April 30, 2007

To: Carole A. Shea, Chair
    University Budget Committee

From: Allen A. Mori, Provost and Vice President,
      Academic Affairs

Subject: Response to Call to Division

Pursuant to your request, I am submitting this report. Attached please find the Central Academic Affairs Program Effectiveness Report and the Observations/Commendations/Recommendations for All Colleges, both of which were completed by the Division PEC.

All Division reductions required to meet the overall baseline reduction for 2006-07 were permanent reductions. Included were: a permanent reduction in summer session personnel costs, including benefits; a permanent reduction in four director of development positions including benefits; and a permanent reduction in college-level personnel in instructional technology including benefits.

The enrollment targets provided to the colleges are predicated on continuing enrollment (throughput) and admission targets provided by the EMPC to Outreach and Information Services. For 2007-08, the academic year enrollment target is 9326, which if achieved, will place the University at 98 percent of its assigned target of 9520 and within the two percent "grace" allowed by the Chancellor's Office.

Please let me know if you need additional information.

AAM/ms
Attachments

Cc: J. Dote-Kwan, M. Gordon, C. Luu, N. Mota
Division of Academic Affairs
Program Effectiveness Report
CY 2006

Introduction and Overview

This report summarizes briefly major activities and accomplishments undertaken by the Division of Academic Affairs for the 2006 College Year. In keeping with past practice, it includes the full program effectiveness reports for all units in the Division.

The Division of Academic Affairs is comprised of the Office of the Provost, the Office of Academic Resources Management, the Office of Academic Affairs Personnel Services, the six colleges, and the University Library, and under the leadership of the Vice Provost for Academic Affairs are the Office of Academic Programs, the Office of Institutional Research, Assessment, and Planning, including the Testing Office, and various support programs/centers. The colleges and the University Library have submitted reports to the Academic Affairs Program Effectiveness Committee. All other unit reports are attached.

The past academic year continued to present extraordinary challenges to the leadership. Faced with significant budget reduction and declining enrollment, the Division still continued to hire outstanding new tenure track faculty and to support the development of the faculty with the new faculty success seminars, the new faculty mentoring program, a variety of workshops and seminars focused on providing a rich, high quality academic program, expanded the First-Year Experience program (FYE), and orchestrated a highly successful capacity and preparatory review (CPR) visit by WASC.

Goals and Objectives 2005-2006

Several goals remained from the 20004-05 report and were included in the goals and objectives from 2005-06.

By September 2004 prepare a draft plan for academic technology for full implementation in spring 2005.

After consultation with Dean Sandra Parham and Associate Vice President for Information Technology Min Yao, a decision was made to defer the development of the plan until the Academic Master Plan (AMP) was completed. With the completion of the AMP, the expanded Technology Advisory Council will undertake the development of this plan during spring 2006 with an anticipated completion date of fall 2006 for a draft that can be shared widely on campus.

Implement the goals and objectives from the University Strategic Plan assigned to the Division of Academic Affairs.

In the two annual reports submitted to the Strategic Plan Oversight Committee (SPOC), the Division reported on its progress in implementing the goals and objectives in the USP. The Division is implementing many of the goals and objectives despite serious reductions in the general fund budget. There are some goals that cannot be implemented without new resources and those are noted in this report.

Continue Division of Academic Affairs leadership in the WASC Accreditation process.
Vice Provost Jamie Dote-Kwan, the accreditation liaison officer (ALO) and the WASC co-chairs, Drs. Caron Mellblom and Shirley Lal provided superb leadership to the campus WASC effort. The Institutional Proposal submitted by our campus was lauded by WASC as an exemplar. The CPR visit in fall 2006 was a stunning success.

Criteria for Review of Program Effectiveness

There is ample evidence presented in the various reports of the offices and colleges that the instructional programs are effective, meet high standards of quality, measure effectively student learning outcomes, and add enormous value to students in terms of preparation for employment and for entry in high quality graduate and professional degree programs.

The PEAT tool introduced in fall 2005 contains more than 30 quantitative performance indicators assessing faculty and student quality, centrality and complementariness, demand, uniqueness, program vitality, and fiscal status. This process, along with the Resource Book, streamlines and integrates reporting processes and provides sufficient, detailed data to assist the leadership in making data-driven decisions.

There is ample evidence that the faculty is highly productive in terms of scholarship and creative activities particularly when one considers the teaching loads in the CSU.

Future Goals and Objectives

Continue to hire and support tenure track faculty.

In 2005-06, the campus hired 16 tenure track faculty in the five colleges and the University Library. The quality of new faculty is outstanding; many of our new hires have produced significant scholarly and creative activities prior to their arrival at Dominguez Hills, and continue to pursue these activities vigorously after their arrival. New faculty are enthusiastic about our students and work diligently to provide a high quality instructional environment to meet their learning needs.

Under the leadership of the Center for Teaching and Learning (reported in the section submitted by the Vice Provost under Academic Programs), an integrated series of faculty support and development activities was offered and will continue to be offered.

Continue to establish new academic programs.

The campus Academic Plan was updated recently and despite additional budget reductions, the division continues to move forward by broadening its academic program offerings. New programs implemented in fall 2006 include the BA Negotiation, Conflict Resolution & Peace Building and the BS Child Development; BS Biochemistry has been approved for spring 2007; and MS Computer Science has been approved for fall 2007. A request also has been made to add to the Academic Plan for 2008-2009 the Professional Science Master in Applied Biotechnology Studies.

Continue efforts to make CSUDH a learner centered campus.

As reported in last year’s program effectiveness report, CSUDH has participated actively in the BEAMS and NSSE efforts for the past several years. These projects are designed to enhance student engagement and provide an environment to support new students to enhance academic
success and facilitate time to degree. It is a clear priority for the Division to provide the leadership that will move our campus to become a community of engaged teacher-scholars within a living/learning community for our students. Given the demographics of our student body and the location of our campus as the gateway to the Pacific Rim, this effort will result in a dramatic repositioning of our campus in terms of its relationship to the CSU system.

As suggested earlier, the Division expanded the number of sections of UNV101 to 16. Preliminary data regarding retention suggest that nearly 78% of the first-time freshmen who took and passed UNV101 in fall 2005 returned in fall 2006 as compared to a retention rate of nearly 53% of those who did not take UNV101. Furthermore, Andrew Long was appointed to serve as Academic Ombudsperson, a role designed to assist students with issues impeding academic progress.

**Challenges**

Many of the challenges to the Division of Academic Affairs were highlighted in the College reports. Nevertheless it is important to reiterate those for the Division. Many of these challenges were presented in last year’s PER but apply to this current period as well. Among the many challenges to the Division are: enrollment growth, budget, recruitment of new faculty, and technology. Each of these will be addressed briefly below.

**Enrollment Growth**

In the CSU new funding is available only for enrollment growth. Therefore, in order to have sufficient resources to hire new faculty, the campus must be able to demonstrate that it can attract new students and meet enrollment targets established in consultation with the Chancellor’s Office. For example, in fiscal year 2005-06, the campus was budgeted for 9,493 FTEs, which represented growth from 2004-05 of 2.51 percent. Because the campus did not achieve its enrollment target this year and the continuing student population has nearly 1,000 fewer students, the campus faces a significant budget reduction for 2006-07. It is likely that the campus will be unable to recruit sufficient new students to meet the budgeted target of 9,150 for fiscal year 2006-07. Campus bodies, i.e., the Operations Group, the Enrollment Management Policy Council, the Academic Affairs Council, etc. will be addressing this challenge in the coming year to develop a plan to recruit the number of new students necessary to meet budgeted enrollment targets.

**Budget**

The budget for the Division of Academic Affairs is about 63 percent of the University’s general fund budget. Yet, the Colleges and other units in the Division do not have sufficient resources to meet all their needs. In particular, budgets are inadequate in terms of operating expenses and equipment replacement costs.

Even if the campus is successful in recruiting more students, the continuing budget reductions in 2006-07 will impair, if not prevent, the Division from offering an academic program that is sufficiently robust to provide enrollment growth. The current reduction scenario projects a four percent reduction in the base budget. Over the past two years, the base was reduced by eight percent. In 2003-04, the campus produced nearly 9400 CY FTES but the Division base budget was more than $41 million dollars. In 2006-07, the target is 9,150 budgeted FTES, but the base budget will be some $6 million less than it was in 2003-04.
Recruitment of New Faculty

Due to the uncertain budget situation, the Academic Affairs Council decided to defer over 19 searches to replace faculty members who retired or resigned. Because these searches were mostly to replace those tenured faculty who left the institution, it is inevitable that there will be an erosion of quality because of an over reliance on part-time faculty to deliver instruction.

The effort to support new faculty described in the report of the Office of Academic Programs suggests that we are serious about investing in new faculty even in the most precarious of budget times. This is critical to insure the academic mission of the University while at the same time securing its future.

It should be noted that recruiting faculty in the business programs of the College of Business Administration and Public Policy remains increasingly difficult. Our salaries are not competitive with Universities in other states, particularly those that are accredited by AASCB.

Technology

Technology, both the acquisition of hardware and the space to house it, are critical challenges to the institution. At present hundreds of faculty computers are at least five years old and should be replaced. Obsolescence of other equipment is equally demanding our attention. It will cost nearly $650,000 to replace all the faculty computers that should be replaced. Furthermore, during the accreditation visit by ABET, the team noted that the campus does not have a dedicated budget line for replacement equipment. This is a serious issue for all equipment-intensive programs.

Summary and Conclusions

Despite the many challenges to the campus, the future is secure as long as we continue to hire quality faculty and provide the necessary support to ensure that they are retained. Greater cooperation among the divisions is vital to increasing enrollment to meet the campus’ budgeted target and then to grow so that new resources are available for program enhancement.

Because the vast majority of our students are first generation college students with significant academic needs, it is vital to their success that the campus achieves its goal of becoming a learner-centered institution. This would provide the pedagogy and academic support services needed to enhance the likelihood of success and facilitate the pathway to graduation.
Introduction

This report is comprised of four parts. This initial section provides an update on all units that are direct reports to the Vice Provost, with the exception of the Office for Academic Programs, which includes the Graduate Studies and Undergraduate Studies units. Given the complexity and the number of separate units that report to either the Dean of Graduate Studies and Research or the Acting Dean of Undergraduate Studies, each dean has submitted their own Program Effectiveness Report (i.e., Appendix A and Appendix B respectively). Finally, Appendix D is the Strategic Plan update for those action tasks that the Vice Provost was responsible for implementing.

The newly established Academic Affairs Facilities & Space Committee (AAFSC) co-chaired by Yvette Verlade and the Vice Provost began in the summer and has already completed several tasks:

• Established Space Allocation and Assignment Policy and Procedures;
• Developed an Academic Affairs Space Request Form (for division use only);
• Aligned the Academic Affairs Facilities Database with the University’s Space and Facilities Database; and
• Identified minor capital outlay projects for the AA division (includes identification of future Enhance Technology Classrooms). (Academic Master Plan, Objective AP1.3)

AAFSC will complete a five-year Academic Affairs Space and Facilities Plan to inform the Campus Physical Master Plan by the end of Spring 2007. (Academic Master Plan, Objective AP1.3)

The Academic Master Plan (AMP) Council, chaired by Vice Provost Dote-Kwan, has completed its charged by developing an Academic Master Plan that was approved by the campus community and published in February 2006. Using the AMP college template each college developed its own AMP, which was initially submitted for review and feedback in June. Colleges revised and submitted their final AMP in September. College AMPs are available at: http://www.csudh.edu/academicaffairs/CollegeAmp.cfm.

The Enrollment Management Policy Council (EMPC), chaired by Vice Provost Dote-Kwan, has the overall responsibility for developing and maintaining the University Enrollment Management Plan (approved January 2005), which is aligned with the University’s Strategic Plan (http://www.csudh.edu/academicaffairs/CouncilCommittees/Empc.html). The EMPC is also charged with developing policies and procedures to ensure that all enrollment management efforts conducted by units within the University community are coordinated. The council via its bimonthly meetings, established application deadlines, admission priorities and University targets as well as monitored the enrollment and application status each term. The EMPC also developed term specific enrollment strategies and monitored and updated them on a bimonthly basis by EMPC. Four task forces (i.e., Advisement, Publication & Image, Outreach & Recruitment, and Retention) were created in October 2005.

• Graduate Recruitment Plan developed by Dean Robles was approved January 13, 2006.
• The Outreach and Recruitment Task Force developed and sponsored four new initiatives including the Day with Dominguez: Come and Explore the Opportunities. During Spring 2006, the task force coordinated visits to six community colleges (i.e., Cerritos, Compton, LA Southwest, LA Harbor, El Camino, and Long Beach City). A team of faculty, staff, students,
and alumni made over 75 classroom presentations to nearly 1800 students, had 71 on-site admissions, and had another 1250 students visit the college fair tables.

- AAAP031.001 was created to revise the campus’ interpretation and implementation of the Chancellor’s Executive Order 665.
- EMPC agreed to facilitate and serve as the advisory group to Hobson’s EMT Connect and Virtual Advisor. EMT Connect went live in October and Virtual Advisor went live on November 1st.
- Publication & Image Task Force report with recommendations was approved August 8, 2006 and forwarded to the President’s Operation Group.
- Per request by the President, EMPC developed a list of recommendations for the University webpage which was approved September 12, 2006 and forwarded to the President’s Operation Group.
- EMPC recommended A&R stop printing paper class rosters prior to the beginning of classes to eliminate the three days where students are not allowed to register. This recommendation was approved by the Senate to be effective this Spring 2007 term.
- The error messages that students receive when they are attempting to register were revised to be more understandable and user friendly.
- Acting Dean Blue submitted materials to be participants in the Western Undergraduate Exchange (WUE).
- Memo to the President’s Operation Group requesting they reverse their decision allowing students to auto-forward their email was submitted. Memo included suggested procedures.

Program Review Panel, chaired by Caron Mellblom, created reading teams to review the final program review reports as they are submitted. This is the second year of the implementation of Performance Effectiveness Assessment Tool (PEAT), PEAT+, and the new six-year cycle of program review. During AY 2005-06, 19 departments/programs were involved in full program review, 17 programs had submitted self-study reports, 11 of the 14 external reviewers that visited last Spring 2006 have submitted their reports, and 5 of the 11 departments/programs have responded to the external reviewer reports. Two programs (Engineering Management and Occupational Therapy) were postponed. During 2006-07, 13 out of 16 departments/programs have submitted self-study reports for a full program review and all 5 programs have submitted their PEAT+s by the established deadline. (Academic Master Plan, Objective AP 2.1 and 2.2)

During 2006 (spring and fall academic year) the University Curriculum Committee, co-chaired by Mary J. Cruise, CTL Faculty Associate and Claudia Peyton, Director of Occupational Therapy Program, reviewed and approved 20 new programs; 35 modified programs and a multitude of new and modified courses. (Academic Master Plan, Objective AP1.1) Beginning fall 2006 all programs were required to contain program-level outcomes and program-level assessment method(s). All course proposals contain the required course-level, learner-centered and measurable outcomes and course-level assessments. (Academic Master Plan, Objective AP2.1)

Additionally, UCC continued its efforts to streamline and update the following UCC processes:

- Change the UCC Curriculum Guide to include new and revised policies, forms, and other information that assist faculty in the curricular process.
- Meet with College Curriculum Committees to review charges, responsibilities and processes related to the curriculum review process.
- Continue to use ad hoc curriculum committee to review new and modified programs as needed.
- Require new and modified program proposals identify program-level assessment method(s) to show “measurement” of program-level outcomes as evidence of learning.

Further, discussion of issues related to new and modified program and course quality as well as communication among and between program faculty as needed and appropriate have resulted in a mechanism whereby the proposal “forms” include response to questions concerning “notification” of information or changes that affect outside programs.
University Committee of Educator Preparation (UCEP), chaired by Jamie Dote-Kwan, Vice Provost for Academic Affairs, is comprised of faculty members who represent the various departments/programs, which are involved in subject matter preparation and/or teacher preparation. The role of UCEP is to inform the University community of initiatives, policies, and regulations from the State Board of Education, the California Commission on Teacher Credentialing (CCTC), and the Chancellor’s Office (CO) that have a direct impact on educator preparation and to coordinate efforts in response to these various entities. UCEP assisted with the submission of three responses to the CCTC new subject matter standards (Social Science, Physical Education, and Music) by reviewing and preparing documents for transmission to the CCTC. (Academic Master Plan, Objective AP1.1)

University Student Learning Outcome Assessment Committee (USLOAC), chaired by Mary J. Cruise, CTL Faculty Associate, is responsible for coordinating the University’s student learning outcomes and assessment activities. The USLOAC completed and distributed program by program status reports to each college (NBS, HHS, CLA, COE, BAPP, CEEIE) and other programs (Special Major/Minor, Special Masters). (Academic Master Plan, Objective AP2.1)

The General Education program is scheduled for a self-study in Fall 2007. The last USLOAC assessment report was submitted in 2004. It is a substantive report detailing the GE evaluation process, and the results of Area A review using the GE faculty developed assessment rubric. Since this report, Areas B and C have been assessed; D and E are in process; and F and G will be assessed in 2007. USLOAC strongly urges that an assessment report be submitted in Spring 07 based on the GE assessment rubric results and addressing the USLOAC essential elements for areas B, C, D and E to facilitate the self-study report due in the fall.

Overall, the status of Student Learning Outcomes Assessment is good as it merges with Program Review. Of the 59 programs including multiple options, concentrations, etc., specifically:

- All but three (3) programs have identified program-level, learner-centered, and measurable learning outcomes.
- All but four (4) programs have identified program-level assessment method(s) designed to show achievement of program-level learning outcomes.
- All new and pilot programs are submitting assessment reports as requested.
- Evidence of learning defined as achievement of program-level outcomes resulting from direct and indirect program-level assessment(s) is varied depending on the program.
- USLOAC records show that all but four (4) programs are engaged in the process at this time.

Spring 2006 marked the end of Dr. Cruise’s FERP status and she has subsequently been hired as a retired annuitant. A campus-wide search in Fall 2006 yielded no applicants; this has created a major challenge to identify a qualified replacement for Dr. Cruise with the same level of commitment and expertise.

Western Association for Schools and Colleges (WASC) Re-affirmation Process
The WASC co-chairs, Caron Mellblom and Shirley Lal and the Accreditation Liaison Officer, Jamie Dote-Kwan met on a bimonthly basis while the Steering Committee and the four core issue Sub-Committees met monthly and the Data Portfolio Sub-Committee met bimonthly. Initially, the four core issue Sub-Committees met to discuss issues related to the CPR process and the studies that were initiated to pursue the researchable questions. The Sub-Committees also were involved in the development of the town hall meetings that were held to further the conversations related to the studies. As the submission deadline approached, the Steering Committee and the Sub-Committees reviewed and edited numerous drafts of the Capacity and Preparatory Review (CPR), providing suggestions and additional information. Input also was solicited from various campus governance committees such as the University Planning Council (UPC), Academic
Affairs Council Plus (AAC+), Academic Senate Executive Committee and the full Academic Senate, the President’s Operations Group, as well as the Divisions of Administration and Finance and Student Affairs. In addition to the CPR report, two issues of WASC Insight (newsletter), website narratives, and progress reports were produced. In preparation for the CPR site visit, 23 preparation meetings that included mock interviews were held in the Fall 2006 with various groups (e.g., USLOAC, PRP, EMPC, Associated Students, Inc.) throughout the University community. A team of six members conducted the CPR site visit from October 8-10, 2006. Their final report will be reviewed and acted on during the WASC Commission this February and a formal Commission Action Letter will be forth coming.

Following are excerpts from the CPR Team Report:

CSU Dominguez Hills prepared for the recent accreditation review diligently and presented a thorough and informative self-study with extensive supportive documents. During the visit, the administration, faculty, and various groups were candid and reflective about the challenges they face.

Since the last accreditation visit, the campus has been transformed on many levels. The academic programs have been revamped, the faculty has been expanded and rejuvenated, the provost and all of the deans have turned over, the character of the student body has changed, research and scholarly activity have been included among the strategic goals of the campus, and the physical plant has expanded substantially. A campus-wide planning process has been the source of a plethora of new initiatives and programs to serve students.

(Academic Master Plan, Objective AP2.2)

Academic Facilities and Class Scheduling

Yvette Velarde, the Coordinator of Academic Facilities and Class Scheduling chaired the Council of Schedulers (COS). In addition to generating a print and online Class Schedule each term including creating a new Frequency Course Listing to replace the Tentative Course Offerings, she developed hybrid and writing intensive code designations, and procedures for scheduling UNV 101 cohorts. Ms Velarde also completed the modification of building codes for ERC (changed to LIB), SOE (changed to COE), and the room renumbering of SCC in the student system. She secured space for Military Science, Foundation Catering Office, new Nursing labs, and temporary space for the Child Development and Infant Toddler Centers.

Center for Teaching and Learning (CTL)

The Center for Teaching and Learning (CTL) is staffed by an Acting Director, Roberta Ambrosino, three Faculty Associates, Dr. Mary J. Cruise, Dr. Susan Johnston and Dr. Jim Copper who receive a 3-unit release per semester, and an administrative support coordinator, Kathy Andrews. The purpose of the CTL is ultimately to provide CSUDH faculty with services and resources to support faculty in their work to develop and enhance the pedagogical skills and knowledge that will foster our students’ success. Now in its eighth year, CTL staff have worked to consolidate the development of a multi-service center with the resources needed to sustain it into the future. The CTL's Strategic Plan is available for view on a web site.

The CTL most notable accomplishments for 2006 are as follows:

- The New Faculty Success Program increases faculty awareness and preparedness to implement effective teaching and learning strategies for a diverse student population. The CTL has conducted the program for three years, creating a cohort of 73 newly hired tenure-track faculty. Participants complete exit surveys to improve the program in subsequent years. Based on the results of this feedback instruments, significant changes in content, scheduling, and participant activities have been implemented. More attention
was paid to professional development issues. New modules focusing on multicultural perspectives in the classroom and student advising were introduced. An online module was developed to enable participants to access syllabi construction information in a timely manner. Assignments were streamlined.

- The CTL and ECLP Guest Speaker Series presents current scholarship of teaching and learning topics. Three speakers (Jean MacGregor, Diane Halpern and James Anderson) visited Dominguez Hills during 2006 and drew large audiences of faculty and staff. Each speaker does a live interview in the TV studio which is archived on the CTL website. The speaker’s day includes a Provost’s Luncheon attended by Deans and administrators, and later a general session for faculty. This series is coordinated by Jim Cooper, CTL’s Faculty Associate and Coordinator of Active Learning Strategies.

- The Mentoring for Faculty Success Program provides collaborative support for new tenure-track faculty. This program is a direct result of the Academic Resources Development (ARDS 2004) Survey. There are currently 16 new faculty and 51 second and third year faculty mentor/mentee pairings. A University Mentoring Council for mentors to earn credit in University Service was established. The Mentoring Program complements the New Faculty Success Program in that new faculty can seek additional feedback on an individual basis with their mentors. This program is coordinated by CTL’s Faculty Associate for Mentoring. Susan Johnston reports that model WAPF files are now available for viewing in the office of Faculty Affairs Personnel Services. RTP/SIF guidelines packets for year two+ WAPF procedures were shared during a New Faculty Success Program seminar.

- Faculty Forum Brown Bags, featuring CSUDH faculty who provide innovative, research-based strategies help to inform active and interactive instruction. Topics range from civic engagement to multicultural perspectives in the classroom. As with all CTL events and opportunities, all faculty including part-time or full-time instructors are welcome (Academic Master Plan Objective AP3.1 and FS 2.3).

- CTL maintains a computer lab (10 stations) where faculty can create high-quality instructional materials. Demonstrations, small group workshops, and training activities related to the design, development, and use of new instructional techniques and media are provided. During 2006, the studio was used on 216 occasions by 80 faculty regulars.

- CTL provides Travel Grants to assist faculty in attending professional development workshops to present their own teaching innovations or research results. During 2006 CTL sponsored 33 faculty travel grants totaling $16,392. In accordance with Academic Master Plan Goal 2.1 toward expansion, a new consideration was applied to the application process. Beginning fall 2006 “Probationary tenure-track faculty will be given preference, all other things being equal.” (Academic Master Plan, Objective FS2.1)

- “Cambia Todo Cambia...Change in Latin America” The Pacific Coast Council on Latin American Studies held its 2006 Conference at Dominguez Hills on November 3 and 4. With financial support from CTL and ECLP registration fees were paid for all participating DH faculty and students. The conference brought together over 200 scholars, educators, graduate, undergraduate, and high school students, and community members interested in Latin American and Latino/a Studies. This was one way, CTL provided opportunities “for faculty to learn how to infuse multicultural content and perspectives into academic programs and courses”. (Academic Master Plan, Objective AP3.1)

- The Ford Foundation Grant – “A Polycentric Curriculum Model for the World Cultures Division” also addresses multicultural opportunities. CTL provided or hosted grant participants in small group instruction on the use of Blackboard, Acrobat, PowerPoint and video streaming. (Academic Master Plan, Objective AP3.1)

- The Scholarship of Teaching and Learning Seminar ‘06 – sponsored by ECLP and facilitated by CTL’s Faculty Associate, Jim Cooper. Six of the twelve participants had proposals accepted by the International Society for Exploring Teaching and Learning
2006 conference. Participants also worked on a number of other conference proposals and publications on the Scholarship of Teaching and Learning.

The CTL’s major challenge is managing a full range of services, supporting and improving programs, and leading dissemination efforts with a diminished number of staff. The CTL is actively engaged in securing a continuing source of funding for the speaker series.

**Institutional Research, Assessment, and Planning (IRAP)**

The Institutional Research, Assessment, and Planning (IRAP) office is overseen by the Vice Provost for Academic Affairs, Jamie Dote-Kwan who serves as the Interim Director with substantial assistance from Pete VanHammersveld, Associate Director and the remaining dedicated staff (Roger Reed, Jyenny Babcock, David Macias, and Bea Newns).

During the past year, IRAP had responsibilities for the production of numerous annual reports and surveys that were crucial to the function of the University such as CDPS/APDB (six reports), census enrollment and applications reports (at least 10 reports annually), remediation and retention reports, and testing registration and score disseminations. In addition, ad hoc reporting continues to be a vital function and IRAP analysts receive requests regularly from all segments of the University and external sources.

Other major activities included:

- In conjunction with EMPC and the Vice Provost, IRAP was responsible for conceptualizing and building a comprehensive set of enrollment related data including but not limited to application and admission targets, new student enrollment, FTES enrollment targets, headcount targets, and continuation rates.
- The National Survey of Student Engagement (NSSE) 2006 and Faculty Survey of Student Engagement (FSSE) 2006 was administered and preliminary analysis has begun while preparing currently for the administration of the NSSE and FSSE for 2007.
- All quantitative data for all degree programs (undergraduate and graduate) were provided for Performance Effectiveness Assessment Tool (PEAT) by August 15th and college summaries were provided to the Deans. (Academic Master Plan, Objective AP1.2)
- The three projects connected to the Academic Resources Development Study (ARDS) were completed (http://www.csudh.edu/academicaffairs/CouncilCommittees/Amp.htm). (Academic Master Plan, Objective AP1.2)
- Created and supplied custom tools or databases for others’ use (i.e., Grade distribution report, SPARK and Gateways databases).
- Factbook tables were updated, for this year, which required revising most existing demographic tables to facilitate analysis of trends and correcting inaccurate tables. Some tables were revised to correspond with WASC reporting conventions and changes associated with rebenching (i.e., breaking down post-baccalaureate apps to enroll into various components to separate graduate students)
- Survey support (administered, assisted in development, reported, or analyzed) include by not limited to: International Student Services Office, Admissions Survey, Chicana/o Studies Program review survey, Humanities 200 and 300 assessment survey, and College Student Experiences Questionnaire (analysis only).
- With cooperation of IT, developed grade distribution reports used by colleges and departments.
- SQR and SQL programs converted to Banner jobs and tested for integrity. This will make IT responsible for eventual conversion to Peoplesoft.

The Research Technician will be leaving IRAP in December 2006. As a result, any modifications to the PEAT rollup will need IT support. A great deal of time will be spent in training Special
Projects Analyst, the new Research Technician II, and new Student Assistant. The major challenge will be to keep up with all the data requests and services without an Executive Director and a research analyst.

Office of Academic Programs

The **Graduate Studies Unit** is housed in the Office of Academic Programs within the Division of Academic Affairs and is headed by the Dean for Graduate Studies and Research, Laura J. Robles. Reporting to the Dean is the Office of Research and Funded Projects (Director Ray Riznyk and three staff including Craig Geber, Jo Anne Smith and Clementine Sessoms) which includes the Ronald E. McNair Postbaccalaureate Achievement Program (Director Jennifer Vega La Serna, Coordinator Raslyn Rendon). Also reporting is Institute of Cultural Diversity (Director Patricia Hamilton) and the Thesis Coordinator (Anne Garrett). The Dean also directs two NIH funded research grants and has been interim director of two other NIH grants for the past few months. Within the Office of Academic Programs, the Dean is assisted by Tracey Haney and also by Joi Dudley and Maya Banda, who was recently hired to replace La Shaun Lake. These three staff members also support the work of the Acting Dean for Undergraduate Studies, Margaret Blue, who is also housed in the Office of Academic Programs. (See Appendix A for Graduate Studies Unit report.)

The **Undergraduate Studies Unit** is headed by the Acting Dean of Undergraduate Studies, Margaret R. Blue. Reporting to the Acting Undergraduate Dean is the Acting Director of the University Advisement Center (UAC), the Director of the Center for Learning and Academic Support Services (C.L.A.S.S.), the Coordinator of the Honors Program, the Director of Community Service Learning, the Coordinator of the SPARK! Program and the Coordinator of the GWAR. (See Appendix B for the Undergraduate Studies Unit report.)

Academic Support Programs/Centers

The **Center for Teaching Careers (CTC)**, directed by Teri Ito Abbott and established in July 2005, coordinates the early field experience component required by the subject matter preparation programs in accordance with the CCTC. Funding for the CTC was provided by an external grant, QED.

Major accomplishment for the CTC include:
- UNV 300 – *Early Field Experience – Single Subject* was created and approved by UCC for those departments without a fieldwork component in their coursework.
- Established and/or confirmed 34 fieldwork partnerships in K-12 schools.
- During Spring, Summer, and Fall 2006, contacted and coordinated the placement of 177 students in LBS 300.
- 462 Liberal Studies students and 42 single subject area students visited CTC to initiate the clearance process including LIVESCAN for fieldwork placement.
- Communicated with the following departments and discussed ways the CTC could support their efforts: English, Math, Foreign Language, Art, History, Music, and Physical Education/Dance.
- Translated/coordinated the Standard 6 responses for the new Standards for Elementary and Single Subject Matter Preparation Programs for Social Science and Music.

The **Enhancing Critical Literacy Project (ECLP)** focuses on increasing critical literacy through tutoring, faculty development, and curriculum development. The ECLP administration consists of the Project Director (Linda Pomerantz-Zhang 40%) and the Coordinator (Annie Watanabe-Rocco 100%, 10 month). There are two Component Coordinators, Caron Mellblom for Enhanced...
Tutoring (10%), and Larry Ferrario for Faculty & Curriculum Development (20%). Additionally, there were three ECLP Faculty Associates in 2005-06, each with 20%. The grant also supports augmented staff and tutors in CLASS. The goal of ECLP is spearhead initiatives to improve the academic success of Hispanic and other students. Our Activity centers on Increasing Critical Literacy through faculty development, curriculum development, and expanded tutoring.

ECLP sponsors significant evaluation of the project's activities such as:

- **Holistic scoring of student papers from piloted WI courses**, the so-called "embedded assessment" project. Holistic scoring of 273 embedded assessment writing samples from 18 piloted WI courses show gains in student writing in 15 of the 18 courses. Overall, mean scores rose an average of 12.09%. Administration of the reading and initial scoring was conducted by Anne Garrett, ECLP Faculty Associate.

- **Reading Skill Assessment**: Dr. Caron Mellblom conducted a study of reading skill levels of 522 upper-division students as a follow-up to a similar study conducted in 1998-99. This research documents a general improvement in reading levels. The percentage of students reading below college level declined from 43-47% to 36.5%, and students who had taken courses with grant-trained instructors demonstrated reading skill levels significantly higher than the general student population.

- **Faculty development**: A fourth cohort of 15 humanities faculty members participated in the spring 2005 seminar, developing syllabi for 30 WI courses. Fourteen more attended an eight-session workshop series in fall 2005. Additionally, in collaboration with the Center for Teaching and Learning, 8 faculty development workshops were offered to 227 faculty attendees, compared to 1 workshop in Year 1 with 21 faculty attendees.

- **Curriculum development**: The Writing Intensive graduation requirement will be phased-in starting in 2008. There are now over 120 Critical Literacy infused courses that have been developed with this grant. Fifteen WI courses with 109 students were piloted in fall 2005.

- **Expanded tutoring**: Student visits to the tutoring center increased to 12,649, a 60% increase over 2001-02 baseline of 7,704, while the number of tutoring hours increased four-fold to 2,164 from 508 in the 2001-2002 baseline. Faculty associates offered 72 workshops on writing and critical literacy compared to 6 in Year 1 and developed standard sets of materials to be available on the Web. (Academic Master Plan, Objective AP1.3)

In addition, in Fall 2006 an eight-session workshop series (Monday Morning Workshop Series) was offered to 11 participants. ECLP support for the CTL speakers series continues as in prior years. The on-line English 350 course was reviewed, modified to incorporate “Mywriting lab,” and offered in fall 2006.

The major challenge facing the successful implementation of ECLP’s initiatives is posed by the University’s budgetary problems, which have delayed the phase-in of the enhanced tutoring capability and implementation of the WI graduation requirement by Fall 2008. There is insufficient support to continue training faculty in strategies to teach WI courses, particularly in developing writing assignments, writing prompts, and delivering written feedback to students, and insufficient tutorial support to students in WI courses.

The **First Year Experience (FYE) Program**, directed by Andrew Long, provides first time freshman with an opportunity to take UNV 101 - *Personal, Social and Intellectual Development*, and a linked General Education (GE) course. The primary purpose of UNV 101 is to assist students to become more effective learners at the individual, academic, and wider social level. To facilitate these goals, the faculty involved in UNV 101 and the GE course collaborate throughout the semester to develop linked assignments. Students are taught techniques in effective notetaking, test-taking strategies, forming study groups, and time management planning. Students also engage in community activities on campus. First Year Experience students form
part of the volunteer crew involved in events such as Welcome Week, A Day at Dominguez, Homecoming, and Unity Fest.

The FYE program has achieved the following for Calendar Year 2006:

- A FYE Director was appointed July 1, 2006 to recruit faculty to teach UNV 101, coordinate and schedule cohort sections, work with the appropriate college schedulers, and create and coordinate activities designed to encourage faculty engagement in the FYE program.
- Successfully increased the number of students participating in the FYE by over 30 percent for Academic Year 2006-2007; exceeding the target of a ten percent annual increase.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2005</th>
<th>Spring 2006</th>
<th>Fall 2006</th>
<th>Spring 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNV 101 sections</td>
<td>9</td>
<td>2</td>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td>Students enrolled</td>
<td>276</td>
<td>56</td>
<td>343</td>
<td>92*</td>
</tr>
</tbody>
</table>

* As of January 3, 2007

- Increased retention rate is evident since 77.8 percent of students that took and passed UNV 101 in Fall 2005 returned the following Fall. This compared with a retention rate of 52.8 percent of students that were not able to take UNV 101.
- Successfully brought in four new UNV instructors.
- Developed four consistent presentations (i.e., CLASS, the University Library, Student Development Office, and Janet Niederman’s notetaking) for all sections of UNV 101.
- The FYE program is slated to offer 5 sections of UNV 101 Spring 2007 and 12 sections for Fall 2007. This represents an increase in sections over previous years as well as an increased number of GE linked courses.
- The FYE program received funding for and will pilot an online writing supplementary tool Spring 2007 in an effort to improve student writing skills.

The challenges that face the successful implementation of the goals and objectives for calendar year 2007 are largely a product of the success of the FYE program in 2006:

- As the program continues to grow it becomes increasingly difficult to find qualified instructors.
- With approximately 360 students taking UNV 101 Fall 2007 it will be very hard to find meaningful on-campus service learning experiences at traditional events such as A Day at Dominguez, Welcome Week, and Homecoming.
- With increased number of sections and students involved in the FYE program, it will become increasingly difficult for the FYE Director to coordinate, schedule, and devote sufficient time to the program using only three units of WTU’s.

The willingness of offices and departments across campus to develop presentations and link GE courses with UNV 101 sections is indicative of the cross-campus support the program has. The importance of the FYE program is also recognized by the support of volunteer instructors, many of which hold high administrative positions on campus. However, in order to continue to grow and develop, the FYE program will need a supportive infrastructure beyond the good will and excellent service of volunteer instructors. With an infrastructure in place to support a growing freshmen population at CSUDH the FYE program can greatly aid the transition into higher education for our freshmen body.

The Gateways Math-Science Project is a Title V collaborative endeavor between Dominguez Hills and Cerritos Community College with Dr. David Nishioka serving as its director the two co-activities directors, Dr. Caron Mellblom and Dr. Nishioka, the administrative assistant, Ms. Ava Petty, and two faculty associates, Mr. Tom Taylor and Mr. Mounitra Chatterji, the tutor coordinator and web developer, Mr. Patrick Naranjo and six Gateways-supported tutors are housed in CLASS. One lead faculty, Dr. Jamie Dote-Kwan, is housed in her office of the Vice Provost in Welch Hall. Gateways Math-Science Project is designed to (1) provide specialized tutoring and supplemental instruction, (2) to modify the curriculum using computer-assisted
instruction, new course development, innovative scheduling, expansion of the First Year Experience, (3) to expand faculty development to improve the instruction in basic math-science skills with diverse teaching strategies, and (4) to provide support for first year students.

Several worthy and ongoing activities have been expanded at both CSU Dominguez Hills and Cerritos College (CC):

- Two pre-course (summer 2006), one course (fall 2007), and one post-course (winter 2007) UNV 101 faculty workshops were developed and presented. Seven sections of UNV 101 linked with introductory science courses were supported by Gateways.
- During the last academic year, 336 students attended developmental math and general education science workshops led by Gateways faculty associates.
- Over 1,000 individual tutoring sessions have been recorded on our math-science tutor logs during the last academic year. Ten math-science tutors have provided a combined 110 hours per week of assistance in the Center for Learning and Academic Support Services (CLASS).
- Over 300 students have received advisement in the College of Natural and Behavioral Science, Student Services Center, which was established, maintained, and funded by Gateways.
- Five Gateways-supported faculty/tutor workshops aimed at improving developmental math instruction at CC were offered and also attended by CSUDH faculty. A similar workshop was held for faculty and tutors at CSUDH, as well as two workshops for faculty teaching the First Year Experience course, University 101.
- The "Roadmaps to Graduation" project is now complete. CSUDH students, both four-year and two-year transfers, may now chart their progress in their individual majors by accessing their roadmaps on the CSUDH website.  
  (Academic Master Plan, Objective AP1.3)

The **Testing Office**, managed by the Associate Director Terry Molano, works closely with the University Advisement Center, Admissions & Records, and various campus departments that have Distance Learning programs such as Nursing, HUX, MSQA and MBA on-line. The mission of the Testing Office is to coordinate local and national testing activities for undergraduate, graduate and credential students. Last year the Testing Office: a) administered 29 scheduled Saturday examinations including SAT, PRAXIS, and GRE Subject Exams;  b) staffed ten New Student Orientations and two International Student Orientations; c) proctored 128 individual exam sessions; and d) mailed 3,824 Graduation Writing Examination (GWE) score letters or English Placement Test (EPT) and or Entry Level Mathematics (ELM) registration tickets.

<table>
<thead>
<tr>
<th>Tests administered</th>
<th>Number Registered</th>
<th>Number Tested</th>
</tr>
</thead>
<tbody>
<tr>
<td>GWE 8</td>
<td>2,624</td>
<td>2,241</td>
</tr>
<tr>
<td>EPT/ELM 9</td>
<td>2,637</td>
<td>1,765</td>
</tr>
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</table>
Annual Program Effectiveness Report
Graduate Studies and Research Unit
2006

Introduction and Overview
The Graduate Studies Unit is housed in the Office of Academic Programs within the Division of Academic Affairs and is headed by the Dean for Graduate Studies and Research, Laura J. Robles. Reporting to the Dean is the Office of Research and Funded Projects (Director Ray Riznyk and three staff including Craig Geber, Jo Anne Smith and Clementine Sessoms) which includes the Ronald E. McNair Postbaccalaureate Achievement Program (Director Jennifer Vega La Serna, Coordinator Raslyn Rendon). Also reporting is Institute of Cultural Diversity (Director Patricia Hamilton) and the Thesis Coordinator (Anne Garrett). The Dean also directs two NIH funded research grants and has been interim director of two other NIH grants for the past few months. Within the Office of Academic Programs, the Dean is assisted by Tracey Haney and also by Joi Dudley and Maya Banda, who was recently hired to replace La Shaun Lake. These three staff members also support the work of the Acting Dean for Undergraduate Studies, Margaret Blue, who is also housed in the Office of Academic Programs.

Unit’s Goals and Objectives for previous year in relation to the University’s Mission and Goals:

A. University Mission and Goals relevant to Graduate Studies and Reporting Units (Goals from 2005-2006 AY).
   Goal 2. Construct and implement a sound process of planned enrollment.
      Objective 1. Assess program viability and ensure that programs meet future needs of potential CSUDH students. (GS, ORFP)
   Goal 3. Build upon and take full advantage of our unique cultural demographic diversity. (GS, ORFP, ISCD)
      Objective 3. Engage our diverse student population in a full range of university and community activities.
   Goal 4. Engage in interactive partnerships that promote educational, economic, and social development of the communities we serve to make CSUDH an indispensable resource. (ISCD)
      Objective 2. Initiate research that supports the local community and disseminate the findings. (ORFP)
      Objective 3. Identify joint CSUDH/community projects that might not otherwise be accomplished without a partnership focus. (ORFP, ISCD)
   Goal 5. Continue to improve the environment that supports research, scholarly and creative activity. (GS, ORFP)
      Objective 1. Strengthen the infrastructure and support for research, scholarly and creative activity by increasing State and external resources. (ORFP)
      Objective 2. Enhance programs and activities that acknowledge those who are successful in research and scholarly activity. (GS)
      Objective 3. Continue to encourage student involvement in research, scholarly, and creative activity as an essential part of the learning experience. (GS)

GS-Graduate Studies ORFP-Office of Research and Funded Projects ISCD-Institute for the Study of Cultural Diversity

Unit’s Goals and Objectives
(For 2006, each reporting unit developed their own goals and objectives that will be reported on below. For 2007, the Dean developed goals and objectives, as part of this report, to unify GS & R and ISCD. Units will work from those goals and objectives.)
**Graduate Studies (2006)**

1. **Implement new graduate programs which reflect the needs of our community and society as a whole**

   Objective 1. The number of graduate programs will increase at the rate of one per year for the next five years (MSOT, Computer Science).

   - The Master of Social Work and Master of Science in Computer Science were added to our academic portfolio this past year. Both programs are important to our community and society as a whole and should bring increased enrollment to our University.

2. **Encourage graduate faculty to provide a stimulating environment for our students**

   Objective 1. Ask instructional Deans to provide release time for faculty who have graduate students working with them on research projects.

   - As reported last year, the Dean explained to Graduate Coordinators that they could request release time from their College Deans for faculty who are directing graduate students in the 597/598/599 courses. CAS provided such release time to faculty in NCRP.

   *Problem: The Coordinators are hesitant to ask for such compensation in the light of our present budget and enrollment crisis.*

   Objective 2. Promote campus seminars, colloquia and other activities to encourage intellectual exchange between faculty and students.

   - The Faculty Colloquia on Research, Scholarship and Creative Activity have continued and in fall 2006 we asked the faculty participants to bring one of their students with them. The discussions were invigorating and insightful.
   - Development of an “upscale” Research Colloquium featuring several faculty members is still under consideration and will be pursued during the next reporting period.

   *Problem: None encountered.*

3. **Promote the research/scholarly/creative activities of our graduate faculty and students**

   Objective 1. Continue and expand participation in Student Research Day.

   - The second annual Student Research Day was held Nov. 16, 2006. Eighty-two students made presentations (13 posters and 69 talks). Nearly 300 were in attendance to hear the student presentations and approximately 150 attended the luncheon. Last year there were 71 presentations and approximately 200 in attendance.

   Overall and discipline specific awardees are attached at the end of this report.

   - We awarded eight (8) student (undergraduate and graduate) travel mini-grants last year. Students may receive up to $500 to attend a discipline specific meeting and present their results. (Awardees are listed in the appendix)
Objective 2. Increase the availability of funds to support graduate students over the next five years.

- Graduate Equity Fellowships are available to support graduate students who are eligible for financial aid. We currently have six Fellows (see appendix).

Problem: The Dean would like to have the Colleges support graduate students through teaching assistantships or similar mechanisms but with our current budget problems, this may be something to strive for within the next 10 years.

4. Implement a multi-faceted recruitment program that will bring new students to our programs

Objective 1. Recruit students through attendance at local/national student meetings and graduate fairs.

- Academic Programs staff members Tracey Haney and Joi Dudley attended recruitment fairs in the Los Angeles area.

<table>
<thead>
<tr>
<th>September</th>
<th>October</th>
<th>November</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSU Long Beach</td>
<td>Cal Poly Pomona</td>
<td>LMU</td>
</tr>
<tr>
<td>CSU Northridge</td>
<td>UCLA</td>
<td>UC Irvine</td>
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</tbody>
</table>

- We attended the Forum for Diversity in Graduate Education, April 22, on the campus of the University of Southern California.

We transported approximately 30 CSUDH students to the event.

We rented three (3) tables for exhibit. Six faculty members representing various disciplines accompanied us and provided information at the tables during the recruitment fair.

The Forum organizers provided the attendance list with all student names and contact information. We contacted the participants and provided further information about our programs.

Objective 2. Continue efforts to design an efficient follow-up procedure to recruit students from graduate fairs and web site inquires by spring 2006.

- We prepared a new contact information card to use in the recruiting process. Inquiries from the fairs were forwarded to the appropriate program coordinator.

Problem: We do not have the man power to do this efficiently. We receive so many inquiries from the fairs, through email from our website and from EMT that it is very difficult to do a really good job following up with prospective students.

Objective 3. Develop effective recruitment materials packet before fall 2006 to distribute to prospective students.
• We have attractive bookmarks, flyers, flatsheets and other materials to distribute at recruitment fairs. Joi Dudley designed all but the flatsheets.

Objective 4. Facilitate departments in their recruitment efforts (orientations, flat sheets).

• As cited above, we rented tables at the Forum and invited departments to attend. We also distribute departmental materials at Day at Dominguez and at the graduate fairs we attend. We are more than happy to do this. We also forward student inquiries to appropriate departments.

Problem: Last year the Dean stated the following:

“Placing the burden on staff, faculty and administrators to attend these fairs is not the best solution to recruiting students to our programs. Graduate Studies would like to hire an individual who can manage recruitment and other activities directed by this office. Recruitment materials are also being updated. New flatsheets and a faculty viewbook are being prepared to enhance our recruitment efforts. It is taking an enormous amount of time to prepare the flatsheets and viewbook. It may be effective to hire someone to prepare these materials.”

While it would be helpful to hire a recruiter the Dean also believes that it is important for faculty to attend the fairs. Students respond favorably to the faculty and the faculty to the students.

Objective 7. On-going development of the Graduate Studies website to improve public presentation of our graduate programs.

• In conjunction with Donna Cruz, the Dean is redesigning the graduate studies website. We posted a table of graduate programs that can be easily updated and plan to update other materials throughout the year.

Problem: It is very difficult for Donna to find time to help the Dean develop the Graduate Studies website. We are always last on her list of things to do because we get bumped by projects assigned to her from elsewhere.

5. Implement measures to retain graduate students
   Objective 1. Continue and expand New Graduate Student Orientation.

• NGSO, held August 22, 2006, was again a success. This year we submitted and had approved a fee request to charge graduate students $15 to defray costs of the orientation. Our attendance was around 120 which was greater than the year before (100 in 2005). We gave bags containing the handbook, thesis guide, coupons, program materials and other information to the participants.

Problem: Recruiting students to this event is very difficult and time consuming. We sent email invitations and hard copy invitations to new admits for the spring, summer and fall 2006. The Dean needs the participation of the Graduate Coordinators to encourage their students to attend. This will be an agenda item at Graduate Council in the spring. Also, she will encourage the programs to have their orientations the same day either before or after NGSO.

Objective 2. Continue to improve graduate studies web page to improve outreach and retention efforts.
• See Objective 7 under Goal #4 above.

6. Improvement of Graduate Council functioning

Objective 1. Continue to provide release time for Chair.

• Provision of release time for the Chair of Graduate Council is absolutely necessary for effective functioning of the body. A new Chair will be elected at the end of spring 2007.

Objective 2. Improve attendance of Graduate Coordinators at Graduate Council.

• Attendance is up from last year. We have a very concerned Council and have had some excellent discussions about problems faced by the Coordinators. Graduate Council is functioning very well.

Office of Research and Funded Projects

1. Devote financial resources amounting to at least 10% of indirect return budgets for the training and support of faculty/staff in the area of compliance

• Jo Anne Smith attended an IRB training conference in Atlanta, February 2006 and Craig Geber attended the Society of Research Administrators certification course examination review in Saginaw, MI in June 2006.

Problem: ORFP has ample financial resources to ensure training in these areas and to support faculty in providing technical assistance in proposal development. Communication to the campus community is needed to make the best use of these funds.

2. Maintain interaction with research directors of all system-wide campuses and the Chancellor’s Office and develop at least two collaborative grant efforts with sister campuses

• Participated in CSU ListServ with other funded projects offices. There has been an exchange through the ListServ with the CO regarding coordinating compliance activities between the campuses.
• Networking with peers at national and regional conferences such as NCURA
• Two programs were developed through a consortium of CSU campuses.
  Dr. Mohsen Beheshti and the faculty in computer science were largely responsible for developing several successful collaborative efforts with sister CSU institutions. One of the programs to establish an Intelligence Community Center of Academic Excellence is being operated under the auspices of the CSU-Los Angeles Metropolitan Consortium which, in addition to CSUDH, consists of CSU Bakersfield, CSU Fullerton, CSU Long Beach, CSU Northridge, CSU San Bernardino, and Cal Poly Pomona.

  The other collaborative effort, Western States Minority Serving Institutions Consortium, includes CSU Fullerton, CSU Los Angeles, CSU Long Beach, in addition to El Camino’s Compton Education Center, and Coastline Community College. The Western States Minority Serving Institutions Consortium (WSMSC) for Research, Technology and Training was developed to create and enhance opportunities for contracting, grants, and cooperative agreements.
Problem: Collaboration is still “new” within the CSU and only recently has the Chancellor’s Office sparked an interest in collaborative efforts

3. Initiate Discussions with out-of-state institutions to develop at least one collaborative proposal that addresses the programmatic needs of CSUDH

- The Office of Research and Funded Projects has worked with the Department of Computer Science in the development of two collaborative proposals. Dr. Mohsen Beheshti submitted a collaborative proposal to NSF with the University of Texas, El Paso (lead institution) to increase the number of Hispanic students who select computer science as their field of study. Other institutions participating in this collaboration include Florida International University, New Mexico State University, and the University of Puerto Rico. An award for 3 years was received for this project.

- Ms. Antonia Boadi submitted a collaborative research proposal with the University of West Virginia to the NSF to develop a web accessible grid-computing resource for the Information Theory and Communications Community.

Problems: ORFP is often left out of intercampus negotiations and then brought in at the last moment when assistance is needed with the budget. Collaborative efforts would be more efficient if our office staff were involved from the beginning.

4. Write at least one proposal for the institution

- Several proposals were written completely or partially by the staff of the Office of Research and Funded Projects in 2006.

  Ray Riznyk either entirely wrote or assisted in the writing of the 1) IREX grant for Far and Near Eastern students in science education, 2) the CSUDH Upward Bound grant, 3) a playground equipment grant submitted to the Weingarten Foundation, 4) the CSUDH McNair Scholars Program grant, and 5) a Polycentric Cultural Curriculum proposal submitted to the Ford Foundation.

  Clementine Sessoms prepared 1) a science equipment proposal submitted to the Department of Defense, 2) assisted in preparing the Mentor-Protégé proposal funded by Boeing, and 3) proposals to Northup Grumman. Additionally, Ms. Sessoms was able to negotiate donations of more than $40,000 in lab equipment and supplies.

Problems: Writing proposals is a service that CSU Sponsored Research Offices do not normally provide. External grant writers are usually hired for this purpose. However, when a program is a high priority for the campus personnel from the Office of Research and Funded Projects have written and submitted competitive proposals. This is a time-consuming endeavor, especially for large institutional grants which take much coordination and require faculty/staff input. Often we must rely on faculty and staff to provide information necessary for the proposal. Many times there appears to be a lack of urgency on getting the information to our office in a timely fashion.

5. Increase the number of proposals submitted by at least 8%, focusing on those colleges that do not have a strong track record of proposal submission

- A 5% increase in the number of proposals submitted this year over last year. Additionally, there was a 4% increase in the number of total awards received.
The College of Liberal Arts (CLA) had a significant increase in funding. This was largely due to the NSF award received by Dr. Jerry Moore of the anthropology department. Additionally, private funding from Foundations for projects in the Art Department and in the World Cultures Division bolstered the amount of funding received by CLA.

One proposal was funded to the College of Business Administration and Public Policy. With increased interest by the Dean and newer faculty that there will be more proposals submitted by this college in the future.

The College of Natural and Behavioral Sciences was up 17% in total funding with 22 more submissions than last year and 8 more awards. However, the College of Education which submitted approximately the same number of proposals and had the same number of awards as last year was down in total funding by 27%.

Funding was received by the College of Health and Human Services due to the earmark received for the Esthetics and Prosthetics Program which increased their funding over 100%.

Problems: The importance of grants in scholarly activity needs to be emphasized within these colleges and needs the attention of the respective deans.

6. Increase the number of proposals submitted by the College of Natural and Behavioral Sciences and the College of Education by at least 5%

We increased the number of proposals submitted by the College of Natural and Behavioral Sciences by 35%. As a result, this college received 17% more revenue this past fiscal year than in the prior year.

Problems: The problem here is not with the number of proposals submitted but with the quality of the proposals. If faculty could get proposals to our office quicker we would be able to provide suggestions and feedback on their improvement. This is an important function of our office but we rarely have the chance to utilize our expertise because of the lateness of receiving proposals. Even when we do have the opportunity to review a proposal, our suggestions have been ignored.

7. Obtain at least one grant from a federal agency from which we have no prior funding

This year we have received grants from the Environmental Protection Agency, Army Research Office, and the National Security Agency. These represent new sources of external revenue to support research and equipment acquisition. Additionally, workshops have been held with NASA and the Department of Defense as CSUDH aspires to attract external funding from these agencies as well.

Problems: The Office of Research and Funded Projects is always looking for opportunities to broaden the funding base. We have and will continue to accept invitations to host regional technical assistance workshops from those agencies which we have not had a prior relationship.

8. Continue to publish the Office of Research and Funded Projects newsletter on a bimonthly basis to keep faculty and staff abreast of funding opportunities

ORFP has continued publication of a bimonthly newsletter, Research and Funded Projects News, available online as a PDF document. This newsletter serves as a
continual reminder that the services of the Office of Research and Funded Projects are available for faculty.

Problems: The challenge here is finding the time to put together a timely newsletter. This publication of this newsletter is time consuming and is often put off while other tasks are undertaken, e.g., the generation of reports, or the writing and submission of proposals to meet specified deadlines.

Ronald E. McNair Post-Baccalaureate Achievement Program (under ORFP) (list of accomplishments in appendix)

1. Achieve 100% graduate school acceptance rate
   • We achieved an 88% graduate school acceptance rate of those students who graduated and applied to graduate school.

2. Improve the scholars’ overall GRE scores
   • By participation in GRE workshops GRE scores improved by 100 points

3. Achieve 100% retention and graduation rates
   • We had a 100% retention rate of all McNair scholars and 100% graduation rate of those eligible to graduate.

4. Increase the overall number of graduate school fellowships
   • All scholars accepted into graduate school received fellowships or assistantships to support their graduate education

5. Improve access to technology and other travel support grants
   • Two PCs and a printer for the computer lab and wireless cards for student laptops were purchased and installed

6. Increase the number of students presenting and traveling to national conferences
   • Almost all scholars presented at conferences outside of CSUDH
   • Scholars conducted summer research in Chicago, South Africa, Cambodia and at UC Riverside and UCLA.

Institute for the Study of Cultural Diversity (see appendix for additional materials)

1. Provide supplementary material for classroom instruction.
   • A library of 400+ VHS and DVD titles are available to the campus community
   • Faculty use the library to supplement their curriculum
   • Students use library when they need subject material for a class assignment
   • Director provides visits classes to provide information on cultural topics

2. Continue outreach events in the campus and community
   • Successfully collected over 200 “Books for Troops” fall 2006
   • Collected eyewear for the “Sight Night” drive to provide eyewear for people in developing countries
   • Planned and implemented a successful Constitution Day (past two years)
   • Purchased booth for annual campus Unity Fest
• Held weekly “Lunch Learning Programs” to explore ethical dilemmas and cross cultural issues such as race, genetics and roles of women in Middle Eastern countries. Students often get credit for attendance at lunch lectures.

• Implemented programs for children in the community

**Criteria for Review of Program Effectiveness**

**A. Quality of Instructional and Instructional Support Programs:**
See individual reports for UCC and PRP. (PRP report attached)

• The services provided by the Office of Research and Funded Projects have a significant impact on the quality of instruction. The majority of the grants submitted are for curriculum development and improvement. An example of this is the Curriculum, Course and Laboratory Improvement (CCLI) program supported by NSF. Last year faculty submitted 3 proposals to this program to improve instruction in the sciences. Additionally, both earmarks received from the EPA and the DOD supported program development and evaluation in the Environmental Sciences and in Orthotics and Prosthetics.

**B. Contribution to Student Success:**

Graduate Studies and Office of Research and Funded Projects

• Proposals submitted by the Office of Research and Funded Projects directly support students in their scholarly endeavors. These grants include those that support student research such as RISE (funded by NIH) and McNair (funded by DoED), support of students’ academic work (Student Support Services funded by DoED), Service Learning (funded by Americorps), Nursing Traineeships (funded by HRSA), Writing and Literacy (Title V funded by DoED) and Mathematics and Science competency (Title V funded by DoED).

• In May 2006 we sent 10 students to represent the campus at the annual CSU Student Research Competition (see PER for 2005). One of our student presenters was runner-up in his category.

  **Health, Nutrition and Clinical Science**
  **Pernell Jones, sophomore, Health Sciences**
  Faculty Mentor, Shin Lin, UC Irvine and Jennifer Vega La Serna, CSUDH
  “Measurements of Physiological and Bioenergetic Markers Affected by Tai Chi Practice”

• Graduate Studies and the Office of Research and Funded Projects hosted the second annual Student Research Day on November 16, 2006. As described above, 82 students presented their work as an oral presentation or in poster format.

<table>
<thead>
<tr>
<th>Discipline</th>
<th># of Student Oral Presentations</th>
<th># of Student Posters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology &amp; Agricultural Sciences</td>
<td>6</td>
<td>0</td>
</tr>
</tbody>
</table>

23
Behavioral & Social Sciences & 15 & 6
Business, Economics & Public Administration & 4 & 1
Engineering & Computer Science & 4 & 1
Health, Nutrition & Clinical Science & 12 & 1
Humanities & Letters & 20 & 2
Physical & Mathematical Sciences & 8 & 2
**TOTAL** & **69** & **13**

- Monetary awards of $100 each were given to the top oral presentations and best posters. In addition, gift certificates to the campus bookstore were given to winners in each discipline category. From the group of top presenters, 10 presentations will be selected to represent our campus at the CSU Research Competition to be held in May 4-5 2007 on the campus of CSU Dominguez Hills. A list of the 2006 awardees is at the end of this report.

- Over $10,000 was obtained from sponsors to fund Student Research Day.

  Mr Eugene Horton, Business Administration, 1975, and the Schools Federal Credit Union each donated $5000 and other amounts were received from the Port of Los Angeles and the South Bay Economic Development Partnership.

**Graduate Studies**

a. Theses and Projects

- 186 theses were filed for the 2006 calendar year compared to 191 in 2005 and 129 in 2004.

- Awards were given to the top theses/projects filed for the last reporting period at a reception at the end of the spring 2006 semester (see appendix).

b. California Pre-doctoral Scholars

- Three Dominguez Hills students were selected a Pre-doctoral Scholars compared to two in the previous two years (see appendix).

c. Chancellor’s Doctoral Incentive/Forgivable Loan Program

- Five CSUDH sponsored students were selected as recipients for the Chancellor’s Doctoral Incentive Program (see appendix).

d. Students in Graduate or Professional School (last three years)

  7. See list at end of report. This list is used by Outreach as a recruiting document.

**Ronald E. McNair Post-Baccalaureate Achievement Program**

- 16 (100% of eligible scholars) McNair scholars graduated. Of these 16 graduates, 14 (88%) were accepted into graduate programs. This brings the overall three
year graduate totals to 100% graduation rate and 93% graduate school acceptance rate for the first three program years.

- The McNair program recruited a new cohort in 2006. Program majors include psychology, English, sociology, Chicana/o studies, political science, economics, mathematics, anthropology, kinesiology, Spanish, communications and public administration exemplifying the depth and breadth of the program.

- Scholars presented at the Southern California Conference on Undergraduate Research, the 18th Annual UC Riverside Student Research Conference, the Biophysical Society Annual meeting, NCBS conference, SWAA conference, and the CSUDH Student Research Day. Students also presented at several conferences held at CSUDH, including the IV Centenary of Cervantes Don Quixote conference and the Pacific Coast Council on Latin American Studies.

- Several scholars conducted their summer research at local and national research sites. Two scholars participated in summer research at UCLA, three at UC Riverside and one at the University of Illinois, Urbana-Champaign. In addition, two scholars were involved in international research. One scholar spent the summer in South Africa with Pennsylvania State University and one scholar joined CSUDH in summer research in Cambodia.

Institute for the Study of Cultural Diversity

- Maintained video library of over 400 volumes for use by faculty in the classroom and by students for class projects
- Provided stimulating lunch time lectures for students and the rest of the campus on vital issues such as race and genetics
- Provided interesting class room discussions on topics related to cultural diversity
- Organized and implemented Constitution Day for students and entire campus community
- Presented cartoon program for the Child Development and Infant Toddler Center called “Harold and the Purple Crayon.”

C. Interdependence of Programs: Programs within the unit are integral to the overall academic design of the University.

Graduate Studies

- This unit serves the entire university community. All the programs cited above are available to students in any discipline including all the scholarship and awards programs and Student Research Day.

Office of Research and Funded Projects

- The services that the Office of Research and Funded Projects provide impact virtually every sector of the University. There is not one college that is not affected. As shown in our annual report for FY 2005-2006, every college, including the College of Extended and International Education, submitted
proposals and received funding to support their programs. In addition, programs sponsored by Academic Affairs and Student Affairs are positively impacted by our services.

Ronald E. McNair Post-Baccalaureate Achievement Program

- The McNair program has developed synergistic relationships with a number of integral programs at CSUDH. We have collaborated with Graduate Studies on the Diversity Forum, the CSUDH student research day, graduate school fairs and use of the mini-grant program. We have established a partnership with Student Support Services and Educational Opportunity Programs conducting joint staff meetings, a formalized recruiting process and participated in the High Step Achievers Awards. We established a close working relationship with CLASS for student tutoring. We maintained a partnership with the University Library to include individual librarian support for the McNair Scholars. We have partnered with Student Development in workshops and several student recruiting events and workshops.

Institute for the Study of Cultural Diversity

- This unit serves the entire university community. All faculty and staff are welcome to use the library, lunch lectures are open to whole university, and Constitution Day involves the campus and community.

D. Contributions to an Academic Discipline:

- The Office of Research and Funded Projects works hand-in-hand with faculty and provides essential support services that allow faculty and staff to make significant contributions to their discipline whether it be as a researcher, scholar, consultant, community activist, or mentor to students. The project directors and principal investigators of each of the 123 awards received this year have received the financial support they need to develop professionally. Additionally, through financial support from the Chancellor’s Office, the RSCAAP program provides seed money for many new faculty to get a start on their scholarly endeavors. This year a total of 14 faculty received RSCAAP awards to support work in their discipline.

Achievements

- The Vice Provost succeeded in establishing a fee for the graduate continuation course to move the course from extended education to State-side funding. This will allow the University to count the graduate students enrolled in the 600 level courses as part of our FTES and will add additional money to the financial base of GS & R.
- The Faculty Colloquia on Research, Scholarship and Creative Activity have continued and in fall 2006 we asked the faculty participants to bring one of their students with them. The discussions were invigorating and insightful.
- The second annual Student Research Day was held Nov. 16, 2006. Eighty-two students made presentations (13 posters and 69 talks). Nearly 300 were in attendance to hear the student presentations and approximately 150 attended the luncheon. Last year there were 71 presentations and approximately 200 in attendance.
Three Sally Casanova Pre-doctoral Scholars and five Forgivable Loans were awarded to students sponsored by our faculty.

The NGSO held August 22, 2006, was again a success. This year we submitted and had approved a fee request to charge graduate students $15 to defray costs of the orientation. Our attendance was around 120 which was greater than the year before (100 in 2005). We gave bags containing the handbook, thesis guide, coupons, program materials and other information to the participants.

The Institute for the Study of Cultural Diversity has continued to provide high quality programs on diversity and other stimulating topics for the campus community. ISCD also organizes and implements Constitution Day.

The McNair Post-Baccalaureate Achievement Program met and achieved all objectives set by the Department of Education as well as the program’s own targets for recruitment, summer research and participation in seminars and workshops. All eligible students graduated and 88% of those graduates were accepted to graduate school.

External funding from grants and contracts from FY 2005-2006 was $11.8 million with a total of 123 proposals being submitted for the year. A success rate of 60% was achieved indicating that approximately 2 of every 3 proposals being submitted are funded.

Indirect cost recovery from grants and contracts for FY 2005-2006 reached $848,511 which represents an overall return of 7.18% on direct costs.

The RSCAAP competition was administered and a total of $64,272 was awarded to 18 faculty to support research and creative activity. Of this amount, $9,000 was set aside for two WASC research projects.

The Office of Research and Funded Projects hosted a reception honoring faculty and staff who submitted grant proposals, organized a Department of Defense workshop presented by the United Negro College Fund which was attended by 28 participants from CSUDH and neighboring institutions. They also hosted 3 web conferences (NIH, NSF, DOED) on programs of interest to faculty.

Unit’s Goals and Objectives for the Next Year

See table on page 33

Challenges

The paucity of office staff and lack of sufficient operating costs are the main challenges for the graduate studies unit. The approval of the re-organization of the 600-level graduate continuation course may alleviate the lack of personnel to handle graduate recruiting including attendance at graduate fairs and maintenance of a database of potential students. Also, lack of a dedicated person to handle design and maintenance of our web site is a hindrance to recruiting.

We have budgeted approximately $15,500 for the entire Office of Academic Programs. Our student assistant’s salary takes $7000 of that amount so we have approximately $8000 for supplies, travel, postage, copying etc. We need more O & E. At present we have NO FUNDS TO PAY THE WINNERS OF LAST YEARS OUTSTANDING THESIS AND PROJECT. These students were not paid yet because of a paperwork fiasco with the Foundation.

The addition of Maya Banda to the office has helped relieve some of the pressure when La Shaun Lake resigned. As Maya learns her position, she will be able to help in other areas where assistance is needed. Since Tracey Haney is applying to EdD programs, I am concerned about her future in this office.
For the Office of Research and Funded Projects (ORFP), staff issues have been alleviated with the addition of Clementine Sessoms to the office. Most challenges are in the area of grant development and submission. Faculty members continue to ignore ORFP requests for the timely submission of proposals so that ORFP staff can review the application before it is submitted. Several proposals were not funded this year because advice from the knowledgeable ORFP staff was ignored and/or faculty did not follow agency guidelines. The scholarly abilities of ORFP staff will be advertised so that faculty will realize that these individuals are qualified to comment on their proposals and are thoroughly familiar with agency guidelines.

The Institute for the Study of Cultural Diversity (ISCD) is an asset and provides unique information and services to the campus community. Hopefully this unit will continue to enrich the learning experience even after their funds are spent.

**Summary and Conclusions**

Graduate Studies & Research contributes substantially to the development of BOTH graduate and undergraduate students outside of the classroom. For example, Student Research Day and the California Pre-Doctoral Scholars program embrace both groups of students. The Forum for Diversity in Graduate Education is for undergraduates and graduates and provides them access to recruiters from graduate schools across the country. Other student programs administered by the unit also enhance the educational experience of all CSUDH students.

Working with the Vice Provost and Dean for Undergraduate Studies, the Graduate Dean assists Colleges and their faculty with development and approval of new programs or modification of existing ones. They also assist with program review and work with PRP and the faculty liaison teams. These duties are somewhat overwhelming at times because of the urgency with which they must be considered.

The Office of Research and Funded Projects is headed by an extremely competent Director and has a dedicated office staff. They work well together and continue to strive to improve our funding situation. The increase in funds to support faculty development in relation to grants contracts is a good move for the next year and the other ways to provide incentives for faculty will be brainstormed.
APPENDIX

Student Research Day Awardees

<table>
<thead>
<tr>
<th>Student Authors (Class Level, Major)</th>
<th>Faculty Mentor</th>
<th>Department</th>
<th>Title of Presentation</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Oral Presentation Awardees</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesley Chow, Ihda Ibasco, Lynn Kaneshiro (Graduate, Occupational Therapy)</td>
<td>Claudia Peyton</td>
<td>Occupational Therapy</td>
<td>The Practice of Co-sleeping of Filipino Parents in the United States: An Ethnographic Study</td>
<td>Health, Nutrition &amp; Clinical Sciences</td>
</tr>
<tr>
<td>Candace Johnson (Graduate, Biology)</td>
<td>Helen Chun</td>
<td>Biology</td>
<td>Role of Caspase2 in Apoptotic Signaling of Primate Male Germ Cell Apoptosis</td>
<td>Biology &amp; Agricultural Sciences</td>
</tr>
<tr>
<td>Poster Awardees</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Breyon Clemmons (Senior, Psychology), Jazmyn Marquez (Junior, Biology)</td>
<td>Tara Victor</td>
<td>Psychology</td>
<td>Performance on the Boston Naming Test in Individuals for Whom English is Their Second Language</td>
<td>Behavioral &amp; Social Sciences</td>
</tr>
<tr>
<td>Pernell Jones (Junior, Health Sciences)</td>
<td>Vanessa Parker</td>
<td>Health Sciences</td>
<td>Gender Attitudes of Condom Use among Sexually Active South African 8th Graders</td>
<td>Health, Nutrition &amp; Clinical Sciences</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Oral Presentation Session Awardees</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Charles Padilla</strong> (Senior, Computer Science)</td>
</tr>
<tr>
<td><strong>Johnly Tomelden</strong> (Junior, Computer Science)</td>
</tr>
<tr>
<td><strong>Jorge Cerna</strong> (Senior, Computer Science)</td>
</tr>
<tr>
<td><strong>Mohsen Beheshti</strong>, <strong>Richard Wasniowski</strong></td>
</tr>
<tr>
<td><strong>Leroy Cardenas</strong> (Junior, Public Administration &amp; Public Policy)</td>
</tr>
<tr>
<td><strong>Claudia Peyton</strong></td>
</tr>
<tr>
<td><strong>Adrienne Scott</strong> (Graduate, Occupational Therapy), <strong>Tanesha Sandoz</strong> (Graduate, Occupational Therapy)</td>
</tr>
<tr>
<td><strong>Biology</strong></td>
</tr>
<tr>
<td><strong>A Biography of an African American Male’s Success</strong></td>
</tr>
<tr>
<td><strong>Erick Medina</strong> (Senior, Biology)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Marvin Malone, Jr.</strong> (Senior, Chemistry)</td>
</tr>
<tr>
<td><strong>Julie Felt</strong> (2nd BA, Sociology), <strong>Lynisha Kelly</strong> (Senior, Psychology)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>(3-way tie)</strong></td>
</tr>
<tr>
<td><strong>Tess Lotta</strong> (Graduate, English)</td>
</tr>
<tr>
<td><strong>Elizabeth Bernudez</strong> (Senior, English)</td>
</tr>
<tr>
<td><strong>Janette Diaz</strong> (Sociology and Chicana/Chicano Studies, Senior)</td>
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</tbody>
</table>
Graduate Studies Student Travel Awardees

LeTresse Trahan (National Association for the Education of Young Children, Atlanta, GA)
Steven Hayes (UMBC McNair Scholars 13th Annual Conference, Washington, D.C.)
Ginger Silvera (US Office of Personnel Management Assessment Center program, San Francisco, CA)
Keshia Sexton (National Council for Black Studies, Houston, TX)
Heidi Martin (University of Ghana at Legon Conference)
Allison McManus (Institute for Healthcare Advancement Health Literacy Conference, Irvine, CA)
Mario Apodaca (Biophysical Society, Salt Lake City, UT)
Pernell Jones (American Public Health Association, Boston, MA)

Graduate Equity Fellows

Ruby Ramirez   Jose Serrano Najera
Candace Johnson   Arthur Hsieh
Boguslawa Kellogg   Shresia Fontenot

McNair Scholars who graduated and entered graduate school

1. Karla Alonso  PhD History   University of Arizona
2. Mario Apodaca  PhD Chemistry   Northwestern
3. Jyenny Babcock  MA Education Counseling   CSUDH
4. Jorge Coronel  PhD Computer Science   UC Riverside
5. Elizabeth Gonzalez  MA Education   UCLA
6. Steven Hayes  PhD Social Psychology   UC Riverside
7. Charmaine Lang  MA Secondary Education   University of Massachusetts
8. Michael Lovegren  MA Sports and Exercise Science University of Northern Colorado
9. Montreece Payton  MA English Literature   CSUDH
10. Daniel Porras  MA Fine Arts (MFA)   CSU Fullerton
11. Myeshia Price  PhD Psychology   University of Wisconsin, Madison
12. Abdelhamed Sadik  MBA Information Systems   CSULB
13. Ricardo Sanchez  PhD Bioinformatics   University of Southern California
14. Cherrie-Ann Simon  MA Postsecondary Education   Claremont Graduate University

California Pre-doctoral Scholars

<table>
<thead>
<tr>
<th>Name</th>
<th>Area of Interest</th>
<th>Class Level</th>
<th>CSUDH Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrade, Erendira</td>
<td>History</td>
<td>Master's</td>
<td>Irene Vasquez</td>
</tr>
<tr>
<td>Mojica, Julianna</td>
<td>Clinical Psychology</td>
<td>Master's</td>
<td>Carl Sneed</td>
</tr>
<tr>
<td>Ramirez, Ruby</td>
<td>Hispanic Languages &amp; Literatures</td>
<td>Master's</td>
<td>Benito Gomez</td>
</tr>
</tbody>
</table>

Chancellor’s Doctoral Incentive Program

<table>
<thead>
<tr>
<th>Name</th>
<th>Area of Interest</th>
<th>Undergraduate Institution</th>
<th>Graduate Institution Attending</th>
<th>CSUDH Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Babcock, Jyenny</td>
<td>Counseling Psychology</td>
<td>CSUDH</td>
<td>Declined</td>
<td>Larry Rosen</td>
</tr>
<tr>
<td>Budesa, Joan</td>
<td>Sociology</td>
<td>University of Rhode Island</td>
<td>UCSB</td>
<td>Alan Ryave</td>
</tr>
<tr>
<td>Esqueda, Dawn</td>
<td>Educational Leadership</td>
<td>CSUDH</td>
<td>Nova Southeastern University</td>
<td>Richard Gordon</td>
</tr>
<tr>
<td>Hayes, Steven</td>
<td>Social Psychology/ Human Development</td>
<td>CSUDH</td>
<td>UCSB</td>
<td>Larry Rosen</td>
</tr>
<tr>
<td>Vare, Rosalyn</td>
<td>Teacher Education in Multicultural</td>
<td>UCLA</td>
<td>USC</td>
<td>Jeffrey Miller</td>
</tr>
</tbody>
</table>

Thesis and Project Winners

Project Runner-up
Michael Cunavelis
Developing Calibrations Requirements Analysis Guidelines
Quality Assurance, William Trappen, Chair

Project Winner
**Dianne Drayse Alonso**
The Linocut: A One-hundred-year History and Redemption of a Marginalized Medium.
HUX, Patricia Gamon, Ph.D.

Thesis Runner-up
**Carlos Martinez**
An Historical Review of Medicare Fraud and Abuse in the United States.
Health Science Professional Studies
Ellen Hope-Kerns, Chair

Thesis Winner
**Eric Sandberg**
Unity and Isolation in the Novels of Virginia Woolf
HUX, Stephen Clifford, Chair
<table>
<thead>
<tr>
<th>University Goals &amp; Objectives</th>
<th>Academic Master Plan Goals &amp; Objectives</th>
<th>Enrollment Management Plan Goals &amp; Objectives</th>
<th>Graduate Studies &amp; Research Goals &amp; Objectives</th>
<th>Strategy</th>
<th>Benchmarks</th>
<th>Sub-Unit Responsible &amp; Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1. Strengthen and assess student learning for academic excellence and social responsibility.</td>
<td></td>
<td></td>
<td>Goal 1: Provide programs for graduate students that augment their academic experience and help retain these students.</td>
<td></td>
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</tr>
<tr>
<td>Objective 2. Ensure that all university programs promote excellence, including the recruitment, retention, and support of outstanding faculty and staff that reflect the diversity of the student body.</td>
<td></td>
<td></td>
<td>Objective 1. Continue NGSO for graduate students entering our programs to acquaint them with university policies.</td>
<td>NGSO provides information not given at individual program orientations.</td>
<td>Offer at beginning of fall semester. If enrollment increases offer NSGO again in spring.</td>
<td>GS Ongoing program-schedule at beginning of fall semester.</td>
</tr>
<tr>
<td>Objective 4. Strengthen student support services.</td>
<td></td>
<td></td>
<td>Objective 2. Provide reception at end of year to honor outstanding thesis/project, program coordinators and graduate faculty.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Objective 3. Continually improve GS website that serves to inform graduate students and the campus community about our programs, policies and events.</td>
<td>Honor students who did an outstanding job on their thesis and the faculty who supported them.</td>
<td>Send announcement to faculty to nominate students for awards March 15- nominations due April 15</td>
<td>GS Ongoing program scheduled for late spring.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Objective 4. Continue to administer the Chancellor’s Doctoral Incentive Program, California Pre-doctoral Scholar Program, Graduate Equity Fellowships and other scholarship/fellowship programs to facilitate education at the doctoral level and to support student presentation of research results.</td>
<td>Our website is a portal for current and prospective students to learn about our programs.</td>
<td>Schedule regular meeting with Donna Cruz to update website on a continual basis</td>
<td>GS Schedule meeting every 2 months.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>These programs offer financial support, at various stages in their education, to students seeking doctoral degrees and wishing to teach in the CSU. The travel award partially finances student travel to a professional to present results</td>
<td>Ongoing programs. A schedule was developed to announce and establish receipt dates for financial awards.</td>
<td>GS See schedule in appendix.</td>
</tr>
<tr>
<td>Goal 1: To increase the proportion of highly qualified students recruited.</td>
<td>Objective 1. Actively recruit students at graduate fairs and other similar events.</td>
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<tr>
<td>Objective 2. Continuously develop timely graduate recruitment materials.</td>
<td>Objective 3. Maintain database of prospective students</td>
<td></td>
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<tr>
<td>Objective 4. Facilitate recruitment efforts of individual programs.</td>
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<table>
<thead>
<tr>
<th>Goal 2: Facilitate the addition of new graduate programs and improve those that already exist.</th>
<th>Objective 1. Promote submission of new and modified program proposals and course additions/modifications/deletions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 2. Facilitate timely review of graduate programs which may lead to new or modified programs to meet student needs.</td>
<td></td>
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<table>
<thead>
<tr>
<th>Goal 3: Support and improve the graduate recruitment plan</th>
<th>A recruitment plan was developed in 05-05.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1. Promote submission of new and modified program proposals and course additions/modifications/deletions.</td>
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<tr>
<th>AP1: Offer academic and support programs that define Dominguez Hills as a leading comprehensive urban University committed to serving a diverse student population with programs that reflect the urban experience and provide maximum opportunities for student success.</th>
<th>Objective 1. Initiate new programs designed to be responsive to the needs of our current students and the communities we serve.</th>
</tr>
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<tbody>
<tr>
<td>Objective 3. Strengthen and support existing academic programs and provide the resources faculty need for excellence.</td>
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</table>

<table>
<thead>
<tr>
<th>Goal 2: Construct and implement a sound process of planned enrollment.</th>
<th>Objective 1. Assess program viability and ensure that programs meet future needs of potential CSUDH students. (GS)</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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<th>Objective 1. Actively recruit students at graduate fairs and other similar events.</th>
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<tr>
<td>Objective 2. Continuously develop timely graduate recruitment materials.</td>
<td>Objective 3. Maintain database of prospective students</td>
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<td>Objective 4. Facilitate recruitment efforts of individual programs.</td>
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</tr>
</thead>
<tbody>
<tr>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Studies</th>
<th>Serve as ex officio member of PRP and UCC to guide new/modified program proposals UCC.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitor program review process for graduate programs, help speed process.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Studies</th>
<th>Attendance at graduate fairs, Forum for Diversity in Graduate Education, Day at Dominguez</th>
</tr>
</thead>
<tbody>
<tr>
<td>New recruitment materials developed 05-06.</td>
<td>EMT lists forwarded weekly to program coordinators.</td>
</tr>
<tr>
<td>Recruit program coordinators to attend fairs/forum and pay for their registration.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Studies</th>
<th>Ongoing process - Schedule set by UCC and PRP.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Coordinators</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Faculty</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Goal 3. Build upon and take full advantage of our unique cultural demographic diversity. (GS, ISCD)</td>
<td>AP3: Identify, disseminate, and implement &quot;best practices: in academic programs to maximize opportunities for our diverse student body.</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>Objective 3.2 Increase and enhance community partnerships that prepare students for a multicultural global society</td>
<td>Goal 4: Provide programs highlighting our unique cultural and demographic diversity</td>
</tr>
<tr>
<td></td>
<td>Lunch learning programs, video library and various outreach activities provide unique perspectives on cultural and racial diversity. These programs often introduce controversial topics and promote lively discussions. Continue purchase of videos on relevant topics of diversity and make these available to the university.</td>
</tr>
<tr>
<td></td>
<td>Lunch learning discussions offered each week as done previously</td>
</tr>
<tr>
<td></td>
<td>New videos added to library over academic year</td>
</tr>
<tr>
<td></td>
<td>Classroom lecture, public lectures, program for children.</td>
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<tr>
<td></td>
<td>Responsibility for the past two years.</td>
</tr>
<tr>
<td>Goal 4. Engage in interactive partnerships that promote educational, economic, and social development of the communities we serve to make CSUDH an indispensable resource. (ISCD)</td>
<td></td>
</tr>
<tr>
<td>Objective 2. Initiate research that supports the local community and disseminate the findings.</td>
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</tr>
<tr>
<td>Objective 3. Identify joint CSUDH/community projects that might not otherwise be accomplished without a partnership focus.</td>
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<tr>
<td>Goal 5. Continue to improve the environment that supports research, scholarly and creative activity. (GS, ORFP, McNair)</td>
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</tr>
<tr>
<td>Objective 1. Strengthen the infrastructure and support for research, scholarly and creative activity by increasing state and external resources.</td>
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</tbody>
</table>

| FS2: Support faculty efforts to promote academic excellence and student success. |
| 2.1. Enhance the infrastructure including increased funding and resources to support high quality research, scholarly, and creative activities and teaching. |

| Goal 5: Increase external support for faculty/student research by 8% over the last reporting period. |
| Objective 1. Devote 20% of indirect cost return to ORFP for faculty development related to the writing and submission of grant proposals. |
| Objective 2. Continue support of faculty and staff in the area of compliance. |
| Objective 3. Develop at least one collaborative proposal with an out-of-state institution to address programmatic needs of CSUDH. |
| Objective 4. Develop and write at least 3 proposals for the institution. |
| Objective 5. Submit grants to funding agencies for which we have no prior funding record. |
| Objective 6. Continue to publish the Newsletter on a bimonthly basis. |

| Technical assistance workshops, grant writers, release time |
| IRB will require use of indirect cost return to fund travel to workshops, support preparation of manuals. |
| We have existing collaborative proposals that contribute to development of our faculty and students. |
| OFRP steps to the plate when no one else does. The Director wrote the McNair grant and has recently submitted a renewal. |
| This past year grants were obtained from NSA, EPA from which we received no prior funding. The newsletter provided important funding deadlines and advise for faculty writing grants. |

| Offer workshops on our campus as the opportunity arises. Send at least 4 faculty to workshops during next period and provide at least 4 faculty with release time to write grants or provide them with grant writers. |
| Schedule the IRB staff support person and new IRB members to attend compliance meetings. |
| The Director will determine, in consultation with appropriate faculty, a plan to develop and submit collaborative proposals. |
| Ongoing by Director |
| Ongoing by Director |
| Published bi-monthly. |

| GS and ORFP |
| Objective 2. Enhance programs and activities that acknowledge those who are successful in research and scholarly activity. | AR 1: Enhance our reputation for academic excellence  
AR 1.2 Highlight and celebrate evidence of faculty and student excellence in achievement  
AR 1.3 Showcase program excellence |
| Objective 3. Continue to encourage student involvement in research and scholarly activity as an essential part of the learning experience. | Objective 7. Maintain interaction with research directors on all CSU campuses, the Chancellor’s Office and funding agencies by attending meetings of these constituents both locally and nationally. |
| Goal 6: Highlight outstanding research of our faculty and students to serve as impetus for others. | The Director and staff regularly attend meetings both locally and nationally to keep abreast of developments in funding opportunities for various programs. |
| Objective 1. Organize and implement Student Research Day. | The Council is perceived as functioning similarly to Graduate Council and to provide advice and suggest policy to improve external funding and recognition of our students and faculty involved in research. |
| Objective 2. Continue Faculty Colloquia on Research, Scholarship and Creative Activity. | Progress on all of the objectives will increase campus awareness of research, scholarly and creative activities on our campus. These activities will also bring praise to faculty and students who have been successful in these activities and will invigorate others to establish their own scholarly programs. |
| Objective 3. Establish Faculty Research Symposium | The Council will be established spring 2007. |
| Objective 4. Work with UA to publish faculty “viewbook.” | Report by Director of highlights of these meetings and proposals resulting from attendance. |
| | Scheduled for 2007 |
| | Scheduled at beginning of each semester depending on Provost’s availability. |
| | New activity to be discussed by the Council on RSCA. |
| | UA already notified. | GS, ORFP and UA |
Introductions and Overview

The Undergraduate Studies Unit is housed in the Office of Academic Programs within the Division of Academic Affairs and is headed by the Acting Dean of Undergraduate Studies, Margaret R. Blue. Reporting to the Acting Undergraduate Dean is the Acting Director of the University Advisement Center (UAC), the Director of the Center for Learning and Academic Support Services (C.L.A.S.S.), the Coordinator of the Honors Program, the Director of Community Service Learning, the Coordinator of the SPARK! Program and the Coordinator of the GWAR. The Acting Dean is assisted by Tracey Haney and Joi Dudley and Maya Banda. These three staff also support the work of the Dean for Graduate Studies and Research, Laura J. Robles, who is also housed in the Office of Academic Programs.

The following councils, committees and areas are the responsibility of the Acting Dean of Undergraduate Studies:

The Student Retention Policy Council (SRPC) chaired by the Acting Dean of Undergraduate Studies Margaret Blue, as Chief Retention Officer for the campus, was created by the Provost in Fall of 2006 met bi-monthly during the fall semester and will continue to do so Spring 2007. The Student Retention Policy Council (SRPC) was established in response to the campus’ recognition of the importance of having a systematic and consistent infrastructure that supports students academically and personally to insure their academic success and facilitate graduation. It is charged with recommending policies related to student retention that are sent forward to the Provost for adoption. The full charge to the Council can be found at [http://www.csudh.edu/academicaffairs/CouncilCommittees/Srpc.htm](http://www.csudh.edu/academicaffairs/CouncilCommittees/Srpc.htm) The SRPC has recommended to the President’s Operations Group that “Ask the Toro” found on the Hobson’s Recruitment Website also be added to the new CSUDH home page and labeled for student use. This is being implemented with the new web page.

The Council of Academic Advisors (CAA) co-chaired by the Acting Dean of Undergraduate Studies and the Acting Director of the University Advisement Center Andrew Long was created and began meeting during Fall semester of 2006. That group is charged with identifying “best practices” in academic advising, developing systematic academic advising policies and recommending them to the Provost for adoption. Additionally, the CAA is to develop an on-line advisors’ handbook that can be used by all academic advisors and faculty members on campus. The CAA forwarded to the Acting Dean of Undergraduate Studies a recommendation that UNV 101 be the only class that freshmen are allowed to use to meet Area E of the General Education Program. The Acting Dean forwarded this recommendation to the Provost.

The Council on Liberal Studies and Teacher Education Policy (CLSTEP) was established by the Provost to oversee the critical operations of Liberal Studies (LS) and to insure among other things that General Education (GE) courses required for the Liberal Studies major are scheduled appropriately to meet the needs of students, and that adequate resources are provided to maintain a quality program. Prior to the restructuring, the courses for both GE and LS resided mainly in one college. Currently courses in GE and LS may be found in all five instructional colleges. The membership of the Council on Liberal Studies and Teacher Education Policy (CLSTEP) consists of the five instructional deans, the Dean of Undergraduate Studies, the Chair of the GE Committee and the Chair of the Liberal Studies Department. The Dean of Undergraduate Studies and the Dean of the College of Education serve as co-chairs of the Council. The Council met once during the Fall 2006 Semester. At that meeting the Provost explained
and identified the “taxation” that each of the colleges that benefit from Liberal Studies courses would be expected to return to Academic Affairs to be forwarded to the College of Education.

The Undergraduate Studies Coordinating Council (USCC) formed by the preceding Acting Dean of Undergraduate Studies met only once during Fall 2006 to discuss with the Vice Provost and the two WASC chairs the impending visit of the WASC team evaluating campus capacity. Instead the Acting Dean met regularly with each of the program directors and/or coordinators that reported to the Undergraduate Studies Program. This was found to be a more practical method of bringing the new Acting Dean up to date on the roles, issues and areas of concern of the various programs, rather than the “show and tell” mechanism of the UDCC. This was agreeable and more productive to all concerned. It may be in the future that the UDCC will be utilized more.

The General Education Committee (GE Committee) got off to a slow start Fall of 2006 in part due to the fact that the entire membership of the committee had not been selected prior to its first meeting. The Committee elected Dr. Kenneth Ganezer Chair. Many of the members are new to the committee or are junior faculty. During Fall semester the Provost and the Acting Undergraduate Dean approached Dr. Jolene Service, recently retired Dean of Academic Programs and Planning from the Chancellor’s Office, to provide an in-service training program for one of the February meetings of the GE Committee. She has agreed to do so.

One of the issues confronting the GE Committee recently has been the inability to determine appropriate courses for Area F4 of the GE Program. Area F is the integrative studies area that currently houses HUM, SMT and SBS courses. However, there is an Area F4 that was added several years ago, but has no definition for the types of courses that would be appropriate. The GE Committee has spend time at each of their meetings attempting to find an agreed upon definition for this area.

The GE Committee continues its five-year survey cycle of the GE Program. During Spring and Fall of 2006 Area D and Area E were surveyed. The results will be available Spring 2007, at which time Area F’s survey will begin.

The SPARK! Program is the only summer bridge program that the University currently supports. First-time freshmen are admitted to the program in the spring semester prior to their entering the university. They are recruited from all admissible freshmen; therefore the process is one of self or parental selection, although the data indicate they mirror the demographics of other first-time freshmen. The summer program is seven weeks long and the two courses that students take are UNV101 and a developmental English course if required. Normally only two or three students are exempt from the English requirement. There are approximately 30-40 students who participate each year. Each student is assigned a mentor, who is paid to meet with the students and provide guidance, to sit in on a course and to be available to assist with any tutoring needs of the students. Intrusive academic advising is a hallmark of the program. The mentors and intrusive advising continue into succeeding semesters and SPARK! students receive priority registration. An attempt is made to cohort them for at least the freshman year. When the third year evaluation was completed during the summer of 2006, the retention rate of SPARK! students was 77.4%. Nancy Armstrong was hired during Fall 2006 to coordinate the program.

GOALS: It was difficult to discern specific goals for 2006 from the previous Acting Dean’s report, other than to have a faculty member appointed Director of the First Year Experience. That has been accomplished and that area does not currently report to the Dean of Undergraduate Studies. Therefore, when I became the Acting Dean in mid August of 2006, I developed the following goals for the remainder of 2006. I believe that all of these efforts meet the Goals of the University Master Plan, specifically those
addressing academic quality and student success. Additionally, I have indicated which criteria I believe they meet.

1. **Complete tasks left from previous Undergraduate Dean:**
   A. **Western Undergraduate Exchange** Completed December, 2006. This will allow students from the states that participate in the Western Interstate Commission for Higher Education to attend CSUDH for a reduced out of state fee. **Criteria B.**
   B. **Undergraduate Outcomes** Completed November 2006. The Undergraduate Outcomes received approval from the Academic Senate at their November meeting. **Criteria A and B.**
   C. **MOU with CETYS** Completed November 2006. The MOU between CETYS and CSUDH was signed by the two presidents of the respective institutions at a November luncheon thereby allowing for mutual exchange of students and faculty research and cooperation. **Criteria A, B, and D.**
   D. **Child Development Major thru Chancellor’s Office approval process.** Approved November 2006. **Criteria A and D.**
   E. **Negotiations, Conflict and Peace Building Major thru Chancellor’s Office approval process.** Approved October, 2006. **Criteria A and D.**
   F. **Bio-Chemistry Major thru the Chancellor’s Office approval process.** Approved December 2006. **Criteria A and D.**

2. **Working with Director of UAC and the chairs of the Mathematics and the English departments, develop a pilot early warning program for developmental math and English.** Will review results first week of January 2007 for first semester. **Criteria B.**

3. **Working with the Provost and Vice Provost, develop the AAP for the Student Retention Policy Council and begin meetings of the Council.** Council began regular meetings Fall 2006. See SRPC for recommendations. **Criteria B.**

4. **Working with the Provost and Director of the UAC, develop the AAP for the Council of Academic Advisors and begin meetings of the Council.** Council began meeting Fall 2006. See CAA for recommendations. **Criteria B.**

5. **Provide the General Education Committee with in-service training.** February. 2007 See GE Committee report. **Criteria A and B.**


**Programs in Undergraduate Studies:**
The Program Effectiveness Report for CLASS indicates it has provided services to 2287 students in 2006 up from 2274 in 2005 (an increase of 7) but a decrease of 500 hours. (11572 hours in 2006 vs. 16976 hours in 2005.) **Criteria B.**

Online tutoring continues to be improved with little utilization. **Criteria A and B.**

Supplemental instruction was listed in both Fall and Spring 2006 schedule of classes for all developmental math courses, however, the new 5 week modules appear to not work well with SI strategies. **Criteria A, B, C and D.**

The cohort of persistent center users was to have been identified and surveyed, but it has not been completed. **Criteria B.**
ECLP has provided funds for updating of 6 computers in the center. Also, the center is using MyWritingLab on-line as well as piloting the use ALECKS for developmental math tutorials. Criteria A, B, C and D.

The Program Effectiveness Report for Community Service Learning indicates the office provided service to the WASC Civic Engagement Committee and in Fall of 2006 the director accepted leadership of the committee. Criteria C

A new director was hired in summer of 2006 to replace the former director who has been working as a FERP faculty member and retired.

The director also coordinated the committee meetings and a town all meeting on Civic Engagement as well as working with the Diversity Committee. Criteria C

Additionally, Community Service Learning provided:
- 48 Service-Learning Courses during ’05-’06 Criteria A, C and D
- Hosted Executive Director of California Campus Compact, Elaine Ikeda, on 9/22/06 Criteria C
- Chancellor’s Office funding award was renewed for $48,000 Criteria B
- Participated in 3rd annual CSUDH Campus Community Self-Study Poster Session on 10/10/06, presenting “Models of Civic Engagement in Urban Higher Education” Criteria C

The GWAR Program Effectiveness Reports that the program met all of its goals and objectives for 2006. They continue to build the pool of analytical and text-based prompts and recruited and trained new GWE readers. Criteria A and B

The GWAR supported a recent proposal from the Acting Undergraduate Dean to raise the minimum passing score on the GWE from a “7” to an “8”, which would bring CSUDH into conformity with all other CSUs Criteria A and B

The GWAR has assumed a leadership role on the review of courses to be identified as Writing Intensive (WI). Criteria A, B and C

The Honors Program has not been as active during 2006 as in the past. This is due in part to the coordinator’s reluctance to continue in the position. However, that will be corrected as a new coordinator was recruited in December 2006 and will assume the duties in January 2007.

The Honors Program served approximately 150 students during 2006 with such services as advising and mentoring, opportunities to do research through the Apprenticeship Program and Honors Contracts. Criteria B

Four students were accepted and made presentations at the Western Regional Honors Conference (WRHC) in Denver, Colorado March 2006. Criteria B

The Honors Program curriculum was revised in the previous year to provide students with a more academically enriched General Education experience by offering classes in pairs so that students may view a particular topic through the lens of two disciplines. However, it is a challenge getting students enrolled in both courses. Criteria A, B, C and D.
The Honors Program also supports “the Torchbearers” an honors service club. Criteria B

The University Advisement Center (UAC) has worked with the Acting Undergraduate Dean to create a pilot early warning system for developmental math and English. The results of the first semester will be available in January 2007. There were 179 students identified during the first three weeks of Fall 2006 semester as requiring intervention. The intended outcome of this program is to reduce the number of students that fail to meet EO 665. Criteria A, B, C and D.

The UAC continues to utilize “holds” to ensure that undeclared majors fully comprehend their GE pattern and are able to progress in a timely manner to graduation. Criteria B

Assessment and student progress is monitored through the tracking of GWAR contracts, EO665 students, ASAP students, Early Warning holds, Special Admit holds, probation holds and third semester EO 665 contracts. Criteria A, B, and C.

The UAC has begun to develop an On-line Advisor Handbook to be used as a training tool for new and experienced advisors in the UAC and colleges. Criteria B and C

The Acting Director co-chairs with the Acting Undergraduate Dean the Council of Academic Advisors. (CAA). Criteria B and C

The UAC successfully advised the largest ever entering freshmen class (1048) in Fall 2006 during New Student Orientations (NSO) and during the first weeks of classes. Criteria B and C.

The following activities were carried out by the UAC in 2006:

<table>
<thead>
<tr>
<th>Activities</th>
<th>Number of Students Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advising Appointment</td>
<td>3782</td>
</tr>
<tr>
<td>Email Advising Queries</td>
<td>3415</td>
</tr>
<tr>
<td>EO 665 Contracts</td>
<td>1092 (F 06) 800 est. (F 05)</td>
</tr>
<tr>
<td>Third Semester Contracts</td>
<td>96*</td>
</tr>
<tr>
<td>Early Warning Contracts</td>
<td>179*</td>
</tr>
<tr>
<td>GWAR Contracts</td>
<td>1975 (Sp. 06) 1334 (F 06)</td>
</tr>
<tr>
<td>Special Admit Contracts</td>
<td>309 (F 06) 310 (F 06)</td>
</tr>
<tr>
<td>Undeclared Major Advising Holds</td>
<td>547</td>
</tr>
<tr>
<td>Undeclared Major Probation Holds</td>
<td>38*</td>
</tr>
<tr>
<td>GE Petition Processed</td>
<td>340</td>
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</tbody>
</table>

This is the first semester (F 06) utilizing Early Warning Contracts, probation holds and third semester contracts. Criteria B

Achievements: All of the achievements of this area have been mentioned above.

Units Goals and Objectives for 2007: The first few goals are individual goals for the Acting Dean of Undergraduate Studies. The final goals relate more specifically to the overall unit or areas within the unit.

Complete the PEAT+ process for the Special major.
Implement Hobsons’ RETAIN.
Create a web page for undergraduate students in the Academic Programs portion of the Academic Affairs website.

Working with the members of SRPC, develop recommendations related to improving retention of students.

Working with the CAA and the Acting Director of the UAC, complete the implementation of the on-line Advisor’s Handbook.

In order to make a well informed budget recommendation with regard to C.L.A.S.S., I plan to work closely with the Director to identify those activities that are funded state-side, those from specific grants and better develop the statistics regarding the use by students of specific programs.

Work with the new coordinator of the Honors Program to infuse the program with greater energy, i.e. more campus visibility and activities as well as develop a tracking system for Honors students. Assist the new coordinator to create an Honors Council that would provide an opportunity for various honors programs and societies on campus to share information and activities.

Assist the Director of Service Learning in developing a strategic plan for the OCSL and campus Civic Engagement process.

**Challenges:** As the Graduate Dean points out the **greatest challenge we face in Academic Programs is staff support and funds to support our programs.** The current staff remains the same as in past years, but supports even more programs that in the past with the addition of CAA, CLSTEP, SRPC and the Joint Task Force on First Time Freshmen Education.

I am supporting the request of the Acting Director of UAC for funding to hire a full-time ASAII for approximately $2,273-$2,557 per month ($27,276-$31,684 annually). The UAC has experience addition workload with the increase of freshmen on campus. These students are labor intensive and require more services and greater amounts of time to advise them. For the first half of 2007, the UAC was able to secure the full-time services of a graduating senior to assist with clerical and front office duties; however, she will be leaving June 2007.

At this time, I am not supporting the Director of C.L.A.S.S. request for additional funding for the Associate Director. I believe that Academic Affairs has already made a commitment to the Director to support this position for 2007, and as I indicated in my goals, I need to become much clearer regarding the funding of the Center and the statistics of it use.

**Summary and Conclusions:** In as much as the unit has been under the direction of two acting deans for the past two and half years, I think that it functions well. Much of this is due to the excellent staff support in the office and the fact that several of the directors and/or coordinators have been in their positions for several years. With the hiring of two new directors/coordinators (Honors and OCSL), I am confident that the area should reach its full potential in the next year. I believe that both of the new people will bring an energy level to their positions that will allow their areas to grow in service to our students and the campus community. Additionally, I think that the Acting Director of the UAC has made an excellent effort with his new duties and has been very helpful to the Acting Dean.
<table>
<thead>
<tr>
<th>Goal, Objective and Action Task</th>
<th>Estimated Cost</th>
<th>Evidence of Progress Required by Due Date</th>
<th>SPOC Evaluation of Progress and Recommendations to UPC for Year 2</th>
<th>Progress to Date 10/15/05 Updated January 2006</th>
</tr>
</thead>
</table>
| **Goal 1, Obj 1, Action Task 1** Evaluate current university-wide learning assessment processes:  
  a. Identify areas for improvement of assessment process and policy, including the linking of assessment to resource allocation.  
|  |  | Due - Year 1: Assessment Evaluation Report completed. | 1a: Completed  
1b: Completed | USLOAC continues to track program-level outcomes assessment progress utilizing the Essential Elements of Learning Outcomes Assessment document, which has been merged as a qualitative indicator in the PEAT process.  
The Program Effectiveness Assessment Tool (PEAT) was developed by the Office of Institutional Research, Assessment, and Planning (IRAP) working in collaboration with the Program Review Panel (PRP). In September 2005, the PEAT and its processes were approved by the Academic Affairs Program Effectiveness Committee (APEC) as the vehicle for submission of the annual Program Effectiveness Report (PER) required by all academic programs. New PER guidelines and timeline were developed and are available at [http://www.csudh.edu/academicaffairs/CouncilCommittees/Aapec.htm](http://www.csudh.edu/academicaffairs/CouncilCommittees/Aapec.htm). |
| **Goal 1, Obj 1, Action Task 2** Implement necessary changes in learning assessment processes and policy. |  |  |  |  |
|  |  | Due -Year 2: Revised Assessment Process and Policy published. | Completed | In addition to the PEAT usage in the program effectiveness process, program review was changed to a six year review cycle and aligned with the PER process. The 1997 Program Review Guide was update and a timeline and schedule for completing program review was established and available at [http://www.csudh.edu/academicaffairs/AcademicPrograms.html](http://www.csudh.edu/academicaffairs/AcademicPrograms.html). |
| **Goal 1, Obj 1, Action Task 3** Re-evaluate learning assessment processes and policy; revise as needed. |  |  |  |  |
|  |  | Due -Year 3: Assessment Evaluation Report completed. | To Be Evaluated | Beginning fall 2006 all programs were required to contain program-level outcomes and program-level assessment methods. All course proposals contain the required course-level, learner-centered and measurable outcomes and course-level assessments. |
| **Goal 1, Obj 2, Action Task 1** Use assessment tools to improve academic programs and teaching practices. |  |  |  |  |
|  |  | Due - Years 1-5: Assessment tools implemented annually, with annual reports. | Completed | Although PEAT will be implemented in time for utilization for the 2005-06 Academic Year, there will be insufficient time to apply results for the current year. |
| **Goal 1, Obj 2, Action Task 2** Promote excellence in academic programs and teaching practices by re-establishing clear standards through academic program reviews and accreditation self-studies, as set forth in an Academic Master Plan. |  |  |  |  |
|  |  | Due - Year 1: Academic Resources Development Study completed.  
Due - Year 2: Academic Master Plan completed and disseminated. | Making Satisfactory Progress  
RECOMMENDATION: Though the AMP has been completed at the CAA level, colleges are to complete College AMPs by June 30, 2006 and the ARDS should be completed by June 30, 2006. |  
The three components of the Academic Resources Development Study projects: the Faculty Resources Project and the Academic Program Evolution Project and New Program Development Project were completed in April 2006 and available at [http://www.csudh.edu/academicaffairs/CouncilCommittees/Amp.htm](http://www.csudh.edu/academicaffairs/CouncilCommittees/Amp.htm).  
Academic Master Plan that was approved by the campus community and published in February 2006. Using the AMP college template each college developed its own AMP, which was initially submitted for review and feedback in June. Colleges revised and submitted their final AMP in September 2006. College AMPs are available at [http://www.csudh.edu/academicaffairs/CollegeAmp.cfm](http://www.csudh.edu/academicaffairs/CollegeAmp.cfm). |
| **Goal 1, Obj 2, Action Task 3** Promote program excellence by providing comprehensive faculty and staff development programs |  |  |  |  |
|  |  | Due -Year 1-5: Comprehensive five year plan developed, implemented and evaluated. | Needs Improvement  
RECOMMENDATION: A plan was never developed. However, many noteworthy activities were taken, but none were in the context of a formal plan. SPOC recommends separating the evidence of progress call for a single faculty and staff development plan to  |  
The CTL has conducted the New Faculty Success Program for three years, creating a cohort of 73 newly hired tenure-track faculty. Participants complete exit surveys to improve the program in subsequent years. The CTL and ECLP Guest Speaker Series sponsored three speakers (Jean MacGregor, Diane Halpern and James Anderson) during 2006 and drew large audiences of faculty and staff. The Mentoring for Faculty Success Program provides collaborative support for 16 new faculty and 51 second and third year faculty mentor/mentee pairings. Faculty Forum Brown Bags, featuring CSUDH faculty who provide innovative, research-based strategies help to |
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</thead>
<tbody>
<tr>
<td><strong>Goal 1, Obj 3, Action Task 1</strong> Through interdivisional collaboration, develop instructional programs and coordinate support services to improve progress toward and achievement of graduation.</td>
<td></td>
<td>separate plans for faculty and staff with the provost and V.P. Administration and Finance as respective responsible parties.</td>
<td>inform active and interactive instruction. Topics range from civic engagement to multicultural perspectives in the classroom.</td>
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<tr>
<td>Due - Year 1: Graduation plan completed, including roadmaps to graduation as referenced in AA 2003-17, as required by the Chancellor’s Office.</td>
<td></td>
<td><strong>Making Satisfactory Progress</strong></td>
<td>RECOMMENDATION: Provide more comprehensive data analysis for year 3 review.</td>
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<tr>
<td>Due - Years 2 – 5: Graduation rates showed marked improvement.</td>
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<td></td>
<td>Two and four-year roadmaps for all programs have been print and distributed to college departments and advisement centers. The roadmap website is <a href="http://www.csudh.edu/roadmaps/">http://www.csudh.edu/roadmaps/</a>. Graduate flat sheet were also updated and revised.</td>
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<tr>
<td><strong>Goal 1, Obj 3, Action Task 2</strong> Identify and disseminate best practices in teaching students who need remediation.</td>
<td></td>
<td><strong>Making Satisfactory Progress</strong></td>
<td>RECOMMENDATION: Provide more data on English remediation efforts as only Math data was provided. Also, remove VPSA as a secondary party.</td>
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<tr>
<td>Due - Year 2: Best practices identified and disseminated.</td>
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<td></td>
<td>Efforts currently underway in the Math Department involve experimental cohorting of required remedial math classes as well as dividing 3-unit classes into three 1-unit modules to allow students greater flexibility in demonstrating proficiency. Provost and Academic Senate charged a Joint Task Force on Quality Education for First Time Freshmen to address issues surrounding developmental education and create a perception of it as a shared University-wide priority and responsibility. The Task Force is to report at the end of April 2007.</td>
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<td><strong>Goal 1, Obj 4, Action Task 1</strong> The Graduate Council and the Council of Undergraduate Chairs, in cooperation with the Council of Deans and the division of Student Affairs, will establish goals, measurements and a timeline to improve academic and student affairs support services, and to ensure their integration into major and/or general education outcomes.</td>
<td></td>
<td>Needs Improvement</td>
<td>RECOMMENDATION: VPSA needs to provide a report next year.</td>
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<tr>
<td>Due - Year 1: Objectives, timeline and outcomes measurements established and disseminated.</td>
<td></td>
<td></td>
<td>Academic Affairs and Student Affairs worked together to develop a new comprehensive First Year Experience Program designed to increase retention and accelerate graduation rates. A FYE Director was appointed July 1, 2006 to recruit faculty to teach UNV 101, coordinate and schedule cohort sections, work with the appropriate college schedulers, and create and coordinate activities designed to encourage faculty engagement in the FYE program. The number of students participating in the FYE increased by over 30 percent, that is 332 in AY 2005-06 to 435+ in AY 2006-07. Increased retention rate is evident since 77.8 percent of students that took and passed UNV 101 in Fall 2005 returned the following Fall. This compared with a retention rate of 52.8 percent of students that were not able to take UNV 101.</td>
<td></td>
</tr>
<tr>
<td><strong>Goal 2, Obj 1, Action Task 1</strong> Determine (a) viability of existing academic programs in meeting current student needs and (b) feasibility of new program development.</td>
<td></td>
<td><strong>Making Satisfactory Progress</strong></td>
<td>Program viability will be assessed employing the PEAT. Those programs demonstrating weak scores over a number of indicators across a series of years may be deemed to be at risk or potentially lacking viability. The PEAT was implemented in AY2005-06.</td>
<td></td>
</tr>
<tr>
<td>Due - Year 1: Academic program viability assessed through completion of the Academic Program Evolution Project.</td>
<td></td>
<td></td>
<td>Program viability studies and data on student population projections over five to ten years was not available; therefore, the Academic Master Plan was developed based on Academic Affair Values aligned with the University Core Values and goals and objectives from the University Strategic Plan.</td>
<td></td>
</tr>
<tr>
<td><strong>Goal 2, Obj 1, Action Task 2</strong> Develop the Academic Master Plan in response to program viability studies and data on student population projections over five to ten years.</td>
<td></td>
<td>Completed</td>
<td>COMMEMDATION: The committee commends the completion of the Academic Master Plan.</td>
<td></td>
</tr>
<tr>
<td>Due - Year 1: The Academic Resources Development Study completed.</td>
<td></td>
<td></td>
<td>Program viability studies and data on student population projections over five to ten years was not available; therefore, the Academic Master Plan was developed based on Academic Affair Values aligned with the University Core Values and goals and objectives from the University Strategic Plan.</td>
<td></td>
</tr>
<tr>
<td>Due - Year 2: Academic Master Plan completed and disseminated.</td>
<td></td>
<td></td>
<td>Using the AMP college template each college developed its own AMP, which was initially submitted for review and feedback in June. Colleges revised and submitted their final AMP in September 2006. College AMPS are available at: <a href="http://www.csudh.edu/academicaffairs/CollegeAmp.cfm">http://www.csudh.edu/academicaffairs/CollegeAmp.cfm</a>. The bachelor degrees in Child Development, Negotiations, Conflict and Peace Building, and Biochemistry</td>
<td></td>
</tr>
<tr>
<td><strong>Goal 2, Obj 1, Action Task 3</strong> Integrate the appropriate elements of the Academic Master Plan into the strategic plans of the college and schools. Develop new programs, both graduate and undergraduate, to meet future needs</td>
<td></td>
<td><strong>Making Satisfactory Progress</strong></td>
<td>RECOMMENDATION: College Academic Master Plans to be completed by June 30, 2006.</td>
<td></td>
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<tr>
<td>Due - Years 2 – 3: A) Schools and colleges began to implement the elements of the Academic Master Plan that respond to the needs of potential CSUDH students,</td>
<td></td>
<td></td>
<td>Using the AMP college template each college developed its own AMP, which was initially submitted for review and feedback in June. Colleges revised and submitted their final AMP in September 2006. College AMPS are available at: <a href="http://www.csudh.edu/academicaffairs/CollegeAmp.cfm">http://www.csudh.edu/academicaffairs/CollegeAmp.cfm</a>. The bachelor degrees in Child Development, Negotiations, Conflict and Peace Building, and Biochemistry</td>
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<td>Goal, Objective and Action Task</td>
<td>Estimated Cost</td>
<td>Evidence of Progress Required by Due Date</td>
<td>SPOC Evaluation of Progress and Recommendations to UPC for Year 2</td>
<td>Progress to Date 10/15/05 Updated January 2006</td>
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<td><strong>Goal 2, Obj 2, Action Task 1</strong></td>
<td></td>
<td>B) Appropriate new programs created.</td>
<td>Making Satisfactory Progress</td>
<td>were approved for Fall 2006 and Spring 2007 and the Master degree in Social Work and Computer Science were approved for Fall 2006.</td>
</tr>
<tr>
<td>Make optimum use of seven-day week and year-round calendar for scheduling of classes.</td>
<td></td>
<td>Due - Years 2-3: Seven-day week and year-round calendar implemented. Weekend degree programs included.</td>
<td>Making Satisfactory Progress</td>
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<td><strong>Goal 2, Obj 2, Action Task 2</strong></td>
<td></td>
<td>Due - Year 1: On-line courses currently available and offered were inventoried. Due - Year 2 – 3: Number of on-line classes increased X% over the existing baseline.</td>
<td>Making Satisfactory Progress</td>
<td>The number of online state-side courses (excluding the Nursing program which is entirely online, is 7 classes for Fall 2005 and 12 for Spring 2005). For Spring 2006 5 and for Fall 2006 10. The On-line Learning Task Forces developed a working definition for hybrid courses. Hybrid courses integrate online with traditional face-to-face class activities in a planned, pedagogically valuable manner, in which a portion not less than 1/3 nor more than 2/3 of face-to-face time is replaced by online activities. Definition for hybrid courses was approved by the Academic Senate and forwarded to the Provost for implementation as AA policy.</td>
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<tr>
<td>Expand the number of on-line and hybrid class offerings.</td>
<td></td>
<td>Due - Year 1: Determined that all classrooms have the appropriate furniture, equipment and capacity for the class offered.</td>
<td>Completed</td>
<td>Completed</td>
</tr>
<tr>
<td><strong>Goal 2, Obj 2, Action Task 3</strong></td>
<td></td>
<td>Due - Year 1: Academic calendar that meets student needs and maximizes use of facilities was devised.</td>
<td>Completed</td>
<td>At the request by EMPC, we are continually monitoring low enrolled classes and those with large waitlists. Currently in Council of Schedulers (COS) is identifying “best practices” for scheduling in effort to them into their scheduling techniques. The newly established Academic Affairs Facilities &amp; Space Committee (AAFSC) co-chaired by Yvette Verlade and the Vice Provost began in the summer and has already completed several tasks: a) established Space Allocation and Assignment Policy and Procedures; b) Developed an Academic Affairs Space Request Form (for division use only); and c) aligned the Academic Affairs Facilities Database with the University’s Space and Facilities Database.</td>
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<tr>
<td>Improve facility scheduling techniques to better accommodate class size.</td>
<td></td>
<td>Due -Year 2 – 3: Summer enrollment reached 40% of fall enrollment.</td>
<td>To Be Evaluated</td>
<td>Summer 2004 was 4.5% of the CY FTES target (392.8/8759) Summer 2005 was 14.5% of the CY FTES target (1260.9/8717.2). Summer 2006 is anticipated to 12.9% of the CY FTES target (1131.2/8753.8 estimate)</td>
</tr>
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<td><strong>Goal 2, Obj 3, Action Task 1</strong></td>
<td></td>
<td>Due - Years 1 – 5, annually: Enrollment of traditional college age students increased.</td>
<td>Needs Improvement</td>
<td>Data: Fall 2003 692 first-time freshmen (FTF), Fall 2004 733 FTF, Fall 2005 780 FTF, Fall 1078 FTF, and Fall 2007 1131 FTF.</td>
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<td>Maximize summer enrollment practices in order to win Chancellor’s Office priority rating for obtaining new buildings.</td>
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<td><strong>Goal 2, Obj 3, Action Task 2</strong></td>
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<td><strong>Goal 2, Obj 3, Action Task 3</strong></td>
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<td><strong>Goal 2, Obj 4, Action Task 1</strong></td>
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<td><strong>Goal 2, Obj 4, Action Task 2</strong></td>
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<td><strong>Goal 2, Obj 4, Action Task 2</strong>&lt;br&gt;Develop the Enrollment Management Plan in response to the data on the potential student population graduating from core service area high schools, or transferring from community colleges.</td>
<td></td>
<td>Due -Year 1: Enrollment Management Plan completed and disseminated.</td>
<td>Completed</td>
<td>January 2006</td>
</tr>
<tr>
<td><strong>Goal 2, Obj 4, Action Task 5</strong>&lt;br&gt;Broaden our selection of honors courses.</td>
<td></td>
<td>Due -Years 1-5: Number of honors courses increased by one course annually. Number of students in Honors Programs increased by 10% annually.</td>
<td>Making Satisfactory Progress&lt;br&gt;RECOMMENDATION: Provide data on student enrollment in Honors Programs.</td>
<td>AY 2005-06 offered a total of 9 Honors courses in the General Education Program, 4 in the spring and 5 in the fall of 2006. Two of the courses were upper division GE courses. The class size ranged from 16 to 51. The Program provided services to approximately 150 students. In addition to the GE courses students were able to receive honors credit through the Apprenticeship Program and Honors Contracts as well as presentations at honors conferences. Four students presented research papers at the Western Regional Honors Conference (WRHC).</td>
</tr>
<tr>
<td><strong>Goal 2, Obj 5, Action Task 1</strong>&lt;br&gt;Recruit and enroll a higher percentage of well-prepared, fully admissible students who need no remediation. See goal 2, Objective 4, task 1</td>
<td></td>
<td>Due -Years 2-5, annually: A) Enrollment of well-prepared students at CSUDH increased by a percentage TBD in two years; by a percentage TBD in four years. B) Percentage of students requiring admission exceptions fell to near or below the CSU average.</td>
<td>Needs Improvement&lt;br&gt;Baseline remediation rate for those students requiring remediation in both math and English: 71.0% average percentage for two years (i.e., Fall 2002 and 2003). Fall 2004 is 77.0% (N=730), Fall 2005 74.6% (N=776) and Fall 2006 79.5% (N=1052). Students requiring remediation in either math or English 92% in Fall 2002, 93% in Fall 2003, 97% in Fall 2004, and 93% in Fall 2005. CSUDH begins participation in the Western Undergraduate Exchange effective January, 2007.</td>
<td>All reports were made to the Dean of Undergraduate Studies (Chief Retention Officer) to identify and make recommendations regarding retention and time to degree issues. The Provost charged the Council of Academic Advisors (CAA) chaired by the Director of the University Advisement Center (UAC) and the Dean of Undergraduate Studies to identify and make recommendations to implement “best practices” in academic advising to assist students to reach their academic goals in a timely manner. Additionally, the CAA will provide systematic sharing of information regarding academic advising issues throughout the campus.</td>
</tr>
<tr>
<td><strong>Goal 2, Obj 5, Action Task 3</strong>&lt;br&gt;Improve contact with community college counterparts to facilitate and streamline course articulation and improve preparation for transfer.</td>
<td></td>
<td>Due Years 2-5 annually: Average grade point average of students transferring from community colleges increased by .1.</td>
<td>To Be Evaluated&lt;br&gt;RECOMMENDATION: Improve congruency between the action task and the evidence of progress. Increase time to degree</td>
<td>The Provost charged a Student Retention Policy Council (SRPC) chaired by the Dean of Undergraduate Studies (Chief Retention Office) to identify and make recommendations regarding retention and time to degree issues. The Provost charged the Council of Academic Advisors (CAA) chaired by the Director of the University Advisement Center (UAC) and the Dean of Undergraduate Studies to identify and make recommendations to implement “best practices” in academic advising to assist students to reach their academic goals in a timely manner. Additionally, the CAA will provide systematic sharing of information regarding academic advising issues throughout the campus.</td>
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<tr>
<td><strong>Goal 2, Obj 5, Action Task 4</strong>&lt;br&gt;Expand collaboration between CSUDH faculty and local K-12 counterparts to recruit and admit high-achieving students.</td>
<td></td>
<td>Due -Years 1 – 5, annually: High-achieving students enrolling at CSUDH from feeder high schools increased by 20%. Years 1-5: Number of faculty visits to local K-12 schools increased.</td>
<td>Needs Improvement&lt;br&gt;RECOMMENDATION: Revise evidence of progress measure. Current measure unrealistic. Does the evidence of progress require 20% per year increases or 20% after five years? Does it still make sense to increase the number of faculty visits to K-12 schools? This measure is strictly quantitative and does not reflect the quality of the visits and relationships. By adding “traditional college-age” this goal can be merge with G2, Obj 4, AT7 and one can be removed.</td>
<td>In addition to efforts reported in Goal 2, Obj 4, Action Task 1 above, representative from the EAP office contacted all 42 high schools in the University’s designated service areas at the rate of approximately 20-25 visits per month during the spring semester in order to promote EAP and Dominguez Hills. Individual letters were sent to principals, testing coordinators, counseling service coordinators as well as math and English department chairs. As of Fall 2006, EAP reports directly to the Dean of the College of Education.</td>
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<td><strong>Goal 3, Obj 1, Action Task 1</strong></td>
<td></td>
<td>Due -Year 1: CSUDH definition of “diversity” discussed, interpreted and disseminated.</td>
<td>Making Satisfactory Progress RECOMMENDATION: Add VPSA as a secondary responsible party. The WASC subcommittee on this topic is making good progress on an improved definition of “diversity.”</td>
<td>January 2006</td>
</tr>
<tr>
<td><strong>Goal 3, Obj 1, Action Task 2</strong></td>
<td></td>
<td>Due -Yr. 2-5: Best practices applied in all programs and courses, through workshops, training sessions, open forums, etc</td>
<td>Making Satisfactory Progress The WASC subcommittee on this topic is making progress on this action task.</td>
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<tr>
<td><strong>Goal 3, Obj 2, Action Task 1</strong></td>
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<td>Due -Years 1-5: Workshops held annually for faculty.</td>
<td>Making Satisfactory Progress RECOMMENDATION: Add VPSA as a secondary responsible party as the Multicultural Center may be able to assist in the facilitation/coordination of a workshop.</td>
<td></td>
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<tr>
<td><strong>Goal 3, Obj 2, Action Task 2</strong></td>
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<td>Due -Years 1-5: An increased number of courses infused with multicultural content.</td>
<td>Making Satisfactory Progress</td>
<td></td>
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<td><strong>Goal 3, Obj 2, Action Task 3</strong></td>
<td></td>
<td>Due -Years 1 – 2: Number of community partnerships that foster and support a diverse student population increased.</td>
<td>Needs Improvement RECOMMENDATION: Add VPSA as a secondary responsible party.</td>
<td></td>
</tr>
<tr>
<td><strong>Goal 3, Obj 5, Action Task 2</strong></td>
<td></td>
<td>Due -Years 3 – 4: Existing mentoring programs were supported by providing release time for faculty and compensation for staff support.</td>
<td>Completed</td>
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**Goal 3, Obj 1, Action Task 1**
Develop an institutional definition of “diversity” and related expectations.

**Goal 3, Obj 1, Action Task 2**
Identify, disseminate, and implement in academic programs those “best practices,” including service learning, which will maximize learning for a diverse student population.

**Goal 3, Obj 2, Action Task 1**
Provide opportunities for faculty to learn how to infuse multicultural content and perspectives into academic programs and courses.

**Goal 3, Obj 2, Action Task 2**
Identify and infuse multicultural content and perspectives into academic programs.

**Goal 3, Obj 2, Action Task 3**
Through internships, volunteering, service learning, and employment opportunities, increase and enhance community partnerships that prepare students for a multicultural global society.

**Goal 3, Obj 5, Action Task 2**
Encourage, foster and mentor CSUDH graduates to seek doctoral degrees and become university faculty and staff members.
Goal 4, Obj 3, Action Task 1

**Identify and pursue areas of potential research not currently addressed, such as environmental, health care and social research.**

**Due - Years 1 – 5, annually:** Report from a task force of deans, faculty, and community constituents identified untapped areas of research.

**Due - Years 1 – 5, annually:** Responsibility assigned for initiating research in targeted areas.

**Making Satisfactory Progress**

**RECOMMENDATION:** Action task and evidence of progress measure should be reviewed regarding relevance and importance.

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**Forgivable Loan/Doctoral Incentive Program (Chancellor’s Office)** is a competitive program that provides loans to a limited number of full-time doctoral students at accredited universities across the United States. The purpose of the program is to increase the pool of individuals who show promise of becoming strong candidates for CSU instructional faculty positions by providing financial assistance to doctoral students with the motivation, skills, and experience needed to teach the diverse student body in the CSU. (5 students sponsored by CSUDH faculty were selected for 2006)

**National Institutes of Health Minority Biomedical Research Support Research Initiative for Scientific Enhancement** The RISE Program seeks to enhance the research environment at minority-serving institutions. The overall goal is to increase the interest, skills, and competitiveness of students and faculty in pursuit of biomedical research careers. The program offers support for faculty and student development activities, which can include on- or off-campus workshops, specialty courses, travel to scientific meetings, and research experiences at on- or off-campus laboratories. Support is available for evaluation activities, as well.

**The Ronald E. McNair Postbaccalaureate Achievement program** is designed to prepare participants for doctoral studies through involvement in research and other scholarly activities. McNair participants are from disadvantaged backgrounds and have demonstrated strong academic potential. Institutions work closely with these participants through their undergraduate requirements, encourage their entrance into graduate programs, and track their progress to successful completion of advanced degrees. The goal of McNair is to increase the attainment of the Ph.D by students from underrepresented segment of society.

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**RSCAAP Awards presented in 2006 to faculty who are pursuing areas of research supporting the interests of the local community in areas such as environmental, health care, and social research:**

- Karen Mason (Psychology) was funded for a study on ADHD in ethnically diverse college students. Results are to be presented at the International Neuropsychological Society Annual meeting.
- Keisha Paxton (Psychology) was funded for a pilot study of African-American heterosexual men to gain understanding in how to best research sexuality and HIV prevention in this population.
- John Thominson (Biology) was funded for a study of declining diversity in the bird population in tropical China in areas where native forests are converted to rubber plantations.
- Matt Mutchler (Sociology) was funded for a study of increasing incidence of HIV infections related to use of sex drugs among young Latino and African-American gay men. Findings will be presented to cooperating community based organizations such as AIDS Project LA and Gay Men’s Health Crisis, as well as at national conferences.
- La Tanya Skiffer (Sociology) was funded for a project to evaluate a Gang Prevention initiative implemented in the Boys & Girls Clubs of Long Beach. Findings will be presented at the National Youth Gang Symposium.

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**Goal 4, Obj 3, Action Task 2**

**Establish a research symposia series.**

**Due - Years 1 – 5, annually:** Symposia were held; community attendance

**Making Satisfactory Progress**

In Academic Year 05-06, the Faculty Colloquia on Research, Scholarship and Creative Activities continued. This event is organized by the Office of Research and Funded Projects and Graduate Studies Unit and sponsored by the Provost and...
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<td>documented.</td>
<td>Academic Senate. Three to four colloquia are held each semester with 10-15 faculty members in attendance. Administrators may also attend. At each session faculty informally talk about their research. The Colloquia uncovered related research interests among the faculty and sparked collaborative projects. This activity is being continued. Student Research Day was Nov. 16, 2006. Eighty-two students presented their work in oral or poster format. The keynote speaker was Dr. Jerry Moore from the Department of Anthropology. Over $10000 was secured from donations to support the event. Approximately 300 people attended.</td>
<td>January 2006</td>
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<td>Goal 4, Obj 4, Action Task 1</td>
<td></td>
<td>Due - Years 1 – 5, annually: Ten mutually beneficial campus/community projects generated.</td>
<td>Needs Improvement RECOMMENDATION: VPUA should be listed as the lead responsible party.</td>
<td>In the AY2003-2004, the WASC Steering Committee launched a funded-project effort to investigate further the issues related to the Core Issues of diversity and civic engagement. Calls for research mini-grant proposals were sent out campus-wide using the Research, Scholarship and Creative Activities Awards Program (RSCAAP) process during the 2004 through 2006 academic years. To date, 11 research projects have been funded focusing on the Researchable Questions and Expected Outcomes of Core Issues. Five of these have been related to civic engagement (three in 2004 and two in 2005). Results of each project are available at: <a href="http://www.csudh.edu/wasc/CoreIssues/CivicEngagement/FundedProjects.htm">http://www.csudh.edu/wasc/CoreIssues/CivicEngagement/FundedProjects.htm</a>.</td>
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**PROGRAM EFFECTIVENESS REPORT**

**ACADEMIC RESOURCE MANAGEMENT**

**Introduction**
The Office of Academic Resource Management (ARM) is responsible for the development of the Academic Affairs annual budget, resource allocation and expenditure control of all instructional and academic support areas under the Division of Academic Affairs. As in prior years, we continue to provide support services, counsel and advice on all budget and fiscal matters to staff and administrators. Our office provides data and produces numerous financial reports that are crucial for key decisions.

**Goals and Objectives for previous year**
The office spent a significant amount of time this past year working closely with members of the CMS team and the consultants to provide assistance in determining how current processes may need to be changed to accommodate changes in CMS. The group, which includes the AVP for ARM and the College Resource Managers, met regularly with CMS team members to discuss numerous issues relating to the implementation of the new system such as: determination of employee access to the various modules within the new system, verification of employee’s data and reviewing the chart of accounts before transferring data to the new system, system security, pre-implementation testing…

**Challenges**
Fiscal year 2006-07 had been another challenging year for the Division as we faced another 3.41% budget reduction due to the university’s current downturn in enrollment. The budget cut this year had forced us to reduce another half a million to the summer session, half a million reduction to Extended Education and the elimination of the Director of Development positions in the Colleges. Also, as recommended by the University Budget Committee (UBC) and approved by the President, all IT positions in Academic Affairs were transferred to the central IT division to centralize this function and help reduce costs for the campus. The division General Fund baseline budget for fiscal year 2006-2007 is $37,434,423.00 which is 63.18% of General Fund divisional total budget. Budget reductions over the last five years, from FY 2002-2003 thru FY 2006-207, totaled to $6,486,193.00, which resulted in insufficient resources to meet the division’s needs especially in term of operating expenses and equipment replacement costs.

**Goals and Objectives for next year**
Major goal for 2007 will be focusing on continue to work closely with the CMS team members to learn how to maximize the value of the new system. Even though the transition to the new system went smoothly, there is still a lot of work to be done such as: identifying all reporting needs, additional modifications to various processes, coordinating end-users training… Another goal for next year is the recruitment for a Resource Manager for the College of Liberal Arts. Currently, the College is without a Resource Manager and the search is underway to find a replacement.

**Summary & Conclusion**
As the campus continues to face enrollment shortfall, the resources allocating to the division had become seriously limited. We had done a tremendous job in re-directing our own resources to support new academic programs and the new tenure-track faculty hired this year. Our office will continue to work closely with the College Resource Managers to insure that we offer a sufficient number of classes to meet the demand of our students and at the same time staying within the budget allocated to us. We are confident that the expended outreach efforts, the new exciting programs implemented this year and the opening of our Student Union will help us achieve our enrollment target and subsequently new resources coming to the campus next year.
I. Introduction and Overview

The Office of Academic Affairs Personnel Services (AAPS) continued to administer the faculty personnel services that it has historically provided. In this academic year, the Office also reassumed responsibility for all Academic Affairs personnel services after the realignment of the office of Division Coordinator for Staff Personnel with AAPS. Gus Martin, Assistant Vice President for Faculty Affairs, supervised the Office of Academic Affairs Personnel Services. Division Coordinator Monica Jimenez coordinated staff-related duties. Office Manager Natalie Van Beek coordinated faculty-related duties. Administrative Coordinator Delores Craig assisted the Division Coordinator. Administrative Assistant Griselda Gomez assisted the Office Manager. One student assistant, Richard Munoz, provided support assistance as needed. AAPS’s Faculty Affairs Assistant position remained open.

II. Achievements

a. Faculty Affairs

Sixteen tenure-track searches and appointments were completed in this 2006-2007 academic year, and 34 searches were initiated for the 2007-2008 academic year. All current searches are coordinated through Academic Affairs Personnel Services. As in prior years, AAPS actively coordinated the faculty RTP review process. In this academic year, 138 members of the faculty are participating in RTP review. Of these, seven faculty members are being considered for tenure and a total of ten are being considered for promotion. Of the latter group, five tenured and five probationary faculty are seeking promotion with tenure. Ongoing evaluation of full-time lecturers occurs within the centralized RTP review process. Periodic review of part-time lecturers was conducted at the College level in compliance with the Academic Affairs Manual. For the first time, AAPS coordinated the consideration of lecturers for faculty range elevation on the salary schedule; this was done in compliance with the Unit 3 Collective Bargaining Agreement and the Academic Affairs Manual. As a central participant in the recently implemented mentorship program for newly appointed faculty, the Office conducted several additional RTP workshops this year as a service to new and returning faculty. This program provides a support system for new faculty (Academic Master Plan FS2.3). AAPS monitored and coordinated the faculty leaves of absence and retirement processes. The Office also continued to coordinate the activities of the University Leaves and Honors Committee, which concluded its consideration of applications during the Fall 2006 semester (much earlier than in prior years). As liaison to the Academic Senate’s Faculty Policy Council, the Assistant Vice President for Faculty Affairs advised the Council on revising the Perceived Teaching Effectiveness and Retention, Tenure, and Promotion processes.

b. Academic Affairs Staff

The Division Coordinator continued to administer Academic Affairs staff-related personnel services, as done prior to the return to AAPS. During 2006 an estimated 395 personnel transactions were logged, reviewed, tracked, and processed by the Coordinator and Administrative Coordinator. These transactions included permanent and temporary appointments, Special Consultant contracts, staff
separations, terminations, reassignments, reclassifications, in-range progressions, stipends, leaves of
absence, and staff and nonacademic related recruitments. The Division Coordinator continued to manage
the Unit 4 (APC) compensation program, PeopleAdmin recruitment process, staff and nonacademic MPP
separation process. She also managed the appointment of Unit 11 (UAW) bargaining unit employees, i.e.,
student teaching associates, graduate assistants, and instructional student assistants. The Administrative
Coordinator managed the staff and student payroll and timekeeping responsibilities for Central Academic
Affairs. The recent implementation of Common Management Systems (CMS) created new steps in both
the recruitment and hiring processes. This resulted in an increased turnover time for processing
documents, but did not otherwise hamper staff appointments.

c. New Responsibilities
Several new responsibilities were assumed by Academic Affairs Personnel Services: First, the
Office was tasked to manage faculty disciplinary investigations and implement sanctions when necessary.
These duties were formerly managed by the Office of Equity and Internal Affairs. Second, new
responsibility was assumed for the administration of the new part-time faculty separation (“check out”)
process. Third, new responsibility was assumed by the Division Coordinator for logging and tracking
staff-related grievances and contractual complaints for the Division, and informing Human Resources
when a Level II formal grievance or complaint is filed. The Division Coordinator now provides general
advice on grievance processing, and provides general advice on grievance procedures and deadlines that
are outlined in the collective bargaining agreements. The Division Coordinator also verified that MPPs
who hear grievances forward copies of all documents pertaining to the grievance. These documents
include union grievance forms, supporting documents presented by the union, all documents used by the
MPP during his/her grievance investigation, and the MPP’s written decision.

d. Ongoing Responsibilities
Unit 3 (CFA) collective bargaining responsibilities were coordinated by Academic Affairs
Personnel Services, including conflict resolution, grievance proceedings, and arbitration preparation.
AAPS continued to actively participate in the ongoing development and implementation of the new CMS
system. In this regard, AAPS participated in training and the completion of new CMS modules. The
Office also continued in its charge to respond to the many inquiries received each year on matters
involving faculty and staff personnel policies and procedures. Academic Affairs Personnel Services
regularly provided daily counsel and advice to faculty, staff, and administrators on an as-needed basis for
a variety of Academic Affairs human resources issues. Student grade appeals were managed by AAPS.

III. Goals and Objectives for the New Year

a. Faculty Affairs
Regarding AAPS’s faculty affairs duties, several new and ongoing goals are anticipated. These
include the following:

• Assume leadership for the implementation of new SB 1212 grievance procedures.
• Develop and implement the PeopleSoft-based faculty recruitment process, and assist with campus-
  wide training.
• Coordinate new first-year faculty evaluation process and make any necessary revisions.
• Advise the Faculty Policy Council on the revision of RTP and PTE processes.
• Research and develop online PTE process and functionality (Academic Master Plan FS2.3).
• Continue to conclude RTP and PTE processes in a timely manner.
• Continue to announce Leaves and Honors awards as early as possible (Academic Master Plan FS2.2).

b. Academic Affairs Staff
   Regarding AAPS’s Academic Affairs Staff duties, several new and ongoing goals are anticipated. These include the following:

• Reiterate procedures for Resource Managers, who occasionally misroute some AAPS-related documents which should be delivered to the Coordinator of Staff Personnel.
• Conduct outreach to Academic Affairs staff, many of who are unaware that AAPS also provides non-faculty services.

IV. Challenges

All of the traditional and new duties of the Office of Academic Affairs Personnel Services were carried out by six employees, including one student assistant and one employee working on a .75 time base. With the expected assumption of additional new duties in the coming academic year, AAPS will be tasked to manage a significantly increased workload. Challenges include the following issues:

• A significant increase in the Office’s workload will accompany the implementation of new SB 1212 grievance procedures.
• New responsibility will be assumed for faculty immigration matters in the 2008 calendar year.
• Faculty Affairs work stations have been obsolescent for some time. For example, computers have no USB ports and none have flat screen monitors. Nearly all equipment is seven years old.
• Management of the part-time faculty “check out” process will increase due to the newly assumed duty of administering the part-time faculty separation process.
• The apportionment of duties for the open Faculty Affairs Assistant position prevented the addition of desired services and improvements, as well as slowing normal processes.
• Mandatory implementation of PeopleSoft will continue to increase AAPS workload in the next academic year.
• The implementation of CMS resulted in an increased turnover time for processing new staff recruitments and appointments.
• New timekeeping procedures for reporting student work hours requires that all students, supervisors, and timekeepers receive additional training by CMS consultants in order to complete the timesheet.
• The Division Coordinator and Administrative Coordinator will be responsible for training new student workers and supervisors on the new timekeeping process and procedures.

V. Summary and Conclusions

In this academic year, Academic Affairs Personnel Services reassumed responsibility for faculty and Academic Affairs staff services. Traditional services were provided for both functions in a timely manner, in addition to the provision of new services. New challenges for AAPS resulted from new duties, obsolescent work stations, and incomplete staffing. Nevertheless, operations proceeded as required.
AAPS - APPENDIX A

New Faculty Hires 2001-2006

College of Business Administration and Public Policy
Tenure-Track Information from 2001-2006

<table>
<thead>
<tr>
<th>Department Name</th>
<th>New Hires</th>
<th>Unfilled Searches</th>
<th>Projected Hires</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting &amp; Finance</td>
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</tr>
<tr>
<td>Computer Info. Systems</td>
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<td>8</td>
</tr>
<tr>
<td>Management &amp; Marketing</td>
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<td>3</td>
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<tr>
<td>Pol Sci, Econ &amp; Labor Stud.</td>
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<tr>
<td>Public Administration</td>
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College of Liberal Arts
Tenure-Track Information for 2001-2006

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<td>English</td>
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<td>1</td>
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<tr>
<td>Foreign Languages</td>
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<tr>
<td>History &amp; Philosophy</td>
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<tr>
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<td><strong>Totals:</strong></td>
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College of Education
Tenure-Track Information for 2001-2006

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<td>Teacher Education</td>
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### College of Health and Human Services

#### Tenure-Track Information for 2001-2006

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### College of Natural and Behavioral Sciences

#### Tenure-Track Information for 2001-2006

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### Recruited Academic Affairs Staff Positions 2002-2006

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<tr>
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<tr>
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<td>2005</td>
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<td>0</td>
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Office of Event Scheduling and Planning
Program Effectiveness Report

Introduction
The Office of Event Scheduling and Planning is a recent full time addition to the AA Division. Prior to the AY 2006-07, this office (formerly Ceremonies and Events) was housed in the University Advancement Division area but funding was provided both by UA and AA. One of the primary missions of the Office of Event Scheduling and Planning is to plan, produce, and manage various academic events. The office provides a whole range of services when requested from building data bases for mailings to special events, coordinating and hosting events, writing scripts, selecting vendors, seeking the assistance of volunteers and other services. Also, when requested, Event Scheduling and Planning has an Inventory Store which includes items (decorations, easels, writing pads, tablecloths and table covers, banners, etc.) that can be used for retreats, conferences and social events. There are even a few gift items that can be given to campus visitors. There is a very limited budget for these items and they are used for specific occasions. The Event Scheduling and Planning office has a virtual store of decorations that is loaned out to other AA units when they have special events.

Achievements
The office coordinated and/or assisted with the following events and activities during fall 2006:
- Fall Convocation (General Faculty and Staff Meeting)
- Provost Luncheon Seminar
- Day with Dominguez – Community College visits
- WASC Visit Team Welcome Reception
- Inaugural Alumni Achievers Mix and Mingle
- 2006 Conference of the Pacific Coast Council on Latin American Studies
- Student Research Day

The staff will plan, assist with and/or provide consultation for the following events and activities during spring 2007:
- Spring Convocation (General Faculty and Staff Meeting)
- Annual Academic Affairs Faculty Awards Reception
- Provost Luncheon Seminar
- Day with Dominguez – Community College visits
- Campus Peer Review Visit
- Commencement Fair
- Honors Convocation: Celebrating Academic Excellence
- Testing Officers’ Conference
- CSU Student Research Competition
- Graduate Commencement and Masters Hooding Ceremony and Reception
- Undergraduate Commencement and Reception
- Testing Officers’ Conference
- Honors Convocation: Celebrating Academic Excellence
- CSU Student Research Competition
- Graduate Commencement and Masters Hooding Ceremony and Reception

Goals
The anticipation is for this office to become the “go to” office for all events sponsored by the Division of Academic Affairs and not just for selected events. Another goal is to develop a Freshman Connection program to connect incoming freshman with their prospective graduation date. This would allow the director to attend new student orientation and host some type of ritual that connects the students to their graduation date. The ritual could be repeated prior to Commencement to remind them of their first year at CSUDH.

Conclusion and Summary
The Office of Event Scheduling and Planning can be extremely important to a university. Special events allow the university to engage the broader community in the educational and creative efforts of our university.
They showcase the work that goes on here and celebrate the achievements of our faculty, students, staff, and alumni (Academic Master Plan AR1.3 and AR1.4). A well planned and executed event presents a very personal face to the public, giving attendees an opportunity to feel welcomed and valued by the university. Especially for donors, prospective students and governmental officials, an event can be a turning point in their decision making process.
Upon review of the data submitted by Provost Mori in the Program Effectiveness Report, CY 2006, and the information shared in the public hearing on March 12, 2007 by Provost Mori, the AAPEC makes the following observations and recommendations.

A thorough review and update on the achievement of goals and objectives in CY 2006 was provided. Supporting data provided evidence of the achievement of the goals.

I. Unit Goals and Objectives in relation to the University’s Mission

Following is a summary of the goals and the action on each one:

- By September 2004 prepare a draft plan for academic technology for full implementation in Spring, 2005. Action: The writing of the draft plan was completed in Fall, 2006, and is being reviewed by the academic units.
- Implement the goals and objectives from the University Strategic Plan assigned to the Division of Academic Affairs. Action: Although fiscal constraints have severely impacted the ability to achieve some goals and objectives, progress has been made. Some goals and objectives will not be achievable without new resources.
- Continue Division of Academic Affairs leadership in the WASC accreditation process. Action: The Fall visit by WASC was a huge success due to the able leadership of the Vice Provost and the WASC co-chairs.

Commendation: The university’s accreditation status has been significantly strengthened through the leadership given by Academic Affairs and the campus can take great pride in its Institutional Proposal being singled out as one of the best!

Recommendation: It is recommended that Academic Affairs continue to “make the case” for minimal reductions in resources in times of university budget reductions so that the colleges can maintain quality in academic programs, provide resources for new programs, and offer the courses needed to bolster FTES.

II. Criteria for Review of Program Effectiveness

The evidence suggests that the process for reviewing program effectiveness has “matured.” Increasingly the colleges are following the methodology that has been established and are incorporating the data from the PEAT. Although some programs have yet to fully incorporate the assessment techniques, significant progress has been made and a good basis for evaluating program effectiveness has been established.
Commendation: The leadership in Academic Affairs is to be commended for the “streamlining” of the program review/assessment process and the creation and implementation of relevant data in this process.

Recommendation: It is recommended that Academic Affairs continue to work with the colleges in fully integrating the assessment/program review process so that the strength of programs is validated and informed decisions can be made about the deployment/re-deployment of limited resources.

IV. Unit’s Goals and Objectives for the Next Two Years

The following goals were presented:

1. Continue to hire and support tenure-track faculty.
2. Continue to establish new academic programs.
3. Continue efforts to make CSUDH a learner-centered campus
   Substantial progress has been made in transforming the campus into being “learner-centered.” This is being done incrementally and requires the efforts of all departments and programs.

The stated goals are largely a continuation of the past year’s goals but continue to be important during this period in which the university seeks to boost its enrollment and generate additional financial resources.

Commendation: The record of hiring new faculty with impressive qualifications is a great accomplishment, especially considering the fiscal constraints under which they were hired. Much of this was achieved as a result to the support provided by Academic Affairs in working with the colleges in the recruitment/selection/appointment process.

Commendation: Academic Affairs is applauded for expanding the number of sections of UNV 101. The success of this change is clearly reflected in the high retention ratios of students that complete this course.

Recommendation: It is recommended that as new programs are being developed and approved for implementation, the resources required for such implementation be identified to assure program success from the point of initiation.

V. Challenges

Following are the challenges listed for the coming year:

1. **Enrollment growth.** Although the Chancellor has indicated that the university will not have to “pay back” funds due to a budget shortfall for the coming year, Academic Affairs will continue to work with other campus bodies in continuing recruitment efforts to strengthen enrollment.
2. **Budget.** Even with the relief of not having to pay back funds due to “under-enrollment,” decisions about the allocation of funds between divisions and within the division are important.

*Recommendation:* It is recommended that Academic Affairs urge that the established, open, consultative budget process be followed by the university. It is noted that this process was applauded by WASC in its recent accreditation visit.

*Recommendation:* It is recommended that Academic Affairs urge that the structural problems in the campus budget be addressed at the highest levels.

*Recommendation:* It is recommended that the space and facility needs that are being identified in the Academic Affairs Space and Facility Plan be given priority funding.

3. **Recruitment of New Faculty.** The recruitment of new tenure-track faculty and new hires for the replacement of faculty who are retiring continues to be an important priority. Support provided for new faculty is also vital.

*Commendation:* As indicated earlier, recruitment efforts have resulted in the hiring of outstanding new faculty. The support provided to these new faculty has been outstanding and is especially important to the building of a strong faculty in times of challenging fiscal constraints.

4. **Technology.** The obsolescence of faculty computers and other equipment is negatively impacting the quality of instruction. This situation is serious and getting worse.

*Recommendation:* It is recommended that Academic Affairs request that the “equipment replacement fund” be re-established at the university level and that priority be given to the needs indicated in the technology plan that is being established.
Observations/Commendations/Recommendations for all Colleges

The Academic Affairs Program Effectiveness Committee has concluded its review of the CY 2006 Program Effectiveness Reports and appreciates the responses to questions and further insights provided in the hearings held with each unit. The AAPEC noted that the program review process was significantly improved over the past year.

Commendation: The colleges are to be commended for more fully implementing the program review process as specified in the guidelines. The improvements have made the process more useful at both the college and university level.

The current fiscal constraints continue to provide a major challenge to sustain program quality while at the same time adding new programs. Hiring faculty to staff new programs and replace faculty who are leaving must continue to be a high priority. The colleges will need to continue to work collaboratively in striving to meet enrollment targets and, at the same time, strengthen existing programs and plan and implement new programs. Class scheduling will demand even closer scrutiny to maximize FTES in times of limited budgetary resources. Recruitment efforts that were recently launched will need to be continued and expanded.

In the course of the AAPEC review, several issues repeatedly surfaced. Last year concern was expressed about the urgent facility needs and the need for support for development. That situation seems to be exacerbated. Needed improvements in instructional facilities and support for equipment in many instances have reached a critical stage. While the colleges are still expected to pursue development/fund-raising, the removal of individual college development officers seems to have considerably impeded this effort.

AAPEC is, therefore, making the following recommendations:

Recommendation: That the university give high priority to funding the academic facilities plan that is being developed. Colleges will need to continue to solicit non-state funding to supplement state resources. Pleasant facilities are essential for a “learner-centered” university.

Recommendation: That special attention be given to the equipment needs throughout the academic programs. A plan should be developed for the replacement of existing computers in faculty offices, classrooms, and laboratories and for the purchase of new computers for new faculty hires. Creation of additional mediated classrooms is also essential.

Recommendation: It is imperative that program viability be considered when downsizing and re-prioritization occurs to insure that essential programs remain strong.

Recommendation: With the centralization of Information Technology support, it is imperative that IT work closely with the colleges in meeting their technological support needs so that they are able not only survive but also thrive in an atmosphere of limited fiscal resources.

Recommendation: Given the budgetary challenges that the university faces, it is recommended that Academic Affairs support the established open budget process both within the division and at the university level.
College of Business Administration and Public Policy  
AAPEC Report – Spring 2007

The information below is based on the report and additional materials submitted by Dean Strong and the discussion from the March 5, 2007 hearing.

Dean Strong’s report began by specifically addressing the AAPEC recommendations from the previous report. In response to the overall recommendations, Dean Strong noted that CBAPP is working closely with Academic Affairs on a facilities plan and with the Associate VP of Development toward the goal of an increase in external funding. In response to the specific recommendations for CBAPP, he also indicated that…

- the emphasis on the business programs (less emphasis on other programs) was appropriate for the college;
- the work toward accreditation has been shared with (and should thus benefit) all departments and programs, and the strategic plan is inclusive;
- the PEAT data has been incorporated into the PER;
- all departments have been asked to create an Intellectual Contributions Policy;
- the CBAPP advisory board was expanded to include all programs;
- the feasibility of moving self-support programs to state support was analyzed, and findings indicate that the programs should remain as they are.

I. Unit Goals and Objectives

Dean Strong indicated that the PER report was based on the CBAPP strategic plan. He listed three strategic directions and listed the related CSUDH goal statements. Each of the strategic directions included one or more objectives.

- CBAPP Strategic Direction 1 – Building close relationships with practitioner communities that utilize the disciplines of the College.
  *Progress:* There has been a great deal of progress in this area – expansion of advisory board, dean serves on advisory boards in the community and businesses, electronic newsletter sent out, and internships increasing.

- CBAPP Strategic Direction 2 – Enhance revenue.
  *o* Increase FTES to increase system and university funding.
  *o* Increase non-state revenue.
  *Progress:* MPA/MBA curriculum revisions are complete or underway. There have been problems with MSEM; CSULB is not referring students. Fund raising has not increased as planned, but there is increased activity in grant writing. CBAPP was not able to create new hybrid courses as planned because of the time involved in planning. Some new concentrations have been added to the MBA and new undergraduate concentrations and majors are in place or in curriculum review.

- CBAPP Strategic Direction 3 – Improve competitiveness by improving overall management with special emphasis on strategic and tactical decision making and execution of action plans.
  *Progress:* Scholarly productivity is increasing, reaching or becoming closer to accreditation standards. Assigned time is being granted for scholarship, but
faculty must show progress. Some new faculty have been hired, but some disciplines such as marketing are hard to fill (salaries are an issue). Progress has been made in learning outcomes. A faculty member is now the Director of AACSB Accreditation and Assessment. The structure of CBAPP has changed to three instead of five departments in business (in order to justify 12 month chairs). Public Administration and PEL might consider a merger. Economics and Labor Studies are not doing well; the dean stated that they need to hire more faculty or they should be closed.

Commendation: The expansion of the Dean’s Advisory Board to include representation from all CBAPP disciplines and the interaction of board members and the business community with college faculty and students should be very beneficial.

Commendation: Grant writing and scholarly activity have increased significantly. The college continues to move toward AACSB accreditation.

Recommendation: Create a specific plan to evaluate the structure of the non-business programs, with a goal of determining the feasibility of program closure and/or combination with the recognition that economics is an essential program in the university.

II. Criteria for Review of Program Effectiveness

Dean Strong cites evidence to support the four criteria for program effectiveness.

- Quality of Instructional and Instructional Support Programs
  - Evidence: Effectiveness of Advising Office (primarily for business programs) based on student surveys, hiring of new faculty, new concentrations and majors, learning outcomes efforts, progress toward accreditation.

- Contribution to Student Success
  - Evidence: Expansion of Advisory Board, interactions among faculty, students and business community, internships, new concentrations and majors, progress toward accreditation, increased activity in revenue-seeking.

- Interdependence of Programs
  - Business programs share a core curriculum, non-business programs allow electives, Political Science has a general education course, business offers undergraduate minors.

- Contributions to an Academic Discipline
  - Increased scholarly activity and grant writing.

Recommendation: Make clear distinctions in the PER between numbers in FTES-generating programs and those in self-support programs.
III. Achievements

Highlights from the other sections of the report include: expansion of the Advisory Board, increased scholarly activity, hiring of new faculty, the creation of new concentrations and undergraduate majors, increased grant writing, a concentrated effort in the area of learning outcomes, and continued effort toward AACSB accreditation.

IV. Unit’s Goals and Objectives for the Next Two Years

Dean Strong lists three goals:
1. Improve the integration of departments into a more cohesive college.
   This goal was included in the previous PER. Dean Strong cites the PEL chair’s report and a perception of improved relations among the departments as evidence of progress.
2. Consider combining the departments of PEL and Public Administration.
3. The MPA program should achieve NASPAA reaccreditation in AY 07-08.

Recommendation: Ensure that all department chairs (business and non-business programs) are held responsible for reporting information related to program effectiveness and that the information is shared across the college.

IV. Challenges

Highlights from the other sections of the report include: continued effort toward AACSB accreditation, the need to hire qualified faculty, increased scholarship, increased funding, fully integrating non-business programs.

Commendation: The college is commended for continuing efforts toward AACSB accreditation despite budget constraints.
Upon review of the data submitted by Dean Lynne Cook in the Program Effectiveness Report, CY 2006, and the information shared in the public hearing on March 12, 2007 by Dean Cook, the AAPEC makes the following observations and recommendations.

The theme of the PER is “much has been done, but much remains to be done.” Dean Cook has taken on many of the challenges that faced her when she assumed administrative responsibility for the college. The dramatic drop in COE enrollment and in the university overall, has created fiscal constraints that limit the ability of the college to respond to many of the challenges it faces.

I. Unit Goals and Objectives in relation to the University’s Mission

Dean Cook provided information about the college’s meeting each of the previous year’s goals. Some of the specific goals/objectives that have been achieved are:

- Strengthening of the administrative team in the college.
- Reorganization of the Student Advisement Center that has resulted in improved advisement experiences for students.
- Improved scheduling of faculty hours which resulted in broader availability of faculty for student advisement.
- Development and implementation of new student recruitment strategies which supported the college in reaching or exceeding its enrollment targets in CY 2006.
- Improved communication and openness between the college administration and the faculty and staff.
- Reorganization of the Single and Multiple Subject Credential programs.
- The strengthening of the Liberal Studies Department.
- The revision of the TED curriculum.

**Commendation:** Significant improvements have been made in the general operation of the college, in the services to students, and in revisions of the curriculum.

**Recommendation:** Continue to develop structures for faculty to share ideas and resources related to scholarship. Seek ways in which to strengthen the technological support so that technology can be infused in the curriculum and faculty can demonstrate its use in instruction.

II. Criteria for Review of Program Effectiveness

Dean Cook provided support for the four criteria for program effectiveness.

- Quality of Instructional and Instructional Support Programs
  - Evidence: Faculty regularly review curriculum, learning outcomes are measured and all assessment reports required within the university and by external agencies have been submitted.
• Contribution to Student Success  
  ○ Evidence: Results of student performance measures, exit surveys, graduate follow-up studies and employer surveys are positive. A graduate student admitted in 2006 was selected as a Rhodes Scholar for Fall 2007.  
• Interdependence of Programs  
  ○ Evidence: LBS, TED, and GED are working together to help students transition from the undergraduate to credential and graduate programs.  
• Contributions to an Academic Discipline  
  ○ Evidence: Faculty have published widely and presented at conferences. A large number of faculty have also been successful in securing funding for projects.  

Commendation: The college has been significantly strengthened internally, has improved its advising services, and expanded its collaboration with off-campus agencies. Its success in securing external funding is especially important during a period of tight budgetary constraints.  

Commendation: The TED program has experienced an increase in enrollment and now efforts will be focused on the GED and Special Ed programs.  

Recommendation: Continue to refine the assessment/outcomes data that are available to more specifically provide evidence of student achievement.  

Recommendation: To continue to work towards reducing the number of courses required for the PPS School Psychology Program with a view towards minimizing redundancy and minimizing the cost for students.  

IV. Unit’s Goals and Objectives for the Next Two Years  

Dean Cook provided the following goals for 2007 and their relationship to university goals along with a timeline for achievement of the goals:  

1. To recruit, prepare, and provide support to a diverse group of students who will attain the highest educational and performance standards in their field of specialization.  
2. To recruit, develop, and support a diverse faculty who model excellent teaching informed by current research and best practices and who actively participate in their field of specialization.  
3. To develop, implement, evaluate, and sustain quality research-based programs responsive to the needs of diverse urban communities that continually define best practices.  

Commendation: The goals are laudable and challenging. Many can be achieved without additional resources; however, some will require the redeployment of existing resources or the identification of new resources. Much progress has been made in the moving the college forward in the short tenure of the dean.  

Recommendation: Given the dismal fiscal outlook for the university for the coming year, the college will need to seek ways in which to redeploy its existing resources.
Recommendation: The college’s goals and objectives should be derived from the Academic Master Plan. No such linkage was evident in the PER.

V. Challenges

The challenges that Dean Cook enumerated were:

1. The need to transform the longtime culture of the COE.
2. To develop innovative ways of recruiting students.
3. Maintaining an adequate number of faculty and staff in times of declining budgets.
4. Improving technology (computers) and facilities.
5. To continue to recruit experienced professionals to serve as part-time faculty.
6. To recruit mid-career professionals as enrollment increases and to replace faculty who retire or resign.
Upon review of the Program Effectiveness Report submitted by the College of Liberal Arts, AAPEC makes the following commendations and recommendations:

I. Unit Goals and Objectives in relationship to the University’s Goals

The goals and objectives as stated in the PER for 2006 were to:

- Increase enrollment by designing programs and building partnerships that will attract new audiences.
- Address the space needs of the College by studying existing space utilization, rationally re-assigning space where possible, and designing resources for renovation and/or construction.
- Transform some challenges listed above to fund-raising opportunities.
- Develop a cohesive marketing plan within the College that takes advantage of electronic communication and the concept of collaborative advertising.

Commendation: The College appears to address two of the University’s goals, that is to “construct and implement a sound process of planned enrollment” and to “engage in interactive partnerships.” The other goals, as stated, which address space needs and fund-raising opportunities, are recognized as being necessary for student success, sound planned enrollment, and perhaps, build upon the University’s “unique cultural and demographic diversity.”

II. Criteria for Review of Program Effectiveness

Based on the guidelines for the Program Effectiveness Report, the college did not adequately summarize the data relative to the following criteria:

- Quality of Instructional and Instructional Support Programs
- Contribution of Student Success
- Interdependence of Programs
- Contributions to an Academic Discipline

Commendation: The College’s report referenced the USLOAC report, stating that with one exception, “all CLA programs have identified learner-centered, measurable Program-level Outcomes and Program-level assessment(s)...”, although a copy of the report was not provided. Specific examples of program activities were cited and the college is to be commended on its achievements relative to its programs.

Recommendation: The College should indicate how the program activities have met the “Criteria for Review of Program Effectiveness” such as contributing to student success or an academic discipline. For example: What are the demonstrated outcomes/indicators, i.e. evidence of professional recognition of students, faculty, and/or staff?
III. Unit’s Goals and Objectives for 2007

The College’s goals for 2007 are:
- Complete the College Strategic Plan
- Obtain funding for renovations of needed laboratory space
- Increase outreach efforts of the programs
- Establish advisory boards for selected programs

Commendation: AAPEC applauds CLA for establishing goals that are challenging and appear to be designed to meet some of the immediate needs of the College such as space limitations and funding.

Recommendation: Align the goals with the University’s goals and objectives. It is also recommended that as goals and objectives are accomplished, the activities related directly to the accomplishments should be listed.

IV. Challenges

The College was quite expressive (and passionate) in regards to its challenges, which in part related to the campus budget, lack of adequate faculty, and space needs. The budget was identified as one its main challenges with lack of space also being high on the list. The College demonstrated how a successful outreach effort, as with Anthropology, can have negative effects when the department has more majors than the full-time faculty can handle. The lack of adequate facilities was sited as a challenge for the Division of Performing, Visual, and Digital Media Arts and for Communications and English as well.

Recommendation: That a cohesive marketing plan be developed for the college with a special focus on new programs such as the Conflict Resolution and Peacebuilding program.

Recommendation: Recognizing that the needed equipment is already on hand, it is recommended that the college work collaboratively with the library in establishing a sound studio in La Corte Hall.

Recommendation: Recognizing that the needed equipment is already on hand, it is recommended that the college work aggressively in establishing the new laboratory for the Digital Media Arts.
College of Health and Human Services
AAPEC Report – Spring 2007

Upon review of the data submitted by Dean Mitchell T. Maki in the Program Effectiveness Report, CY 2006, and the information shared in the public hearing on March 5, 2007, by Dean Maki, the AAPEC makes the following observations and recommendations:

I. Unit Goals and Objectives in relation to the University’s Mission

Dean Maki provided ample information to substantiate the progress of the CHHS in meeting a number of its goals. In line with a recommendation made by the AAPEC last year, the 2006 PER clearly identifies alignment between the goals and objectives of the College and those of the university. Of particular note are the accreditation of the Occupational Therapy program (MSOT) and the creation of two new degree programs (Master of Social Work and Bachelor of Science in Child Development), in addition to the approval by the governing accrediting body of an entry-level MSN program. Although the College fell somewhat short on its goal of hiring 8 new faculty members, there were 5 successful hires. Last year the AAPEC recommended that more information be provided on the actual progress made in accreditation of the Athletic Training Program, but with the loss of key faculty in that program, the College is now re-evaluating whether or not this will remain as a goal. Further progress has been made toward the creation of a graduate program in Communication Disorders.

Recommendation: It is recommended that the CHHS aggressively pursue the formation of its Advisory Board.

Commendation: The College is to be commended for impressive achievements in the creation of new programs and courses, and the successful accreditation of the OT program. In addition to the new degree programs, the AAPEC further notes completion of two other important goals: maintaining a Student Services Unit for HHS majors and the approval and implementation of the Clinical Nurse Leader role option in the MSN program.

II. Criteria for Review of Program Effectiveness

Strong evidence was provided of the college’s effectiveness in meeting the criteria for assessing Quality of Instructional Programs, Contributions to Student Success, Interdependence of Programs, and Contributions to an Academic Discipline. There was positive growth in all but one of the declared majors within the College’s programs. Measures of student success include high employment rates for graduates of the School of Nursing and majors in Clinical Science and Medical Technology/Cytotechnology, as well high first time pass rates on national board exams for the latter, and high post-graduate professional licensing rates for MFT students. The HUS has updated and revised its curriculum, which will be submitted in Spring 2007. The PER also notes that HUS has taken steps to improve the didactic coursework affiliated with the clinical
internship, but there is not clear information regarding progress in the development of student learning outcomes for Human Services majors, as was recommended by the AAPEC last year.

Commendation: Efforts to develop a Human Performance Laboratory which would exemplify the concept of “communiversity,” as well the submission of a proposal to secure funding for an interdisciplinary multi-institutional teaching and research laboratory at the VA Long Beach Medical Clinic, are laudable goals which will hopefully come into fruition.

III. Achievements

The PER reflects myriad achievements by all departments and divisions within the CHHS. A proposal for a Child Development program was approved by both the UCC and the C.O, and the program will begin in Spring 2007. Congratulations! The MSW program has completed its first accreditation visit and received a positive review. New faculty were hired in Kinesiology, Human Development, and the MSW program. Floor plans have been completed for construction of clinical sciences laboratories for Health Sciences and Occupational Therapy, to be built in Welch Hall.

Commendation: The CHHS has had outstanding success in not only meeting, but surpassing, its FTES targets. This is surely a reflection of both the value and quality of its program offerings.

IV. Unit’s Goals and Objectives for the Next Year

The College was successful in meeting several key goals for this year, and has listed a number of goals for next year as ongoing. With the current addition of several new programs and plans for additional ones, many of the goals for 2007 focus on program expansion, the hiring of new faculty to accommodate growth, and the augmentation of FTES within specific programs. The goal to develop a strategic plan during 2006, which was listed in the 2005 PER, no longer appears in this year’s PER.

Recommendation: Although the CHHS has done a good job of more clearly identifying how its mission, goals and objectives align with those of the university, the College still needs to develop its own strategic plan.

Commendation: The CHHS is to be commended for its ambitious growth and development plans, its creative vision of new partnerships at both regional and international levels, and its commitment to faculty mentorship and scholarship. The College also deserves praise for its many outreach and advising activities for students, including the acquisition and distribution of a variety of stipends and scholarships, and the procurement of interagency support for clinical rotations, field site placements, and instruction.
V. Challenges

Given the projections for continuing FTES growth in existing majors, and the establishment of new degree programs and concomitant need to secure multiple resources for expansion, the CHHS faces formidable challenges in these uncertain budget times. The College is appropriately concerned about the impact that budget constraints have had on its ability to provide support to faculty and staff for professional development activities. The difficulty of attracting and keeping quality faculty members in light of salaries which may not be competitive with like institutions is also a concern. At the same time, it appears that the administration, faculty and staff of CHHS are dedicated to maintaining standards of excellence and are actively pursuing alternative sources to support and generate growth and quality in their programs (e.g., more external funding, enhanced marketing strategies, partnerships with other agencies). The highly regarded School of Nursing faces additional challenges in maintaining “cutting edge” quality of the online nursing program.

Commendation: The CHHS is engaged in many exciting programmatic endeavors, and is to be commended for its multiple planning efforts, commitment to excellence, and vision of the future. The strength of its programs is reflected in the meeting and surpassing of FTES targets, and the College is commended for its distinguished contributions to our students and to the reputation of the university.
Upon review of the data submitted by Dean Charles Hohm in the Program Effectiveness Report, CY 2006, and the information shared in the public hearing on March 5, 2007, by Dean Hohm, the AAPEC makes the following observations and recommendations.

I. Unit Goals and Objectives in relation to the University’s Mission

Dean Hohm provided information about the progress toward each of the previous year’s goals.

*Commendations:* Significant progress was made toward several goals. Two new programs were established. A course was charted for fundraising including working with Emeriti, alumni, and private companies and agencies. The UCRC was established, a director appointed, and funding received for five projects. Three high-quality tenure-track faculty were hired last year, four this year and four more are planned. A values and goals statement has been developed; a mission statement is in progress. A strategic plan and academic plan were both implemented. A newsletter has been produced twice. The number of publications increased significantly, as did grant funding. Significant project funding has been secured in the past year and even greater amounts of funding are “in sight.” Overall, goals were either reached or progress made toward each.

II. Criteria for Review of Program Effectiveness

The *USLOAC* report from Dr. Cruise was provided which indicates several programs need to provide more evidence of learning and continuous program-level assessment.

A Student Services Center created in conjunction with CLS continues to be successful in providing adequate advising to students continuously throughout the year.

The College continues to be active in the CSU Desert Studies Center. CSUDH Physics and CSUF Engineering are collaborating on a physics-engineering BS and MS degree. Faculty in NBS are major participants in the Quality Education Development project which could potentially have significant impact on science and math education.

*Commendations:* Collaborations with community agencies, universities, and the federal government are in abundance and reflect vibrancy within the college especially in the impact they have on student experiences. Funding to support projects is significant.

*Recommendation:* Behavioral Science, Chemistry, Earth Science, Mathematics, Teaching Mathematics, Physics continue to work to meet the essential elements set forth by *USLOAC.*
III. Units Goals and Objectives for the next two years

Last year a recommendation was made that “the Dean should prioritize the development of the Science Waiver program such that it is completed within six months.” It was unclear in this report if this was addressed. The Dean has continued with goals that will be achieved over time with the actions he has outlined. He has also added several new goals that reflect progressive movement of the College.

*Commendation: Dean Hohm has met the goal of developing an advisory committee and has increased grant activity.*

*Recommendation: That high priority be given to complete the development of the Science Waiver program.*

IV. Budget Planning

Considerable effort is reported toward increasing student recruitment activity including creation of attractive materials for distribution.

Dean Hohm continues to underscore the need for reduced faculty work loads, renovation of labs, correction of serious NSM building deficiencies, active fund raising, and specifically addressing the need to examine what is perceived to be an underfunding of the “sciences.” Dean Hohm continues to carefully consider resource allocations and redirect funds to pursue programs that will be attractive to potential students and have growth potential.

*Recommendations: (1) Actively continue efforts toward securing a new building in collaboration with CHHS. (2) The measure of resource effectiveness should exclude comparison of costs of FTE with other colleges, as there are many variables that influence cost differentiations.*

*Commendation: Dean Hohm and the NBS faculty’s efforts have resulted in grants and contracts bringing resources and acclaim to the University.*
Upon review of the data submitted by Dean Marge Gordon in the Program Effectiveness Report, CY 2006, and the information shared in the public hearing on March 5, 2007 by Dean Gordon, AAPEC makes the following observations and recommendations.

I. Unit’s Goals and Objectives for previous year in relation to the University’s Mission and Goals

The College mission complements the University mission with particular emphasis on international perspectives, access, and the pursuit of productive relationships. CEIE continues to make substantial progress towards meeting its goals. For example, in order to address the changing needs of the University, the College has established a curriculum committee, reorganized the Operational unit to include oversight of all course related faculty services, and replaced several positions in its IT. In addition, the College has established a customer service/advisement center, submits program reviews, offers faculty orientations, implements spring intersession, and upgraded facilities, to name a few.

Commendations:
1. The College is largely a self-supporting entity and as such generates resources. For example, CEIE received a fifth ETP contract from the State of California for $400,534. Congratulations!
2. Congratulations on your upgraded facilities.

II. Criteria for Review of Program Effectiveness

CEIE provides a great number of programs that are taught by well qualified faculty members. Many programs are no longer supported by State Funds. These programs contribute to student success as demonstrated by the fact that approximately 860 certificates and 130 master’s degrees were awarded by CEIE.

Commendation: The College is commended for accommodating the needs of working students by providing support services during nontraditional hours: Monday through Thursday from 8 am to 8 pm, Friday from 8 am to 5 pm, and Saturday from 8 am to 1:30 pm.

III. Achievements

The College has grown significantly in terms of revenues, enrollments, and new programs. One of the most significant accomplishments is the emphasis placed on training. This is demonstrated by the amount awarded to the College in its fifth ETP training contract as mentioned earlier. The award is more than six times greater than the previous ETP.
IV. Unit’s Goals and Objectives for the Next Year

As requested by AAPEC, CEIE’s summarizes its objectives as found in the College’s Academic Master Plan in measurable terms and with baseline data when appropriate.

V. Challenges

Dean Gordon indicated that in the past year staff retirements and resignations were used as an opportunity to reorganize the college. Additionally, students are being used to replace one of the positions (i.e., marketing). Also, responsibilities have been spread out to help replace one director who was not replaced.

Commendation: In these very challenging budgetary times, AAPEC commends the CEIE for all that it does for the University and community.

Recommendation: Support should be provided for marketing and outreach of the Study Abroad Program. Colleges should be encouraged to offer “study abroad courses” to broaden the learning experiences of our students.
UNIVERSITY LIBRARY
AAPEC REPORT – Spring 2007

Upon review of the University Library’s Program Effectiveness Report, CY 2006, and the information shared in the public hearing on March 12, 2007, by Dean Parham, the AAPEC makes the following comments and recommendations:

I. Unit’s Goals and Objectives for previous year in relation to the University’s Mission and Goals

The Library’s strategic goals are to identify, acquire, organize, store, and provide “on-demand” access to faculty, students and community.

   Statistical information pertaining to the basic operations of the library is presented. As noted by Dean Parham, it is impossible to determine whether resource use is allocated between state or self-support.

   Because of budgetary challenges several staff and faculty positions remain unfilled. On a positive note, two new faculty members were hired in 2006.

   Commendation: Thank you for providing some examples of the activities and projects that your new personnel are conducting. These individuals are a wonderful addition to the campus community.

C. Goal 3: Coordinate Effective Use of Technology.
   The new library will be infused with sophisticated technological upgrades. At the present time, the Library is doing its best with the current infrastructure and budget. For example, the Library has recently instituted a laptop loan program for students.

D. Goal 4: Enhance and Develop fundraising and grant writing initiatives.
   Because of budgetary challenges, the Library has to support its traditional functions through fundraising and grant writing.

   Commendation: Your efforts to raise money are commended.

E. Goal 5: Provide a physical facility that is supported by networking technology capable of serving as the full-service hub for access to information and instruction.
   The new Library and its unique design are described.

F. Goal 6: Ensure that Dominguez Hills’ students obtain information literacy skills upon graduation.
An important goal of the Library is to provide students with information literacy skills. Therefore, it is very important to examine the success of Library instruction.

_Commendation:_ The library is commended for the web-based survey of instructors and department chairs and other means of assessment (e.g., ICT Literacy Assessment). This is a great way to assess instructor and student needs.

II. **Criteria for Review of Program Effectiveness**

_Commendation:_ The CSUDH Library has established intersegmental relationships with several colleges and high schools.

_Recommendation:_ That specific examples of the activities be identified that reflect successful collaboration to help strengthen students’ preparation for success to CSUDH.

_Recommendation:_ That specific information about the number of local and regional presentations delivered by librarians be provided.

III. **Achievements**

Some of the Library’s most recent achievements are the Library Enhance Campaign, NHPRC Grant Completion, Assistive Technology Grant, and New Program Support.

IV. **Unit’s Goals and Objectives for the Next Year**

As requested by AAPEC, the Library summarizes its objectives in measurable terms.

V. **Challenges**

The challenges that Dean Parham enumerated were the following:

1. Although the costs for on-line databases are very expensive, they are necessary for the accreditation of some programs.
2. More laptops need to be purchased to meet student demands. Also, more staff is necessary to help students with IT problems.
3. Groundbreaking of the new library will be held in August/September. In respect to the old library, only 11-13 million dollars are available to renovate it. However, more money will be necessary in order to complete seismic and cosmetic upgrades.
4. More staff needs to be hired, especially once the new library is built. Currently, only 1/3 of the 87 positions that the new library requires are filled.

_Commendation:_ In these very challenging times, the University Library is commended for all that it does for the students and faculty.