

Facilitation to Graduation Report  
2005 – 2006

submitted by:

California State University, Dominguez Hills

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<b><i>I. Efficiency in Academic Programs Design</i></b>		
<b>1</b>	Reduction of Required Units in Programs Leading to the Baccalaureate Degree	See Appendix A for list of programs.
<b>2</b>	Selective Reduction of Campus Graduation Requirements	<p>CSUDH has 22 programs currently that require fewer than 10 semester units of free electives (see Appendix A). Recently the campus reduced the number of units required to complete the lower division General Education requirements as well as the number of cumulative units at which point a student must declare a major.</p> <p>To encourage reassessment of these issues in the context of major requirements, the Program Review Panel recently completed a complete redesign of the review process with the introduction of the Performance Effectiveness Assessment Tool (PEAT) In brief, this process involves supplying automatically many kinds of performance related data directly to program coordinators and department chairs. This, in turn, will allow them to measure their program’s performance along previously unavailable dimensions such as freshman and transfer first year continuation rates supplemented with indexed time to degree statistics. The tool establishes benchmarks which will encourage faculty to reexamine existing curriculum practices in this context. We expect this will, in many instances, result in the reduction of units required for the major or adjustments in prerequisite requirements designed to expedite graduation while continuing to maintain high academic quality.</p>
<b><i>II. Supporting Students in Choosing an Efficient Pathway to the Baccalaureate</i></b>		
<b>3</b>	Emphasis on Graduation in Orientation Sessions for New Student ( First-time Freshmen; Transfers)	<p>During every New Student Orientation (NSO) for incoming freshmen and transfer students, a Commencement Video is shown highlighting students graduating from the previous semester. The Associate Vice President for Student Life encourages each student present to envision themselves walking across the stage to accept their diploma. All subsequent speakers (President, V. P. Student Affairs, Vice Provost, Dean of Undergraduate Studies) all emphasize the importance of graduation. Academic advisors review graduation requirements and explain what it takes to graduate in a timely fashion. Emphasis on graduation has always been, and will continue to be, a major part of New Student Orientation.</p>

4	<p>Strengthened Support for both General Education and Life/Career Goal Clarification for Lower-Division Students</p>	<p>At NSO, the Student Development Center (SDC) distributes and discusses, with first-time freshmen and their parents, a “Four Year Career Plan” handout, in English and Spanish, which outlines appropriate career activities for each year. (Appendices B and C)</p> <p>A “Choosing a Major Workshop” is offered jointly by SDC, EOP, and the University Advisement Center (UAC). It is also offered to prospective students and their parents at “Day at Dominguez”.</p> <p>The SDC offers a range of career-related modules that can be presented in the classrooms. Over a hundred presentations are made throughout the year.</p> <p>Many departments have listings of internship opportunities; some departments require internships as a requisite for graduation. The SDC provides a handbook on how to obtain an internship, <i>Getting an Internship</i>, and assists students with resumes and interview skills.</p> <p>The UAC provides clear and consistent General Education advisement for all lower-division students. The Class Schedule is formatted so all the General Education coursework is grouped together to facilitate the students’ ability to identify and select appropriate courses.</p>
5	<p>Prominent Association of Career Outcomes with Degree Majors in Catalogs, and Other Student Informational Materials &amp; Resources</p>	<p>CSUDH has taken a number of steps to address the association of career outcomes with degree majors. As part of the process to develop two, four, and six-year roadmaps for all majors on campus, career options for each major are included with each roadmap. A website has been developed for the roadmaps and is available at: <a href="http://www.csudh.edu/roapmaps">http://www.csudh.edu/roapmaps</a></p> <p>As a part of an expanded first-year experience program more than 300 first-time freshmen are enrolled in nine sections of University 101, “Personal, Social and Intellectual Development.” Several major assignments in the course focus on career options. Students must explore a career option website and write a 750-word essay on what they have learned about themselves and the careers they may want to pursue. A second assignment requires each student to schedule a meeting with a person in the student’s career field of choice or with a faculty member who does career advising in the student’s chosen major. The students ask a minimum of 10 questions using guidelines provided by the instructors and then must write a three-page paper reflecting on the experience. Over the next five years, the campus plans to increase the number of sections of UNV 101 so that all first-time freshmen will be required to enroll in the class.</p> <p>Establishing career goals is one of the components of UNV 101. Career counseling staff make presentations in the classroom which is supported by other activities of the instructor. Some</p>

		<p>classes assign participation in career workshops as a classroom assignment. These workshops are listed in Appendix D.</p> <p>Currently, many department websites within the Colleges include information and links to professional associations and information on career opportunities for students. Examples include:</p> <ul style="list-style-type: none"> <li>• Recreation and Leisure Studies provides a statement on Career Opportunities (<a href="http://www.csudh.edu/hhs/kr/RLS/cp.htm">http://www.csudh.edu/hhs/kr/RLS/cp.htm</a>)</li> <li>• Recreation and Leisure Studies has links to professional associations (<a href="http://www.csudh.edu/hhs/kr/RLS/porg.htm">http://www.csudh.edu/hhs/kr/RLS/porg.htm</a>)</li> <li>• Athletic Training Education (<a href="http://www.csudh.edu/hhs/kr/atep/links.htm">http://www.csudh.edu/hhs/kr/atep/links.htm</a>)</li> <li>• Public Administration and Public Policy (<a href="http://som.csudh.edu/depts/public/info">http://som.csudh.edu/depts/public/info</a> and <a href="http://som.csudh.edu/depts/public/info/careers.asp">http://som.csudh.edu/depts/public/info/careers.asp</a>)</li> <li>• Management and Marketing (<a href="http://som.csudh.edu/depts/marketing/info">http://som.csudh.edu/depts/marketing/info</a>)</li> <li>• Information Systems and Operations Management (<a href="http://som.csudh.edu/depts/cis/info/students.asp">http://som.csudh.edu/depts/cis/info/students.asp</a>)</li> <li>• Accounting and Finance (<a href="http://som.csudh.edu/depts/accounting/info">http://som.csudh.edu/depts/accounting/info</a>)</li> <li>• Mathematics has a variety of links for students including ones that will provide information to students interested in graduate school, careers, jobs, internships, clubs, conferences, events, and on-line journals (<a href="http://www.ams.org/employment/undergrad.html">http://www.ams.org/employment/undergrad.html</a>)</li> </ul>
6	Choice of Degree Major Required at a Reasonable, Early Juncture	<p>In consultation with the Academic Senate, a new policy requiring a major to be declared at 60 units for native students and upon admission for transfer students was recommended by the Senate and approved by the Provost and Vice President for Academic Affairs (VPAA) in spring 2005. In conjunction with the strengthening of advisement, the expansion of career information and the linking of degree roadmaps with career options, they have invigorated the association of degree options and career choices.</p>
<b>III. Tools to Keep Students on Efficient Pathways to the Baccalaureate</b>		

7	Wide Promulgation of Roadmaps to Degree in and Official, Centrally-Archived, Graphically Authoritative Format	<p>The completion of two and six-year roadmaps is a top priority for the departments and colleges. At present, four-year roadmaps have been completed and printed in a guideline format and posted prominently on a website (<a href="http://www.csudh.edu/roadmaps">http://www.csudh.edu/roadmaps</a>). Roadmaps are available in department offices and in each of the colleges' Student Services Centers. The roadmaps have been linked to career options in an effort to provide students with early direction as to the possible careers that could be pursued by completing the majors outlined on the roadmap.</p> <p>By Fall 2006 it is expected that the two and six-year roadmaps will be completed. When they are completed, they will be printed and uploaded to the website in the same fashion as the four-year roadmaps. They also will be linked to career options.</p>
8	Alignment of Class Schedule to Roadmaps	<p>In 2003, the Provost and VPAA established a division level position of Coordinator of Facilities and Class Scheduling. Each college scheduler has a 'dotted line relationship' to the coordinator and serves on the Council of Schedulers. This body meets regularly in an effort to streamline the scheduling process, reduce bottleneck classes, provide classes when most needed by students, and ensure appropriate classrooms to accommodate the anticipated enrollment. This year, schedulers in the colleges in consultation with the college deans, associate deans, and financial managers will work through the Council to link roadmaps to the class schedule to further streamline the scheduling process, ensure there are sufficient class sections of major courses and those that tend to create "bottlenecks" and keep deans informed of the need to schedule additional sections to accommodate student demand.</p>
9	Provision in Policy of Mandatory Individual Student Study Plans to the Degree	<p>At present, students enrolled in UNV 101 with a declared major complete individual student study plans. Currently 40 percent of all first-time freshmen are enrolled in this class and there is a five-year plan to expand the offering of this course to include 100 percent of all first-time freshmen. At the same time, incoming transfer students are required to declare a major upon admission and first-time freshmen at 60 units. By 2006, all newly admitted transfer students will be required to complete an individual student study plan that is congruent with the published degree roadmap.</p>
10	Use of Cumulated Individual Student Study Plans in Planning Class Schedules	<p>CSUDH is anticipating that the Common Management Systems (CMS) student administration module will be implemented fully in 2008. The campus will be prepared to integrate the student study plans with the schedule of classes no later than the beginning of the 2009 academic year.</p>

<p>11</p>	<p>Adoption of Strategies for Student Success and Learning Support: Tutoring: Technology-mediated Supplementary Learning; and Similar Tactics</p>	<p>The Center for Learning and Academic Support Services (CLASS), provides, one to one tutoring by appointment and on a drop-in basis. Students may also participate in Supplemental Instruction (SI) study sessions, in which a trained SI leader holds review sessions outside of the classroom on a weekly basis for courses that have been demonstrated to be extremely difficult for students. Additionally, workshops are held on Grammar and Writing topics as well as Math concepts that students and faculty have indicated would be useful for our campus population. These workshops are repeated at different times in an attempt to reach as many students as possible. Center staff also provide in class workshops upon the request of the instructor.</p> <p>The center is open six days a week for a total of 56.5 hours weekly. It employs approximately 25 student tutors a semester and last year provided over 22,308 hours of tutoring, supplemental instruction, workshop and computer-assisted instruction to 2,145 students in need of academic assistance.</p> <p>CLASS has approximately 20 computers available for student use. These terminals may be used for Internet access, word processing, and use of software designed to assist students with basic skills improvement. Students are encouraged to subscribe to the ALEKS website for math improvement. This website is highly dynamic and allows students to take a diagnostic exam and then places them in units based on their needs as measured by the pretest. This is a very useful program, but few students utilize this service since the annual subscription costs \$40. The center also provide access to MyCompLab, an Internet-based program that targets Grammar and Writing improvement. Like ALEKS, it also provides pre- and post-testing and places students in units based on their needs. For many students there is no charge because one year of access is bundled with their purchase of the Little Brown Handbook.</p> <p>The English department adopted The Little Brown Handbook as the handbook for all composition courses. In consultation with the English faculty the handbook has been customized for our campus. It includes information about our Graduate Writing Exam and the grading rubric. Also included are documents explaining the academic support services available at CLASS and study skills and grammar and writing study-sheets. The handbook comes bundled with a one-year subscription to the MyCompLab program detailed above. The MyCompLab program appears to be a worthy tool for assisting students in improving their grammar and writing skills, but its effectiveness is presently untested. CLASS proposed and received funding from the publisher to study the effectiveness of the program when combined with tutoring services in helping students improve their skills. The results of this study will be available in July 2006.</p> <p>The English department offers free tutoring services to all students enrolled in ENG</p>
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composition courses. ENG graduate students serve as tutors and provide one-on-one tutoring with composition students in our Writing Lab. The department received approval recently to charge a \$5 fee to all composition courses; the fees will assist in the expansion of both the number of tutors available and the technological support for the Writing Lab.

The Mathematics department uses tutoring and technology to support many sections of remedial, general education, service classes and classes in the major. In addition to CLASS, tutoring is provided by EOP office that also provides tutoring support for EOP students in remedial math. For fall 2005, there are 714 students enrolled in remedial math and 632 enrolled in general ed math (not including calculus).

The Quality Educator Development (QED) grant provides tutoring services for about 25 students who are enrolled in the QED program. QED aims to prepare future high school math teachers.

The Alliance for Minority Participation (AMP) program supplies workshops and student workshop facilitators to supplement key math and science classes. AMP is partly funded by CSUDH, and partly by an NSF grant to the CSU.

Blackboard and the Math Dept website: Several of our instructors use Blackboard to deliver course material to their students. Others use their folders on the Math department website.

Mathematica: Mathematica is a powerful computer package for advanced mathematics. Some instructors use Mathematica in class or to prepare materials for calculus classes (MAT 191, 193, 211), differential equations (MAT 311), modern geometry (MAT 347), and mathematical modelling (MAT 411), and possibly other classes. It is also used for creating and grading the common exams we produce for all of our remedial math classes. The university has a site license for Mathematica that is funded by IT.

MATLAB: MATLAB is another powerful computer package for doing advanced mathematics, especially in engineering. One of our new instructors is using it or plans to use it in linear algebra (MAT 331), mathematical modeling (MAT 411), differential equations (MAT 311). Some students and faculty in Chemistry are also using our license to run MATLAB. The Math department paid for a site license for MATLAB that enables 25 people to use it concurrently. IT has agreed to pay for maintenance in future years.

WeBWork is a web-based system for enabling students to do their math homework and receive grades and feedback online. It is free software that was written by faculty in the Mathematics

Department at the University of Rochester. It is installed currently on a server in the math department office and at least three of our faculty are experimenting with using it in college algebra and trigonometry (MAT 153), calculus, and linear algebra.

MathXL is a commercial package, somewhat like WeBWorK, that enables students to do their math homework and receive grades and feedback online, and also receive some tutoring over the web. It comes with our textbooks in remedial and general ed math classes and some faculty are using it.

Most of the calculus classes meet in a computer lab for one or two hours each week. This enables instructors to use interactive software, spreadsheets, Mathematica and MATLAB notebooks, and other types of software in their classes. Some instructors also schedule statistics, differential equations, modeling, or other classes in computer labs. Some schedule their classes in Enhanced Technology Classrooms (ETCs) so they can use the projection system, run simulations, use the Internet, etc. in their lectures. All instructors use e-mail to correspond with their students. The Math department also recommends that all students own hand-held scientific calculators and use them where appropriate in math classes.

The College of Extended and International Education also offers the following services:

- Supplemental tutoring for developmental math courses is offered in Winter and Spring Intersessions
- Additional access to roadblock courses provided through judicious use of Winter Intersession
- Initiation of Spring Intersession to provide students with additional opportunity to satisfy developmental requirements and/or to meet prerequisites for Summer courses
- Language tutoring for matriculated international students who have met TOEFL requirements, but who need additional assistance is offered through the American Language and Culture Program
- Test preparation courses are offered through Extended Education

12	Renewed Enforcement of Policies that Limit or Discourage Drops, Withdrawals, Grades of Incomplete	<p>At the request of the Provost and VPAA during the 2004-05 academic year, the Academic Senate reviewed campus policies related to withdrawals and incomplete grades. Current campus policies for both seem sufficient and are enforced strictly. For example, in order to withdraw from a class during weeks four (4) through 12 of the semester, the student must provide <b>serious and compelling</b> [emphasis added] reasons and must obtain the signatures of the instructor and department chairperson. During weeks 13-15, the student's withdrawal form must indicate a serious accident or illness with medical verification attached. In addition, the dean or his/her designee must sign the form along with the instructor and department chairperson. Ordinarily withdrawals during this timeframe involve total withdrawal from the University. Once final examinations begin, no drops or withdrawals are permitted.</p> <p>A grade of Incomplete may be assigned only if a student is unable to complete a <b>definable</b> [emphasis added] portion of course work. The Incomplete grade suggests that there is still the possibility of credit upon satisfactory completion of future work. The student must arrange with the instructor for completion of the required work. Further, the student is responsible for applying for the Incomplete and with instructor approval completing the contract that specifies the reason for the Incomplete, the amount and nature of the work to be completed, and the anticipated completion date.</p>
13	Adoption of Renewed Enforcement of Policy that Limits the Number of Course Repetitions	Current CSUDH policy limits to 18 the number of units that can be repeated by students entering as lower-division students. Upper division transfer students are limited to nine (9) units. Only courses in which the student received a grade of C- or lower may be repeated. The Provost and VPAA will ask the Academic Senate to consider a policy revision that limits to one the number of times an individual course may be repeated.
<b><i>IV. Strong Advising Strategies and Practices</i></b>		
14	Campus Provision of a Rich CMS Information and Communications Environment for Major Advising	CSUDH has received approval from the Chancellor's Office to begin the implementation of the CMS financial records and human resources modules. The target completion date is 2007-08. Planning is currently underway to implement the student administration module. Scheduled implementation date is 2008. As the campus moves closer to the implementation of the student administration module, plans to exploit fully the capabilities of the CMS to enrich the advisement environment will be developed and readied for implementation once the system is in place.
15	Strong, Timely Major Advisement, Including	In fall 2004, concurrent with the implementation of a new organizational structure for the Division of Academic Affairs, which established six colleges, division leadership conducted a thorough review of advisement practices in the colleges. It was determined at that time that the

Mandatory Advisement upon Declaring or upon Changing a Major

methods of providing advisement were varied and in some cases inconsistent. For two of the colleges it was noted that January during semester break and August when most faculty are not on duty were particularly troublesome with regard to meeting students' needs. Three colleges with centralized advisement provided by both faculty and professional staff reported more consistent and accessible advisement that met students' needs. At that time it was decided that the two colleges without centralized advisement services would establish and staff Student Service Centers in their colleges by July 1, 2005. The other three colleges renamed their centralized advisement offices as Student Service Centers since the centers provide other student-related support beyond academic advisement. The two new Centers would be staffed with faculty advisors knowledgeable about the programs in the college and authorized to deal with typical advisement issues, i.e., lifting registration 'holds'. Academic Affairs will conduct a preliminary assessment of the effectiveness of the five college Student Service Centers in July 2006.

At the time the advisement practices in the college were reviewed, it was determined that the University Advisement Center (UAC), which provides advisement in general education and for all undeclared majors, was effective and accessible. Students, faculty and staff reported moderate to high levels of satisfaction with the services of the UAC.

*Comparison of 2002-2003 and 2003-2004 statistics*

<b>Activity</b>	<b>AY 02-03</b>	<b>AY 03-04</b>	<b>Difference</b>	<b>%</b>
Advising Appointments	2,523	3,150	627	+26.96
Email Advising	417	1,467	1,050	+251.80
E.O. 665 Students Monitored	788	697	-91	-11.54
ASAP Students Monitored	279	305	26	+9.31
GWAR Students Monitored:				
• Undergraduate	2,142	2,115	68	+2.86
• Graduate	231	300		
GE Petitions Processed	341	331	-10	-3.02
Cross Enrollment	60	60	0	0
CSU/CC Concurrent Enrollment	500	525	25	+5
Enrollment Verification for Government Agencies	50	50	0	0

At present, campus policy requires that all students with an undeclared major receive advisement each semester. More than one half of the major departments require that students

		<p>see an advisor either once a year or once each semester. In fall 2005, the Academic Senate and the Division of Academic Affairs established a joint task force on student retention. Membership includes faculty, administrators and staff from Academic Affairs and Student Affairs, and a student representative. The charge to the task force is to undertake an assessment of best practices in retention and to develop a report with recommendations for action, including suggested changes in campus policy. It is anticipated that advisement will be among those issues reviewed by the task force, particularly since the research on student retention suggests that “intrusive” advisement increases student persistence and retention.</p>
16	Frequent Use of Degree Audits	<p>CSUDH will implement the CMS student administration module in 2008. Until such time, the campus will be unable to conduct automated degree audits using the BANNER system. Discussions are underway to determine the feasibility of conducting “manual” degree audits in the University Advisement Center. Understandably this would be a “stop gap” measure until the CMS student module is implemented, thus permitting the audits to be automated.</p>
17	Mandatory Degree Audits no later than at 70 Semester Units (or Quarter-unit Equivalent)	<p>At present CSUDH lacks the capability to implement fully this requirement. The current BANNER system does not have the capability to conduct automated degree audits. Once the CMS student administration module is operational in 2008, the campus will be prepared to implement a policy requiring mandatory degree audits not later than 70 semester units for both native and transfer students.</p>
18	Mandatory and If Needed Intrusive Advisement as Student Approaches / Exceeds Minimum Units Required for the Degree	<p>If all major departments eventually are required to conduct mandatory advisement and once the CMS student module is functional, the campus will be prepared in 2008 to implement a policy that requires major departments to conduct mandatory and intrusive advisement in all cases in which students exceed the minimum number of units required for the degree.</p>

***V. Campus Monitoring and Feedback***

19	Development and Use of “Dashboard Indicators” for Campus-wide Monitoring of Graduation	
20	Review by CSU Academic Peers of How Efforts at Encouraging Graduation are Succeeding, by Degree Program	
<b><i>VI. Assuring the Priority of Facilitating Graduation</i></b>		
21	Provide the Board of Trustees with periodic reports	
22	Provide appropriate funding, support.	Discussions are underway to insure that all initiatives are supported with appropriate resources.

Undergraduate Degree Programs Requiring  
More Than 120 Units

Appendix A

Degs tat	Description	Major	Option	Total Units for Major	Ge	Minor	Units for Bac Degree	Free Electives	College	Double Count GE ?	# Double Counted Units	Last Prog Rev	Were Units Reduced	Next Prog Rev	Is Progm Accred	Candidate for Special Review?
BS	Business Administration: Accounting	45	24	69	55	0	124	0	BAP	No	0	97-98		05-06	No	n/a
BS	Business Administration: Finance	45	24	69	55	0	124	0	BAP	No	0	97-98		05-06	No	n/a
BS	Business Administration: General Business	45	24	69	55	0	124	0	BAP	No	0	97-98		05-06	No	n/a
BS	Business Administration: Information Systems	45	27	72	55	0	127	0	BAP	No	0	97-98		05-06	No	n/a
BS	Business Administration: International Business	45	24	69	52	0	121	0	BAP	Yes	3	97-98		05-06	No	n/a
BS	Business Administration: Marketing	45	24	69	55	0	124	0	BAP	No	0	97-98		05-06	No	n/a
BS	Business Administration: Mgt & HR	45	24	69	55	0	124	0	BAP	No	0	97-98		05-06	No	n/a
BA	Art: Design	15	36	51	55	15	121	0	CLA	No	0	98-99		07-08	No	n/a
BA	Art: Studio Art	15	36	51	55	15	121	0	CLA	No	0	98-99		07-08	No	n/a
BA	Liberal Studies: Blended	94	9	103	30	0	133	0	COE	Yes	25	04-05	No	10-11	Yes	
BS	Clinical Science: Cytotechnology	45	43	88	42	0	130	0	HHS	Yes	13	96-97		03-04	Yes	n/a
BS	Clinical Science: Medical Technology	45	49	94	42	0	136	0	HHS	Yes	13	96-97		03-04	Yes	n/a
BS	Health Science: Diagnostic Imaging	28	42	70	55	0	125	0	HHS	No	0	96-97		03-04	No	n/a
BS	Health Science: Physician Assistant Option	28	52	80	55	0	135	0	HHS	No	0	96-97		03-04	No	n/a
BS	Health Science: Radiologic Technology	28	42	70	55	0	125	0	HHS	No	0	96-97		03-04	No	n/a
BS	Occupational Therapy	71	0	71	52	0	123	0	HHS	Yes	3	96-97		03-04	Yes	n/a
BA	Physical Education Pre-Physical Therapy Option	23	39	62	48	15	125	0	HHS	Yes	7	01-02		05-06	No	n/a
BA	Physical Education: Dance	0	70	70	51	0	121	0	HHS	Yes	4	01-02		05-06	No	n/a
BA	Physical Education: Fitness Director	23	33	56	51	15	122	0	HHS	Yes	4	01-02		05-06	No	n/a
BA	Biology	61	0	61	45	15	121	0	NBS	Yes	10	97-98		07-08	No	n/a
BS	Biology: General Biology	58	20	78	45	0	123	0	NBS	Yes	10	97-98		07-08	No	n/a
BS	Biology: Microbiology	58	25	83	45	0	128	0	NBS	Yes	10	97-98		07-08	No	n/a
BS	Chemistry	79	0	79	49	0	128	0	NBS	Yes	6	97-98		05-06	Yes	n/a
BA	Chemistry: Biochemistry	60	0	60	49	15	124	0	NBS	Yes	6	97-98		05-06	Yes	n/a
BA	Chemistry: General Chemistry	63	0	63	49	15	127	0	NBS	Yes	6	97-98		05-06	Yes	n/a
BS	Computer Science	76	0	76	49	0	125	0	NBS	Yes	6	97-98		06-07	Yes	n/a
BS	Geology: Geology	73	0	73	48	0	121	0	NBS	Yes	7	97-98		07-08	No	n/a
BS	Physics: Electrical Engineering	79	0	79	49	0	128	0	NBS	Yes	6					
BS	Physics: General Physics	78	0	78	49	0	127	0	NBS	Yes	6	97-98		07-08	No	n/a
BS	Physics: Physical Science	75	0	75	49	0	124	0	NBS	Yes	6	97-98		07-08	No	n/a
BS	Quality Assurance with Measurement Science	81	0	81	49	0	130	0	NBS	Yes	6			06-07	No	n/a

## Undergraduate Degree Programs at 120 Units

Degstat	Description	Major	Option	Total Units for Major	Ge	Minor	Units for Bac Degree	Free Electives	College	Double Count GE ?	# Double Counted Units	Last Prog Rev	Were Units Reduced	Next Prog Rev	Is Progm Accred	Candidate for Special Review?
BS	Applied Studies	42	0	42	55	15	112	8	BAP	No	0	03-04	No	10-11	No	
BS	Criminal Justice Administration	51	0	51	52	0	103	17	BAP	Yes	3			10-11	No	
BA	Economics: General Economics	18	18	36	52	15	103	17	BAP	Yes	3	96-97	No	05-06	No	n/a
BA	Economics: Quantitative Economics	18	22	40	52	15	107	13	BAP	Yes	3	96-97	No	05-06	No	n/a
BA	Labor Studies	30	0	30	55	15	100	20	BAP	No	0	96-97	No	05-06	No	n/a
BS	Public Administration: Administrative Management	36	12	48	52	0	100	20	BAP	Yes	3	97-98	No	06-07	No	n/a
BS	Public Administration: Criminal Justice Administration	36	12	48	52	0	100	20	BAP	Yes	3	97-98	No	06-07	No	n/a
BS	Public Administration: Health Services Administration	36	12	48	49	0	97	23	BAP	Yes	6	97-98	No	06-07	No	n/a
BS	Public Administration: Public Financial Management	36	12	48	52	0	100	20	BAP	Yes	3	97-98	No	06-07	No	n/a
BS	Public Administration: Public Personnel Administration	36	12	48	52	0	100	20	BAP	Yes	3	97-98	No	06-07	No	n/a
BA	Africana Studies: General Africana Studies	24	15	39	52	15	106	14	CLA	Yes	3	98-99	No	08-09	No	
BA	Africana Studies: Historical & Political Development	24	15	39	52	15	106	14	CLA	Yes	3	98-99	No	08-09	No	
BA	Africana Studies: Language & Literary Traditions	24	15	39	52	15	106	14	CLA	Yes	3	98-99	No	08-09	No	
BA	Africana Studies: Socio-Psychological Behavior	24	15	39	52	15	106	14	CLA	Yes	3	98-99	No	08-09	No	
BA	Art: Art History	15	21	36	55	15	106	14	CLA	No	0	98-99	No	07-08	No	n/a
BA	Chicano/Chicana Studies	22	12	34	52	15	101	19	CLA	Yes	3		No	06-07	No	n/a
BA	Communications: Electronic Media Prog & Production	19	21	40	52	15	107	13	CLA	Yes	3	98-99	No	06-07	No	n/a
BA	Communications: Mass Communication	19	21	40	52	15	107	13	CLA	Yes	3	98-99	No	06-07	No	n/a
BA	Communications: Public Relations	19	21	40	55	15	110	20	CLA	No	0	98-99	No	06-07	No	n/a
BA	Digital Media Arts: Audio Recording	14	25	39	55	15	109	21	CLA	No	0			06-07	No	n/a
BA	Digital Media Arts: Music Technology	14	25	39	55	15	109	21	CLA	No	0			06-07	No	n/a
BA	Digital Media Arts: Television Arts	14	25	39	55	15	109	21	CLA	No	0			06-07	No	n/a
BA	English: Language and Linguistics	33	0	33	55	15	103	17	CLA	No	0	98-99	No	06-07	No	n/a
BA	English: Literature	39	0	39	55	15	109	21	CLA	No	0	98-99	No	06-07	No	n/a
BA	History	36	0	36	52	15	103	17	CLA	Yes	3	96-97	No	06-07	No	n/a
BA	Interdisciplinary Studies: Civilizations	0	33	33	46	15	94	26	CLA	Yes	9	98-99	No	07-08	No	n/a
BA	Interdisciplinary Studies: Environmental Studies	0	33	33	46	15	94	26	CLA	Yes	9	98-99	No	07-08	No	n/a
BA	Interdisciplinary Studies: Human Studies	0	33	33	46	15	94	26	CLA	Yes	9	98-99	No	07-08	No	n/a
BA	Interdisciplinary Studies: PACE/General	0	33	33	46	15	94	26	CLA	Yes	9	98-99	No	07-08	No	n/a
BA	Music: General Music	26	27	53	52	15	120	0	CLA	Yes	3	98-99	No	07-08	Yes	n/a
BA	Music: Music Education	26	38	64	52	0	116	4	CLA	Yes	3	98-99	No	07-08	Yes	n/a
BA	Music: Performance	26	26	52	52	15	119	1	CLA	Yes	3	98-99	No	07-08	Yes	n/a
BA	Philosophy: General	30	0	30	55	15	100	20	CLA	No	0	98-99	No	05-06	No	n/a
BA	Philosophy: Religious Studies	30	0	30	55	15	100	20	CLA	No	0	98-99	No	05-06	No	n/a
BA	Political Science: General	30	0	30	55	15	100	20	BAP	No	0	97-98	No	05-06	No	n/a
BA	Political Science: Global Politics	30	0	30	55	15	100	20	BAP	No	0	97-98	No	05-06	No	n/a
BA	Spanish: Language and Literature	18	12	30	52	15	97	3	CLA	Yes	3	98-99	No	07-08	No	n/a

## Undergraduate Degree Programs at 120 Units

Degstat	Description	Major	Option	Total Units for Major	Ge	Minor	Units for Bac Degree	Free Electives	College	Double Count GE ?	# Double Counted Units	Last Prog Rev	Were Units Reduced	Next Prog Rev	Is Progm Accred	Candidate for Special Review?
BA	Spanish:Public Service	18	12	30	52	15	97	3	CLA	Yes	3	98-99	No	07-08	No	n/a
BA	Theatre Arts	35	0	35	55	15	105	15	CLA	No	0	98-99	No	08-09	Yes	
BA	Liberal Studies: Anthropology	79	9	88	27	0	115	5	COE	Yes	28	04-05	No	10-11	Yes	
BA	Liberal Studies: Art	79	9	88	27	0	115	5	COE	Yes	28	04-05	No	10-11	Yes	
BA	Liberal Studies: Dance	79	9	88	27	0	115	5	COE	Yes	28	04-05	No	10-11	Yes	
BA	Liberal Studies: English Language & Linguistics	79	9	88	27	0	115	5	COE	Yes	28	04-05	No	10-11	Yes	
BA	Liberal Studies: English Literature	79	9	88	27	0	115	5	COE	Yes	28	04-05	No	10-11	Yes	
BA	Liberal Studies: Human Development	79	9	88	27	0	115	5	COE	Yes	28	04-05	No	10-11	Yes	
BA	Liberal Studies: Mathematics	79	10	89	27	0	116	4	COE	Yes	28	04-05	No	10-11	Yes	
BA	Liberal Studies: Physical Education	79	9	88	27	0	115	5	COE	Yes	28	04-05	No	10-11	Yes	
BA	Liberal Studies: Spanish	79	9	88	27	0	115	5	COE	Yes	28	04-05	No	10-11	Yes	
BA	Liberal Studies: Theatre Arts	79	9	88	27	0	115	5	COE	Yes	28	04-05	No	10-11	Yes	
BS	Health Science: Community Health	28	18	46	48	15	109	11	HHS	Yes	7	96-97	No	03-04	No	n/a
BS	Health Science: Health Care Management	28	18	46	48	15	109	11	HHS	Yes	7	96-97	No	03-04	No	n/a
BS	Health Science: Prosthetics	28	37	65	55	0	120	0	HHS	No	0	96-97	No	03-04	Yes	n/a
BA	Human Services	51	0	51	55	0	106	14	HHS	No	0	96-97	No	05-06	No	n/a
BS	Nursing	51	24	75	36	0	111	9	HHS	Yes	19	03-04	No	08-09	Yes	
BA	Physical Education: Athletic Training Education Option	23	44	67	48	0	115	5	HHS	Yes	7	01-02	No	05-06	No	n/a
BA	Physical Education: Teaching	23	41	64	51	0	115	5	HHS	Yes	4	01-02	No	05-06	No	n/a
BA	Recreation & Leisure Studies : Rec Admin	33	19	52	55	0	107	13	HHS	No	0	01-02	No	09-10	Yes	
BA	Recreation and Leisure Studies : Therapeutic Recreation	33	30	63	55	0	118	2	HHS	No	0	01-02	No	09-10	Yes	
BA	Anthropology: Archaeology	33	0	33	49	15	97	23	NBS	Yes	6	96-97	No	05-06	No	n/a
BA	Anthropology: General Anthropology	33	0	33	49	15	97	23	NBS	Yes	6	96-97	No	05-06	No	n/a
BA	Behavioral Science	28	0	28	52	15	95	25	NBS	Yes	3	96-97	No	05-06	No	n/a
BA	Geography	19	15	34	49	15	98	22	NBS	Yes	6	97-98	No	07-08	No	n/a
BS	Geology: Earth Science	49	0	49	48	15	112	8	NBS	Yes	7	97-98	No	07-08	No	n/a
BS	Geology: Physical Science	55	0	55	48	0	103	17	NBS	Yes	7	97-98	No	07-08	No	n/a
BS	Mathematics: Mathematics Option	0	59	59	49	0	108	12	NBS	Yes	6	97-98	No	06-07	No	n/a
BS	Mathematics: Mathematics Education	0	67	67	49	0	116	4	NBS	Yes	6	97-98	No	06-07	No	n/a
BA	Psychology	36	0	36	52	15	103	17	NBS	Yes	3	96-97	No	05-06	No	n/a
BS	Quality Assurance	74	0	74	46	0	120	0	NBS	Yes	9			05-06	No	n/a
BA	Sociology	33	0	33	52	15	100	20	NBS	Yes	3	96-97	No	05-06	No	n/a
BA	Special Major	24	0	24	55	15	94	26	SPP	No	0	01-02	No	09-10	No	
BS	Special Major	24	0	24	55	15	94	26	SPP	No	0	01-02	No	09-10	No	

Appendix B  
**CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS**  
**CAREER PLANNING**  
Student Development Office, Welch Hall D360, (310) 243-3625  
www.csudh.edu/studev

**The Student Development Office is committed to assisting students with the following:**

- **learning more about one's self**
- **developing life-long career planning skills**
- **selecting an appropriate career path based on interests, values, skills, needs and aspirations**
- **selecting a graduate program *and/or* finding a job after graduation**
- **obtaining experiences to facilitate educated decisions**

**FOUR YEAR CAREER/COLLEGE PLAN**

**FIRST YEAR**

- What:
- Consider college as preparation for your career and your life.
  - Take CAS 101: Toro Experience to get an orientation to higher education and your own development; the course also fulfills the General Studies Whole Person requirement.
  - Obtain academic advising for help in selecting courses, explanation of academic regulations and perspective on academic programming.
  - Select General Studies courses that will provide you with the opportunity to explore career fields of interest to you.
  - Explore the resources available through the various student services, especially Student Development, Student Health & Psychological Services and CLASS (the Center for Learning and Academic Support Services).
  - Become involved in activities as part of your personal development.
  - Get to know faculty and other students.
- Why:
- To get a good foundation for your education and your career.

**SOPHOMORE YEAR**

- What:
- Begin self-assessment: what are your values, interests, skills, needs, etc.
  - Take the four-session Career Planning Workshop available in Student Development to define your career interests.
  - Use "Choices" a computer program in Student Development to help you select possible career fields.
  - Explore internship possibilities for the junior year by contacting the Cooperative Education Office or SLICE (Service Learning, Internships and Cooperative Education).
  - Participate in workshops and career related activities planned specifically for sophomores.
  - Make tentative career choices.
  - Look for leadership opportunities in clubs and organizations.
- Why:
- To commit to a major and minor and begin making plans for a career.

**JUNIOR YEAR**

- What:
- Take courses in your major and minor as well as elective courses.
  - Work with a career counselor to define your career plans.
  - Obtain an internship in your chosen career field.
  - Participate in a Graduate School Workshop and attend the Graduate School Fair in the Fall.
  - Explore possibilities to study abroad or on another campus for a year or a semester.
  - Don't be afraid to change your major.
- Why:
- To refine your career plans and make progress in establishing goals.

**SENIOR YEAR**

- What:
- Develop long-term career goals.
  - Attend workshops on job search strategy, resume preparation, interview skills and business etiquette.
  - Learn how to use the Internet to look for job listings in MonsterTrak and other resources.
  - Develop a network of people to support your career plans.
  - Ask faculty members for letters of reference.
  - Interview with potential employers.
  - Select the appropriate graduate program and graduate institution and complete the application process.
- Why:
- To construct a successful job search and obtain employment in your chosen field or finalize plans for graduate school.

## UNIVERSIDAD ESTATAL DE CALIFORNIA, DOMINGUEZ HILLS

### PLAN DE ESTUDIOS UNIVERSITARIOS

Oficina de Desarrollo Estudiantil (Student Development Office) SCC C-128 (310)516-3625

La oficina de Desarrollo Estudiantil asiste a los estudiantes en las siguientes áreas:

- Desarrollo personal
- Planificación para una carrera larga
- Selección de una carrera apropiada basada en sus intereses, habilidades y aspiraciones personales
- Selección de un programa para posgraduado
- Preparación necesaria para facilitar las decisiones claves en sus estudios

### CARRERAS DE CUATRO AÑOS EN LA UNIVERSIDAD

#### PRIMER AÑO

- Recomendaciones:
- Considerar el Colegio como una preparación para una carrera larga en tu vida.
  - Tomar la clase de SBS 101: Desarrollo Personal, Social, e Intelectual para obtener una orientación acerca de la educación superior.
  - Obtener consejería académica para recibir ayuda en: selección de clases, regulaciones académicas, y perspectivas en lo que a una programación de clases se refiere.
  - Seleccionar cursos de estudio general que proveerán la oportunidad de explorar áreas de interés personal.
  - Explorar los recursos disponibles a través de los diferentes servicios estudiantiles, especialmente en la oficina de Desarrollo Estudiantil, y en los laboratorios de computadoras y matemáticas.
  - Involucrate en las actividades de la universidad para un mejor desenvolvimiento personal.
  - Familiarízate con profesores y compañeros de clase.
- ¿Para Qué?
- Para obtener una buena base en tus estudios universitarios.

#### SEGUNDO AÑO

- Recomendaciones:
- Llevar a cabo una auto-evaluación: tus valores, intereses, habilidades, etc.
  - Tomar el taller de "Plan de Estudios" disponible en la oficina de Desarrollo Estudiantil para definir tus metas.
  - Usar los programas de computadoras "SIGI" o "Discover" de la oficina de Desarrollo Estudiantil para que conozcas algunas de las áreas de empleo para una carrera.
  - Contactar la oficina de Educación Cooperativa (Cooperative Education Office) y explorar las posibilidades de un programa de internado (Internship Program) para tu tercer año.
  - Participar en talleres y actividades relacionadas con algún plan de estudios.
  - Seleccionar algunas carreras tentativas.
  - Participar en clubs y organizaciones estudiantiles de la universidad.
- ¿Para Qué?
- Para conocer las opciones disponibles y encaminarte en un buen plan de estudios.

## **TERCER AÑO**

- Recomendaciones:**
- Tomar clases en tu área de interés; hablar con un consejero de tu departamento para definir tus metas y preguntarle acerca de un programa de internado en tu area.
  - Explorar las posibilidades de estudiar fuera del país o en otra universidad por un semestre.
  - No te preocupes si necesitas cambiar de carrera, pués es normal durante este tiempo.

- ¿Para Qué?**
- Para refinar tu carrera y avanzar en el desenvolvimiento de tus metas.

## **CUARTO AÑO**

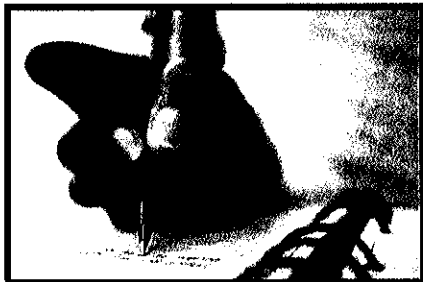
- Recomendaciones:**
- Desarrollar metas para una carrera larga.
  - Asistir a talleres para búsqueda de trabajo y entrenamiento para un resume y entrevista.
  - Preparar una lista con nombres de profesores, consejeros, y otras personas que te apoyan en tus estudios, y pideles algunas cartas de recomendación.
  - Entrevistate con empleadores potenciales.
  - Selecciona un programa de posgraduados apropiado, y completa el proceso de admisión.

- ¿Para Qué?**
- Para prepararte en la búsqueda de un empleo y al final encontrar un empleo excitante y así poder finalizar el proceso de admisión a una institución de posgraduados.

# Dear Faculty . . .

## As You Begin Your Fall Classes

### Available for Classroom Presentations



For the past nine years, the *Student Development Office* and *Student Health & Psychological Services* have offered our most successful workshops to the campus community. We have listed a variety of workshops that can be presented as they were designed or we may be able to tailor them to your course content. **Selected representatives from the business community can also present the Career workshops indicated with an asterisk.**

In the event that you will not be able to utilize an hour-long module, please consider allowing us to make a **brief 10 to 15 minute presentation to your class on our services including** counseling, career, employment and health services.

We will be available to make presentations on Mondays 8-5, Tuesdays 8-5, Wednesdays 8-7, Thursdays 8-7 and Fridays 8-2. Because of staff reductions, we will not be able to do as many presentations as in the past, so **please give us your request by September 16.** We will send you a confirmation. Thank you.

### Presentations from Student Development:

#### Career Workshops

- Resume Writing\*
- Effective Interviewing \*
- Preparing for Graduate School
- How to Choose a Major
- Job Search for "*your discipline*" \*
- Career Planning
- What to Do with a Liberal Arts Degree
- Business Etiquette
- Dress for Success (video presentation)

#### Psychological Workshops

- Male/Female Relationships
- Counseling Stepfamilies
- Effective Communication

#### Academic Integrity

- An Introduction to Academic Integrity

10 minute presentation on services

Name \_\_\_\_\_ Department \_\_\_\_\_

Phone \_\_\_\_\_ email \_\_\_\_\_

Date(s) \_\_\_\_\_ Time(s) \_\_\_\_\_ Location \_\_\_\_\_

Smart Classroom: Yes  No

**Call or email Larry Gray or Connie Betz (lgray or cbetz@csudh.edu) for further information at ext. 3625, or Return this form to: Student Development at Welch Hall D 360**

### Presentations from Student Health & Psychological Services:

#### Psychological Workshops

- Issues of Sexual Abuse
- Post Trauma Recovery
- Eating Disorders
- Stress Management
- Understanding & Accepting Diversity
- How to Stop Fighting with Your Partner

#### Health Issues Workshops

- Women's Health Issues
- What's in Your Medicine Cabinet
- Sexually-transmitted Diseases
- Nutrition

#### Academic Skills Workshops

- How to write a term paper
- How to read a textbook
- How to MindMap
- How to end procrastination

10 minute presentation on services

Name \_\_\_\_\_ Department \_\_\_\_\_

Phone \_\_\_\_\_ email \_\_\_\_\_

Date(s) \_\_\_\_\_ Time(s) \_\_\_\_\_ Location \_\_\_\_\_

**Call or email Janie MacHarg or Rose Marcotte (Jmacharg or Rmarcotte@csudh.edu) for further information at ext. 3818, or Return this form to: Student Health & Psychological Services at SHC A141**