

# CALIFORNIA STATE UNIVERSITY DOMINGUEZ HILLS

## Access to Excellence Conversation

March 15, 2007

Interim President Bowman began the campus dialog by thanking all parties for attending and introducing the special guests from the Chancellor's Office: Craig Smith, Faculty Representative to the Board of Trustees, Gary Reichard, Executive Vice Chancellor and Chief Academic Officer, Lori Roth, Assistant Vice Chancellor for Academic Programs, and Barry Pasternak, Statewide Senate Vice-Chair. Special guests from the community included: Dale Huff, Senior Representative for Superintendent Yvonne Burke, and Gil Smith, former Mayor of Carson.

For the past 10 years, the system has been operating on a strategic plan known as "Cornerstones." This will expire soon. The campuses have been tasked to assist in the development of a new strategic plan for the system. Discussion began in fall 06 to talk about the new direction for the next 10 years. A draft document was developed and six (6) domains were identified. The provosts, academic senate representatives, and the presidents have viewed and approved these domains for discuss. The purpose of today's campus dialogue is to review and provide input on direction for the next strategic plan, known as the "Access to Excellence." CSUDH shared the domains with the campus and members of the campus community chose to focus mainly on three domains; the other will be addressed, but not in depth.

*Interim President Bowman introduces Rod Butler, Chair of the Academic Senate.*

BUTLER: Why are we here and what are we going to do? A Strategic Plan is necessary to know where you want to go and identify if you're getting there. It's important that we provide feedback for the Access to Excellence since we're a small campus. A strategic plan for a large system has more immediate and intense affects on smaller campuses. We can ensure that the next plan will include multiple constituencies of the CSU. Our task today is to review the domains developed. Input from our perspective to flow into the new plan. An effective plan will include input from all levels of the organization.

There are four questions that should be addressed for each domain: 1) What are the strengths of your campus and the CSU system now?; 2) What would you like either the campus or the Board of Trustees to be doing better in the future?; 3) What changes are needed to occur at each level (campus and system) in order to do what each should be doing?; and 4) How could technology help to achieve goals and/or improve business processes in this area?

Technology permeates our society and culture and we must use it better and smarter.

The schedule of domain discussions has been made available to campus and folks will come and go throughout the day as their schedules and specific interests permit. It is

very important that people speak up; without any input, the strategic plan cannot be as effective as it could be.

*Rod Butler introduces Jamie Dote-Kwan, Vice Provost for Academic Affairs.*

NOTE-KWAN: We're going to treat this like a Disneyland event - the happiest place on earth. In order to get everyone to participate and ensure accommodations for late attendees, everyone please move to the center of the room so dialogue can be heard.

First I'd like to acknowledge the note-takers. They will capture as much information as possible which will be used to prepare a report to the system. Microphones are available for comments so please speak into the mics.

The first domain that we'll be addressing is Assuring Access: Encouraging improvement in P-12 students' academic preparation & eliminating the achievement gaps among different groups of students. At Dominguez Hills, as of fall 2006, 85.7% of our students need English remediation and 86.7% needed math remediation.

#### **COMMENTS:**

MICHAEL SMITH (University Outreach): These figures look high, but we can compare them to our graduation rate to show that CSUDH has one of the highest graduation rates in the system. Do these numbers mean that our service high schools are inflating grades? Students at our service high schools have the lowest API scores in the state, so the positive aspect is that though our remediation numbers are high, we have a very high transfer graduation rate.

STEPHANIE PATTERSON (alumna): The biggest strength of CSUDH is that it's a diverse campus. Not everyone can say that. These numbers says a lot of what we have, who we serve and what we can achieve.

JIM HILL (Physics): Ten years is not great for long term planning in relation to the training of P-12 teachers, and our students tend to work in our feeder schools. What we need to improve here is to strengthen those ties with feeder schools and ensure a relationship with them and our best graduates.

JIM JEFFERS (HUX): We can attract students not from traditional university families; students who feel they couldn't go to college. Data also shows that not all CSU campuses are the same. We take budget hits due to remediation, more so than others. We need to address this. To ensure access, especially for our students who need remediation, the system has to account for this.

NOTE-KWAN: We have several partnerships that emphasize encouragement for student success. **EAP** is funded annually by the Chancellor's Office at \$100,000 for each campus in the system, regardless of the API scores of their feeder schools. The goal is to go into high schools and inform students about the tests we offer which can be taken as high school juniors. If a student passes, he/she can be exempted from ELM and EPT. It also serves as an early alert system for students by making them realize that they may need a

math or English course to prepare for college. We provided service to 41 high schools with the annual funding. **Gear-UP** provides service to four middle schools. We receive \$68K in federal funds. This is a tutoring program where CSUDH students tutor high school students. **America Reads** provides service to two elementary schools and one middle school and receives \$26K a year in federal funds.

RAMONA DAVIS (Psychology): How do we attract well prepared high school students?

DOTE-KWAN: This action is already a part of our campus' strategic plan. One of the goals is to increase the number of more highly qualified first-time freshmen (FTF).

SMITH: This is easier said than done. We're already doing special events like "Day with Dominguez" and "Day at Dominguez." It's hard to overcome the image of our campus; we're also in a very competitive market in the South Bay. Not only do we compete with sibling campuses, we also compete with private schools. This is a holistic problem and not just an Outreach problem. Outreach is working very closely with the campus community to address this problem.

DOTE-KWAN: There are a number of us who went to the most recent "Day with Dominguez" at Golden West Community College. There were 15-20 faculty, administrators, and outreach staff in attendance. GWCC is 20 miles from campus; 19 miles from CSU Fullerton and 10 miles from CSU Long Beach. Students at GWCC haven't heard of our campus. Our alumni survey also shows that we're fairly unknown.

MARGE GORDON (Dean, CEIE): The College of Extended and International Education has an early option for high school students as well called the Young Scholars Program. Courses are offered via television and webcast/internet, in real time or synchronized. Many of the classes are freshmen level and are available to high schools throughout California. Available courses include astronomy, philosophy, theater, etc.; course requirements to meet admission to the system. This program services about 100 students, but we could do more with more resources. We offer courses early on so they're vested (w/units earned) and they can realize that they can go on to colleges. Our courses do count for credit, and lower income students are given an opportunity to experience college life. The cost to participate is \$3.50. We should explore more initiatives of this nature.

JAMES STRONG (Dean, CBAPP): One of our strengths is our online programs: MBA, MPA, and joint program w/CSULB in MS Engineering Management. Wall Street Journal has ranked our MBA 8<sup>th</sup> in the nation. We have achieved national recognition. This was evidenced during the recruitment cycle: a newly hired faculty member stated that his dissertation chair and advisor praised our online program. This could be leveraged and expanded and we could also do online at the undergrad level, but need more resources to start up this program. Online programs give access to people who can't make to it campus.

DAVID BRADFIELD (Music Department): The perspective of access that should be addressed is the cost of education. I'm speaking as an instructor and parent (one child at Humboldt and 2 at El Camino). If we're serious about access, we must understand its relationship to fees. Increased fees must stop...financial aid doesn't offset all the increases. Student debt load is increasing at approximately \$30K of debt once a student graduates. There's also a notion of financial aid shifting from grants to loans and students are heavily in debt. There are also strings tied to financial aid – must have so many units and students don't get course they need but must take courses they don't want to meet financial aid requirements. Some students reach unit load cap without even meeting requirements to graduate.

This average debt load and an aversion to debt is deterring students. Financial aid must include more than loan packages. Grants and scholarships must be increased and the application process streamlined.

DALE HUFF: As a person respond for education in the 2<sup>nd</sup> district, I agree with David. This is a concern of many students. On this campus, the encouragement for student to attend early is great. Another program called “Upward Bound” was offered previously. This was a direct connection to high schools since it gave high school students the option and opportunity to attend college while in high school. It would be great to restore this program.

CHERYL MC KIGHT: Oversees the “America Reads” program. Its greatest strength is that it is a family tutoring program. We may be the only university in the country to provide this service. Parents bring their students to class and both parents and students receive tutoring by C.L.A.S.S. (Student tutoring program). Students' grades in school have increased by 68%. Parents are setting good example for their kids.

MARIE CREDO (?) (Chair, President's Advisory Board): Have we measured the success of “EAP”, “Gear Up” and “America Reads”? Are there any measurements in place to determine success or lack of success? Must be able to measure achievement before more resource given to these types of programs.

MCNIGHT: There are constant assessments which show 64% improvement annually.

SARA MORROW (President of NCRPP and alumna): Our program is highly recognized in the community. We're hosting a conference April 24<sup>th</sup> on the campus in conjunction with the Negotiation, Conflict Resolution, and Peace Building program. We're reaching out to elementary schools, members are invited to do remediation in middle schools. GWCC and Carnegie High School has been invited to the conference to build leadership.

JAMES HOWARD (Financial Aid Office): Financial aid is based on eligibility which is determined by the state and the federal government. The average debt for students is also only \$15K. Part of our service is to talk with students about debt management and to help them eliminate credit card debt. There's also been an increase in grants, i.e. Pell Grants. ACG and smart grants are offered by the federal government. Students come to college

for academia and the experience of life. Student Affairs works with students to address Board of Trustees issues.

BRADFIELD: My comments were not to criticize financial aid on our campus. Rules are so thick that students have trouble navigating them and this happens throughout the system, not just here on our campus. It is a larger problem. What IS financial aid AND how do students navigate the process? Students need direction and strings attached to financial aid need to be alleviated. The \$30K figure came from national data, not local data.

RUDY VANDERPOOL: We must encourage students to go to college, or go to community college early on. This problem is not a system wide problem. Critical thinking is a key component to the overall experience. High schools have a lot of workshops which address this point. We must find an “in road” to these high schools. CAMS is a perfect example of high school students succeeding in critical thinking. Access - relative to community college students - as a system, we must rethink stringent rules on articulation and transferable units. A number of community college students are prepared to continue on in their majors...but perhaps thru bad advice, a number of courses are taken, but they're not able to transfer all courses.

HILL: I'd like to resonate a bit on student fees. There are a lot of issues on access which have to do with perception and not necessarily reality for our students. The perception, value, and rate of fee changes is just plain unacceptable. The information that was received to justify the rate increases was comparisons to other institutions that are doctoral granting intuitions and we're not comparable to these. The fee increases are not justified. This alone denies access to students.

BOWMAN: Introduces Gary Reichard who arrived late due to traffic. We've gone back to point on early college experience. I'd like to see us work closer to middle schools via college readiness programs that went away due to a lack of resources. If we don't talk to them early on and bring them to campus to see what it's like ( must see and visualize) then its just talk to them. Wants to see increase in resources to be able to reach out to them and bring to campus. Not just at the beginning, but must guide them over a period of time to sustain these students and we can track their progress. Would like encourage the system to increase funds for outreach. We've reapplied for “Upward Bound” – hopefully we'll have an answer by end of spring.

DOTE-KWAN: Let's recap our strengths: we're diverse, we have a lot of support programs such as family tutoring, EAP, gear up, and we have a good reputation for online programs.

Recap on issues/challenges: affordability – fees increase and more debt for students. A survey shows that more than 60% of student in UNV 101 work fulltime as well. Is funding for EAP appropriate, given our service area? Why aren't we recruiting more highly qualified student? This is a very complicated issue.

Pathway: focus on more upper division transfer. With NCRP – going out to community colleges. We also have the following: 2 yr transfer roadmaps, TAGS (transfer agreements) with community colleges. TAGs were developed and are used at Day with Dominguez. We have a lot of people who participate at these events. We host a college fair and students can be admitted onsite. We also do a complete GE evaluation at New Student Orientations. The system is also working on LDTP.

What other things are we doing?

CONNIE WHITE-BETZ (psychologist in Student Development): We must look at a two-prong approach to getting highly qualified students. Everything talked about so far would take years. K-12 system is in a crisis....50% students may not graduate. We need to look at remediation funding to help borderline students. Looking at all CSU campuses in an identical way in terms of funding is not appropriate. We serve a special population and we should have special funding to service them. Why are 75% of community college students not transferring? That's a lot of students.

SMITH: Our students are not invested in their own community. We need to reach middle schools students, but we have no funds to do so effectively. We're looking at innovative ways to recruit – going into classrooms at community colleges, faculty are going there and speaking about what we offer. There's a special project with GWCC's 2+ 2 law school program.

JANEESA SPEARS (alumna and present grad student): To segue into Michael's point, we have untapped resources and CSUDH is a best kept secret. There are over 65,000. Alumni in the community. Alumni don't know how to access resources and we need to make it more available. We need to strengthen and empower the alumni. Alumni hold all types of positions in the community. We need to tap them for assistance in recruiting as well.

RON BERGMANN (AVP of IT & CIO): I'm new to campus, but I know that technology plays a large part in the recruitment competition and globalization of curriculum. EDUCAUSE studies show that more than 50% of students are taking courses online. Students are studying differently and accessing information differently due to technology.

CAROL P. (current student): We're doing a lot to help potential students, families of these students, but what about helping student that are already here? We need more than 30 minutes assistance of math tutoring that we receive.

JOSE LUIS SERRANO (current student): We have a lot of working students. Student assistants are able to work 20 hours a week. Since a lot of our students must work to survive, why not hire more people as student assistants? We can get them involved in outreach efforts.

GIL SMITH (former mayor of Carson): This campus was created to provide a service to Los Angeles. It touches the most diverse population....may be most diverse in country, but it's very diverse. This causes us to look at societal ills that affect access: health case,

job opportunity, etc. We cannot solve all social issues of society. Our purpose is to provide education. We've highlighted cost, recruitment, and access. We cannot forget to focus on quality of undergraduate education. We want this campus to be a prestigious campus....this discussion today is vital in that effort. Aside from any negative publicity or perception...this is a successful campus.

*Jamie Dote-Kwan introduced Margaret Blue, Acting Dean of Undergraduate Studies to continue discussion on the next domain.*

**MARGARET BLUE:** The second domain is Assuring Success in Student Learning. We're demonstrating achievement of outcomes-based learning. All courses have learning outcomes, and programs have undergraduate and graduate learning outcomes. Who can talk about other things we do that can be considered learning outcome based?

**VANDERPOOL:** The criteria for student learning outcomes cannot be a straightjacket concept. Quantifying criteria is different by discipline. We must realize which discipline you're dealing with and then assessment is okay.

**ANDREW LONG:** UNV 101 courses are designed to transition first-time freshmen students to college life. We give them tools and techniques for success. Assessment on the course is highly successful. Retention rate is 25% higher for UNV 101 students than students who don't take course. Engagement levels are high compared to other institutions. We'd like to make it available to all freshmen. Each one could benefit from this course. Only 1/3 have been reached so far. Many instructors are teaching on voluntary basis.

**CHARLES HOHM:** One metric tape to measure outcome could be that a lot of our students are getting into MA, PHD, and JD programs. A considerable number of students go onto graduate school. The biggest obstacle to not increasing these numbers is that students must work full-time. In the sciences, the academic curriculum is very tough. Add work responsibilities and students have a lot on their plate. Faculty have been able to acquire training grants that assist our students. What could we do with more funding? We'd probably have more students go on to graduate schools. We need more scholarship dollars and private donations. We need more endowments to support our students and faculty. A reduced teaching load allows faculty to mentor student more.

**WEI MA (University Library):** Our remediation numbers are 85.7% for English and 86.7% for math. How many student are computer proficient? Technology is so important to students' life....are our students' computer skills proficient? Students may use lack of quality technology at home as an excuse for not succeeding at school. Can we consolidate technology service so students have immediate access?

**BLUE:** On the 2<sup>nd</sup> floor of Welch Hall there are a lot student service offices that are groups together. Information literacy is a good focus and currently an Information Literary task force has been developed that will look at literacy and make recommendations to address concerns identified.

MA: This is more than just a literacy problem. Students need additional training on what to do with what they have access to.

SERBAN RAIANU (Math Department): We can look at our students in three ways: look at those that go to graduate school, look at performance on state exams, and then employability. A recent study shows that 8% of our students found great jobs in the area, and 10% students went on to graduate school. There's also a significant improvement in test scores.

BLUE: Another part of student success is retention.

VERA (current student): Irene Vasquez is my instructor. I also conduct campus tours for Outreach. – many students ask me why I chose CSUDH. I was sold on CSUDH because I didn't feel so lost. I received services when I needed them. Some students ask if college hard? You just need discipline. You pay to go to class and you pay for services. I advise them to utilize them.

YVETTE VELARDE: Perhaps basic skills could be an exercise added to UNV 101. Going back to access – we must educate parents as well as high school and middle school students. Many parents are low income and they don't encourage children to go to college since emphasis is given to working. These parents may not realize that college is accessible and affordable. We must educate parents about this and encourage them to provide support for their children.

DOTE-KWAN: The CSEQ survey showed that 69% (284 students) STATED that their parents didn't attend college and weren't supportive.

LUIS T. (student): We are the future. I work in EOP and I'm a part of the Toro touring math program. Have been for the past two years now. Drop rates lowered due to remediation. As a math tutor, I see that much of the staff here are not doing their job. That's why students are flunking or getting kicked out. What's the purpose if students don't succeed their first year?

BLUE: In regards to math remediation, the department has implemented a variety of ways to assist students. They're continuing to look at this and they deserve credit for their service. We should look at tracking records in terms of graduation rates and we should go back farther than six years.

JANET NEDERMAN (UNV 101 instructor): I see a lot of successful students, and I see student who are lost about college life. We need to use our own resource to go forward. Some students have an understanding of college life – they understand what it means to study and achieve academic goals. On the other hand, there are many students who are here but don't open a book and don't understand why they need to. I suggest we study the successful student and find out what why they click w/CSUDH and then have those students participate in a mentoring program to touch students who need assistance the most. It's unclear when success clicks for each student...how do we identify that and duplicate it for others?

ANGELA BARRON (staff and student): I get to see both sides as a staff and current student. I see the hard work of administrators, but I also see the lack of student involvement. I appreciate the student attendance here today. I participate in many committees, all of which have ASI representation. Those voted into student leadership by our student body do not attend any of these meetings. ASI is NOT working with the administration even though they have an opportunity to do so.

S. PATTERON: I'm 25 years old. I earned my BA and my MPA here. I've been accepted into a doctoral program and will go into law school. I work for the county of Los Angeles. I graduated from high school at 16. It's important to track the success of students. You need to know of the success of your students....especially those giving back to the community. Increase your partnership with the community, especially with the Home Depot Center, to improve scholarship funding. I was also an America Reads tutor. I applied for multiple scholarships here and was unsuccessful. There should be more available for the students.

STUDENT (name not given): I am a graduate student and you should look into your GE requirements. It's unrealistic for seven-year 7 year seniors to have outstanding GE requirements. I suggest offering GE courses that are discipline related. Students don't want to take GE courses that have nothing to do with their discipline. Also, programs have part-time lecturers which are problematic since students don't always have access to part-timers.

BLUE: There are nine units of upper division integrated studies mandated by Title 5 which must be integrated knowledge in the disciplines. These are discipline specific. Some campuses use thematic approaches in GE. This may be an issue to review later.

TERRY RICHARDSON (faculty): When NCATE came for an accreditation visit; the team said that we had excellent data collection. Our employability rate is high – there were 18 open positions at LA County and eight students filled them from CSUDH. Their starting salary was approximately \$80K. Our program is frozen currently, regardless of its success due to small funding. There are very little resources available to build the program.

DON HATA (emeritus history professor): In light of today's discussion, one message should be taken back to the Chancellor's Office: look very hard at special funding formula for campuses that are still in process of building their infrastructure. Smaller campuses should have special formula due to growing. In regards to ASI – don't be too critical since politics is pretty much a crapshoot. Students as a whole are very non-self-serving. If CSUDH suffered a collapse, it'd be more of a loss than an Ivy League university. It is on the verge of prosperity and revolution. Some comments on terms: DIVERSITY - yes....but don't overlook diversity in the old, not so positive forms of groups. It is not synonymous with harmony; IMAGE - we're not going to get diversity we need, unless we look beyond the poor. Can we be THE campus of the entire South Bay? When cold war began to end and economics of the South Bay began to end, there were a lot of unemployed people in Palos Verdes who couldn't keep up with their mortgage. They ended up in our classes. People had to restart their lives and careers.

There was great diversity in that student body at that time. Senior administrators also need to exercise the presence of CSUDH in the community. During the ballot to determine funding for library expansion, there were former students, alumni in every nook and cranny that came out. When there's negative publicity, these alumni should defend institution.

IRENE VASQUEZ (faculty): I'd like to speak as faculty and a union member; partly as an administrator as well. Administrators have tried to get the trustees to realize that the funding formula penalizes our campus. Dr. Bowman was able to get 2% grace. I realize that formula is hard to change, but one thing we can do as a community (students, staff, faculty, & administration) is to lobby for initiative to award campuses who are educating first generation college students. This is providing access and ensuring success. Our students overcome a lot to achieve an education – if we can't change funding formula and don't develop initiative to address this, these students won't succeed.

RANDY ZARN (Acting VP, Student Affairs): Fee increase and access: if fees are to be increased, it shouldn't be a start and stop for student. These should be small and continual. The system increases are not consistent. For student success: many people in Student Affairs and Academic Affairs support student success. We are working hard everyday with very little resources to help ensure student success. The services offices need to be supported as well. We don't have an economy of scale and our ability to provide quality service is strapped. Often times, and unseen in agendas, there's not much mention about student life. Student life is a very important component with retention... it helps students to connect to campus and faculty. Very important....athletics and clubs and organizations are successful, so more focus should be given to student life, or at least included at the very least. Enables students to apply what they've learned in the classroom.

SUZY LOPEZ (President of Toro Network): Toro Network is a peer mentoring program. We tutor freshman in remedial math. There are approximately 30 tutors and we're known as THE tutoring program. We actively fund raise to purchase supplies and books. Students say it is successful, but it needs more support. Also, why are we hiring more part-time faculty instead of fulltime faculty?

*Participants were thanked for their comments, but discussion needs to be moved forward. Margaret Blue introduces Rod Butler to lead discussion on domain #3: Faculty/Staff Excellence to Promote Student Success.*

STRONG: There is issue that the system needs to be aware of. When recruiting faculty, especially in the business discipline, we've made offers that were rejected since the CSU salary scale is capped. The only campuses that can recruit in these disciplines are those campuses that are rich and can provide supplemental summer funds to offset the salary cap. It is important to hire full-time faculty, but we're unable to do so with the resources available to us.

VANDERPOOL: The competition of hiring faculty is recognized. We don't always get top choices, but as we engage in these recruitment efforts, we must not forget the mission

of the CSU system. Some new faculty are ambivalent of CSU. The perception is that we should be a research and scholarly campus. But the entire system should be teachers and not just scholars.

JOHN THOMLINSON (Chair of Biology): There are dual missions of this institution. We cannot educate student in science without giving them hands-on research. This is rewarded with release time. Research and teaching: if we're going to follow this, there must be a change in WTUs. If faculty are to do this, then they shouldn't be penalized in RTP process.

BRADFIELD: There are three things that we can do: (1) The increased reliance upon temporary faculty has reduced tenure-track faculty. I do not want to diminish the part-time faculty (they are hard working, dedicated faculty) but the increased reliance on them impacts students and remaining tenure track faculty in negative ways. The Board of Trustees needs to provide funds for tenure track faculty and ACR73 implementation. (2) Mandates from the CO, while all valid, add to the workload of faculty (raise money, recruit, etc.). We need to find workload reduction for faculty. (3) Current salary structure is broken. Board of Trustees must provide reasonable structure to address compression of salaries. We're unable to hire faculty and this must change in order to hire more tenure track faculty.

JAMES COOPER (faculty): There are ways to be scholarly in your teaching. I offer many workshops in this area. You must share your experience with colleagues.

HOHM: In NBS, we've had great success in attracting great faculty. In two years, we've replaced about 30% of tenure track faculty. Most of the time, we were able to hire our #1 choice. But there is problem, though maybe not a widespread one: A good faculty member just left due to a lack of a spousal hire policy. Maybe we should consider implementing a policy of this nature.

There may be a notion that there are a lot of very accomplished individuals who we may not even consider approaching with an offer because it's assumed that the individual wouldn't come to CSUDH. The fact is there are many people from Division 1 schools who would come to CSUDH to service a diverse student body such as ours.

There is a great need for release time. I struggle with this all the time. I'd like to see more offered. We need more grants to achieve this and must bring more endowed funding to the campus.

ELIZABETH (student): I'm a junior and this is my first semester here. One thing I've noticed is that students are extremely frustrated that instructors listed in the class schedule are not the ones actually teaching the course. When trying to enroll in core classes for major, classes are overcrowded and not everyone can get in. You must take care of staff and their needs, and productivity and satisfaction will be seen and this affect trickles down. This is a great campus, with great potential and I want to see it succeed.

BUTLER: There is some convergence in these stories and dedication of faculty. The Music department recruited out of Oberlin, which is the best conservatory in the world.

This recruit was tenured there and teaching piano. We lured him to come to CSUDH - he could be a performance specialist that could reach other disciplines and not just piano. His work here would impact all students. We must find people who have talent, encourage them and enrich them. This faculty member came to CSUDH because of the challenge; he is recognized internationally but he wanted to come here to teach. We must energize faculty in their area.

CAROLYN VEEK (Undergraduate Admissions): Salary is big issue. Though salary compression is being lived with, staff sometimes feel forgotten. Recognition programs in the office have been implemented and that has increased morale. Something similar should be done on a wider scale.

CLARE WEBER: First, I'd like to thank the CO for coming. This is my 5<sup>th</sup> year here and I've received a lot of support from my dean and the provost. But many times, their hands are tied. Salaries have gone down in five years, but workload has increased. How can we sustain the university without adjusting the funding formula? We have a lot of working students who are unable to go to school full time as well. I'd like the CO and Board of Trustees to become advocates on our behalf and plead with the governor and legislature.

BUTLER: I'm an alumnus of CSUDH. Coming back to my alma mater and serving as department chair, I saw very little change since returning (28 years). When the decision was made to relocate the campus to this area, the CO charged this campus to serve this community. But it was not a proper charter, and we should encourage the system to look at and support this charter. There are single family parents who cannot attend full-time; we need to be able to service them, but current funding structure doesn't allow us to do so sufficiently.

STUDENT: I am a full-time caregiver of a disabled family member. Would I fall into this category?

RESPONSE (unknown): Yes, and you will be considered.

TRACEY HANEY: It's obvious that the faculty demographics are different than the student demographics. There is a great amount of diverse students who go on to hire education and could be hired as faculty. If our faculty population reflects our student population more, students may be more encouraged to continue higher education pursuits. A familiarity /affinity to faculty could improve student success.

LOIS FEUER: I was to address class size issues as it pertains to Board of Trustees, faculty, and students. If we are looking at characteristics of faculty helping students succeed in gaining knowledge and skills, one of the primary concerns is having faculty energetic enough to achieve those goals. I'm concerned that faculty teaching eight courses a year, with great number of students in each course, cannot long sustain the level of energy to assist those students. This would harm student directly by not getting feedback, assistance and direction from their family. In a class of 50 or 60, individualized attention to the students is not possible. Faculty cannot sustain the energy

and effort to be an outstanding faculty member. If students are to leave university with value added and attain skills and knowledge, faculty and staff workload is a crucial issue for student success and student retention. Also, we do not have a large cadre of graduate students that can provide teaching assistance as so many of our students come without necessary preparation from local area high schools so that are essential components of student success. Workload for faculty and staff is important, and class size crucial to this.

IFEANYI EBIGBO (ASI President): A large concern from students is that education should be affordable. Peoples at the university should be for the students. In the past four years...fees increased 67% and financial aid is not keeping in pace. (#1) Have to understand that investment made w/in system, every \$1 put into it, receive 4.41 in return. All Californian should have an opportunity to education. (#2) CSU must be accessible. Strengthen outreach and program and provide funding. (#3) Improve advisement. We need quality education. Work with Board of Trustees to improve quality academic advising. Mandatory training for all GE, major requirements & community college transfer courses, and go back to making CSU affordable.

The EOP program has not received funding from state for the last 20 years. This is a huge problem. In order to increase enrollment, must put funds where they should be, and must provide service to the students that we have. Higher education – please make it a priority to make it affordable, accessible and of quality. Also, funding priority must be looked at closely.

Students are complaining that faculty and staff not doing their jobs and are unfriendly. I'm willing to work with each individual to make this campus better.

STUDENT: One of the strengths of this campus is class size and being taught by professor stated in schedule. Friends at other campuses have classes taught by interns, and they find it hard to see their actual professor. Faculty here are available and accessible and sometimes I feel like I'm attending a private university.

BOWMAN: We've had an opportunity to discuss the first three domains which the campus voted as most important. We can move expeditiously over the next three.

Domain: Connecting to P-12 Schools and to Community Colleges

BOWMAN: There are many partnerships (tag programs) with community colleges, and we've been working with K-12 schools as well.

JANTE LEVINE: University Advancement's biggest responsibility is to be out in community to build better partnerships. I'm hearing more and more how important our partnerships are. We also seem to have an inferiority complex on this campus.....we need to put more effort to going out and saying we are here and we are happy to be your partner. Keep relationships that we have in front of us and enforcing them at all times.

VANDERPOOL: I see a lot of industries surrounding the campus. HDC is on our campus. We need to keep asking if we're tapping in these resource right here in front of us. Perhaps we should invest more in service learning and establishing internships with these industries.

BOWMAN: These are great ideas, but they do require more resources?

LONG: Where do we stand with HDC? Are we able to tap in more? Can we use them to improve our image?

BOWMAN: We are currently in Phase II. A task force has been developed to address these issues. A hotel may be built on campus for training athletes, volleyball and other pieces. We want to accomplish much without giving more campus property to them, but funding issue percentage (profit) adjusted. There are pros and cons to these projects. Negotiations will always be discussed. More visibility to them means we need more recognition for the campus. Great marketing and visibility will enhance our reputation and image and we may be able to recruit more students. Must be sure to accentuate CSUDH and not HDC.

LEVINE: We are working closely with HDC to ensure that they're receiving our message. They're an important fundraising partner and a big supporter of the President's Scholarship Dinner. We should thank them and not focus on how much more they can do for us. If you fail to show gratitude to donors, they don't give anymore.

(Elderly lady): What is the university doing to promote a better partnership between campus and the city of Carson? Must be emphasized more than just stating the location of the campus. Lyons coined the phrase "communiversity" but what is university doing about it (Mrs Oneal?)

BOWMAN: There is a new image and marketing campaign being developed to improve campus image and make it known that we're in Carson. We want to be an intrical part of the city, and we want the city to understand that we want to secure this relationship.

KENT GIBSON: We have many interactions with the city of Carson. Board of Directors participation, chamber of commerce, etc. A new asset to the community is the new student union and we're promoting it throughout the community.

SMITH: Need to emphasize that partnership with Carson, but realize the campus serves over 18 other cities that are part of the South Bay. Partnership is not just limited to Carson. Carson deserves recognition that the campus is here, but partnership is with many cities and those deserve to be strengthened as well.

BOWMAN: We are doing many things and working very closely with these various communities. Resources have thinned since we're trying to do so much with what little we have.

PEGGY OZAKI: We share grant money with communities and share what we're doing to improve campus. By getting community participation, they can see all that we have and what we offer. It's hard to do this and promote what we have is because most of this is done with grant money and it's not endless. Funding is not always guaranteed.

DOMAIN: Fulfilling Commitments to Multiple Stakeholders

BOWMAN: We have a commitment multiple stakeholder – we have internal and external stakeholders. People do actually take part in working with us to be successful.

MARGARET GORDON: There's also an international component. Our campus has a desire to have resources to provide and broaden these experiences. There are ways we can integrate short term international experience into courses. Takes a great deal of resource, but also must provide stipends for students to make it possible. All students should have an international experience. We need to be in a position where we can promote our campus to international students and attain international recognition.

STRONG: I have a very active advisory board. Stan Hubert and Marvin Brown are in attendance.

STAN HUBERT: I'm very impressed with the workings of this advisory board. Its membership includes smaller companies as well as large companies and they've been great. We're asked to speak in classes. Funding support for the college is being looked at by the board. I would encourage other advisory boards to do the same. Members of this board donate their personal time and finances.

VEEK: We should reach out to the active duty service men and women. We receive a lot of inquiries here. DONTE – government pays fees for its member, but CSUDH doesn't have such an agreement here. A lot of service people take advantage of this opportunity. It's an untapped area that we should look into.

BOWMAN: The system is looking into it. It is looking to develop online programs for service members. A group recently visited Camp Pendleton to begin discussion.

JOHANNA ROJAS (biology student): We need to ask for support in making stronger partnership with AB540 student. These future students would be a great source of enrollment. AB540 student are high achievers as well and deserve the right to the same access and affordability.

BOWMAN: AB540 students do not have documents of residency and are not eligible for financial aid. They must pay non residency fees. We're looking into grant funding to assist these students.

M.SMITH: There a large African initiative in black churches and communities. Communities must be brought in - we want to partner w/YMCA and Boys and Girls Club. I think we should develop an advisory board with key cities in our service areas. Find their perception about why students don't come to CSUDH.

BOWMAN: How about alumni?

S. MORROW: I never knew there was an alumni survey. Alumni are very active in the community, NCRP is very active, in the junior high schools and high schools. I also work for department of Veteran Affairs. There are a lot of nurses and human resources people who are CSUDH alumni.

MARVIN BROWN: I'm an alumnus and I had the opportunity to go out and recruit for CSUDH. A great selling point is that this is a very hands-on campus. They've done a good job of reaching out to alumni. Could be better, but understand that the organization is going through some restructuring. Alumni do want to be a part of what's going on here.

JOANNE ZITELLI: We have another program that reaches out to senior citizens. The lifelong learning program – college level courses accessible to seniors throughout California. There are learning groups in Redondo Beach and out in the valley. They're an interesting group and are very excited. They want to be connected to CSUDH.

BOWMAN: The final domain: Now and in the Future: Campus/System Identity

LARRY GRAY: Point #5 – addresses that each campus is unique. I'm concerned that it's hidden at part #5. The big theme today is the uniqueness of our campus. Other campuses feel the same. The system must realize that we're not cookie cutter campuses and that each one has something unique.

PATRICK STEWART (Development Office): We could take a lesson from Oracle which was on the verge of bankruptcy and they sought to engage in a bold, new vision.

VANDERPOOL: I have supported an ASI proposal for a student hour and sometimes the faculty are resistant. We need to be more responsive to students' needs and requests.

XXXX - need to adopt schools in our service area – contact Superintendent and let them know we are adopting them to be apart of our campus

MARY ANN RODRIGUEZ (VP Administration & Finance): We are a mission driven school and we need to look at mission specific funding especially when looking at the "Cornerstones." Was the current budget working for all campus, not just this campus, but all campuses? We are a unique, specific and great campus of CSU Dominguez Hills. Everyone is talking about more resources for our campus...everything how to recruit more students, how to retain more students...basic thing is more resources is needed to do these things.

SHIRLEY LAL (WASC Co-Chair): The WASC Sub-committee on Civic Engagement has been examining the possibility of adopting a P-12 school.

TANIKA FOSTER-SPATES (Community Service Learning): There will be a Civic Engagement Town hall next week

BARRY PASTERNAK: The faculty, staff, and community members' comments were very right-on; impressed by the passion and love for the campus; funding formula; how to maintain faculty (recruitment and retention --- housing support for junior faculty)

CRAIG SMITH: – guest lecturer for CSUDH (faculty trustee nominated by the Statewide Senate and therefore not appointed by the Governor) – BOARD OF TRUSTEES is very diverse and CO's job is to educate them. One thing – we are all different campuses - CSUDH is an evening campus – need based funding preceding growth funding, then mission specific funding. Rudy and him – have a document about workload reallocation; Delatore (Hector) work with your legislators – very strong supporter MacDonald-XXX – working with the legislators and working with Congress is part of the big picture so essential for Strategic Planning.

GARY REICHARD: I wasn't expecting the number of students or the passion; this meeting has reaffirmed my belief. CSUDH is core CSU mission; it delivers the mission and you have a lot of friends who support this campus; we realize your struggle; the Super Sunday is about access to excellence clearly demonstrated by today (i.e., strengthen of the alumni) – Campus needs to work closely with its alumni, you have success stories all around us and you should strengthen that.

Wasn't surprise of the resonance around Uniqueness – although it is 5<sup>th</sup> of the list, it is important – next steps will be system wide Summit and hopes that CSUDH's voice will be heard loud and clear.

Gary Reichard – need to bring to the BOARD OF TRUSTEES the central purposes of the system and how to attach resources to that purpose. Lastly, I am really excited for CSUDH – choosing new leadership, and puts all of its strength behind this new leadership.

Lori Roth – (Assistant Vice Chancellor) – walked across the campus – saw CAMS (the true gem of CSU system in math and science and 70% of students of color); wandered up through the library and saw the resources and finally ended up in the Student Union (what a gem for the campus). Thank you for a great day. NCAA tournament on its way and can proceed to the Sport Bar downstairs.

Dr. Bowman – thank everyone for their attendance and the visiting team to hear first-hand the dialogue that has occurred on our campus. Thank the team (Margaret Blue, Larry Grey, Rod Butler, Virginia Long). Thank those of you from the community that spent the morning with us to take time out of your busy schedule to be with us.

Common theme – access (poster child) and resources....we have passion and we need to keep saying it....

HAND-WRITTEN NOTE LEFT BY STUDENT:

My name is Ana Garcia and I'm a freshman in this institution. One issue that I want to come out with is that the administration are not doing anything to help those students who English is their second language. As my experiences, I have been having problems with the language and I see around this university that is not only my situation. Many students who came to this country and want to keep study but their language scare them and they decide to go to work better. I think that you guys have to have a class or a help class that help those students with the English as the second language.

## CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

### DOMAIN ONE: ASSURING ACCESS

<i>Recommendation</i>	<i>Responsibility:</i>	<i>Campus</i>	<i>CSU</i>	<i>Both</i>
Raise scores of feeder schools				X
Funds for EAP should be based on campus feeder schools API scores. All campuses should not receive same amount of funding.			X	
Stabilize projected fee increases so that students/parents can plan for college costs.			X	
Re-examine funding method – consider mission based or special needs funding or augmentations			X	
Develop systematic funding for outreach to middle schools			X	
Use alumni for recruitment		X		
Improve sharing campus strengths to targeted community colleges				X
Hire more students as student assistants				X
Focus on quality of undergraduate education		X		

# CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

## DOMAIN TWO: PARTNERSHIPS

<i>Recommendation</i>	<i>Responsibility:</i>	<i>Campus</i>	<i>CSU</i>	<i>Both</i>
Promote and maintain campus attitude		X		
Partnerships with: HDC, industries, City of Carson, beach cities		X		

## DOMAIN THREE: FULFILLING COMMITMENTS TO MULTIPLE STAKEHOLDERS

<i>Recommendation</i>	<i>Responsibility:</i>	<i>Campus</i>	<i>CSU</i>	<i>Both</i>
Active board members		X		
Utilize alumni in various ways		X		
Mission specific funding			X	
Adopt a school		X		

## DOMAIN SIX: NOW AND IN THE FUTURE: CAMPUS/SYSTEM IDENTITY

<i>Recommendation</i>	<i>Responsibility:</i>	<i>Campus</i>	<i>CSU</i>	<i>Both</i>
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All of the recommendations under this area had been covered in other domains and were not specific to this domain.

# CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

## DOMAIN FOUR: ENSURING SUCCESS IN STUDENT LEARNING

<i>Recommendation</i>	<i>Responsibility:</i>	<i>Campus</i>	<i>CSU</i>	<i>Both</i>
Improve funding for freshmen success i.e. UNV 101				X
Assist students to understand different uses of technology, i.e. entertainment, scholarship, and information and how to use them		X		
Education parents of benefits of college for their children				X
Study motivation of successful students and apply to all students.		X		
Reward campuses that graduate first generation college students				X
Expand on-line offerings to undergraduate students				X

# CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

## DOMAIN FIVE: FACULTY/STAFF EXCELLENCE TO PROMOTE STUDENT SUCCESS

<i>Recommendation</i>	<i>Responsibility:</i>		
	<i>Campus</i>	<i>CSU</i>	<i>Both</i>
Faculty salaries must meet market equity		X	
Remember mission of CSU			X
Need more tenure track faculty			X
Too much is expected of faculty			X
Need for spousal hiring policy	X		
Support junior faculty research	X		
Energize faculty in their area	X		
Develop creative approaches to assisting new hires obtain housing			X
Current funding formulas make it difficult to Serve part time students		X	
Diversify the faculty	X		
Support Toro Network Tutoring	X		
Class size reduction			X

**System Wide Access to Excellence Summit  
April 24-25, 2007**

**List of Attendees**

1. **Dr. Boice Bowman**, Interim President
2. **Dr. Allen Mori**, Provost/Vice President for Academic Affairs
3. **Dr. Jamie Dote-Kwan**, Vice Provost for Academic Affairs
4. **Mr. Randy Zarn**, Interim Vice President for Student Affairs
5. **Dr. Margaret Blue**, Acting Dean for Undergraduate Studies, Academic Affairs
6. **Dr. Laura Robles**, Dean for Graduate Studies and Research, Academic Affairs
7. **Dr. Rod Butler**, Professor of Music and Chair, Academic Senate
8. **Dr. Rudy Vanterpool**, Professor of Philosophy, Academic Senate Representative
9. **Dr. Caroline Bordinaro**, Professor of Education, Academic Senate Representative
10. **Ms. Theresa Cuarenta**, Assistant to the Athletics Director, Staff Representative
11. **Mr. Gil Smith**, Community Member Representative
12. **Mr. Wade Downey**, Alumni Representative
13. **Mr. Jose Luis Serrano**, Student Representative
14. **Mr. Ifeanyi Ebigbo**, Student Representative