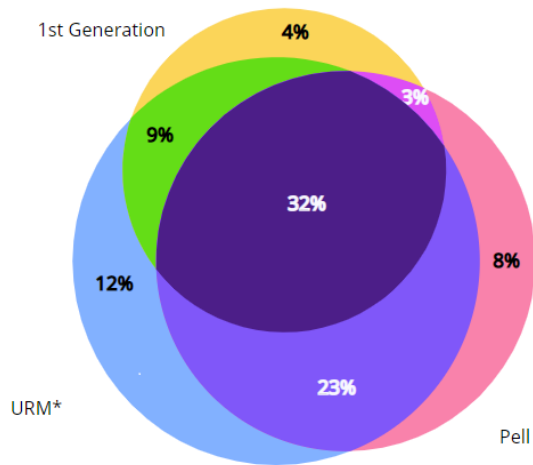


Figure 1. Characteristics of CSUDH undergraduates

Source: <https://csusuccess.dashboards.calstate.edu/public/csu-by-the-numbers/student-populations>

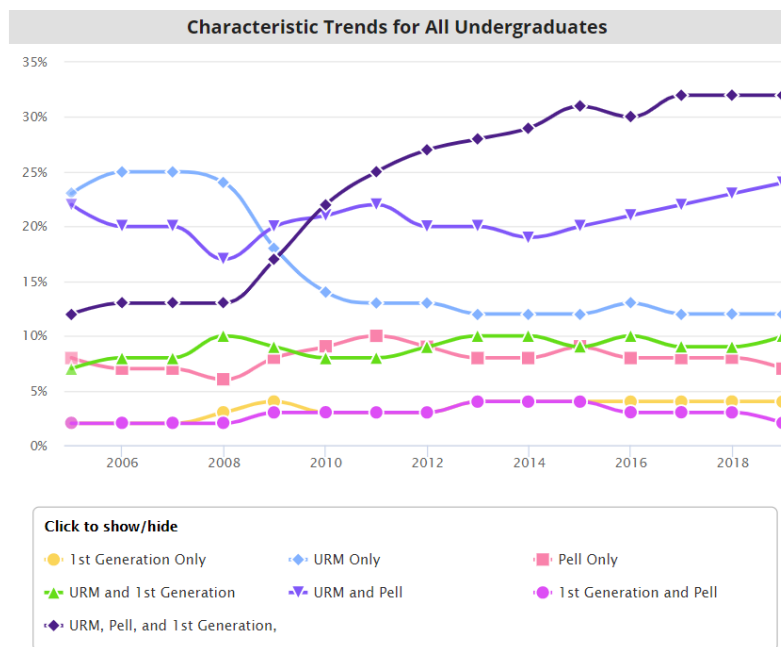
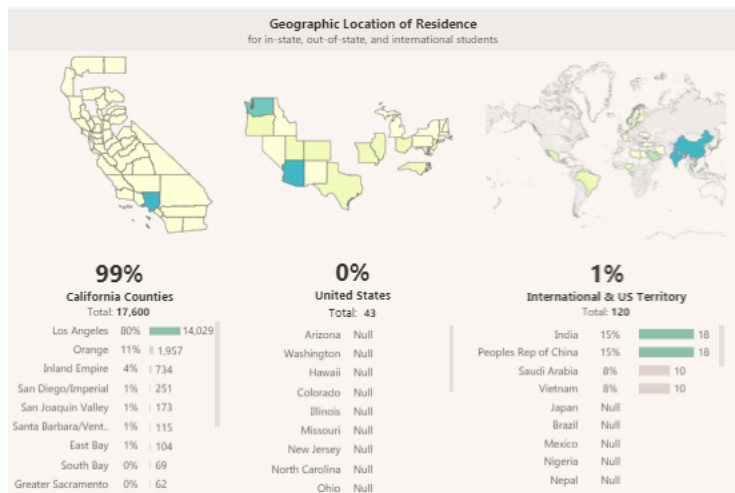
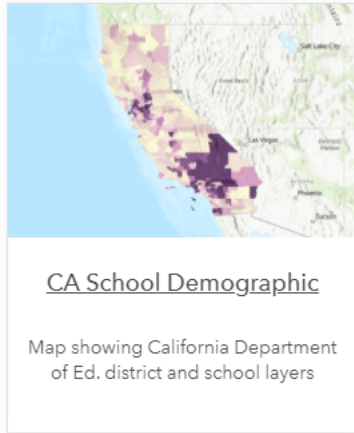


Figure 2. Characteristics of CSUDH undergraduates, 2005-2019

Source: <https://csusuccess.dashboards.calstate.edu/public/csu-by-the-numbers/student-populations>

Appendix 1B: Pipeline – Where students come from

<https://toro-maps-csudh--maps.hub.arcgis.com/>



<http://asd.calstate.edu/dashboard/enrollment-live.html>

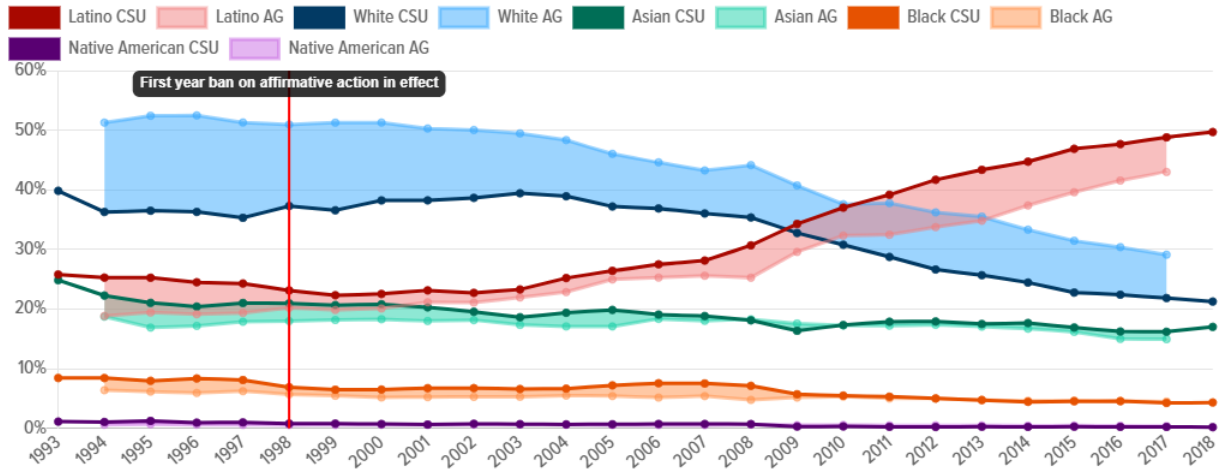
CSU Freshmen who completed required courses

Freshmen enrollment compared to graduates who completed required courses

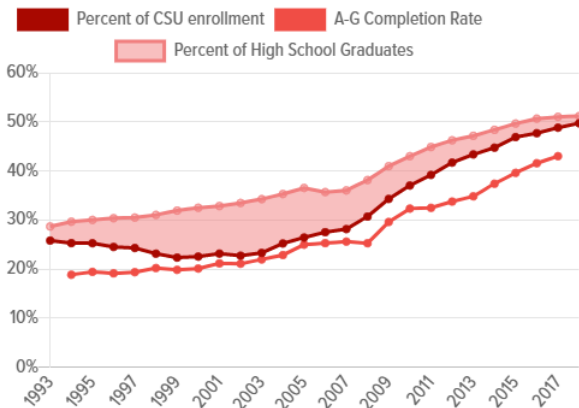
Required high school courses are known as the A-G sequence

Darker line: Percent of CSU enrollment

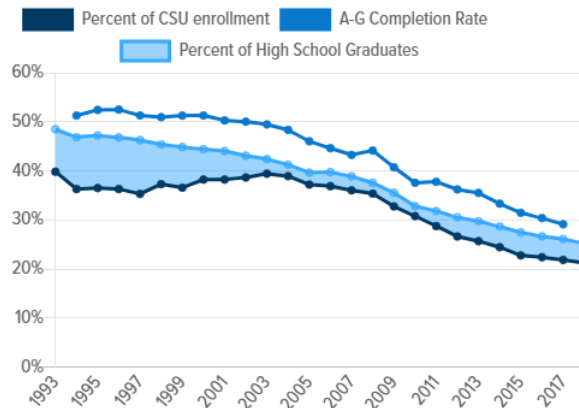
Lighter line: A-G completion rate



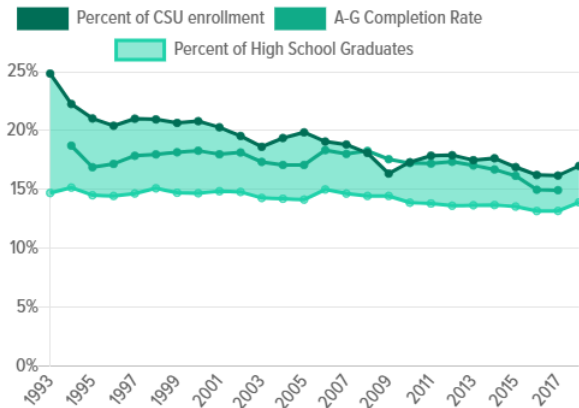
Latino



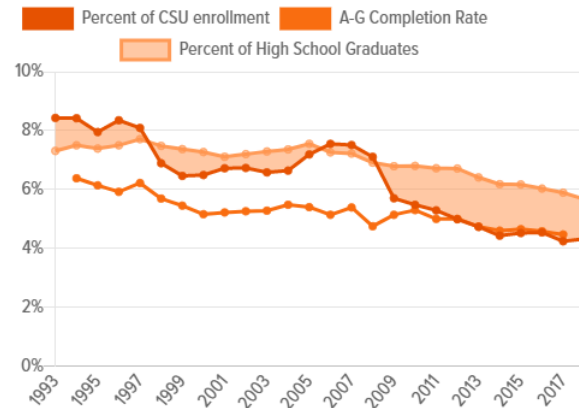
White



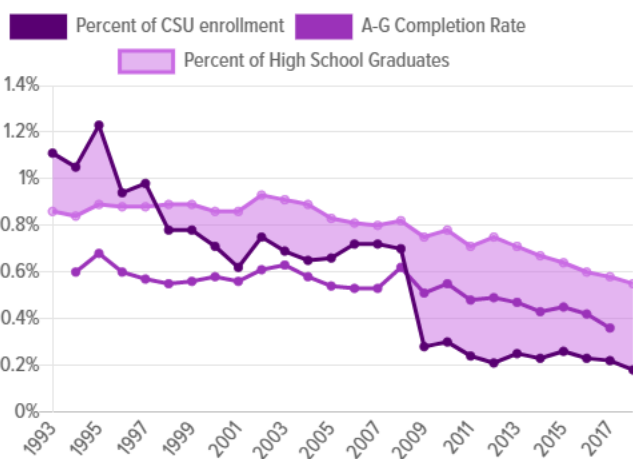
Asian



Black



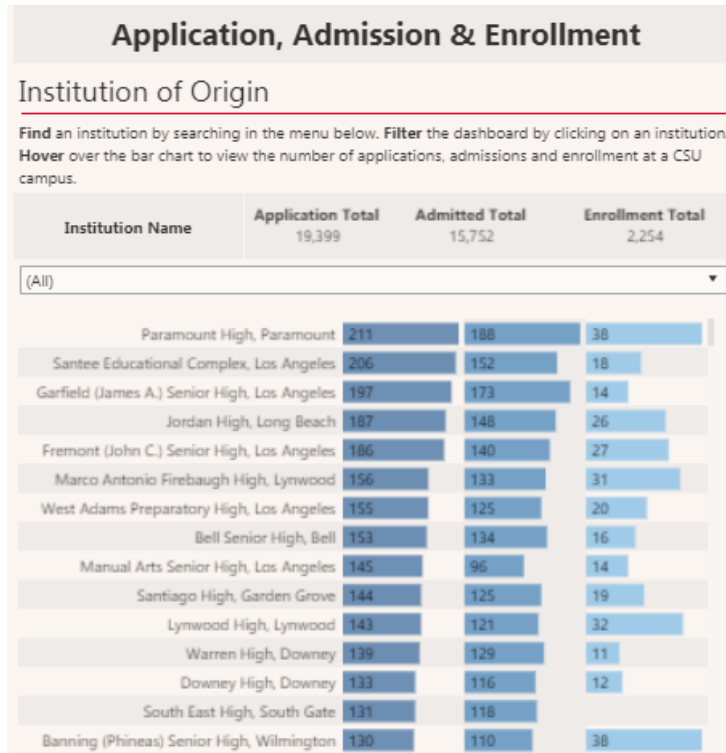
Native American



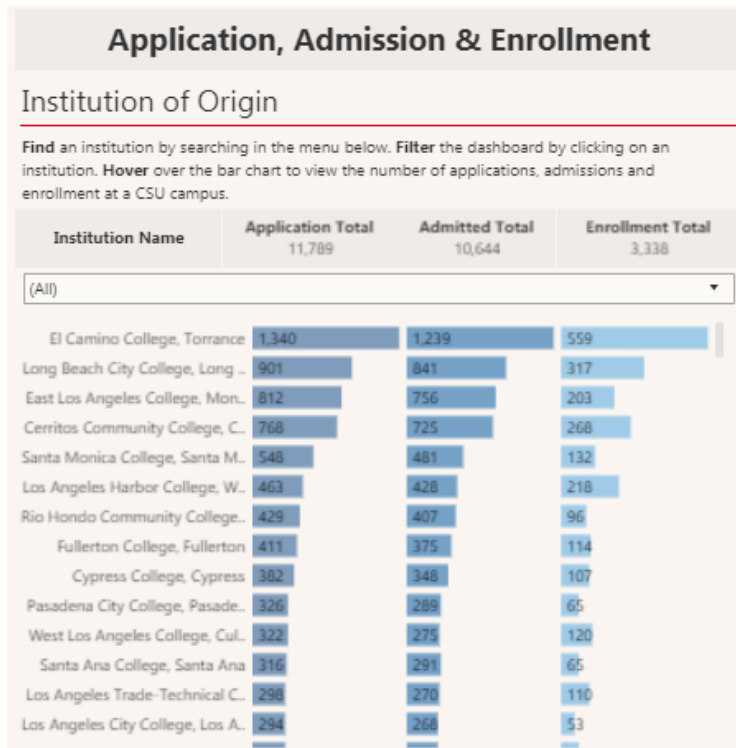
Source: California Department of Education; California State University; University of California

<https://edsources.org/2020/freshmen-enrollment-csu-and-uc-by-race-and-ethnicity/642182>

First time student funnel (Fall 2020)



Community College Transfer Students



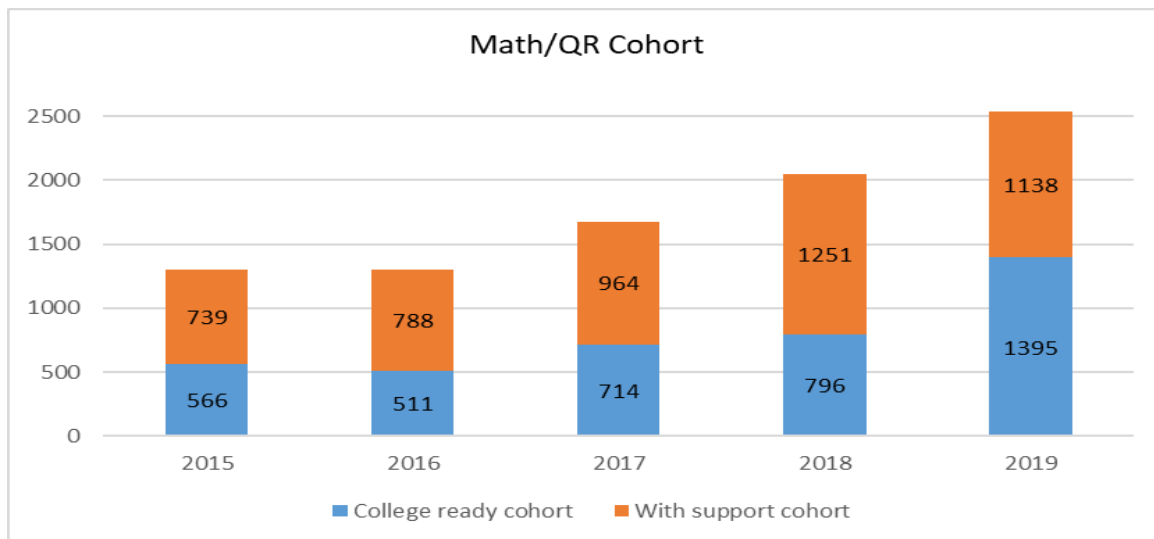
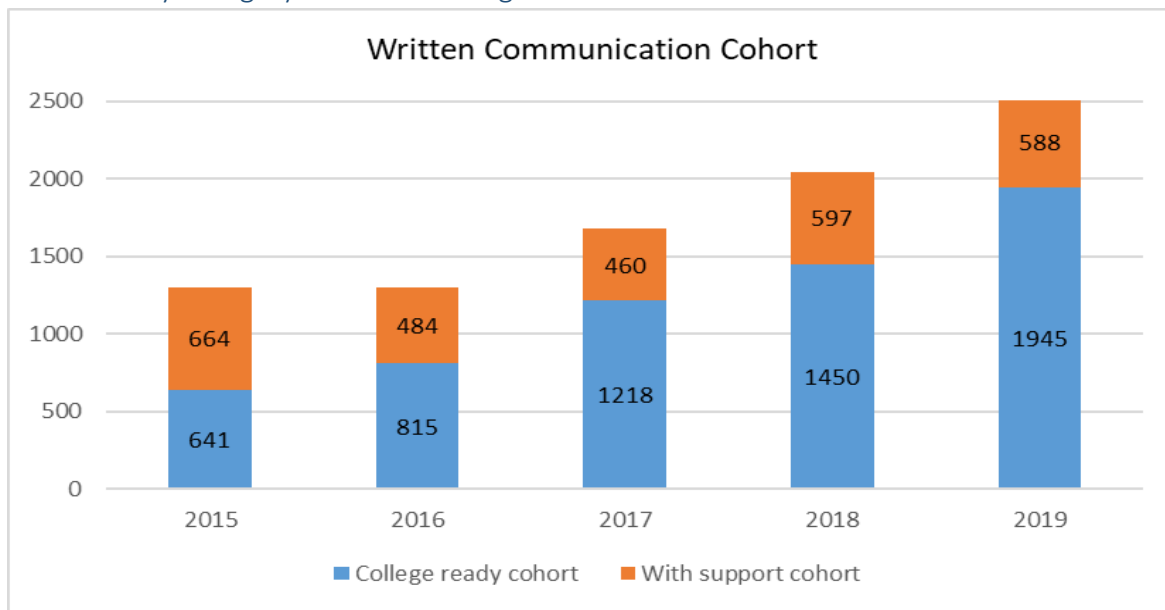
<http://asd.calstate.edu/dashboard/enrollment-live.html> (student origin)

Recruitment View: Institution of Origin Location (in out of area)

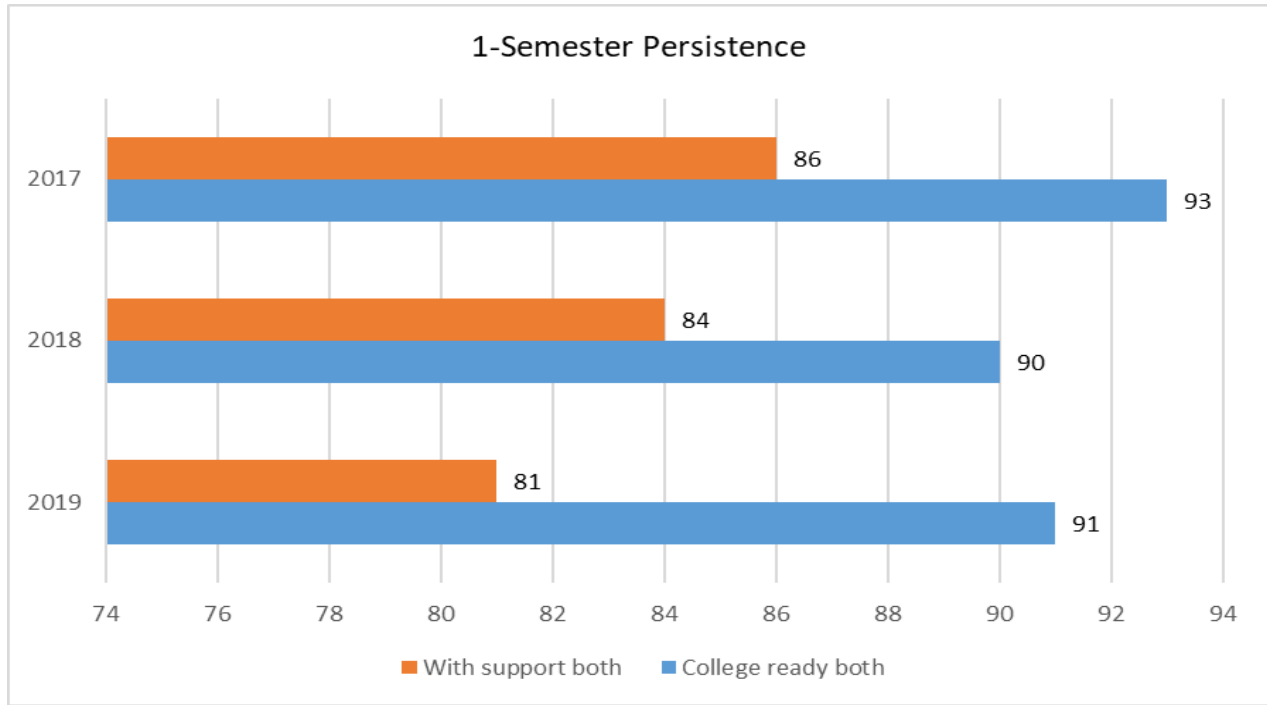
Academic Term	Level	Service Area IO_IN_OUT	Applied Count	Admitted Count	Denied Count	Intent to Enroll Count	Enrolled Count
Fall 2020	1-First Time Freshmen	In service Area	4,622	3,786	561	993	843
		Not in Service Area	14,775	11,983	1,813	1,626	1,400
	1-First Time Freshmen Total		19,397	15,769	2,374	2,619	2,243
	2-Undergraduate Transfer	In service Area	2,115	1,949	113	1,055	899
		Not in Service Area	9,669	8,766	625	2,912	2,455
	2-Undergraduate Transfer Total		11,784	10,715	738	3,967	3,354
Fall 2020 Total			31,181	26,484	3,112	6,586	5,597

Source: Business Intelligence Dashboard (<https://dhdwp01.csudh.edu/analytics/saw.dll?Dashboard>)

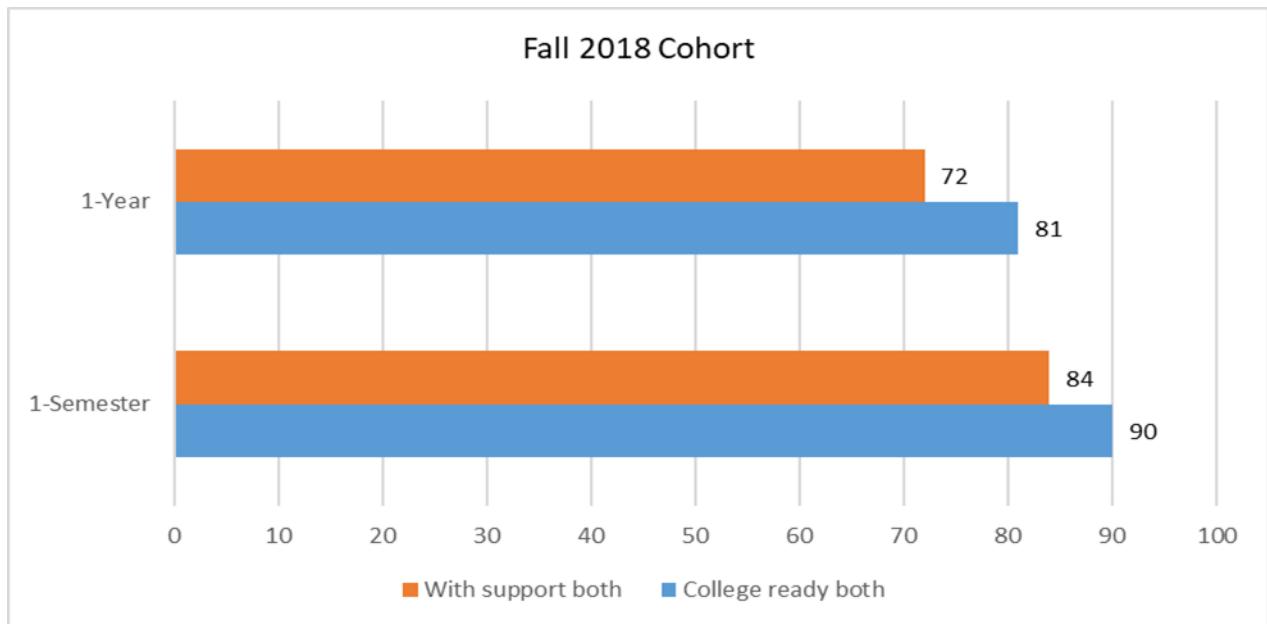
Readiness by Category in Math and English



Persistence by College level Readiness in Math and English
Readiness and 1-Semester Persistence: Pre- and Post-EO1110



Readiness and Percentage who Persist (1-Semester and 1-Year)



Appendix 1B: Return on Investment, Net Present Value, and Earning Potential

Earnings of CSUDH alumni and degree starters; top industry

- www.calstatepays.org

Resources to compare outcomes to other institutions:

- <http://www.collegeresults.org/>
- <https://datausa.io/profile/university/california-state-university-dominguez-hills#tuition>

Context: Bureau of Labor Statistics

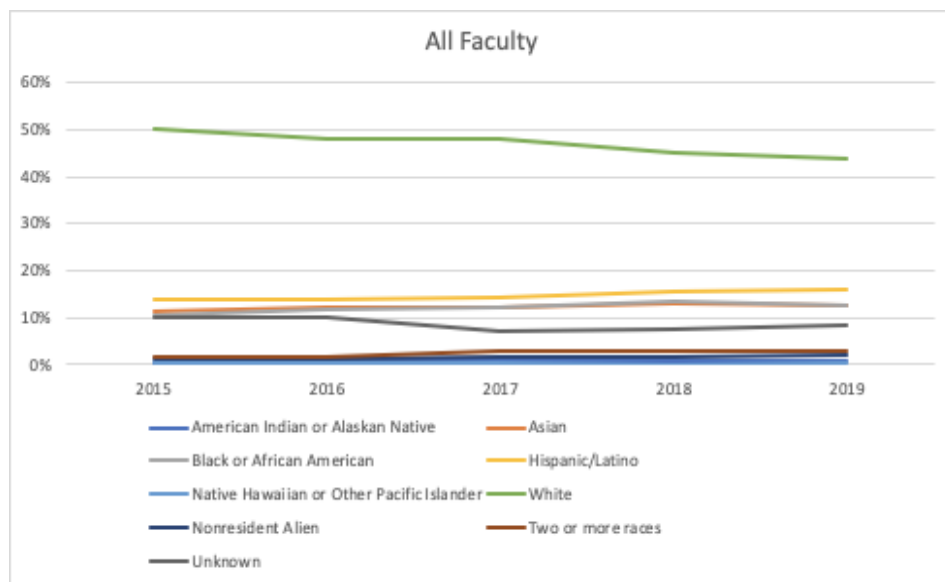
<https://www.bls.gov/careeroutlook/2020/article/education-level-and-openings.htm>

Appendix 2A: Faculty Diversity

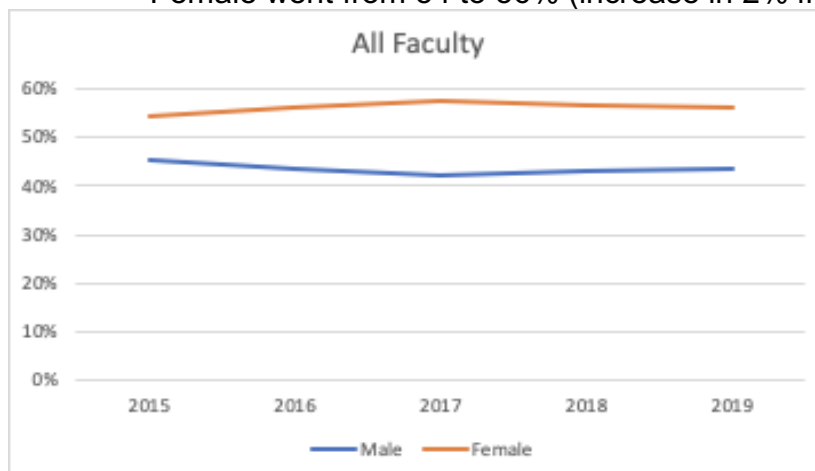
Data for "Q1: How can we diversify our faculty?"

Current faculty diversity on campus?

- IPED data <https://www.csudh.edu/ir/ipeds/facultystaff/>
 - 5-year trend (Race/Ethnicity) - 2015 to 2019
 - White went from 50% (in 2015) to 44% (in 2019) (6% decrease from 2015 to 2019)
 - Hispanic/Latino went from 14 to 16% (2% increase from 2015 to 2019)
 - Black went from 10 to 13% (3% increase from 2015 to 2019)
 - Asian went from 11 to 13% (2% increase from 2015 to 2019)
 - American Indian 1% (no change)

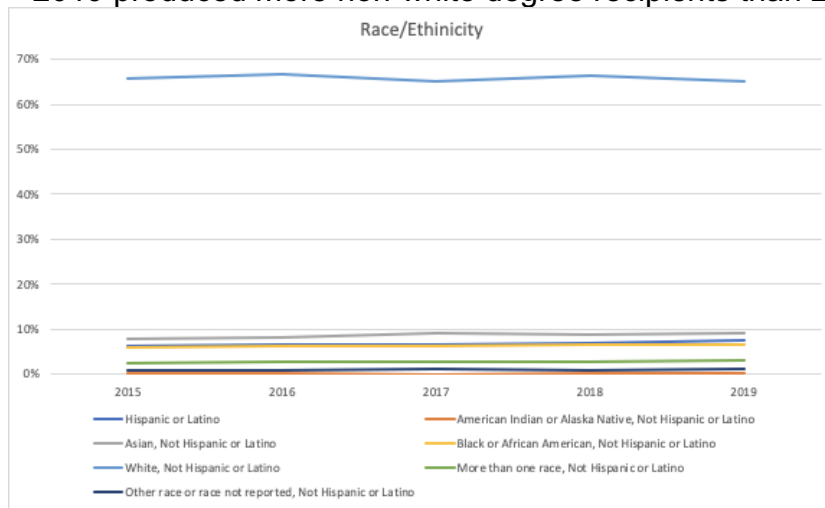


- 5-year trend (Sex) - 2015 to 2019
 - Male went from 46 to 44% (decrease in 2 % from 2015 to 2019)
 - Female went from 54 to 56% (increase in 2% from 2015 to 2019)

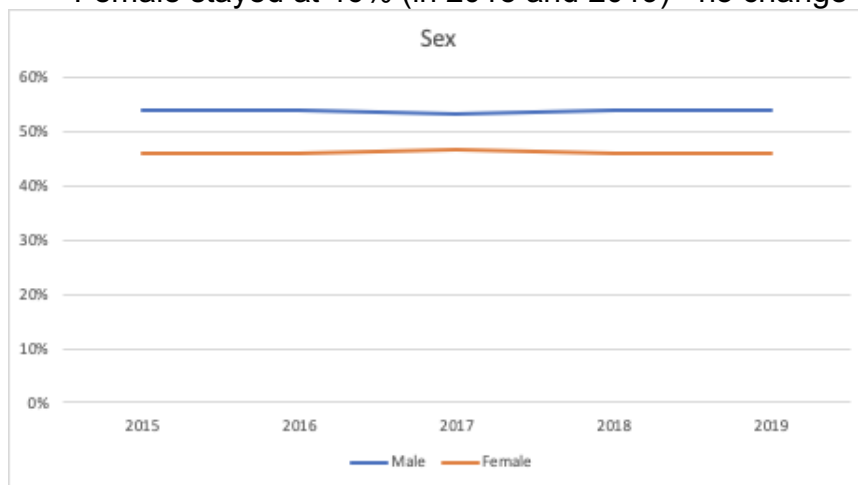


Pipeline of potential faculty to diversify the faculty?

- NSF – demographic characteristics of doctorate recipients
 - <https://nces.nsf.gov/pubs/nsf19301/data>
 - <https://ncesdata.nsf.gov/builder/sed>
- 5-year trend (Race/Ethnicity) - 2015 to 2019
 - White went from 66% (in 2015) to 65% (in 2019) (decreased 1 %)
 - Hispanic/Latino went from 6% (in 2015) to 8% (in 2019) (increased 2 %)
 - Black went from 6% (in 2015) to 7% (in 2019) (increased 1 %)
 - Asian went from 8 (in 2015) to 9% (in 2019) (increased 1%)
 - American Indian less than 1% (around 0.3%) throughout 2015 to 2019 (no change)
- Absolute trend
 - in 2015, 9,152 non-white degree recipients
 - in 2019, 10,510 non-white degree recipients
 - 2019 produced more non-white degree recipients than 2015



- 5-year trend (Sex) - 2015 to 2019
 - Male stayed at 54% (in 2015 and 2019) - no change
 - Female stayed at 46% (in 2015 and 2019) - no change



CSU wide Faculty Comparison

(Fall 2020) for student:faculty ratio, amount spent per student full time equivalent (FTE):

- 20th for spent amt/FTE = \$13,675
- 17th for SFR = 22.54
- 23rd for SFR per Tenure/tt faculty=48.4

Source: Chancellor's Office

Current hiring process to diversify faculty recruitment?

- CSU Task Force on Tenure Density (2018) recommended that
 - each campus hires a diverse group of TT faculty each year that exceeds the size of the group that is leaving
 - each campus annually monitors and report on progress toward tenure density goals
- The CSUDH Strategic Plan, 2014-2020, sets one strategy for faculty hiring and allocation to be determining the factors that lead to the non-retention of faculty and to implement a support program for retention and promotion
- Faculty retention has been bolstered in 2020 by a collaboration with the National Center for Faculty Development and Diversity (NCFDD), an organization that helps to support faculty with diverse backgrounds.
- Support for faculty research from Research and Funded Projects (e.g., Dr. Khan) that allows us to hold on to who we hire.

Retention of faculty by race and ethnicity

- According to FAD, the data exist (in conjunction with the Chancellor's office), but they are not publicly available

Appendix 2B: Faculty role in student preparation

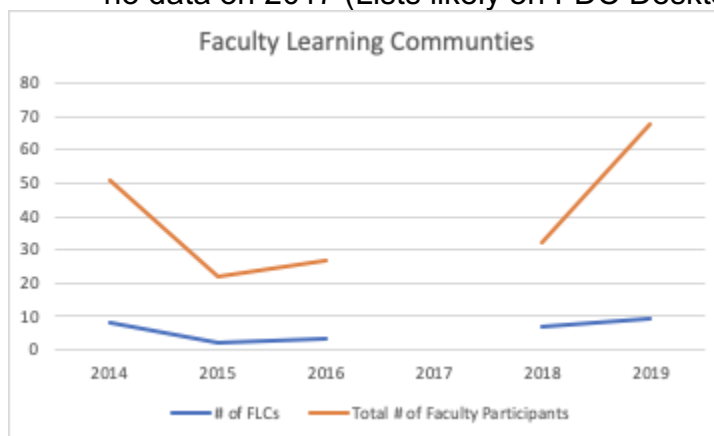
**What does it mean for students to succeed and thrive at DH and in the workplace?
How do we prepare students for these goals? Why aren't retention numbers
improving more quickly? How do we promote CEIE and other opportunities for
earning credits?**

Faculty guided service-learning – data received from Cheryl McKnight (SLICE)

- The survey sent by GE/Community Engagement Committee
 - 39 faculty include CE or Service Learning in their courses
- Data from SLICE
 - 94 faculty included CE or Service Learning during AY2018 to 2020

Faculty learning community (FLCs) – data received from Faculty Development Center

- # of FLCs and how many faculty participated
 - no data on 2017 (Lists likely on FDC Desktop on campus)



- # of workshops offered by FDC
 - New Faculty Success Program (Fall 2020 – Spring 2021) runs monthly for a total of 9 sessions
 - New Faculty Orientation (once per year in August)
 - Innovative Teaching Symposium, etc. (held once per year, except in 2019-2020)
 - Fall 2014- Spring 2015: 39 workshops, training, events
 - Fall 2015-Spring 2016: no data
 - Fall 2016-Spring 2017: no data—data is on campus i: drive
 - Fall 2017 - Spring 2018: 51 workshops, training, events. Some were recurring, so I counted these as separate instances. If not counting separate instances of recurring workshops, training, events, then it would be 43.
 - Fall 2018 - Summer 2019: 33 workshops, training, events.
 - Fall 2019 – Spring 2020: no data
 - Spring 2020 – Summer 2020 (preparing for online instruction for fall 2020): 15 workshops
 - Fall 2020-Spring 2021: 50 workshops, training, events.

- Winter 2021: 5 workshops

How many clubs/organizations are advised by faculty? – data received from the Office of Student Life

- Faculty advising clubs and organizations increased from 51% in 2016 to 64% in 2020.

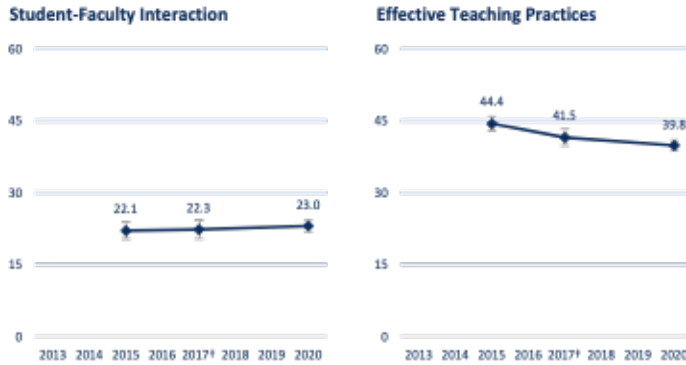
Credential of faculty – degree (experts)

- WASC report - claims faculty have the highest degrees possible
- 2020-2021 Catalog - contains a list of all faculty along with degrees earned
 - lists 215 active (non-emeritus) faculty that includes coaches and administrators
 - 187 are listed as having doctorates (87%)
 - 16 have a Master's degree as the highest degree (7%)
 - 5 have a JD as highest degree (2%) (Note this overlaps with those having masters as highest degree; i.e., faculty who have both)
 - (Note that there are obvious mistakes in the listings, including names of faculty who have fully left the university, incorrect ranks, and missing credentials.)

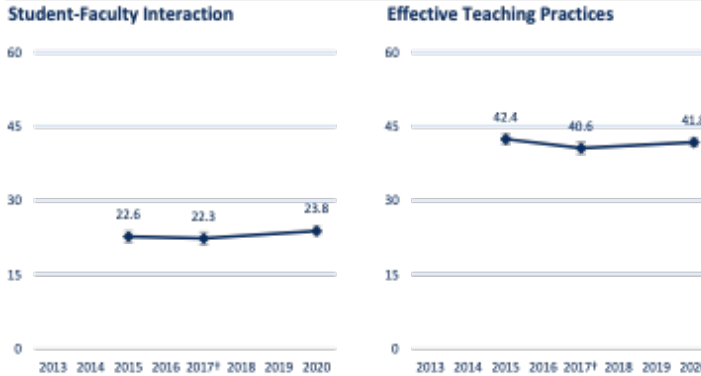
NSSE Benchmark comparison

- NSSE20 Multi-year report (comparison from 2015 to 2020)
 - Student-faculty interaction (SFI)
 - 22.1 to 23 in freshmen
 - 22.6 to 23.8 in seniors

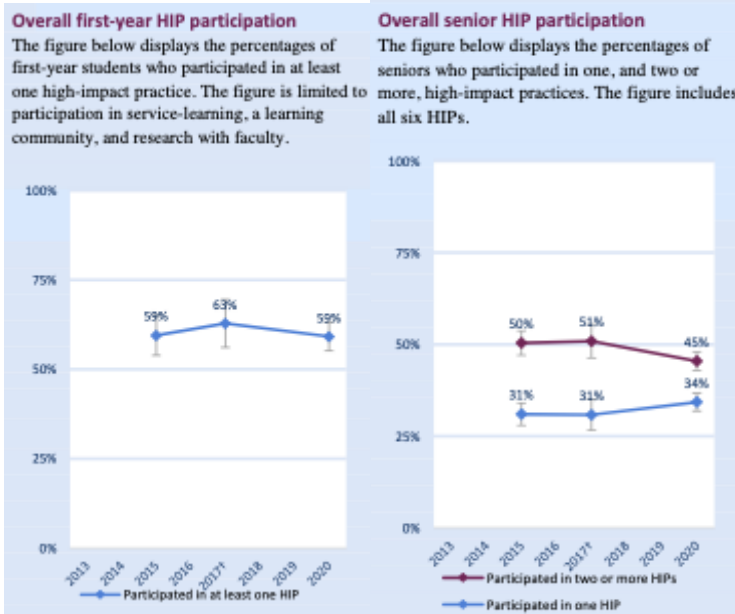
Experiences with Faculty: First-year students



Experiences with Faculty: Seniors

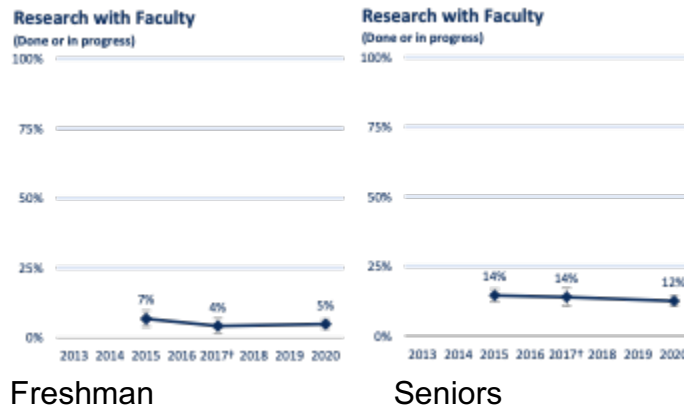


- **HIPs**
 - No change from 2015 to 2020 (59% of freshmen participated in at least one HIP)
 - Decline from 81% to 79% for seniors



- **Research with faculty**
 - Decline from 7% to 5% for freshmen

- Decline from 14 to 12% for seniors



o **Limitations of NSEE data**

- A very limited number of courses/students are included
 - Response rate is around 27% for freshmen and 18 to 35% for seniors
 - In 2015, 363 freshmen and 1025 seniors responded (include full and partial completion)
 - In 2020, 711 freshmen and 1761 seniors responded (include full and partial completion)

FSSE

- o 2015 & 2017 Snapshot
- o 2015 = 210 faculty responded - including full and partial completion
- o 2017 = 181 faculty responded - including full and partial completion

Faculty values (Very important or important)

2015

Supportive Environment

Faculty reported how important it was to them that your institution *increase* its emphasis on each of the following:



2017

Supportive Environment

Faculty reported how important it was to them that your institution *increase* its emphasis on each of the following:

Faculty Values (Ranked highest to lowest)	Percentage of Faculty Responding "Very Important" or "Important"
Providing support to help students succeed academically	98%
Students using learning support services (tutoring services, writing center, etc.)	96%
Students spending significant amounts of time studying and on academic work	89%
Providing support for students' overall well-being (recreation, health care, counselling, etc.)	86%
Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	80%
Helping students manage their non-academic responsibilities (work, family, etc.)	71%
Providing opportunities for students to be involved socially	71%
Students attending events that address important social, economic, or political issues	70%
Students attending campus activities and events (performing arts, athletic events, etc.)	54%

- HIPs
 - 43% in 2015 and 44% in 2017 (1% increase) - participated in research with students
 - 32% in 2015 and 25% in 2017 (7% decline) - faculty participated in internship or field experience
 - 55% in 2015 and 49% in 2017 (6% decline) - faculty incorporated service learning to their courses

Faculty Participation in High-Impact Practices			Faculty Participation in High-Impact Practices		
Research with Faculty ^a	43%		Research with Faculty ^a	44%	
Internship or Field Experience ^a	32%		Internship or Field Experience ^a	25%	
Service-Learning ^b	55%		Service-Learning ^b	49%	

a. Percentage of faculty responding "Yes" to participation
b. Percentage of faculty responding that at least "Some" of their courses include a service-learning component

2015

2017

Combined Report (NSSE & FSSE)

- Student-Faculty interaction
 - Discrepancy - Faculty reporting more interaction with students than students

2015

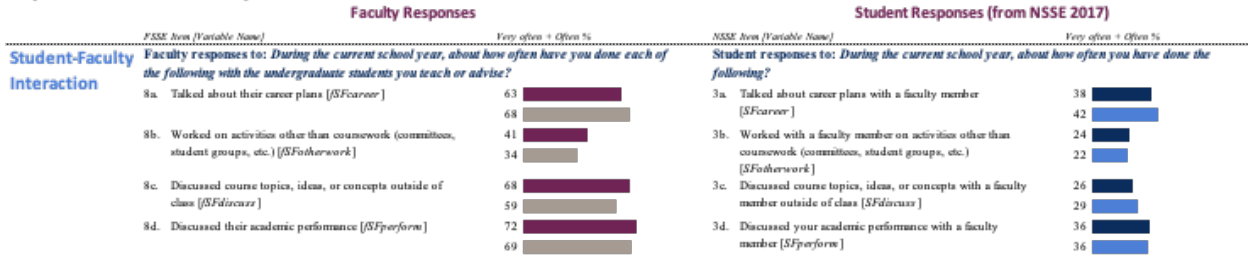
Experiences with Faculty

Student-Faculty Interaction

FSSE Item	Faculty Responses			Student Responses						
	Variable	Class	Very often or Often %	Variable	Class	Very often %	Often %	Sometimes %	Never %	
Percentage of faculty who frequently did each of the following with the undergraduate students they teach or advise during the current school year:				Distribution of student responses to: About how often you have done the following during the current school year?						
8a. Talked about their career plans	SFCareer	LD	71	3a. Talked about career plans with a faculty member	SFCareer	FY	14	21	42	22
		UD	72			SR	19	22	40	20
8b. Worked on activities other than coursework (committees, student groups, etc.)	SFOtherwork	LD	38	3b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	SFOtherwork	FY	9	12	32	47
		UD	40			SR	12	13	20	56
8c. Discussed course topics, ideas, or concepts outside of class	SFDiscuss	LD	59	3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	SFDiscuss	FY	12	17	40	32
		UD	60			SR	12	18	37	33
8d. Discussed their academic performance	SFPerform	LD	81	3d. Discussed your academic performance with a faculty member	SFPerform	FY	14	21	45	21
		UD	66			SR	15	21	39	25

2017

Experiences with Faculty

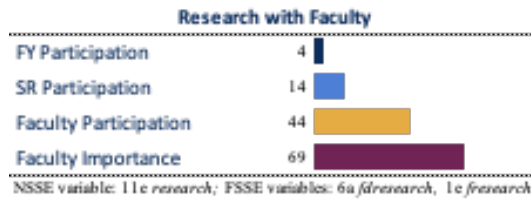


- HIPs
 - Discrepancy - Faculty reporting more “Research with Faculty” than students

2015

Faculty Responses				Student Responses								
FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Done or in progress %	Plan to do %	Do not plan to do %	Have not decided %		
Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:				Distribution of student responses to: <i>Which of the following have you done or do you plan to do before you graduate?</i>								
1c.	Work with a faculty member on a research project	research	LD	73	11c.	Work with a faculty member on a research project	research	FY	7	33	21	39
			UD	67				SR	14	19	43	23
Percentage of faculty who participate in the following activity in a typical 7-day week:												
6a.	Working with undergraduates on research	research	LD	40								
			UD	44								

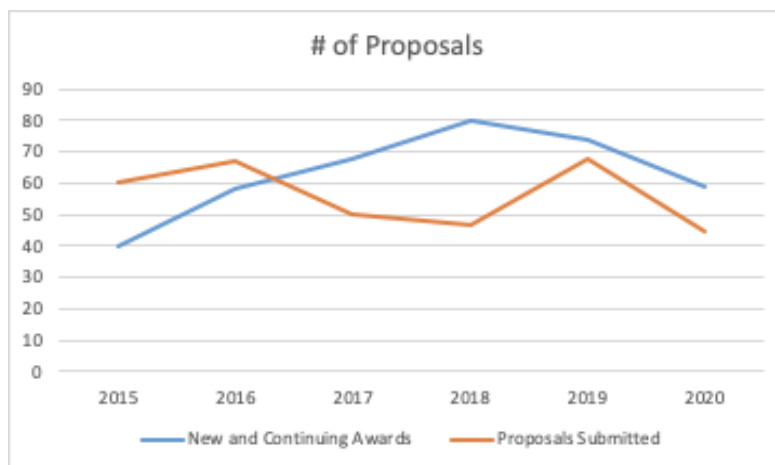
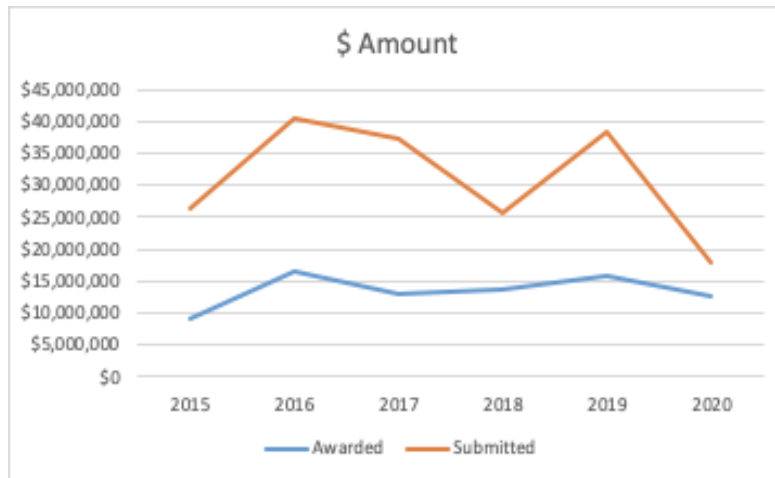
2017



Appendix 2C: Balance for Faculty teaching, research, and service

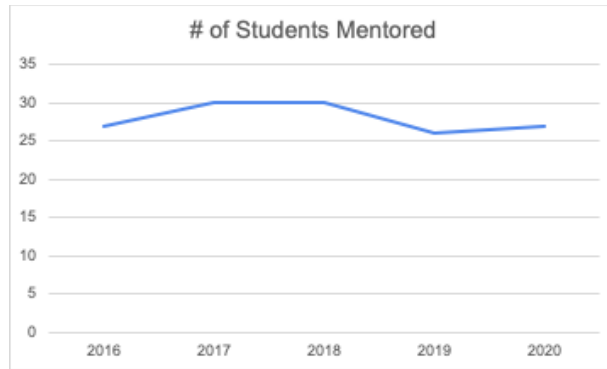
Data for “Q3. What is the balance for teaching and research? What’s the status of the scholarship of teaching and learning, and other disciplinary research? What should DH impact be?”

Research grants/amounts – data received from Office of Sponsored research



McNair faculty advisor – data received from McNair office

- Number of McNair students mentored by faculty ranged from 27 to 30 students per academic year (no major change from 2016 to 2020)



Student Research Day

Data received from Director of Undergraduate Research

- 2019 to 2020 comparison
 - Student author increased from 449 to 476 (268 in 2021)
 - Faculty judge/chair volunteers decreased from 132 to 112 (80 in 2021)
- To go back further than 2019, we need to count the numbers from the programs since there were no records kept for the previous years.
- Nearly all of the students are mentored by CSUDH faculty. A small number present work that they did off campus, but still list faculty members as “their mentor” on the SRD (these listed might be their advisor, not research mentors) --- there is no way currently to know how many of them fit into this category.
- Many faculty judge/chair volunteers are no shows in 2019 and 2020 (all showed up for the 2021 virtual conference)

CNBS-RISE program

Data received from Tigress Briggs

- 26 faculty have mentored students in RISE over the last 10 years
- 326 students have been mentored and graduated from CSUDH

Average teaching load of full-time faculty

(WTUs allocated for teaching, research/creative activities, and services)

- Typical, expected WTU allocation at DH
 - 15 WTU in total per term
 - 12 WTU assigned to teaching
 - 3 WTU assigned to service
 - No WTU assigned for research
 - Contractual requirements for faculty
 - teaching
 - research/creative activities
 - service
- FSSE Snapshot
 - Time allocation

- 19.7 (2015) and 19.5 (2017) hours for teaching
- 5.3 (2015) and 4.3 (2017) hours for advising students
- 9.1 (2015) and 8.7 (2017) hours for research
- 6.6 (2015) and 5.8 (2017) hours for service

Appendix 2D: Remote Teaching, COVID-19, and Return to campus

Data for “Q4. How will changes through COVID’s emergency remote teaching (and the impact on pedagogy) significantly impact how we return to campus in the short and long term?”

Faculty Development Center

- Spring 2020 – Summer 2020 (preparing for online instruction for fall 2020): 15 workshops
- How many faculty completed workshops over the summer to earn stipend?
 - 268 faculty earned a stipend for attending summer Online Teaching, Learning, and Training workshops
- # faculty who were awarded “gold” or “silver ambassador status for online teaching”
 - Gold: 20
 - Silver: 38
 - Note: The program was evolving throughout summer 2020 and was a self-reporting structure. It has not been updated as the FDC is rethinking this particular program.

SPSC Framing Questions from the Committee Meeting Set

These were generated from SPC work to date.

1. What are our values and principles that drive our behavior? How do these anchor the institution and drive the behavior of faculty, staff, and students? What do we want to hold on to that's historic and what do we want to change? Where can we innovate?
2. What distinguishes CSUDH from other institutions (our 'x' factor)? How do we communicate this and how do we want to be seen in the community? How are we aligned with and honoring the California master plan for access, affordability, and excellence? What does it mean to be a Toro?
3. What would it mean for CSUDH to become an effective major urban metropolitan university? Where can we improve and increase the positive impact on the community? What are the community perceptions about DH and what do they want from DH?
4. What does it mean to be a Hispanic serving institution? How do we best serve non-traditional students and their families? What interventions work? What's missing?
5. Which base and emerging areas of the economy and regional demand are most important for DH to respond and build toward?
6. How does our workforce need to change to rise to these strategic goals? How can we advance our infrastructure and support a learning organization approach?
7. What do we need to improve upon from the last strategic plan?
8. How can we diversify our faculty?
9. What does it mean for students to succeed and thrive at DH and in the workplace? How do we prepare students toward these goals? Why aren't retention numbers improving more quickly? How do we promote CEIE and other opportunities for earning credits?
10. Are we practicing data driven decision making and holding ourselves accountable for the standards and quality that we aim for? How do we nurture and develop talent towards effective management of people and programs, for leadership, and through our values?
11. Where do we feel a sense of urgency for change and improvement, how do we communicate this, and how do stakeholders see their role in this?
12. How does DH demonstrate the value of the degree and economic impact on the region?
13. How does DH address inequity across domains (e.g., access, digital divide, approaches to learning, administrative barriers, and in pedagogy/andragogy)?
14. What is the balance for teaching and research? What's the status of the scholarship of teaching and learning, and other disciplinary research? What should DH impact be?
15. How will changes through COVID's emergency remote teaching (and the impact on pedagogy) significantly impact how we return to campus in the short and long term?

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Data Resources

CSUDH Data Resources

Academic Affairs

- Accreditation Report (WASC)
- CSU Systemwide Strategic Plan
- DH Strategic Plan (2014)
- DH Master Plan
- Academic Master Plan
- AA Action and Implementation Plan
- Assessment of Student Learning Outcomes

University Effectiveness, Planning, and Analytics

- CSUDH Facts
- Application Funnel, Enrollment, Retention, Completion (disaggregated)
- Student Origin (School, in/out of area)
- Fall 2020 Student Overview (Summary Data Tables)
- National Survey of Student Engagement (NSSE)
- Student Success: GI 2025 Summary (Disaggregated), and summary
- Student demand for courses and capacity for seats, progress to degree (Ad Astra)
- Market and student demand for DH programs (EMSI)
- Alumni Outcomes (EMSI)
- Regional Demographic Data (EMSI)
- Increasing student engagement with skills (EMSI)

South Bay Economics Institute

<https://www.csudh.edu/economics-institute/>

Chancellor's Office Resources

CSUDH student characteristics, retention, & success - compared to other CSU's

<http://asd.calstate.edu/dashboard/> and www.calstate.edu/dashboard

California State University Office of the Chancellor (2020) Economic Impact Study. Retrieved from:

<https://www2.calstate.edu/impact>

California State University Office of the Chancellor (2020) Return on investment

<https://www2.calstate.edu/csu-system/news/Pages/Economic-Impact-Study-2018-19.aspx>

Additional Resources and Linked Reports

Community Strengths & Challenges

- [13-Mile Park to Playa Trail Seizes the Moment in South Los Angeles](#)
- [LACI's Leimert Park Pilot Increasing Zero-Emissions Mobility Options In South LA](#)
[Community fridges are popping up to support people in need](#)
- [Black-owned bookstore in Leimert Park celebrates Black History all year long](#)
- [How South LA is increasing economic opportunity through inclusive, place-based solutions](#)
- [Mind the achievement gap: California's disparities in education, explained](#)
[Q&A: For black men, wearing a mask may be a health risk greater than COVID-19](#)

- [Survey finds inequities in distance learning for Latino, Black students in LA](#)
- [LA County data shows Black residents with the lowest vaccination rate of all racial groups](#)
- [Unemployment Is Hitting LA's Black Neighborhoods Hard](#)

Economic Mobility Resources

<https://www.nytimes.com/interactive/projects/college-mobility/california-state-university-dominguez-hills>

<https://www.theacoalition.com/economic-updates/california-state-university-update/>

<https://www.brookings.edu/blog/social-mobility-memos/2018/01/11/raj-chetty-in-14-charts-big-findings-on-opportunity-and-mobility-we-should-know/>

See also: Georgetown Center for Education and the workforce (multiple reports)

Census Data Resources

<https://nces.nsf.gov/pubs/nsf19301/data>

<https://ncesdata.nsf.gov/builder/sed>

<https://www.acm.edu/features/feature/788>

Policy

- Economic Forecast: <https://www.anderson.ucla.edu/centers/ucla-anderson-forecast>
- Higher Education Research Institute (HERI): <https://heri.ucla.edu/>
- Tomas Rivera Policy Institute: <https://socialinnovation.usc.edu/special-initiatives/tomas-rivera-policy-institute/>