

**COVER PAGE**

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CSU Dominguez Hills

**Summary (250 Words)**

California State University, Dominguez Hills (CSUDH) is actively building an environment where our university is a "National Laboratory and Model for Student Academic Success." Led by the president, the initiative began in July 2012 and has simultaneously engaged in testing, expanding and implementing innovative and proven strategies for improving student retention and graduation rates, especially for URM, first-generation and low-income students, freshmen and transfers alike. This comprehensive model integrates all of the evidence-based high impact practices known to increase student learning, persistence and overall success while decreasing time to degree. Comprehensive, intrusive and timely advising is the lynchpin. CSUDH leadership is creating a supportive university culture where all faculty and staff will identify as "institutional agents," who utilize their social and cultural capital to leverage resources and opportunities, facilitating and assisting students to academic and career success. The campus has simultaneously harnessed the power of technology and predictive analytics utilizing historical student academic data to identify patterns of student success and failure so those sitting on the front lines of student advising can have earlier, more proactive and more data-driven conversations with at-risk, but hard-to-identify students. A web-based university-wide advising platform provides access to a shared and easily understandable, accurate and timely student information dashboard that is both interactive and informative. Partnerships with local school districts, local community colleges and universities provide opportunities for continued dialogue to improve seamless transitions. CSUDH is a catalyst for positive change and we are committed to student academic and career success.

**Assurance and Signature**

"I assure that I have read and support this application for an award. I understand that if this application is chosen for an award, my institution will be required to submit, for approval by the Committee on Awards for Innovation in Higher Education, a report indicating proposed uses of the award funds and, as the fiscal agent, will be responsible for distributing funds to any other participating entities. I also understand that, if this application is selected for an award, my institution will be required to submit reports to the Director of Finance by January 1, 2018, and by January 1, 2020, evaluating the effectiveness of the changes described in this application."

Printed Name: Willie J. Hagan, Ph.D. Title: President, CSU Dominguez Hills

Signature:  Date: 1/9/15

## 1. Institutional Goals

California State University, Dominguez Hills (CSUDH) is actively building an environment where our university serves as a “National Laboratory and Model for Student Academic Success.” Led by the president, the initiative began in July 2012 and focuses on developing, implementing, evaluating and sharing best practices for improving student achievement and graduation. This comprehensive model integrates all of the evidence-based high impact practices known to increase student learning, persistence and overall success while decreasing time to degree. Comprehensive, intrusive and timely advising is the lynchpin of the lab and model. Targeted and strategic advising has already proven to be effective in guiding students to graduation.

In 2012, the published IPEDs graduation rate for first-time, full-time freshmen was 24.4% (Cohort 2005); the lowest in the California State University system. The president declared this unacceptable and CSUDH began investing in efforts such as an expanded Bridge program, Male Success Initiative, and Graduation Campaign (for students with 110 units or greater); all of which incorporated comprehensive advising and mentoring by faculty, staff and/or peer students. ***Just two years later, the published IPEDs graduation rate was 29.4% (Cohort 2007) and this spring, it will be 32.2% (Cohort 2008); an increase of 6.8 percentage points!***

The Lab & Model is fully integrated into and is the backbone of CSUDH's recently revised six-year strategic plan. The following goals guide our laboratory and model as well as the university and are in perfect alignment with the priorities of the Innovation Award including addressing achievement gaps of minority populations. It will be used to guide changes to university policies, practices and institutional infrastructure as a whole to support student success. (Relevant objectives have also been included. Please see Appendix G1 for Strategic Plan and Appendix C1 for Lab & Model.)

1. While honoring CSUDH's historic roots, continue to support, enhance and develop academic programs that culminate in globally relevant degrees, by becoming an innovative, high-touch, high quality comprehensive urban university serving the South Bay region and beyond.
2. Promote student graduation and success through effective recruitment, transition, and retention of our diverse student population.
  - a. Increase the federally-defined freshmen graduation rate (six-year, full-time first year freshmen) for undergraduate students at CSUDH (2007 cohort=29.4%) to 60% in six years; increase our three-year transfer graduation rates (2010 cohort=71.5%) by 10% in six years; and reduce by 50% our minority achievement gap (9.7% difference fall 2012). Note: These targets far exceed the CSU Chancellor's Office graduation initiative goals. (See Appendix H1)
  - b. Provide every student with the opportunity to participate in at least two innovative high impact practices before graduation.
3. Expand and support the use of effective, innovative teaching and learning environments and pedagogies for students both in and out of the classroom.
  - a. Renovate and/or create at least 20 innovative, engaging campus learning spaces, including classrooms, labs, studios and other gathering spaces that support student success.
  - b. Enhance and assess the effective use of relevant instructional technologies and pedagogies, such that half of the faculty have used or piloted new technologies or pedagogies in order to improve student learning, engagement and success (about 374 faculty, fall 2013 baseline).
4. Ensure, stabilize and grow the university's fiscal resources by diversifying and increasing revenue sources.
5. Achieve operational and administrative excellence, efficiency and effectiveness across all campus divisions.
6. Effectively promote, publicize and celebrate the distinctiveness and many strengths of CSUDH through visible and engaging communications and marketing.

## 2. Statistical Profile & Influential Policies, Practices or Systems

CSU Dominguez Hills<sup>1</sup> was established in 1960 and began classes in Palos Verdes, California, one of the region's wealthier communities. After the Watts Riots in August 1965 Governor Jerry Brown and the CSU Board of Trustees relocated the campus to Dominguez Hills in Carson, California, adjacent to the communities impacted by the riots. The campus was relocated in the belief that a university would be a catalyst for positive change. CSUDH is committed to access for **low-income and minority students and is a minority-majority campus**, designated Minority Serving Institution (MSI) with **88.4% of students** declaring ethnicity, **stating an ethnicity other than White**. The campus leads the state in awarding credentials to African American teachers as well as STEM teacher credentials while attracting many first-generation college students.

Reflecting our long tradition of serving minority students, CSUDH ranks 52nd among U.S. universities in the production of minority baccalaureate degrees (Diverse Issues in Higher Education, 2013), and *U.S. News & World Report's 2013 annual "Best Colleges" issue ranks CSUDH 12<sup>th</sup> among the most ethnically and economically diverse universities in the West. AffordableCollegesOnline.org also named CSUDH first on its "Most Affordable Online Colleges" list (2013).* In Fall 2014, CSUDH enrolled 14,687 students, 12,153 of whom are undergraduates with 87.1% representing an ethnicity other than White. The average age of undergraduates is 25.3 years and 73% of CSUDH undergraduates and 79% of all first-time,

Table 1: Enrollment by Ethnicity (Fall 2014)		
American Indian/ Alaska Native	28	0.2%
Asian	1,474	10.9%
Black/ African American	2,107	15.6%
Hispanic/ Latino	7,862	58.3%
Native Hawaiian/ Pacific Islander	46	0.3%
White	1,558	11.6%
Two or more races	414	3.1%
<b>Subtotal</b>	<b>13,489</b>	<b>100%</b>
Unknown	757	
Nonresident Alien	441	
<b>Total</b>	<b>14,687</b>	

Table 2: Enrollment by Groups (Fall 2014)		
Female	9,519	64.8%
Male	5,168	35.2%
Low-Income (Receiving Pell)	7,633	52%
Veteran	186	1.3%
Foster Youth	89	0.6%
Disabled	768	5.2%

In the 2013-14 school year, 69.6% of all Los Angeles County students were identified as low-income and qualified for free or reduced-price meals. It is recognized nationally that Hispanic students demonstrate "higher financial needs relative to other ethnic groups" (Malcom, Dowd and Yu, 2010). However, in Los Angeles County, an astounding 73.8% of all African-American, 84% of all Hispanic, 41.7% of all Asian/Pacific Islanders and 26.7% of all White students are identified as low-income (California Department

full-time freshmen enrolled in Fall 2014 came from families where neither parent has earned an associate's or bachelor's degree.

**Need for Higher Education in Ethnically Diverse Los Angeles County.** Statistics tell us that low-income students are seriously underrepresented in higher education. In Los Angeles County, for every 100 low-income students who make it to high school, 60 will graduate, 39 will enroll in college, and only 9<sup>1</sup> will earn a 4-year college degree. Even when they successfully enroll in an institution of higher education, students who meet one or more of these key characteristics - low-income, under-represented, or first generation - find it is more difficult to succeed and graduate (Engle 2007).

<sup>1</sup> This is the national graduation rate for low income students as published in a study conducted by M. Bailey 2011 and analyzed in the *New York Times* December 22, 2012.

of Education 2014), and, as they move into our local institutions of higher education, this economic reality does not change significantly despite grant aid. Financial and economic concerns are often the deciding factor for students and families in determining whether or not students will pursue higher education. Once enrolled, financial capacity often determines full-time or part-time status. As a result, a disproportionate number turn to full- and part-time jobs to help fund college education (Malcom, Dowd and Yu, 2010), with some 56.4% of students working more than 20 hours, even though working more than 20 to 25 hours per week off campus correlates with part-time enrollment status, decreased academic performance, increased dropout rates and failure to return to college after stopping out (American Council on Education, 2006; Pascarella et al., 1998; Museus et al., 2011; Johnson and Rochkind, 2009; Santiago, 2011). National data show 71% of students who were exclusively full-time graduated within six years of enrollment from their starting public institution (National Student Clearinghouse Research Center, 2012). However, the six-year graduation rate plummets to just 15.5% for exclusively part-time students and rises just to the median (32.1%) for mixed enrollment (full-time/part-time) students who graduate from their starting public institution (NSCRC 2012). Concentrations of poverty and low-income communities are often prevalent in urban areas such as Los Angeles County which also suffers from overcrowded and under-resourced schools, directly impacting many students' ability to adequately prepare for post-secondary education. This lack of academic preparation is a tremendous stumbling block and an important reason why underrepresented students succeed in college at lower rates (Nestor-Baker and Kerka, 2009). On top of these factors, underrepresented and low-income students are frequently first-generation college students. Those who are the first in their families to pursue higher education tend to share characteristics placing them at risk in terms of college persistence (Pascarella et al., 2004). They have less confidence in their abilities to succeed in college, even when they have the same level of high school preparation and achievement as peers whose parents went to college. They also often experience discontinuity between the culture (i.e., norms, values, expectations) of their families and communities and the culture on college campuses. Moreover, while parents of first-generation students understand the value of higher education and support their children's pursuit of a college degree, they don't fully understand how to prepare them or how best to play a supportive role in assuring their success (Tornatzky et al., 2002, 2006; Lopez, 2009). ***In Los Angeles County, only 21% of K-12 students have at least one parent who was a college graduate*** (California Department of Education 2014).

**Progress Toward Degree.** The factors noted above are all very much in evidence at CSUDH as the demographics in Tables 1 & 2 attest. The university serves South Central Los Angeles County and the South Bay region, which include a large number of low-income families and pockets of endemic poverty. As noted 7,633 (52%) of CSUDH students received Pell Grant Aid in Fall 2014 although over 70% were eligible. In Fall 2014, IPEDs Freshmen attended CSUDH on a full-time basis taking a mean of 12.4 units; transfer students took a mean of only 10.2 units. However, timely progress toward graduation in four years for freshmen and two years for transfers, requires a minimum of 15 units per semester. Students with remediation needs, may still fall behind this mark because of the developmental courses they must complete in their first year, which may take up valuable unit real estate during their first two semesters, since remedial course units are not applied toward the degree. Additionally, CSUDH students historically have worked almost twice as much as peers in other similar institutions according to NSEE survey results. CSUDH students as first generation, low-income, minority students must balance the constantly competing priorities of school and life in general. This is why comprehensive, intrusive and timely advising is critical not only for choosing appropriate courses but also in guiding and supporting students through their entire college and life experience. We know this to be true because of the success we have already seen via our Graduation Campaign and the promise of pilot projects such as Encounter to Excellence (ETE) which demonstrate higher retention rates of our more academically at-risk students.

3. *Innovations: Key policies, practices and/or systems in place prior to January 10, 2014*  
**System & Infrastructure: Laboratory & Model for Student Academic Success** (Appendix B1)  
 In 2012, CSUDH under the leadership of President Hagan began designing and building the systemic, multidimensional, institution-wide initiative building on best practices that evidence shows improve achievement, persistence and time to degree, especially for undergraduate students. The intent was to build an infrastructure that would make CSUDH a campus-wide Laboratory and Model for Student Academic Success with the explicit purpose of making targeted, systemic institutional improvements to ensure timely graduation. The following specific practices of the laboratory and model are in alignment with the academic literature on successfully supporting first-generation, low-income as well as underrepresented students and the Association of American Colleges & Universities (AAC&U) High Impact Practices (HIPs).

<b>Table 3: CSUDH National Laboratory &amp; Model for Student Academic Success Summary of Activities</b>
<ul style="list-style-type: none"> <li>• Student supports including a <i>Bridge Program</i> that focuses on acclimation to university life while fulfilling developmental course requirements for first-time freshmen and <i>Supplemental Instruction</i> that is curriculum-based and discipline-specific to insure early academic success in key gateway courses (See Appendix B3 for Retention Chart and Appendix B4 for SI Analysis)</li> </ul>
<ul style="list-style-type: none"> <li>• New Student and Parent Orientations for incoming first-year, transfer and graduate students</li> </ul>
<ul style="list-style-type: none"> <li>• Writing Intensive Courses</li> </ul>
<ul style="list-style-type: none"> <li>• Active Learning Experiences including service-learning, student/faculty research experiences, internships and capstones that align with degree and career goals. <i>CSUDH received the U.S. President's Honor Roll Gold Award for 2014; one of only four institutions recognized nationwide for this distinction for our integrated and impactful community engagement activities.</i></li> </ul>
<ul style="list-style-type: none"> <li>• <i>Intrusive, Comprehensive Advising that provides students with immediate feedback on course selection and impact on their degree pathway, early alert advising, support when course (in)activity is identified as well as semester-end academic standing.</i> Please see Innovation section question 4 for more information on this item.</li> </ul>
<ul style="list-style-type: none"> <li>• Intentionally integrated opportunities for increasing Information Literacy &amp; Computer Technology capacity, understanding, experience and ability to utilize both information and technology effectively and efficiently (See Question 4 for additional discussion).</li> </ul>
<ul style="list-style-type: none"> <li>• Success Mentoring for academic and career success by peers, faculty, staff and community members</li> </ul>
<ul style="list-style-type: none"> <li>• Experiences which develop personal and professional 21st century skills and capacities to negotiate diverse, global environments including Student Leadership Opportunities, Residential Experiences, and On-Campus Work Experiences</li> </ul>
<ul style="list-style-type: none"> <li>• Post-Graduate support that engages alumni as participants and providers of success mentoring initiatives, internships, job development and ambassadors of CSUDH on the campus and in the community</li> </ul>

**Practice: Addressing Remediation Needs - Title V – Encounter to Excellence (ETE).** Leading up to and through the Great Recession, CSUDH experienced a dramatic demographic shift in our student population with a significantly increased annual enrollment of IPEDS freshmen from 639 in 2003 with 81.8% of regularly admitted freshmen (n=510) requiring remediation in math, English or both to a high of 1,540 in Fall 2013, with remediation levels at 81% (Appendix B6 & B7 for GIS Maps). In Fall 2014, CSUDH enrolled 1,334 first-time freshmen (1286 of whom are IPEDs freshmen = first time, full time) with 75% requiring remediation. (See Appendix B7 for Developmental Course Needs from 2009 to present). As a

result of this shift and in recognizing the increasing numbers of students requiring remediation, CSUDH successfully secured Title V funding from the U.S. Department of Education to increase Summer Bridge Program opportunities, provide supplemental instruction in key developmental courses, as well as peer mentoring and intensive advising support to the growing Hispanic and/or other low-income student population. The undergraduate Hispanic population which was just 15% in 1991 had grown to 44% by 2008 and is currently 58.3%. Ethnically disaggregated remediation needs also showed that Hispanics and other under-represented minority (URM) students had significantly higher rates of remediation in comparison to their white counterparts. Eighty-five percent of URM students in Cohort 2006 (595 out of 691 freshmen) needed remediation in math or English or both in comparison to just 67% of white students. Interestingly, Asian and Filipino students are similar to their URM counterparts (86%) in English remediation needs hovering at 80% and 73% respectively, far above white students (59.4%) (Chancellor's Office of Analytic Studies Reporting <http://asd.calstate.edu/performance/proficiency.shtml> ).

The ETE program has proven to be successful in addressing remediation needs. Appendix B3 illustrates Cohorts beginning in 2010, 2011, and 2012 all showed significantly higher rates of meeting their remediation requirements by the following Fall with rates of 94%, 89%, and 93% respectively. Based upon this success, the university president allocated additional funding in 2013 and tripled the number of students participating in the Bridge Program. Despite the challenges of significantly scaling up all activities in a single year, the program still proved to be helpful, with students meeting remediation requirements a percentage point higher (87%) than students not receiving these supports (86%). Additionally, these rates are significantly higher than regularly admitted freshmen cohorts that began in 2006 and 2007 of which only 52% met proficiency requirements in each year. Based upon lessons learned and the successes of the ETE program, the Bridge program was institutionalized and included nearly half of the first-time freshmen (n=663) for Cohort 2014. Appendix B9 provides entry statistics (GPA, SAT Scores, & Placement Exam Scores) for each Cohort from 2009-2014. Those not enrolled in the Bridge Program have significantly higher SAT and moderately higher placement exam scores. Students of Cohort 2010 who began in the ETE program have been retained or graduated at much higher levels, 65% versus 53% of Non-EOP/ETE students (See Appendix B9). Subsequent Cohorts 2011 – 2014 are on track to have similar if not greater rates of success given their current trajectory (See Appendix B10).

**Policy - Advising Task Force. 117 Recommendations.** In Fall 2013, the president convened and charged an inter-divisional task force consisting of faculty, professional advisors, and key administrators to: 1) map and evaluate advising practices; 2) provide a university-wide definition for advising; and 3) craft a bold vision for effective advising, providing specific actionable recommendations for both policy and practice so that advising significantly improves student academic success and subsequent graduation rates. The task force submitted its final report in June 2014 but the campus has been systematically implementing key recommendations based on task force activities and conversations since December 2013. One key component was establishing a data-driven system and infrastructure so that all advisors, both professional and faculty, would have access to timely and consistent information on every student via a common platform through which each advisor interacting with the student would have information of any prior advising contacts made by themselves or others. The task force's work also highlighted issues of "competing" advising between special programs such as EOP and ETE, the University Advising & Testing Center which provides General Education (GE) advising and major advising, which is typically faculty led. Inconsistent policies and practices around registration holds, major declaration practices, and course substitutions and articulations as well as the general philosophy of advising were all identified as institutional stumbling blocks that needed to be removed if students are to progress successfully through to graduation more efficiently.

#### **4. Innovations in policies, practices and systems since January 10, 2014**

The campus has simultaneously engaged in testing, expanding and implementing innovative and proven strategies for improving student retention and graduation rates, especially for URM, first-generation and low-income students (See Appendix C1-C6 for complete Lab & Model for Student Academic Success). Strategies range from meeting basic needs i.e. increasing availability of a \$500/student Emergency Loan fund because we know this seemingly small amount can mean the difference between staying in school or having to stop out for a semester and providing food to students through an on-campus food pantry; to strategically modifying identified bottleneck courses, providing them via online and hybrid modes for greater accessibility; to increasing opportunities for academic success via research with faculty, community engagement and service-learning initiatives (see Appendix C7 for impact of CSUDH's Inaugural Day of Service) and guidance through comprehensive, intrusive and timely advising. While meeting basic needs is important, we know providing a high quality education and timely graduation is the key for our students' future financial stability and success. Thus we believe the last element of advising is the most critical for our students to succeed. The following examples of projects undertaken in 2014 provide an overview of how advising efforts are being integrated and utilized to facilitate smoother transitions from high school and community colleges, while increasing retention and graduation rates of current CSUDH students.

#### **Institutional Culture-Shift.**

***An "institutional agent" is a person who utilizes their social and cultural capital to facilitate navigation of and transmit or negotiate transmission of institutional resources and opportunities (Bensimon, 2007; Stanton-Salazar, 1997, 2011).***

CSUDH leadership is creating a supportive university culture where all faculty and staff will identify as "institutional agents," ready to assist students on their path to graduation. Based on the recommendations of the Advising Task Force, the president, provost and vice president for enrollment management & student affairs have crafted an organizational structure where developmental academic advising and appreciative advising in which "the advisor moves beyond the mechanics of class scheduling to building meaningful relationships with students, helping them identify their life goals, and supplying them with a supportive mentor" can take place (Cuseo, Consultant to Advising Task Force, Correspondence, June 2014). In this capacity, professional advisors and faculty major advisors become our official, designated "institutional agents." CSUDH increased the number of professional advisors from 16 to 19 in 2014 and is planning to increase this number to 36 professional advisors in the near future (See Appendix C8: Advising Org Chart). The national standard ratio for advisors to students is 1:300. In order to meet this standard, CSUDH would need 40 professional advisors given the number of undergraduates.

**Practice: Summer 2014 Graduation Campaign**– In spring 2014, CSUDH made a concerted effort to raise our IPEDs Freshmen graduation rates which had dropped to 24.4% for Cohort 2005 as reported to IPED in 2012. The lowest in the CSU System as well as an all-time low for the campus, the percentage became the driving force behind the creation of the National Laboratory & Model for Student Academic Success for the university president who had just begun his tenure at CSUDH in June 2012. Two years later, it was noted that while CSUDH had made significant progress, increasing First-Time Full-Time (FTFT) Freshmen graduation rates a little over 3% annually to 27.8% for Cohort 2006 and 29.4% for Cohort 2007, the growth while steady was in jeopardy for Cohort 2008 because of the high rates of attrition early on in that cohort's history (See Appendix C9), putting the anticipated graduation rate with no interventions around 29%, similar to Cohort 2007. This was unpalatable and thus the Provost along with the college deans were charged with the goal to ensure a graduation rate above 30% for Cohort 2008. After intensive analysis of student data to identify, outreach to and support those students who were

positioned to graduate by taking missing courses in Summer 2014, *the university was successful in achieving a graduation rate of 32.2% for Cohort 2008*. As a result of this summer project, department chairs, deans, and professional and faculty advisors have continued to maintain a high level of diligence in identifying and tracking students to provide timely advising.

A primary lesson learned from this endeavor was in understanding the course taking behavior and unit accumulation by CSUDH students. It appeared many students had taken unnecessary courses based on high unit counts, primarily to maintain financial aid eligibility. Further, departments came to better understand the detrimental impact of offering courses every other semester – a pattern that became the default during the Great Recession due to budget constraints restricting tenure-track faculty hiring. This issue is one that has been continuously addressed by the president who reassessed the budget during his first year and subsequently authorized a three-year faculty hiring plan which has yielded 32 new tenure-track faculty hires. Faculty hiring continues to be a priority as stated in the University's revised strategic plan. The goal is to increase tenure density from 41.9% (2013) to approximately 60% by adding 64 new tenure-track faculty by 2020. The provost and vice president of administration and finance have been developing a five-year faculty recruitment and hiring plan (including baseline budgeting) to achieve this goal since last Fall. Accomplishment of this goal would bring CSUDH to the CSU system average tenure density of 58.2% (2013).

The screenshot displays a student dashboard for Haig Hedstrom. The 'OVERVIEW' section includes an 'ACADEMIC SUMMARY' for Biological Science, showing 1 course grade of D/F, 2 repeated courses, and 2 course withdrawals. The current risk level is 'MODERATE' with a cumulative GPA of 2.67. The 'MAJOR SELECTION' section shows the student is currently a Bachelor of Science in Biological Science. The 'ADVISING' section indicates the next follow-up is on Jan 23, 2015. A 'Risk Score Analysis' section is also visible at the bottom.

**System: Harnessing Historical Student Data - Predictive Analytics and Advising Platform** – It is largely recognized and extensively documented that “strong advising increases student satisfaction, which is positively related to retention; supports improved educational and career planning, which is positively related to student desire to finish a degree; enhances a student’s ability to utilize campus support services, which contribute to successful pursuit of a degree; fosters high-touch relationships between faculty and students, leading to academic success but also attachment to the campus; and encourages

mentoring, a key especially for students who may not have available role models at home or in their own neighborhoods” (CSUDH Advising Task Force Report, 2014). The Advising Task force began two years ago and delivered its report in June 2014 with 117 specific strategies, actions, and recommendations. Many of the 117 were predicated on advisors, faculty and professionals alike, having access to shared and easily understandable, accurate and timely student information. Thus the Provost and VP of IT with the support of the President, Cabinet, and members of the Advising Task Force identified the Education Advisory Board’s Student Success Collaborative (EAB-SSC) system as the platform to help leverage predictive analytics and innovative technology to elevate CSUDH graduation rates through targeted, intrusive, timely advising. CSUDH began implementation of the platform in June 2014 and 16 pilot departments/groups (Anthropology, Biology, Chemistry, Computer Science/Computer Technology, Psychology, Physics, General Business, Management, Marketing, Public Administration, Criminal Justice, Child Development, Health Sciences, General Education Advising (University Advising Center), EOP Advising, and ETE Advising) have begun utilizing the system.

The EAB-SSC combines technology, research, process improvement and predictive analytics utilizing

historic student academic data and identifies patterns of student success and failure so advisors, faculty and retention specialists who sit on the front lines of student engagement can have earlier, more proactive and more data-driven conversations with at-risk, but hard-to-identify students. Student success markers are established in the system upon reviewing the patterns of success in course taking behaviors of students who first began at CSUDH between 2000 and 2009. Students in more recent years would not have had significant opportunity to graduate; however data from students who began in 2010 will be added to the predictive analytics workbooks in Summer 2015 since they will have had a minimum of five years to graduate. Subsequent cohorts are added annually to increase relevancy of the predictive workbooks. The EAB-SSC uses an algorithm which predicts individual students' likelihood to graduate. Predictions are generated by comparing key academic factors for each student against historical patterns of success and failure. Advanced multivariate statistical and machine learning techniques perform variable selection and conduct hypothesis testing. Results are cross-validated for accuracy and compared with known research on student success outcomes. The result is a risk analysis based on the student's courses and grades compared to courses and grades of academically similar students in the historical records, predicting their likelihood of graduating in a given major. (See Appendix C10 for Screenshots of Predictive Workbooks).

The EAB-SSC platform is web-based and integrated into CSUDH's portal system. The module provides student academic summary, term grades, transfer courses, contact information, and advising notes. The system helps advisors identify, prioritize and communicate with at-risk and off-path students. Platform includes shared advising notes, user-specific student work-lists, risk triaging capabilities and intuitive tools for easy communication between students, advisors and faculty. Because the work lists and groups are customizable, CSUDH has pre-programmed lists for tracking traditionally high-risk and special populations (i.e. Hispanic Males, African-American Males, EOP Students, Veterans, Foster Youth etc.) as well as freshmen and transfer cohorts based on first semester of enrollment. The ease with which specific lists can be generated have allowed us to use the platform to identify students who have 120+ units but did not enroll in Fall 2014. (Advisors have reported anecdotally, that CSUDH students often stop out a semester due to financial issues.) The lists were distributed to college deans who then had the respective departments contact each student upon reviewing their transcript to check degree progress. Students are being contacted now and being encouraged to enroll in the spring semester to complete their degree. Additionally, academic departments are using this information to identify and open specific courses if a significant number of students need a particular course for timely graduation. CSUDH administration, faculty and staff realize that increasing the university's graduation rate is accomplished one student at a time (See Appendix C11-C13 for Advising Platform Screenshots).



**Infrastructure: Technology Initiatives** – The lack of a strong, forward-moving information technology infrastructure has been the Achilles Heel for CSUDH until 2013. With the establishment of the Division of Information Technology and the hiring of a vice president for IT, CSUDH has made tremendous progress, especially during this past year as we began the migration from “asset silos” where business functionality was buried and inaccessible to a more fluid system where “assets” i.e. information, is made available so that new, more effective and efficient business processes may be established. This philosophy has been the basis for how information is communicated to students via mobile apps from the mundane i.e. reminding them of key dates and providing a readily available faculty and staff directory to the important, timely campus safety alerts and access to learning management tools. Additionally, in partnership with the Associated Students, Inc., IT negotiated with Microsoft and Adobe to bring deeply discounted software to students, faculty and staff. The division as a whole has been a critical partner as CSUDH continues to embrace

teaching and learning in the digital age, effectively utilizing virtual and cloud computing, mobile devices and open content to enhance and increase student learning no matter where they are physically located, preparing them for today's 21<sup>st</sup> century workforce.

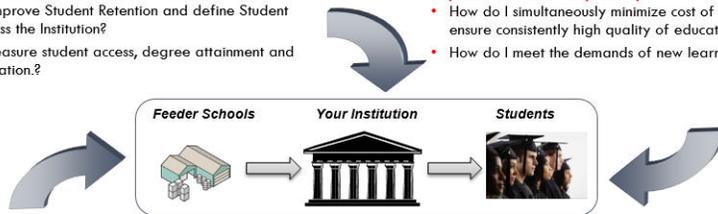
This perspective of sharing and making available data and information in a protected yet more malleable manner has also led to the development of CSUDH's Data Warehouse. The warehouse serves as an online repository of information, combining campus data into one location, allowing end users to view, filter and search the information more effectively. Using this information, Student Success Dashboards have been created via a six campus collaborative creating more easily accessible and timely views of the data i.e. number of student degrees awarded by program, number of students currently in a particular degree program with drilldown capabilities to better assess future course needs, etc. (See Appendix C14).

**Measuring Institutional Performance**

- How can I improve Student Retention and define Student Success across the Institution?
- How do I measure student access, degree attainment and cost of education?

**Operational Complexity**

- How do I simultaneously minimize cost of graduation and ensure consistently high quality of education?
- How do I meet the demands of new learning methods?



**Financial Resources**

- How can I provide adequate funding to maintain quality, improve access, and increase student success?
- How can I effectively manage student billing, collections and financial aid?

**Execution**

- How can I reduce the decision cycle for admissions?
- How can I manage the wait lists and enrollments efficiently?

Accurate data-driven systems are critical in making key institutional decisions as the diagram illustrates. Having "data primacy" where data is de-duplicated, validated, from common data sources, and managed will facilitate educated

data driven decision making. While the campus now understands the need for and has made tremendous progress in 2014 toward establishing some of the foundation for data primacy, there is still a great deal of work to be done.

**Innovation Partnerships.** The next two innovative practices highlighted below began in 2014 and will continue for several years via already secured grant funding. Both are partnership based. The first is with the Centinela Valley Union High School District and focuses on effective preparation to transition from high school or community college (addressing ease of transfer & articulation of courses) to university into the competitive field of media arts and communications. The second is with Stanford University focusing on technology supported high quality teaching. Each is as an example of the continuous effort by the campus to identify and engage in innovative practices that will continue to improve student preparation, access, retention and timely graduation.

**High School to Higher Education to Careers - Media Arts Career Pathways Project – Decreasing Time to Degree.** CSUDH has been actively involved with high schools and community college partners for the last two years in efforts to increase opportunities for URM students to earn their associates and/or bachelor's degree and successfully secure jobs in their chose profession. The partnerships have involved magnet high schools, academies, as well as charter schools along with the South Bay Workforce Investment Board and El Camino College, one of our largest transfer feeder schools. As a result of this engagement, the South Bay Digital and Media Arts Consortium was created via a partnership with Centinela Valley Union High School District (CVUHSD), El Camino College, UCLA and CSUDH to develop programming around two career pathways within the Arts, Media and Entertainment sector: Media and Design Arts and Production and Managerial Arts and successfully secured funding from California's Career Pathways Grant.

The scope of the project includes CSUDH faculty working closely with the faculties of CVUHSD and El Camino College to revise and revamp curriculum at the high school level to ensure appropriate preparation for admission to CSUDH's media arts, communications, or arts program either directly from high school or as a transfer student from El Camino College; provide college and job experiences; and develop connections for the 470+ students enrolled in the two Media Arts Academies and have aspirations of careers in digital animation, print design, commercial photography, and cinematography. Students in the MCA program are trained to begin careers and post-secondary study as graphic designers, fine artists, media and design art technicians, camera operators, animators, photographers and videographers. AMA students receive training to begin careers and post-secondary studies as animators, media and design art technicians, camera operators, lighting technicians, photographers and videographers, sound technicians and special effects coordinators.

A key element of this project is in preparing the high school students for college level course-work that may be taken via our Young Scholar's Program (a TV/Online program offered through CSUDH's College of International & Extended Education) during their junior or senior year of high school. Students choosing to participate in this option will earn college level credit for each 3 unit course taken, applicable toward their degree in digital media arts, communications, or art or any other major at CSUDH or other CSU campus if the course(s) are used for general education credit. Students will be supported through their coursework by their high school teacher(s) to ensure success in the course.

This partnership is built upon the "South Bay Promise" program which provides a regional support system around promoting post-secondary education opportunities for the area's high need, low socioeconomic students (See Appendix C15). Beginning in the fall of 2014, the South Bay Promise started providing a variety of educational benefits and services to its first group of students. Middle school students completed an interest survey to determine a high school area of focus or study, listen to industry guest speakers, and attend a high school preparation workshop. High schools are planning to provide rigorous and relevant college and career preparatory courses, early and continued college support and outreach, field trips to local colleges, industry and college guest speakers, and parent support services about higher education. El Camino Community College will provide enrollment in the summer bridge math academy to enable enrollment in a higher level math course, enrollment in the first year experience with a designated counselor to track progress, first year tuition and books free, and priority registration for classes. CSUDH guarantees admission for first time freshmen applicants that have completed all A-G requirements, guaranteed admission for students who transfer from El Camino College through South Bay College Promise, enrollment in our Bridge Program, assigning students a designated advisor and peer mentor, and give priority registration for classes.

**Gates Project: A Partnership for Iterative Excellence in Online Courseware for College Learners.** Considerable research has shown that well designed interactive activity is essential for real learning. When appropriately instrumented in an online environment, well designed Interactive activities can produce useful feedback to learners, instructors, courseware designers and learning researchers. Designing meaningful interactive activities in digital environments requires a diversity of expertise: domain experts, learning researchers, software engineers, and specialists in human-computer interaction. The size and plurality of this partnership makes it possible for us to build interactive courseware and iteratively improve it through research over time. This project aims to create cutting-edge digital technologies to build a national model for the development of flexible, low-cost, iteratively improved instructional materials whose quality is demonstrated by the best possible research.

The partnership consists of Stanford University, CSU Dominguez Hills, CSU Monterey Bay, Foothill-De Anza Community College District, The University of Maryland System, and The University of North Carolina System. The intent is to grow the number and variety of institutional partners as the effort evolves. The partnership is:

1. Building a replicable process for the development, evaluation, and continuous improvement of adaptive courseware for college learners, thereby expanding national capacity and access to higher education;
2. Designing and pursuing systematic research that informs module, platform and tool development as well as organizational improvement, thereby iteratively raising educational productivity;
3. Developing a delivery platform, data standards, and analytic tools that support open innovation, wide access, new teaching and learning paradigms, data collection and analysis, and learning research.

Conversations on this project began in Spring 2014 and received funding from the Gates Foundation in late Summer 2014. CSUDH faculty along with the provost are working with the other institutional partners to create an easy-to-use video recording/authoring application that will enable faculty to record their own lectures and explanations, replacing any of the standard segments with their own customized ones. Faculty are also able to select video lecture segments from third-party sources. Making video lectures easily replaceable will allow faculty to make the courses their own while preserving learning activities in the modules that have been carefully developed to support effective learning and rich data collection. Where possible, the partnership will leverage existing evidence-based open educational resources, for example PhET Simulations (<http://phet.colorado.edu/>) and interactive activities from the Concord Consortium (<http://concord.org/>).

The partnership will curate a repository in which faculty, who create instructional resources, can make the resources easily available to others. These resources might be organized by student learning outcomes and/or scored by evidence of effectiveness. As the repository grows, resources can be tagged by other meaningful variables that emerge, for example as ideally suitable for particular kinds of learners and learning contexts. Learning activities that enjoy extensive use and generate the most positive evidence of effectiveness can be incorporated into the core courseware. For faculty motivated by public impact and visibility, we expect these repositories will also reward successful contributors with public recognition among their academic communities.

The project supports a constant research cycle: the current state of learning research will inform the design of the modules, and the data collected through the modules will in turn fuel research. The modules will serve as part of the thriving learning research community at Stanford and in the broader research network distributed throughout our partner institutions and ultimately worldwide. Members of the research network will not only have access to learning data, but also the ability to partner with instructors to customize instructional materials to support experimentation and data collection.

OpenEdX began as the platform for edX, the non-profit consortium founded by MIT and Harvard. Stanford is collaborating with edX on the OpenEdX code base, through a publicly visible git repository, in a manner that allows both organizations to set independent development priorities and share the results through a common code base. This code base is used on the Stanford OpenEdX site and by edX for hosting consortium public courses and associated content. The features of OpenEdX are competitive with other current platforms, absent traditional LMS features and will be made available to all partners on the project.

## 5. *Continued innovations beyond January 9, 2015*

The following hiring plans, policies, practices and systemic changes are examples of the efforts that are planned for 2015 based on lessons learned, assessments conducted and recommendations made in 2014 (See Appendix D1 for Executive Summary).

**Advising “Czar”** - A key component for continued campus-wide coordination for advising and insuring implementation of recommendations made by the Advising Task Force is the allocating of resources and hiring of an Associate Vice President for University Academic Advising reporting to the provost. The president, provost and vice president for enrollment management and student affairs have spent considerable time in crafting a job description for this position which would oversee all advising activities on campus with a dotted line relationship to faculty departments and faculty major advisors and student affairs based advisors (see Appendix C1 for Org Chart). The prominent positioning and scope of work of the AVP is a testament to the importance and centrality of advising to the success of CSUDH students. It is expected that this position along with the associate director to oversee the university advising and testing center and seven new advisors dedicated to specific populations (each college and veterans) will be sought in 2015.

**Advising Policies** - Specific policy barriers were identified via the Advising Task Force and will be addressed during the Spring 2015 semester. They are as follows:

- **Item 23:** Identify and seek changes in currently very distributed policies about registration holds, seeking more uniformity, and much more clarity, about who places, who “owns” and who may lift holds.
- **Item 44:** Review and institute reforms in the use of course substitutions: ensure the digital archival of substitutions; identify situations where the same or similar substitutions are widespread, and encourage academic program modifications where appropriate; ensure that like students are treated alike in the matter of substituted courses for academic program requirement fulfillment.

**Advising Practices** – The following key practices are being implemented in 2015:

- Develop and implement a program where advisors are available online, via e-mail, Skype, or similar means, outside of 8 – 5 weekday office hours. Pilot and assess this initiative.
- Consider a concierge approach, in which a student, dialing one number, reaches an advisor cross-trained in issues related to academic advising, financial aid, and career planning.
- Develop an e-handbook on policies and procedures for advising, for use by professional advisors and faculty. Include in a handbook best practices, including those related to effective advising for students of color, for women, for men, and for other defined groups.
- Associate the e-handbook with an interactive web page for use by professional advisors as a teaching tool when interacting with students and faculty, and for use directly by students and faculty when seeking information and answers to questions. Include a Frequently Asked Questions page or pages on the site.
- Via focused discussions involving deans and faculty leaders in each college, and engaging the Academic Senate and the leadership of the faculty union, give strong consideration to explicitly placing faculty advising expectations, together with evaluations of performance, into guidelines for faculty performance that are referenced in retention, tenure, promotion, and any other faculty evaluations. Pilot and assess this initiative.
- Offer specific professional development in advising to all full-time and part-time faculty, especially in context of RTP and other evaluations.

- Make faculty advising of students a part of a new faculty orientation effort that extends across several weeks or months. Pilot and assess this initiative.
- Where appropriate, build “pre-major” programs to allow new students, unsure of major choice but clear about general directions, to take classes efficiently. Groupings could, for example, include STEM majors; behavioral sciences; performing arts; humanities; natural sciences. Pilot and assess this initiative.
- Institute a program of volunteer mentors, drawing upon retired faculty and staff, and interested members of the community. Pilot and assess this initiative.
- Urgently consider approaches for improving New Student Orientation (NSO) participation by transfer students. Initiate mandatory NSO’s for transfer students. In the NSO sessions, explain (and if necessary, emphasize) the differences between CSUDH and the community colleges from which the students have come.
- Implement a Sophomore mandatory, or highly incentivized, advising encounter. A Sophomore “check-in” interaction, a kind of Sophomore NSO, is being piloted with reported success at other CSU campuses. In the alternative, consider a mandatory advisement session. Use the attainment of 30 units as a trigger. Pilot and assess this initiative.
- Prioritize articulation of lower-division major requirements with offerings from feeder community colleges. Build a CSUDH campus consensus on the importance of this; engage faculty in depts.
- Review and continue requirements that CSUDH students be required to connect with advisors at critical junctures or checkpoints in their university careers. Sharpen current practices, including by securing advisor signatures electronically.
- Include annual student interaction with the Career Center to guide the acquisition of personal, social and academic skills appropriate to career and life interests. Pilot and assess the initiative.
- College deans to develop formal advising plans for their colleges, to include a strong and recurrent plan for assessment.

**Technology Innovations** – CSUDH is committed to enhancing and strengthening the systems and infrastructure necessary to support comprehensive advising. The Degree Planner is a PeopleSoft integrated application that will allow students to understand and plan their degree pathways and will allow advisors to focus more on student development and success and less on scheduling. Key features of the planner include an automatically generated, accurate and personalized multi-semester study plan based on each student’s major and progress in the program; shows students the impact of their decisions, such as taking 12 or 15 units in a given semester, taking summer classes or changing majors; helps predict seat capacity of course sections based on actual future demand and will be available via mobile-friendly websites. The CSUDH Admissions & Records and IT teams met with CSU Long Beach the developer of the Degree Planner in December 2014 and plans are already underway to fully adopt and have the system available for pilot testing by July 2015. (See Appendix D5 for Screenshots of Planner).

**Lyceum Learning Forums** – Efforts will continue to expand HIPs integration as stated in the strategic plan. In addition, based on data collected from current supplemental instruction activities, academic affairs is considering a 4 unit version (for faculty compensation but still 3 units for the students) of courses that have traditionally suffered from high D’s, F’s & W’s (withdrawals) and/or critical foundational courses for majors, which would include a mandatory supplemental instruction component. The courses would meet MWF (Fridays are not every week), be taught using active learning methods, and have a Lyceum student leader to implement learning forums on Fridays. The Friday Lyceum learning forums would be held in the Toro Learning Center under supervision and oversight by the department and department chair.

### 6. Cost to award a bachelor's degree (Appendix E Supporting Materials)

We believe the systems, policies and practices we have put into place will decrease costs for both the student and the institution as students are encouraged to decrease time to degree by taking higher unit loads (15 per semester). Tools such as the Degree Planner and EAB-SSC Advising Platform will also help decrease the possibility of students taking unneeded courses or engaging in multiple major switching behaviors. However, the primary impact in savings will be in preventing the loss of investments resulting from students not graduating at all. (Those students who graduate tend to do so within relatively reasonable unit totals – See Appendix E1). On average, the loss to an individual student who does not graduate after six years of enrollment, based on a calculation of their financial investments for subsidized tuition, books and materials is \$18,540. However, the impact on federal (Pell Grants) and state (Marginal Cost) are much greater when students do not graduate after six years of enrollment. As graduation rates increase over time, the investments made by all entities are no longer losses as more students graduate and contribute to the economy as their post-graduate earnings increase.

		IPEDS First-Time, Full-Time Freshmen						
Cohort	Initial	Graduated within 6 years or less						Not
Term	Enrollment	Year 1 AY 14-15	Year 2 AY 15-16	Year 3 AY 16-17	Year 4 AY 17-18	Year 5 AY 18-19	Year 6 AY 19-20	Graduated After 6
Fall 2014	1286	0.0%	0.0%	0.0%	9.3%	54.4%	62.2%	486
Fall 2013	1460	0.0%	0.0%	0.0%	6.8%	34.2%	54.8%	660
Fall 2012	1133	0.0%	0.0%	0.0%	6.2%	30.9%	48.5%	583
Fall 2011	1100	0.0%	0.0%	0.5%	5.5%	27.3%	45.5%	600
Fall 2010	982	0.0%	0.1%	0.3%	5.1%	25.5%	40.7%	582
Fall 2009	1070	0.0%	0.0%	0.1%	6.2%	22.0%	37.4%	670
Fall 2008	889	0.0%	0.0%	0.4%	4.7%	17.9%	32.2%	603
Fall 2007	913	0.0%	0.2%	0.3%	3.8%	16.2%	29.4%	645

These calculations assume students enroll each semester at a minimum of 12 units and that they receive Pell Grants annually for the 6 years they are at CSUDH since they are Full-Time, First-Time freshmen.

The EAB-SSC also provided a return on investment analysis based on a projection of increased year over year retention, resulting in an additional 908 graduates by Spring 2020. The gains will be a direct result of the retention improvements we are currently implementing. Their algorithm estimates \$37 million in baseline funding over the five year time period as earned tuition and estimated state appropriations. (Please see Appendix E2 for details.)

Cummulated Loss When Students Don't Graduate After 6 Years of Enrollment				
Cohort Term	Not Graduated After 6 Years	Impact on Students	Impact to Pell Grants*	Impact on CA based on Marginal Cost Investment**
Fall 2014	486	\$ 3,919,104	\$ 13,967,640	\$ 19,309,752
Fall 2013	660	\$ 5,322,240	\$ 18,968,400	\$ 26,223,120
Fall 2012	583	\$ 4,701,312	\$ 16,755,420	\$ 23,163,756
Fall 2011	600	\$ 4,838,400	\$ 17,244,000	\$ 23,839,200
Fall 2010	582	\$ 4,693,248	\$ 16,726,680	\$ 23,124,024
Fall 2009	670	\$ 5,402,880	\$ 19,255,800	\$ 26,620,440
Fall 2008	603	\$ 4,862,592	\$ 17,330,220	\$ 23,958,396
Fall 2007	645	\$ 5,201,280	\$ 18,537,300	\$ 25,627,140

\*Includes annual subsidized tuition + annual cost of books & materials  
 \*\*Calculated using current state investment of \$6,622 per FTE

## 7. Risks & Tradeoffs

An organizational shift in culture, followed by behavior change resulting in systems, practices and policy changes is not an easy endeavor. Institutions often begin these efforts only to find themselves changing course and direction because of new leadership, a revised strategic plan or contestation or opposition from certain groups and/or key individuals. The campus leadership, is very aware of these possible pitfalls and have taken proactive steps to mitigate issues by creating opportunities for constant engagement and dialogue. For example, while the original Advising Task Force's work was completed upon submitting their final report to the president last summer, a work team has been assembled to pick up where the task force left off to insure implementation of the recommendations. The work team consisting of professional advisors, the provost, vice president for enrollment management & student affairs, vice provost, associate vice president for student success, the academic senate chair, vice president of information technology, senior director of special projects for institutional effectiveness and assessment, director of enterprise applications and coordinated by the special assistant to the president, has already met and held a mini-retreat this past December to continue discussions as implementation continues. Further, the president continues to be heavily involved in the crafting of new organizational structures to support the full implementation of the National Laboratory and Model for Student Academic Success and specifically the crafting of the new infrastructure for comprehensive advising which will support all student success efforts.

The recently revised campus strategic plan and the provost's "Top 14" Improving Student Success High Impact Practices Academic Affairs Plan, revised January 2015 (Appendix F5), integrate and reference the lab and model as well as comprehensive advising to ensure continuity of goals and objectives as well as facilitating a cohesive and coordinated approach. Deans have also been asked to develop a college level plan for advising inclusive of metrics for accountability.

Apart from this institutional context, specific risks, tradeoffs and possible unintended consequences have also been identified in relation to the implementation of Advising Task Force recommendations. One such example is in addressing a situation where heavy reliance on professional advisors is chosen for a college strategy when previously major advising was typically part of the responsibility of the tenured/tenure-track faculty. This migration to utilizing professional advisors would result in decreased interaction with faculty which student success literature identifies as a critical factor in increasing retention and graduation rates. Thus, one of the task force recommendations is to "find ways to ensure strong opportunities for faculty-student contact outside of the classroom. Service learning, and participation in student / faculty research, constitute such opportunities. Making career plans is such an opportunity for faculty mentoring of students outside of a course-selection-focused routine advisement interaction."

Another example is the concern of providing too much attention to one population of students (IPEDs freshmen) versus the remaining student population of continuing and transfer students. This is a typical pattern at most institutions of higher education in hopes that once you set a student on the "right path," they will simply continue to follow said path without detours and because universities are measured by the progress of this relatively very small group of students. While we know students diverge from original plans frequently, it is often difficult to access enough resources to support both freshmen and transfers equally and thus choices are made, even in the daily activities of advising. This particular issue has been identified multiple times and has been discussed at length by all those involved with the implementation of the advising framework. However, conversations are still in their infancy as to how we address this issue of resources and equitable distribution via programs, advising sessions etc. across every student level. The guiding principles however lie in the recommendations provided by the Advising Task Force which call for specific practices i.e. cross-training across programs and two-year faculty rotation as a

"professional advisor" working out of the university advising and testing center office to better understand GE advising. Plans are already underway to embed professional advisors at the college level to better understand major requirements and advise alongside faculty major advisors. This type of cross-training will create a space for continued open dialogue and a university-wide effort to support our students.

All of these organizational changes and continuity of effort for advising is predicated on a successful search and hire of the new Associate Vice President for University Academic Advising and that individual's ability to work across divisional lines and with various groups of people – students, faculty, professional advisors, academic affairs leadership and university leadership. Given this, great care is being taken in developing a comprehensive position description and the university will conduct a national search to identify the successful individual by summer 2015.

*"I will be unable to afford tuition this Spring semester so I dropped the classes I registered for" (CSUDH Biology Major, Communication with Faculty Advisor, January 7, 2015)*

The above statement is one often reported by advisors at CSUDH given that over 70% of our students are low income and Pell Eligible and is top of mind as we engage alumni and partners to increase scholarship support and financial assistance to students in need. The campus as previously mentioned has adopted measures to decrease the burden of educational costs including the use of Affordable Learning Solutions to provide savings in purchasing books and materials as well as providing \$500 emergency loans. A new Faculty/Staff Funded Scholarship for students in need was also implemented starting last summer. We recognize however, that while all of the activities and supports we have implemented will smooth the path to a degree in a more timely manner, the daily financial constraints of our students is very real and ever present given their situations in life. Thus we anticipate that higher unit loads and continuous progress toward degree without stop outs simply may not be feasible for some of our students who often have to carefully balance the conflicting priorities of work, school and family on a daily basis. We are hopeful however, that the system of comprehensive, intrusive and timely advising will help students work through these situations so that they do indeed return in a subsequent semester and complete their degree.

## Sustainability

### 8. *Strengths & assets, culture of innovation & adaptability (Appendix F)*

#### **Building Upon a History of Successful Partnerships & Track Record of Securing External Funding:**

CSUDH has a long history of partnership with schools in our surrounding community. We have been a long time partner with LAUSD having received over \$32 million in grants to support STEM teacher education over the last 15 years. CSUDH has educated and graduated 620 Math/Science credentialed teachers, more than any other CSU these past 6 years, the majority of whom are underrepresented minorities. In fact, 70% of all CSUDH participants in STEM teacher education are African American and Latina/o. In contrast nationally, 80% of STEM teacher students are White. As a result of our track record, in 2014, the US Department of Education awarded our campus \$12.45 million for STEM preparation and training of LAUSD teachers in underserved school districts: the largest award in the nation. Additionally, the campus received \$1 million to support STEM education and establish our California STEM Institute for Innovation & Improvement - (CSI<sup>3</sup>) in 2014 to continue and expand this work. (See Appendix F1 for details).

The campus was also one of just two CSUs to receive the U.S. Department of Education's Title-V, Part B-PPOHA (Promoting Postbaccalaureate Opportunities for Hispanic Americans) grant in 2014, its second PPOHA grant. The \$2.9 million grant launched the Graduate Writing Institute for Excellence (GWIE). The institute will advance the reading, writing and research skills of the university's graduate students through a comprehensive skills enhancement program, and seek to develop additional academic and professional partnerships that will help foster student success. Thirty-six percent of CSUDH's graduate student population is Hispanic. (See Appendix F2)

**Convener & Catalyst for the Region:** CSUDH hosted the second annual STEM in Education Conference June 2014. Nearly 350 students, faculty, K-12 math and science teachers, educational organizations, and professionals in the fields of science, technology, engineering and math (STEM) from around the country mingled during the day-long event, hosted by CSUDH's California STEM Institute for Innovation and Improvement (CSI<sup>3</sup>). The conference featured poster sessions and hands-on workshops led by educators from CSU Dominguez Hills as well as UCLA, CSU Bakersfield, CSU Fullerton, Cal State TEACH, Los Angeles Unified School District (LAUSD), Downey Unified School District, Tulare County Office of Education, Long Beach City College, El Camino Compton Center, and Rio Hondo College, the conference highlighted innovative strategies and best practices for teaching STEM. (See Appendix F3)

The Male Success Alliance (MSA) hosted its 5<sup>th</sup> annual Spring Summit May 2014. More than 700 high school and middle school students attended the summit, along with CSU Dominguez Hills' students for the interactive conference that is designed to equip students with the necessary tools and resources to be successful. Established in 2010, MSA seeks to improve access, retention and graduation rates of young men of color through academic support, professional development and mentoring. In line with President Barack Obama's My Brother's Keeper <<http://www.whitehouse.gov/my-brothers-keeper>> initiative, MSA believes that through brotherhood, integrity and perseverance, they can positively impact every life they encounter. The annual Spring Summit featured students such as Jonathan Henderson an executive board member of MSA who has gone on to become a shining example of how MSA propels struggling students to success; Jonathan was a nominee for the Presidential Outstanding Student Award in 2014. (Appendix F4)

**Fostering Innovation:** Fostering innovation through faculty research, teaching and learning are critical to creating an environment of growth and central to being a Laboratory & Model for Student Academic

Success. To that end, the President and Provost authorized several initiatives to support interdisciplinary research, integration of High Impact Practices (HIP) mini-grants, campus forums on HIP integration, development of “brilliant classrooms” where students actively engage through the use of technology in a “flipped classroom” setting. (See Appendix F5 for Provost’s “Top 14” List & F6 for Cost Analysis Implementing student success measures within the context of the University’s Strategic Plan.)

**Leadership Transitions – An Opportunity for Success:** CSUDH has experienced extensive leadership transition over the past two years beginning with the appointment of a new president in June 2012, followed by a sequential and complete turnover in executive leadership of four divisions (academic affairs, enrollment management & student affairs, advancement, administration & finance) and the establishment of a fifth division of information technology. The leadership transition also extended to many key upper management positions including a complete turnover in College Deans at all six colleges within the university as well as Associate Vice President level positions in all five divisions.

This intensity of turnover in leadership positions is unusual for institutions of higher education (IHE), but it has been an opportunity for CSUDH to rebuild the organization to better address the external environmental changes of the 21<sup>st</sup> century with its need for knowledge-workers in an era of globalization and flattened, yet more complex organizational structures (Rousseau, 1997) preparing it for the culture and paradigmatic shift in adopting campus-wide initiatives such as the National Laboratory & Model for Student Success and more specifically the recommendations of the Advising Task Force. Further, the transitions have allowed for the campus to recruit for and attract top talent from around the country, infusing the campus with new energy, ideas for innovation as well as dedicated leadership, all of whom will be vested in the mission, vision and strategic direction of the university for years to come.

Enlightened, transparent, and organizationally agile IHEs are critical especially as they respond to disruptive technologies, innovations, public criticism and calls for accountability in graduating students with more expediency at lesser cost and with higher level abilities including problem solving and communication skills in diverse environments across varied cultures and situations (Bridges, 2000). IHEs are therefore challenged to focus their attention on organizational learning to increase sustainable and consistent organizational performance in the face of discontinuous and multi-phased information processing requiring technological sophistication in both adoption and utilization by their employees (Rousseau, 1997) and thus institutions must reexamine the historical constructs of what is considered “academic content,” structures (placed-based versus virtual), and the policies, practices and values that have governed them for the past 200 years. CSUDH is making this transition, both culturally and structurally.

The campus has already begun the shift from being a static, hierarchical institution with impenetrable divisional lines to becoming a more collaborative and enlightened culture of organizing (Rousseau, 1997) to address specific issues such as increasing the graduation rate of traditionally underrepresented minorities to realigning research to solve the “wicked” or intractable problems of society. CSUDH’s new administration views these efforts not only as the purview of the faculty, but the responsibility of each individual who works at the university, from grounds staff to computer lab technicians to administrative support assistants to students as well as management. As a result, while the institution itself has not flattened, organizational complexity has increased via the development and utilization of nontraditional, integrated and collaborative workgroups (Rousseau, 1997). CSUDH is making the investment to increase opportunities for employees to cultivate self-efficacy for personal and organizational effectiveness (Bandura, 2009) via training and development and is creating a culture of organizational citizenship and commitment so that the strategic mission, vision and goals of the university are carried forward by all employees.

## 9. *Description of strategies for engaging stakeholders (Appendix G)*

### **Strategic Planning Process**

The innovations outlined in this application are all based upon the specific actionable items within our strategic plan (See Appendix G1). The campus was actively engaged in an open and collaborative process to revisit and reaffirm our strategic campus goals and initiatives with the objective of adopting a common set of goals and priorities to inform campus planning, decision-making, and resource allocation (See Appendix G7). To this end, the University Planning Committee (UPC) was reestablished in January 2014. Since then, the UPC worked closely with consultants to develop draft goals and objectives and receive feedback from the university community (See Appendix G10). Approximately 225 faculty, staff, and students provided input on goals and priorities outlined in the current strategic plan and suggestions and recommendations regarding proposed amendments or additions to the plan during an interactive town hall on February 2014. Individuals unable to attend the town hall were given the opportunity to provide input via a web-based survey. A second campus meeting occurred on September 22 to review the draft plan and provide additional feedback. The plan was finalized and adopted by the campus December 2014.

**Continued Dialogue:** Since beginning his tenure at CSUDH, the President has held small, more intimate lunches with groups of 10-12 staff, faculty or management. His goal was and is to maintain opportunities for open and candid dialogue between himself and the university community. He views these conversations as listening tours where he has the opportunity to hear directly from the employees that take care of the daily activities necessary for the institution to function both effectively and efficiently.

The Provost has also instituted "Provost Forums" twice each semester, as an opportunity for the campus community to learn about the initiatives taking place within Academic Affairs. The first forum was held April 2014 and focused on the three core principles for moving academic affairs forward, the first of which was improving student success. Provost Coffee Conversations are held monthly for all those who would like a smaller gathering to discuss timely issues and an e-Newsletter is distributed two-three times per semester.

**Provost's "Innotive" Think Tank:** Continued conversations to sustain these innovative efforts on campus will be through the Provost's "Innotive" (Innovation & Creative) Think Tank will meet monthly from 4 – 5:30 p.m. in the Library's art gallery, home of the university's faculty development center. Creating a space and time outside of formal meetings for discussions on current issues in higher education, sharing of best practices, etc. via free-flowing conversations often lead to more creative problem solving. The "Innotive" Think Tank will be that space for academic affairs leadership, faculty and students.

**University-Community College & School District Breakfast Roundtables:** Relationships and synergy are created only when dedicated time and effort are given to building connections between individuals. To this end, the CSUDH President, Provost and respective vice presidents will host a bi-monthly breakfast of their respective counterparts from local community colleges and school districts to further identify ways to facilitate access and seamless transitions for students pursuing higher education. Provost hosted meetings for example will include CSUDH college deans, community college provosts and their respective college deans, along with superintendents and appropriate senior level administrators in South Bay school districts.

## ***10. Sustained processes***

All of the activities described in this application are currently being funded by the university because university leadership deemed these activities to support student success the primary priority of the campus. Increasing retention and graduation rates, decreasing time to degree and increasing ease of transfer processes are the focus of all efforts on campus and the driving priority for all divisions.

The president believes all university priorities should be based upon the strategic plan of the institution and funded accordingly. This was one of the primary motivating factors for updating the university's strategic plan and making sure the entire campus community was involved in the process. Values based and priority-based budgeting are critical to maintaining and/or identifying resources to sustain all of the student success activities that the university has begun. All new initiatives are vetted and baseline or one-time funds are identified prior to moving forward after significant discussion amongst the President's Cabinet, Senate Executive Committee, Associated Students representatives, Academic Senate, Deans as well as the University Budget Committee (UBC) as appropriate.

CSUDH's budget process is overseen by the University Budget Committee (UBC). The committee consists of representatives from each college. The vice presidents of each division are ex-officio and respective budget managers for each division also attend all meetings. The UBC was reconstituted in 2013 and was charged with developing and approving for recommendation to the President an all funds budget. It is the intent of the president to utilize the UBC for the allocation of budgets to each division. UBC has purview over all funds available to the university.

Transparency in budgeting is also an important value at CSUDH. The vice president of administration & finance provides an annual Budget Town Hall each spring to inform the entire university community on the state of the university's budget. This is an opportunity to help the campus understand the complexities of the university's budget including various revenue streams as well as expenses. The campus invested considerable time during 2014 in developing an All Funds University Budget which is readily available on the campus website <http://www4.csudh.edu/budget-plan-admin/bm-reports/index>.

The president has challenged all of the vice presidents to think synergistically and creatively in addressing the needs of CSUDH students. Cross-divisional collaboration and creative sharing of resources will be the only way to achieve our goals. The graduation of our students is of utmost importance and the primary priority of the university and therefore it is expected that all new and existing activities described in this application will continue to be brought forth to the University Budget Committee for deliberation and funding.

Lastly, CSUDH recognizes the limitations of state funding and understands that the state is not able to fund at the levels desired by all concerned. Thus, the President, Vice President for Administration & Finance, and Vice President for University Advancement, continue to identify new ways to build public private partnerships. For example, STEM Advantage a non-profit focused on awarding full scholarships to students pursuing science, technology, engineering and math fields was cultivated by a faculty member and now awards 10 full scholarships covering all tuition and fees annually to CSUDH students. The campus continues to seek ways to leverage campus resources, primarily land and location of the campus; pursue federal and private grants and donations; as well as business partnerships such as AEG Worldwide, Inc. and StubHub which is located on our campus. A robust and diversified revenue stream will be required to continue supporting a culture of innovation at the university.

### 11. Quantitative & Qualitative Evaluation

In November 2014, CSUDH Office of Institutional Effectiveness & Assessment (IEA) submitted and was awarded a grant from the Chancellor's Office Action Research Project to conduct an in-depth study of campus retention and graduation rates. The innovation activities outlined in this application are the focus of this project and results of analyses will be used to evaluate progress toward our goals and make changes to processes to improve goal attainment.

Quantitative analysis and tracking will be conducted of the following by cohort and ethnicity for freshmen, IPEDS freshmen, and transfer students, paying close attention to URM vs. non-URM progress:

Item	Timeframe & Source	Responsible Party
Student Persistence	After census each semester, student enrollment records	IEA/IR
Advising visits with professional and faculty advisors	Monthly, EAB-SSC Platform Reports	AVP for University Academic Advising
Student performance in GE & bottleneck courses (monitoring D's, F's and withdrawals)	After census each semester, grade files	IEA
Retention Rates by ethnicity*	Fall to Fall, enrollment records	IEA/IR
Graduation Rates (4, 5 & 6 year)*	At census each semester, degrees awarded file	IEA/IR
Unit progress toward degree (number of units taken each semester)	Each Semester	AVP UAA, College Deans, Advisors
Time to degree (4, 5 & 6 year patterns)	Annual, degrees awarded	College Dean, IEA
Degrees awarded	At census each semester, degrees awarded file	College Dean, IEA
Stop Outs (semester on, semester off patterns often due to student finances)	Each semester	Advisors, IEA
*Fall to Fall annual retention rates and 4 year, 5 year and 6 year graduation rates will serve as the 4 primary outcomes of measurement.		

Qualitative Surveys	Frequency
<b>Non-Returning Student Phone Survey</b> - identifies the following categories of reasons for not reenrolling: personal, financial, academic, and others related to employment or institutional characteristics will be conducted annually. Other surveys that will be conducted annually	Annual
<b>Survey of Students Requesting Transcripts</b> – identifies if students are seeking admission elsewhere, pursuing graduate education, employment or other goals	Annual
<b>End of First Year Satisfaction Survey</b> – satisfaction with faculty, advisors, and campus offices, & related information and processes	Bi-Annual
<b>Undergraduate &amp; Graduate Survey</b> – satisfaction with faculty, advisors, and campus offices, & related information and processes	Bi-Annual
<b>Survey of Graduating Students at Commencement</b> – satisfaction with career, education at CSUDH, & plans for employment or education; academic depts. can add specific academic questions related to their program	Annual
<b>Alumni Survey</b> – satisfaction with academics at CSUDH, areas in major, advising, career since CSUDH; includes college specific questions	Annual

### 12. Target Outcomes from AY 2014 – 2018

The following are targets for the primary outcomes listed in Item 11: Fall to Fall retention by ethnicity; 4 year, 5 year and 6 year graduation rates by ethnicity. Baseline was determined by actual return rates of Cohort 2013 students enrolling in Fall 2014 using the ERSS file. This file is submitted to the CSU Chancellor's Office each semester at census and thus return rates can be verified by independent parties. Targets are based on increasing historical return and graduation rates incrementally to reach the aspirational stretch goal of 60%, 6 year graduation rate with Cohort 2014. (See Appendix H for additional targets for each cohort currently enrolled at CSUDH by ethnicity.)

IPEDS Freshmen Fall 2013 Cohort	Cohort N	Actual		Target Outcomes									
		Baseline		AY14-15		AY 15-16		AY 16-17		AY 17-18		AY 18-19	
		Retained						Total Graduated by					
		Year 1		Year 2		Year 3		Year 4		Year 5*		Year 6*	
American Indian/ Alaska Native	0	0	-	0		0		0		0		0	
Asian	105	95	90.5%	90	85.7%	82	78.1%	10	9.5%	20	19.0%	75	71.4%
Black/ African American	205	164	80.0%	150	73.2%	140	68.3%	12	5.9%	30	14.6%	102	49.8%
Hispanic/ Latino	988	776	78.5%	745	75.4%	715	72.4%	70	7.1%	180	18.2%	526	53.2%
Native Hawaiian/ Other Pac Isl	4	2	50.0%	2	50.0%	2	50.0%	2	50.0%	0	0.0%	0	0.0%
White	50	39	78.0%	35	70.0%	33	66.0%	8	16.0%	18	36.0%	28	56.0%
Two or more races	30	22	73.3%	20	66.7%	18	60.0%	3	10.0%	5	16.7%	18	60.0%
Unknown	19	15	78.9%	12	63.2%	10	52.6%	4	21.1%	7	36.8%	11	57.9%
Nonresident Alien	59	50	84.7%	45	76.3%	40	67.8%	10	16.9%	20	33.9%	40	67.8%
<b>Totals</b>	<b>1,460</b>	<b>1,163</b>	<b>79.7%</b>	<b>1099</b>	<b>75.3%</b>	<b>1040</b>	<b>71.2%</b>	<b>119</b>	<b>8.2%</b>	<b>280</b>	<b>19.2%</b>	<b>800</b>	<b>54.8%</b>
URM	1197	942	78.7%	897	74.9%	857	71.6%	84	7.0%	210	17.5%	628	52.5%
Non-URM	204	171	83.8%	157	77.0%	143	70.1%	25	12.3%	50	24.5%	132	64.7%
Non-Resident Alien	59	50	84.7%	45	76.3%	40	67.8%	10	16.9%	20	33.9%	40	67.8%
<b>Totals</b>	<b>1460</b>	<b>1163</b>	<b>79.7%</b>	<b>1099</b>	<b>75.3%</b>	<b>1040</b>	<b>71.2%</b>	<b>119</b>	<b>8.2%</b>	<b>280</b>	<b>19.2%</b>	<b>800</b>	<b>54.8%</b>
*Totals for these years are cumulative and thus include the graduates for prior years. This is standard graduation rate calculation convention.													

Transfer Juniors Cohort 2013	Cohort N	Actual		Target Outcomes					
		Baseline		AY14-15		AY 15-16		AY 16-17	
		Total Graduated by							
		Year 1		Year 2		Year 3		Year 4	
American Indian/ Alaska Native	6	0	-	2	33.3%	3	50.0%	5	83.3%
Asian	197	1	0.51%	62	31.5%	168	85.3%	170	86.3%
Black/ African American	317	1	0.32%	86	27.1%	236	74.4%	260	82.0%
Hispanic/ Latino	1029	2	0.19%	350	34.0%	746	72.5%	780	75.8%
Native Hawaiian/ Other Pac Isl	9	0	0.00%	6	66.7%	2	22.2%	3	33.3%
White	279	1	0.36%	108	38.7%	240	86.0%	245	87.8%
Two or more races	64	0	0.00%	36	56.3%	54	84.4%	60	93.8%
Unknown	94	1	1.06%	34	36.2%	70	74.5%	80	85.1%
Nonresident Alien	79	0	0.00%	12	15.2%	30	38.0%	45	57.0%
Totals	2074	6	0.29%	694	33.5%	1556	75.0%	1648	79.5%

\*Totals for these years are cumulative and thus include the graduates for prior years. This is standard graduation rate calculation convention.

Evidence to support assumptions in reaching these targets can be found in Appendix H. In brief, the 2013 first year return rate of 79.7% is the highest such rate in 23 years. A regression analysis of one year retention rates projects a graduation rate of 39%. This is the projected rate of graduation should everything remain as it had historically with no new interventions. Given the fact that comprehensive advising, supports and programs have been implemented in 2014, we anticipate that the graduation rate will increase significantly to 54.8%. The campus has always known the transition from sophomore to junior and junior to senior have been problematic for CSUDH students given the levels of attrition. The tools to readily identify who these students were however, was not available. The EAB-SSC platform will help us identify these students earlier and provide advisors the opportunity to proactively intervene since the success markers notifications within the EAB-SSC platform will notify advisors when students are not meeting these minimum standards. Additionally, the platform's capability to easily identify which students have not enrolled in a subsequent semester, have allowed us to proactively contact students and encourage enrollment to increase timely graduation. (See Appendix C for more information on EAB-SSC capabilities.) Because of these and other policies, practices and systems that are in and will be in effect in the years to come, we are confident we will be able to surmount the 15.8 percentage point gap between the target arrived by regression analysis and our aspirational target.



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

January 8, 2015

California Department of Finance

Attn: Committee on Awards for Innovation in Higher Education

Re: Increasing graduation rates and decreased time to degree of undergraduate students at California State University, Dominguez Hills

Dear Review Committee:

California State University, Dominguez Hills (CSUDH) was established in 1960 and began classes in Palos Verdes, California, which at that time was one of the 100 wealthiest communities in the nation. After the Watts Riots of 1965, then Governor Pat Brown and the CSU Board of Trustees relocated the campus to Dominguez Hills in Carson, California, adjacent to the communities impacted by the riots. The campus was relocated in the belief that a university would be a catalyst for change in a clearly distressed community; one plagued by under-resourced school districts, high poverty levels and low rates of college attendance.

CSUDH is a Minority Serving Institution with 58.3% Hispanic, 15.6% Black/African American, 11.6% White, 11.4% Asian/Native American/Pacific Islander, and 3.1% two or more races. Over 60% of our students are first-generation college students and nearly 70% of our students are low-income and are eligible for Pell Grants. The campus was ranked 29<sup>th</sup> among over 2,500 colleges and universities in the nation by Time Magazine (2014) using the same criteria - access, affordability and quality - the White House plans to use to assess institutions of higher education. Additionally, AffordableCollegesOnline.org named us among the top 50 "Highest Return on Investment Colleges in California." The Washington Monthly, which bases its ratings on a university's contribution to the public good, or "on what colleges are doing for the country," ranked CSU Dominguez Hills eighth in the nation among more than 650 universities whose highest degree granted is the master's degree. This was the highest ranking awarded to any master's university in California. The ratings used three criteria: social mobility toward helping low-income students earn degrees; research production; and a university's commitment to service.

CSU Dominguez Hills also received the President's Higher Education Community Service Honor Roll Award in 2014. This distinction is the highest federal recognition that colleges and universities can receive for community service, service-learning, and civic engagement. Our university was honored in the general community service category and is one of only four institutions nationwide to receive this prestigious award.

While the campus has grown significantly since its relocation and made good on the pledge to transform a region, with over 90,000 alumni, 58.3% of whom live within a 25 mile radius of the campus and a \$328.4 million economic impact, much more still needs to be done. The growing needs of this state and country for college graduates, combined with the need for more women

and minorities in the science, technology, and mathematics fields underscores the importance of what we do here at CSU Dominguez Hills. This requires a consistent focus on educational effectiveness, administrative efficiencies, and academic activities that produce high quality graduates in a timely manner.

This is why I have taken steps to establish our campus as a National Laboratory and Model for Student Academic Success. A critical part of this model is dependent on comprehensive, timely and intrusive advising where faculty and professional advisors make and maintain personal connections with our students; guiding them through to graduation. We know these connections serve as a base for our students to receive the type of support and guidance that will facilitate their growth and development beyond just the selection of courses. I am committed to creating an institutional culture where every individual recognizes they are an “institutional agent” who has the knowledge and connections to help students navigate the resources available to them for academic and career success.

Over the past two years, I have authorized the investment of over \$3 million to establish an infrastructure upon which our innovations have been built. They include the reallocation of baseline funds to increase the number of professional academic advisors; expansion of our Male Success Alliance program to work with local junior and senior high schools to prevent young boys from dropping out of school and to see college as part of their future; increased support for CSUDH students who are former foster youth; increased resources and supports for our veterans students; re-establishment and baseline funding for the Women’s Resource Center; and increased funding and relocation of Disabled Student Services to better serve our students requiring these services.

Other significant investments include hiring additional faculty, upgrading instructional facilities and scaling of our Bridge – Transition to College Program, to encompass all incoming students. This decision was made after data from our US Department of Education’s Hispanic Serving Institutions Title V grant showed a much greater retention rate for students participating in the Bridge program - a clear 10% higher than their peers who did not participate in Bridge.

Being selected as an Innovation Award Winner will help our campus to continue expanding and creating innovative practices, policies and systems to facilitate timely graduation. It also will provide the additional resources for our campus to continue expansion and implementation of evidence-based practices with a record of high impact on students’ success in college, which is our top and in many ways our only priority. CSUDH is dedicated to building a solid educational foundation with the goal of meeting our students’ and the South Bay’s urgent needs as reaffirmed in our revised Strategic Plan. I am committed to continuing support and fostering innovation on our campus and will continue to work with the campus community to establish an institutional culture, systems, practices and policies that will help every student who attends CSUDH achieve their academic goals and obtain their college degree.

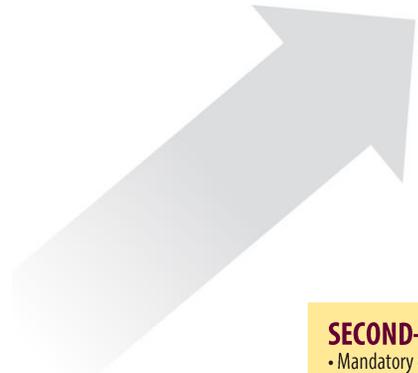
Sincerely,



Willie J. Hagan, Ph.D.  
President

# Pathway to Student Success

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



### PRE-MATRICULATION

- Mandatory new student orientation • Mandatory comprehensive advising (general, major & career) & academic roadmap • K-12 & community college partnerships & academic support • Summer bridge college-level writing & math skills development

### 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 roadmap • Mandatory faculty/student meetings • Community-building/connection activities • Peer mentoring • Early alert and attrition-risk assessment • Student success workshops • Summer academic success experience

### 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 internship • Summer academic success experience

### 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 internship

### 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 • Transfer student orientation, early alert and attrition-risk assessment

### OUR FOUNDATION FOR SUPPORT

#### Student-Focused

- Ongoing comprehensive advising (course alignment, major & professional/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

#### Academic Excellence

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

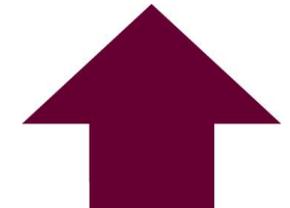
#### Partnerships

- 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 2022/2023

70% First Time Freshman Six-Year Graduation Rate\*\*



### CORE VALUES

- Student-centered
- Academic excellence
- Faculty engagement
- Data-driven assessment
- Ongoing intervention
- Integrated linkages between academic curriculum, ongoing monitoring, support, and advising
- Scalable

### CURRENT

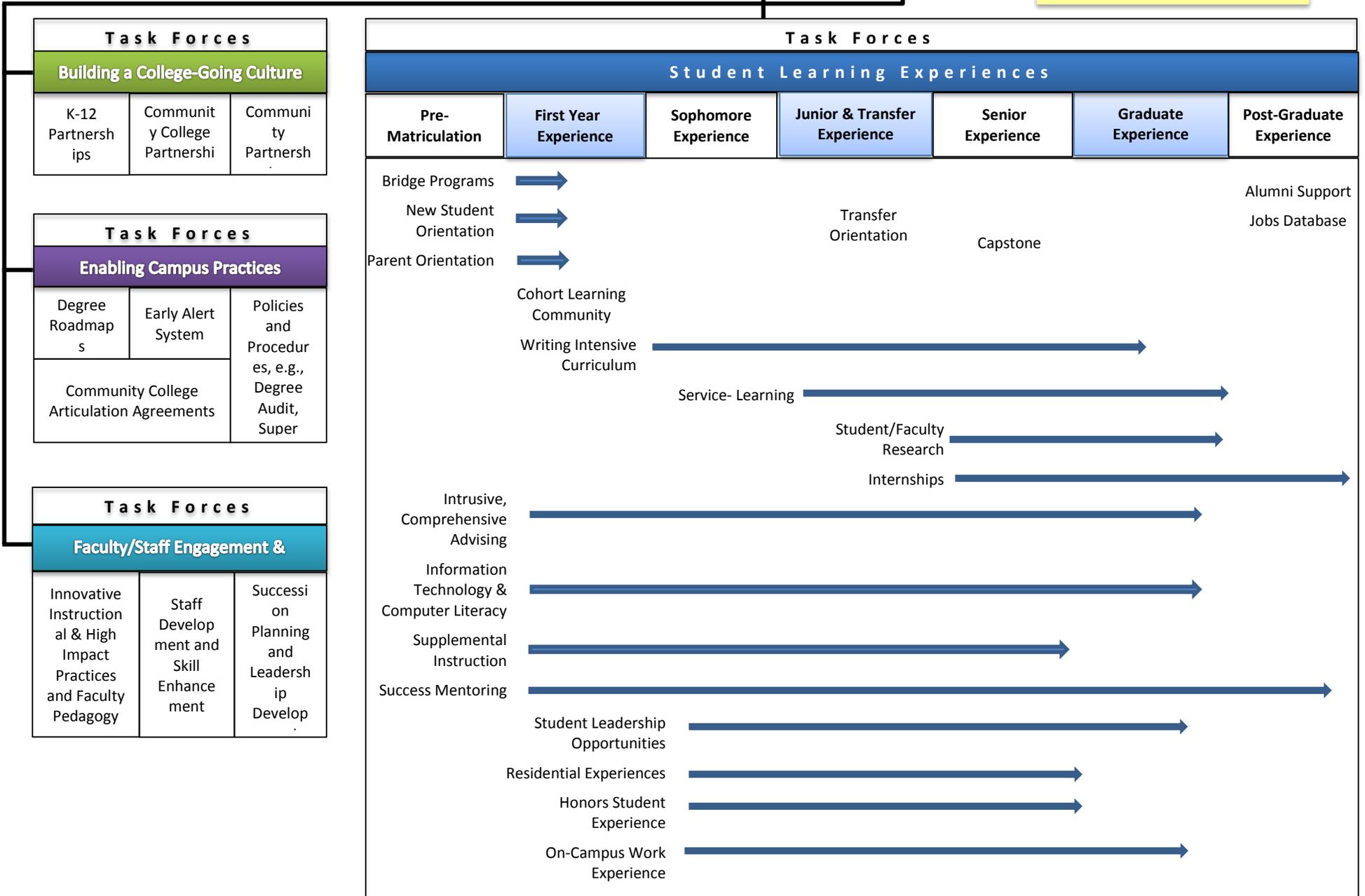
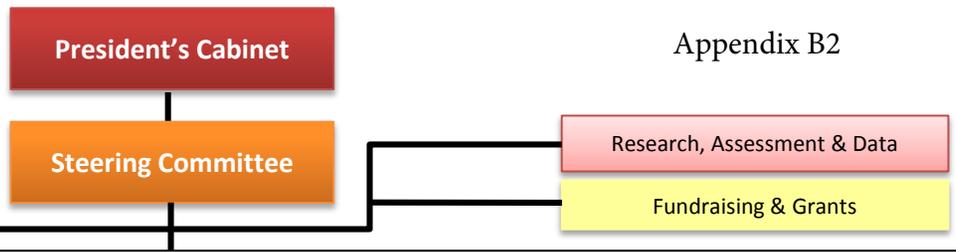
32% First Time Freshman Six-Year Graduation Rate

\* Focus on graduating first time freshmen in four years, reducing costs and lowering student attrition and dropout.

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

**CSU Dominguez Hills**  
**National Laboratory and Model for Student Academic Success**  
**Working Draft Implementation Framework and Governance Structure**

Appendix B2



# First-Time Freshmen Student Completion of Developmental Requirements

Fall 2009 - 2012 Cohorts by Student Group

## Developmental English and/or Math

### Fall 2013 Cohort

Entry EOP Status	Cohort N	Need at Entry		Completion by Next Fall			
		Number Needing At Entry	Percent Needing At Entry	# in Cohort Meeting Requirement by Next Fall	% of Cohort Meeting Requirement by Next Fall	# of Those Needing at Entry Who Completed by Next Fall	% of Those Needing at Entry Who Completed by Next Fall
Non-EOP	896	626	70%	773	86%	503	80%
EOP	195	189	97%	176	90%	170	90%
Title V	449	432	96%	389	87%	372	86%
<i>Total</i>	<i>1540</i>	<i>1247</i>	<i>81%</i>	<i>1338</i>	<i>87%</i>	<i>1045</i>	<i>84%</i>

### Fall 2012 Cohort

Entry EOP Status	Cohort N	Need at Entry		Completion by Next Fall			
		Number Needing At Entry	Percent Needing At Entry	# in Cohort Meeting Requirement by Next Fall	% of Cohort Meeting Requirement by Next Fall	# of Those Needing at Entry Who Completed by Next Fall	% of Those Needing at Entry Who Completed by Next Fall
Non-EOP	913	715	78%	766	84%	568	79%
EOP	155	128	83%	142	92%	115	90%
Title V	137	135	99%	128	93%	126	93%
<i>Total</i>	<i>1205</i>	<i>978</i>	<i>81%</i>	<i>1036</i>	<i>86%</i>	<i>809</i>	<i>83%</i>

### Fall 2011 Cohort

Entry EOP Status	Cohort N	Need at Entry		Completion by Next Fall			
		Number Needing At Entry	Percent Needing At Entry	# in Cohort Meeting Requirement by Next Fall	% of Cohort Meeting Requirement by Next Fall	# of Those Needing at Entry Who Completed by Next Fall	% of Those Needing at Entry Who Completed by Next Fall
Non-EOP	955	763	80%	767	80%	575	75%
EOP	89	78	88%	84	94%	73	94%
Title V	123	111	90%	109	89%	97	87%
<i>Total</i>	<i>1167</i>	<i>952</i>	<i>82%</i>	<i>960</i>	<i>82%</i>	<i>745</i>	<i>78%</i>

### Fall 2010 Cohort

Entry EOP Status	Cohort N	Need at Entry		Completion by Next Fall			
		Number Needing At Entry	Percent Needing At Entry	# in Cohort Meeting Requirement by Next Fall	% of Cohort Meeting Requirement by Next Fall	# of Those Needing at Entry Who Completed by Next Fall	% of Those Needing at Entry Who Completed by Next Fall
Non-EOP	849	723	85%	628	74%	502	69%
EOP	96	91	95%	83	86%	78	86%
Title V	86	86	100%	81	94%	81	94%
<i>Total</i>	<i>1031</i>	<i>900</i>	<i>87%</i>	<i>792</i>	<i>77%</i>	<i>661</i>	<i>73%</i>

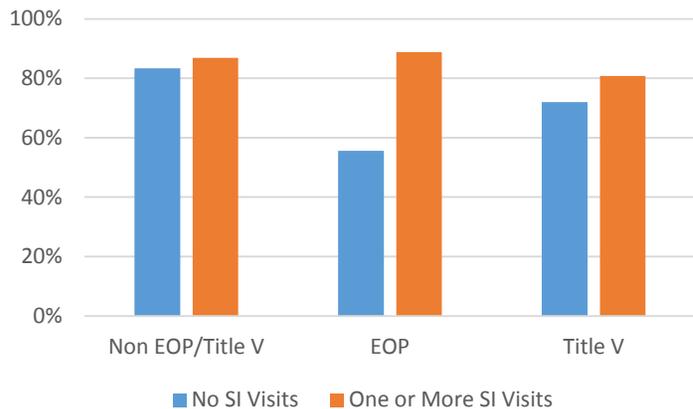
### Fall 2009 Cohort

Entry EOP Status	Cohort N	Need at Entry		Completion by Next Fall			
		Number Needing At Entry	Percent Needing At Entry	# in Cohort Meeting Requirement by Next Fall	% of Cohort Meeting Requirement by Next Fall	# of Those Needing at Entry Who Completed by Next Fall	% of Those Needing at Entry Who Completed by Next Fall
Non-EOP	1028	965	94%	676	66%	613	64%
EOP	104	101	97%	93	89%	90	89%
<i>Total</i>	<i>1132</i>	<i>1066</i>	<i>94%</i>	<i>769</i>	<i>68%</i>	<i>703</i>	<i>66%</i>

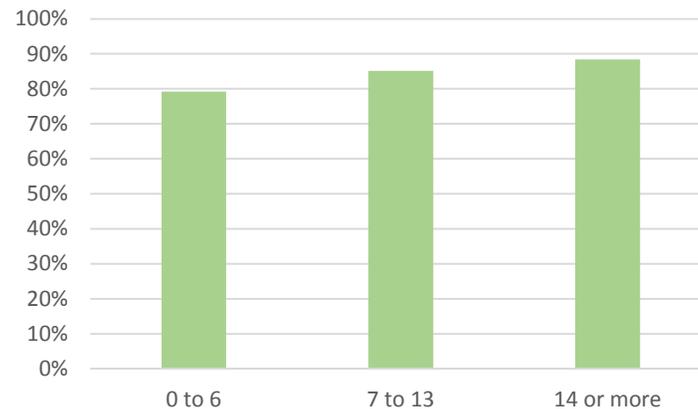
\* First-time freshmen with < 30 units at entry

**Appendix B4: Impact of Supplemental Instruction on Students taking Developmental/Remediation Courses in English and Math**

2013-14 Pass Rates for ENG 99 by Supplemental Instruction (SI) Visits

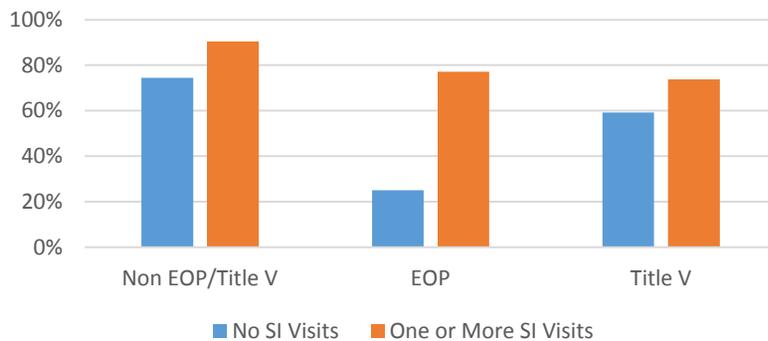


2013-14 Pass Rates for ENG 99 by Supplemental Instruction (SI) Visits

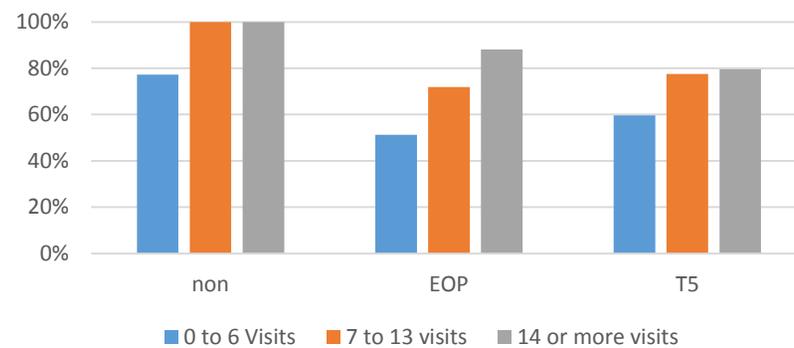


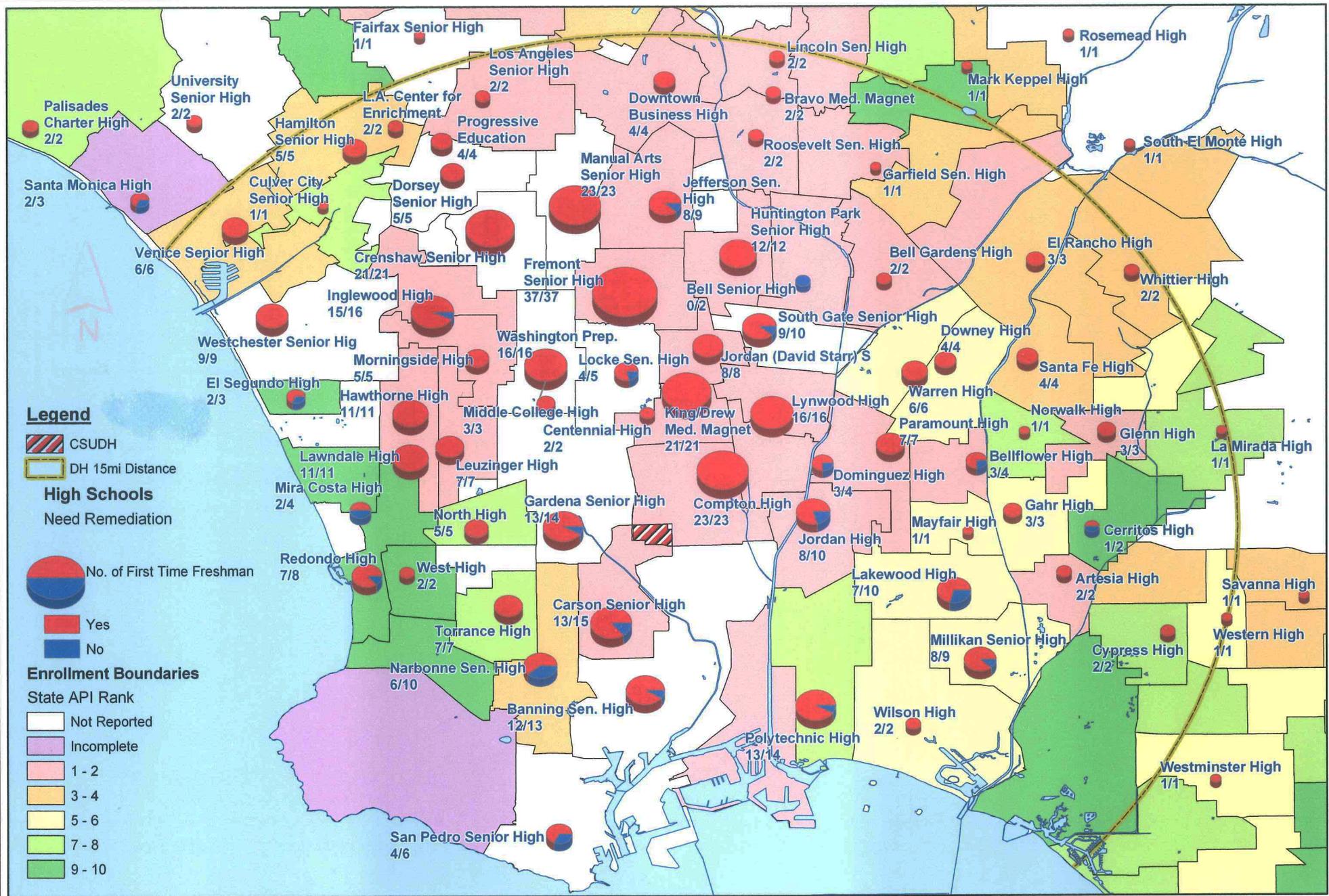
- Non EOP/Title V students typically have higher GPAs, SAT scores, etc. as they enter the university despite having remediation needs.
- SI provides the additional supports necessary for students to do as well as their Non EOP/Title V peers.
- Those students who attended SI sessions passed the course at higher rates than those who did not participate.
- Students who attended more SI sessions had higher rates of passing the course than those who attended fewer sessions.

2013-14 Pass Rates for MAT 195 by Supplemental Instruction (SI) Visits



2013-14 Pass Rates for MAT 195 by Supplemental Instruction (SI) Visits



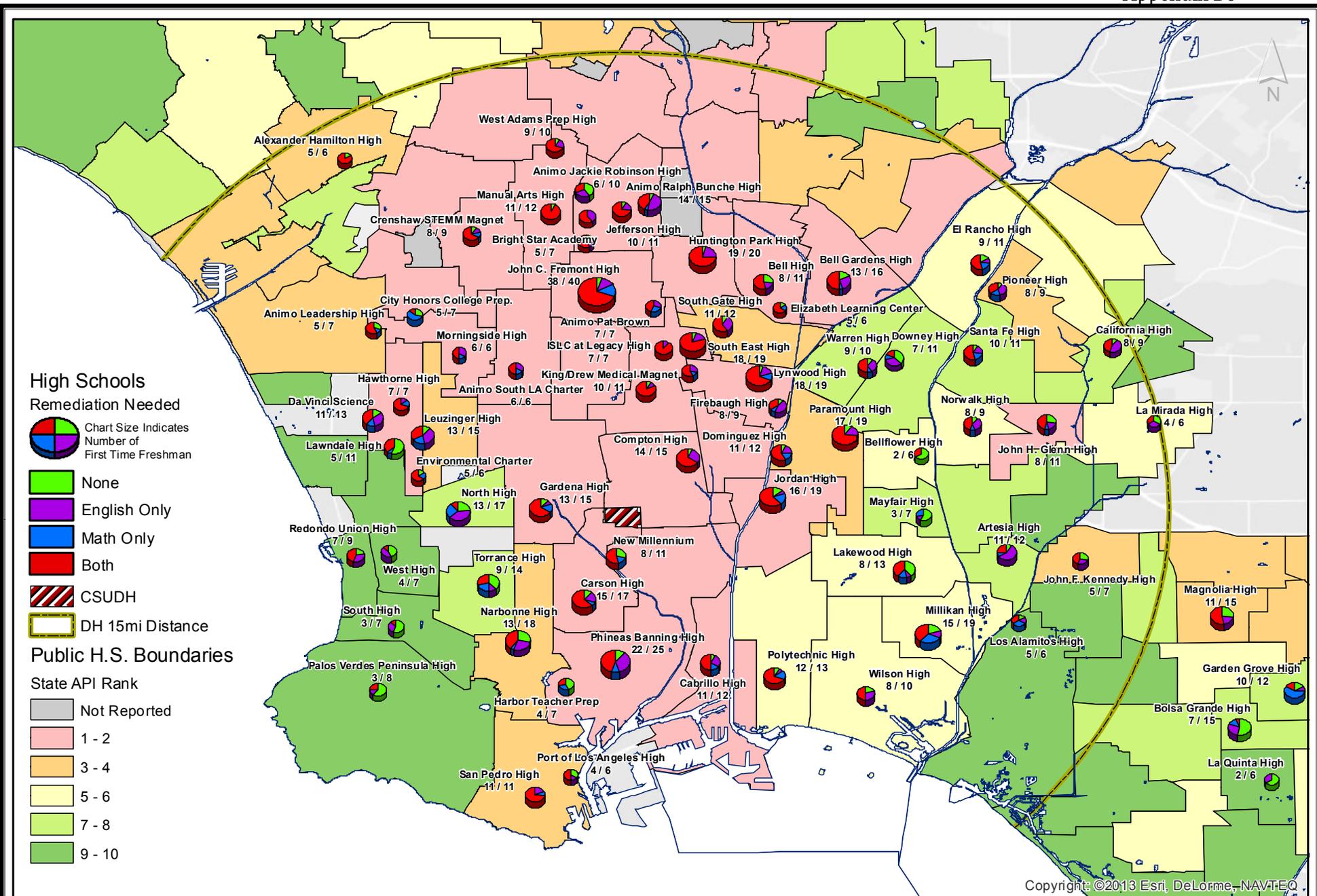


Notes: Numbers listed below school names indicate Dominguez Hills FTF needing remediation/ total FTF from the school. The size of the chart is relative to the number of FTF. Data for this map was obtained from Office of Institutional Research and California Department of Education. Boundaries and API scores are for the main high school in the area. Private high schools, alternative high schools and schools sending zero FTF are not shown on the map.

## CSUDH FRESHMAN REMEDIATION BY HIGH SCHOOL - FALL 2003

### Students Needing Remediation/Total First Time Freshman





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Notes: Numbers listed below school names indicate Dominguez Hills FTF needing remediation/ total FTF sent. The chart size is relative to the number of FTF. Data for this map was provided by Office of Institutional Research and California Department of Education. Boundaries and API scores are for the main high school in the area. Private high schools, alternative high schools and schools sending less than six FTF are not shown on the map.

# CSUDH FRESHMAN REMEDIATION BY HIGH SCHOOL - FALL 2013

## Students Needing Remediation/Total First Time Freshman



**First-Time Freshmen Student Developmental Course Needs**  
**Fall 2009 - 2014 Cohorts by Student Group**

		<b>English</b>		<b>Math</b>		<b>English and/or Math</b>	
<b>Fall 2014 Cohort</b>							
<b>Entry Status</b>	<b>Cohort N</b>	<b>Number Needing English At Entry</b>	<b>Percent Needing English At Entry</b>	<b>Number Needing Math At Entry</b>	<b>Percent Needing Math At Entry</b>	<b>Number Needing English and/or Math At Entry</b>	<b>Percent Needing English and/or Math At Entry</b>
Non-EOP/ Title V	671	319	48%	311	46%	417	62%
EOP	265	173	65%	210	79%	239	90%
Title V	398	240	60%	272	68%	338	85%
<i>Total</i>	1334	732	55%	793	59%	994	75%
<b>Fall 2013 Cohort</b>							
<b>Entry Status</b>	<b>Cohort N</b>	<b>Number Needing English At Entry</b>	<b>Percent Needing English At Entry</b>	<b>Number Needing Math At Entry</b>	<b>Percent Needing Math At Entry</b>	<b>Number Needing English and/or Math At Entry</b>	<b>Percent Needing English and/or Math At Entry</b>
Non-EOP/ Title V	896	498	56%	419	47%	620	69%
EOP	195	175	90%	156	80%	189	97%
Title V	449	394	88%	361	80%	431	96%
<i>Total</i>	1540	1067	69%	936	61%	1240	81%
<b>Fall 2012 Cohort</b>							
<b>Entry Status</b>	<b>Cohort N</b>	<b>Number Needing English At Entry</b>	<b>Percent Needing English At Entry</b>	<b>Number Needing Math At Entry</b>	<b>Percent Needing Math At Entry</b>	<b>Number Needing English and/or Math At Entry</b>	<b>Percent Needing English and/or Math At Entry</b>
Non-EOP/ Title V	913	586	64%	553	61%	715	78%
EOP	155	117	75%	91	59%	128	83%
Title V	137	131	96%	124	91%	135	99%
<i>Total</i>	1205	834	69%	768	64%	978	81%
<b>Fall 2011 Cohort</b>							
<b>Entry Status</b>	<b>Cohort N</b>	<b>Number Needing English At Entry</b>	<b>Percent Needing English At Entry</b>	<b>Number Needing Math At Entry</b>	<b>Percent Needing Math At Entry</b>	<b>Number Needing English and/or Math At Entry</b>	<b>Percent Needing English and/or Math At Entry</b>
Non-EOP/ Title V	955	570	60%	627	66%	763	80%
EOP	89	69	78%	67	75%	78	88%
Title V	123	97	79%	100	81%	111	90%
<i>Total</i>	1167	736	63%	794	68%	952	82%
<b>Fall 2010 Cohort</b>							
<b>Entry Status</b>	<b>Cohort N</b>	<b>Number Needing English At Entry</b>	<b>Percent Needing English At Entry</b>	<b>Number Needing Math At Entry</b>	<b>Percent Needing Math At Entry</b>	<b>Number Needing English and/or Math At Entry</b>	<b>Percent Needing English and/or Math At Entry</b>
Non-EOP/ Title V	849	622	73%	604	71%	723	85%
EOP	96	84	88%	79	82%	91	95%
Title V	86	79	92%	83	97%	86	100%
<i>Total</i>	1031	785	76%	766	74%	900	87%
<b>Fall 2009 Cohort</b>							
<b>Entry Status</b>	<b>Cohort N</b>	<b>Number Needing English At Entry</b>	<b>Percent Needing English At Entry</b>	<b>Number Needing Math At Entry</b>	<b>Percent Needing Math At Entry</b>	<b>Number Needing English and/or Math At Entry</b>	<b>Percent Needing English and/or Math At Entry</b>
Non-EOP	1028	893	87%	848	82%	965	94%
EOP	104	99	95%	88	85%	101	97%
<i>Total</i>	1132	992	88%	936	83%	1066	94%

\* First-time freshmen with < 30 units at entry

**First-Time Freshmen Student GPA and Entrance Scores**  
**Fall 2009 - 2014 Cohorts by Student Group**

***Entry Statistics***

<b>Fall 2014 Cohort</b>							
<b>Entry Group</b>	<b>Cohort N</b>	<b>Avg. HS GPA</b>	<b>Avg. EPT score</b>	<b>Avg. ELM score</b>	<b>Avg. Verbal SAT</b>	<b>Avg. Math SAT</b>	<b>Avg. Total SAT</b>
Non-EOP/ Title V	671	3.12	139	41	446	455	901
EOP	265	3.13	135	32	388	386	774
Title V	398	3.11	137	35	407	411	818
<i>Total</i>	<i>1334</i>	<i>3.12</i>	<i>137</i>	<i>37</i>	<i>422</i>	<i>428</i>	<i>850</i>

<b>Fall 2013 Cohort</b>							
<b>Entry Group</b>	<b>Cohort N</b>	<b>Avg. HS GPA</b>	<b>Avg. EPT score</b>	<b>Avg. ELM score</b>	<b>Avg. Verbal SAT</b>	<b>Avg. Math SAT</b>	<b>Avg. Total SAT</b>
Non-EOP/ Title V	896	3.08	139	40	444	451	895
EOP	195	3.07	135	31	383	384	767
Title V	449	3.04	136	32	398	395	793
<i>Total</i>	<i>1540</i>	<i>3.07</i>	<i>137</i>	<i>36</i>	<i>423</i>	<i>426</i>	<i>849</i>

<b>Fall 2012 Cohort</b>							
<b>Entry Group</b>	<b>Cohort N</b>	<b>Avg. HS GPA</b>	<b>Avg. EPT score</b>	<b>Avg. ELM score</b>	<b>Avg. Verbal SAT</b>	<b>Avg. Math SAT</b>	<b>Avg. Total SAT</b>
Non-EOP/ Title V	913	3.09	139	36	432	436	868
EOP	155	3.06	137	36	413	416	829
Title V	137	3.09	134	29	383	380	763
<i>Total</i>	<i>1205</i>	<i>3.09</i>	<i>138</i>	<i>35</i>	<i>424</i>	<i>427</i>	<i>850</i>

<b>Fall 2011 Cohort</b>							
<b>Entry Group</b>	<b>Cohort N</b>	<b>Avg. HS GPA</b>	<b>Avg. EPT score</b>	<b>Avg. ELM score</b>	<b>Avg. Verbal SAT</b>	<b>Avg. Math SAT</b>	<b>Avg. Total SAT</b>
Non-EOP/ Title V	955	3.06	139	36	423	429	852
EOP	89	2.98	135	32	385	375	760
Title V	123	3.00	136	32	396	396	792
<i>Total</i>	<i>1167</i>	<i>3.05</i>	<i>138</i>	<i>36</i>	<i>417</i>	<i>421</i>	<i>839</i>

<b>Fall 2010 Cohort</b>							
<b>Entry Group</b>	<b>Cohort N</b>	<b>Avg. HS GPA</b>	<b>Avg. EPT score</b>	<b>Avg. ELM score</b>	<b>Avg. Verbal SAT</b>	<b>Avg. Math SAT</b>	<b>Avg. Total SAT</b>
Non-EOP/ Title V	849	3.07	139	38	427	435	862
EOP	96	3.07	137	34	391	400	791
Title V	86	3.11	137	33	407	395	801
<i>Total</i>	<i>1031</i>	<i>3.07</i>	<i>139</i>	<i>37</i>	<i>422</i>	<i>428</i>	<i>850</i>

<b>Fall 2009 Cohort</b>							
<b>Entry Group</b>	<b>Cohort N</b>	<b>Avg. HS GPA</b>	<b>Avg. EPT score</b>	<b>Avg. ELM score</b>	<b>Avg. Verbal SAT</b>	<b>Avg. Math SAT</b>	<b>Avg. Total SAT</b>
Non-EOP	1028	2.97	139	35	417	416	833
EOP	104	2.94	137	34	394	394	788
<i>Total</i>	<i>1132</i>	<i>2.97</i>	<i>139</i>	<i>35</i>	<i>415</i>	<i>414</i>	<i>829</i>

\* First-time freshmen with < 30 units at entry

# First-Time Freshmen Student Retention, Campus GPA and Total Units

Fall 2009, 2010, 2011 2012 and 2013 Cohorts by Student Group

## Percent Retained and GPA & Units Completed for Those Retained

		Fall 2010 Cohort					
		Retained The Next Spring 2011			Retained The Next Fall 2011		
Entry Group	Cohort N	Fall 10 to Spr 11 % Retained	Avg. CSUDH GPA for Those Retained	Avg. Total Units Completed for Those Retained	Fall 10 to Fall 11 % Retained	Avg. CSUDH GPA for Those Retained	Avg. Total Units Completed for Those Retained
Non-EOP/ Title V	849	90%	2.71	13	74%	2.83	26
EOP	96	98%	3.22	16	94%	3.12	27
Title V	86	99%	2.96	14	93%	2.81	25
<i>Total</i>	<i>1031</i>	<i>92%</i>	<i>2.79</i>	<i>13</i>	<i>78%</i>	<i>2.86</i>	<i>26</i>
		Retained The Next Spring 2012			Retained Fall 2012 (2 Year Retention)		
Entry Group	Cohort N	Fall 10 to Spr 12 % Retained	Avg. CSUDH GPA for Those Retained	Avg. Total Units Completed for Those Retained	Fall 10 to Fall 12 % Retained	Avg. CSUDH GPA for Those Retained	Avg. Total Units Completed for Those Retained
Non-EOP/ Title V	849	71%	2.77	38	64%	2.78	50
EOP	96	89%	2.85	39	78%	2.79	51
Title V	86	92%	2.75	37	86%	2.67	48
<i>Total</i>	<i>1031</i>	<i>75%</i>	<i>2.78</i>	<i>38</i>	<i>67%</i>	<i>2.77</i>	<i>50</i>
		Retained The Next Spring 2013			Retained Fall 2013 (3 Year Retention)		
Entry Group	Cohort N	Fall 10 to Spr 13 % Retained	Avg. CSUDH GPA for Those Retained	Avg. Total Units Completed for Those Retained	Fall 10 to Fall 13 % Retained	Avg. CSUDH GPA for Those Retained	Avg. Total Units Completed for Those Retained
Non-EOP/ Title V	849	63%	2.79	62	56%	2.84	75
EOP	96	78%	2.77	62	73%	2.80	76
Title V	86	87%	2.68	61	79%	2.71	75
<i>Total</i>	<i>1031</i>	<i>66%</i>	<i>2.77</i>	<i>61</i>	<i>60%</i>	<i>2.82</i>	<i>75</i>
		Retained or Graduated by Spring 2014			Retained or Graduated by Fall 2014 (4 years)		
Entry Group	Cohort N	Fall 10 to Spr 14 % Retained or Graduated	Avg. CSUDH GPA for Those Retained	Avg. Total Units Completed for Those Retained	Fall 10 to Fall 14 % Retained or Graduated	Avg. CSUDH GPA for Those Retained	Avg. Total Units Completed for Those Retained
Non-EOP/ Title V	849	55%	2.86	87	53%	2.84	98
EOP	96	69%	2.82	89	63%	2.77	103
Title V	86	76%	2.74	89	65%	2.79	102
<i>Total</i>	<i>1031</i>	<i>58%</i>	<i>2.84</i>	<i>88</i>	<i>55%</i>	<i>2.83</i>	<i>99</i>

# First-Time Freshmen Student Retention, Campus GPA and Total Units

Fall 2009, 2010, 2011 2012 and 2013 Cohorts by Student Group

## Percent Retained and GPA & Units Completed for Those Retained

		Fall 2010 Cohort					
		Retained The Next Spring 2011			Retained The Next Fall 2011		
Entry Group	Cohort N	Fall 10 to Spr 11 % Retained	Avg. CSUDH GPA for Those Retained	Avg. Total Units Completed for Those Retained	Fall 10 to Fall 11 % Retained	Avg. CSUDH GPA for Those Retained	Avg. Total Units Completed for Those Retained
Non-EOP/ Title V	849	90%	2.71	13	74%	2.83	26
EOP	96	98%	3.22	16	94%	3.12	27
Title V	86	99%	2.96	14	93%	2.81	25
<i>Total</i>	<i>1031</i>	<i>92%</i>	<i>2.79</i>	<i>13</i>	<i>78%</i>	<i>2.86</i>	<i>26</i>
		Retained The Next Spring 2012			Retained Fall 2012 (2 Year Retention)		
Entry Group	Cohort N	Fall 10 to Spr 12 % Retained	Avg. CSUDH GPA for Those Retained	Avg. Total Units Completed for Those Retained	Fall 10 to Fall 12 % Retained	Avg. CSUDH GPA for Those Retained	Avg. Total Units Completed for Those Retained
Non-EOP/ Title V	849	71%	2.77	38	64%	2.78	50
EOP	96	89%	2.85	39	78%	2.79	51
Title V	86	92%	2.75	37	86%	2.67	48
<i>Total</i>	<i>1031</i>	<i>75%</i>	<i>2.78</i>	<i>38</i>	<i>67%</i>	<i>2.77</i>	<i>50</i>
		Retained The Next Spring 2013			Retained Fall 2013 (3 Year Retention)		
Entry Group	Cohort N	Fall 10 to Spr 13 % Retained	Avg. CSUDH GPA for Those Retained	Avg. Total Units Completed for Those Retained	Fall 10 to Fall 13 % Retained	Avg. CSUDH GPA for Those Retained	Avg. Total Units Completed for Those Retained
Non-EOP/ Title V	849	63%	2.79	62	56%	2.84	75
EOP	96	78%	2.77	62	73%	2.80	76
Title V	86	87%	2.68	61	79%	2.71	75
<i>Total</i>	<i>1031</i>	<i>66%</i>	<i>2.77</i>	<i>61</i>	<i>60%</i>	<i>2.82</i>	<i>75</i>
		Retained or Graduated by Spring 2014			Retained or Graduated by Fall 2014 (4 years)		
Entry Group	Cohort N	Fall 10 to Spr 14 % Retained or Graduated	Avg. CSUDH GPA for Those Retained	Avg. Total Units Completed for Those Retained	Fall 10 to Fall 14 % Retained or Graduated	Avg. CSUDH GPA for Those Retained	Avg. Total Units Completed for Those Retained
Non-EOP/ Title V	849	55%	2.86	87	53%	2.84	98
EOP	96	69%	2.82	89	63%	2.77	103
Title V	86	76%	2.74	89	65%	2.79	102
<i>Total</i>	<i>1031</i>	<i>58%</i>	<i>2.84</i>	<i>88</i>	<i>55%</i>	<i>2.83</i>	<i>99</i>

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

### *Success*

“CSU Dominguez Hills is ideally suited to serve as a national laboratory and model for student academic success. The majority of our students face obstacles to graduation encountered by first generation, low income students, or students from under-resourced school districts.

We are dedicated to academic excellence and student success and to developing, implementing, evaluating, and sharing best-practices for



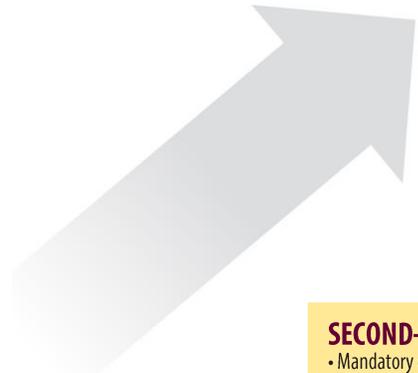
improving student achievement and graduation. Our comprehensive student-centered approach will directly impact the lives of our students, their families, and our communities while providing models for increasing the number of college graduates nationwide.”

—Dr. Willie J. Hagan, President, CSU Dominguez Hills



# Pathway to Student Success

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



### PRE-MATRICULATION

- Mandatory new student orientation • Mandatory comprehensive advising (general, major & career) & academic roadmap • K-12 & community college partnerships & academic support • Summer bridge college-level writing & math skills development

### 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 roadmap • Mandatory faculty/student meetings • Community-building/connection activities • Peer mentoring • Early alert and attrition-risk assessment • Student success workshops • Summer academic success experience

### 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 internship • Summer academic success experience

### 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 internship

### 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 • Transfer student orientation, early alert and attrition-risk assessment

### OUTCOMES

by 2022/2023

70% First Time Freshman Six-Year Graduation Rate\*\*

### CORE VALUES

- Student-centered
- Academic excellence
- Faculty engagement
- Data-driven assessment
- Ongoing intervention
- Integrated linkages between academic curriculum, ongoing monitoring, support, and advising
- Scalable

### CURRENT

32% First Time Freshman Six-Year Graduation Rate

### OUR FOUNDATION FOR SUPPORT

#### Student-Focused

- Ongoing comprehensive advising (course alignment, major & professional/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

#### Academic Excellence

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

#### Partnerships

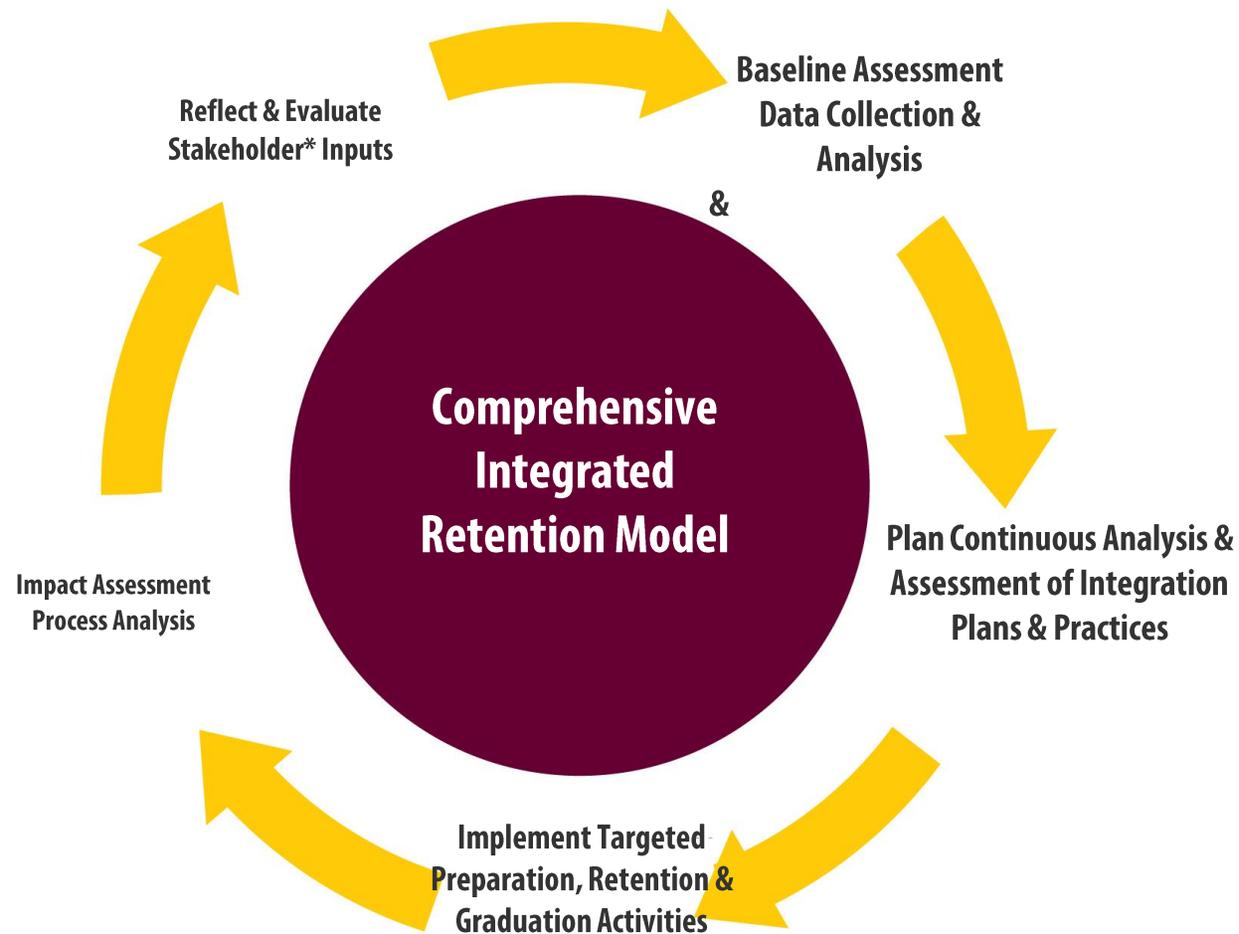
- K-12 & community college student academic preparation
- Business and government academic internships, faculty/student research, student career mentoring, employment & service-learning
- Collaboration & information sharing on best practices regarding student academic success strategies with other colleges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

\* Focus on graduating first time freshmen in four years, reducing costs and lowering student attrition and dropout.

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

## Strategic and Reflective Implementation

*Focuses on developing, testing, implementing, and reporting on targeted student success strategies, providing the framework for building a national laboratory and model for student academic success.*



\* Stakeholders include Faculty, Students, Staff, Alumni, Community and Corporate Members, and Administrators

## Examples of Unique CSU Dominguez Hills Assets and Opportunities For Strategic Alignment with National Priorities

### Institutional Assets

- Dedicated faculty & staff
- Access to strong corporate community
- Geographic location
- Unique student profile — 76.8% of CSU Dominguez Hills undergraduates are under-represented minorities
- Innovative and strategic implementation of successful pilot programs to reduce attrition and increase student success e.g. summer bridge college-level writing and math skills development
- Capacity for additional growth and site development

### Answering the STEM Challenge

- California Academy of Math and Science (CAMS)
- Community partnerships encouraging STEM careers — South Bay Workforce Investment Board
- Leading producer of minority math and science teachers in California
- Online STEM teacher preparation for rural communities grant
- \$1M endowed professorship for innovation in STEM education — Annenberg Foundation

### Increasing College Graduation Rates

- K–12 and community college partnerships for enhanced student academic preparation
- Commitment to active, high-impact curriculum & supplemental instruction, e.g., writing intensive courses, undergraduate research, service-learning, and learning communities
- Commitment to sufficient, well-supported faculty and staff

### Building Healthy Communities

- School of Nursing
- Masters program in occupational therapy
- Orthotics & Prosthetics Program — Partnership with Veterans Administration Long Beach Healthcare System

### Supporting Veterans Education and Transition

- Veterans affairs programming and support
- Online degree programs
- Proximity to Los Alamitos Joint Forces Base and VA Hospitals

## Examples of Support Necessary to Succeed

# Pathway to Student Success

- Funding to support faculty research and assessment of CSUDH's national laboratory for student academic success (e.g., faculty reassigned time), host national workshops and conferences, and disseminate best practices
- Funding to purchase, install, and institutionalize a comprehensive early alert and attrition-risk assessment system
- Grants to expand partnerships with K–12 and community colleges to enhance student math and writing skills
- Funding to pilot online remediation skills development software
- Faculty and staff training and development
- Corporate partnerships to enhance science laboratories and equipment
- Technology-enhanced advising and other student communication, including use of mobile apps
- Additional work-study funding for increased on-campus student employment
- Paid academic internships and research experiences for students
- Additional peer mentors, advisors, and academic success coaches
- Second chance financial grants for students
- Laptops and other technology equipment and devices for students (e.g., iPads, Kindles)
- Land development and other public-private partnerships supporting academic excellence and student achievement
- Facilities renovation and modernization

## Why This Initiative?

- Our comprehensive, reflective approach will provide tools and best practices higher education institutions across the nation can use to increase degree attainment.
- A significant and sustained investment in student academic success drives down costs for students, the institution, and the nation.
- The effort at CSU Dominguez Hills will contribute to national success.

<<http://www.datelinedominguez.com>>

## Inaugural Day of Service: CSUDH Making a Difference in Our Communities

April 30, 2014 (2014-04-30T15:08:19+00:00) by Fehmida Bholat (Posts by Fehmida Bholat)

Students, faculty, staff, friends and neighbors came together in a massive effort to beautify their surrounding communities during California State University, Dominguez Hills' (CSUDH) **first-ever Day of Service**. <<https://www.flickr.com/photos/csudh/sets/72157644039409349/>>



Volunteers help beautify Stevenson Park in Carson, CA

To kick off the week leading up to the inauguration of the university's 10th president, Dr. Willie J. Hagan, nearly 250 volunteers lent their time and skills on April 26 helping to beautify a local historical landmark and areas both on and off campus, install an ocean-friendly community garden, and help rebuild areas of Long Beach.

"The Day of Service represents what's best about this institution," said President Hagan during his opening remarks on campus. "We're all in this together, and we [CSUDH] were put in this area to serve the community."

Welcoming volunteers, Carson Mayor Jim Dear elaborated on how the university was integral to the city of Carson's success.

"This is a great learning institution, but it's so much more than that," he said. "It's a 'communi-versity.'"

Volunteers spent their day spread throughout the South Bay, engaging in activities such as beautifying the Child Development Center on campus, Stevenson Park in Carson, as well as cleaning the grotto at the historic Rancho Dominguez Adobe in Compton, and participating in National Rebuilding Day at the Century Village at Cabrillo in Long Beach and its Elizabeth Ann Seton residence.

Hagan also held a 'ground breaking' ceremony at University Housing to commemorate an ocean friendly community garden that will be installed thanks to the West Basin Municipal Water District, which under the leadership of Director Ron Smith contributed \$40,000 toward the garden, matched by University Housing.

"This garden is a shining example of our partnership with CSUDH," Smith said. "It shows that individually we can do great things, but together we can do something truly incredible."

In addition, Carson city officials dedicated a community flower bed with a plaque inscription in honor of Hagan at Stevenson Park, as he and other volunteers participated in adopt-a-park activities. In return, Hagan presented the city with the Outstanding Community Partner Award, showing the university's commitment to the City of Carson and its residents.

"I don't see the university as distinct from the community or having borders," Hagan told the gathered crowd of volunteers and city officials. "We're a part of them and they are a part of us."

Dinah Burnside, a freshman physical therapy student at CSU Dominguez Hills, cleaned the grass area of the park, raking leaves and painting chipped park benches. As a Los Angeles native, she said she's never truly seen how involved a school can be with its surrounding community until she arrived at CSUDH.

"I like how the university really makes an effort to give back to the community," Burnside said. "It's not just a great way to make new friends and meet new people, it's a great way to get involved."

Burnside and other volunteers planted a tree in honor of the commemoration at Stevenson Park, while volunteers at other locations such as the Child Development Center at CSU Dominguez Hills sanitized toys and created a community garden on the playground.

"Our Day of Service empowers individuals, strengthens our communities, bridges barriers, creates solutions to social problems, and demonstrates that, above all, Dominguez Hills is making a difference," said Cheryl McKnight, event organizer and director of the Office of Service-Learning, Internships and Community Engagement (SLICE) at CSU Dominguez Hills.

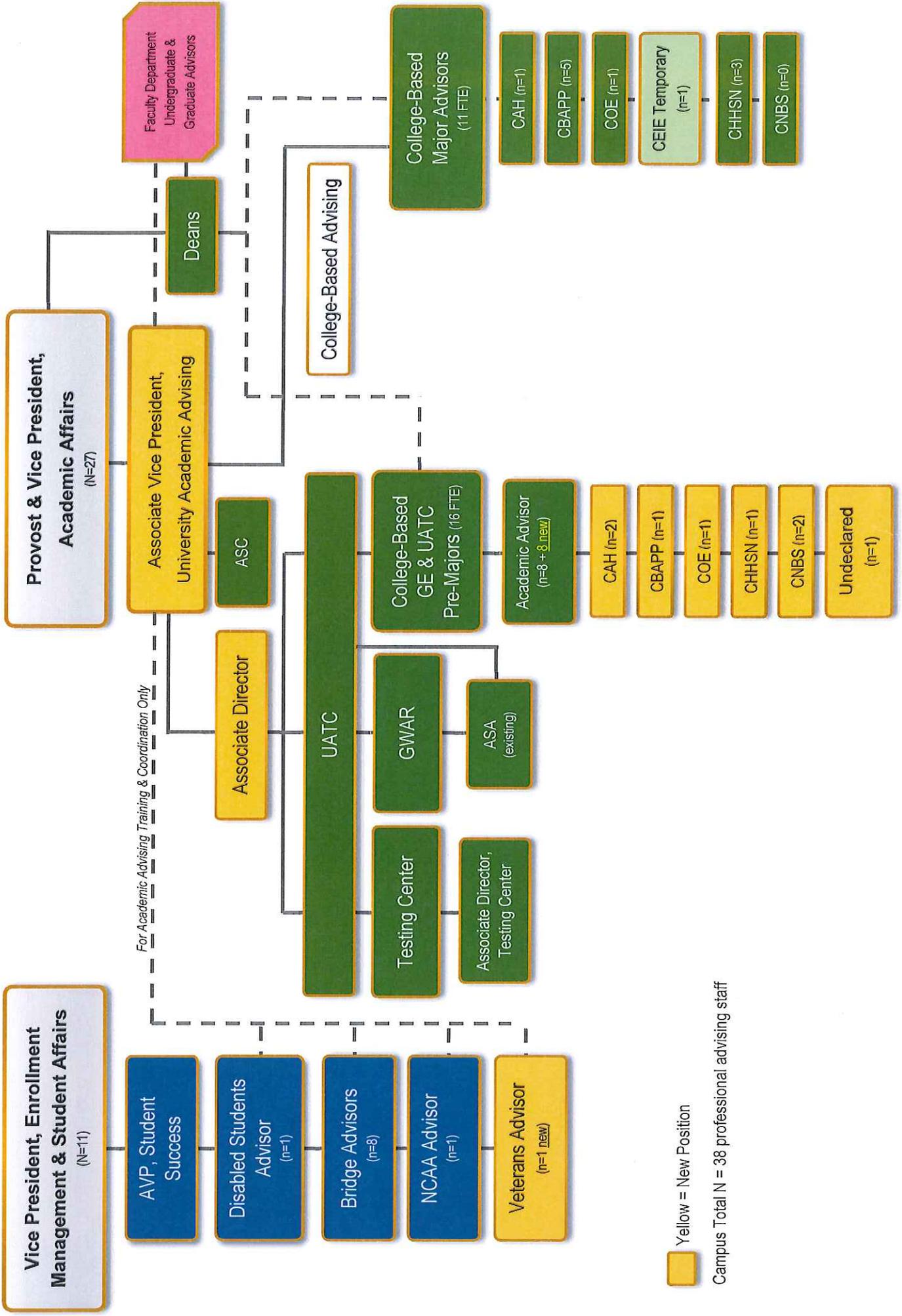
The CSUDH Day of Service was sponsored by the CSUDH Office of Service-Learning, Internships and Community Engagement (SLICE), CSUDH Associated Students, Inc., and Office of the Provost and Vice President of Academic Affairs.



CSUDH President Willie Hagan (left) with Carson mayor Jim Dear (center) and Carson city councilman Mike Gipson

Filed Under: Campuswide News <<http://www.csudhnews.com/category/campus-news/>> Tagged With: Community Service <<http://www.csudhnews.com/tag/community-service/>>, day of service <<http://www.csudhnews.com/tag/day-of-service/>>, hagan <<http://www.csudhnews.com/tag/hagan/>>

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and Public Affairs  
Phone (310) 243-2001  
Email University



Yellow = New Position

Campus Total N = 38 professional advising staff

**IPEDS, Full-Time, First-Time Freshmen**  
**Nth Year Graduation, Return and Total Tracking Rates Compared**  
Updated to summer 2014

Cohort Term	Initial Enrollment	Tracking Category	*Percentage Graduated by End of Nth Year or Returning in Subsequent Fall					
			Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fall 2013	1460	Graduated	0.0%					
		Returned	79.7%					
		Total Tracking	79.7%					
Fall 2012	1133	Graduated	0.0%	0.0%				
		Returned	79.3%	70.1%				
		Total Tracking	79.3%	70.1%				
Fall 2011	1100	Graduated	0.0%	0.0%	0.5%			
		Returned	76.8%	68.0%	60.3%			
		Total Tracking	76.8%	68.0%	60.7%			
Fall 2010	982	Graduated	0.0%	0.1%	0.3%	5.1%		
		Returned	79.6%	68.3%	61.0%	51.4%		
		Total Tracking	79.6%	68.4%	61.3%	56.5%		
Fall 2009	1070	Graduated	0.0%	0.0%	0.1%	6.2%	22.0%	
		Returned	69.1%	61.7%	55.0%	45.1%	24.0%	
		Total Tracking	69.1%	61.7%	55.0%	51.3%	46.0%	
Fall 2008	889	Graduated	0.0%	0.0%	0.4%	4.7%	17.9%	32.2%
		Returned	68.3%	57.7%	52.8%	43.3%	27.4%	9.3%
		Total Tracking	68.3%	57.7%	53.2%	48.0%	45.3%	41.5%
Fall 2007	913	Graduated	0.0%	0.2%	0.3%	3.8%	16.2%	29.4%
		Returned	64.5%	53.1%	46.9%	42.3%	26.4%	11.4%
		Total Tracking	64.5%	53.3%	47.2%	46.1%	42.6%	40.7%

**Six Year graduation rates currently published in IPEDS**

Fall 2006	977	Graduated	0.0%	0.0%	0.3%	4.2%	16.5%	27.8%
		Returned	61.2%	46.9%	44.3%	37.5%	22.0%	8.5%
		Total Tracking	61.2%	46.9%	44.6%	41.7%	38.5%	36.3%
Fall 2005	705	Graduated	0.0%	0.0%	0.4%	6.0%	16.9%	24.4%
		Returned	62.4%	49.9%	43.7%	36.3%	19.9%	11.3%
		Total Tracking	62.4%	49.9%	44.1%	42.3%	36.7%	35.7%
Fall 2004	673	Graduated	0.0%	0.0%	0.1%	5.2%	22.4%	30.9%
		Returned	73.3%	60.8%	53.2%	43.7%	22.3%	9.7%
		Total Tracking	73.3%	60.8%	53.3%	48.9%	44.7%	40.6%
Fall 2003	639	Graduated	0.0%	0.0%	0.2%	4.9%	24.6%	34.9%
		Returned	68.5%	60.6%	56.0%	45.7%	22.4%	10.0%
		Total Tracking	68.5%	60.6%	56.2%	50.5%	46.9%	44.9%
Fall 2002	630	Graduated	0.0%	0.0%	0.3%	4.4%	24.0%	34.0%
		Returned	61.6%	60.0%	53.3%	44.3%	23.2%	12.4%
		Total Tracking	61.6%	60.0%	53.7%	48.7%	47.1%	46.3%
Fall 2001	561	Graduated	0.0%	0.0%	0.2%	4.6%	18.0%	28.2%
		Returned	60.8%	56.9%	52.0%	43.5%	25.8%	13.5%
		Total Tracking	60.8%	56.9%	52.2%	48.1%	43.9%	41.7%
Fall 2000	495	Graduated	0.0%	0.0%	0.0%	6.3%	22.0%	32.9%
		Returned	68.3%	62.4%	54.5%	44.0%	23.6%	10.5%
		Total Tracking	68.3%	62.4%	54.5%	50.3%	45.7%	43.4%
<b>Means</b>		Graduated	<b>0.0%</b>	<b>0.0%</b>	<b>0.2%</b>	<b>5.0%</b>	<b>19.8%</b>	<b>30.3%</b>
		Returned	<b>68.7%</b>	<b>58.9%</b>	<b>52.1%</b>	<b>42.6%</b>	<b>23.7%</b>	<b>10.9%</b>
		Total Tracking	<b>68.7%</b>	<b>58.9%</b>	<b>52.3%</b>	<b>47.6%</b>	<b>43.5%</b>	<b>41.2%</b>

Education Advisory Board Student Success Collaborative

INTRODUCTION

Graduation By Student Attribute

**Major Switching Patterns**

Summary of Top Courses

Analyze a Course

Compare 2 Courses

Graduation & Course Timing

Select College or Specific Major: Applied Studies

Display "Feeder" or "Transition" Majors?: Feeder

Select an Outcome Metric: Average GPA

Select additional major for comparison:

Feeder Major	Average GPA
No Prior Major (n=21)	3.07
Undeclared (n=30)	3.41
Liberal St General (Non-Tech) (n=7)	2.83
Interdisc St PA CE General (n=6)	3.54
Bus Admin Gen Business (n=3)	3.14
Bus Adm Mgt & Human Resources (n=3)	2.58
Bus Admin Accounting (n=3)	3.54
Bus Admin Finance (n=3)	1.92

College	N	Pct. Of Total Feeder Colleges	Avg. GPA at Time of Switch	Grad. Rate in Destination Major	Avg. Term this Major Switch Occurs	Avg. Terms at Time of Graduation	Cre of f
No Prior College	211	72%	3.07	56%	1.0	4.9	
Undeclared	30	10%	3.41	77%	2.8	5.0	
Coll Bus Admin & Public Policy	22	8%	2.80	45%	3.0	5.4	
College of Arts & Humanities	12	4%	3.05	75%	4.2	7.1	
College of Education	8	3%	3.01	50%	3.5	6.5	
Coll Natural & Behav Science	5	2%	2.99	60%	3.8		
Coll Hlth, Hum Serv & Nursing	3	1%	3.28	33%	3.3		
Extended Education	1	0%	2.16	0%	3.0		

Education Advisory Board Student Success Collaborative

INTRODUCTION

Graduation By Student Attribute

Major Switching Patterns

Summary of Top Courses

**Analyze a Course**

Compare 2 Courses

Graduation & Course Timing

Select College or Specific Major: Coll Bus Admin & Public Policy

Select a Course to Analyze: ACC230

Grade Earned	Graduation Rate	N
A	74%	525
B	67%	757
C	59%	769
D	49%	192
F	35%	262
W	41%	324

Based on a historical analysis of 2,829 students

	A	B	C	D	F	W
Count	525	757	769	192	262	324
Pct of Total	19%	27%	27%	7%	9%	11%
Grad. Rate In Program	74%	67%	59%	49%	35%	41%

The table above provides a summary of students by grade achieved in a selected course. Please note that students who re-take a course will be counted twice. For example, a student who receives a D in their first attempt, who then achieves a B in their second attempt, before graduating in the major, will show up as a student who graduated after having achieved a D and as a student who graduated after having achieved a B.

EAB-SSC Predictive Workbooks help us analyze courses and historical major switching behaviors of students to identify what courses may need additional supports and understand how students progress to degree attainment

# EAB-SSC Advising Platform Views



**Haig Hedstrom**  
ID: 163165354  
Age: 21  
DOB: 05/21/1993

- Overview
- Success Progress
- Term Details
- History
- Major Explorer

KEY INFO

Email: blfba7@swzaxnneye.xwg  
Phone: (153) 780-7858 (mobile)  
(185) 352-8768 (home)

## OVERVIEW

**ACADEMIC SUMMARY**

**RISK**

**Biological Science**  
College of Arts & Sciences

Most recent enrollment  
**Fall Semester 2013**

Current risk ?  
**MODERATE**

<p>COURSE GRADE OF D/F <b>1</b></p> <p>CHEM2400 Grade: F Fall Semester 2012</p>	<p>REPEATED COURSES <b>2</b></p> <p>CHEM2400 Fall Semester 2013 Grade: - Fall Semester 2012 Grade: F <a href="#">View more</a></p>	<p>COURSE WITHDRAWALS <b>2</b></p> <p>CHEM3100 Fall Semester 2012 BIOL2107K Spring Semester 2012</p>
---	--	--

Cum GPA **2.67**

Notifications **3**

Total Credits **49.00**

**Sophomore**

**MAJOR SELECTION**

**ADVISING**

<p>Currently</p> <p>Biological Science Bachelor of Science Fall Semester 2011</p>	<p>Next follow-up</p> <p><b>Jan 23, 2015</b> <a href="#">Clear Reminder</a></p>	<p>Last profile edit</p> <p>1 month ago</p>
---	---	---

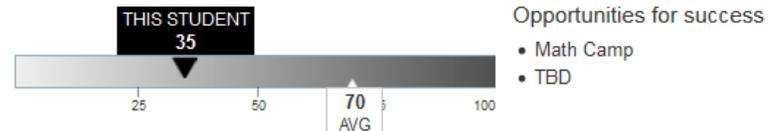
**Risk Score Analysis** ?

### Risk Score Analysis ?

These skill areas comprise the overall risk score and their values as compared to students who successfully completed this major, listed in order of relative weight.

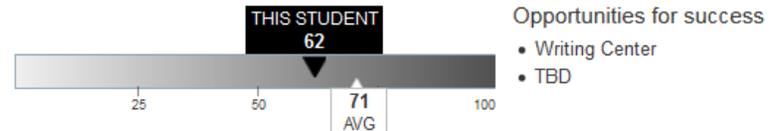
#### Science and Nursing

These skills are linked to being able to take objective data and analyze it according to scientific method principles (e.g. formulating hypothesis, performing calculations, observing outcomes, etc.). Linked majors include Nursing, Respiratory Therapy, Biological Science, Nutrition, Chemistry, and Social Work



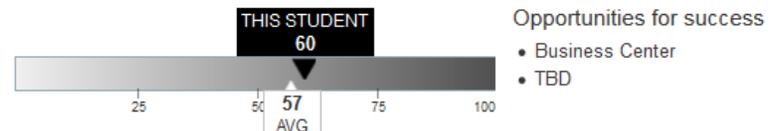
#### Humanities, Liberal Arts and Education

These skills are linked to abilities to comprehend and analyze a mix of subjective and objective information and present original insight. Linked majors include Womens Studies, Philosophy, Theater, Political Science, African American Studies, Psychology, Sociology, Religious Studies, Anthropology, Early Childhood Education and Middle Childhood Education.



#### Business and Economics

These skills are linked to the ability to able to perform creative problem solving, deliver formal presentations, and make recommendations based on data. Linked majors include Actuarial Science, CIS, Accounting, Finance, Economics, Risk Management & Insurance, Real Estate, Business Economics, Management, and Marketing. Resources available include: TBD



**STUDENTS**

Search:

Work List (227) Watch List (0)

Show all students in institution      Displaying Students 1-25      1 of 10 pages

[Export List to CSV](#)

Risk	Student name ▲	Cum. GPA	Notifications	Last edit to profile
●	<b>Abeles, Aitana X</b> ID: 700573417 Major: Biological Science <a href="#">Add to watch list</a>	2.79	2 current	Never Student Status: No action taken
●	<b>Abeln, Alaina</b> ID: 653251469 Major: Biological Science <a href="#">Add to watch list</a>	2.83	1 current	4 weeks ago By Lindsay Miers Student Status
●	<b>Ace, Leighanna L</b> ID: 673825349 Major: Biological Science <a href="#">Add to watch list</a>	2.72	6 current	Never Student Status
●	<b>Acoff, Quentin</b> ID: 509532656 Major: Biological Science <a href="#">Add to watch list</a>	2.78	4 current	Never Student Status
●	<b>Acors, Fico K</b> ID: 732880168 Major: Biological Science <a href="#">Add to watch list</a>	2.82	2 current	Never Student Status

## EAB-SSC Advising Platform Views

- Work Lists allow advisors to create their own list of students to follow-up with and send mass or personalized emails to
- Advising History shows who the student has met with and a general sense of the conversation to allow for comprehensive, non-duplicative advising no matter who sees the student

**Haig Hedstrom**

ID: 163165354  
Age: 21  
DOB: 05/21/1993

- Overview
- Success Progress
- Term Details
- History
- Major Explorer

KEY INFO

Email: b1fba7@swzaxnneye.xwg

Phone:  
(153) 780-7858 (mobile)  
(185) 352-8768 (home)

Address:  
35750 Roy Ct  
Waynoka, New Hampshire 36624

**HISTORY**

REMINDER	Follow-up: Jan 23, 2015 by Amanda Michael, 10:35 AM Reminder: Follow-up on Jan 23, 2015. Financial Aid	Dec 3, 2014
EMAIL	Advisor Activity by Rachel Wolfowitz, on Nov 19, 2014 3:00 PM	Nov 19, 2014
EMAIL	Advisor Activity by Rachel Wolfowitz, on Nov 17, 2014 11:40 AM	Nov 17, 2014
EMAIL	Advisor Activity by Rachel Wolfowitz, on Nov 16, 2014 11:01 PM	Nov 16, 2014
STATUS	ADV: In Person <b>MODERATE RISK</b> Reminder on Dec 1, 2014 for Seth Moucka Status Change. ADV: In Person. Planning on changing major to Sociology, following up in early December	Nov 13, 2014
STATUS	RVW: Contacted <b>MODERATE RISK</b> by: Rachel Wolfowitz, 7:21 PM	Oct 15, 2014
STATUS	ADV: In Person <b>MODERATE RISK</b> by: Rachel Wolfowitz, 7:21 PM	Oct 15, 2014
NOTE	"Sep 26, 2014" Added by Amanda Michael Discussed other majors of good fit	Sep 26, 2014
NOTE	"Sep 9, 2014" Added by Griha Singla TEST.	Sep 9, 2014
REMINDER	Follow-up: Dec 18, 2014	Sep 9, 2014

STUDENT  
**ADV: In Person**

I want to...

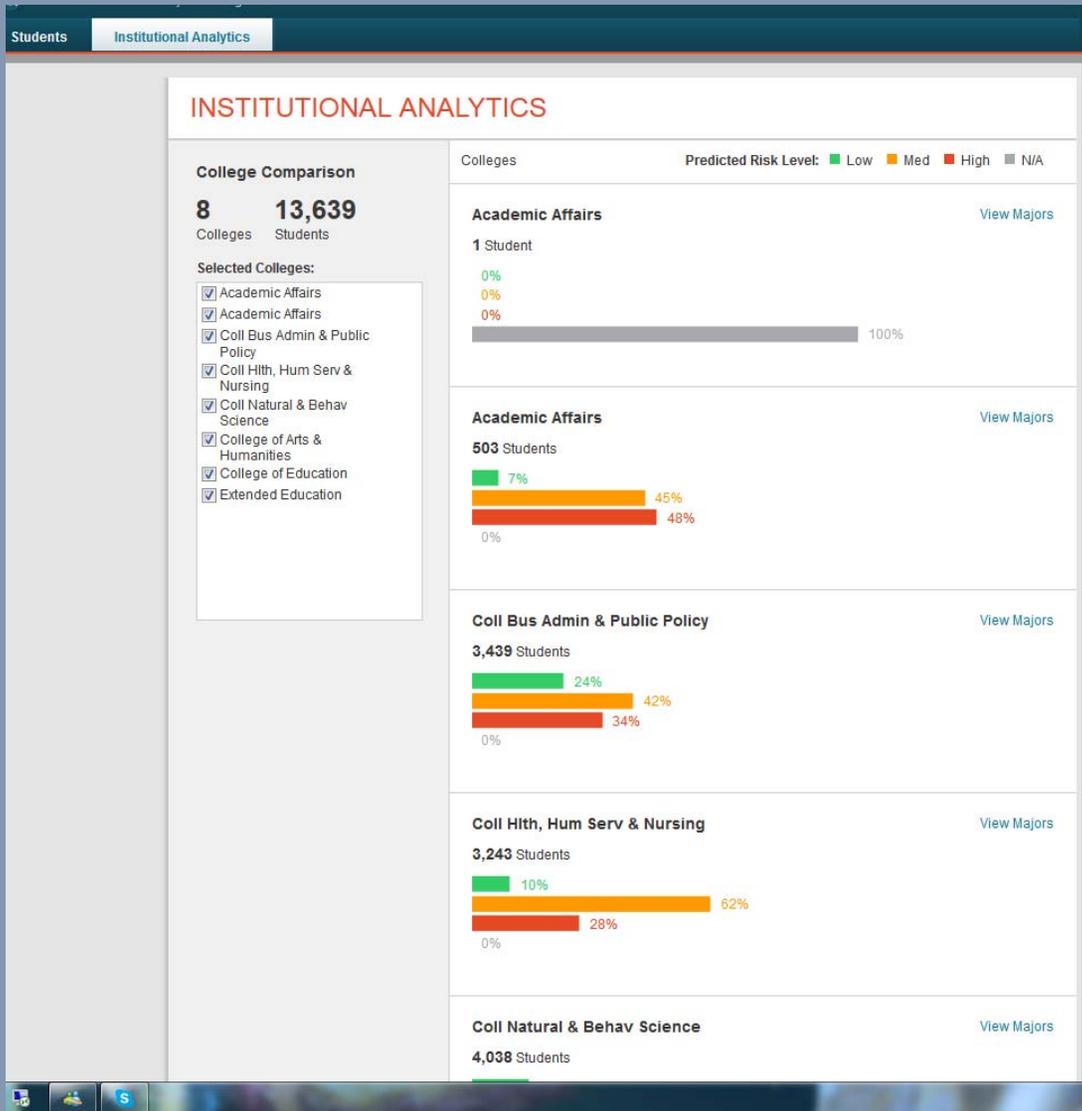
- Change student status
- Email student
- Remind me to follow-up
- Add a note on this student

RECENT NOTES [View all notes](#)

Dec 3, 2014  
Reminder: Follow-up on Jan 23, 2015. Financial Aid  
Added Dec 3, 2014 by Amanda Michael

Nov 13, 2014  
Status Change: ADV: In Person. Planning on changing major to Sociology, following up in early December  
Added Nov 13, 2014 by Seth Moucka

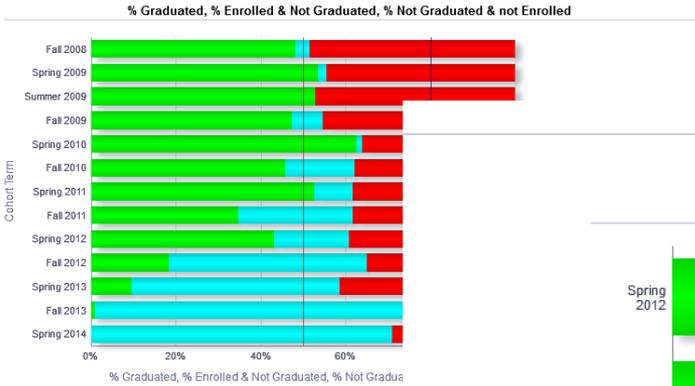
Sep 26, 2014  
Discussed other majors of good fit  
Added Sep 26, 2014 by Amanda Michael



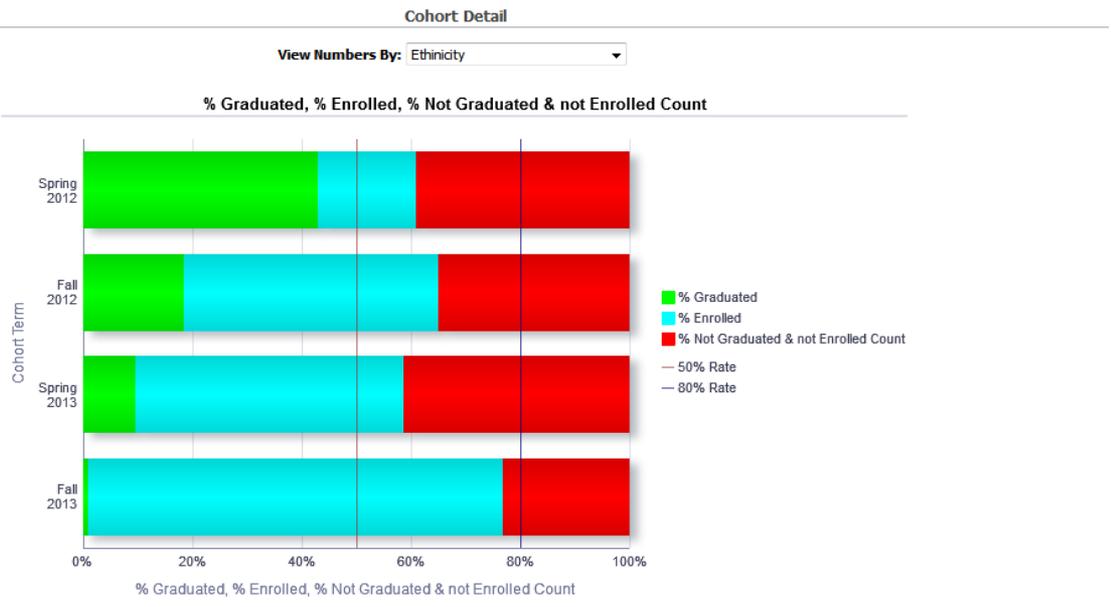
EAB-SSC Platform provides an Institutional Overview of how students are doing

# Appendix C14

**BI-Dashboard:** Tracks student progress and provides quick real-time information and has drill-down features to see individual students. Dashboard was developed as part of a five campus consortium with other CSUs.



Cohort Term	Cohort Description	Initial Cohort Size	Graduated Count	% Graduated	Enrolled Count	% Enrolled
Fall 2008	First-Time Freshman	950	301	31.7	58	5.8
	Transfer Lower Division	257	124	48.2	4	1.5
	Transfer Upper Division	1126	699	62.1	15	1.3
<b>Fall 2008 Total</b>		<b>2333</b>	<b>1124</b>	<b>48.2</b>	<b>77</b>	<b>3.3</b>
Spring 2009	First-Time Freshman	46	4	8.7	3	6.5
	Transfer Lower Division	125	64	51.2	1	0.8
	Transfer Upper Division	812	459	56.5	15	1.8
<b>Spring 2009 Total</b>		<b>983</b>	<b>527</b>	<b>53.6</b>	<b>19</b>	<b>1.9</b>
Summer 2009	First-Time Freshman	2	0	0.0	0	0.0
	Transfer Lower Division	3	2	66.7	0	0.0
	Transfer Upper Division	63	34	54.0	0	0.0
<b>Summer 2009 Total</b>		<b>68</b>	<b>36</b>	<b>52.9</b>	<b>0</b>	<b>0.0</b>
Fall 2009	First-Time Freshman	1135	253	22.3	199	17.5
	Transfer Lower Division	356	168	47.2	15	4.2
	Transfer Upper Division	2138	1298	60.7	49	2.3
<b>Fall 2009 Total</b>		<b>3629</b>	<b>1719</b>	<b>47.4</b>	<b>263</b>	<b>7.2</b>
Spring 2010	First-Time Freshman	4	0	0.0	0	0.0
	Transfer Lower Division	6	2	33.3	0	0.0
	Transfer Upper Division	65	45	69.2	1	1.5
<b>Spring 2010 Total</b>		<b>75</b>	<b>47</b>	<b>62.7</b>	<b>1</b>	<b>1.3</b>



Cohort Term	Ethnicity	Size	Degree Count	% Graduated	Enrolled Count	% Enrolled	Not Graduated & not Enrolled Count	% Not Graduated & not Enrolled Count
Spring 2012	American Indian/ Alaska Native	1	1	100.0	0	0.0	0	0.0
	Asian	46	19	41.3	8	17.4	19	41.3
	Black/ African American	88	38	43.2	14	15.9	36	40.9
	Hispanic/ Latino	205	85	41.5	42	20.5	78	38.0
	Native Hawaiian/ Other Pac Isl	1	1	100.0	0	0.0	0	0.0
	Nonresident Alien	6	4	66.7	0	0.0	2	33.3
	Two or more races	18	6	33.3	1	5.6	11	61.1
	Unknown	23	10	43.5	5	21.7	8	34.8
	White	65	31	47.7	11	16.9	23	35.4
	<b>Spring 2012 Total</b>		<b>453</b>	<b>195</b>	<b>43.0</b>	<b>81</b>	<b>17.9</b>	<b>177</b>
Fall 2012	American Indian/ Alaska Native	7	0	0.0	2	28.6	5	71.4
	Asian	304	64	21.1	141	46.4	99	32.6
	Black/ African American	445	74	16.6	194	43.6	177	39.8
	Hispanic/ Latino	1673	276	16.5	848	50.7	549	32.8
	Native Hawaiian/ Other Pac Isl	16	4	25.0	4	25.0	8	50.0
	Nonresident Alien	67	9	13.4	33	49.3	25	37.3
	Two or more races	93	19	20.4	42	45.2	32	34.4
	Unknown	122	27	22.1	37	30.3	58	47.5
	White	273	81	29.7	94	34.4	98	35.9

<http://www.datelinedominguez.com/>

## Appendix C15

## South Bay Promise Provides Clear Path to CSUDH for Inglewood, Centinela Valley, El Camino College Students

July 16, 2014 (2014-07-16T16:59:49+00:00) by Staff (Posts by Staff)



CVUHSD Interim Superintendent Bob Cox, IUSD State Trustee Don Brann, CSUDH President Willie J. Hagan, ECC President Thomas Fallo, and SBWIB CEO Jan Vogel huddle in support of the South Bay Promise

Leaders from California State University, Dominguez Hills (CSUDH), El Camino College (ECC), Inglewood Unified School District (IUSD), Centinela Valley Union High School District (CVUHSD) and the South Bay Workforce Investment Board (SBWIB) pledged their commitment to strengthening the pipeline from high school to college and beyond by signing the South Bay Promise at a ceremony on the CSUDH campus on Monday, July 14.

At the signing ceremony were CSUDH President Willie J. Hagan, ECC President Thomas Fallo, IUSD State Trustee Don Brann (an ECC alumnus), CVUHSD Interim Superintendent Bob Cox (CSUDH Class of '72, M.A., Education), and SBWIB CEO Jan Vogel (CSUDH Class of '74, M.A., Education), along with the first batch of South Bay Promise cohorts.

"Inglewood Unified, Centinela Valley Union and El Camino College have always been partners with California State University, Dominguez Hills. What the South Bay Promise does is strengthen that alliance and serve as a visible sign to students that we believe in them and are willing to back that up with a guarantee," Hagan said. "It is also about starting the conversation about college earlier than a student's junior or senior year, setting clear expectations for them, and a full complement of support to ensure their academic success."

The South Bay Promise is an initiative designed to strengthen the college-going culture, ensure college readiness, and create a seamless transition from high school to college among students at IUSD's Inglewood, Morningside, City Honors College Preparatory high schools and CVUHSD's Hawthorne, Lawndale and Leuzinger high schools. Through the program, the students receive not only early advising on the courses they'll need for admission to CSUDH but they will also be able to participate in events on the CSUDH campus to better familiarize themselves with college life while still in high school.

If they meet the admission requirements to attend CSUDH upon graduation, they will receive priority admission to the university, participate in the pre-freshmen year Summer Bridge Academy, and be part of the Encounter to Excellence first year initiative that offers one-on-one advising, peer mentors, supplemental instruction and other resources to ensure their academic success.

The Promise also guarantees El Camino students acceptance to CSUDH upon the completion of 60 semester credits including full general education certification. As an added component to help these students prepare for their post-secondary education, the South Bay Workforce Investment Board will provide after-school enrichment and work-based learning activities on their high school campuses.

Lawndale High graduate Ryan Jones said he was pleased to be among a group of South Bay Promise students who will attend Cal State Dominguez Hills in the fall. In fact, Jones is currently enrolled in the university's Summer Bridge Academy, which provides him with the opportunity to get some credits under his belt before the fall.

"I am fully aware that there were a handful of us that were chosen and we should take advantage of that because out of everyone else, we were given a huge opportunity," Jones said.



Incoming freshman and Lawndale High graduate Ryan Jones talks about being part of the South Bay Promise

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Produced by the



***California State University, Dominguez Hills***

**Report of the Task Force**

**To Seek Best Practices and Improved Outcomes from Advising**

**June 17, 2014**

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## Preface

As our report in the succeeding pages details, the large goal to which the work of this Task Force seeks to contribute is student success. That theme is prominent in the institution's current strategic plan, and it is prominent in the drafts of a modified strategic plan soon to be considered and adopted by this community. That goal is very widely shared at the university, and it was in the front of mind for President Willie J. Hagan when he convened this group in Fall 2013. Relative to that large goal, as will be seen in our report, we think that strengthened advising can be an important contributor to improving the rates at which our undergraduates succeed. We expect that the readers of this report will agree.

The scope of this report is consistent with its association with the large theme of student success. That is, we focus exclusively on undergraduates at the university, and our recommendations have in mind supporting their continuation and eventual graduation with the baccalaureate degree. We do not consider advising for graduate students; we do not review advising that is delivered to students who are enrolled in online programs; we do not assess pre-professional advising, such as pre-medical/health professions, pre-law, or similar activities and foci. These are all surely worthwhile programs, and our excluding them is not meant to imply that they are unimportant.

We are grateful to the many members of the California State University, Dominguez Hills community who contributed their time and ideas to our work. These include faculty and staff who took part in focused discussions about advising at CSUDH; professional advisers who took part in a focused discussion led by Dr. Clare Weber; faculty and staff who took part in the open hearing that was a part of our listening and learning; members of the Academic Senate who offered their views and insights in discussions held in that forum; faculty who responded to our survey on academic advising; and students who took part in the focus groups, led by advanced Sociology students under the general direction of Dr. Clare Weber. We offer our appreciation to Ms. Corina Diaz and Ms. Juliana Soto, with the collaboration of Ms. Sylvia Thomas, Ms. Elizabeth Sanchez, and Mr. James Taft, who led the focus group effort.

We are grateful as well to Dr. Lori Varlotta of California State University, Sacramento, who offered a ¾ - day retreat and workshop about advising from the vantage of that sister CSU campus. We benefited from a substantial presentation on advising best practices offered by the Education Advisory Board, a membership best-practices organization based in Washington, D.C. We learned as well from one another, and in particular by a special presentation made by Division of Information Technology members of the Task Force, Mr. Chris Manriquez and Mr. Bill Chang; and by a special presentation led by Dr. Sue Borrego, Dr. William Franklin, and Ms. Brandy McLelland, Task Force members from the Division of Enrollment Management and Student Affairs. We are pleased to recognize the good work of Dr. Keisha Paxton in creating, deploying, and analyzing the results of our survey of full-time faculty. Our consultant, Dr. Joe Cuseo, posed the right questions to us at the right times, and offered useful critiques of our conclusions.

**Members of the Task Force.** The individuals whose names follow below were members of the Task Force, and stand as owners of the narrative and recommendations that follow. We also acknowledge the contributions of Task Force member Dr. Peter Kim, Director of the University Advising and Testing Center, whose work we appreciated until he left our university in February 2014.

Dr. Clare Weber, Co-Chair; Associate Vice President for Faculty Affairs and Professor of Sociology, Division of Academic Affairs

Dr. Keith Boyum, Co-Chair; Special Assistant to the President for Strategic Academic Initiatives, Office of the President

Dr. Susan Borrego, Vice President, Enrollment Management & Student Affairs

Mr. Bill Chang, Director, Enterprise Applications, Division of Information Technology

Mr. Daryl Evans, Undergraduate Advisor, College of Business Advising Center, Division of Academic Affairs

Dr. William Franklin, Associate Vice President, Student Success Services, Division of Enrollment Management & Student Affairs

Dr. Mitch Maki, Vice Provost, Division of Academic Affairs

Mr. Chris Manriquez, Vice President, Information Technology

Ms. Brandy McLelland, Director, Student Information Services, Division of Enrollment Management & Student Affairs

Dr. Christopher Monty, Associate Professor of History, Division of Academic Affairs

Dr. Sheela Pawar, Acting Associate Dean, College of Arts & Humanities, Division of Academic Affairs

Dr. Keisha Paxton, Associate Professor of Psychology, Division of Academic Affairs

Ms. Carol Tubbs, Acting Director, University Advisement and Testing Center, Division of Academic Affairs

Mr. Salvador Valdez, Academic Advisor, University Advisement and Testing Center, Division of Academic Affairs

Many logistical details for the benefit of the Task Force were handled with grace and aplomb by Ms. Susan Sanders, Confidential Assistant, Office of the President. We offer her our thanks.

Carson, California: June 17, 2014



## Chapter One.

### Executive Summary

**Summary.** In this chapter we offer a précis of the contents of the longer report that follows. If the heart of a report such as this one lies importantly in the recommendations, the reader is encouraged to review table I-1 below, and also to seek the fuller statements in Chapters Six, Seven, Eight, and Nine.

#### The Scene at CSUDH.

Markers of this university's success in fulfilling its essential mission are important scene-setters in Chapter Two. Close analyses such as by WASC teams, on one hand, and data analyses run from afar such as by the *Washington Monthly*, on the other hand, tell a congruent tale. Faculty and staff at CSU Dominguez Hills embrace this university's fundamental purposes, and together we foster student retention and graduation with high-quality degrees at rates that out-perform many expectations. As it were, if we had a sign affixed to our front door, it might say *Student Success Happens Here*.

At the same time, a positive future is never assured, never automatic. Instead, even a university that can point to evident strengths must guard against external threats that are not merely fanciful. In our SWOT analysis in Chapter Five we list four potential threats: (1) our low IPEDS graduation rate may imperil access to Cal Grants, if not improved; (2) future plunges in state funding for higher education should be anticipated when economic downturns occur, if the past is prologue; (3) serious proposals are on the table in the U.S. House of Representatives to severely cut domestic spending, very much including for higher education; and (4) there is some evidence that Americans increasingly regard higher education as a private, not a public, good, and thus not a strong candidate for continued support.

#### Why Advising?

This report goes on, in Chapter Two, to make the key arguments why we should expect that improved academic advising is a strategic choice in bettering our current record in fostering the success of our students. We follow the lead especially of Dr. Joe Cuseo<sup>1</sup>, who crisply makes the key arguments. Strong advising:

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<sup>1</sup> Dr. Cuseo is Professor Emeritus of Psychology at Marymount College, and a consultant to the Task Force. He has delivered hundreds of campus workshops and conference presentations across the United States, as well as

- increases student satisfaction, which is positively related to retention;
- supports improved educational and career planning, which is positively related to student desire to finish a degree;
- enhances a student's ability to utilize campus support services, which contribute to successful pursuit of a degree;
- fosters high-touch relationships between faculty and students, leading to academic success but also to attachment to the campus; and
- encourages mentoring, a key especially for students who may not have available role models at home or in their own neighborhoods.

### **Early Conclusions.**

Even in our first substantive chapter of this report, we reach early conclusions at the close of Chapter Two. We think the university can improve advising, and thereby improve rates and probabilities of student success, by adopting these general strategies:

- a. Providing strong incentives and rewards for advisors to engage in high-quality advising;
- b. Strengthening advisor orientation, training, and development, and delivering them as essential components of this university's faculty / staff development program;
- c. Assessing and evaluating the quality of academic advisement;
- d. Maintaining advisee-to-advisor ratios that are small enough to enable delivery of personalized advising;
- e. Providing strong incentives for students to meet regularly with their advisors;
- f. Identifying highly effective advisors and positioning them at the start of the college experience to work with first-year students;
- g. Including advising effectiveness as one criterion for recruiting new faculty; and
- h. Supporting advisors with clear policy and procedures, strong communications, effective web-enabled approaches, and other tools for success.

### **Genesis of the Task Force.**

The confluence of sources that resulted in President Hagen's request that this Task Force undertake the present work is the first theme in Chapter Three. The existing strategic plan, a new President, increasing interest systemwide in student success, anecdotes heard in the campus academic senate, a sense that the campus may be rebounding from the depths of tragic budget cuts: these and more came together to define a renewed interest in improving academic advising as a route to

---

Canada, Europe, China, and Australia. He has authored articles, monographs, and books on effective teaching, advising, student retention and student success, the most recent of which are: *Thriving in College and Beyond: Research-Based Strategies for Academic Success & Personal Development*; ***Humanity, Diversity, & The Liberal Arts: The Foundation of a College Education***; and ***Peer-to-Peer Leadership: Transforming Student Culture***.

improving student success. The interested reader is encouraged to review those circumstances, and to review Appendix A which shows the charge to the Task Force given by the President.

### **Who Gets What Advising at CSUDH.**

Chapter Three goes on to comprehensively describe advising as we know it now at CSU Dominguez Hills. We sum up our perspective by asking who gets “the best” academic advising at this university, and we provide an answer. It is first-time Freshmen in special, grant-supported programs.

Those special programs are in turn described in good detail in Chapter Four, and we note with approval that the President has already made substantial local funding available to extend the benefits that are apparent. In effect, Chapter Four tells a story about what CSUDH does now, very well, in the way of advising and fostering student success.

### **How the Task Force Set About Its Work.**

In Part II of Chapter Three we offer some perspective on how the Task Force went about doing its work. We drew for our Task Force membership upon persons and offices with strong experience in advising and related student support; we sought out best practices against which to measure our approaches to advising; we hired an expert consultant. In Chapter Five we take that recounting a step further, describing not only our strategy of listening to our community’s views about advising, but also laying out what we heard in summary fashion. Other summaries, and other reports of what we heard, more fine-grained than are found in the pages of Chapter Five, are displayed in Appendix E. All in all, the Task Force listened via:

- Focused conversations with deans and department chairs;
- Focused conversations with professional advisors;
- Comments at the Open Forum;
- A survey of full-time faculty;
- Comments made by students, in formal focus groups.

### **Four General Conclusions about Advising at CSUDH.**

We came to four general conclusions about advising at CSUDH, on the basis of this listening:

First, **the quantity of advising services varies remarkably**, from intense and frequent for special groups of undergraduates, to casual and student-initiated for a large number of other undergraduates. For some among this large number of other undergraduates, advising services are remarkably thin.

Second, **many advising needs seem even at a glance to be un-met**: developmental needs for beginning lower-division students who are not selected to a special program is a sharp example.

Third, there is considerable reliance on faculty and other non-professional advisors in this system, and as will be discussed in Chapter Eight, the attention of faculty to this part of their job varies, and the capabilities of faculty in the area of advising are rarely if ever, supported by workshops or other opportunities to learn.

Fourth, elementary but important records are not well-kept. Too often archived only on paper in a departmental file cabinet, such items as substituted courses in fulfillment of degree major requirements are not available to those whose task it is to check whether a degree has in fact been earned. Too often the result is confusion: will student “X” graduate, or not? The Task Force heard many complaints about this.

### **SWOT Analysis for Advising.**

As an analytic marker that we used in subsequent chapters when making specific recommendations, the Task Force concludes Chapter Five with a SWOT analysis for advising at this university. We list many weaknesses – but there are obvious strengths, too, on which to draw in moving forward. We think there are opportunities to seize, and threats against which we should make defenses.

### **117 Specific Strategies, Recommendations, and Actions for Consideration .**

With all of the reporting and perspective-building from Chapters Two through Five in hand, we turn to specific ways forward that are listed and discussed in Chapters Six, Seven, Eight, and Nine. We have accumulated all of these in a series of tables, which follow overleaf. These comprise 117 items in the fourteen pages that follow.

This is, then, a “grand compilation,” offered with a posture of modesty. Especially *Actions for Consideration* will be subject to the constraints that time and budgets make inevitable; and the *Actions for Consideration* are surely the subjects for learning through piloting and assessment of programs to strengthen advising. Still, the Task Force heard persuasive arguments that such a consolidated listing might amount to a useful tool for campus senior leaders. We are pleased to provide that tool.

With that, we turn to Tables I – 1 through I - 4. Together the tables conclude this summary chapter, and we encourage the interested reader to see our analyses and arguments in the chapters that follow.



**Plan for Timely Degree Completion** – Graduating in a timely manner is a top priority at CSULB. Degree Planner is a new online tool allowing undergraduate students to map their entire academic path to graduation. Degree Planner is currently available for 26 undergraduate majors. Click on “Degree Planner” from the Student Center in MyCSULB to see if your major is available.

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## Degree Planner

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**Preferences**

Term	Units	Notes
Fall 2014	15.00 units	To make the best possible suggestions, Degree Planner needs to know which terms you plan to attend and how many units you plan to take each term. The system initially chooses terms and units based on your progress so far. Additional terms and units are added as a default and may be removed in Edit Preferences.
Spring 2015	16.00 units	
Fall 2015	13.00 units	Please edit your Preferences if they are not correct. You may update Preferences at any time.
Spring 2016	15.00 units	
Fall 2016	16.00 units	
Spring 2017	15.00 units	
Fall 2017	15.00 units	
Spring 2018	7.00 units	

EDIT PREFERENCES

ARRANGE MY PLAN DEGREE PLANNER REPORT WHAT-IF REPORT OVERVIEW REFRESH SUGGESTIONS CLEAR LOCKS

Below you will find course work based on the remaining requirements for your major(s) and minor(s). Please note that not all plans may be available at this time.

Start searching for classes by loading your plan into Class Schedule Planner.

Ensure your plan meets all requirements.

Select the terms and unit load to maximize your path to graduation.

Drag-and-drop makes it simple to move classes to your preferred term.

View a summary of all requirements completed, in progress, and planned.

Considering changing your degree objective? View a customized report.

Degree Planner provides a number of helpful features to ensure you remain on track to graduate:

“Advisor Message” communicates personalized information on a specific requirement.

“Critical” identifies key courses necessary for timely degree completion.

“Notes” convey important details about a specific requirement.

“Info” displays the course description from the current catalog.

“Remove” discards a requirement that is not needed for degree completion. Removed courses may always be restored to your plan.

“Lock” sets a course to a specific term.

“Select Course” allows you to choose a specific course for that requirement.

### Fall 2014

Planned Units 15.00 Target Units 15.00

Requirement	Notes	Critical	Units	Course	Info	Select Course	Lock	Advisor Message	Remove
STAT 108 Statistics for Everyday Life (GE Area: B2); or PSY 210 Intro Statistics; or SOC 250 Elementary Statistics - NOTE: Major Declaration Requirement Course			3	Not Selected		Select	<input type="checkbox"/>		<input checked="" type="checkbox"/>
GE Mathematics/Quantitative Reasoning (Area B2)			3	Not Selected		Select	<input type="checkbox"/>		<input checked="" type="checkbox"/>
Elective			3	Not Selected		Select	<input type="checkbox"/>		<input checked="" type="checkbox"/>
GE Oral Communication (Area A2) - Note: Major Declaration Requirement Course			3	Not Selected		Select	<input type="checkbox"/>		<input checked="" type="checkbox"/>
GE Other Explorations (Area C, D and E)			3	Not Selected		Select	<input type="checkbox"/>		<input checked="" type="checkbox"/>

[Add Course](#)

### Spring 2015

Planned Units 16.00 Target Units 16.00

Requirement	Notes	Critical	Units	Course	Info	Select Course	Lock	Advisor Message	Remove
GE Other Explorations (Area C, D and E)			3	Not Selected		Select	<input type="checkbox"/>		<input checked="" type="checkbox"/>
Elective			3	Not Selected		Select	<input type="checkbox"/>		<input checked="" type="checkbox"/>
HCA 300 (Formerly HCA 402) Health Care System			3	HCA 300		Select	<input type="checkbox"/>		<input checked="" type="checkbox"/>
HSC 150 Medical Terminology			1	H SC 150		Select	<input type="checkbox"/>		<input checked="" type="checkbox"/>
GE Other Explorations (Area C, D and E)			3	Not Selected		Select	<input type="checkbox"/>		<input checked="" type="checkbox"/>
Elective			3	Not Selected		Select	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>

For more information on Degree Planner, visit [csulb.edu/depts/enrollment/graduation](http://csulb.edu/depts/enrollment/graduation)

## Appendix E1 – Cost Analysis Supporting Materials

In July 2014, The Campaign for College Opportunity published a report on “The Real Cost of College” focused on the CSU system. It identified excess time and credits to degree a problem because of the higher costs to students who paid more for their education because they did not maximize unit loads to 15 per semester and the compounded loss of annual earning for every additional year spent in college. Additionally, the state also bears higher costs for every credit unit beyond the 120 units required for degree per student who exceeds this limit, which usurps the capacity of institutions to free up enrollment spaces for new students.

The following chart depicts the cost tuition, books and materials to the students without considering any type of grant aid. Tuition, Fees and books and materials (\$1,746/12 units) costs are based on current rates as listed on our Financial Aid website.

IPEDS Freshmen Cohort 2008					Transfer Junior Cohort 2010				
Graduated in	N	Ave. Units/ Semester	Total DH Units	Tuition Cost + Books	Graduated in	N	Ave. Units/ Semester	Total DH Units	Tuition Cost + Books
4 Years	38	15.8	126.4	\$ 34,288	2 Years	439	14.8	59.28	\$ 15,760
5 Years	117	13.2	131.9	\$ 39,400	3 Years	494	11.1	66.75	\$ 23,640
6 Years	127	11.5	138.2	\$ 47,280	4 Years	226	9.0	72.22	\$ 31,520

The following table provides a cost comparison between a 4-year, 5-year and 6-year degree trajectory and the additional cost students are paying to address developmental coursework which impacts over 50% of CSUDH students as previously discussed and as illustrated in the GIS maps in Appendix B5 & B6. (Note: CSUDH is a partner in the regional collaboration application focused on remediation being submitted by CSU Northridge.)

Tuition Costs by Time to Degree 2014-15 CSUDH Tuition & Fees (\$5,472 FT/ \$3,836 PT Tuition + \$662 Fees)		
4 Year Plan + Remediation	5 Year Plan + Remediation	6 Year Plan + Remediation
<ul style="list-style-type: none"> <li>• 15 Units per semester</li> <li>• \$205/unit</li> <li>• 120 units</li> </ul>	<ul style="list-style-type: none"> <li>• 12 units per semester</li> <li>• \$256/unit</li> <li>• 120 units</li> </ul>	<ul style="list-style-type: none"> <li>• 12 units per semester</li> <li>• \$256/unit</li> <li>• 144 units (24 extra units)</li> </ul>
Cost = \$24,600	Cost = \$30,720	Cost = \$36,864
2 Remediation Courses	2 Remediation Courses	2 Remediation Courses
<ul style="list-style-type: none"> <li>• 6 units per semester</li> <li>• \$639/unit</li> </ul>	<ul style="list-style-type: none"> <li>• 6 units per semester</li> <li>• \$639/unit</li> </ul>	<ul style="list-style-type: none"> <li>• 6 units per semester</li> <li>• \$639/unit</li> </ul>
Remediation Cost = \$3,836	Remediation Cost = \$3,836	Remediation Cost = \$3,836
<b>Total Cost = \$28,436</b>	<b>Total Cost = \$34,556</b>	<b>Total Cost = \$40,700</b>



# Projecting **Revenue Opportunities** from a Focus on Student Success

Estimate Prepared for California State University - Dominguez Hills



# How Our Model Works

We use institutional data to estimate the year-over-year enrollment impact of improving retention rates at key moments in the student lifecycle.

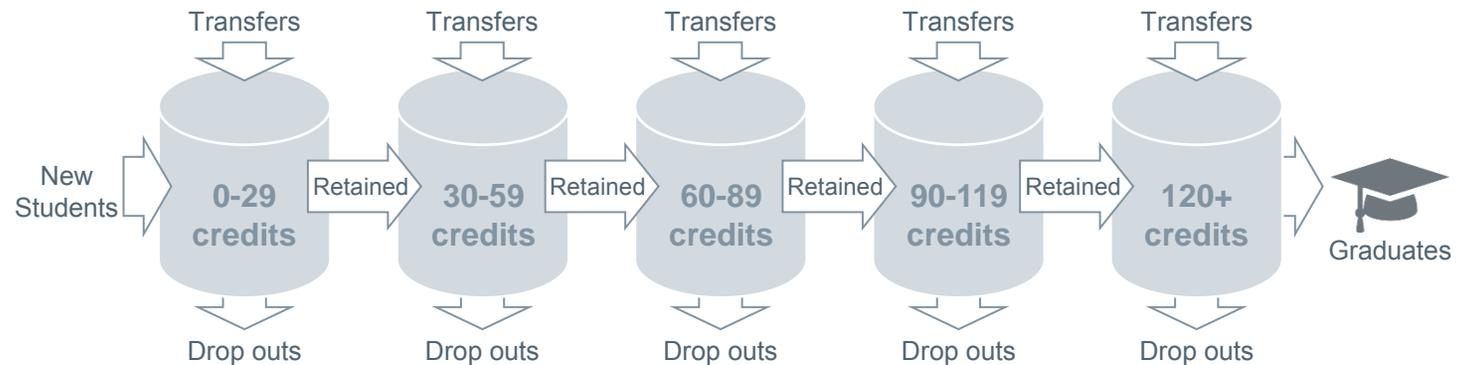
Our model works by first segmenting students into five buckets based on earned credits.<sup>1</sup> Each bucket is assigned an independent retention rate. Retained students remain in the same bucket until they earn sufficient credits to move to the next.

As we run the model forward a year, students may persist in the same bucket, progress to the next bucket, graduate from the institution, or drop out, according to inputted “flow rates.” New incoming students enter the model in the first bucket, while transfers can enter at any point along the lifecycle. As the buckets change in size, so does the overall enrollment.

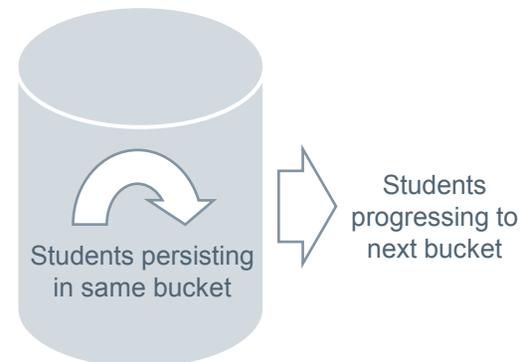
The baseline flow rates for the model are custom built for your institution based on data collected during your SSC implementation.

## Modeling Enrollment Changes Across the Student Lifecycle

Each Arrow Represents an Independent and Adjustable “Flow Rate”



### Retained Students Persist in Same Bucket Until Earning Enough Credits to Progress



1) We chose to segment by credits instead of by class years in order to correctly accommodate part-time students and transfers



# Projected Enrollment Revenue Opportunity

We estimated the potential retention revenue opportunity at your institution by using tuition and enrollment data obtained from IPEDS and applying proprietary student progress and flow rates calculated from your SSC dataset. The retention rate improvements used in this calculation are reflected in the table below.

Net revenue per student is calculated as the published tuition and fees, minus average institutional grant, plus an estimated state appropriation (public institutions only).

Revenue gains compound over time as incrementally retained students continue through the system.

NOTE: This is not meant to be a precise forecast for your institution. It is only an approximation of the potential revenue opportunity.

## Model Inputs:

Total Enrollment: 11,636

Net Revenue Per Student: \$8,940  
(net tuition and fees plus state appropriations)

## Retention Improvements

0-29 credits 12% total over 3 years

30-59 credits 10% total over 3 years

60-89 credits 5% total over 3 years

90-119 credits 5% total over 3 years

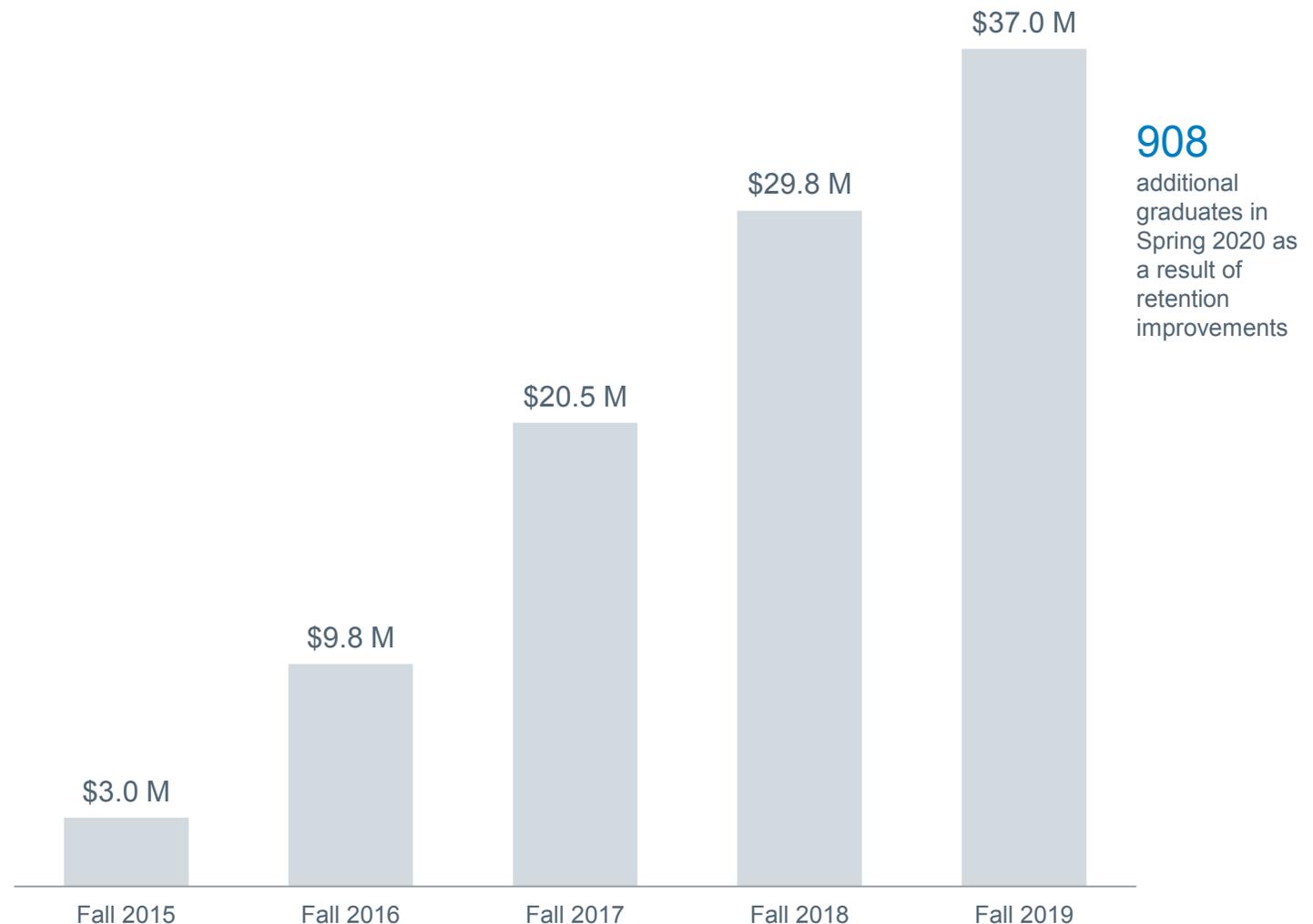
120+ credits 0% total over 3 years

(with success initiatives starting in the 2014 -

2015 Academic Year)

## Revenue Gains vs. Baseline

Estimated Impact for California State University - Dominguez Hills





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Appendix F1

## CSU Dominguez Hills Awarded \$12 Million from U.S. Department of Education to Educate STEM Teachers

October 1, 2014 (2014-10-01T17:08:10+00:00) by Amy Bentley-Smith (Posts by Amy Bentley-Smith)

California State University, Dominguez Hills (CSUDH) has been awarded a \$12.45 million grant by the U.S. Department of Education (DOE) to train highly qualified secondary math and science teachers and help improve student achievement in the Los Angeles Unified School District (LAUSD).

The grant—the largest awarded nationwide under the DOE’s Teacher Quality Partnerships grant competition—will allow CSUDH to implement its proposed STEM Teachers in Advanced Residency (STAR) program.

STAR is a blended 15-month credential and master’s program designed for individuals with a strong foundation in science, technology, engineering and mathematics (STEM). The program will integrate theory and practice using a curriculum that emphasizes 21st century teaching skills, technology, content literacy and Common Core standards. Additionally, the program will include a yearlong residency and three years of extensive professional development and support for teachers after successful credential completion and placement in a school.

“This project will allow us to develop a teacher pathway like none other in the state of California,” said Kamal Hamdan, associate professor of education and interim director of the Center for Innovation in STEM Education at CSUDH. Hamdan is the principal investigator on the grant and will oversee the STAR program. “I am thrilled to work with our partners on this exciting project.”

Partnering on the grant with CSUDH is LAUSD, Troops to Teachers, and the nonprofit ENCorps STEM Teachers program.

“Your partnership is a true value to LAUSD and our students,” said Justo H. Avila, LAUSD chief human resources officer. “Your positive thinking and great desire and motivation to support and train future teachers is admirable and to be commended. Your CSUDH team is amazing!”

Filed Under: All News Releases <<http://www.csudhnews.com/category/news-releases/>>, Campuswide News <<http://www.csudhnews.com/category/campus-news/>>

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Appendix F2

## **CSU Dominguez Hills Awarded \$2.9 Million Grant to Improve Academic Skills of Graduate Students**

November 7, 2014 (2014-11-07T14:36:08+00:00) by Paul Browning (Posts by Paul Browning)

California State University, Dominguez Hills (CSUDH) has received a five-year \$2.9 million grant from the U.S. Department of Education's (DOE) Title-V, Part B-PPOHA (Promoting Postbaccalaureate Opportunities for Hispanic Americans) program to launch the Graduate Writing Institute for Excellence (GWIE). The institute will advance the reading, writing and research skills of the university's graduate students through a comprehensive skills enhancement program, and seek to develop additional academic and professional partnerships that will help foster student success. Thirty-six percent of CSUDH's graduate student population is Hispanic.

The DOE grant will enable the GWIE to advance academic achievement by providing discipline-specific research assistance, subject-specific tutoring, and thesis and capstone project support using innovative pedagogical techniques based upon the proven success of Cross-Aged Peer Assisted Learning models. Doctoral students will be employed as Cross-Age Peer Student (CAPS) mentors, who will partner with Faculty Fellows from 24 graduate-level professional and credential programs at CSUDH, thereby implementing the multi-pathway writing and research skills enhancement program.

In 2010, the university was awarded its first PPOHA grant of \$2.4 million, which was used to create the GWIE's successful predecessor program: Promoting Excellence in Graduate Studies (PEGS).

"This incredible support from the Department of Education for a second time is a true reflection of the exceptional work of our staff, students, and faculty partners, as well as the work of the thousands of students who benefit from their knowledge," said Leena Furtado, GWIE's project director and principle investigator. "With our first grant, we were very successful in helping students progress academically by clearing a wide path for them to a variety of services on campus."

Housed in CSUDH's Leo F. Cain Library, the GWIE is currently building collaborative partnerships with the following CSUDH programs and entities:

- Undergraduate Research, Scholarship, and Creative Activity program (URSCA)
- Educational Opportunity Program (EOP)
- McNair Scholars program
- Minority Academic Access to Research Careers program (MARC)
- Undergraduate Student Training in Academic Research program (U\*STAR)
- Federal Minority Biomedical Research Support (MBRS) Research Initiative for Scientific Enhancement (RISE)
- Male Success Alliance
- Career Center

"The partnerships the GWIE has with the dedicated and caring faculty, staff and students throughout Cal State Dominguez Hills greatly strengthened the foundation of the institute," said Furtado. "They are essential to what we are working to achieve in helping our graduate students exceed and proceed to the next chapters in their lives."

Filed Under: All News Releases <<http://www.csudhnews.com/category/news-releases/>>, Campuswide News <<http://www.csudhnews.com/category/campus-news/>>

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Appendix F3

## STEM in Education Conference Highlights the Future

June 30, 2014 (2014-06-30T10:55:16+00:00) by Fehmida Bholat (Posts by Fehmida Bholat)



<[http://www.csudhnews.com/wp-content/uploads/2014/06/1907680\\_587296078053094\\_56741577692262211\\_n.jpg](http://www.csudhnews.com/wp-content/uploads/2014/06/1907680_587296078053094_56741577692262211_n.jpg)>

Nearly 350 attendees spent their Saturday on the campus of California State University, Dominguez Hills (CSUDH) for the second annual **STEM in Education conference** <<http://www.csudhnews.com/2014/05/stem-in-education/>> on June 7, 2014.

Students, faculty, K-12 math and science teachers, educational organizations, and professionals in the fields of science, technology, engineering and math (STEM) from around the country mingled during the day-long event, which was hosted by CSUDH's California STEM Institute for Innovation and Improvement (CSI3).

Featuring poster sessions and hands-on workshops led by educators from CSU Dominguez Hills as well as UCLA, CSU Bakersfield, CSU Fullerton, Cal State TEACH, Los Angeles Unified School District (LAUSD), Downey Unified School District, Tulare County Office of Education, Long Beach City College, El Camino Compton Center, and Rio Hondo College, the conference highlighted innovative strategies and best practices for teaching STEM. Many of the presentation materials are available on the conference web site at <http://www.csudhstemined.com/index.php/sessions> <<http://www.csudhstemined.com/index.php/sessions>> .

Conference attendees also heard from two keynote speakers who are experts in STEM areas: Christine Cunningham, a neuroscientist and vice president at the Museum of Science in Boston, and Adam Steltzner, lead landing engineer for NASA's Mars Exploration Rover project.

"It was a wonderful conference and a huge success," said Kamal Hamdan, CSI3 director. "Our campus was transformed into a hub of activities focusing on Innovating Teaching and Learning: The STEM Approach."



Putting STEM theories to pragmatic use with LEGO's

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Appendix F4

## Male Success Alliance's 5th Annual Spring Summit: "Reclaiming Our Legacy"

May 5, 2014 (2014-05-05T12:42:07+00:00) by Fehmida Bholat (Posts by Fehmida Bholat)

<http://www.csudhnews.com/wp-content/uploads/2014/05/Spring-summit-poster.jpg> <http://www.csudhnews.com/wp-content/uploads/2014/05/Spring-summit-poster.jpg> The Male Success Alliance (MSA) will partner with faculty, staff and community organizations to host the fifth annual Spring Summit on Thursday May 8, from 8 a.m. to 2 p.m. in the Loker Student Union ballroom.

More than 700 high school and middle school students are expected to attend the summit, along with CSU Dominguez Hills students for the interactive conference that is designed to equip students with the necessary tools and resources to be successful.

Established in 2010, MSA seeks to improve access, retention and graduation rates of young men of color through academic support, professional development and mentoring. In line with President Barack Obama's **My Brother's Keeper** <http://www.whitehouse.gov/my-brothers-keeper> initiative, MSA believes that through brotherhood, integrity and perseverance, they can positively impact every life they encounter.

The annual Spring Summit will bring together CSU Dominguez Hills president Willie J. Hagan, a keynote address from Jeff Duncan-Andrade, associate professor at San Francisco State University, and students such as **Jonathan Henderson** <http://www.csudhnews.com/2014/05/male-success-alliance-summit/>, an executive board member of MSA who has gone on to become a shining example of how the MSA has propelled him from struggling student to nominee for the Presidential Outstanding Student Award in 2014.

He and numerous other students who have been positively affected by the MSA will participate in breakout sessions that feature campus tours and empowerment workshops.

Registration for the summit is requested. To RSVP or for more information about the MSA Spring Summit, visit the MSA website, <http://www4.csudh.edu/msa> <http://www4.csudh.edu/msa/>.



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**“Top 14” Improving Student Success High Impact Practices**  
**Academic Affairs Plan, January 2015**

- 1. Hire new AVP University Academic Advisement to significantly improve academic advising:**
  - 1) Aggressive implementation of Advising Task Force’s recommendations.
  - 2) Hire 8 new College-Based Pre-Major GE advisors.
  - 3) Implement EAB-SSC course-driven data analytics for advising.
  - 4) Implement campus Data Dashboard.
  
- 2. Implement President’s National Model of Student Success Plan**—creation of task forces/teams and working closely with the EMSA to improve student graduation rates and success.
  
- 3. Implement Cohort-based First-Year/Freshmen Seminar and new Transfer programs**
  - 1) Launched inaugural Freshmen Convocation (9/5/14).
  - 2) Expanded Bridge Program.
  - 3) Create new Freshmen Seminar program and new Transfer Program.
  
- 4. Create 5 new College-based Pre-Major and 1 Undeclared Advising Tracks.**
  
- 5. Establishing Learning Communities**—groups of students with who actively engage in learning together.
  - 1) Focusing specifically on **science and STEM majors** (e.g., Center for Innovation in STEM Education, CISE).
  - 2) Consider forming other theme/major/future career Learning Communities.
  
- 6. Expand Supplemental Instruction & Strengthen Remediation Efforts**
  - 1) Through Bridge.
  - 2) Through Academic Affairs by targeting high enrollment, high failure rate GE courses; high school/cc programs with 4 LA CSUs.
  
- 7. Support faculty interested in re-energizing curriculum by incorporating and integrating HIPs (High Impact Practices):**

<ol style="list-style-type: none"><li>(1) First-Year Seminars and Experiences</li><li>(2) Common Intellectual Experiences</li><li>(3) Learning Communities</li><li>(4) Writing-Intensive Courses</li><li>(5) Collaborative Assignments and Projects</li></ol>	<ol style="list-style-type: none"><li>(6) Undergraduate Research</li><li>(7) Diversity/Global Learning</li><li>(8) Service Learning, Community-Based Learning</li><li>(9) <u>Internships</u></li><li>(10) Capstone Courses and Projects</li></ol>
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- 8. Work with faculty to innovate classrooms and pedagogies** to improve the learning environment (e.g., Active Learning Classrooms, ALC “Brilliant Classrooms”) and offer students a variety of teaching formats (e.g., active learning, high-quality hybrid and online course formats).
  
- 9. Undertake a comprehensive assessment to revise and streamline current Academic Affairs policies and procedures to enhance and better support student success** (e.g., mandatory advisement).
  
- 10. Examine financial aid availability & increase work-study opportunities on campus.**
  
- 11. Reorganize Academic Affairs course scheduling and budget allocation models** to support student success in meeting course demands as part of following departmental program road maps.
  
- 12. Provide incentives and recognition** for faculty and programs documenting excellent student success.
  
- 13. Strengthen capacity and functionality of the Office of Institutional Effectiveness and Assessment** to provide comprehensive, strategic data tracking, analysis and metrics for programs, colleges and divisions.
  
- 14. Incorporate recent research on non-cognitive student success factors** into campus practices, policies and activities (e.g., Carol Dweck=mindset; Greg Walton and Geoff Cohen=belongingness and identity).

University Strategic Plan: 2014-20  
Implementation and Cost Analysis

Appendix F6

Goal	Objective / Cost	Strategy	Description/Outcome	Estimated Cost Description	Timeline	Team	Team Leader		
success through effective recruitment, transition, and retention of our diverse student population.	1) Increase the federally-defined freshmen graduation rate (6-year, full-time first-year students) for undergraduate students at CSUDH (2007 cohort=27.6% to 60% in six years; increase out 3-year transfer graduation rates (2010 cohort=71.5% by 10% in six years; and reduce by 50% our minority achievement gap (9.7% difference Fall 2012).  \$\$\$	b) Assess, coordinate and enhance all campus academic support units for student learning such as Toro Learning Center, Writing Center, EMSA special programs, and departmental/college support programs.	and assess GE; consider priority registration for seniors; implement analysis of sections required by level/major; etc.	time for faculty; professional development and training, travel, etc. - TBD		Deans			
		c) Implement the approved recommendations from the University Advising Task Force for a unified and coordinated campus advising plan that includes University Student Affairs and EOP, academic departments, professional staff, faculty advisors and others.	collaborate with EMSA for training of tutors; utilize HIPs; online advising and tutoring tools	Additional staff support; release time for faculty; professional development and training, travel, etc. - TBD		Mitch Maki Deans		Kaye Bragg	
			TBD	TBD			Kaye Bragg Deans		Mitch Maki
		d) Implement new ways of tracking and reporting the success of our non-traditional students by incorporating a series of metrics demonstrating student success.	work with IEA to develop mechanisms and reporting tools	existing staff			Gutanjali Kaul Deans		Mitch Maki

University Strategic Plan: 2014-20  
Implementation and Cost Analysis

Goal	Objective / Cost	Strategy	Description/Outcome	Estimated Cost Description	Timeline	Team	Team Leader
		<p>a) Define, collect, track and publicize HIPs on campus to establish baseline data, future tracking and quality and outcomes of HIPs in order to design and host comprehensive faculty support programs for faculty to create high quality and effective HIPs based on evidence-supported best practices that include incentives, recognitions and rewards for students and faculty who engage in HIPs.</p> <p>b) Initiate a comprehensive program to improve student writing (i.e., Writing Center, writing-intensive courses, faculty support program for improving student writing through Writing Across the Curriculum or Writing in the Discipline, expanded use of writing resources).</p> <p>b1) AA Fellow b2) WAC/WID Academy b3) WAC/WID consultants</p> <p>2) Provide every student with the opportunity to participate in at least 2 innovative high impact practices (HIPs, see Appendix) before graduation. \$\$\$\$</p>	<p>annual update of HIPs status per major</p> <p>implementation of recommendations from the Fullerton AACU institute; writing intensive courses</p>	<p>Faculty release time and/or stipends; student awards; printing, design and development; speakers; professional development and training; grant writing support; staff support</p> <p>Total cost: \$267,000: a1) \$5,000 (supplies and materials, buttons, etc.) a2) \$16,000 (200 attending food and additional sections and faculty incentives/release time for coordinating</p> <p>Total cost: \$60,000 b1) 25,000 (release 2 courses per semester for one year and travel) b2) \$25,000 (50 faculty will participate at \$500) \$250,000</p>		<p>Deans AA Fellow URSCA</p> <p>Deans AA Fellow URSCA TORO</p> <p>Janna Bersi Kaye Bragg</p> <p>Deans Cheryl McKnight SLUCE</p>	<p>Kaye Bragg</p> <p>Kaye Bragg</p> <p>Dorota Huizinga</p> <p>Mitch Maki</p>
		<p>c) Permanently fund the Office of Undergraduate Research, Scholarship and Creative Activities to structure opportunities for students to work with faculty on research and creative projects.</p> <p>d) Increase by 25% student engagement in community and service learning.</p>	<p>embed SL in majors; increase number of SL courses and "engaged" departments; continue SL Symposium</p>	<p>faculty incentives; additional staff support; additional sections; operating expenses</p> <p>Total cost: \$22,500 d1) \$12,500 (\$500 for 25 faculty) d2) \$10,000</p>			

**CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS**

**DEFINING THE FUTURE**

**2014-2020 UNIVERSITY STRATEGIC PLAN**

**PRESIDENT'S MESSAGE**

Dear Campus Community,

We are very grateful to all members of the community who provided input in the public forums and workshops for this 2014-20 Strategic Plan. This plan is based on your collective input and has benefited greatly from our community's diverse perspectives.

The plan builds on the previous five-year plan, recognizing the core values and mission of California State University, Dominguez Hills. Goals and strategies were developed to achieve significant progress toward our aspiration of becoming one of the nation's leading urban universities, preeminent in teaching, student engagement, and student success.

The plan reaffirms the CSU Dominguez Hills mission by focusing greater attention on increasing access to educational opportunity, enhancing campus support for student learning, and offering globally relevant academic programs. Goals outlined in this plan include increasing the number of tenure-track faculty, enhancing student support services, creating more innovative teaching and learning environments, and improving operational and administrative excellence across all campus divisions. In addition, we include strategies to promote and publicize the university's notable points of distinction and our role as an educational and cultural center for the South Bay region of Los Angeles County and beyond.

The plan also recognizes the dramatic changes in public funding that have occurred in recent years, and the need to grow the university's financial resources by diversifying and increasing revenue sources.

This strategic plan is designed to build on our strengths while developing and expanding programs that will take CSU Dominguez Hills to new levels. I am pleased to share this document with you, and I believe that the vision it outlines will enable us to achieve our aspiration to be counted among the best urban universities in the nation.

Sincerely,

Willie J. Hagan, Ph.D.  
President

## HISTORY OF THE UNIVERSITY

California State University, Dominguez Hills is located on a site rich in California history: the 346-acre campus sits on a portion of what was the oldest Spanish land grant in the Los Angeles area—the Rancho San Pedro. The university is named for the family of Juan José Dominguez, who received the grant of 75,000 acres for grazing cattle in 1784. The Rancho was in possession of the Dominguez family through seven generations, until its acquisition by the people of the state of California for the home of the university.

The need for a campus in South Bay region of Los Angeles County became apparent in the late 1950s in light of a rising population influenced by the growth of families of World War II veterans, and by emerging aerospace and defense industries. The California State Legislature authorized the establishment of the university and Governor Edmund G. (Pat) Brown signed it into law on April 29, 1960. On January 19, 1962, the college's first president, Dr. Leo F. Cain, was appointed. At that time, the college was to be known as South Bay State College.

In 1965, the university held its first classes at a temporary location in a California Federal Savings Bank in Rolling Hills Estates. The college was renamed California State College at Palos Verdes, and approximately 40 students were taught by 11 faculty members, as well as administrators. A planning committee was formed to select a permanent location for the college from a choice of four proposed sites: Friendship Park, Fort MacArthur, Torrance and Dominguez Hills.

After the Watts Riots, or Watts Uprising, in Los Angeles in August 1965, Gov. Brown visited the Dominguez Hills area and determined that the Dominguez Hills site in the soon-to-be City of Carson would have the best accessibility to diverse, minority students in nearby urban neighborhoods who wanted a college education. CSC Palos Verdes became CSC Dominguez Hills in 1966 and was moved into a temporary location known as the Watt Campus, after its developer Ray Watt, and stood across the street from the future site.

The academic plan called for traditional liberal arts and sciences programs but also included the establishment of a "Small College," with experimental interdisciplinary programs. With the inclusion of a more diverse population of students, the campus curriculum began to expand with professional programs. In 1967, the college held its first commencement on the Watt campus with four graduates who had entered the Palos Verdes location as juniors.

The innovative and modernist architect, A. Quincy Jones, created a campus physical master plan in 1964 and oversaw the development of the campus until his death in 1979. The opening of the permanent campus occurred in October 1968, in a complex still referred to today as the Small College Complex. By 1973, the Social and Behavioral Science building, the Leo F. Cain Library, and the Natural Sciences and Mathematics building had been built. Over the next decade, the Humanities and Fine Arts building, a Student Health Center, University Theatre, Toro Gymnasium, and the Student Housing complex were completed. In 1976, enrollment exceeded 6,800 students and the college expanded its curriculum to include additional areas of study, including health studies. In 1977, the college was awarded university status and was renamed California State University, Dominguez Hills.

The university was selected to host the cycling portion of the Los Angeles Summer Olympics in 1984 and a large outdoor velodrome was constructed on campus with the support of the Southland Corporation. In 1985, 2,100 graduates received their diplomas in the 7-Eleven Olympic Velodrome. The Loker Student Union and California Academy of Mathematics and Science (CAMS) high school opened in 1994 on campus. CAMS is a public high school which seeks to increase the nation's pool of graduates in mathematics and science and its students are able to take college-level courses at the university.

In 2003, the James L. Welch Hall opened, as well as the privately financed \$150 million StubHub Center (then named the Home Depot Center), providing the community with a world-class athletics and entertainment venue for soccer, tennis, track and field, and cycle racing. The complex includes a 27,000-seat soccer stadium and 8,000-seat tennis stadium that are also used for concerts and CSUDH commencement ceremonies. The Loker Student Union was remodeled in 2007, featuring the 800-seat Dominguez Ballroom and other expanded amenities.

Notable people who have visited the campus include futurist and geodesic dome designer Buckminster Fuller, who addressed a campus audience in 1980. Sally Ride, first U.S. woman astronaut, Dr. Bruno Bettelheim, noted psychologist, and Alex Haley, author of “Roots,” gave lectures in 1985. In 1998, United Farm Workers labor activist Dolores Huerta spoke at a Cinco de Mayo celebration, and in 2000, political activist and professor Angela Davis, drew a capacity audience to the University Theatre to talk about women’s rights, prisoner’s rights and violence in society. In 2007, noted Chicana author Sandra Cisneros gave a reading as part of Latino Heritage Month.

In 2009, the CSUDH Center for Orthotics and Prosthetics opened in nearby Long Beach, to serve the Veterans Administration Long Beach Medical Center. On April 29, 2010, on the 50th anniversary of the founding of the university, the Library South wing was opened—a new five-story 140,000-square-foot addition that features a state-of-the-art archives and research area, conference rooms, and art gallery. The School of Nursing also opened a 4,000-square-foot clinical skills lab in 2010.

By 2010, CSU Dominguez Hills was generating over \$335 million in economic activity annually, sustaining nearly 3,000 jobs in the region and generating more than \$20 million per year in state tax revenue.

CSU Dominguez Hills has continued to broaden its ethnic and geographic base. The university ranked 33rd among 100 top colleges and universities in the country according to a 2014 Time Magazine ranking that assessed how well institutions serve students—placing the highest importance on graduation rates, tuition and percentage of students receiving Pell Grants. For the third year in a row, the Washington Monthly magazine ranked CSUDH among the top ten in the nation for “contribution to public good.” U.S. News & World Report’s 2013 annual “Best Colleges” ranks CSU Dominguez Hills 12th among the most ethnically diverse universities in the West offering bachelor’s and master’s degrees.

CSU Dominguez Hills has become a preeminent cultural and educational center for the South Bay region. The university is home to the award-winning University Theatre where most of the plays produced by the Theatre Arts department are performed. The University Art Gallery is considered to be one of the major exhibition spaces of the South Bay area. Today, intercollegiate athletic programs for men include NCAA Division II baseball, basketball, golf, and soccer (2008 and 2000 national champions). Division II women’s sports include basketball, soccer (1991 national championship), softball, indoor/outdoor track and field (2011 4x400 national champions), and volleyball.

The university provides a wide range of outstanding academic programs and opportunities to approximately 15,000 students annually, ensuring an exceptional and well-rounded educational experience. California State University, Dominguez Hills has always been highlighted by a committed faculty and small classes, and a diverse and growing student population, many of whom are the first generation in their family to attend a university. Our graduates leave with the skills that enable them to become leaders and productive citizens in a diverse and global society.

## Strategic Plan Goals

### TRANSFORMATIVE EDUCATION

#### Our Mission

We provide education, scholarship and service that are, by design, accessible and transformative. We welcome students who seek academic achievement, personal fulfillment, and preparation for the work of today and tomorrow.

#### Our Vision

A vital educational and economic resource for the South Bay, CSU Dominguez Hills will be recognized as a top-performing Comprehensive Model Urban University in America. We will be known as a campus community and gathering place where:

- Diversity in all its forms is explored, understood, and transformed into knowledge and practice that benefits the world.
- Technology is embraced and leveraged to transcend educational boundaries as we reach out to students, both locally and globally.
- Sustainable environmental, social, and economic practices are a way of life.
- Students from our community who aspire to complete a college degree are provided the pathway and guidance to succeed.
- Faculty and staff across the University are engaged in serving the dynamic needs of the surrounding communities.
- Student life is meaningful and vibrant.
- Our accomplishments and those of our alumni are recognized nationally and internationally.
- Ultimately, our students graduate with an exemplary academic education, a highly respected degree, and a genuine commitment to justice and social responsibility.

#### Our Core Values

The following core values are fundamental to our success:

- **Accountability.** We recognize and live up to our responsibility to our students, campus resources and finances, staff, faculty alumni, supporters, and the community at large.
- **Collaboration.** All segments of the campus community work together to support our vision as well as our students' success.
- **Continuous Learning.** We strive to continually improve teaching, scholarship and service.
- **Rigorous Standards.** We identify, implement and support excellence in all our practices.
- **Proactive Partnerships.** We actively engage with our communities and its members to promote educational opportunities and excellence for our students.
- **Respect.** We celebrate and respect diversity in all forms.
- **Responsiveness.** We are here to serve the needs of students, this community and society.

### GOAL 1: OUTSTANDING ACADEMIC PROGRAMS

While honoring CSUDH's historic roots, continue to support, enhance and develop academic programs that culminate in globally relevant degrees, by becoming an innovative, high-touch, high quality comprehensive urban university serving the South Bay region and beyond.

#### OBJECTIVE A

Increase the "tenure density"<sup>1</sup> or overall percentage of excellent, highly qualified tenured and tenure-track faculty on campus from 41.9% (2013) to make continued progress towards a campus goal of 60%.

**Strategies:**

1. Conduct a comprehensive faculty flow data analysis of tenured and tenure-track faculty in order to develop a campus multi-year plan of faculty hiring.
2. Develop and implement a five-year faculty recruitment and hiring plan (including baseline budgeting) to increase the percentage of tenure-track faculty at CSUDH to the CSU-system average (58.2%) by hiring about 64 additional full-time, tenure-track faculty (based on data as of October 31, 2013).
3. Assess factors related to non-retention of tenured and tenure-track faculty and develop, fund and implement a comprehensive support program to improve faculty retention and promotion.

**OBJECTIVE B**

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

**Strategies:**

1. Collect and assess current and future workforce demand data in the region (e.g., Department of Labor statistics, industry employer surveys, alumni data), as well as assess student interest data to inform future program decisions.
2. Actively promote program quality by seeking national accreditation for high demand degrees (e.g., AACSB Accreditation for the College of Business programs) and support and create additional degrees and certificates.
3. Support and create centers or institutes that are responsive to the needs of students and the region (e.g., STEM-related, engineering-related, health care-related, film and industry sectors).

**OBJECTIVE C**

Implement and expand the University's internationalization efforts by increasing to 300 the number of international students (Fall 2014 baseline international students=88), and increasing by 30% domestic students and faculty who engage in an international experience (fall 2013 baseline data).

**Strategies:**

1. Identify and define a range of meaningful and impactful international experiences for students and faculty in order to collect and assess baseline data and tracking of international experiences of students and faculty.
2. Assess, reorganize, streamline and build campus infrastructure, policies and processes to better support internationalization efforts.
3. Encourage and support departments and programs to infuse international and global awareness and experiences into their curricula and co-curricular experiences to assist students in exploring cultures, U.S. diversity, world cultures and challenges around the world for freedom, equity and human rights.

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

**GOAL 2: FOCUS ON STUDENT SUCCESS**

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

## **OBJECTIVE A**

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

### **Strategies:**

1. Implement the National Model of Student Success and develop a strategic plan and effective processes to support, enhance and improve student graduation rates and success.
2. Assess, coordinate and enhance all campus academic support units for student learning such as Toro Learning Center, Writing Center, EMSA special programs, and departmental/college support programs.
3. Implement the approved recommendations from the University Advising Task Force for a unified and coordinated campus advising plan that includes University Advising and Testing Center (UATC), the Division of Enrollment Management and Student Affairs and EOP, academic departments, professional staff, faculty advisors and others.
4. Implement new ways of tracking and reporting the success of our non-traditional students by incorporating a series of metrics demonstrating student success.

## **OBJECTIVE B**

Provide every student with the opportunity to participate in at least two innovative high impact practices\* (HIPs) before graduation.

### **Strategies:**

1. Define, collect, track and publicize HIPs on campus to establish baseline data, future tracking and quality and outcomes of HIPs in order to design and host comprehensive faculty support programs for faculty to create high quality and effective HIPs based on evidence-supported best practices that include incentives, recognitions and rewards for students and faculty who engage in HIPs.
2. Initiate a comprehensive program to improve student writing (i.e., Writing Center, writing-intensive courses, faculty support program for improving student writing through Writing Across the Curriculum or Writing in the Discipline, expanded use of writing resources).
3. Permanently fund the Office of Undergraduate Research, Scholarship and Creative Activities to structure opportunities for students to work with faculty on research and creative projects.
4. Increase by 25% student engagement in community and service learning.

## **OBJECTIVE C**

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

### **Strategies:**

1. Collect and analyze student job placement data to establish baseline data and tracking (e.g., Career Center, academic department survey data, alumni survey data).
2. Encourage academic departments to integrate practicum experiences, service learning or internships and job and career readiness skills into their curricula.
3. Create a senior/junior student mentoring program to assist junior students in their progression toward graduation.
4. Develop and enhance programs linking industry to our academic programs and our students through alumni engagement, enhanced advisory boards, internships, and other events and programs.

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\* As defined by *High-Impact Education Practices: What They Are, Who Has Access to Them, and Why They Matter* by George Kuh (AAC&U, 2008). Excerpt available at [www.aacu.org/leap/hips](http://www.aacu.org/leap/hips).

### **GOAL 3: INNOVATIVE LEARNING ENVIRONMENT**

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

#### **OBJECTIVE A**

Renovate and/or create at least 20 innovative, engaging campus learning spaces, including classrooms, labs, studios and other gathering spaces that support student success.

##### **Strategies:**

1. Charge the Divisions to analyze, recommend and implement a plan for the renovation, innovation and building of effective classrooms, labs, studios and other learning spaces, including developing a facilities Master Plan that calls for the construction of new academic buildings.
2. Create and assess student learning outcomes for classes using new high-impact, innovative technology-assisted classrooms and labs.

#### **OBJECTIVE B**

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

##### **Strategies:**

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

#### **OBJECTIVE C**

Enhance and assess the effective use of relevant instructional technologies and pedagogies, such that half of the faculty have used or piloted new technologies or pedagogies in order to improve student learning, engagement and success (about 374 faculty, fall 2013 baseline).

##### **Strategies:**

1. Develop a comprehensive program of faculty support, incentives and recognition for faculty in adopting new instructional technologies and pedagogies to improve student learning and success.
2. Assess and improve the effective use of instructional technology tools to improve student engagement, learning and success.

### **GOAL 4: SUSTAINABLE FINANCIAL STRENGTH**

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

#### **OBJECTIVE A**

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

##### **Strategies:**

1. Develop and improve campus infrastructure, support and training to enhance campus-wide fundraising and advancement activities.
2. Increase alumni programming and cultivation efforts to encourage alumni giving and participation that will lead to a 5% increase in alumni giving.
3. Identify, cultivate and secure public/private partnerships to generate new funding sources for the university and enhance academic programs.
4. Enhance infrastructure, support and incentives for faculty interested in obtaining faculty-secured public, private grants, contracts and gifts.

## **GOAL 5: ADMINISTRATIVE EXCELLENCE**

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

### **OBJECTIVE A**

Work towards restoring staff positions lost since 2008 by hiring, training and retaining more staff that will be key to carrying out the Strategic Plan.

#### **Strategies:**

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

### **OBJECTIVE B**

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

#### **Strategies:**

1. Train all personnel on best practices and high standards for customer service relevant to each area, and how to develop a continuous improvement plan.
2. Identify areas for improvement and implement processes to enhance customer satisfaction.
3. Recognize and reward exemplary customer service.

### **OBJECTIVE C**

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

#### **Strategies:**

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

## **GOAL 6: NOTABLE POINTS OF DISTINCTION**

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

#### **OBJECTIVE A**

Create and implement a comprehensive internal plan of communicating and marketing the achievements of CSUDH students, faculty, staff, and others at the campus.

##### **Strategies:**

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

#### **OBJECTIVE B**

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

##### **Strategies:**

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

#### **OBJECTIVE C**

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

##### **Strategies:**

1. Conduct a campus climate survey to assess current climate, develop and implement an improvement plan.
2. Develop and enhance our alumni association to build a stronger culture of meaningful engagement.
3. Celebrate, validate and support our rich diversity, including cultural, linguistic, ethnic and other differences and similarities.

University Strategic Plan: 2014-20  
Implementation and Cost Analysis

Goal	Objective / Cost	Strategy	Description/Outcome	Estimated Cost Description	Timeline	Team	Team Leader
<p>(1) While honoring CSUDH's historic roots, continue to support, enhance and develop academic programs that culminate in globally relevant degrees, by becoming an innovative, high-touch, high quality comprehensive urban university serving the South Bay region and beyond.</p>	<p>1) Increase the "tenure density" or overall percentage of excellent, highly qualified tenure and tenure-track faculty on campus from 41.9% (2013) to make continued progress towards a campus goal of 60%.</p> <p>\$\$\$\$</p>	<p>a) Conduct a comprehensive faculty flow data analysis of tenured and tenure-track faculty in order to develop a campus multi-year plan of faculty hiring.</p>	<p>research methodology and formulas used at other CSU's; consider workload issue f/t vs. p/t, enrollment growth, and development of new programs</p>	<p>dashboard/ business analytics software; additional staff in faculty affairs</p>		<p>Janna Bersi Gutanjali Kaul Deans</p>	<p>Clare Weber</p>
		<p>b) Develop and implement a five-year faculty recruitment and hiring plan (including baseline budgeting) to increase the percentage of tenure-track faculty at CSUDH to the CSU-system average (58.2%) by hiring about 64 additional full-time, tenure-track faculty (based on data as of October 31, 2013).</p>	<p>recruitment plan at the institutional and dept level; salary analysis</p>	<p>Total faculty salaries: \$4,992,000 plus benefits \$1,896,960. 2014-15 (n=25) \$2.7 mil. 2015-16 (n=16) \$1.7 mil. 2016-17 (n=16) \$1.7 mil. 2017-18 (n=7) \$754,000. (total of 5 positions has been already allocated to CBAPP for 2015-16 and 2016-17)</p> <p>Staff salary: \$50,000 plus \$19,000 in benefits</p>		<p>Clare Weber Deans</p>	<p>Janna Bersi</p>
		<p>c) Assess factors related to non-retention of tenured and tenure-track faculty and develop, fund and implement a comprehensive support program to improve faculty retention and promotion.</p>	<p>mentoring program for faculty; implement exit surveys for faculty; focus groups with associate faculty; conduct data analysis of non-retention</p>	<p>student intern to assist with data collection and analysis: \$20,000</p>		<p>Gutanjali Kaul Clare Weber Deans</p>	<p>Kaye Bragg</p>

**University Strategic Plan: 2014-20  
Implementation and Cost Analysis**

Goal	Objective / Cost	Strategy	Description/Outcome	Estimated Cost Description	Timeline	Team	Team Leader
	2) Enhance 3 existing academic programs and create 3 new high quality or accredited programs, certificates and/or centers or institutes that are responsive to student interest, regional workforce trends and needs. \$\$\$\$-\$\$\$\$	<p>a) Collect and assess current and future workforce demand data in the region (e.g., Department of Labor statistics, industry employer surveys, alumni data), as well as assess student interest data to inform future program decisions.</p> <p>b) Actively promote program quality by seeking national accreditation for high demand degrees (e.g., AACSB Accreditation for the College of Business programs) and support and create additional degrees and certificates.</p>	Consult with the deans to identify potential programs	Continued cost of pursuing AACSB accreditation. Other programs and their cost will need to be identified.  May require additional faculty and release time, as well as fees and related expenses (travel, conference registration, etc.)		Mitch Maki Deans	Joseph Wen; Deans
			College advisory boards and donors; alumni survey; best practices from other campuses	student intern to assist with data collection and analysis: \$20,000		Deans	Gutanjali Kaul

**University Strategic Plan: 2014-20  
Implementation and Cost Analysis**

Goal	Objective / Cost	Strategy	Description/Outcome	Estimated Cost Description	Timeline	Team	Team Leader
		c) Support and create centers or institutes that are responsive to the needs of students and the region (e.g., STEM-related, engineering-related, health care-related, film and industry sectors).	New and Enhanced Academic Programs Committee (ad hoc); Program Review Panel; AA and colleges' retreats in August	Release time and/or stipends for faculty (\$60,800). Six faculty at 2 courses per year, each		Kaye Bragg Janna Bersi Dorota Huizinga Gutanjali Kaul Deans	Mitch Maki
		a) Identify and define a range of meaningful and impactful international experiences for students and faculty in order to collect and assess baseline data and tracking of international experiences of students and faculty.	ITF will present its findings and recommendations in fall 2014	Data collection and analysis		Kaye Bragg Gutanjali Kaul Deans	Kim McNutt

**UNIVERSITY PLANNING COUNCIL CHARGE**

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

**UNIVERSITY PLANNING COUNCIL MEMBERS (Fall 2014)**

**Dr. Ellen Junn**

Provost and Vice President  
Academic Affairs (Co-Chair)

**Dr. William Franklin**

Interim Vice President  
Enrollment Management and Student Affairs (Co-Chair)

**Mr. Theodore Byrne**

Associate Professor  
Public Administration and  
Chair, University Budget Committee

**Mr. Robert Fenning**

Vice President  
Administration and Finance

**Mr. Christopher Fernandez**

President  
Associated Students, Inc.

**Ms. Naomi Goodwin**

Chief of Staff

**Dr. Ivonne Heinze-Balcazar**

Chair and Associate Professor  
Department of Modern Languages  
(Academic Senate Appointee)

**Ms. Nathlyn Hirohama**

Network Services Coordinator  
(Staff Representative Appointed  
by the President)

**Mr. Chris Manriquez**

Vice President  
Information Technology

**Dr. Jerry Moore**

Professor  
Anthropology and  
Chair, Academic Senate

**Dr. Thomas Norman**

Chair and Associate Professor  
Department of Management and Marketing  
(Academic Senate Appointee)

**Ms. Carrie Stewart**

Vice President  
University Advancement

**Ms. Neisha Rhodes**

Assistant to the Provost  
(Staff Support)

## Appendix H1

### Comparison of CSU Dominguez Hills Campus and Chancellor's Office Goals for Graduation of IPEDS Freshmen, Transfers, URM, & Pell Grant Recipients

<b><i>IPEDS Freshmen Graduation Rates</i></b>					
	<b>Baseline Rate (2013)</b>	<b>Peer Group Benchmark</b>	<b>Additional Improvement Needed</b>	<b>CSU CO Goal for 2025</b>	<b>CSUDH Campus Goal for 2020</b>
6-Year Grad Rate Goal (Cohort 2019)	28%	45%	12%	40%	
6-Year Grad Rate Goal (Cohort 2014)	27.6%	45%	32.4%	--	60%
4-Year Grad Rate Goal (Cohort 2021)	4%	NA	8%	12%	
4-Year Grad Rate Goal (Cohort 2014)	4%	NA	2%	--	9%
<b><i>Transfer Graduation Rates</i></b>					
4-Year Grad Rate Goal (Cohort 2021)	56%	NA	6%	62%	
3-Year Grad Rate Goal (Cohort 2016)	52.5%	NA	10%	--	81.5%
2-Yr Grad Rate Goal (Cohort 2023)	22%	NA	8%	30%	
<b><i>Under-Represented Minorities (URM) Graduation Rate Gap</i></b>					
6-Year URM/Non-URM Grad Rate Gap Goal (Cohort 2019)	10%		50% improvement	5%	
6-Year URM/Non-URM Grad Rate Gap Goal (Cohort 2014)	10%		50% improvement		5%
<b><i>Pell Grant Recipients Graduation Rate Gap</i></b>					
6-Year Pell/Non-Pell Grad Rate Gap Goal (Cohort 2019)	2%	NA	50% improvement	1%	
6-Year Pell/Non-Pell Grad Rate Gap Goal (Cohort 2014)	2%		50% improvement		1%

Nth Year Graduation, Return and Total Tracking Rates Compared  
Updated to summer 2014

Cohort Term	Initial Enrollment	Tracking Category	*Percentage Graduated by End of Nth Year or Returning in Subsequent Fall					
			Year 1 AY 14-15	Year 2 AY 15-16	Year 3 AY 16-17	Year 4 AY 17-18	Year 5 AY 18-19	Year 6 AY 19-20
Fall 2014	1286	Graduated	0.0%	0.0%	0.0%	9.3%	54.4%	62.2%
		Returned	90.2%	87.1%	77.8%	76.2%	19.4%	7.8%
		Total Tracking	90.2%	87.1%	77.8%	85.5%	73.9%	70.0%
Fall 2013	1460	Graduated	0.0%	0.0%	0.0%	6.8%	34.2%	54.8%
		Returned	79.7%	75.3%	68.5%	60.3%	24.7%	4.1%
		Total Tracking	79.7%	75.3%	68.5%	67.1%	58.9%	58.9%
Fall 2012	1133	Graduated	0.0%	0.0%	0.0%	6.2%	30.9%	48.5%
		Returned	79.3%	70.1%	66.2%	59.6%	25.2%	6.2%
		Total Tracking	79.3%	70.1%	66.2%	65.8%	56.0%	54.7%
Fall 2011	1100	Graduated	0.0%	0.0%	0.5%	5.5%	27.3%	45.5%
		Returned	76.8%	68.0%	60.3%	56.8%	25.5%	6.4%
		Total Tracking	76.8%	68.0%	60.7%	62.3%	52.7%	51.8%
Fall 2010	982	Graduated	0.0%	0.1%	0.3%	5.1%	25.5%	40.7%
		Returned	79.6%	68.3%	61.0%	51.4%	26.0%	26.0%
		Total Tracking	79.6%	68.4%	61.3%	56.5%	51.4%	66.7%
Fall 2009	1070	Graduated	0.0%	0.0%	0.1%	6.2%	22.0%	37.4%
		Returned	69.1%	61.7%	55.0%	45.1%	24.0%	24.0%
		Total Tracking	69.1%	61.7%	55.0%	51.3%	46.0%	61.4%
Fall 2008	889	Graduated	0.0%	0.0%	0.4%	4.7%	17.9%	32.2%
		Returned	68.3%	57.7%	52.8%	43.3%	27.4%	9.3%
		Total Tracking	68.3%	57.7%	53.2%	48.0%	45.3%	41.5%
Fall 2007	913	Graduated	0.0%	0.2%	0.3%	3.8%	16.2%	29.4%
		Returned	64.5%	53.1%	46.9%	42.3%	26.4%	11.4%
		Total Tracking	64.5%	53.3%	47.2%	46.1%	42.6%	40.7%

*Percentage Graduated by End of Nth Year or Returning in Subsequent Fall							not graduated
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
0	0	0	120	700	800	386	
1160	1120	1000	980	250	100		
0	0	0	100	500	800	600	
1163	1100	1000	880	360	60		
0	0	0	70	350	550	513	
898	794	750	675	285	70		
0	0	5	60	300	500	530	
845	748	663	625	280	70		
0	1	3	50	250	400	327	
782	671	599	505	255	255		
0	0	1	66	235	400	413	
739	660	588	483	257	257		
0	0	4	42	159	286	520	
607	513	469	385	244	83		
0	2	3	35	148	268	541	
589	485	428	386	241	104		

Six Year graduation rates currently published in IPEDS

Fall 2006	977	Graduated	0.0%	0.0%	0.3%	4.2%	16.5%	27.8%
		Returned	61.2%	46.9%	44.3%	37.5%	22.0%	8.5%
		Total Tracking	61.2%	46.9%	44.6%	41.7%	38.5%	36.3%
Fall 2005	705	Graduated	0.0%	0.0%	0.4%	6.0%	16.9%	24.4%
		Returned	62.4%	49.9%	43.7%	36.3%	19.9%	11.3%
		Total Tracking	62.4%	49.9%	44.1%	42.3%	36.7%	35.7%
Fall 2004	673	Graduated	0.0%	0.0%	0.1%	5.2%	22.4%	30.9%
		Returned	73.3%	60.8%	53.2%	43.7%	22.3%	9.7%
		Total Tracking	73.3%	60.8%	53.3%	48.9%	44.7%	40.6%
Fall 2003	639	Graduated	0.0%	0.0%	0.2%	4.9%	24.6%	34.9%
		Returned	68.5%	60.6%	56.0%	45.7%	22.4%	10.0%
		Total Tracking	68.5%	60.6%	56.2%	50.5%	46.9%	44.9%
Fall 2002	630	Graduated	0.0%	0.0%	0.3%	4.4%	24.0%	34.0%
		Returned	61.6%	60.0%	53.3%	44.3%	23.2%	12.4%
		Total Tracking	61.6%	60.0%	53.7%	48.7%	47.1%	46.3%
Fall 2001	561	Graduated	0.0%	0.0%	0.2%	4.6%	18.0%	28.2%
		Returned	60.8%	56.9%	52.0%	43.5%	25.8%	13.5%
		Total Tracking	60.8%	56.9%	52.2%	48.1%	43.9%	41.7%
Fall 2000	495	Graduated	0.0%	0.0%	0.0%	6.3%	22.0%	32.9%
		Returned	68.3%	62.4%	54.5%	44.0%	23.6%	10.5%
		Total Tracking	68.3%	62.4%	54.5%	50.3%	45.7%	43.4%

0	0	3	41	161	272	
598	458	433	366	215	83	
0	0	3	42	119	172	
440	352	308	256	140	80	
0	0	1	35	151	208	
493	409	358	294	150	65	
0	0	1	31	157	223	
438	387	358	292	143	64	
0	0	2	28	151	214	
388	378	336	279	146	78	
0	0	1	26	101	158	
341	319	292	244	145	76	
0	0	0	31	109	163	
338	309	270	218	117	52	

Means	Graduated	0.0%	0.0%	0.2%	5.0%	19.8%	30.3%
	Returned	68.7%	58.9%	52.1%	42.6%	23.7%	10.9%
	Total Tracking	68.7%	58.9%	52.3%	47.6%	43.5%	41.2%

IPEDES Full-Time, First-Time Freshmen  
Cohort Graduation Targets by Ethnicity

		White	African American	Asian	Hispanic	Native Hawaiian/ Other Pac Isl	American Indian	Unknown	Non-Resident Alien	Two or more races	Total
<b>Fall 2007 Cohort Base</b>	N	38	339	36	427	4	2	39	28		875
Graduated by End of Their 4th Year (Summer 2011)	N	1	9	3	20	0	0	1	1	*	35
	%	2.6%	2.7%	8.3%	4.7%	0.0%	0.0%	2.6%	3.6%	*	3.8%
Graduated by End of Their 6th Year (Summer 2013)	N	15	83	14	132	0	0	15	9	*	253
	%	39.5%	24.5%	38.9%	30.9%	0.0%	0.0%	38.5%	32.1%	*	29.4%
<b>Fall 2008 Cohort Base</b>	N	35	311	31	438	16	0	38	20		854
Graduated by End of Their 4th Year (Summer 2012)	N	6	5	2	24	0	0	3	2	*	36
	%	17.1%	1.6%	6.5%	5.5%	0.0%		7.9%	10.0%	*	4.7%
Graduated by End of Their 6th Year (Summer 2014)	N	18	72	10	160	5	0	12	9	*	268
	%	51.4%	23.2%	32.3%	36.5%	31.3%		31.6%	45.0%	*	32.2%
<b>Fall 2009 Cohort Base</b>	N	34	265	33	626	8	3	69	32		1036
Graduated by End of Their Fourth Year (Summer 2013)	N	6	15	4	36	1	0	3	1	*	60
	%	17.6%	5.7%	12.1%	5.8%	12.5%	0.0%	4.3%	3.1%	*	6.2%
Graduated by End of Their 5th Year (Summer 2014)	N	5	37	5	106	0	0	10	6	*	169
	%	14.7%	14.0%	15.2%	16.9%	0.0%	0.0%	14.5%	18.8%	*	16.3%
Not Graduated Returned in 6th Year (Fall 2014)	N	10	55	10	164	2	0	10	6	*	257
	%	29.4%	20.75472	30.3%	26.2%	25.0%	0.0%	14.5%	18.8%	*	24.0%
# of Students Needing to Graduate to Make Target Grad Rate	N	8	30	5	117	1	0	5	4	*	170
<b>6 Year Grad % Target (Summer 2015)</b>		55.9%	30.9%	42.4%	41.4%	25.0%	0.0%	26.1%	34.4%		38.5%
<b>Fall 2010 Cohort Base</b>	N	41	192	43	644	3	1	18	12	28	982
Graduated by End of Their Fourth Year (Summer 2014)	N	6	5	3	28	2	0	3	1	2	50
	%	14.6%	2.6%	7.0%	4.3%	66.7%	0.0%	16.7%	8.3%	7.1%	5.1%
Not Graduated Returned in 5th Year (Fall 2014)	N	14	97	27	342	0	0	6	9	10	505
	%	34.1%	50.5%	62.8%	53.1%	0.0%	0.0%	33.3%	75.0%	35.7%	51.4%
# of Students Needing to Graduate to Make Target Grad Rate	N	10	60	20	245	0	0	4	4	7	350
<b>6 Year Grad % Target (Summer 2016)</b>		39.0%	33.9%	53.5%	42.4%	66.7%	0.0%	38.9%	41.7%	32.1%	40.7%
<b>Fall 2011 Cohort Base</b>	N	22	219	65	742	5	2	14	4	27	1100
3rd Year Return Rates (Fall 2014)	N	11	117	43	465	3	0	9	1	14	663
	%	50.0%	53.4%	66.2%	62.7%	60.0%	0.0%	64.3%	25.0%	51.9%	60.3%
# of Students Needing to Graduate to Make 4YR Target Grad Rate	N	4	7	5	45	0	0	4	0	2	67



**University**  
**Degrees Conferred by Program and Ethnicity**  
**2008-09 to 2012-13**

	2008-09		2009-10		2010-11*		2011-12		2012-13	
	N	%	N	%	N	%	N	%	N	%
<b>Bachelor's</b>										
American Indian / Alaska Native	4	0.2%	6	0.5%	7	0.4%	13	0.6%	15	0.7%
Asian	161	9.5%	131	10.6%	185	10.5%	222	10.9%	258	11.3%
Black / African American	472	28.0%	343	27.7%	382	21.7%	445	21.8%	434	19.0%
Hispanic / Latino	674	39.9%	493	39.8%	785	44.6%	893	43.7%	1,098	48.1%
Native Hawaiian / Other Pac Isl	13	0.8%	8	0.6%	11	0.6%	8	0.4%	7	0.3%
White	364	21.6%	259	20.9%	356	20.2%	405	19.8%	409	17.9%
Two or more races					36	2.0%	58	2.8%	60	2.6%
<b>Subtotals</b>	<b>1,688</b>	<b>100.0%</b>	<b>1,240</b>	<b>100.0%</b>	<b>1,762</b>	<b>100.0%</b>	<b>2,044</b>	<b>100.0%</b>	<b>2,281</b>	<b>100.0%</b>
Nonresident Alien	34		24		36		37		38	
Unknown	219		189		259		205		162	
<b>Bachelor Degrees Conferred Totals</b>	<b>1,941</b>		<b>1,453</b>		<b>2,057</b>		<b>2,286</b>		<b>2,481</b>	
<b>Master's</b>										
American Indian / Alaska Native	3	0.4%	3	0.4%	4	0.5%	0	0.0%	1	0.1%
Asian	105	13.9%	108	15.1%	109	13.9%	95	13.1%	97	14.0%
Black / African American	188	24.9%	146	20.4%	159	20.3%	134	18.5%	135	19.5%
Hispanic / Latino	165	21.8%	188	26.3%	210	26.8%	188	26.0%	187	27.0%
Native Hawaiian / Other Pac Isl	6	0.8%	5	0.7%	2	0.3%	0	0.0%	0	0.0%
White	289	38.2%	264	37.0%	292	37.2%	287	39.6%	256	36.9%
Two or more races					8	1.0%	20	2.8%	17	2.5%
<b>Subtotals</b>	<b>756</b>	<b>100.0%</b>	<b>714</b>	<b>100.0%</b>	<b>784</b>	<b>100.0%</b>	<b>724</b>	<b>100.0%</b>	<b>693</b>	<b>100.0%</b>
Nonresident Alien	17		16		22		16		9	
Unknown	158		126		142		96		91	
<b>Master Degrees Conferred Totals</b>	<b>931</b>		<b>856</b>		<b>948</b>		<b>836</b>		<b>793</b>	
<b>Total Degrees Conferred</b>	<b>2,872</b>		<b>2,309</b>		<b>3,005</b>		<b>3,122</b>		<b>3,274</b>	

\*Beginning fall 2010, there were changes in federal reporting requirements for identifying race and ethnicity. The category "Two or More Races" was added and Filipinos are now reported within the broader "Asian" category.

## Fall 2009 Transfer Juniors, Two Year Graduation &amp; Return Rates by Program of Entry

Transfer Juniors by Program of Entry	Transfer Juniors	Graduated by End of Their Second Year (Summer 2011)				Not Graduated, But Returned in Beginning of Their Third Year (Fall 2011)						Total Two Year Tracking Rate			
		Graduated in Same Major		Graduated in Different Major		Not Graduated, Returned in Fall 2011			Graduated by end of second year or continued in third						
		N	%	N	%	In Same Major		In Different Major		Total Persisters		N	%		
Base	N	%	N	%	N	%	N	%	N	%	N	%			
Africana Studies	4	1	25.0%	0	0.0%	1	25.0%	1	25.0%	0	0.0%	1	25.0%	2	50.0%
Anthropology	14	5	35.7%	0	0.0%	5	35.7%	5	35.7%	0	0.0%	5	35.7%	10	71.4%
Applied Studies	5	0	0.0%	0	0.0%	0	0.0%	2	40.0%	0	0.0%	2	40.0%	2	40.0%
Art	39	6	15.4%	0	0.0%	6	15.4%	17	43.6%	2	5.1%	19	48.7%	25	64.1%
BSN	107	1	0.9%	0	0.0%	1	0.9%	43	40.2%	3	2.8%	46	43.0%	47	43.9%
Behavioral Sciences	8	1	12.5%	0	0.0%	1	12.5%	2	25.0%	2	25.0%	4	50.0%	5	62.5%
Biochemistry	7	1	14.3%	1	14.3%	2	28.6%	2	28.6%	1	14.3%	3	42.9%	5	71.4%
Biology	29	2	6.9%	1	3.4%	3	10.3%	14	48.3%	3	10.3%	17	58.6%	20	69.0%
Business Administration	367	72	19.6%	5	1.4%	77	21.0%	191	52.0%	9	2.5%	200	54.5%	277	75.5%
Chemistry	6	0	0.0%	2	33.3%	2	33.3%	2	33.3%	2	33.3%	4	66.7%	6	100.0%
Chicana/Chicano Studies	4	1	25.0%	0	0.0%	1	25.0%	2	50.0%	1	25.0%	3	75.0%	4	100.0%
Child Development	56	3	5.4%	1	1.8%	4	7.1%	21	37.5%	7	12.5%	28	50.0%	32	57.1%
Clinical Sciences	13	0	0.0%	0	0.0%	0	0.0%	11	84.6%	0	0.0%	11	84.6%	11	84.6%
Communications	100	21	21.0%	1	1.0%	22	22.0%	48	48.0%	2	2.0%	50	50.0%	72	72.0%
Computer Science	9	0	0.0%	0	0.0%	0	0.0%	5	55.6%	2	22.2%	7	77.8%	7	77.8%
Computer Technology	1	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Criminal Justice Administration	72	17	23.6%	1	1.4%	18	25.0%	22	30.6%	8	11.1%	30	41.7%	48	66.7%
Digital Media Arts	36	8	22.2%	1	2.8%	9	25.0%	10	27.8%	4	11.1%	14	38.9%	23	63.9%
English	68	8	11.8%	2	2.9%	10	14.7%	30	44.1%	9	13.2%	39	57.4%	49	72.1%
Geography	7	1	14.3%	0	0.0%	1	14.3%	6	85.7%	0	0.0%	6	85.7%	7	100.0%
Geology	3	0	0.0%	0	0.0%	0	0.0%	1	33.3%	1	33.3%	2	66.7%	2	66.7%
Health Science	64	8	12.5%	1	1.6%	9	14.1%	36	56.3%	2	3.1%	38	59.4%	47	73.4%
History	46	9	19.6%	0	0.0%	9	19.6%	24	52.2%	3	6.5%	27	58.7%	36	78.3%
Human Services	82	14	17.1%	1	1.2%	15	18.3%	35	42.7%	12	14.6%	47	57.3%	62	75.6%
Interdisciplinary Studies	22	5	22.7%	1	4.5%	6	27.3%	4	18.2%	2	9.1%	6	27.3%	12	54.5%
Labor Studies	5	2	40.0%	0	0.0%	2	40.0%	1	20.0%	1	20.0%	2	40.0%	4	80.0%
Liberal Studies	143	12	8.4%	0	0.0%	12	8.4%	84	58.7%	14	9.8%	98	68.5%	110	76.9%
Mathematics	13	1	7.7%	0	0.0%	1	7.7%	7	53.8%	1	7.7%	8	61.5%	9	69.2%
Music	14	2	14.3%	0	0.0%	2	14.3%	6	42.9%	0	0.0%	6	42.9%	8	57.1%
Negotiation, Conflict Res & Peacebuilding	10	0	0.0%	0	0.0%	0	0.0%	3	30.0%	1	10.0%	4	40.0%	4	40.0%
Philosophy	8	2	25.0%	0	0.0%	2	25.0%	2	25.0%	1	12.5%	3	37.5%	5	62.5%
Physical Education	50	8	16.0%	1	2.0%	9	18.0%	26	52.0%	2	4.0%	28	56.0%	37	74.0%
Physics	1	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Political Science	25	8	32.0%	0	0.0%	8	32.0%	9	36.0%	2	8.0%	11	44.0%	19	76.0%
Psychology	147	34	23.1%	3	2.0%	37	25.2%	69	46.9%	7	4.8%	76	51.7%	113	76.9%
Public Administration	47	8	17.0%	2	4.3%	10	21.3%	16	34.0%	4	8.5%	20	42.6%	30	63.8%
Recreation & Leisure	7	1	14.3%	1	14.3%	2	28.6%	0	0.0%	3	42.9%	3	42.9%	5	71.4%
Sociology	133	35	26.3%	1	0.8%	36	27.1%	53	39.8%	10	7.5%	63	47.4%	99	74.4%
Spanish	14	0	0.0%	0	0.0%	0	0.0%	8	57.1%	3	21.4%	11	78.6%	11	78.6%
Special Major: Baccalaureate	1	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Theatre	12	5	41.7%	0	0.0%	5	41.7%	2	16.7%	1	8.3%	3	25.0%	8	66.7%
Undeclared	25	0	0.0%	0	0.0%	0	0.0%	2	8.0%	8	32.0%	10	40.0%	10	40.0%
<b>Totals</b>	<b>1824</b>	<b>302</b>	<b>16.6%</b>	<b>26</b>	<b>1.4%</b>	<b>328</b>	<b>18.0%</b>	<b>822</b>	<b>45.1%</b>	<b>133</b>	<b>7.3%</b>	<b>955</b>	<b>52.4%</b>	<b>1283</b>	<b>70.3%</b>

Fall 2009 Transfer Juniors, Three Year Graduation & Return Rates by Program of Entry

Transfer Juniors by Program of Entry		Graduated by End of Their Third Year (Summer 2012)				Not Graduated, But Returned in Beginning of Their Fourth Year (Fall 2012)						Total Three Year Tracking Rate			
	Transfer Juniors	Graduated in Same Major		Graduated in Different Major		Total Graduated by End of 3rd Year		Not Graduated, Returned in Fall 2012						Graduated by end of third year or continued in fourth	
		N	%	N	%	N	%	In Same Major		In Different Major		Total Persisters		N	%
	Base	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Africana Studies	4	1	25.0%	0	0.0%	1	25.0%	2	50.0%	0	0.0%	2	50.0%	3	75.0%
Anthropology	14	7	50.0%	0	0.0%	7	50.0%	1	7.1%	0	0.0%	1	7.1%	8	57.1%
Applied Studies	5	2	40.0%	0	0.0%	2	40.0%	0	0.0%	0	0.0%	0	0.0%	2	40.0%
Art	39	17	43.6%	2	5.1%	19	48.7%	4	10.3%	1	2.6%	5	12.8%	24	61.5%
BSN	107	15	14.0%	1	0.9%	16	15.0%	27	25.2%	2	1.9%	29	27.1%	45	42.1%
Behavioral Sciences	8	3	37.5%	2	25.0%	5	62.5%	1	12.5%	0	0.0%	1	12.5%	6	75.0%
Biochemistry	7	2	28.6%	1	14.3%	3	42.9%	1	14.3%	0	0.0%	1	14.3%	4	57.1%
Biology	29	5	17.2%	4	13.8%	9	31.0%	10	34.5%	0	0.0%	10	34.5%	19	65.5%
Business Administration	367	167	45.5%	5	1.4%	172	46.9%	69	18.8%	7	1.9%	76	20.7%	248	67.6%
Chemistry	6	2	33.3%	3	50.0%	5	83.3%	0	0.0%	1	16.7%	1	16.7%	6	100.0%
Chicana/Chicano Studies	4	2	50.0%	1	25.0%	3	75.0%	0	0.0%	0	0.0%	0	0.0%	3	75.0%
Child Development	56	11	19.6%	4	7.1%	15	26.8%	12	21.4%	2	3.6%	14	25.0%	29	51.8%
Clinical Sciences	13	1	7.7%	0	0.0%	1	7.7%	7	53.8%	1	7.7%	8	61.5%	9	69.2%
Communications	100	43	43.0%	2	2.0%	45	45.0%	20	20.0%	3	3.0%	23	23.0%	68	68.0%
Computer Science	9	0	0.0%	2	22.2%	2	22.2%	3	33.3%	0	0.0%	3	33.3%	5	55.6%
Computer Technology	1	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Criminal Justice Administration	72	24	33.3%	4	5.6%	28	38.9%	10	13.9%	3	4.2%	13	18.1%	41	56.9%
Digital Media Arts	36	14	38.9%	3	8.3%	17	47.2%	5	13.9%	1	2.8%	6	16.7%	23	63.9%
English	68	26	38.2%	7	10.3%	33	48.5%	10	14.7%	3	4.4%	13	19.1%	46	67.6%
Geography	7	4	57.1%	0	0.0%	4	57.1%	2	28.6%	0	0.0%	2	28.6%	6	85.7%
Geology	3	1	33.3%	0	0.0%	1	33.3%	0	0.0%	1	33.3%	1	33.3%	2	66.7%
Health Science	64	20	31.3%	3	4.7%	23	35.9%	21	32.8%	2	3.1%	23	35.9%	46	71.9%
History	46	27	58.7%	2	4.3%	29	63.0%	5	10.9%	1	2.2%	6	13.0%	35	76.1%
Human Services	82	29	35.4%	8	9.8%	37	45.1%	15	18.3%	4	4.9%	19	23.2%	56	68.3%
Interdisciplinary Studies	22	9	40.9%	2	9.1%	11	50.0%	0	0.0%	0	0.0%	0	0.0%	11	50.0%
Labor Studies	5	3	60.0%	0	0.0%	3	60.0%	0	0.0%	1	20.0%	1	20.0%	4	80.0%
Liberal Studies	143	43	30.1%	3	2.1%	46	32.2%	47	32.9%	9	6.3%	56	39.2%	102	71.3%
Mathematics	13	3	23.1%	0	0.0%	3	23.1%	5	38.5%	2	15.4%	7	53.8%	10	76.9%
Music	14	4	28.6%	0	0.0%	4	28.6%	3	21.4%	0	0.0%	3	21.4%	7	50.0%
Negotiation, Conflict Res & Peacebuilding	10	3	30.0%	1	10.0%	4	40.0%	1	10.0%	1	10.0%	2	20.0%	6	60.0%
Philosophy	8	2	25.0%	0	0.0%	2	25.0%	1	12.5%	0	0.0%	1	12.5%	3	37.5%
Physical Education	50	13	26.0%	2	4.0%	15	30.0%	12	24.0%	1	2.0%	13	26.0%	28	56.0%
Physics	1	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Political Science	25	15	60.0%	1	4.0%	16	64.0%	1	4.0%	1	4.0%	2	8.0%	18	72.0%
Psychology	147	79	53.7%	4	2.7%	83	56.5%	20	13.6%	6	4.1%	26	17.7%	109	74.1%
Public Administration	47	20	42.6%	3	6.4%	23	48.9%	2	4.3%	3	6.4%	5	10.6%	28	59.6%
Recreation & Leisure	7	1	14.3%	2	28.6%	3	42.9%	0	0.0%	1	14.3%	1	14.3%	4	57.1%
Sociology	133	63	47.4%	2	1.5%	65	48.9%	17	12.8%	9	6.8%	26	19.5%	91	68.4%
Spanish	14	3	21.4%	1	7.1%	4	28.6%	3	21.4%	1	7.1%	4	28.6%	8	57.1%
Special Major: Baccalaureate	1	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Theatre	12	8	66.7%	0	0.0%	8	66.7%	1	8.3%	1	8.3%	2	16.7%	10	83.3%
Undeclared	25	0	0.0%	3	12.0%	3	12.0%	0	0.0%	6	24.0%	6	24.0%	9	36.0%
<b>Totals</b>	<b>1824</b>	<b>692</b>	<b>37.9%</b>	<b>78</b>	<b>4.3%</b>	<b>770</b>	<b>42.2%</b>	<b>338</b>	<b>18.5%</b>	<b>74</b>	<b>4.1%</b>	<b>412</b>	<b>22.6%</b>	<b>1182</b>	<b>64.8%</b>

## Fall 2009 Transfer Juniors, Four Year Graduation &amp; Return Rates by Program of Entry

Transfer Juniors by Program of Entry	Transfer Juniors	Graduated by End of Their Fourth Year (Summer 2013)				Not Graduated, But Returned in Beginning of Their Fifth Year (Fall 2013)						Total Four Year Tracking Rate			
		Graduated in Same Major		Graduated in Different Major		Not Graduated, Returned in Fall 2013			Graduated by end of fourth year or continued in fifth						
		N	%	N	%	In Same Major		In Different Major		Total Persisters		N	%		
Base	N	%	N	%	N	%	N	%	N	%	N	%			
Africana Studies	4	3	75.0%	0	0.0%	3	75.0%	0	0.0%	0	0.0%	0	0.0%	3	75.0%
Anthropology	14	8	57.1%	0	0.0%	8	57.1%	0	0.0%	0	0.0%	0	0.0%	8	57.1%
Applied Studies	5	2	40.0%	0	0.0%	2	40.0%	0	0.0%	0	0.0%	0	0.0%	2	40.0%
Art	39	20	51.3%	3	7.7%	23	59.0%	2	5.1%	0	0.0%	2	5.1%	25	64.1%
BSN	107	32	29.9%	3	2.8%	35	32.7%	15	14.0%	0	0.0%	15	14.0%	50	46.7%
Behavioral Sciences	8	4	50.0%	2	25.0%	6	75.0%	0	0.0%	0	0.0%	0	0.0%	6	75.0%
Biochemistry	7	2	28.6%	1	14.3%	3	42.9%	0	0.0%	0	0.0%	0	0.0%	3	42.9%
Biology	29	8	27.6%	4	13.8%	12	41.4%	5	17.2%	0	0.0%	5	17.2%	17	58.6%
Business Administration	367	214	58.3%	8	2.2%	222	60.5%	22	6.0%	4	1.1%	26	7.1%	248	67.6%
Chemistry	6	2	33.3%	3	50.0%	5	83.3%	0	0.0%	0	0.0%	0	0.0%	5	83.3%
Chicana/Chicano Studies	4	2	50.0%	1	25.0%	3	75.0%	0	0.0%	0	0.0%	0	0.0%	3	75.0%
Child Development	56	18	32.1%	5	8.9%	23	41.1%	4	7.1%	0	0.0%	4	7.1%	27	48.2%
Clinical Sciences	13	6	46.2%	2	15.4%	8	61.5%	1	7.7%	1	7.7%	2	15.4%	10	76.9%
Communications	100	52	52.0%	2	2.0%	54	54.0%	7	7.0%	4	4.0%	11	11.0%	65	65.0%
Computer Science	9	2	22.2%	2	22.2%	4	44.4%	1	11.1%	0	0.0%	1	11.1%	5	55.6%
Computer Technology	1	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Criminal Justice Administration	72	28	38.9%	6	8.3%	34	47.2%	3	4.2%	2	2.8%	5	6.9%	39	54.2%
Digital Media Arts	36	16	44.4%	4	11.1%	20	55.6%	2	5.6%	0	0.0%	2	5.6%	22	61.1%
English	68	32	47.1%	11	16.2%	43	63.2%	2	2.9%	0	0.0%	2	2.9%	45	66.2%
Geography	7	5	71.4%	0	0.0%	5	71.4%	1	14.3%	0	0.0%	1	14.3%	6	85.7%
Geology	3	1	33.3%	1	33.3%	2	66.7%	0	0.0%	0	0.0%	0	0.0%	2	66.7%
Health Science	64	31	48.4%	3	4.7%	34	53.1%	7	10.9%	1	1.6%	8	12.5%	42	65.6%
History	46	32	69.6%	2	4.3%	34	73.9%	0	0.0%	0	0.0%	0	0.0%	34	73.9%
Human Services	82	40	48.8%	11	13.4%	51	62.2%	4	4.9%	3	3.7%	7	8.5%	58	70.7%
Interdisciplinary Studies	22	11	50.0%	2	9.1%	13	59.1%	0	0.0%	0	0.0%	0	0.0%	13	59.1%
Labor Studies	5	3	60.0%	0	0.0%	3	60.0%	0	0.0%	0	0.0%	0	0.0%	3	60.0%
Liberal Studies	143	63	44.1%	6	4.2%	69	48.3%	20	14.0%	6	4.2%	26	18.2%	95	66.4%
Mathematics	13	6	46.2%	2	15.4%	8	61.5%	1	7.7%	0	0.0%	1	7.7%	9	69.2%
Music	14	5	35.7%	0	0.0%	5	35.7%	0	0.0%	0	0.0%	0	0.0%	5	35.7%
Negotiation, Conflict Res & Peacebuilding	10	3	30.0%	1	10.0%	4	40.0%	0	0.0%	1	10.0%	1	10.0%	5	50.0%
Philosophy	8	2	25.0%	0	0.0%	2	25.0%	0	0.0%	1	12.5%	1	12.5%	3	37.5%
Physical Education	50	19	38.0%	2	4.0%	21	42.0%	7	14.0%	1	2.0%	8	16.0%	29	58.0%
Physics	1	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Political Science	25	16	64.0%	1	4.0%	17	68.0%	0	0.0%	1	4.0%	1	4.0%	18	72.0%
Psychology	147	94	63.9%	9	6.1%	103	70.1%	7	4.8%	3	2.0%	10	6.8%	113	76.9%
Public Administration	47	22	46.8%	4	8.5%	26	55.3%	1	2.1%	1	2.1%	2	4.3%	28	59.6%
Recreation & Leisure	7	1	14.3%	3	42.9%	4	57.1%	0	0.0%	1	14.3%	1	14.3%	5	71.4%
Sociology	133	79	59.4%	9	6.8%	88	66.2%	1	0.8%	1	0.8%	2	1.5%	90	67.7%
Spanish	14	3	21.4%	2	14.3%	5	35.7%	1	7.1%	0	0.0%	1	7.1%	6	42.9%
Special Major: Baccalaureate	1	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Theatre	12	9	75.0%	1	8.3%	10	83.3%	0	0.0%	0	0.0%	0	0.0%	10	83.3%
Undeclared	25	0	0.0%	7	28.0%	7	28.0%	0	0.0%	4	16.0%	4	16.0%	11	44.0%
<b>Totals</b>	<b>1824</b>	<b>896</b>	<b>49.1%</b>	<b>123</b>	<b>6.7%</b>	<b>1019</b>	<b>55.9%</b>	<b>114</b>	<b>6.3%</b>	<b>35</b>	<b>1.9%</b>	<b>149</b>	<b>8.2%</b>	<b>1168</b>	<b>64.0%</b>

## Transfer Juniors

### Nth Year Graduation, Return and Total Tracking Rates Compared

Updated to summer 2013

Cohort Term	Initial Enrollment	Tracking Category	*Percentage graduated by end of:						
			Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	
Fall 2011	1428	Graduated	23.2%						
		Returned	54.2%						
		Total Tracking	77.4%						
Fall 2010	1783	Graduated	24.9%	52.5%					
		Returned	50.6%	19.0%					
		Total Tracking	75.5%	71.5%					
Fall 2009	1824	Graduated	18.0%	42.2%	55.9%				
		Returned	52.4%	22.6%	8.2%				
		Total Tracking	70.3%	64.8%	64.0%				
Fall 2008	967	Graduated	15.7%	38.2%	50.9%	58.1%			
		Returned	51.3%	25.6%	11.5%	6.5%			
		Total Tracking	67.0%	63.8%	62.4%	64.6%			
Fall 2007	846	Graduated	18.4%	39.8%	51.3%	57.4%	61.5%		
		Returned	52.4%	22.8%	11.9%	6.1%	2.4%		
		Total Tracking	70.8%	62.6%	63.2%	63.6%	63.8%		
Fall 2006	895	Graduated	20.1%	42.0%	54.2%	60.0%	62.8%	63.9%	
		Returned	52.3%	24.0%	10.1%	4.4%	2.1%	1.0%	
		Total Tracking	72.4%	66.0%	64.2%	64.4%	64.9%	64.9%	
Fall 2005	1000	Graduated	20.9%	45.6%	55.4%	59.4%	61.3%	62.6%	
		Returned	48.8%	18.3%	9.5%	3.9%	2.4%	1.5%	
		Total Tracking	69.7%	63.9%	64.9%	63.3%	63.7%	64.1%	
Fall 2004	984	Graduated	22.8%	47.9%	60.6%	65.5%	67.5%	69.3%	
		Returned	51.8%	23.7%	9.1%	4.3%	1.8%	1.1%	
		Total Tracking	74.6%	71.6%	69.7%	69.8%	69.3%	70.4%	
Fall 2003	857	Graduated	19.7%	44.9%	55.2%	61.1%	63.1%	64.8%	
		Returned	51.0%	22.1%	10.7%	6.7%	3.6%	2.2%	
		Total Tracking	70.7%	67.0%	65.9%	67.8%	66.7%	67.0%	
Fall 2002	845	Graduated	23.4%	47.1%	60.4%	65.6%	67.7%	69.0%	
		Returned	52.1%	22.7%	10.4%	4.4%	3.2%	2.6%	
		Total Tracking	75.5%	69.8%	70.8%	70.0%	70.9%	71.6%	
Fall 2001	827	Graduated	22.9%	45.8%	58.8%	65.9%	68.4%	70.1%	
		Returned	52.0%	26.2%	10.9%	4.8%	2.5%	1.7%	
		Total Tracking	74.9%	72.0%	69.7%	70.7%	70.9%	71.8%	
Fall 2000	922	Graduated	19.2%	47.6%	60.3%	65.3%	68.4%	69.7%	
		Returned	56.1%	24.4%	11.5%	5.5%	2.6%	2.2%	
		Total Tracking	75.3%	72.0%	71.8%	70.8%	71.0%	71.9%	
<b>Means</b>		Graduated	<b>20.8%</b>	<b>44.9%</b>	<b>56.3%</b>	<b>62.0%</b>	<b>65.1%</b>	<b>67.1%</b>	
		Returned	<b>52.1%</b>	<b>22.9%</b>	<b>10.4%</b>	<b>5.2%</b>	<b>2.6%</b>	<b>1.8%</b>	
		Total Tracking	<b>72.8%</b>	<b>67.7%</b>	<b>66.7%</b>	<b>67.2%</b>	<b>67.7%</b>	<b>68.8%</b>	

\*Percentages are cumulative over time.

## Fall 2009 to 2013 IPEDS Full-Time First-Time Freshman Cohorts

### "N Needed to Graduate" of Fall 2014 Eligible To Enroll

Statistics as of June 20, 2014

IPEDS FT FTF Cohort	Fall 2014 Status		Graduations		N Needed to Graduate to Reach Percentage Marks													
	Eligible to Enroll	N and Pct of Elig that are Registered for Fall 14 by 6/20/2014		Current Grads and Pct of Cohort (6/20/2014)		30% 6-Year Grad Rate			40% 6-Year Grad Rate			50% 6-Year Grad Rate			60% 6-Year Grad Rate			
		N	Pct	N	Pct	N of Grads Representing 30% Target	Needed Grads and Pct of Fall 2014 Eligible to Enroll	Pct	N of Grads Representing 40% target	Needed Grads and Pct of Fall 2014 Eligible to Enroll	Pct	N of Grads Representing 50% Target	Needed Grads and Pct of Fall 2014 Eligible to Enroll	Pct	N of Grads Representing 60% Target	Needed Grads and Pct of Fall 2014 Eligible to Enroll	Pct	
Fall 2009	1,070	304	213	70.1%	203	19.0%	321	118	38.8%	428	225	74.0%	535	332	109.2%	642	439	144.4%
Fall 2010	982	578	494	85.5%	41	4.2%	295	254	43.9%	393	352	60.9%	491	450	77.9%	589	548	94.8%
Fall 2011	1,100	757	652	86.1%	2	0.2%	330	328	43.3%	440	438	57.9%	550	548	72.4%	660	658	86.9%
Fall 2012	1,133	903	783	86.7%	0	0.0%	340	340	37.6%	453	453	50.2%	567	567	62.7%	680	680	75.3%
Fall 2013	1,460	1,456	1,153	79.2%	0	0.0%	438	438	30.1%	584	584	40.1%	730	730	50.1%	876	876	60.2%

#### Eligible to Enroll in Fall 2014: Current Remediation Status

		N	Pct
Fall 2009	Came Prepared For Both	15	4.9%
Fall 2009	Completed Remediation	287	94.4%
Fall 2009	Still Needs Both	1	0.3%
Fall 2009	Still Needs Math Remediation Only	1	0.3%
		<b>304</b>	100.0%
Fall 2010	Came Prepared For Both	66	11.4%
Fall 2010	Completed Remediation	475	82.2%
Fall 2010	Still Needs Both	2	0.3%
Fall 2010	Still Needs English Remediation Only	17	2.9%
Fall 2010	Still Needs Math Remediation Only	18	3.1%
		<b>578</b>	100.0%
Fall 2011	Came Prepared For Both	157	20.7%
Fall 2011	Completed Remediation	596	78.7%
Fall 2011	Still Needs English Remediation Only	1	0.1%
Fall 2011	Still Needs Math Remediation Only	3	0.4%
		<b>757</b>	100.0%
Fall 2012	Came Prepared For Both	181	20.0%
Fall 2012	Completed Remediation	716	79.3%
Fall 2012	Still Needs English Remediation Only	4	0.4%
Fall 2012	Still Needs Math Remediation Only	2	0.2%
		<b>903</b>	100.0%
Fall 2013	Came Prepared For Both	274	18.8%
Fall 2013	Completed Remediation	969	66.6%
Fall 2013	Still Needs Both	81	5.6%
Fall 2013	Still Needs English Remediation Only	54	3.7%
Fall 2013	Still Needs Math Remediation Only	78	5.4%
		<b>1456</b>	100.0%

#### Registered for Classes for Fall 2014: Current Remediation Status

		N	Pct	Pct of Eligible to Enroll
Fall 2009	Came Prepared For Both	10	4.7%	66.7%
Fall 2009	Completed Remediation	202	94.8%	70.4%
Fall 2009	Still Needs Both	0	0.0%	0.0%
Fall 2009	Still Needs Math Remediation Only	1	0.5%	100.0%
		<b>213</b>	100.0%	<b>70.1%</b>
Fall 2010	Came Prepared For Both	55	11.1%	83.3%
Fall 2010	Completed Remediation	406	82.2%	85.5%
Fall 2010	Still Needs Both	2	0.4%	100.0%
Fall 2010	Still Needs English Remediation Only	14	2.8%	82.4%
Fall 2010	Still Needs Math Remediation Only	17	3.4%	94.4%
		<b>494</b>	100.0%	<b>85.5%</b>
Fall 2011	Came Prepared For Both	137	21.0%	87.3%
Fall 2011	Completed Remediation	513	78.7%	86.1%
Fall 2011	Still Needs English Remediation Only	1	0.2%	100.0%
Fall 2011	Still Needs Math Remediation Only	1	0.2%	33.3%
		<b>652</b>	100.0%	<b>86.1%</b>
Fall 2012	Came Prepared For Both	153	19.5%	84.5%
Fall 2012	Completed Remediation	626	79.9%	87.4%
Fall 2012	Still Needs English Remediation Only	3	0.4%	75.0%
Fall 2012	Still Needs Math Remediation Only	1	0.1%	50.0%
		<b>783</b>	100.0%	<b>86.7%</b>
Fall 2013	Came Prepared For Both	222	19.3%	81.0%
Fall 2013	Completed Remediation	877	76.1%	90.5%
Fall 2013	Still Needs Both	5	0.4%	6.2%
Fall 2013	Still Needs English Remediation Only	21	1.8%	38.9%
Fall 2013	Still Needs Math Remediation Only	28	2.4%	35.9%
		<b>1153</b>	100.0%	<b>79.2%</b>