DEFINING THE FUTURE

CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

2014-2020 UNIVERSITY STRATEGIC PLAN
Dear Campus Community,

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

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

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

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

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

Sincerely,

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

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

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

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

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

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

The university was selected to host the cycling portion of the Los Angeles Summer Olympics in 1984 and a large behavioral science building, the Leo F. Cain Library, and the Natural Sciences and Mathematics building had been built. Over the next decade, the Humanities and Fine Arts building, a Student Health Center, University Theatre, Toro Gymnasium, and the Student Housing complex were completed. In 1976, enrollment exceeded 6,800 students and the college expanded its curriculum to include additional areas of study, including health studies. In 1977, the college was awarded university status and was renamed California State University, Dominguez Hills.

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

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

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

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

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

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

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

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

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

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

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

Our Core Values
The following core values are fundamental to our success:

- Accountability. We recognize and live up to our responsibility to our students, campus resources and finances, staff, faculty alumni, supporters, and the community at large.
- Collaboration. All segments of the campus community work together to support our vision as well as our students’ success.
- Continuous Learning. We strive to continually improve teaching, scholarship and service.
- Rigorous Standards. We identify, implement and support excellence in all our practices.
- Proactive Partnerships. We actively engage with our communities and its members to promote educational opportunities and excellence for our students.
- Respect. We celebrate and respect diversity in all forms.
- Responsiveness. We are here to serve the needs of students, this community and society.
GOAL 1 OUTSTANDING ACADEMIC PROGRAMS

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

OBJECTIVE A
Increase the “tenure density”1 or overall percentage of excellent, highly qualified tenured and tenure-track faculty on campus from 41.9% (2013) to make continued progress towards a campus goal of 60%.

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

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

Strategies:
1. Collect and assess current and future workforce demand data in the region (e.g., Department of Labor statistics, industry employer surveys, alumni data), as well as assess student interest data to inform future program decisions.

2. Actively promote program quality by seeking national accreditation for high demand degrees (e.g., AACSB Accreditation for the College of Business programs) and support and create additional degrees and certificates.
3. Support and create centers or institutes that are responsive to the needs of students and the region (e.g., STEM-related, engineering-related, health care-related, film and industry sectors).

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

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

1 NOTE: The 2013 CSU-system average was 58.2%. “Tenure density” as defined by CSU Academic Human Resources is computed as tenured/tenure-track FTE divided by total instructional FTE (includes instructional faculty but excludes coaches, counselors, and librarians. Data utilized is from CIRS AN files as of October 31 each year).
GOAL 2  FOCUS ON STUDENT SUCCESS

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

OBJECTIVE A

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

Strategies:
1. Implement the National Model of Student Success and develop a strategic plan and effective processes to support, enhance and improve student graduation rates and success.
2. Assess, coordinate and enhance all campus academic support units for student learning such as Toro Learning Center, Writing Center, EMSA special programs, and departmental/college support programs.
3. Implement the approved recommendations from the University Advising Task Force for a unified and coordinated campus advising plan that includes University Advising and Testing Center (UATC), the Division of
Enrollment Management and Student Affairs and EOF, academic departments, professional staff, faculty advisors and others.

4. Implement new ways of tracking and reporting the success of our non-traditional students by incorporating a series of metrics demonstrating student success.

OBJECTIVE B

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

Strategies:
1. Define, collect, track and publicize HIPs on campus to establish baseline data, future tracking and quality and outcomes of HIPs in order to design and host comprehensive faculty support programs for faculty to create high quality and effective HIPs based on evidence-supported best practices that include incentives, recognitions and rewards for students and faculty who engage in HIPs.
2. Initiate a comprehensive program to improve student writing (i.e., Writing Center, writing-intensive courses, faculty support program for improving student writing through Writing Across the Curriculum or Writing in the Discipline, expanded use of writing
resources).

3. Permanently fund the Office of Undergraduate Research, Scholarship and Creative Activities to structure opportunities for students to work with faculty on research and creative projects.

4. Increase by 25% student engagement in community and service learning.

OBJECTIVE C

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

Strategies:

1. Collect and analyze student job placement data to establish baseline data and tracking (e.g., Career Center, academic department survey data, alumni survey data).

2. Encourage academic departments to integrate practicum experiences, service learning or internships and job and career readiness skills into their curricula.

3. Create a senior/junior student mentoring program to assist junior students in their progression toward graduation.

4. Develop and enhance programs linking industry to our academic programs and our students through alumni engagement, enhanced advisory boards, internships, and other events and programs.

GOAL 3 INNOVATIVE LEARNING ENVIRONMENT

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

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

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

OBJECTIVE B
Increase and assess opportunities for students to engage in an array of effective co-curricular activities and programs that engage 20% students (2,934 students, fall 2013 baseline).
Strategies:
1. Assess and analyze the current level of student engagement in clubs, organizations, centers and other co-curricular activities and programs on campus.
2. Augment and encourage the creation of additional, vibrant co-curricular activities for students on campus.

3. Increase residential housing activities linked to academic success for residential students on campus.

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

Strategies:
1. Develop a comprehensive program of faculty support, incentives and recognition for faculty in adopting new instructional technologies and pedagogies to improve student learning and success.
2. Assess and improve the effective use of instructional technology tools to improve student engagement, learning and success.
GOAL 4 SUSTAINABLE FINANCIAL STRENGTH

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

OBJECTIVE A

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

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

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

OBJECTIVE A

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

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

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

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

OBJECTIVE C

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

Strategies:
1. Identify and revise critical administrative and business processes to improve workflow, transparency, efficiency, and reduce costs.
2. Enhance technology in administrative/business processes to improve workflow and efficiency where appropriate.
3. Encourage administrators, faculty, staff and student feedback to determine where innovations could be introduced.
GOAL 6

NOTABLE POINTS OF DISTINCTION

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

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

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

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

Strategies:
1. Conduct a communications audit to determine what efforts currently exist and what opportunities exist to enhance efforts.
2. Develop and implement a multi-channel marketing and visibility campaign that targets strategic university audiences and measures the effectiveness of strategies implemented.

3. Re-envision and celebrate our “CSUDH brand” that contributes to a sense of pride and accomplishment for the campus.

4. Create and expand a focused community relations program to engage corporate, civic, and alumni leaders.

**OBJECTIVE C**

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

**Strategies:**

1. Conduct a campus climate survey to assess current climate, develop and implement an improvement plan.

2. Develop and enhance our alumni association to build a stronger culture of meaningful engagement.

3. Celebrate, validate and support our rich diversity, including cultural, linguistic, ethnic and other differences and similarities.
UNIVERSITY PLANNING COUNCIL CHARGE
The University Planning Council serves in an advisory capacity to the President by overseeing and reviewing the implementation of the University’s Strategic Plan and will provide status reports to the President and Cabinet on a bi-annual basis.

UNIVERSITY PLANNING COUNCIL MEMBERS
(Fall 2014)

Dr. Ellen Junn
Provost and Vice President
Academic Affairs
(Co-Chair)

Dr. William Franklin
Interim Vice President
Enrollment Management and Student Affairs
(Co-Chair)

Mr. Theodore Byrne
Associate Professor
Public Administration and
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Mr. Robert Fenning
Vice President
Administration and Finance

Mr. Christopher Fernandez
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Ms. Naomi Goodwin
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Dr. Ivonne Heinze-Balcazar
Chair and Associate Professor
Department of Modern Languages
(Academic Senate Appointee)

Ms. Nathlyn Hirohama
Network Services Coordinator
(Staff Representative Appointed by the President)

Mr. Chris Manriquez
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Ms. Carrie Stewart
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University Advancement

Ms. Neisha Rhodes
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(Staff Support)