

**Budget Narrative**  
**Governor’s Innovations Fund**  
**California State University, Dominguez Hills**

Directions for Submission: Please email this report to [innovationawards@dof.ca.gov](mailto:innovationawards@dof.ca.gov). The subject line of the email should use the following convention: “Use of Funds Report: [Application Number] Coordinating Institution Name.” Please use the application number provided by the committee.

1. Coordinating Institution:	California State University, Dominguez Hills Application #8
2. Amount Approved:	\$3,000,000
3. Amount Funds Proposed for Expenditure:	\$3,000,000 in One-Time Expenditures (See below for budget narrative & tentative timeline)
4. Amount to be Transferred:	Not Applicable
5. Fiscal Contact Person for financial transaction to receive award	<p>Make payable to: California State University, Dominguez Hills</p> <p>Mail to: CSU Dominguez Hills Attn: Cashier's Office, WH B270 1000 East Victoria St. Carson, CA 90747</p> <p>Contact: Robert Fenning, VP for Administration &amp; Finance <a href="mailto:rfenning@csudh.edu">rfenning@csudh.edu</a> (310) 243-3798 1000 E. Victoria St., WH 470 Carson, CA 90747</p>

**Budget Narrative:  
California State University, Dominguez Hills**

California State University, Dominguez Hills (CSUDH) intends to utilize the \$3 million Governor's Innovation Award to continue building our National Laboratory and Model for Student Success (see two attached diagram documents), creating an infrastructure, system, programs and services which ensure significant increases in the number of bachelor's degrees awarded, facilitate bachelor's degree completion within four years after beginning higher education and ease transfer processes between our community college partners and our institution. Given our unique student population, our commitment is to create a stable and sustained pipeline of high-performing, STEM and other graduates who are diverse and meet regional workforce demands. All proposed expenditures are one-time expenses. One-third of the innovation funds will be an investment in technology supporting initiatives related to student success totaling approximately \$1,068,000. Two-thirds of the budget (approximately \$1,932,000) will be directed to 16 interventions, testing and further refining recent and new innovative practices to increase and specifically impact student success as well as building active learning classrooms to accommodate these practices.

**Graduation by Design - Increasing the Number of Bachelor's Degrees Awarded and Decreasing Time to Degree**

**Increasing Motivations for Graduation**

Sometimes, uncertainty about selecting a major and the question of "what's next?" after graduation can hold students back from choosing a major or cause students to change majors, both of which often increase time to graduation. CSUDH will pilot test *Stanford's "Design Your Life" course* which helps students who are in their junior or senior year *envision their future self and what they want to accomplish in more concrete and focused ways, increasing motivation, "grit" and perseverance to continue and complete degrees in a timely manner.* Stanford has found that the course has helped to propel their students forward, with a higher degree of confidence and certainty of what they want to accomplish in the future. Innovation funds will be used to learn from Stanford's implementation and pilot test this course with students at CSUDH by integrating it into existing courses typically taken by transfer students and native juniors who started as freshmen.

Timeframe: Training in Summer 2015; Implementation AY 2015-16

**Technology-Enhanced Curricular Design**

The campus also intends to use the innovation award to enhance curricular design, via modes of delivery (*hybrid/flipped course redesigns especially of bottleneck or high failure rate courses*) and *conversion of standard classrooms to active learning classrooms (also called SCALE-UP)*; both of which have been shown to increase student learning as well as significantly decrease failure rates. More students passing these courses on their first attempt will decrease their time to degree, increase student motivation and confidence, and create more space for new students, thereby increasing the campus' capacity and efficacy in awarding more degrees, faster. The campus has already invested in and distributed laptops to all full-time tenured faculty, and these award funds will give us the capacity to *provide laptops to all contracted (3-year contracts) full-*

*time lecturers* and give appropriate training and development on how to best *integrate technology-based/assisted learning into the curriculum.*

Timeframe: Implementation AY 2015-16

### **HIPs Integration**

In higher education, deep, enduring, systemic institutional change requires that key critical change agents include and comprised of the faculty. CSUDH is dedicated to ensuring this occurs by continuing to work with faculty and departments to directly integrate proven high impact practices intentionally into the curriculum, as well as transforming faculty practices, and enhancing departmental culture which often correlates with improved outcomes for student learning and post-graduation success. Innovation funds will allow CSUDH to expand HIPs integration by making a concerted investment in faculty professional development via hosting an annual campus-wide HIPs Symposium, convening a HIPs Faculty Learning Community and providing HIPs Departmental grants.

Timeframe: Implementation AY 2015-16

### **Targeted Systems of Support**

Research shows that the deployment or utilization of targeted and timely services and supports can be pivotal moments for student success. CSUDH's *new Learning Lyceum* will provide a new model of fully-integrated supplemental instruction, as well as tutoring services for ALL critical courses that have high enrollments and high failure rates. In addition, CSUDH will pilot an *online tutoring system* to increase accessibility and timely assistance to students, utilizing the Innovation funds.

Timeframe: Implementation AY 2015-16

Another critical system of support is year-round advising and peer support groups. Summer student advising by faculty and the Male Success Alliance which provides peer supports, peer systems of accountability, leadership development, and instills the responsibility to "pay it forward" through mentoring of junior high and high school students, are two additional best practices that will be expanded with support from the Innovation Fund.

Timeframe: Implementation AY 2015-16

As discussed in our original proposal, CSUDH has launched a robust online advising platform utilizing the Education Advisory Board-Student Success Collaborative (EAB-SSC) web-based advising platform which has been implemented campus-wide. To further enhance this component, CSUDH will also pilot an e-advising program, providing online advising, during traditional and non-traditional hours to meet students when and where they are.

Timeframe: Implementation AY 2015-16

### **Software & Hardware for Student Success**

With the infusion of Innovation Award funds, CSUDH will integrate several additional technology upgrades including software to increase technological supports for student success based on best practice literature and innovative practices and experiments taking place at other institutions across the nation. *Multi-term course registration* is currently being tested on just a handful of campuses in the country but pilot testing is showing that it is beneficial and helpful for students in planning and registering for a year's worth of courses. To facilitate degree

planning and alignment of course offerings, we are implementing AdAstra/R25 Software (5-Year Contract).

Target Completion Date: December 2016

To further enhance and create student ownership around course and degree planning as well as increase efficiencies and ***alignment of all support services including scheduling of and tracking student utilization*** of support services such as supplemental instruction, discipline-based tutoring, timely advising, etc., the campus plans to incorporate the Grades First software with the EAB-SSC Advising Platform. In doing so, CSUDH will be just one of a handful of campuses in the country that will be piloting this powerful new software system which: a) enhances communication between students and advisors, tutors, faculty and peer mentors, etc. using texting; b) accommodates in-time and walk-in scheduling of appointments (functions as a notification system, texting and beeping students on their cell phones when a same hour/day appointment for services becomes available); c) provides rich data analytics on what types of services (tutoring, advising, veteran's support program participation, disabled student services etc.) are being utilized, by whom and when; and d) provides an early alert system by collecting information early in the semester from faculty in key courses (high failure rate or bottleneck courses) on the progress of students even prior to any exams having been taken through a simple web-enabled interface which notifies appropriate professionals to follow-up with the students. These are just some of the functionalities that have been identified for the Grades First software, but the ***true innovation and opportunity includes the fact that CSUDH has signed on as the initial pilot group selected to test this new system, and therefore will have direct input into the final product that the Education Advisory Board will release to all of its members nationwide in 2016.***

Target Completion Date: December 2015

***"I know some students who have written entire papers on their smartphones. Not ideal..." CSUDH faculty.***

#### **Equitable Access to Technology**

Approximately 87% of CSUDH students are students of color, and over 70% of our students are Pell Grant eligible. Given this data, we recognize that the majority of our students may not have adequate financial resources to purchase computers or laptops and other basic technology tools necessary to complete their coursework, especially as we move towards more technology-advanced integration in course redesign. Innovation Funds will be used to purchase ***laptops that will be made available as loaners to ALL interested incoming freshmen on a long-term loan basis.*** Students will be assigned a laptop during the New Student Orientation or Summer Transition Program (see below for details) and will bring their laptop to the IT Help Desk at the end of each semester for software and system updates and virus and system-clean-ups. This will also help IT maintain inventory checks. This program will provide students with the option of keeping the same laptop for all four years of their education.

Timeframe: Implementation AY 2015-16

#### **Increasing Efficiencies through Technology**

Accurate and accessible degree audits are critical to increasing the number of degrees awarded. CSUDH has steadily been moving toward a completely ***online degree audit system for utilization campus-wide.*** Innovation Funds will be utilized to make this transition complete

across the institution by helping us fully adopt the software necessary (OnBase) to integrate these capacities into our PeopleSoft system.

Target Completion Date: December 2016

## **Transitions – Ease of transfers from community colleges and from high school**

### **Programmatic Innovations**

We have learned from our own experiences with summer bridge programs that these summer experiences providing transitions to college make a huge impact on students' time to degree and graduation. Because of the lessons learned and overwhelming evidence of success with our previously federally-funded programs, the campus has taken a (typically unprecedented) step to institutionalize these programs, allocating baseline funding for program continuation.

Building upon this, the divisions of Academic Affairs and Enrollment Management & Student Affairs have come together to build two new programs - *#DHFYE (Dominguez Hills First Year Experience)* and *#DHTLC (Dominguez Hills Transfer Learning Community)*. While these types of programs are not necessarily new, the innovation comes in two forms: 1) a strong collaboration between Student Affairs and Academic Affairs in designing a new first year program for ALL freshmen providing them with access to a network of services including summer academic courses, advising and rich co-curricular experiences; and 2) online peer support systems that will be built through social media mediums such as Twitter, SnapChat or Facebook communities. All new matriculants will have the opportunity to participate in a transition program that will ensure each student makes it through to a second year at CSUDH and beyond.

Timeframe: Implementation Summer 2015

Stanford University recently asked us to join their *College Transition Collaborative* (invitation only application) which focuses on promoting college persistence and achievement, especially among students from disadvantaged backgrounds. The collaborative has tested the impact of highly scalable belongingness and growth mindset interventions that help students persist, especially during their first semester and first year of school. Innovation funds will support intentional integration and evidence-based collection of student outcomes data of this CTC model at CSUDH.

Timeframe: Implementation AY 2015-16

### **Partnerships with High Schools & Community Colleges**

Accurate, timely and close collegial communication with high school and community college counselors on course requirements and college admissions require strong and enduring relationships. CSUDH will use Innovation Funds to support relationship-building activities such as an annual high school and community college conference so that these first-line conveyors of information to incoming students have relationships beyond just the Outreach office or Advising Center, and will also convene faculty, Department Chairs, Associate Deans and other key individuals to discuss and align curricula and facilitate student academic transitions.

Timeframe: AY 2015-16



California State University  
**Dominguez Hills**

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**OFFICE OF THE PRESIDENT**

1000 East Victoria Street • Carson, CA 90747  
(310) 243-3301 • Fax (310) 243-3858

April 10, 2015

California Department of Finance  
Attn: Committee on Awards for Innovation in Higher Education

Dear Members of the Committee:

On behalf of California State University, Dominguez Hills, I want to thank the committee and the Department of Finance for this award.

Attached, please find our budget narrative as requested. We are excited about the opportunity to continue innovations already underway and are committed to continuing to pilot and test new ideas and practices that further increase student success.

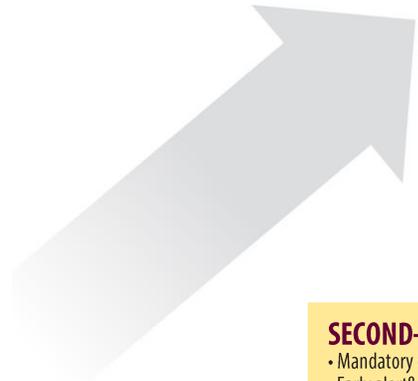
Sincerely,

A handwritten signature in black ink that reads "W. J. Hagan".

Willie J. Hagan, Ph.D.  
President

c: Ellen Junn, Provost & Vice President of Academic Affairs  
Robert Fenning, Vice President of Administration & Finance

## Building a National Laboratory and Model for Student Academic Success



### SUMMER FRESHMAN PRE-MATRICULATION

• Mandatory freshman orientation • Mandatory freshman comprehensive advising (general, major & career) & academic roadmaps • Summer Bridge/FOCUS college-level remedial writing & math skills development (FOCUS-First-Year Opportunities and Connections for Undergraduate Success program) & new Summer Accelerate Program with summer GE for regular admit freshmen • K-12 & community college partnerships & academic support.

### FIRST-YEAR EXPERIENCE

• Cohort-based learning communities linked thematically (e.g., sustainability, poverty, health, international conflict) over two semesters • Mandatory comprehensive advising (general, major & career) & academic roadmaps • Mandatory faculty/student meetings • Community-building/connection activities • Peer mentoring • Early alert and attrition-risk assessment • Student success workshops • Introduction to co-curricular and leadership experiences

### SECOND-YEAR EXPERIENCE

• Mandatory comprehensive advising (general, major & career) & academic roadmap • Mandatory faculty/student meetings • Early alert & attrition-risk assessment • Discipline-based & thematic interest groups • Faculty mentoring • Service-learning • On-campus employment • Summer academic success experience

### THIRD-YEAR EXPERIENCE

• Mandatory comprehensive advising (general, major & career) & academic roadmap • Mandatory faculty/student meetings • Early alert & attrition-risk assessment • Mandatory graduation check & academic credit review • Undergraduate research • On-campus employment • Academic internships and fieldwork experiences

### FOURTH-YEAR EXPERIENCE\*

• Senior capstone experience • Mandatory comprehensive advising (general, major & career) & academic roadmap • Mandatory faculty/student meetings • Early alert & attrition-risk assessment • Discipline/college-based career mentoring & fairs • Undergraduate research experience • On-campus employment • Academic internships and fieldwork experiences • Senior capstones

### GRADUATE EXPERIENCE\*

• Career mentorships • Graduate research experience • On-campus employment • Academic internship • Mandatory comprehensive advising (general, major & career) & academic roadmap • Mandatory faculty/student meetings • Peer mentoring • Early alert and attrition-risk assessment

### POST-GRADUATE SUPPORT

• Career mentorships • Jobs database • Resume preparation • Alumni support

### TRANSFER STUDENTS

• Transfer student research-based learning community linked thematically by major over two semesters • College and department-based transfer student orientation, early alert and attrition-risk assessment

### OUR FOUNDATION FOR SUPPORT

#### Student-Focused

- Ongoing comprehensive advising (course alignment, major & professional and career objective)
- Academic road maps, course availability & clear degree pathways
- Student-specific monitoring, data-driven assessment, follow-up & feedback
- Comprehensive early alert systems & attrition-risk assessment
- Peer mentoring and tutoring
- Supplemental instruction
- Proactive, data-supported course scheduling and availability

#### Academic Excellence

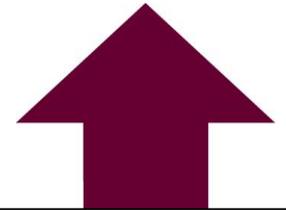
- Sufficient, highly-qualified, well-supported faculty & staff
- Faculty engagement
- Active, high-impact curriculum, & supplemental instruction, e.g., writing intensive courses & instructional laboratories
- Robust general education
- Faculty/student research
- Ongoing research, assessment & improvement of student academic success strategies

#### Partnerships

- K-12 & community college student academic preparation
- Business and government academic internships, faculty/student research, student career mentoring, employment & service-learning
- Collaboration & information sharing on best practices regarding student academic success strategies with other colleges & universities
- Federal, state & corporate grants and other support

### OUTCOMES BY 2020

60% First Time Freshman Six-Year IPEDS Graduation Rate\*



### CORE VALUES

- Real-world, outcomes-based learning
- Interdisciplinary, diversity & global opportunities
- Community connections & civic engagement

\*\*\*\*\*

- Academic excellence
- Faculty engagement
- Data-driven assessment
- Integrated linkages between academic curriculum, ongoing monitoring, support, and advising and other divisions

### CURRENT

32% First Time Freshman Six-Year Graduation Rate. Spr '14

\* Exceeds public institution first time freshman national average six-year graduation rate of 56%.

# National Laboratory and Model for Student Academic Success

Working Draft Implementation Framework, Infrastructure, Budget and Themes

## High-Engagement Student Experience

- Real-World & Outcomes-Based Learning
- Interdisciplinary, Diversity & Global Opportunities
- Community-Focused Connections and Civic Engagement

### 1 Intentional Circularly-Integrated High Impact Practices (HIPs, Kuh, 2008)

- |                              |                            |
|------------------------------|----------------------------|
| (1) First Year Experiences   | (6) Undergrad Research     |
| (2) Supplemental Instruction | (7) Diversity/Global Exper |
| (3) Learning Communities     | (8) Service Learning       |
| (4) Writing Intensive        | (9) Internships/Fieldwork  |
| (5) Collaborative Grp Work   | (10) Senior Capstones      |

