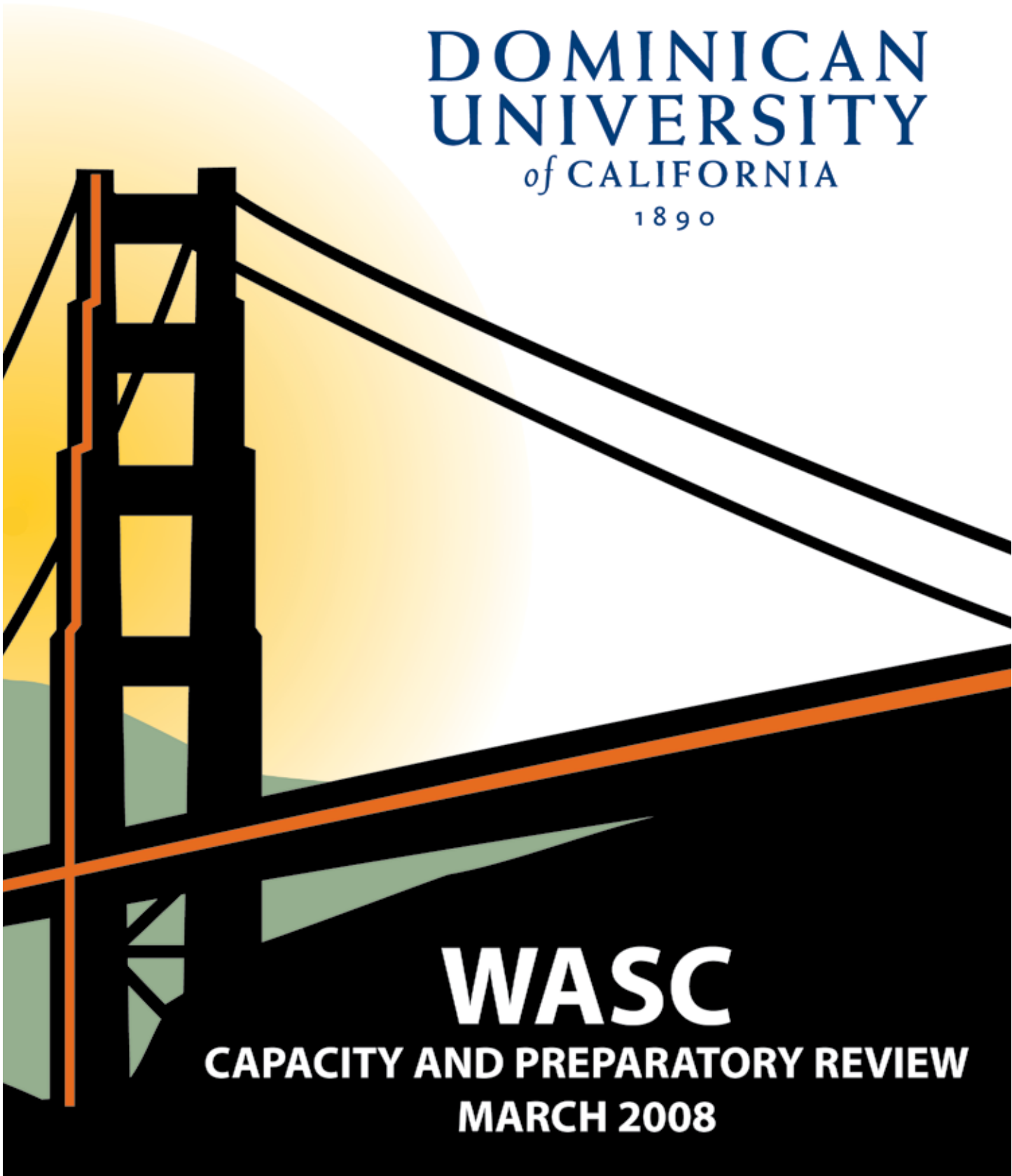




DOMINICAN UNIVERSITY

of CALIFORNIA

1890



WASC

CAPACITY AND PREPARATORY REVIEW

MARCH 2008

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Introduction to Dominican University of California

History and Status

Dominican University of California is an independent, international, learner-centered university with a Catholic heritage and a tradition of interdisciplinary study in the liberal arts, a global perspective, and a strong commitment to involving students in fostering their own intellectual, spiritual, ethical, and social development. The University offers undergraduate and graduate education in the liberal arts and the sciences and selected undergraduate and graduate professional programs. The roots of Dominican University of California go back to the middle of the 19th century, when Joseph Sadoc Alemany, a Dominican friar, became the first Archbishop of San Francisco. In 1850 he brought a Dominican sister, Mary Goemaere, from Paris to establish the first congregation of religious women in California. Congregational headquarters moved from Monterey (1850) to Benicia (1854) to San Rafael (1889). From these beginnings, over time, grew schools and hospitals and eventually Dominican University of California.

In 1890, Dominican College was chartered as a women's college by the State of California. In 1917, Dominican College became the first Catholic college in the State of California to award the bachelor's degree to women. In 1971, the College became fully coeducational and, in 2000, Dominican College of San Rafael changed its name to Dominican University of California.

The decision to assume university status was a natural step in Dominican's evolution but was undertaken only after several years of careful study. It was felt that university status would reflect our rapid growth and the increasing complexity inherent in the transition from a traditional undergraduate liberal arts college to a master's level university with over one-third of our students at the graduate level. To aid our efforts, we changed the governance structure to a more inclusive shared governance system in order to improve internal communications and decision-making. In addition, we developed an ongoing strategic planning process. Careful planning and focusing on six to eight yearly initiatives have guided our increasing successes, including:

- attaining financial stability. Fiscally, Dominican ended the 2006-2007 year with an operating

surplus in excess of \$3.09 million. Over the past three fiscal years, the institution has produced a combined total surplus of more than \$9 million.

- increasing the physical plant through new construction, purchase, and renovation. Two buildings were added to the campus in fall 2007: the newly constructed Science Center and a private residence. The Science Center represents the first new academic space added to the campus in 50 years.
- increasing the student population. Dominican reached its highest headcount in history in fall 2007 with 2,122 students. This increase in students has stressed the University's infrastructure but has also resulted in a more exciting dynamic campus.
- increasing ALANA (African American, Latino, Asian American, Native American) student population. The entering class for fall 2007 contained 54% students of color.
- increasing support for scholarship among both faculty and students. Undergraduate research has become an important academic initiative at Dominican. Last year the Provost's Office supported over 140 students allowing them to present their scholarship at national conferences, including the Western Psychological Association, the National Collegiate Honors Association and Posters on the Hill in Washington, D.C., among others.
- increasing national recognition of undergraduate research at Dominican. In spring 2007, Dominican hosted the 21st National Conference on Undergraduate Research (NCUR). Some 2,000 of the country's brightest undergraduate students from more than 250 colleges and universities across the United States convened on campus for four days in April. Although we are the smallest institution to host the event (other small colleges have paired with larger institutions), the conference was a spectacular success and boasted the largest attendance in NCUR's 21-year history.
- increasing grant support for faculty research and University initiatives. Dominican has recently received over a million dollars in federal grants to support programs in education, business, and natural sciences. A four-year grant from the U.S. Department of Education (\$800,000)

will support student scholarships to prepare students for careers as special education teachers. A grant from the Environmental Protection Agency (\$222,222) will support the work of the Region 9 Environmental Finance Center (EFC9) which recently relocated to Dominican. EFC9 coordinates green business programs. Its move to Dominican is related to our MBA in Sustainable Enterprise, which was added to the graduate business offerings in fall 2007. The Green MBA is among the first of its kind and remains one of only a handful of MBA programs specifically focused on corporate social responsibility, environmental sustainability, and social justice within the business context. Finally, the National Institutes of Health has awarded a grant to a science faculty member (\$210,000) to support breast cancer research at the University.

These examples show a successful institution in the midst of ongoing transition. The Strategic Institutional Plan has set an aggressive agenda for the future. This includes expanding our role internationally, revitalizing our business programs, enhancing campus life, building two synthetic athletic fields and bringing our athletics program to NCAA Division II competition, preparing for a new campus plan, increasing and enhancing assessment activities, and launching a new capital campaign. We are poised to meet these challenges with enthusiasm.

Changes Since Last WASC Visit in 2004

The following changes have been made since the WASC Special Visit in 2004:

Degree Programs:

- Three graduate degree programs have been instituted: Master of Science: Geriatrics (CNS), Nurse Educator; Master of Science: Non-CNS tracks added for other MS Nursing Programs; Master of Business Administration: Sustainable Enterprise.
- A 2+2 program was developed at the Ukiah Center and approved by the WASC Substantive Change Committee. Majors under this format are strategic leadership and humanities.
- A Service Learning program was started in 2002.

Majors/Minors:

- A new major in Women and Gender Studies was

added to the humanities department.

- A dance major was added in cooperation with LINES Ballet in San Francisco.
- Minors in Mathematics and Leadership Studies were implemented.

Organizational Changes:

- The School of Business and Leadership was reinstated (for history of this decision see CFR 3.8) and a new dean hired in 2007.
- Communications became an independent department due to an increased number of majors in the program.
- Politics was relocated from the School of Business, Education, and Leadership to the School of Arts and Sciences at the time business separated to form a school.
- The Department of Music and Performing Arts became an independent department with the implementation of the dance major.
- The vacated positions of the vice president for enrollment management and student life and the vice president for finance and administration were reorganized into the vice president for student life and the vice president for finance and enrollment management.

Mission

Dominican University of California transforms lives. We are an independent, learner-centered, international university of Catholic heritage, which interweaves Dominican values, the liberal arts and sciences, and the skills and knowledge necessary to live and work in an interdependent world.

Our mission statement encapsulates Dominican's history as an institution founded by the Dominican Sisters of San Rafael and committed to development of a global perspective, interdisciplinary study in the liberal arts, opportunity to pursue business and pre-professional areas of study, student involvement in learning, and the fostering of student intellectual, spiritual, ethical, physical, and social development.

Dominican University of California transforms lives. Dominican provides an environment within which students, faculty, and staff can work, study, and learn. The institution strives to be both supportive and challenging, providing opportunity to grow and

develop and, through time, become transformed by the experience, whether as more accomplished professionals or more knowledgeable and skillful graduates.

We are an independent, learner-centered, international university of Catholic heritage, which interweaves Dominican values, the liberal arts and sciences...

Historically, Dominican began as a liberal arts college. While we continue to celebrate and embrace our liberal arts heritage and Dominican values, there have been strategic decisions made over the last decade to expand graduate programs and professional and pre-professional undergraduate programs, thereby redefining the institution as a comprehensive university. Our success is indicated by our “Master’s M” Carnegie classification and our placement in the top tier in this category in the Western Region for the past four consecutive years in *U.S. News & World Report’s America’s Best Colleges*. While our largest major is nursing, followed by business, psychology, biology, and humanities, the core of our undergraduate program is a solid liberal arts general education that provides an important foundation in the liberal arts and sciences for all majors.

A significant part of our heritage is inherent in the educational values and ideals of the Dominican Sisters. These values and ideals continue to influence the curriculum and co-curriculum today. One example is Dominican’s Honors Scholars Program, *The Scholar in the World*, which is centered on the Dominican ideals of study, reflection, service, and community. In addition, these ideals provide a strong foundation for Service Learning as a pedagogy that creates intentional links between academic education and community experience. (CFR 2.5) Dominican values are found throughout published materials, including the catalog, and faculty, staff, and student handbooks. They are also discussed in all new faculty, staff, and student orientation programs. (CFR 1.1)

The international aspect of Dominican is the one area where we have not progressed as rapidly as we had hoped. To stimulate progress in this area, the President has commissioned the development of a five-year strategic plan for internationalization. Submitted in February 2007, its consideration has become one of the Institutional Strategic Priorities for this year (CFR 4.2). Several programs have initiated international opportunities for students by developing courses

involving international travel and study abroad experiences. We have hired an international student advisor to provide support for international students and to work on study abroad programs. We currently have two exchange programs, both in business: the American Business School in Paris, and ESCEM, France. Multicultural/international experience is an integral part of the Honors Scholars Program. We are exploring cooperative associations with foreign universities and are exploring ways to increase international student enrollment.

Skills and knowledge necessary to live and work in an interdependent world.

Dominican University of California’s Diversity Declaration complements the Mission Statement of the University, committing itself to preparing students with “the skills and knowledge necessary to live and work in an interdependent world.” As such, the Diversity Declaration, found in many University publications, including the catalog and various handbooks, serves as the basis and impetus for developing and implementing diversity affirming policies and practices University-wide. (CFR 1.5) The impetus for the evolution into a more diverse student body began with the James Irvine Foundation Grant awarded to the institution in the 1990s. Since 2001, Dominican has become a more diverse community with the declared intentions of: 1) recruiting, admitting, and retaining a diverse student body; 2) recruiting, hiring, and retaining a diverse faculty and staff; and 3) enabling an inclusive community of educators, learners, and practitioners who actively demonstrate competence to live and work successfully in a diverse world.

Dominican is proud of its efforts to make diversity and multiculturalism a high priority throughout the University. The Diversity Action Group (DAG), initiated under a comprehensive diversity plan funded by the James Irvine Foundation, has been made into a standing, University-wide operations committee with faculty, staff, and student membership. The goal of this committee is to support living/learning opportunities which support interpersonal, intercultural communication and understanding.

Initiating multiple changes in the University’s policies, processes, implementation, and practices to include and institutionalize diversity has been successful to the extent that Dominican has an increasingly diverse student body

and academic curricula. Despite the broad success that diversity efforts and initiatives have experienced, there is work that remains to be done, specifically diversifying the Board of Trustees and developing a culture of evidence around issues of diversity. To help guide our efforts, the institution conducts a diversity climate survey every two years.

Capacity and Preparatory Review

Process of Preparing the Capacity and Preparatory Review

Following approval of our Institutional Proposal, the WASC Proposal Steering Committee established nine self-study subcommittees focused on the Standards and invited faculty and staff, including all key leaders, to participate. The Committee ensured broad representation from across the campus on each subcommittee. The Proposal Steering Committee was then reorganized into the Capacity and Preparatory Review Steering Committee, which included only the chairs of the various subcommittees. The other members of the original committee were assigned to the various subcommittees established to carry out the self-study. The final Steering Committee was composed of the following: Provost; Assistant Vice President for Academic Services and Retention; Vice President of Finance and Administration; Associate Vice President for Academic Affairs (chair); Dean of the School of Arts and Sciences; Dean of the School of Business, Education, and Leadership; Chair of the Department of Nursing; and Chair of the Department of Natural Sciences and Mathematics. Each member of the Steering Committee chaired a subcommittee that had faculty and staff membership selected to provide broad campus representation. More than 37 faculty and 27 staff participated in the Capacity and Preparatory self-study.

The Steering Committee met once per month to consult on the progress of the subcommittees and provide guidance to the chairs on the development of the Capacity and Preparatory Review outlines and institutional electronic portfolio entries. A first draft of the Capacity and Preparatory report was developed by the Associate Vice President for Academic Affairs (AVPAA). During the fall semester, this document was sent to the Steering Committee and the various subcommittees for review and editing. The resulting

draft was submitted to the campus community for input, and the Provost held two open forums to provide opportunity for all faculty and staff to discuss the report.

The self-study exercise assisted us in identifying areas requiring attention, and the Steering Committee referred important issues to the appropriate manager or committee for consideration. The need to develop an institutional portfolio has focused awareness on documenting improvement based on a culture of evidence as a guiding administrative principle.

Throughout the process of preparing for the Capacity and Preparatory Review, we have been mindful of the next stage, the Educational Effectiveness Review. The Institutional Proposal outlined three thematic areas of focus for the EE Review: Scholarship and Creative Work, Assessment, and Student Life. These themes were chosen for the self-study to reflect Dominican's transformation into a dynamic and student-centered university. Following the advice of our WASC liaison, this report will, as much as possible, address the Standards and Criteria for Review within the framework of the themes.

Response to Issues Raised by WASC

In response to the 2004 WASC Special Visit, the Commission highlighted five areas upon which it recommended we concentrate our efforts. The five areas discussed in the Commission Action Letter were: financial management, University reorganization and planning, educational effectiveness, faculty development, and diversity. The actions we have taken in each of these areas are reflected below. Capacity and Preparatory Standards are also addressed, as appropriate.

Financial Management

Commission Statement: *“The Commission noted that, while the University experienced a significant enrollment increase, the University has also experienced two years of budget deficits and concomitant declines in the University’s net assets. Thus, at the time of the visit and of this action, the University is not in compliance with Standard 3, particularly, criterion for Review 3.5 in regard to financial stability, sustainability and the effective alignment of fiscal resources to educational programs.....the Commission expects the University to be operating with balanced budgets, to have eliminated the causes of its structural deficits, and to have established a demonstrably effective*

financial management system that is fully aligned with the University's strategic planning process."

The March 2004 WASC Special Visit team remarked on the need for the University to address an operating deficit in excess of \$2 million. The fiscal year ending June 30, 2004, marked a turning point in the financial health and resources of the University that has continued into its third fiscal year (through 2006-2007).

In spring 2004, the University management team established a goal to achieve a balanced budget within two years. Because of the commitment of the entire University community, we were able to accomplish this goal within one year. The 2004-2005 fiscal year ended with a surplus in excess of \$3.8 million. The 2005-2006 fiscal year ended with an operating surplus of \$4.3 million. In those two years, overall net assets increased by more than \$16 million to over \$53 million, including an increase of \$10 million in unrestricted net assets. In 2006-2007, the operating surplus was \$3.09 million. (CFR 3.5) Although many factors have come together and contributed to this improvement, the key areas were positive trends in enrollment, control of the tuition discount rate, improvements in the University's budget process, and improvement of the University's financial management.

Key to the University's continued success is the University's three-year rolling budget process that integrates information from all areas on campus with economic trends to project revenue accurately and then creates an expenditure plan that meets the operational and strategic objectives of the University. We have made improvements in the assessment of the University's financial ratios as compared to peer data and are mindful of the University's financing covenants. The University Budget Committee is part of the governance structure. The committee provides input into revenue appropriations and reviews and guides the budget process across the University. All of these improvements answer recommendations from the 1999 WASC visit.

The University has experienced significant increases in student population, growing from a headcount of 1,442 in fall 1999, when we had our last full WASC visit, to 2,122 in fall 2007. The rate of increase in enrollment has slowed and the University's budget process has allowed the University to adjust for that slower growth and

maintain a balanced budget. This has been accomplished by greater emphasis on budget management and increasing non-tuition sources of revenue such as advancement, contracts, and grants.

Enrollment trends show increases of students at all degree/program levels in the past three years except Pathways, which has leveled off over the past few years. We have instituted a Retention Plan that has focused on developing strategies to reduce attrition for targeted populations of students. Our first to second year retention rates in the past four years were either at or higher than national norms tracked by ACT and Consortium for Student Retention Data Exchange (CSRDE) in the category of Master/1st Professional Private (ACT) or Moderately Selective (CSRDE). The range of four-year first to second retention rate is between 74% and 81%. The five-year enrollment forecasting model is adjusted annually for variances to actual, incorporating information about local and national trends.

The University's blended discount rate has been reduced over the past three fiscal years from 31.81 to 28.61. This has been accomplished through improved financial aid policies, management, and oversight, as well as benchmarking indicators using Noel Levitz reports.

In order to manage and control University expenditures, department budgets were reduced in the fiscal year ending 2004. The University has instituted a policy that budgets would remain at 2004 levels (except strategic additions of staff) unless a department showed that rates that were outside their control (e.g. postage, etc.) increased during the previous fiscal year. The University has implemented training for budget managers so that they understand that budget adjustments are tied to strategic goals and objectives of the University.

To increase non-tuition sources of funding, University management and leadership have begun to explore opportunities such as increasing Summer Camp participation and revenues in the most recent two years. In addition, rentals of residence halls during summer sessions and increased campus utilization for conferences, retreats, and workshops have provided increased funding.

The goal to develop non-tuition revenue, followed by

significant investment in both physical and staffing resources for the University's advancement functions, resulted in increased contributions from individual donors, foundations, and other constituents. More than \$6.3 million in gifts, grants, and pledges were committed to the University in 2006-2007.

In order to meet both current and future information and financial management needs of the University, improvements to the financial and administrative system infrastructure are planned. We have purchased and are targeting a July 1, 2008, implementation of *PowerCampus*, a fully integrated campus-wide administrative software system. *PowerCampus* will improve access to information and services by faculty, staff, students, and the outside community. It will assist in reviewing and streamlining current University processes across institutional support functions, including admissions, registration/records management, financial aid, student accounts management/billing, and financial, accounting, and reporting functions.

The University continues to receive assessment on its annual audited financial statements by independent, certified, public accounting firms with higher education expertise. (CFR 1.8) Our new auditors have noted various functional and procedural areas in serious need of review, improvement, and revision within the Office of Business Services. Working with the Board of Trustees Audit Committee, the institution is making concerted efforts to address these issues, including increasing staffing resources and revising policies and procedures as appropriate.

The second factor leading to increased financial health of the institution is the development of the cash and invested assets of the University. Operating surpluses over the past several years have accounted for accumulation and investment of total, non-endowed cash assets of over \$13 million. There has been a concentrated focus on improved investment management to maximize the returns for both unrestricted cash and endowed cash investments. Improved concentration on financial ratios and financing covenants has led to recent (2007) enhancement of the University's credit rating by Moody's.

University Reorganization and Planning

Commission Statement: ...the University's approach to planning is fragmented, as evidenced by the disconnection between information technology and the University's strategic planning process. The team could not determine how information technology was reflected in the University's vision or strategic plan at either the program or institutional level.

The current strategic planning initiative for Dominican University of California began in January 2004 with the formation of an inclusive Strategic Planning Committee. The committee included representatives from the faculty, staff, administration, students, trustees, parents, and alumni. Throughout the next 12 months, the committee engaged in a variety of exercises, particularly a long-term visioning exercise and an exhaustive series of SWOT analyses (strengths, weaknesses, opportunities, threats). Most stakeholder constituencies of the University participated in these analyses. An incomplete list includes undergraduate, graduate, and Pathways students; President's Council; Alumni Association; Neighborhood Association; faculty; staff; and area high school students. As a result of these analyses, the committee outlined six strategic areas: Dominican Identity and Transition to University (includes all marketing/public relations), Fiscal Management and Tuition Dependency (includes fundraising and endowment), Internationalization (includes diversity), Quality and Availability of Space and Facilities, Quality and Variety of Programs and Services (includes faculty and staff issues, resources, etc.), and Quality of Dominican Student Experience (includes student social life/concerns). Subcommittees then crafted over-arching goals within the topical areas. This plan, termed the "on-campus plan" was finalized in spring 2005. (CFR 4.1)

In fall 2005, the Board Chair appointed a trustee committee to review the recently developed plan and make recommendations to the Board. The committee determined that the plan, while clearly effective in producing positive outcomes for the University, was shorter-term (3-5 years) and more operational than what would be appropriate for Board focus. The Trustees decided to develop a strategic plan that was 10 to 15 years in length and more strategic and visionary than the "on-campus" plan. Relying heavily on a methodology which benchmarked Dominican to institutions to which we aspire to be comparable, their committee developed

the Trustee SIP. This plan was the focus of the Board retreat in March 2006 and was approved by the Trustees at their June 2006 annual meeting.

In fall 2006, an analysis of the comparability of the goals within the two plans was conducted. The analysis showed that, while the Trustee plan was broader in scope and longer in time frame, especially in areas such as student demographics, faculty hiring, and Board development, there was considerable overlap between the two (see the document “Integrative SIPS and Priorities”). (CFR 4.1)

Each year since the original development of the “on-campus” plan in spring 2005, upper administration and the Manager’s Group have selected a small number of institutional priorities from the plan for implementation and funding. Selection of priorities has been based upon importance to the institution and attainability in the short term. Priorities for 2005-2006 were taken from the goals within the on-campus plan, while those for 2006-2007 are found in both plans.

The priorities for 2005-2006 included: 1) continue to maintain a balanced budget with a rolling three-year budget model and faculty and staff compensation plan that is sustainable; 2) enhance value-added packaging for students, including improved career placement and internship programming, student research and scholarship, leadership activities, and intercollegiate and intramural athletics; 3) develop systems which will enable Dominican to become a “continuous improvement” organization, including refined approaches to measuring administrative infrastructure and business practices, an academic plan that includes an assessment of academic programs, a cost analysis of programs, a review of our return on investment, and improved assessment processes for non-academic programs; 4) expand the University’s fundraising capacity, including providing research for funding opportunities across campus, providing support for faculty seeking grants for academic programs, increasing funding of student scholarships, diversifying revenue streams, and planning for the next capital campaign; 5) prepare for the next master plan; and 6) enhance institutional visibility and marketing.

The priorities identified for 2006-2007 were: 1)

continuing to improve academic excellence and leverage for visibility; 2) continuing to improve the quality of student life and student services, including increased Service Learning, internship, and leadership opportunities; 3) developing an integrated marketing plan that will establish the Dominican brand internally and externally; 4) advancing campus technology capabilities to support and enhance educational effectiveness and administrative operations; 5) developing a strategy in support of completing the current capital campaign and transitioning into a new campaign; 6) creating a Campus Development Committee composed of faculty, staff, and trustees to oversee master planning and facilities; 7) internationalizing the University community; and 8) maintaining an effective, balanced budget that supports all University goals.

The priorities identified for 2007-2008 were: 1) review plan to internationalize Dominican and develop institutional strategy for implementation; 2) conduct the Capacity and Preparatory WASC Review and incorporate key outcomes; 3) advance the Dominican brand internally and externally; 4) increase student, alumni, and parent involvement in the University community; 5) explore, identify, and advance growth opportunities that will enhance the fiscal well-being of Dominican; 6) improve organizational efficiencies; 7) continue development of the next campus master plan.

With respect to these annual institutional priorities, the number of successful outcomes over the past several years has been significant, as is shown in the document “Integrative SIP Progress.” (CFR 4.1) Some particularly noteworthy accomplishments include enhancement of academic climate, such as implementation of faculty salary and hiring plans, improved faculty development programs, increased support for and participation in scholarship and travel to professional conferences by both faculty and students, successful hosting of NCUR, and development of innovative programs such as the BFA with LINES Ballet and the Green MBA. The University has developed a three-year rolling budget modeling process and has enjoyed financial stability for several years. Sophistication with the use of data for decision-making also has grown tremendously with, for example, the implementation of academic program reviews, national benchmarking cost analyses of academic programs, student satisfaction surveys,

and nationally-normed student learning assessment instruments such as the Collegiate Learning Assessment. With the hiring of a new marketing director, an integrated marketing plan has been drafted, and portions of it have already been implemented. Resources have been invested in career services, Service Learning, and leadership programs. Consequently, student participation has risen noticeably. There has been enormous progress made with respect to institutional technology. A few examples include the creation of approximately 45 “smart” classrooms around campus and the implementation of a one-card system, *Penguin Pass*, for customer service, efficiency, and security purposes. Finally, significant investment has been made in advancement operations. As a result, overall fundraising has risen significantly. In the short term, probably the most discernable area of success has been the increase in writing and receipt of grants by faculty. (CFR 4.2)

There are a number of already identified institutional priorities, and, more generally, goals within the SIP, which require further attention. Planning for the next campus master plan is in its infancy, and the Campus Development Committee has not become active. There has been no effort to modify the events management plan, mostly because of the concern that all building projects in the current master plan be underway before opening negotiations. The University entered an “exploratory year” in the fall with respect to the possibility of moving to NCAA-II status for our varsity athletic programs. A draft plan for internationalization has been developed but not yet implemented, and planning for a next capital campaign is underway. The 18-month process of implementation of a new student database, *PowerCampus*, has begun. This initiative will require significant resources but, when implemented, should enable a number of administrative efficiencies and enhanced customer service, for example, provision for online student registration and online grading.

Dominican has a long history of offering graduate programs. Since 1950, we have offered 24 master’s-level academic programs. Presently the University offers 13 graduate programs. In addition, the University offers Multiple Subject, Single Subject and Education Specialist credentials. All credential programs with the completion of additional units can culminate in a MS in Education

degree. The credential program and the MS in Education are also provided to off-campus students at our Ukiah Center. One of the goals in the Strategic Institutional Plan is to continue growth of graduate education.

Graduate students comprise approximately one-third of the total student population. In fall 2004, the Provost, in order to bring the independent graduate programs into a coordinated working relationship, established the Graduate Council. The charge to the Graduate Council was to deliberate issues, administrative and academic, pertaining to graduate education, both on campus and in off-campus locations, to assure excellence in programming and service. The Graduate Council is not a governance committee and cannot make policy decisions. Its focus is on planning at the graduate level. Policy recommendations feed into the administration or into the appropriate governance committee for action. In addition, the Council was charged with the strategic initiative regarding what graduate education should be at Dominican University and how the institution might achieve that goal.

Last year the Council began to develop a white paper setting out the goals and objectives for graduate education. That paper has been developed and was submitted in fall 2007. In it, the Council recommends joining the Council of Graduate Schools, developing yearly profit/loss statements for each program, developing an integrated marketing plan to address positioning of all graduate programs, increasing financial aid for graduate education, affirming the New American College vision of the definition of scholarship, standardizing the graduate faculty workload, promoting stronger ties with graduate alumni, and implementing the internationalization plan as it applies to graduate programs. Developing and implementing new graduate programs is an institutional goal, with the master’s degree in sustainable enterprise being the latest to be added in fall 2007 and master’s degrees in biology and clinical speech are currently in the planning stages. (CFR 2.1)

Planning and Information Technology

Commission Statement: As the University moves forward with its strategic planning process and with the development of its information technology program, care needs to be taken in the planning initiatives to ensure that the level and kind of information technology available to faculty and students is compatible with University

research, teaching, and learning needs.

The area of information technology has dramatically improved since the 2004 WASC visit. The institution realized that the technological support system in place prior to 2003 was inadequate to the needs of the University. In 2003, a new Director of Information Technology was hired. In 2005, a technology plan was implemented. The technology plan is updated yearly and guides all technology decisions. In 2006-2007, the advancement of campus technology capabilities to support and enhance educational effectiveness and administrative operations became one of the institutional strategic priorities. Significant changes have occurred in general campus technology infrastructure, large scale systems, and department and individual level systems. The technology plan is closely integrated with the SIP. Core goals are incorporated into the requirements that the technology plan must address, and the SIP includes technology initiatives.

Currently, the department has a staff of nine, including a Web Master and a full-time technology trainer. Overall infrastructure improvements and day-to-day tech support have solved many of our previous problems regarding reliability of our system. (CFR 3.7)

The University recognizes that, although many academic and administrative areas may have specific needs, all of these require a solid base infrastructure in order to work. These services are planned for, purchased, budgeted, and managed for the highest level of availability attainable within our fiscal limitations. They are budgeted for replacement and updates every two to five years, depending upon the life cycle of the products in question. As a result, all students, faculty, and staff have a reliable network that they can count on to provide access to the other network services and any Internet web sites. The following services are included in the general campus technology infrastructure: Internet connectivity, including remote access to Dominican Intranet and library resources; web services; e-mail services, including remote access; reliable network storage and backup facilities safeguarded against disaster; a student information system critical to both administrative and academic functioning; “smart” classrooms providing VCR, DVD, and computer displays; personal computer upgrades every three to four years; security, including firewalls, network security, virus software, and SPAM

systems to prevent breach of our network; and general use databases.

Large scale systems are the more specialized systems that impact groups of individuals and have large costs, implementation complexity, or impact a large group of users. The Information Technology Steering Group discusses proposed changes to ensure campus input. Examples of recent large scale systems projects that have been implemented under this decision-making process are: the Penguin Pass ID Card System, campus door security system, integrated calendaring and room reservation system, and online course evaluation system. These technology advances have increased security on campus and reduced workload in several offices. (CFR 3.7)

Many individual departments have special needs peculiar to their academic area or job functions. For example, the Nursing Department recently expanded their facilities to include a state-of-the-art Nursing Health Assessment Lab. The lab is equipped with a smart classroom podium, eight new desktop computers with Internet access, a new printer, and a *Sim-Man* practice suite. In addition, deployment of technology in the new science building provides state-of-the-art computer labs and smart classroom and research laboratories.

One of the most important services performed by IT is provision for instruction and immediate aid in times of technology malfunction. A Help Desk is manned Monday through Friday, 8:00 a.m. to 5:00 p.m., with “on-call” over the weekends, providing support for both on-campus and off-campus network use. In addition, the IT Department employs a trainer who conducts sessions on use of *BlackBoard*, plagiarism software, Excel, Microsoft Word, and other programs.

The WASC Team in 2004 posed the question: “How can the necessary investments be made in resources needed for university status in an institution already resource-starved and working hard to “get its financial house in order?” The institution has spent the last three years reaching fiscal stability and overcoming the “resource-starved” state. We have accomplished this through development of long-range budget modeling based on strategic objectives accompanied by developing better budget monitoring tools to manage each current year’s objectives. With increasing financial stability, we have invested heavily in faculty, technology, information resources, and the physical plant. All of these initiatives

have been governed by the Strategic Institutional Plan and supported in a fiscally responsible manner.

Educational Effectiveness

Commission Statement: While the University has developed a planned infrastructure for assessment and program review that was noted by the Commission, the fact that neither are being implemented raised questions about whether Dominican University meets the expectations of CFR 2.7 and 4.4, both related to program review, CFR 2.6, related to demonstration of student achievement, and 4.3 related to evidence of effectiveness. The Commission strongly recommended that the University begin the implementation of academic program review and assessment. The University should also move ahead with the development of a system for the assessment of general education that, as recommended by the team, acts “upon the results (of General Education assessment) and does so with consistency and regularity.”

Although the academic program review process was adopted by the University in 2000, we had a slow and rocky start. Multiple changes in leadership and reticence on the part of the faculty slowed the process. The assignment of a permanent director in 2004 provided the leadership needed, and a timeline for academic program review was finalized by the Assessment Committee. Academic program review is progressing according to schedule. Student learning outcome assessment has been more difficult to institutionalize. The external review guidelines indicated departmental self-studies need to be based on yearly student learning outcomes assessment. Obtaining yearly assessments has been progressing from a dismal start in 2004, with one program submitting a report to all but one department submitting assessment reports in 2007, when the deans began requiring all departments to routinely conduct and turn in annual reports on outcomes assessment. (CFR 2.7)

There have been several assessment efforts to analyze success in achieving student learning outcomes in various components of the General Education program. The University is in its third year using the Collegiate Learning Assessment, developed by the Council for Aid to Education, to analyze critical thinking, analytic reasoning, problem-solving, and written communication. In addition, three components of the GE, First Year Foundations, Cultural Heritage Colloquium, and Information Literacy, have conducted

student learning outcome assessments. The results of these evaluations have stimulated discussion of the undergraduate General Education requirements and how they can be improved.

Since assessment is one of the themes chosen for the Educational Effectiveness review, please see Thematic Area 2 for discussion of our progress in this area.

Diversity

Commission Statement: In connection with the University’s comprehensive diversity program, the Commission endorsed the team’s recommendations that minorities not be treated as a unitary phenomenon but as separate cultures. Attention should be given to disaggregated data on GPA, graduation rates, and the like to better understand the minority experience at the University.

The institution is very proud of its diversity efforts. The number of minority or ALANA (African, Latino, Asian, and Native-American) students enrolled has risen significantly in the last few years, as has the number of clubs and other supportive opportunities directed at specific ethnic groups. We have begun to disaggregate data to track minority experience but have not, as yet, focused on determining causation and direct relationship to academic or administrative activities and/or processes.

Institutional Research annually provides data relating to ALANA students: total number and percent in the freshmen cohort, total freshman to second fall retention rate as compared to all other students, freshman to sophomore retention rates by ethnicity, total 4-year and 6-year graduation rates compared to all other students, 4-year and 6-year graduation rates by ethnicity and graduate program ALANA population trend, as well as semester average GPA disaggregated by race/ethnicity groups. (CFR1.5) This data is available to all administrative and academic departments. It has been used by departments in academic program review self-studies, but there has been no consistent study of how well various ethnic groups are performing within majors or the General Education program. From a long-term point of view, the University hopes to examine such data periodically with reference to ALANA students so that their academic needs are addressed more directly and pro-actively.

In order to provide a more inclusive curriculum, various departments university-wide have transformed courses to include diversity topics and developed multiple new courses. Some examples of these are in philosophy (Asian, gender, diversity of ethics); religion (world religions, women and religion, Islam, Native American religion); and English (a variety of world-based literature courses). In the humanities, the Women and Gender Studies minor is now a major, and a Latin American Studies minor has been offered since 2002. Social and Cultural Studies courses are now part of the General Education options, and Cultural Heritage Colloquia over the last two years have offered Asian, Latin American, and Native American and gender studies as themes.

Faculty members have attended professional conferences, presented at academic meetings, published articles, and conducted workshops on the Dominican campus on multiple issues of diversity. In addition, various diversity trainings on campus assist in the advising of international students. Though these efforts have been substantial, they are still dependent on soft money resources.

In 2004, Dominican University of California provided a presentation on diversity at a WASC annual meeting as an example of best practices.

The topic of diversity is a central issue in the Educational Effectiveness Thematic Area #3: Student Life. Please see this section for further discussion.

Thematic Areas of Focus

Three thematic areas have been selected to frame the Educational Effectiveness review: Student Life, Scholarship and Creative Work, and Assessment. These themes were derived from the priority issues identified in the preliminary proposal self-review and are congruent with the goals of the current Institutional Strategic Plan. The Student Life theme was specifically focused on addressing the effectiveness of Service Learning, Career and Internship Services, Institute for Leadership Studies, retention, and diversity. Each of the three thematic areas is discussed in the following sections, with special focus on the capacity and preparatory issues relating to them.

Thematic Area 1: Scholarship and Creative Work

Increased expectations for scholarship and creative work accompanied the transition from college to university status. We have been working on clearly defining scholarship expectations for faculty and students and providing appropriate library resources and academic support to achieve these expectations.

Faculty Support

Attention to scholarship at Dominican has been gradually increasing during the past few years. Expectations of faculty regarding scholarship and creative work were defined at the time of the adoption of the Review, Promotion, and Tenure Policy in 1996; however, there continues to be a need to refine and explain these criteria further and to provide the programs and resources that encourage success. The University recognizes the need for consistent mentoring and development opportunities for junior faculty, as well as career invigorative support for senior faculty. (CFR 3.4) Examples of recent grant initiatives directed toward enhancing faculty scholarship are: Faculty Development, Scholarship of Teaching and Disciplinary Research, Academic Initiative, Conference/Presentation, and Doctoral Development. (CFR 2.8, 2.9)

In order to help support research/scholarship/creative activities, all full-time faculty are provided annual Professional Support Grants of \$500. These grants can be used for membership in professional organizations, to attend conferences, and to support other professional development activities. Six competitive Scholarship/Research/Creative Work Grants support projects of basic research, creative activity, or scholarship of teaching for which departmental or other research funds are not available. They provide “seed money” to initiate new research projects; release time (3-6 units) to engage in research and scholarly and creative pursuits; and funds to assist newly hired tenure-track faculty establish scholarship activities in preparation for promotion and tenure review. In 2006, grants awarded for spring and fall were allowed to be applied to summer work and unit compensation was converted to a stipend at adjunct salary rate. This change, initiated by the faculty, was approved so that activities could be supported during the summer rather than having to reduce teaching loads during the semester. Work supported by the Scholarship/Research/Creative Work grants is presented to the campus community at the Academic Showcase, the year-

end celebration of faculty and student research.

Presentation and Conference Grants are provided for full-time and ranked adjunct faculty to present at professional conferences. These grants of \$500 help defray travel and conference expenses. A faculty member becomes eligible for a sabbatical leave beginning in the seventh year of continuous full-time service. The sabbatical funds support research, scholarship, creative activity, instructional development, and/or faculty retraining. Faculty returning from sabbaticals present their work to the campus community at a Provost Forum. There was a specific recommendation from the 2004 Visiting Team to make available more sabbaticals to support faculty engagement in professional and scholarly development over the course of their entire career. Last year the number of sabbaticals was increased from two to three. There were only three applications submitted for sabbaticals for 2008-09. We will consider increasing sabbatical opportunities as the number of applications grows.

The Doctoral Development Program provides support for full-time tenure-track faculty to complete a terminal degree in their field. Under this program the faculty member may receive up to \$20,000 in forgivable loans, and three units of release time for each semester in the program. Two faculty have completed the program and four additional faculty are in process.

One Fanjeaux Grant of \$2,040 is awarded each year for a faculty member to attend and participate in the annual Dominican Summer Seminar in Fanjeaux, France. (An additional grant is awarded to a staff/administrator.) The seminar focuses on Dominican history and values. Attendance by faculty from all Dominican colleges and universities in the U.S. provides a unique educational and professional development experience.

In response to a recommendation from the 2004 Visiting Team, all faculty grants were reviewed by a task force appointed by the Provost to better explain the criteria for award of internal grants and sabbatical leaves.

Monetary support is not the only form of faculty development provided by the University. In 1999, the Center for Collaboration, Learning, Innovative Education, and New Technologies (CLIENT) was established to provide development support to meet

faculty needs in achieving the University's mission of enhancing student learning and improving teaching. CLIENT was assigned the responsibility for the new faculty mentoring program and for coordinating community building to bring multidisciplinary faculty groups together to further academic scholarship. After a number of years, CLIENT activities consisted solely in hosting several workshops each semester. With the retirement of the Director in 2006, the Provost established a Faculty Development Task Force to propose a new faculty development model. The proposed Faculty Professional Development Program (FPDP) was designed to provide faculty with support and incentive to improve teaching, scholarship, and service, and to bring all faculty development activities under one umbrella organization. It was approved by the Faculty Forum and fully implemented in fall 2007. (CFR 4.7)

In addition to faculty grants and incentives, the University Faculty Development Committee provides a yearly program of Faculty Development Workshops. Examples include: classroom management, grant-writing and scholarly publishing, creation of inclusive learning environments, and an update on new databases available in the Library and their use. One program each semester focuses on diversity issues. This fall the topic was diversity and curricular transformation. Service Learning Pedagogy Workshops concern training involved in producing appropriate teaching/learning environments for Service Learning classes. The Provost Forum provides a venue for presentation of faculty research and scholarship. The Academic Showcase provides faculty with an opportunity to present their scholarly research to their colleagues during a weeklong celebration of faculty and student scholarship. The Showcase stimulates excitement across campus and underscores the importance and impressive nature of faculty research and creative activity.

While interest and participation in these programs have been high, the standards and criteria for assessing their impact on faculty productivity are not clearly defined, and the results have not been formally analyzed. It is an expectation of the new Faculty Development Program, however, that the committee will work with administration to develop assessment tools. There is some evidence that the number of faculty publications, shows and performances, and presentations at professional meetings has increased significantly. (CFR 2.6)

In addition, since many of our faculty have administrative responsibilities, we have initiated a Provost/Faculty Workshop series which aims at providing training and support as faculty engage in academic program and student learning assessment activities. This is part of our initiative to build competence in departmental data analysis and data-driven decision-making as we continue to advance in becoming a learning organization.

The University recognizes the need for consistent mentoring of junior faculty. (CFR 3.4) Development of a mentoring program is one of the tasks assigned to the newly formed Faculty Development Committee. Since it just began functioning this fall, the formulation of this program is in progress. The program director has begun to accumulate mentoring models in preparation for addressing this issue next year.

Each year a faculty and student committee selects a Teacher of the Year from student nominations. In 2007 we will provide both a full-time Teacher of the Year and an Adjunct Teacher of the Year award to provide more opportunity for adjunct faculty to be recognized for their outstanding contributions to the University. (CFR 2.9)

Student Support

Several years ago, Dominican decided to promote and increase support for undergraduate research as a unique feature of Dominican's education. As a result, faculty have been encouraged to use active research and scholarship more and more as a teaching tool. In the biology major, students in their first year are engaged in research with faculty mentors. Curricular changes have incorporated research integrally into the science program. Our biology students are very competitive for summer internships at prestigious institutions such as Stanford and Harvard, and in many cases, undergraduate students have co-authored papers with faculty prior to graduation.

Faculty were surveyed as a part of the WASC self-study regarding how they incorporate research, scholarship, and creative activity into teaching; how it is reflected in the development of their courses and syllabi; and to what extent their scholarship, research, and creative activity improve their teaching and student learning. Responses indicated that engaging in scholarly activity allowed faculty members to remain more current in their

disciplines and to feel that they had more credibility with students as an expert in his/her fields. Faculty used examples of their own scholarly work to enhance the classroom experience for their students and to provide concrete, engaging, real-life examples to help illustrate the lecture. Several faculty mentioned that sharing their own scholarly activity with students helped them to develop closer bonds or more collegial relationships with their students. Faculty also said that receiving student feedback about their own work had helped them to improve their own scholarship. Other faculty expressed the opinion that by engaging in their own scholarly work, they were teaching by example or modeling life-long learning and a passion for scholarship for their students. Finally, faculty stated that because of their active involvement in scholarship, they were better able to guide the students in their own research and help them to prepare their own work for professional forums. In summary, responses to the survey revealed that a large number of faculty members cite beneficial impact of their own scholarly work on their teaching effectiveness, on enhancing the learning of their students, and on forging closer and more collegial ties with their students. Dominican faculty are using their research and creative activities to improve their teaching and classroom effectiveness.

The requirement for a culminating project in each program or major has been a long tradition at Dominican. Of the 20 undergraduate majors, each program requires evidence of research/scholarship as a culminating activity. The culminating activity is typically described as a "capstone project." Of the nine graduate majors, each program requires either a student project or thesis as evidence of research/scholarship. There is a need to assess the current senior project and graduate theses requirements in each department to determine whether they support the level of scholarship Dominican is striving to promote. (CFR 2.9)

During the past four years, increasing numbers of undergraduate students, representing a variety of disciplines, have been selected to present their work at the National Conference on Undergraduate Research and at other professional conferences such as the Western Psychological Association and National Collegiate Honors Council meetings. Student Travel Grants supports students attendance at professional meetings. These grants provide \$500 to students who

are presenting their work either orally or in poster form. They have also regularly supported Dominican's Model UN contingent. In 2006, the Provost tripled the funds to support student travel to \$15,000 per year.

Each year Dominican celebrates student achievement by presenting the Dominican Academic Showcase. Students are nominated by faculty on the basis of the quality of their research, scholarship, or creative activity to compete for 15 undergraduate Academic Scholar Awards. Awardees are selected by a committee of faculty and students. The award winners present their work at lunch-time sessions before faculty, staff, administrators, and invited guests. Each graduate program is invited to propose a student from their department to receive the Academic Scholar Award each year. In addition, students are invited to present work in a poster session, judged by a panel of faculty and staff. Five Academic Scholar Awards for undergraduates and three for Graduate Students are awarded based on quality of work and appropriate presentation of material. This event has grown each year, with over 100 posters being exhibited in the 2006 Showcase. Academic Scholar awardees have dinner with the Provost and President and receive red graduation cords and a book selected by the librarians. An additional event included in the Academic Showcase is the Honors Ceremony where members of student honors groups are recognized for academic excellence.

The rapid growth of undergraduate research has placed some unexpected demands for resources on the University, and it has been proposed that additional structure and oversight is needed in order to insure that resources are budgeted and fairly allocated. In addition, the graduate program directors have requested funding for graduate student travel and collaborative research. The Graduate Education White Paper requests that the University support graduate scholarship endeavors commensurate with undergraduate scholarship initiatives, such as the Academic Scholar program, financial support to travel and present at professional conferences, and awards for academic posters.

Promoting excellence is exemplified by our Honors Scholars Program. A revision of the Honors Scholars Program was completed in 2004-2005. The revised program, *The Scholar in the World*, is designed to provide a distinctive and enriched curriculum in which students are educated to become creative learners,

critical thinkers, writers, and responsible world citizens. The program includes both a Service Learning and a multicultural requirement. The four ideals of Dominican education: study, reflection, service, and community, are emphasized. In fall 2007, more than 110 students were enrolled in the Honors Scholars Program. Student learning outcomes have been developed for each component of the program, and portfolio assessment was begun with initiation of the new program. The program hosts an Honor's Thesis Presentation each year where students defend their projects before a group of faculty. (CFR 2.5)

The stimulus for rewarding excellence may be best seen in the presence of honor societies on campus. We currently have three national all-university honor societies (Alpha Chi, Alpha Lambda Delta, and Alpha Sigma Lambda), four disciplinary societies (Beta Beta Beta, Phi Alpha Theta, Pi Sigma Delta, Psi Chi), and Gamma Sigma, Dominican's own society.

Thematic Area 2: Assessment

In our 2004 WASC review, we were strongly encouraged to complete implementation of student learning outcome assessment and academic program review and to involve all faculty with intensified support and engagement of academic administrators.

Full implementation of our student learning outcomes assessment plan is a key focus for our Educational Effectiveness review. A priority objective is that assessments of program outcomes become ongoing and inclusive of academic, co-curricular, and non-academic programs and appropriate stakeholders are involved. In addition, there is the aim that internal indicators of program effectiveness are aligned with external standards of quality in relation to teaching and learning processes and outcomes. In order to meet these objectives, institutional research has become integrally linked to the effort and provides the support for data-driven analysis of student learning and program effectiveness.

The program review plan, *Assuring Educational Effectiveness through Program Assessment and Program Review*, adopted by the University in 2001, incorporates annual internal assessment with periodic self-study and external reviews for all majors. Student learning

outcomes have been developed for all academic programs and are published in the catalog. Additionally, student learning outcomes are required for each course and are included in the course syllabus. Each department is responsible for identifying the outcome measures to be used in assessing learning in its programs and courses. The General Education Committee is responsible for determining the measurements to be used in assessing the General Education Program. (CFR 2.6, 2.7) The actual implementation of the University assessment plan has had a slow start due to changing leadership and insufficient faculty commitment.

In January 2004, the Provost established a permanent administrative position to head up the assessment effort. An initial focus in the development of an inclusive and ongoing program assessment process is the education and mentoring of faculty in order to raise the level of expertise in employing assessment strategies and evaluating learning outcomes. The new Director of Assessment immediately began working with individual chairs and the GE program director to determine the status of assessment. He also began holding workshops to provide guidelines and tools for annual learning outcome assessment. In 2006-07, he brought in Dr. LeeAnn McGinley, Assessment Director from West Valley College, to present four workshops covering student learning outcomes, development of assessment tools, formulation of scoring rubrics, and critical analysis of data. In addition, he continued to work individually with department chairs to aid their progress through the assessment process. During the past three years, funding has been provided to send members of the Assessment Committee and other interested faculty to assessment conferences and workshops. A core of faculty with additional assessment knowledge is developing, and it is expected that they will contribute to the on-campus learning provided in periodic assessment workshops.

As we progress on the path of becoming more data-driven in decision making, we are also progressing in assessing student learning. All programs and majors, both at the undergraduate and graduate level, have a culminating project, thesis, or capstone experience.

In addition to written work, many departments host oral presentations at the end of the year, where students share their work with the campus and greater community. Their written and oral skills, as well as competency in

problem definition, research/creative skills, and analytic reasoning, are among the components making up the final project assessment.

Progress in learning outcome assessment has been slow but steady. In 2004, the Vision Quest program for undeclared students began annual assessment, and in 2005, three areas of the General Education program (Cultural Heritage Colloquium, First-Year Foundations, and Information and Research) initiated ongoing assessment processes. At the end of the 2005-2006 academic year, ten programs submitted outcome assessment reports. This number increased to 22 in 2006-2007. The reports submitted vary significantly, with some departments needing more additional help than others, but our progress is encouraging. The Assessment Director and deans began working with each chair this fall to go over their report and help refine their process. (CFR 4.6, 4.7)

In the Action Letter of 2004, the Commission urged us to move ahead with the development of a system for the learning outcomes assessment of general education. The new GE had only been in existence for two years at that time. However, in fall 2005, in addition to assessing three key components of the GE program noted above, Dominican began participating in the Collegiate Learning Assessment (CLA), a student learning outcomes assessment tool developed by the Council for Aid to Education. The instrument is proctored twice a year to invited first-year students in fall and seniors in spring. The data reports are shared campus-wide and published on the Intranet. In fall 2007, the chair of the Curriculum and Educational Policy Committee and the chair of the Faculty Forum asked the Provost to set up a task force to review the GE curriculum in light of the assessment data accumulated from CLA and internal measurements. (CFR 4.6, 4.7)

In addition to annual learning outcome assessment, academic program reviews are required. Previous experience with external program reviews has produced positive results for the University. In spring 2000, the Council for Undergraduate Research conducted a site visit to assess the science program. The recommendations from that visit provided valuable guidance on the curriculum and the number and qualifications of faculty needed to build a strong program in the natural sciences. As a result, Dominican

has a growing reputation for excellence in its science education. In 2001, psychology and counseling psychology programs conducted an external program review, but the initial timetable for completion of reviews for the rest of our programs proved to be too ambitious and program review stalled. The timetable was amended, with academic program reviews for all programs to be completed by fall 2009. We are currently on schedule.

In spring 2006, the Humanities Department and the Department of Natural Sciences and Mathematics conducted departmental self-studies and hosted external review teams. In spring 2007, the Business Department and Literature and Language Department were reviewed. The Art Department will complete external review in fall 2007; the Departments of Politics, Psychology, and Counseling Psychology are scheduled for external visits in spring 2008; and Nursing is scheduled in fall 2008. The School of Education will host the California Commission for Teacher Education's accreditation team in spring 2008. The academic program review process is coordinated by the Assessment Committee, a committee of the Faculty Forum consisting of six faculty, the Director of Institutional Research, the Director of Assessment, and the Associate Vice President for Academic Affairs. (CFR 2.7, 4.4)

The Director of Assessment, working with the Associate Vice President for Academic Affairs, developed an assessment handbook to simplify and clarify the academic program review process and established a new review timetable, scheduling each department or program for a review every six years. Institutional Research (IR) annually publishes a data set that addresses strategic data needs and is incorporated in institutional review and decision-making processes for quality assurance purposes. Institutional Research provides a Common Data Set (equivalent to IPEDS data) which is distributed to each department along with a University Fact Book. The University Fact Book is a compilation of current and recent historical statistical information about the University that is frequently requested by students, faculty, staff, administrators, alumni, and parents. Published annually on the Intranet, it is used to respond to the University's strategic planning, budgeting, and governmental compliance requirements. Hard copies are distributed to every department on campus, as well as to trustees. These documents provide data important for programmatic

decision-making as well as preparing for the program reviews. (CFR 4.3, 4.4, 4.5, 4.6)

In addition, IR provides a Program Review Data Set/ National Study of Instructional Costs and Productivity for each department in order to support common criteria of academic program review. This data set consists of 13 charts presenting the program's trend data covering market, enrollment, retention, graduation, diversity, faculty, course offering, student credit units, average class size, average credit cost, teaching ratio by full-time and part-time faculty, instructional cost, and financial sustainability. The Program Review Data set is produced annually and distributed to each program chair, the deans, academic administrations, and the Assessment Committee chair. The data have been studied and incorporated into program review reports by at least five programs since launched in 2005-2006. (CFR 4.3, 4.4, 4.5)

Program accreditation provides assessment of meeting professional standards within a given field. Our nursing program is accredited by the California Board of Registered Nursing, and the Commission on Collegiate Nursing Education. Occupational Therapy is accredited by the Accreditation Council for Occupational Therapy Education, and Counseling Psychology by the Board of Behavioral Sciences and Education by the California State Commission of Teacher Education. The Business Program is progressing with its plan to achieve accreditation by the Association to Advance Collegiate Schools of Business (AACSB) by 2012.

In order to ensure quality academic programs, clear policies of new program approval and program modification have been put into place. The University process for new curriculum and program approval, administered by the Curriculum and Educational Policy Committee, ensures that program proposals include Student Learning Outcomes (SLOs) and learning outcome assessment measures. (CFR 4.4) Each academic program has its SLOs listed in the University catalog. Programs have also delineated specific courses where these outcomes can be measured. (CFR 4.6, 4.7) The Curriculum and Academic Policy Committee, Faculty Forum, Provost's Council, and the President's Executive Council must approve any new program before implementation. Once approved and implemented, it is incorporated into the six-year cycle of program reviews.

Our goal is to develop learning outcome assessment measures that become an integral activity embedded in each academic program. The stimulating pedagogical discussions resulting from data analysis have increased motivation for continuing assessment in some departments. (CFR 4.7) Student learning assessment is an evolutionary process, and we have made significant progress in the past two years toward developing mature assessment processes and measurements. With a small full-time faculty workforce, ongoing assessment was and is seen as an increase in workload without clear benefits. All departments in the schools of Arts and Sciences and Education provided program assessment reports for 2005-2006. This was an increase from one to over 20 reports in a three-year period. While the assessment protocols vary in quality and completeness, they are a place to start to work toward more quantitative measures. Several departments that have had faculty discussions regarding assessment findings have indicated that it was an exciting experience. Some faculty have been amazed by the results and have changed their courses significantly. Our goal is that those having positive experiences will stimulate an interest in assessment and, with the help of the deans and the Director of Assessment, more mature assessment measures will be developed for 2007-2008.

Academic program review is progressing according to the six-year review timetable and with a greater consistency in methodology than student learning outcome assessment. It is, however, also presenting challenges as external reviewers consistently suggest hiring more faculty, decreasing workloads, and providing more staff support for each department reviewed, which require significant resource allocation increases. All of these recommendations obviously cannot be accommodated at the same time, so there is a feeling of disappointment among faculty and department chairs who have gone through the arduous process of program review. The deans are taking faculty hiring recommendations into account in prioritizing positions in their development of the three-year hiring plan, and discussions are occurring regarding workload issues. Given Dominican's resources, juggling departmental expectations following a review with fiscal realities is going to be a recurring challenge. (CFR 3.1)

Thematic Area 3: Student Life

The WASC Steering Committee concluded, on the basis of the self-study completed for the Institutional Proposal, the focus of the thematic area of Student Life for the Educational Effectiveness Review would be limited to Service Learning, career and internship services, leadership studies, retention, and diversity. For the purpose of the Capacity and Preparatory Review, this area has been expanded to include general coverage of WASC CFRs pertaining to Student Life not covered elsewhere in the document.

The desire to be student-focused and to offer a variety of programs, curricula, and delivery systems based upon the specific needs of each student in a diverse population is a component of the primary strategic goal for the University. It is understood that optimal learning takes place in an environment in which there is support for development of the whole person. Dominican is consciously oriented to the intellectual, ethical, spiritual, and social development of students.

Consistent with its purposes, the institution develops and implements co-curricular programs that are integrated with its academic goals and programs, and supports student professional and personal development. The importance of providing students with an educational experience that is relevant to their lives and future careers has led the University to seek further ways to connect academic programs with the Bay Area community. Dominican believes that active learning occurs as students engage in athletes and intramurals, Campus Ministry, student government, the Student Judicial Board, various honor societies, Honors Scholars Program, and academic clubs and societies. Three additional key programs, Service Learning, Career Services, and the Institute for Leadership Studies, are also directed toward this goal.

Service Learning Program

Start-up funding for a comprehensive Service Learning program was obtained in 2002. The Dominican ideals provide a strong foundation for Service Learning which creates intentional links between a student's education and community experience. Each strengthens the other. Service Learning engages students, faculty, and community partners in collaborative and responsive action, dialogue, and reflection to address community

and University-identified needs, expand our perspectives, and broaden education. In this way, Service Learning creates reciprocal benefits for all involved: the University is able to live out its mission and enhance its role as a vital and active partner in the community; faculty and staff are supported in connecting innovative teaching, research/scholarship, and community action; students gain self-awareness, practical skills, career-related experience insight into the relevance of academic knowledge, a deeper understanding of their own personal impact, and an enriched capacity to become effective community builders; and Marin County benefits from University resources while contributing to the education of students. (CFR 2.11)

To emphasize the importance of the Service Learning Program, the University has hired a Director of Service Learning and institutionalized the program by moving it into the Provost's Office. In addition, an academic course was developed to prepare students for Service Learning and connect them with opportunities for service, developed academic courses that contain a Service Learning component, integrated Service Learning into the new Honors Scholars Program, and transitioned a Service Learning task force into a permanent subcommittee of the Curriculum and Academic Policy Committee. The University has joined Campus Compact, a nationwide organization providing networking and support for Service Learning. As of fall 2007, a total of eleven courses have been qualified to hold the new SL designation. Faculty and students have attended national Service Learning workshops to present their work. In 2005-06, approximately 155 students and in 2006-2007 approximately 275 students participated in courses with Service Learning components. Although there is much anecdotal evidence of the success of the Service Learning program, we will be conducting more formal assessment of its effectiveness in terms of student learning outcomes in preparation for our EE review. This will be important as the University considers committing additional resources to sustaining and expanding the program.

Career and Internship Services

Career and Internship Services plays an integral role in the overall student experience through programs and services that enhance student-centered learning and prepare students to live and work in an interdependent world. The Career Services Director and one career

counselor conduct several class sessions in the Vision Quest Program to assist undeclared students define and clarify career goals based on an understanding of their personal values, interests, and strengths/skills. Through guided exploration of the world of work students are provided with tools to find appropriate career opportunities. Students meet with the career counselors individually to articulate their career development.

All undergraduate students are provided with a four-year career development model upon entering the University to enhance their learning and the likelihood of student persistence. The for-academic-credit internship program is managed by Career Services in collaboration with academic departments. Appropriate internship opportunities are developed to enhance student understanding of their majors and to assist students in developing workplace skills. Career counselors meet individually with each intern to assist with locating an internship site and establish grading requirements. Numerous job search workshops and class visits are conducted to assist students in gaining resume writing, interviewing, and job search skills for a successful transition to the working world. In addition, career and internship fairs, employer information sessions, business etiquette dinners, graduate school panels, and on-campus recruitment are offered to students. Individual career counseling and daily drop-in sessions are provided to both students and alumni to foster continual positive career development and growth throughout life. The career counselors strive to deliver programs and material resources that meet the needs of the University's diverse populations. Evaluations of content and delivery of career-related services is conducted on an ongoing basis.

Internships with Bay Area businesses and organizations are available to all students. They are required in communications, humanities, and social and cultural studies, business, art, digital art, and biology. Many other majors recommend internships. Programs such as nursing, occupational therapy, education, and counseling psychology are already affiliated with external agencies in order to provide the practice applications required in their curricula. The number of internships in other disciplines has steadily grown under the leadership of the Director of Career and Internship Services. Career and Internship fairs bring an increasing number of community agencies and local employers to campus.

The Career and Internship Services staff provide individual counseling that is designed to help students identify career goals, gain work experience related to their major, and prepare them for future employment. The staff also manages the post-graduate survey with Alumni Relations. In the last year, jobs and internships were made available online to all students and alumni. Evaluations of content and delivery of career-related services is conducted on an ongoing basis. In a spring 2005 Future Plan Survey, 71% of students responding considered a career center as essential or very important.

A Career Services Task Force report in July 2006 recommended a three-year resource plan for the Career and Internship Services Office that outlines the development of additional services and the resources needed in order to develop and provide those services. This plan is currently under consideration. The effectiveness of the University in providing academic discipline-based career services and network building will be assessed preparatory to the Educational Effectiveness review. (CFR 2.13)

Institute for Leadership Studies

The Institute for Leadership Studies (ILS) is a leadership development center that incubates leadership learning ideas and actions. It serves as one of the University's portals to and from Marin County and the greater Bay Area to contribute expanding options for leadership practice, which facilitates constructive change in our community. It is dedicated to positive individual, organizational, and social change. We believe engaged citizenship and socially responsible leadership are essential to effect such change. Our mission is to advance the study, teaching, and practice of effective, ethical leadership in our world.

The Institute is an academic organization housed in the School of Business and Leadership, with program and department chairs/directors representing multiple disciplines from all three schools, and the Vice President for Student Life serving on its Board of Advisors. This consortium partners with business and community leaders to provide leadership development opportunities to our campus and to the Bay Area community. The Institute is a key partner to Dominican's Office of Student Life, providing leadership development training and experiences to Dominican students.

Leadership education and training experiences at Dominican University of California have an underlying theme promoting the leader's responsibility for shaping a constructive organizational culture where colleagues trust one another, maintain ethical values, and hold one another accountable for achieving shared organizational goals. Participants at the Institute for Leadership Studies explore how leaders, teams, and individuals relate to one another within cultural contexts.

The guiding principles of the ILS are based on Dominican values. The Institute serves as a partner to our campus and business communities as we strive toward continuing to achieve our Dominican values of service and community, based upon knowledge and reflection.

The Institute's programming can be divided into four areas: research and consulting services, education and training, leadership practice, and public forums. (CFR 2.11)

Leadership development training offered to the Marin and Bay Area communities and their businesses includes such programs as the Leader Board, the Leadership Certificate, Assessing and Refining Your Leadership Style, and Meeting Methods: Facilitation Skills for Project Leaders. ILS also offers leadership development opportunities to Dominican students. Through ILS, students can participate in programs such as Dominican Leadership Learning Laboratory, Leadership Practicum, LeaderShape, Global Ambassadors, the Panetta Institute Leadership Seminar, and the Panetta Institute Congressional Internship Program. Examples of training workshops provided through the Student Leadership Academy include Leading Effective Outreach and Recruitment, Event Planning, and Running Better Groups and Meetings. An assessment plan for the programs offered by ILS is currently being developed.

Retention

A priority project for the University is the implementation of a student retention plan that is operational and regularly assessed. In February 2004, in response to the directive of the Student Life and Enrollment Management Committee of the Board, a Retention Working Group was formed for the purposes of initiating discussion about retention issues and coordinating a centralized retention effort.

The initial working group has evolved into a three-tiered retention team: a Retention Committee that includes representative members from recruitment, student services, student life, faculty, and students; a six-person steering group called the Retention Intervention Team (RIT); and a three-person sub-group (“mini-RIT”), which deals directly with specific cases and student issues as they arise. The steering group (RIT) includes representation from Student Life and Enrollment Management, Institutional Research, Academic Advising and Support, Financial Aid, the Provost’s Office and the Registrar’s Office. These groups collaborate in efforts to identify and examine issues and policies that impact students’ ability to persist, and on finding institutional solutions to obstacles affecting retention.

The Retention Plan, published in 2005, focused primarily on four areas: addressing the volatility of freshman cohort retention, developing strategies and prioritizing action items that serve the 2004-05 retention goals, developing executable and measurable *process plans* for each action item, and defining a data-driven retention model structure.

A common component embedded in each part of the plan is the collection of data to be integrated into the retention database for research and analysis. Attention to the quality of student life involves evaluation of the contributions of a variety of extracurricular programs designed to create a fully rounded campus experience. Included among these are student organizations, intercollegiate and intramural athletics, religious services, recreational and social events, community service, and non-credit classes on topics such as health and wellness and leadership. Specifically, the retention plans call for a comprehensive program that will engage participants with other students, ease the transition of entering students to campus, and familiarize them with Dominican’s resources, traditions, policies, and rules. (CFR 2.12) It is important to note that the new University governance structure provides for increased student participation on campus committees.

To date, the Retention Intervention Team has enacted the following ten action steps from the 2004-05 plan: academic excellence workshops to target freshmen, early academic warning system which proactively identifies students who are struggling academically; early attrition alert system which intervenes at the earliest indication

of a student’s potential withdrawal; exit process which surveys all exiting students and uses its results for profile analysis; expanded tutoring services which refine the tutoring program to target freshmen; financial aid retention grants; freshman survey; orientation process plan which provides an orientation program to help incoming students transition into Dominican; four-year career development plan for students which helps students engage in studies through focused planning toward future career or study goals; the Vision Quest Program which targets freshmen who have not declared a major.

Much of the retention work in 2006-07 was an internal campaign aimed at raising the awareness of all campus constituencies to the importance of retention, familiarizing them with our efforts in that area, and in getting the satisfaction data out to everyone. To that end, the retention team conducted numerous workshops for student services departments to review and interpret the student satisfaction data and discuss ways to improve services accordingly. Several departments that have undertaken new initiatives or conducted more in-depth satisfaction assessment at the departmental level, in response to the SSI/ASPS data, presented their results at the management team retreat as case studies in fall 2007. These case study presentations will continue throughout the 2007-08 academic year, as examples of the way in which to “close the loop” from data findings to new initiatives.

The team also presented and provided access to student satisfaction data to the faculty and the Graduate Council, focusing primarily in the areas of instructional effectiveness and advising. The topic of the Provost’s opening faculty retreat of the 2005-06 academic year was “The Importance of the Faculty-Student Relationship in Student Success,” with guest presenter, Tom Brown. In spring 2007, the team presented Noel-Levitz’ findings, based on student satisfaction data, to the Board of Trustees, supporting their efforts to build a new branding and marketing strategy. Assessment of the Retention Grant program has been conducted for the two academic years since its inception.

Diversity

Dominican is committed to maintaining a campus climate and infrastructure that promote multiculturalism and prepare students for living in a diverse and changing world. In 2001, the Diversity Action Group (DAG), chaired by the Director of Campus Diversity Initiatives, was formed with the support of a grant from the James Irvine Foundation. DAG was charged with the implementation and assessment of a diversity plan. Diversity work has been ongoing and has enabled the University to monitor progress and make changes as needed to move forward in achieving its overall goals and has made significant progress in developing and implementing strategies to increase the number of ALANA students and faculty and to expand curricular and co-curricular programs related to diversity. (CFR 1.5)

Some of the activities accomplished by DAG are: enabled the revision and formal approval of the University's Academic Program Review and Assessment Guidelines to include diversity review criteria as an integral part of the Criteria for Program Review document; successfully conducted a formal syllabi review of 72 core and required courses University-wide to establish baseline data specific to diversity-centered content, pedagogical, and learner-centered processes; guided diversity transformation of 23 courses in the School of Arts and Sciences, and nine courses in the School of Business, Education, and Leadership (spring and fall semesters 2003); enabled 17% of total faculty (N=228) and 40% of full-time faculty (N=69) participation in diversity curriculum transformation during the 2003 spring and fall semesters; established the Diversity Conference Funding Program (DCFP) which provided conference attendance awards for 23 faculty (22 full-time and one part-time), three full-time staff and seven full-time administrators during 2001-04; proposed a model syllabus format that includes guidelines for diversity content in learning outcomes and pedagogy; compiled an archive in the Library of approximately 100 films from the Latino Film Festival which are available for academic use in multiple disciplines for faculty; funded and produced a documentary film entitled *Cinemas for Change: Diversity at Dominican*, depicting diversity curriculum transformation in the humanities and its impact on students campus-wide in spring 2004; advocated for the creation of a new Women and Gender Studies major in the humanities that was approved and

a program director hired; developed a funding process and successfully funded the two schools for the purchase of diversity curriculum materials, including discipline-specific films, software, and print materials housed within academic departments for faculty and student use. Following termination of the grant, institutionalized diversity activities have been supported internally.

Dominican's entering classes for the last seven years (2001-2007) reflect a consistent pattern. Due to the strong efforts of Dominican's admission staff and their commitment to recruiting and admitting a diverse student body, the percentage of students of color (ALANA) in the undergraduate first year class has progressively increased from 35% in fall 2001 to 55% in fall 2007, reflecting the current demographics of California (54%).

The percentage of graduate students of color has also increased, from 11.6% in 2001 to 14.9% in fall 2007. If we combine undergraduate and graduate student diversity, Dominican has increased the percentage of students of color university-wide by 14.2%, from 30.0% in 2001 to 44.2% in fall 2007.

Campus clubs and organizations with a diversity focus have also increased significantly. In 2000, the total population of students of color was insufficient to support multiple culture-focused clubs. As a result, the students of color formed one Multicultural Club. Since 2001, due to significant increases in the number of students of color in the entering classes, multiple culture-focused student clubs and organizations have emerged. We now have the following active clubs: Kapamilya, the group for Filipino students; the Black Student Union; a Latino student group; Perceptions, a multicultural group that attracts students from different backgrounds; and a club for international students. We have also had a group representing gay and lesbian students that is active from time to time.

The Center for Diversity Initiatives has provided six campus-wide diversity events annually since 2001. ASDU has sponsored Black History Month, Asian Culture Month, Latino culture celebrations (Day of the Dead, Cinco de Mayo, etc.), and celebrations of religious diversity. This year we celebrated the Jewish High Holy Days. Every year the Campus Ministry staff leads a volunteer group of students to the barrios of Tijuana

for community service learning work. The Library presents special exhibits focused on cultural history and education to support diversity events on campus. The Student Calendar and Handbook contains ethnically and culturally diverse information such as holidays, celebrations, and diversity-themed months.

Consistent to the Dominican Diversity Declaration, the University has remained committed to increasing the diversity of its faculty and staff. In the last WASC review, Dominican was commended for its commitment to developing and implementing a faculty hiring process directed toward diversifying the institution. The University was encouraged to sustain this process and use appropriate indicators to track progress and identify potential disparities. The Office of Institutional Research publishes an annual Fact Book which includes a faculty profile and information on the distribution of gender and ethnicity by faculty rank. There is greater diversity among the full-time faculty than among the adjuncts. As part-time faculty outnumber full-time more than 3:1, this is an important area to be addressed in the faculty hiring process. The University has continued the appointment of the Director of Diversity Initiatives, a position that was initially developed and supported through funding from the Irvine Foundation. The Diversity Action Group as a standing operations committee continues to work on advocating for and responding to issues related to the overall diversity plan for the University.

The diversity of faculty at Dominican has increased significantly since 2001 as a result of the James Irvine Campus Diversity Initiatives grant, which provided funds for the hiring of five full-time tenure track faculty (four science faculty and one in education). In 2000, there were five full-time faculty of color out of 43. In 2001, with the advent and implementation of the grant funds, the number of faculty of color grew to 11 out of 56 full-time faculty. Since 2004, Dominican has institutionalized the five positions as regularly budgeted positions and hired two more full-time faculty of color. While there were substantive increases in the hiring of diverse faculty during the life of the grant (2001-2004), hiring has stabilized, with losses due to faculty leaving the institution just balancing new faculty of color being hired. Dominican is cognizant of the fact that the presence of the faculty of color in the sciences has contributed directly to corresponding increases

in students of color electing to be science majors. We are committed to continuing our focus on attracting excellent faculty of color to provide mentors and models to our very diverse student body. (CFR 1.5)

The University is conscious of the fact that the top administrative ranks require focused diversity efforts in terms of both ethnicity and gender, so that they reflect the demographics of California. We are making active efforts to diversify this group. A more thorough report on the impact of faculty diversity on the University community can be reviewed in the Campus Diversity Initiatives final report. (CFR 1.5)

The Development of New Program and Degree protocol requires all new programs to stipulate ways the program addresses diversity issues. The Director of Diversity also regularly conducts a Faculty Development workshop on diversity and curriculum transformation, in which he discusses methods of transforming curricula for diversity, including approaches to content, pedagogy, and assessment. Faculty are encouraged to bring syllabi, student learning outcomes, and allied materials for interactive use during the workshop. This ensures that those proposing new programs focus on the need to include diversity issues as an integral part of the class, prior to approval.

Dominican continues systematically to institutionalize and implement diversity according to its diversity plan and declaration such that the infrastructural capacity, as well as the institutional culture, remains transformative rather than additive.

Addressing Additional Capacity/ Preparatory Issues

This section provides information supporting Capacity and Preparatory CFRs not previously addressed.

Academic and Professional Standards

The spirit and traditions that built this University more than 100 years ago continue to guide us today. We endeavor to educate students to live and work in a global society, we encourage and support faculty research and scholarship, and we maintain our commitment to the local community. Achieving these objectives requires us to maintain high academic and professional standards with experienced educational and administrative staff

who provide support to both faculty and students as learners and scholars.

Tenure and Promotion

The impact of the tenure and promotion process implemented by the University in 1996 is evident in the increased number of full-time faculty with doctorates, from 60% in 1996 to 73% in 2007, and the expansion of faculty scholarship in terms of publications, professional presentations, and performances, from 11 in 2002 to 40 in 2006. It was recommended by the 2004 WASC Team that the faculty tenure and promotion review process be clarified and refined and that the University review its policies regarding course release, including the number of units required for tenure. There was concern that the existing policies might discourage faculty from seeking external funding for research and scholarship. Issues related to faculty tenure and promotion review were addressed and clarified through discussions in the Faculty Affairs Committee of the Trustees and in Faculty Forum. Specifically, it was suggested that a third-year pre-tenure review be instituted. A proposal for a formative midterm review for tenure track faculty after three years of employment was developed and approved by the Faculty Affairs committee in March 2007. It will be considered by the Faculty Forum in fall 2007. (CFR 3.3)

Yet unresolved are questions about the scholarship expectations for faculty with significant administrative responsibilities, particularly those with calendar year appointments. Although the University has discussed expanded definitions of scholarship such as Boyer's (*Scholarship Reconsidered*, 1990) categories of, discovery, integration, application, and teaching, there is a lack of agreement on the extent to which scholarship expectations should differ between academic (9.5 month) and calendar year (12 month) faculty. A proposal is currently being considered by the Faculty Forum.

Faculty performance reviews are conducted annually. Faculty evaluations include peer review and student evaluation of instruction. The University converted to an electronic course evaluation process in 2006. In general, faculty have reported that students are providing much more thoughtful comments than in written evaluations. In addition to course evaluations, adjunct faculty are provided feedback concerning their performance by their department chair. (CFR 2.9)

Exit Survey data and the Student Satisfaction Inventory also provide additional information about student satisfaction with faculty performance in instruction and advising. (CFR 3.3) Continuing efforts have been made to address faculty workload in relation to expectations for scholarship.

Educational Values

To define Dominican's educational goals more clearly, the faculty developed a Statement of Educational Aims. This document specifies the skills, the areas of knowledge, and the qualities of character fostered by a Dominican educational experience. Both the mission and the Statement of Educational Aims are published in the Undergraduate and Graduate Catalog, made available online and in print. (CFR 1.1, 1.2)

In order to promote the Dominican values of academic excellence, personal integrity, and social responsibility, both the faculty and student handbooks set out clear policies, programs, and services that illustrate our desire to promote fairness and predictability of outcome. The handbooks are dynamic documents open to revision in response to assessment and new policies. (CFR 1.1)

In addition, the institution is committed to academic freedom. In 2006 the Principles on Academic Freedom and Professional Ethics were updated to correspond more closely to The American Association of University Professors Policy Documents and Reports (9th ed., American Association of University Professors, Washington, DC 20001) The document promotes understanding and support of academic freedom and elucidates the special ethical responsibilities of members of the academic profession. The policy is currently before the Faculty Forum for approval. (CFR 1.4)

Dominican demonstrates its integrity through published and on-line grievance procedures. A student code of conduct, as well as appeal and grievance procedures, are published in the student handbook and the catalog. Appeals committees have been created for consideration of student concerns of an academic or financial nature. The Student Judiciary Board reviews violations of the student code of conduct. Grievance procedures for faculty and staff are clearly stated in the faculty and staff handbooks, respectively. (CFR 1.8)

The ethical standards of the University guide the monitoring of student research using human subjects. The Institutional Review Board for the Protection of Human Subjects must approve all human subject research projects before students are allowed to begin work in order to ensure subjects' rights are protected. This faculty committee, chaired by the Associate VPAA, reviews over 100 research proposals each year. (CFR 1.7)

Administrative and Program Policies

Dominican has administrative and program policies which reflect professional and disciplinary standards and expectations which ensure students are receiving a high-level educational experience and are able to monitor their progress. Defined admissions and graduation policies, general education and competency requirements, and major and minor program requirements are found in the *Undergraduate and Graduate Catalog*, both in hard copy and on the Web. Several departments provide student handbooks that contain specific information regarding their academic programs and policies. Freshman and senior degree audits are conducted by the Registrar's Office to assure students' timely progress through the general education program and their chosen field of study. Graduation requirements for undergraduate and graduate students are clearly articulated. Our off-campus undergraduate and graduate programs and courses at the Ukiah Center have the same requirements and carry the same expectations in performance as the equivalent programs and courses on the San Rafael campus. (CFR 2.1, 2.2, 2.3, 2.6, 2.12)

In the academic area, student success is enhanced by clear expectations and grading policies. After several years of debate, the Faculty Forum approved a syllabus template to be used by all Dominican faculty. The syllabus provides for a list of GE and/or course/program student learning outcomes, assessment tools, a statement regarding inclusion of diversity in the course, and expectations for student performance. (CFR 1.7) The Institutional Research Office provides grade point averages for each department annually in compiling program data sets. More discussion needs to occur in assessing the GPA data and the rigor of curricular offerings. (2.1, 2.2, 2.3, 2.10)

The General Education statement of purpose outlines the program goals and lists the specific means of achieving

these goals. In addition, student learning outcomes (SLOs) have been developed for the GE program as a whole, as well as for each individual component. The GE program consists of 46 units and includes courses in humanities, natural science, creative arts, and the social sciences. The program emphasizes logical and critical thinking; expository writing and effective speaking; an awareness of the aesthetic, moral, and spiritual dimensions of existence; interdisciplinary learning; and information literacy. (CFR 2.2)

A distinctive part of the GE curriculum is the Library's Information Literacy program. This program is designed to assist students to meet academic goals through increasing the technology information environment. A question regarding academic goals for Dominican students in such an environment was posed by the 2004 Site Visit Team. A one-unit Information Literacy course is taken within the first two semesters at the University. Students must pass this course with a grade of C or better. In addition to the course, the librarians work with the faculty in GE or major courses to help students recognize the need to develop the ability to find information, evaluate and analyze it, and finally, present it in an ethical manner. The focus on undergraduate research at the institution is making this component of the GE program and the follow-up teaching modules by the librarians, an important component for developing university level research capability. It also provides one of the most important opportunities in this rapidly expanding information age to achieve the skills for life-long learning. To ensure that students have the skills to meet the technology requirements of the Information Literacy course, as well as the ability to use common word processing programs, computer competency became a matriculation requirement when the GE program was revamped in 2000. A course is offered to those students who do not perform satisfactorily on the computer competency placement test. (CFR 2.2, 2.3)

The Graduate Council monitors graduate and post-baccalaureate policies, procedures, and admissions requirements clearly delineated in print and online in our catalog. (CRF 2.2)

Support for Learning and Student Attainment

Dominican's student support services, including financial aid, registration, advising, career counseling, computer labs, and library and information services, are designed

to meet the needs of all students the institution serves and the curricula it offers. In order to best meet student needs, Dominican regularly identifies the characteristics of its students and assesses their requests, experiences, and levels of satisfaction both on-campus and for its off-campus programs in Ukiah. This information helps us to shape a learning-centered environment and to actively promote student success. Each year the Student Satisfaction Inventory data is distributed to academic departments and administrative offices so that areas identified as problematic by the students can be analyzed and changes made. (CFR 2.13)

Academic advising plays a key role in achieving our educational objectives. Our student satisfaction survey shows that academic advising is one of the University's strengths. First-year students are advised during their first semester by counselors in the Academic Advising Center before they are sent on to major advisors. For programs with complex majors, major advisors join the counselors to develop a program blending required major courses/prerequisites and GE requirements. First-year advising by the academic advising staff assures that students get into the requisite First Year Foundations courses, designed to provide them with a supportive learning environment and explore the significance of a liberal arts education to their own life and the life of society. Students also are encouraged to take their English writing and library information literacy courses during the first year to better prepare them for success in using writing and research skills in subsequent coursework. The GE program has 18 skill-building units, designed to be taken during the first year, that provide a foundation for student success. (2.3, 2.12)

The institution strives to assure that all students succeed. To that end, various services are available and policies have been implemented. An early warning system especially for first year students has been developed by Academic Support Services. Midterm grades are also requested and sent to students and advisors so that they can work with students in their majors who are not doing as well as expected. The Teaching and Learning Center (TLC) has been expanded to include more services for students having difficulty with their academic work and in standardized test taking. The TLC provides tutors for GE courses as well as major classes. Tutors are provided, as are numerous workshops on topics such as time management, test taking, and

proper citation styles. They also offer online tutorials that help students with specific skill development. The TLC works closely with Disability Services and with faculty to provide accommodations for students with special needs. Finally, the Counseling Center has been expanding the number of Academic Success Workshops so that students can be more successful in their academic work and life outside the classroom. (CFR 2.4, 2.5)

Our Vision Quest Program aids undeclared students to think analytically and imaginatively regarding their major and career opportunities based on articulation of their personal/social values. A seminar is paired with two general education courses focusing on helping students obtain a clearer perspective of the world and their place in it. (CFR 2.12)

The program for adult learners, Pathways, provides support for students returning to campus after working for at least five years, through an introductory course entitled, "Foundations for Adult Learning." This class teaches them how to be successful in their university career, providing both academic and personal support.

Students at the Ukiah Center are supported by staff on location and at the main campus in San Rafael. Ukiah staff provides academic advising and registration services as well as general support and assistance. San Rafael staff members in Financial Aid, Career Services, Library Services, Registration, Business Services, and other departments are available via phone and e-mail, and periodically meet with students at the Ukiah Center. (CFR 2.13)

Financial Aid offers workshops and events for pre- and post-matriculated students. They have also developed financial literacy content for the Vision Quest Program to help students develop financial responsibility.

Dominican's transfer policies encompass the principles outlined in the WASC Statement on Transfer & Award of Academic Credit (CFR 2.14). Our university subscription to *College Source*, including its online catalog collection, provides campus-wide access to course and program descriptions for research in determining content of transfer courses. Full disclosure about the transferability and applicability of coursework from other institutions is provided to all transfer students as part of the admission process,

prior to matriculation, with written notification to the prospective student and the Dominican academic advisor via the Transfer Course Evaluation Form and the automated degree audit system (DegreeWorks). Academic credit is granted for many types of ACE-approved extra-institutional learning, as outlined in the Un-sponsored Learning Policy in the Dominican catalog. Academic credit may also be granted after matriculation for experiential learning, via the Reflective Writing and portfolio process (CFR 2.14)

Our recruiting and admissions policies are clearly expressed by the admissions counselors who are available for student questions and problem solving before, during, and after admission to the University. Department chairs and academic support advisors are available pre-admission to counsel students on transfer course credit and course planning to aid in students' decision making. (2.12)

Becoming a Learning Organization

The 2004 Visiting Team urged Dominican to continue to develop as a learning organization and to develop clear assessment criteria for all its strategic operations, including new strategic initiatives, and to close the loop using the results of data-gathering and analyses to strengthen strategic planning capacity and student learning outcomes.

The Office of Institutional Research has made great strides in providing the institution with longitudinal data sets and survey results. The institution is focusing on using the data to make departmental and institutional decisions, but it is still in the learning mode. Several workshops this year were conducted to help administrators and faculty learn how to analyze data and use the results in departmental planning. (CFR 4.5, 4.6)

One of the principal data-gathering tools is the three-year Enrollment Projection, which provides the basis for the University's strategic budgeting. It is a comprehensive predictive model that projects total enrollments in three-year timeframes based on historical trends and including new and returning students. The projection goes through at least two major adjustments a year through an inclusive process that engages the enrollment management team and program chairs. It is used to forecast enrollment specific to new and continuing students by major and level. Predicted enrollment,

financial aid, and net revenue are used as a base for financial budgeting.

The Enrollment Funnel Report is a set of enrollment data aimed to assist Admissions in more efficient and effective recruitment and to provide benchmarks for assessing student retention. It reflects recruitment status to provide current trend and comparative data for strategic planning and adjustment. Systematic data are collected for future predictive modeling aiming for more strategic, effective, and cost-saving student recruitment.

The Student Satisfaction Survey is a Noel Levitz instrument that provides national benchmarks and comparisons. Three components are provided: the Student Satisfaction Inventory (SSI) for traditional undergraduate students, the Adult Student Priority Survey (ASPS) for adult and graduate students, and the Institutional Priority Survey (IPS) for faculty/staff/administrators. The SSI and ASPS surveys are administered annually in the spring and provide comparative data reports published on the Intranet and sent to appropriate student service departments. Confidential reports disaggregated by major are distributed to academic program chairs and deans. SSI and ASPS survey data indicates 74% of traditional undergraduate students reported either very satisfied, satisfied, or somewhat satisfied with Dominican's instructional effectiveness in spring 2006. The percentage increased to 76% in spring 2007. Adult students, including graduate students and Pathways students, reported 82% satisfaction in both years.

On the basis of information obtained from the SSI and ASPS surveys, the Office of Financial Aid conducted follow-up surveys designed by them to identify gaps between student perception of the financial aid services and financial aid staff perception of services. As a result of these findings, Financial Aid has presented additional workshops for students, developed a reference list for the library to purchase additional books and/or software on finding private scholarships/grants and managing college cost, conducted ongoing customer service training, redesigned the *Financial Aid Guide*, and focused on setting realistic expectations by providing more information about the process for resolving problems. The SSI survey indicated that students were more satisfied with our advising services than the national norm, but data on disability services and the tutoring

center indicated we needed improvement. As a result, the office of Academic Advising and Support petitioned for and received permission to make personnel changes. Admissions has used the input from the SSI and ASPS to focus on programmatic weaknesses to strengthen effectiveness, work on consistent messages in promoting campus life and representing Dominican realistically, and develop staff training. The Center for Adult and Extended Education is using the ASPS data to help develop interventions and program/process changes to address the mismatch between student expectation and satisfaction.

In 2006-07, the Institutional Priority Survey (IPS) was implemented to compare internal staff, faculty, and administrator perceptions about student satisfaction to the SSI and ASPS data. The data and case studies of use of the data for improvement are shared with the Manager's Group, faculty, and administrative departments. Many departments have used the results to improve business processes and academic services. (CFR 2.10)

The Organizational Learning and Improvement Survey was administered for the first time in March 2007. Twenty out of 22 managers and deans responded to the survey. All 20 who responded reported using their own ongoing processes/procedures to improve organizational learning, strategic planning, and evaluation. Ninety-five percent of the managers reported using the data collected via various processes and surveys to assess the service quality and develop new strategies for improvement. The summary report is published on the Intranet. This survey will be administered each year to develop a culture of evidence for quality assurance purposes. (CFR 4.6)

The College Student Inventory (CSI), another Noel Levitz survey instrument, is administered annually in August during the new student orientation. The survey provides a profile of the freshman class, including demographic data and reasons for attending college. It also provides individualized data on the motivations and attitudes of each student and makes recommendations for support required to optimize their opportunities for success. The data collected from first-year college students sets benchmarks that have been important for admissions, retention studies, and advising. A consultant from Noel Levitz was hired to work with departmental

advisors on how to use the CSI data as they work with each student to better assist him/her in the transition to and in college. Individual reports are reviewed and discussed with the student. Early intervention for drop out takes place as a result of data discussion. The aggregated data report is published on the Intranet and reviewed and discussed at Retention Committee meetings. (CFR 4.5)

In 2006, we developed our first Graduated Student Survey. Eighty-one percent of the total survey participants reported they were currently employed and 70% reported having full-time jobs. Eighty-five percent of the participants indicated that the Dominican education helped increase their career opportunities, 70% indicated that their current job was in the career field related to or influenced by their major, and 77% indicated they are making use of the education received in their coursework. (CFR 2.6, 4.5, 4.6, 4.8) This data supports our success in challenging students academically, providing ongoing feedback about their performance, and providing support to achieve their academic and career goals.

In spring 2007, the Marketing Department conducted a Media Usage Survey in order to make better decisions about advertising buying. They also carried out a graduate student profile and marketing analysis in addition to a qualitative market research study involving focus groups with undergraduate and graduate students, as well as students in our adult evening program (Pathways). Focus groups assessed the core message that will serve as the foundation for a new visual look and new language on all collateral, website, and advertising. (CRF 4.6)

Student Affairs conducts surveys about many facets of student life, including orientation, food services, commencement, campus ministry initiatives, social activities, and health services. (CFR 4.4, 4.6) The Student Activity Survey is an instrument that helps Student Life and student retention efforts in better understanding students' campus activity involvement. A weekly Student Housing Report is sent to the housing team via e-mail and provides analyzed information on current housing capacity and movement for more efficient planning and housing management. Campus ministry regularly surveys students regarding participation and satisfaction.

The library has recently acquired the Online Computer Library Center collection analysis system which will be used to compare our holdings in detail with that of other selected libraries. This analysis, called a “conspectus,” provides a detailed breakdown outlining precisely where our collection overlaps that of other libraries and where our holdings are unique. It also allows us to analyze our collection in comparison with other libraries by disciplinary area, Library of Congress subject headings, material types, audience, or date ranges. We will use this data to help us fine-tune our collection development. We intend to run this analysis annually to provide longitudinal data as our collection grows, as well as on an as-needed basis to compare our collection with other libraries.

We have increased the staff in the Institutional Research office to provide sufficient support for data collection and analysis now required of that office. As we have begun to see the value of data analysis, there are more and more demands placed upon IR and more ideas of additional assessment tools that could be implemented.

Access to important information is via the IR Intranet website, where faculty and staff have access to the Institutional Fact Book, Program Review Data sets, and the data from numerous surveys. We would like to develop a data warehouse that brings together student learning assessment data as well as academic program review analyses to enable departments to track longitudinal trends. The data we collect from our Student Satisfaction Inventory and Graduate Student Survey indicate that we are achieving many of our educational objectives and engaging students in the learning process.

Dominican is continuing to grow into a learning organization, making use of data to inform our daily decisions. The transition to data-driven evaluation and assessment has been difficult, but we are becoming more reflective in asking questions and providing supporting evidence for new initiatives or changes in current practice. We are working towards a goal of both administrative and academic assessment and evaluation being viewed as a normal activity, valuable because of what is learned rather than a requirement to meet a mandate. (CFR 2.5)

Developing a Sustainable Organization

Dominican is committed to developing practices and procedures to enhance the sustainability of the institution.

Recruitment, Hiring, and Retention of Productive Personnel

Committed, knowledgeable, and highly skilled faculty and staff are of vital importance to student achievement and success. It is for this reason that the recruitment, hiring, and retention of faculty and staff were identified by the University as key topics to be addressed in the current review. The ratio of full-time to part-time faculty (25%/75%) has been a concern during the past two WASC team visits. Determination of faculty and staff resource needs through better use of data and ongoing strategic planning is a priority.

The Institutional Strategic Plan sets forth a goal of increasing the full-time to part-time faculty ratio. The ability of the University to do this from a practical standpoint is cause for concern. One of our difficulties is operating in a very challenging recruitment and retention environment. In some programs, even when we have new full-time positions allocated, we cannot hire faculty for them. Occupational Therapy is a case in point. Because of a small qualified applicant pool, the search for a doctorally prepared OT faculty member occupied two full recruiting cycles. We have also had difficulty finding and retaining qualified nursing instructors. Applicants from the Midwest and Southern states are astounded by the Bay Area economic situation and are unwilling to relocate.

Marin County has one of the highest costs of living in the nation, with the median house price being close to \$1 million. It is difficult for us to provide salary increases for faculty so that we can retain them, while at the same time provide new funds to recruit additional full-time faculty. In order to help off-set the financial burden of hiring new full-time faculty, the Office of Institutional Advancement has developed a plan for a new comprehensive capital campaign that includes fundraising for endowed chairs and professorships. (CFR 3.1) The institution needs to decide what increase in full-time faculty headcount is desired within a realistic timeline and develop budgets to provide for execution. It will take a number of years to reach the goal in the

strategic plan, moving from 25% full-time faculty to 50%, but small attainable increases over time is a positive step. The Academic Cabinet, composed of the three deans and AVPAA, is currently working on a proposal of hiring that will actualize gains.

Each year the Academic Cabinet works to update the three-year hiring plan. The recommendations of academic program reviewers, Delaware Study data, University and school strategic goals, and departmental felt needs are debated by the members of the Cabinet in developing hiring priorities for each school. Since the number of hires is small, the collaborative work of the deans is important in determining highest need. This past year new faculty were hired according to the priority list of the plan except in one instance. New full-time faculty positions are included in current three-year budget projections. Over the next three years, three, three, and four new positions respectively have been included in our long-range budget forecasts. This will not change the full-time to part-time ratio significantly but is what is considered financially feasible. Progress toward increasing the ratio of full-time to part-time faculty is assessed annually. (CRF 3.1)

Multi-year salary plans for both full-time and adjunct faculty have been implemented with the goal of making salaries competitive with local private institutions.

Dominican's adjunct faculty are highly qualified and are a definite asset to the institution. To underscore their value, the University has developed an adjunct salary plan to raise adjunct salaries gradually. In addition, in order to retain these excellent teachers, adjunct faculty who have taught at least 30 units and have five years of service are eligible to be considered for rank above the usual designation of instructor. (CFR 3.1) Depending on degree and contribution to the discipline, adjunct faculty may be classified as Assistant Adjunct Professor, Associate Adjunct Professor, or Adjunct Professor. Several governance committees have adjunct faculty positions, and the University supports an Adjunct Faculty Forum which meets regularly with the Provost to discuss adjunct issues. New adjunct instructors are provided with a four-hour orientation at the beginning of the semester, followed by a reception to which faculty and administrators are invited in an effort to welcome them into the Dominican community. The quality adjunct faculty Dominican has attracted ensures that

students have excellent learning opportunities, regardless of faculty status. (CFR 2.1)

Staff hiring is determined on a year-by-year basis in response to requests from the Provost, vice presidents, and deans and in accordance with University strategic goals. Staff members are encouraged to maintain competency through participation in professional development activities and membership in professional organizations related to their areas of responsibility. Recent staff workshops have specifically addressed culturally sensitive communication in response to findings in the self-study indicating a need for more training in this area. The increased retention of staff, as well as faculty, has been supported by a number of recent initiatives. (CFR 3.1)

Facilities

In 1999, WASC recommended we prioritize and implement needed improvements in the present science lab facility and equipment required to support an adequate level of instruction. In fall 2007, we completed construction of a state-of-the-art Science Center. This 35,000 square foot facility supports the commitment to research and curriculum in the health and biological sciences. Since general education science courses will be housed in the building, all Dominican students will benefit from and get a chance to experience this wonderful new building. The Science Center demonstrates the University's commitment to its strategic plan by supporting undergraduate research and nursing as key programs to long-term success. Early funding was obtained from private donors, federal grants, tax-exempt bond financing, and University capital reserves.

A new, on-campus, multipurpose Nursing Health Assessment Laboratory, supported by funding from the RGK Foundation, Moore Foundation, and Dominican University of California, was developed from an existing facility with comprehensive remodeling. The Assessment Lab includes flexible classroom, presentation, and clinical laboratory spaces. In addition, we have invested in a state-of-the-art, computer-controlled, simulated adult and infant models for training and nursing skills development. The impact on curriculum and student learning is currently being assessed by nursing faculty.

As the institution's enrollment has grown, space needs

for classrooms and offices have grown accordingly. With movement of the science program into the new building, vacated labs in Guzman Hall were renovated and made into large smart classrooms. Two of these rooms are able to hold 48 students, partially fulfilling our need for large classroom space. In addition, this spring we purchased the Magnolia House, situated in the middle of the campus. This 6,500 square foot, formerly private, residence is suitable for campus use with little renovation. The departments that will be housed in the Magnolia House are still under consideration. A space utilization consultant has been hired to assess how best to utilize Magnolia House, given the University's short- and long-term strategic objectives. Albertus Magnus, the former science facility, will be renovated to provide space for several departments, as yet to be determined. Renovation of Albertus Magnus will require a significant investment, and the renovation will be integrated into our capital planning process.

For our off-campus program in Ukiah, we lease facilities at the Mendocino County Office of Education to provide classroom, library, and office space. (CFR 3.5) Computer access is available at the Ukiah Center, and computer labs are available as needed. On-campus IT serves the Ukiah campus and provides full access to administrative and student information systems. Ukiah students have full access to online library databases and reference services. (CFR 3.6, 3.7)

As we plan toward the future, we are committed to model and instill the values and theories of reverence, interdependence, environmental sustainability, social justice and stewardship into the entirety of our learning environment. The Dominican learning environment encompasses the education programs, as well as maintaining green working and living spaces, and adopting policies and business practices that minimize our environmental footprint. A task force, "Greener Dominican," comprised of faculty, staff, and students, was created in 2006 to support the University in becoming an environmentally sustainable campus. In 2007, a Green Student Club was founded and Dominican also incorporated a fully-developed graduate program in environmentally-oriented business, the Green MBA. Our goal is to ensure that our students will become environmentally responsible citizens and help build a better future for the future generations.

Communication

The governance system assures that policies and decisions are widely shared among faculty, staff, and students. The governance committees have membership which includes each of these constituencies, and the flow of decision making assures careful consideration prior to approval. (CFR 2.4) For example, new programs or programs seeking modification are guided by the Development of New Program and Degrees policy. The policy requires that the dean of the school and/or the director of an academic program present a concept paper to the Provost's Council, which reviews the viability of the proposal. The Provost's Council approves or rejects further proposal development. If approved, proposal development is completed and is reviewed by the Curriculum and Educational Policy Committee (CEPC), the Operations Committee, and the Budget Committee. If approved by the CEPC, the program goes to the Faculty Forum for its input and recommendation. The recommendation of the Forum and the CEPC is taken back to the Provost's Council for final recommendation to the Provost, who may then take it to the President's Executive Council for final discussion and approval or rejection. In this way, faculty, students, and staff have input into the final decision. In addition, the Academic Affairs Committee of the Board of Trustees receives reports from the Provost regarding changes to the curriculum.

Outside of the governance structure, there are other venues where faculty and staff have an opportunity to share information regarding academic policies and student/faculty/staff concerns. Several times a semester, the Provost hosts an informal lunch time meeting called the Academic Climate Task Force. Interested faculty and staff meet to address issues. Most recently, plagiarism was the topic of conversation. This resulted in the Provost appointing a faculty/staff task force to study the possibility of providing plagiarism software to enable faculty to monitor academic honesty. The software was in place for the fall 2007 semester. *Conversations with Ken* are similar informal gatherings where faculty and staff may ask the Provost questions of concern. Often these questions have to do with student learning and academic policies. The President holds a General Assembly several times a year inviting students, faculty, and staff to review the status of the University, including a discussion of the institution's strategic goals and expectations for the coming year. The Staff Assembly

has regular meetings that include discussions regarding academics and staff support of students and faculty. The Associated Students of Dominican University (ASDU) has forums where administrators meet with students to discuss their concerns and to answer questions that can include items regarding learning and student success. A Manager's Group has been implemented to provide middle-level managers with a forum to discuss all levels of involvement within the University.

Communication with the external community is an important aspect of obtaining and maintaining community support. A Neighborhood/Dominican Committee has been established to provide information regarding the status of the University and to discuss items that may affect them, such as the new science building. Being an institution located in the middle of an elite residential district has proved challenging in obtaining permission to build new buildings and deal with issues common to a residential campus, such as noise and parking. Open communication with the neighbors regarding our academic programs and goals has been and will be vital as we continue to grow and prosper. Many of our faculty serve on business and community advisory boards. Program advisory boards allow community members to know what is occurring within various schools and programs. The *Provost Bulletin* provides a semi-weekly update regarding the events and activities happening on campus. *The Torch* is the University magazine that emphasizes educational programs and highlights faculty and student scholarship, research, and creative activities. The *Penguin Postcard* has been developed by the Alumni Office to keep alumni up-to-date about the University's expectations and the accomplishments of its students. The *Campus Ministry Newsletter* communicates the ministry activities and student participation in academic and co-curricular events.

Dominican seeks to present a consistent and cohesive message in its marketing and admissions materials. To that end, the Marketing Department works with admissions, advancement, academic units, student life, and auxiliary departments to coordinate communications developed for the outside community. (CFR 1.7) Undergraduate, graduate, and adult and continuing education messages are reviewed by admissions and marketing staff members for consistency and to guarantee that any brochures or other materials

reinforce the mission and support the educational aims of the University. We emphasize the value of a private university education and build messages around the core values of study, reflection, community, and service. Collateral pieces are supplemented by letters, e-mails, and phone calls that reinforce key points. Admissions policy is clearly stated on the website and applications. Material relating to admission to the University clearly states the requirements for entry to each program. Prospective students are notified of any outstanding requirements on a regular basis to facilitate their progress toward admission. To ensure accuracy, yearly reviews of all collateral materials and SSI/ASPS feedback are taken into consideration, and appropriate revisions are made with the assistance of the marketing office.

Marketing facilitates input through market research and our constituents to determine appropriate, honest, and compelling messages. Two committees, a Marketing Council and a Marketing Advisory Committee, composed of a broad range of mid- and upper-level staff and faculty, provide guidance to the Marketing Department to ensure that the University's purpose and educational objectives are being properly communicated. Marketing ensures that all marketing materials reflect the diversity of our student body.

Community Engagement

The University is interested in assessing and enhancing the University's involvement in the community and the community's involvement in the University, especially in the academic arena. The President's Council and Alumni Association are important organizations that aid in this endeavor. In addition, 14 programs and/or departments (Business, Education, Humanities, Nursing, Occupational Therapy, Special Education, Campus Ministry, Diversity Action Group, Library, Marketing Research and Sponsored Programs, Service Learning, Student Government, Student Judicial Board, Teaching and Learning Center) have advisory boards involved in program planning and evaluation. Composed of faculty, staff, alumni, and career professionals, the advisory boards form an important source of information regarding connections between the curriculum and the work-place. In addition, Career and Internship Services hosts a Career Fair every year to connect students with employers. Through these connections, students gain information about career fields, the organization and positions within the organization, find job and

internship positions, network for a job, and gain contacts. Evaluation surveys are distributed to employers and students at the fair each year. Additional input from the community occurs through the University's internship program. In nursing and occupational therapy, fieldwork and preceptorships are evaluated as Dominican partners with healthcare organizations to provide learning opportunities within the community. Evaluations from internship sponsors help to assess student skill levels with work environment needs. (CFR 4.8)

The Service Learning Program has made a very significant impact on community involvement. It has established and maintained partnerships with key community organizations and agencies, developing joint projects that meet community identified needs and enhance Service Learning. It has also created forums to bring community partners onto campus in a variety of ways. Last fall, the program offered a workshop for 13 community partner representatives to enrich understanding of their role in SL and help them design appropriate projects for students and faculty. Community partners attend the SL Symposiums and often present courses. They work closely with faculty to design and implement community projects such as the faculty member from South Africa who spoke about service learning work in her country.

Faculty, staff, and students engage actively in regional organizations and councils as another way to promote effective community engagement. For example, the humanities faculty maintain contact with the local religious community by having representatives serving on the Marin Interfaith Council. The Umbrella Project Community Advisory Board is made up of nursing faculty, students, and administrators as well as community health members. The Institute for Leadership Studies serves the Bay Area and Dominican communities, inviting organizations to incorporate Dominican students in projects fostering leadership learning, service and constructive societal and organizational change. (CFR 4.8)

Library

Student success depends upon both technological and print resources and the ability to use them effectively in conducting academic research. Consistent with the University's Strategic Institutional Plan, a demonstrable

commitment exists to support the continued evolution of library resources and information literacy services. The main categories of priority are facilities, collections, accessibility, and personnel. Since the last review, the library has implemented significant improvements in each of these areas. A department-specific strategic plan was completed on March 2007. (CFR 3.6)

The Archbishop Alemany Library holds over 95,000 volumes, 350 currently subscribed print periodicals, and more than 90 full text databases. The major collection development emphasis over the last two years has been to restructure the electronic holdings to focus on full text resources, allowing our collection of research materials to grow significantly.

Since the last WASC report, we have tripled the size of our full text online journal collection from 10,000 to nearly 30,000 titles. To increase availability of these databases, the library added wireless access to major sections of the library and implemented an authenticated proxy server that permits secure access by authorized students and faculty to the library's proprietary databases from anywhere in the world. This provides off-campus residents, travelers, and students in our off-campus Ukiah Center the same access they would have if physically on campus.

The library is currently undergoing assessment to demonstrate the level at which they are meeting student needs and student learning outcomes. One area that Dominican has pioneered is an extensive information literacy program. We offer a required one-semester course as part of the General Education program. The library faculty teach an average of 15 sections of Research 2000 per semester, as well as courses in the summer and a distance-learning section offered to students in our Ukiah program. In addition, an average of 40 presentations are made to individual classes each semester. The Library's support of student learning outcomes and information literacy skills is hampered by the continuing national decline in reading, not only for edification but also for pleasure. We hope to counter this distressing trend within our community by substantially refurbishing our Library's reading area, establishing a leisure reading collection of popular magazines and award-winning authors in many genres, and marketing these print materials in ways designed to attract and sustain student interest.

The library continues to review paraprofessional staff needs to ensure that all processing, budgeting, and administrative needs are met. In this regard, we plan to add an acquisitions module, Link+, which will allow user-initiated requests for books from a collection of over seven million volumes shared by California member libraries; improved Library Online Public Access Catalog (OPAC), which will allow students to see the books they have checked out, make holds, and pay fines; an electronic reserves system which will authorize materials only to students currently enrolled in specific classes, keeping Dominican copyright compliant; multimedia carrels in a secure area to allow access to our growing collection of multimedia and DVD materials; additional online databases to support Art, Environmental Studies (including Sustainable Management), Psychology, Education, and Humanities.

In an effort to increase the availability of books and other resources to our students, as well as to solidify our academic reputation within the local community, the library is exploring joining MARINnet, a consortium of libraries within Marin County. MARINnet membership will allow one- or two-day access to books from other libraries in the county and will provide us with a state-of-the-art shared cataloging system.

Conclusion: An Institution in Change

Dominican University of California is an institution that has experienced significant growth and transformation over the past several years. The University has transitioned from an institution with fiscal challenges to one that is financially stable, with resources effectively aligned with institutional purposes and objectives. Its enrollment has grown to over 2,100 students; diversity in the freshman class has reached 55%, while overall student diversity currently exceeds 44%. We have become an institution committed to undergraduate research as a form of pedagogy and are providing increasing support to faculty and students alike to pursue research, scholarship, and creative activities. Our information technology infrastructure has been revolutionized, and the library is becoming a fine, small university library with national and international access for students and faculty to online databases and reference services.

Some of Dominican's most important advances have come in the area of strategic planning and budgeting. Developing and funding a small number of clear strategic goals on an annual basis has proven successful and has allowed us to improve our physical plant with the addition of new buildings and renovation of old, to provide sustainable faculty salary plans, and to improve the institution's visibility in the regional and national education market.

We continue to evolve as a learning organization, increasing our ability to accumulate, analyze, and utilize data in making strategic decisions. Both academic and administrative departments are becoming more focused on closing the loop between input and product. The WASC process has focused our attention on providing evidence that we are meeting our educational objectives. The evidence that we are accumulating is providing the basis for campus discussions of general education and how well our students are learning. Through multidimensional assessment activities, we are working to improve our academic programs and are developing a culture of evidence closing the loop between data and outcomes.

Despite these advances, we remain mindful of our ongoing challenges, such as diversifying our revenue streams and decreasing our dependency on tuition, increasing the number of full-time faculty, maintaining competitive salaries for faculty and staff, increasing off-campus learning opportunities, developing and implementing our next campus master plan, and increasing the availability of housing, parking, and transportation options.

In this document, we have presented a number of significant changes and advances experienced by the Dominican University of California community since our WASC Special Visit in 2004. We feel that Dominican University of California, as a mature educational institution, clearly meets the Commission's capacity and preparatory requirements. We are continuing our self-study for our educational effectiveness review based upon the three major themes identified in our institutional proposal and introduced in this document. We feel confident of our ability to support and maintain our educational enterprise now and in the future.

Chart 1.1 Admissions Activities by Level

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007^{1*}
	N (%)	N (%)	N (%)	N (%)	N (%)
Day Freshmen					
Number of applicants	1,737 (100.0%)	2,375 (100.0%)	2,611 (100.0%)	2,736 (100.0%)	2,596 (100.0%)
Number of applicants accepted	948 (54.6%)	1,200 (50.5%)	1,336 (51.2%)	1,405 (51.5%)	1,449 (55.8%)
Number of freshmen applicants actually enrolled	243 (25.0%)	276 (23.0%)	227 (20.7%)	264 (18.8%)	297 (20.5%)
Day Transfer					
Number of applicants with compete credentials for admission with advanced standing (transfer)	236 (100.0%)	421 (100.0%)	478 (100.0%)	446 (100.0%)	425 (100.0%)
Number of advanced standing undergraduate applicants accepted	166 (70.3%)	283 (67.2%)	279 (58.4%)	237 (53.1%)	247 (58.1%)
Number of advanced standing undergraduate applicants actually enrolled	97 (58.4%)	158 (55.8%)	125 (44.8%)	108 (45.6%)	106 (42.9%)
Pathways Freshmen					
Number of applicants	2 (100.0%)	12 (100.0%)	3 (100.0%)	9 (100.0%)	21 (100.0%)
Number of applicants accepted	2 (100%)	8 (66.6%)	2 (66.6%)	4 (44.4%)	11 (52.4%)
Number of freshmen applicants actually enrolled	0 (0.0%)	6 (75.0%)	0 (0.0%)	3 (75.0%)	7 (63.6%)
Pathways Transfer					
Number of applicants with compete credentials for admission with advanced standing (transfer)	108 (100.0%)	103 (100.0%)	105 (100.0%)	116 (100.0%)	113 (100.0%)
Number of advanced standing undergraduate applicants accepted	92 (85.2%)	85 (82.5%)	73 (69.5%)	68 (58.6%)	79 (69.9%)
Number of advanced standing undergraduate applicants actually enrolled	68 (73.9%)	61 (71.8%)	55 (75.3%)	54 (79.4%)	48 (60.8%)
Masters					
Number of applicants with complete credentials for admission to Masters' programs	261 (100.0%)	319 (100.0%)	323 (100.0%)	290 (100.0%)	364 (100.0%)
Number of applicants accepted for Master's programs	149 (57.1%) 193 180 166 185	193 (60.5%)	180 (55.7%)	166 (57.2%)	185 (50.8%)
Number of applicants actually enrolled in Masters' programs	119 (79.9%)	142 (73.6%)	125 (69.4%)	119 (71.7%)	160 (86.5%)
Teaching Credential					
Number of applicants with complete credentials for admission to Credential programs	261 (100.0%)	227 (100.0%)	166 (100.0%)	173 (100.0%)	186 (100.0%)
Number of applicants accepted for Credential programs	180 (68.9%)	154 (67.8%)	122 (73.5%)	122 (70.5%)	111 (59.7%)
Number of applicants actually enrolled in Credential programs	180 (100%)	134 (87.0%)	103 (84.4%)	100 (81.9%)	106 (95.5%)

Chart 1.2 Preparation/Selectivity Levels of Entering Students

New Freshmen	Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007 ^{2*}	
	Median Score	Range	Median Score	Range	Median Score	Range	Median Score	Range	Median Score	Range
SAT scores for entering freshmen	1,040	890	1,020	780	990	740	980	760	990	910
Verbal	530	510	510	450	500	380	500	440	500	440
Quantitative	520	420	490	430	500	570	490	450	500	520
ACT scores for entering freshmen (if used)										
Composite	22	17	20	17	21	18	20	16	21	16
High School GPA	3.30	1.80	3.30	1.80	3.20	1.90	3.30	2.00	3.30	1.80

Chart 1.3 Admission by Gender

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
	N (%)	N (%)	N (%)	N (%)	N (%)
New Freshmen Total Applicants	1,737 (100.0%)	2,375 (100.0%)	2,611 (100.0%)	2,736 (100.0%)	2,596 (100.0%)
Male	445 (25.6%)	677 (28.5%)	712 (27.3%)	622 (22.7%)	714 (27.5%)
Female	1281 (74.4%)	1,698 (71.5%)	1,895 (72.6%)	2,108 (77.2%)	1,872 (72.5%)
Total Admits	948 (100.0%)	1,200 (100.0%)	1,336 (100.0%)	1,405 (100.0%)	1,449 (100.0%)
Male	230 (24.3%)	319 (26.6%)	316 (23.6%)	310 (22.0%)	362 (25.0%)
Female	718 (75.7%)	881 (73.4%)	1,020 (76.4%)	1,095 (78.0%)	1,084 (75.0%)
Total Enrolled	243 (100.0%)	276 (100.0%)	227 (100.0%)	264 (100.0%)	297 (100.0%)
Male	55 (22.6%)	71 (25.7%)	59 (26.0%)	70 (26.5%)	72 (24.0%)
Female	188 (77.4%)	205 (74.3%)	168 (74.0%)	194 (73.5%)	225 (75.0%)
Undergraduate Transfers Total Applicants	236 (100.0%)	421 (100.0%)	478 (100.0%)	446 (100.0%)	425 (100.0%)
Male	40 (16.9%)	89 (21.1%)	119 (24.9%)	107 (24.0%)	103 (24.4%)
Female	194 (82.2%)	332 (78.9%)	359 (75.1%)	339 (76.0%)	320 (75.3%)
Total Admits	166 (100.0%)	283 (100.0%)	279 (100.0%)	237 (100.0%)	247 (100.0%)
Male	24 (14.5%)	56 (19.8%)	61 (21.9%)	54 (22.8%)	61 (24.7%)
Female	142 (85.5%)	227 (80.2%)	218 (78.1%)	183 (77.2%)	186 (75.3%)
Total Enrolled	97 (100.0%)	158 (100.0%)	125 (100.0%)	108 (100.0%)	106 (100.0%)
Male	17 (17.5%)	31 (19.6%)	30 (24.0%)	25 (23.2%)	26 (24.5%)
Female	80 (82.5%)	127 (80.4%)	95 (76.0%)	83 (76.8%)	80 (75.5%)

Chart 1.3 Continued

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
	N (%)	N (%)	N (%)	N (%)	N (%)
New Pathways Total Applicants	2 (100.0%)	12 (100.0%)	3 (100.0%)	9 (100.0%)	21 (100.0%)
Male	1 (50.0%)	2 (16.7%)	0 (0.0%)	2 (22.2%)	3 (14.3%)
Female	1 (50.0%)	10 (83.3%)	3 (100%)	7 (77.8%)	18 (85.7%)
Total Admits	2 (100.0%)	8 (100.0%)	2 (100.0%)	4 (100.0%)	11 (100.0%)
Male	1 (50.0%)	1 (12.5%)	0 (0.0%)	0 (0.0%)	2 (18.2%)
Female	1 (50.0%)	7 (87.5%)	2 (100%)	4 (100%)	9 (81.8%)
Total Enrolled	0 (100.0%)	6 (100.0%)	0 (100.0%)	3 (100.0%)	7 (100.0%)
Male	0 (0.0%)	1 (16.6%)	0 (0.0%)	0 (0.0%)	1 (14.3%)
Female	0 (0.0%)	5 (83.3%)	0 (0.0%)	3 (100%)	6 (85.7%)
Pathways Transfers Total Applicants	108 (100.0%)	103 (100.0%)	105 (100.0%)	116 (100.0%)	113 (100.0%)
Male	30 (27.8%)	19 (18.5%)	25 (23.8%)	32 (27.6%)	36 (31.9%)
Female	78 (72.2%)	84 (81.5%)	80 (76.2%)	84 (72.4%)	77 (68.1%)
Total Admits	92 (100.0%)	85 (100.0%)	73 (100.0%)	68 (100.0%)	79 (100.0%)
Male	27 (29.3%)	15 (17.7%)	17 (23.3%)	24 (35.3%)	27 (34.1%)
Female	65 (70.7%)	70 (82.4%)	56 (76.7%)	44 (64.7%)	53 (67.1%)
Total Enrolled	68 (100.0%)	61 (100.0%)	55 (100.0%)	54 (100.0%)	48 (100.0%)
Male	20 (29.4%)	12 (19.7%)	14 (25.5%)	19 (35.2%)	18 (37.5%)
Female	48 (70.6%)	49 (80.3%)	41 (74.5%)	35 (64.8%)	30 (62.5%)

Chart 1.3 continued

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
	N (%)	N (%)	N (%)	N (%)	N (%)
Graduate Students Total Applicants	279 (100.0%)	331 (100.0%)	323 (100.0%)	290 (100.0%)	364 (100.0%)
Male	74 (26.5%)	92 (27.8%)	86 (26.6%)	64 (22.0%)	93 (25.5%)
Female	204 (73.1%) (72%)	237 (71.6%)	234 (72.5%)	226 (77.9%)	271 (74.5%)
Total Admits	149 (100.0%)	193 (100.0%)	180 (100.0%)	166 (100.0%)	185 (100.0%)
Male	44 (29.5%)	51 (26.4%)	45 (25.0%)	37 (22.3%)	43 (23.2%)
Female	105 (70.5%)	141 (73.1%)	134 (74.4%)	129 (77.7%)	142 (76.8%)
Total Enrolled	119 (100.0%)	142 (100.0%)	125 (100.0%)	119 (100.0%)	160 (100.0%)
Male	31 (26.0%)	33 (23.2%)	33 (26.4%)	30 (25.2%)	37 (23.1%)
Female	88 (73.9%)	109 (77.8%)	92 (73.6%)	89 (74.8%)	123 (76.9.0%)
Credential Students Total Applicants	261 (100.0%)	227 (100.0%)	166 (100.0%)	173 (100.0%)	186 (100.0%)
Male	55 (21.1%)	53 (23.4%)	31 (18.7%)	44 (25.4%)	44 (23.6%)
Female	204 (78.2%)	174 (76.6%)	135 (81.3%)	128 (73.9%)	141 (75.8%)
Total Admits	159 (100.0%)	149 (100.0%)	122 (100.0%)	122 (100.0%)	111 (100.0%)
Male	39 (24.5%)	33 (22.2%)	24 (19.7%)	31 (25.4%)	24 (21.6%)
Female	120 (75.5%)	116 (77.9%)	98 (80.3%)	91 (74.6%)	87 (78.4%)
Total Enrolled	180 (100.0%)	134 (100.0%)	103 (100.0%)	100 (100.0%)	106 (100.0%)
Male	48 (26.7%)	31 (23.1%)	18 (17.4%)	27 (27.0%)	24 (22.6%)
Female	132 (73.3%)	103 (76.9%)	85 (82.5%)	73 (73.0%)	82 (77.3%)

Chart 1.4 Admissions by Race/Ethnicity

	New Freshmen						Undergraduate Transfers						Graduate Students					
	White, Non-Hispanic	Black, Non-Hispanic	American Indian / Alaskan Native	Asian / Pacific Islander	Hispanic	Other	White, Non-Hispanic	Black, Non-Hispanic	American Indian / Alaskan Native	Asian / Pacific Islander	Hispanic	Other	White Non-Hispanic	Black, Non-Hispanic	American Indian / Alaskan Native	Asian / Pacific Islander	Hispanic	Other
Fall 2003 N (%)																		
Total Applicants	476 (100%)	337 (100%)	18 (100%)	249 (100%)	436 (100%)	221 (100%)	111 (100%)	11 (100%)	1 (100%)	33 (100%)	35 (100%)	45 (100%)	158 (100%)	6 (100%)	1 (100%)	16 (100%)	18 (100%)	80 (100%)
Total Admits	326 (68.5%)	124 (36.8%)	8 (44.4%)	141 (56.6%)	220 (50.5%)	129 (58.3%)	88 (79.3%)	7 (63.6%)	1 (100%)	25 (75.8%)	17 (48.6%)	28 (62.2%)	91 (57.6%)	1 (16.7%)	1 (100%)	9 (56.3%)	12 (66.7%)	36 (45.0%)
Total Enrolled	88 (26.9%)	31 (25.0%)	4 (50.0%)	32 (22.7%)	51 (23.2%)	37 (28.7%)	50 (56.8%)	3 (42.9%)	0 (0.0%)	15 (60.0%)	8 (47.1%)	21 (75.0%)	70 (76.9%)	1 (100%)	1 (100%)	7 (77.8%)	10 (83.3%)	30 (83.3%)
Fall 2004 N (%)																		
Total Applicants	627 (100%)	408 (100%)	16 (100%)	431 (100%)	579 (100%)	314 (100%)	149 (100%)	43 (100%)	8 (100%)	90 (100%)	53 (100%)	78 (100%)	185 (100%)	7 (100%)	2 (100%)	17 (100%)	23 (100%)	80 (100%)
Total Admits	397 (63.3%)	152 (37.2%)	6 (37.5%)	227 (52.7%)	277 (47.8%)	141 (44.9%)	105 (70.5%)	21 (48.9%)	5 (62.5%)	69 (76.7%)	33 (62.3%)	50 (64.1%)	127 (68.7%)	4 (57.1%)	0 (0.0%)	3 (17.7%)	19 (82.6%)	40 (50.0%)
Total Enrolled	109 (27.5%)	28 (18.4%)	1 (16.7%)	47 (20.7%)	61 (22.0%)	30 (21.3%)	58 (55.2%)	8 (38.1%)	4 (80.0%)	46 (66.7%)	19 (57.6%)	23 (46.0%)	99 (77.9%)	3 (75.0%)	0 (0.0%)	2 (66.7%)	15 (78.9%)	23 (57.5%)
Fall 2005 N (%)																		
Total Applicants	635 (100%)	490 (100%)	22 (100%)	411 (100%)	629 (100%)	424 (100%)	146 (100%)	49 (100%)	2 (100%)	126 (100%)	50 (100%)	105 (100%)	169 (100%)	8 (100%)	2 (100%)	20 (100%)	25 (100%)	99 (100%)
Total Admits	421 (66.3%)	167 (34.1%)	13 (59.1%)	235 (57.2%)	308 (48.9%)	192 (45.3%)	104 (71.2%)	20 (40.1%)	2 (100%)	68 (53.9%)	21 (42.0%)	64 (60.9%)	106 (62.7%)	5 (62.5%)	0 (0.0%)	11 (55.0%)	14 (56.0%)	44 (44.4%)
Total Enrolled	82 (19.5%)	18 (10.8%)	1 (7.7%)	39 (16.6%)	46 (14.9%)	41 (21.4%)	45 (43.3%)	9 (45.0%)	2 (100%)	31 (45.6%)	8 (38.1%)	30 (46.9%)	81 (76.4%)	4 (80.0%)	0 (0.0%)	8 (72.7%)	10 (71.4%)	22 (50.0%)

Chart 1.4 continued

	New Freshmen						Undergraduate Transfers						Graduate Students					
	White, Non-Hispanic	Black, Non-Hispanic	American Indian / Alaskan Native	Asian / Pacific Islander	Hispanic	Other	White, Non-Hispanic	Black, Non-Hispanic	American Indian / Alaskan Native	Asian / Pacific Islander	Hispanic	Other	White Non-Hispanic	Black, Non-Hispanic	American Indian / Alaskan Native	Asian / Pacific Islander	Hispanic	Other
Fall 2006 N (%)																		
Total Applicants	715 (100%)	313 (100%)	32 (100%)	473 (100%)	755 (100%)	448 (100%)	136 (100%)	46 (100%)	1 (100%)	124 (100%)	51 (100%)	88 (100%)	162 (100%)	12 (100%)	5 (100%)	21 (100%)	24 (100%)	66 (100%)
Total Admits	468 (65.5%)	129 (41.2%)	20 (62.5%)	251 (53.1%)	344 (45.6%)	193 (43.1%)	83 (61.0%)	19 (41.3%)	0 (0.0%)	65 (52.4%)	25 (49.0%)	45 (51.1%)	102 (62.9%)	5 (41.7%)	2 (40.0%)	13 (61.9%)	12 (50.0%)	32 (48.5%)
Total Enrolled	99 (21.1%)	14 (10.9%)	4 (20.0%)	61 (24.3%)	49 (14.2%)	37 (19.2%)	50 (60.2%)	6 (31.6%)	0 (0.0%)	26 (40.0%)	9 (36.0%)	17 (37.8%)	74 (72.6%)	5 (100%)	1 (50.0%)	6 (46.2%)	9 (75.0%)	24 (75.0%)
Fall 2007^{3*} N (%)																		
Total Applicants	635 (100%)	380 (100%)	25 (100%)	397 (100%)	684 (100%)	475 (100%)	131 (100%)	47 (100%)	3 (100%)	93 (100%)	46 (100%)	105 (100%)	189 (100%)	14 (100%)	2 (100%)	27 (100%)	29 (100%)	103 (100%)
Total Admits	445 (70.1%)	156 (41.1%)	13 (52.0%)	245 (61.7%)	347 (50.7%)	243 (49.3%)	88 (67.2%)	16 (34.0%)	1 (33.3%)	61 (65.6%)	28 (60.8%)	53 (50.5%)	98 (51.9%)	6 (28.6%)	1 (50.0%)	14 (51.9%)	15 (51.7%)	53 (51.5%)
Total Enrolled	100 (22.5%)	27 (17.3%)	5 (38.5%)	62 (25.3%)	69 (19.9%)	34 (13.9%)	39 (44.3%)	5 (31.3%)	0 (0.0%)	27 (44.3%)	13 (46.4%)	22 (41.5%)	95 (96.9%)	6 (100%)	1 (100%)	12 (85.7%)	15 (100%)	31 (58.5%)

Chart 1.4 continued

	Pathways Freshmen						Pathways Transfers						Credential Students					
	White, Non-Hispanic	Black, Non-Hispanic	American Indian / Alaskan Native	Asian / Pacific Islander	Hispanic	Other	White, Non-Hispanic	Black, Non-Hispanic	American Indian / Alaskan Native	Asian / Pacific Islander	Hispanic	Other	White Non-Hispanic	Black, Non-Hispanic	American Indian / Alaskan Native	Asian / Pacific Islander	Hispanic	Other
Fall 2003 N (%)																		
Total Applicants	2 (100%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	77 (100%)	2 (100%)	0 (0.0%)	7 (100%)	8 (100%)	14 (100%)	183 (100%)	6 (100%)	0 (0.0%)	6 (100%)	12 (100%)	54 (100%)
Total Admits	2 (100%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	66 (85.7%)	1 (50.0%)	0 (0.0%)	6 (85.7%)	7 (87.5%)	12 (85.7%)	135 (73.8%)	5 (83.3%)	0 (0.0%)	6 (100%)	8 (66.7%)	28 (51.9%)
Total Enrolled	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	50 (75.8%)	1 (100%)	0 (0.0%)	4 (66.7%)	3 (42.9%)	10 (83.3%)	134 (99.3%)	5 (100%)	0 (0.0%)	5 (83.3%)	8 (100%)	28 (100%)
Fall 2004 N (%)																		
Total Applicants	5 (100%)	1 (100%)	0 (0.0%)	1 (100%)	4 (100%)	1 (100%)	66 (100%)	7 (100%)	1 (100%)	6 (100%)	10 (100%)	13 (100%)	163 (100%)	2 (100%)	2 (100%)	6 (100%)	12 (100%)	34 (100%)
Total Admits	3 (60.0%)	1 (100%)	0 (0.0%)	1 (100%)	3 (75.0%)	0 (0.0%)	54 (81.8%)	4 (57.1%)	1 (100%)	6 (100%)	10 (100%)	10 (76.9%)	121 (74.2%)	0 (0.0%)	2 (100%)	3 (50%)	8 (66.7%)	16 (47.1%)
Total Enrolled	2 (66.7%)	1 (100%)	0 (0.0%)	1 (100%)	2 (66.7%)	0 (0.0%)	41 (75.9%)	2 (50.0%)	1 (100%)	2 (33.3%)	7 (70.0%)	8 (80.0%)	110 (90.9%)	0 (0.0%)	2 (100%)	1 (33.3%)	5 (62.5%)	16 (100%)
Fall 2005 N (%)																		
Total Applicants	2 (100%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (100%)	0 (0.0%)	70 (100%)	8 (100%)	2 (100%)	0 (0.0%)	16 (100%)	9 (100%)	122 (100%)	3 (100%)	0 (0.0%)	4 (100%)	12 (100%)	25 (100%)
Total Admits	2 (100%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	50 (71.4%)	4 (50.0%)	1 (50.0%)	0 (0.0%)	12 (75.0%)	7 (77.8%)	90 (73.8%)	2 (66.7%)	0 (0.0%)	3 (75.0%)	10 (83.3%)	17 (68.0%)
Total Enrolled	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	39 (78.0%)	2 (50.0%)	1 (100%)	0 (0.0%)	9 (75.0%)	4 (57.1%)	78 (86.7%)	2 (100%)	0 (0.0%)	3 (100%)	7 (70.0%)	13 (76.5%)
Fall 2006 N (%)																		
Total Applicants	5 (100%)	1 (100%)	0 (0.0%)	1 (100%)	1 (100%)	1 (100%)	73 (100%)	12 (100%)	1 (100%)	4 (100%)	5 (100%)	21 (100%)	167 (100%)	5 (100%)	1 (100%)	6 (100%)	12 (100%)	36 (100%)
Total Admits	2 (40.0%)	1 (100%)	0 (0.0%)	0 (0.0%)	1 (100%)	0 (0.0%)	44 (60.3%)	6 (50.0%)	1 (100%)	2 (50.0%)	2 (40.0%)	13 (61.9%)	93 (55.7%)	3 (60.0%)	0 (0.0%)	1 (16.7%)	5 (41.7%)	20 (55.6%)
Total Enrolled	2 (100%)	1 (100%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	37 (84.1%)	5 (83.3%)	1 (100%)	1 (50.0%)	2 (100%)	8 (61.5%)	78 (83.9%)	3 (100%)	0 (0.0%)	1 (100%)	5 (100%)	13 (65.0%)
Fall 2007* N (%)																		
Total Applicants	12 (100%)	2 (100%)	1 (100%)	1 (100%)	3 (100%)	2 (100%)	71 (100%)	9 (100%)	1 (100%)	2 (100%)	12 (100%)	18 (100%)	129 (100%)	1 (100%)	3 (100%)	6 (100%)	18 (100%)	33 (100%)
Total Admits	8 (66.7%)	1 (50.0%)	0 (0.0%)	0 (0.0%)	2 (66.7%)	0 (0.0%)	49 (69.0%)	7 (77.8%)	0 (0.0%)	2 (100%)	9 (75.0%)	12 (66.7%)	78 (60.5%)	0 (0.0%)	2 (66.7%)	5 (83.3%)	9 (50.0%)	21 (63.6%)
Total Enrolled	6 (75.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (50.0%)	0 (0.0%)	30 (61.2%)	2 (28.6%)	0 (0.0%)	2 (100%)	5 (55.6%)	9 (75.0%)	78 (100%)	0 (0.0%)	0 (0.0%)	5 (100%)	6 (66.7%)	17 (81.0%)

Chart 2.1 Headcount Enrollments by Degree Objective

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007^{4*}
	N (%)	N (%)	N (%)	N (%)	N (%)
Total	1,697 (100%)	1,930 (100.0%)	1,906 (100.0%)	1,999 (100.0%)	2,082 (100.0%)
Bachelors Degrees	1,104 (65.1%)	1,303 (67.5%)	1,363 (71.5%)	1,441 (72.1%)	1,469 (70.6%)
<i>Day Program</i>	876 (79.3%)	1,078 (82.7%)	1,149 (84.3%)	1,238 (85.9%)	1,260 (85.8%)
<i>Pathways Program</i>	228 (20.7%)	225 (17.3%)	214 (15.7%)	203 (14.1%)	209 (14.2%)
Masters Degrees	288 (17.0%)	352 (18.2%)	330 (17.3%)	354 (17.7%)	435 (20.9%)
Credential Certificates	305 (18.0%)	275 (14.2%)	213 (11.2%)	204 (10.2%)	178 (8.5%)

Chart 2.2 Headcount Enrollments by Gender

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007^{5*}
	N (%)	N (%)	N (%)	N (%)	N (%)
Total Awards	1,749 (100%)	1,977 (100%)	1,937 (100%)	2,045 (100%)	2,125 (100%)
Male	439 (25.1%)	476 (24.1%)	453 (23.4%)	489 (23.9%)	518 (24.4%)
Female	1,310 (74.9%)	1,501 (75.9%)	1,484 (76.6%)	1,556 (76.1%)	1,607 (75.6%)
Lower Division	607 (100%)	799 (100%)	741 (100%)	842 (100%)	831 (100%)
Male	143 (23.6%)	183 (22.9%)	178 (24.0%)	209 (24.8%)	210 (25.3%)
Female	464 (76.4%)	616 (77.1%)	563 (76.0%)	633 (75.2%)	621 (74.7%)
Upper Division	497 (100%)	504 (100%)	622 (100%)	599 (100%)	638 (100%)
Male	123 (24.7%)	117 (23.2%)	144 (23.2%)	136 (22.7%)	147 (23.0%)
Female	374 (75.3%)	387 (76.8%)	478 (76.8%)	463 (77.3%)	491 (77.0%)
Graduate	288 (100%)	352 (100%)	330 (100%)	354 (100%)	435 (100%)
Male	74 (25.7%)	80 (22.7%)	75 (22.7%)	82 (23.2%)	105 (24.1%)
Female	214 (74.3%)	272 (77.3%)	255 (77.3%)	272 (76.8%)	330 (75.9%)
Credential	305 (100%)	275 (100%)	213 (100%)	204 (100%)	178 (100%)
Male	79 (25.9%)	77 (28.0%)	48 (22.5%)	49 (24.0%)	42 (23.6%)
Female	226 (74.1%)	198 (72.0%)	165 (77.5%)	155 (76.0%)	136 (76.4%)
Non-Degree	52 (100%)	47 (100%)	31 (100%)	46 (100%)	43 (100%)
Male	20 (38.5%)	19 (40.4%)	8 (25.8%)	13 (28.3%)	14 (32.6%)
Female	32 (61.5%)	28 (59.6%)	23 (74.2%)	33 (71.7%)	29 (67.4%)

Chart 2.3 Headcount Enrollments by Race/Ethnicity

	White, Non-Hispanic	Black, Non-Hispanic	American Indian / Alaskan Native	Asian / Pacific Islander	Hispanic	Other
Fall 2003 N (%)						
Total Enrollment	938 (100%)	113 (100.0%)	13 (100.0%)	170 (100.0%)	175 (100.0%)	340 (100.0%)
Lower Division	248 (26.4%)	59 (52.2%)	4 (30.8%)	87 (51.2%)	100 (57.1%)	111 (32.6%)
Upper Division	273 (29.1%)	41 (36.3%)	7 (53.8%)	64 (37.6%)	43 (24.6%)	69 (20.3%)
Graduate	174 (18.6%)	2 (1.8%)	2 (15.4%)	13 (7.6%)	18 (10.3%)	79 (23.2%)
Credential	225 (24.0%)	11 (9.7%)	0	6 (3.5%)	14 (8.0%)	49 (14.4%)
Non-Degree	18 (1.9%)	0	0	0	0	32 (9.4%)
Fall 2004 N (%)						
Total Enrollment	1,009 (100.0%)	120 (100%)	19 (100.0%)	234 (100.0%)	245 (100.0%)	350 (100.0%)
Lower Division	314 (31.1%)	74 (61.7%)	8 (42.1%)	155 (66.2%)	145 (59.2%)	106 (30.3%)
Upper Division	270 (26.8%)	34 (28.3%)	5 (26.3%)	60 (25.6%)	57 (23.3%)	79 (22.6%)
Graduate	206 (20.4%)	4 (3.3%)	2 (10.5%)	11 (4.7%)	27 (11.0%)	111 (31.7%)
Credential	207 (20.5%)	8 (6.7%)	4 (21.1%)	5 (2.1%)	15 (6.1%)	27 (7.7%)
Non-Degree	12 (1.2%)	0	0	3 (1.3%)	1 (0.4%)	27 (7.7%)
Fall 2005 N (%)						
Total Enrollment	967 (100.0%)	119 (100.0%)	14 (100.0%)	256 (100.0%)	241 (100.0%)	340 (100.0%)
Lower Division	280 (29.0%)	63 (52.9%)	5 (35.7%)	159 (62.1%)	121 (50.2%)	113 (33.2%)
Upper Division	312 (32.3%)	42 (35.3%)	6 (42.9%)	81 (31.6%)	81 (33.6%)	100 (29.4%)
Graduate	204 (21.1%)	8 (6.7%)	1 (7.1%)	11 (4.3%)	25 (10.4%)	81 (23.8%)
Credential	162 (16.8%)	6 (5.0%)	2 (14.3%)	4 (1.6%)	12 (5.0%)	27 (7.9%)
Non-Degree	9 (0.9%)	0	0	1 (0.4%)	2 (0.8%)	19 (5.6%)
Fall 2006 N (%)						
Total Enrollment	992 (100.0%)	125 (100.0%)	18 (100.0%)	310 (100.0%)	246 (100.0%)	354 (100.0%)
Lower Division	337 (34.0%)	57 (45.6%)	10 (55.6%)	185 (59.7%)	127 (51.6%)	126 (35.6%)
Upper Division	259 (26.1%)	51 (40.8%)	6 (33.3%)	101 (32.6%)	88 (35.8%)	94 (26.6%)
Graduate	209 (21.1%)	11 (8.8%)	2 (11.1%)	19 (6.1%)	23 (9.3%)	90 (25.4%)
Credential	161 (16.2%)	6 (4.8%)	0	3 (1.0%)	8 (3.3%)	26 (7.3%)
Non-Degree	26 (2.6%)	0	0	2 (0.6%)	0	18 (5.1%)
Fall 2007⁶ N (%)						
Total Enrollment	999 (100.0%)	114 (100.0%)	15 (100.0%)	345 (100.0%)	281 (100.0%)	371 (100.0%)
Lower Division	307 (30.7%)	56 (49.1%)	8 (53.3%)	199 (57.7%)	149 (53.0%)	112 (30.2%)
Upper Division	280 (28.0%)	42 (36.8%)	4 (26.7%)	110 (31.9%)	91 (32.4%)	111 (29.9%)
Graduate	258 (25.8%)	12 (10.5%)	3 (20.0%)	28 (8.1%)	30 (10.7%)	104 (28.0%)
Credential	132 (13.2%)	3 (2.6%)	0	5 (1.4%)	9 (3.2%)	29 (7.8%)
Non-Degree	22 (2.2%)	1 (0.9%)	0	3 (0.9%)	2 (0.7%)	15 (4.0%)

Chart 2.4 Students Receiving Financial Aid

	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006^{7*}
	N (%)	N (%)	N (%)	N (%)	N (%)
Undergraduate Students (Day) Total Headcount	764 (100.0%)	879 (100.0%)	1,082 (100.0%)	1,149 (100.0%)	1,238 (100.0%)
Total Receiving Some Form of Financial Aid or Assistance	706 (92.4%)	877 (99.8%)	988 (91.3%)	1,021 (88.9%)	1083 (87.5%)
Total Receiving Federal Pell Grant Support	252 (33.0%)	296 (33.7%)	291 (29.5%)	292 (25.4%)	293 (23.7%)
Undergraduate Students (Pathways) Total Headcount	221 (100.0%)	228 (100.0%)	225 (100.0%)	214 (100.0%)	203 (100.0%)
Total Receiving Some Form of Financial Aid or Assistance	146 (66.1%)	165 (72.4%)	140 (62.2%)	133 (62.1%)	122 (60.1%)
Graduate Students (Master Programs) Total Headcount	326 (100.0%)	288 (100.0%)	352 (100.0%)	330 (100.0%)	354 (100.0%)
Total Receiving Some Form of Financial Aid or Assistance	159 (48.8%)	168 (58.3%)	165 (46.9%)	177 (53.6%)	190 (53.7%)
Credential Students Total Headcount	324 (100.0%)	305 (100.0%)	275 (100.0%)	213 (100.0%)	204 (100.0%)
Total Receiving Some Form of Financial Aid or Assistance	231 (71.3%)	208 (68.2%)	155 (56.4%)	140 (65.7%)	124 (60.8%)

Chart 3.1 Degrees Granted by Degree-Level Program

	2003	2004	2005	2006	2007
All Degrees					
Bachelors (Day)	152	152	163	181	231
Bachelors (Pathways)	63	51	48	56	44
Masters	161	137	136	120	138
Credential Certificates	172	124	106	76	44
Art					
Bachelors (Day)	5	3	1	4	1
Bachelors (Pathways)	0	1	3	0	0
Art History					
Bachelors (Day)	2	1	4	0	1
Bachelors (Pathways)	0	1	0	0	0
Biology					
Bachelors (Day)	6	7	12	15	23
Bachelors (Pathways)	2	1	0	0	0
Business Administration					
Bachelors (Day)	1	1	0	1	6
Bachelors (Pathways)	5	4	5	1	0
Communications					
Bachelors (Day)	8	5	12	12	8
Counseling Psychology					
Master	21	17	34	26	22
Curriculum and Instruction- SR, UK					
Master	44	21	34	24	27
Digital Art					
Bachelors (Day)	1	9	3	7	8
E-Business					
Bachelors (Day)	3	5	0	5	1
Education General					
Master	3	3	5	2	3
Environmental Studies					
Bachelors (Day)	2	0	1	0	0
Educational Admin. & Supervision					
Master	4	7	7	3	0
Global Strategic Management					
Master	24	11	12	2	19
Health/Pre-OT					
Bachelors (Day)	18	19	5	8	10
History					
Bachelors (Day)	5	3	0	3	8
Bachelors (Pathways)	1	1	0	2	0

Chart 3.1 continued

	2003	2004	2005	2006	2007
Humanities					
Bachelors (Day)	2	2	6	4	7
Bachelors (Pathways)	19	19	10	18	9
Master	7	16	9	13	9
Human Resource Management					
Bachelors (Pathways)	4	0	2	4	2
Interdisciplinary					
Bachelors (Day)	0	2	0	0	0
Bachelors (Pathways)	0	1	2	0	0
International Management					
Bachelors (Day)	15	18	16	26	20
International Studies					
Bachelors (Day)	4	0	3	1	0
Liberal Studies					
Bachelors (Day)	16	11	13	24	11
Bachelors (Pathways)	1	0	0	0	0
Literature					
Bachelors (Day)	3	0	2	3	0
Bachelors (Pathways)	0	2	0	0	1
Literature w/ Writing Emphasis					
Bachelors (Day)	1	3	1	4	4
Bachelors (Pathways)	2	1	3	3	1
Music					
Bachelors (Day)	1	2	4	4	2
Management					
Master	16	26	14	7	9
Medical Management					
Master	12	3	2	0	0
Nursing					
Bachelors (Day)	33	36	43	39	72
Bachelors (Pathways)	3	3	3	1	3
Master	8	4	9	8	3
Nursing Geriatric					
Master	0	0	0	0	5
Occupational Therapy					
Master	0	0	0	4	18
Political Science/Politics					
Bachelors (Day)	3	6	12	9	11
Psychology					
Bachelors (Day)	22	18	24	12	36
Bachelors (Pathways)	15	10	9	10	10
Public Administration					
Master	8	2	0	0	0

Chart 3.1 continued

	2003	2004	2005	2006	2007
Religious Studies					
Bachelors (Day)	1	1	1	0	2
Bachelors (Pathways)	1	0	0	0	0
Strategic Management					
Bachelors (Pathways)	10	7	10	17	18
Strategic Leadership					
Master	14	27	10	20	23
Special Education					
Master	0	0	0	1	0
CREDENTIAL CERTIFICATES					
Multiple Subject - SR, SO, UK	120	68	48	25	28
Single Subject - SR, SO, UK	52	45	44	33	10
Special Education – SR, SO, UK	0	11	14	18	6

Chart 3.2 Cohort Graduation, Retention and Transfer Rates

	Size of Cohort	1st Year Retention Rate (Fall to Fall) N (%)	6-Year Graduation Rate N (%)	Still Enrolled at 6 Years N (%)
First-Time Freshmen				
Cohort: Fall 2006	264	195 (74%)		
Cohort: Fall 2005	227	200 (88%)		
Cohort: Fall 2004	276	204 (74%)		
Cohort: Fall 2003	245	189 (77%)		
Cohort: Fall 2002	205	144 (70%)		
Cohort: Fall 2001	127	102 (80%)	69 (54%)	
Cohort: Fall 2000	113	108 (96%)	59 (52%)	0 (0%)
Cohort: Fall 1999	111	90 (81%)	57 (51%)	6 (5%)
Cohort: Fall 1998	72	52 (72%)	37 (51%)	1 (1%)

Chart 4.1 Faculty Composition

	2003	2004	2005	2006	2007^{8*}
	N (%)	N (%)	N (%)	N (%)	N (%)
Full-Time Faculty^{9**}	69 (100.0%)	66 (100.0%)	71 (100.0%)	75 (100.0%)	79 (100.0%)
Male	28 (40.6%)	27 (40.9%)	26 (36.6%)	27 (36.0%)	31 (39.2%)
Female	41 (59.4%)	39 (59.1%)	45 (63.4%)	48 (64.0%)	48 (60.8%)
White, Non-Hispanic	57 (82.6%)	53 (80.3%)	54 (76.1%)	56 (74.7%)	52 (65.8%)
Black, Non-Hispanic	5 (7.2%)	6 (9.1%)	7 (9.9%)	7 (9.3%)	7 (8.9%)
American Indian / Alaskan Native	1 (1.4%)	1 (1.5%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Asian / Pacific Islander	3 (4.3%)	3 (4.5%)	5 (7.0%)	5 (6.7%)	5 (6.3%)
Hispanic	3 (4.3%)	3 (4.5%)	2 (2.8%)	1 (1.3%)	1 (1.3%)
Other	0 (0.0%)	0 (0.0%)	3 (4.2%)	6 (8.0%)	14 (17.7%)
Part-Time Faculty	159 (100.0%)	188 (100.0%)	216 (100.0%)	231 (100.0%)	267 (100.0%)
Male	52 (32.7%)	63 (33.5%)	76 (35.2%)	93 (40.3%)	106 (39.7%)
Female	107 (67.3%)	125 (66.5%)	140 (64.8%)	138 (59.7%)	161 (60.3%)
White, Non-Hispanic	136 (85.5%)	109 (58.0%)	148 (68.5%)	135 (58.4%)	111 (41.6%)
Black, Non-Hispanic	1 (0.6%)	2 (1.1%)	3 (1.4%)	2 (0.9%)	2 (0.7%)
American Indian / Alaskan Native	0 (0.0%)	0 (0.0%)	1 (0.5%)	0 (0.0%)	0 (0.0%)
Asian / Pacific Islander	6 (3.8%)	5 (2.7%)	11 (5.1%)	8 (3.5%)	7 (2.6%)
Hispanic	5 (3.1%)	4 (2.1%)	7 (3.2%)	6 (2.6%)	6 (2.2%)
Other	11 (6.9%)	68 (36.2%)	46 (21.3%)	80 (34.6%)	141 (52.8%)

Chart 4.2 Faculty Headcount by Department/Program*

	2003	2004	2005	2006	2007 ^{10*}
	N (%)	N (%)	N (%)	N (%)	N (%)
Total Faculty	228 (100.0%)	254 (100.0%)	287 (100.0%)	306 (100.0%)	346 (100.0%)
Full-Time***	69 (30.3%)	66 (26.0%)	71 (32.9%)	75 (24.5%)	79 (22.8%)
Part-Time	159 (69.7%)	188 (74.0%)	216 (67.1%)	231 (75.5%)	267 (77.2%)
Dept./Program: Art	12 (100.0%)	10 (100.0%)	12 (100.0%)	12 (100.0%)	12 (100.0%)
Full-Time***	3 (25.0%)	3 (30.0%)	3 (25.0%)	3 (25.0%)	3 (25.0%)
Part-Time	9 (75.0%)	7 (70.0%)	9 (75.0%)	9 (75.0%)	9 (75.0%)
Dept./Program: Business	22 (100.0%)	26 (100.0%)	29 (100.0%)	31 (100.0%)	50.5 (100.0%)
Full-Time***	9 (40.9%)	8 (30.8%)	7 (24.1%)	8 (25.8%)	10 (19.8%)
Part-Time	13 (29.5%)	18 (69.2%)	22 (75.9%)	23 (74.2%)	40.5 (80.2%)
Dept./Program: Communications	The program started in Fall 2004. It was part of Literature & Language in 2003.	9 (100.0%)	10 (100.0%)	8 (100.0%)	10 (100.0%) 3 (30.0%) 7 (70.0%)
Full-Time***		2 (22.2%)	2 (20.0%)	2 (25.0%)	
Part-Time		7 (77.8%)	8 (80.0%)	6 (75.0%)	
Dept./Program: Counseling Psychology	11 (100.0%)	11 (100.0%)	11 (100.0%)	15 (100.0%)	11 (100.0%)
Full-Time***	2 (18.2%)	2 (18.2%)	2 (18.2%)	4 (26.6%)	3 (27.3%)
Part-Time	9 (81.8%)	9 (81.8%)	9 (81.8%)	11 (73.4%)	8 (72.7%)
Dept./Program: Education	59 (100.0%)	57 (100.0%)	57 (100.0%)	58 (100.0%)	54 (100.0%)
Full-Time***	13 (22.0%)	13 (22.8%)	13 (22.8%)	11 (19.0%)	10 (18.5%)
Part-Time	46 (78.0%)	44 (77.2%)	44 (77.2%)	47 (81.0%)	44 (81.5%)
Dept./Program: Humanities	36 (100.0%)	40 (100.0%)	43 (100.0%)	49 (100.0%)	48 (100.0%)
Full-Time***	9 (25.0%)	8 (20.0%)	7 (16.3%)	7 (14.3%)	8 (16.7%)
Part-Time	27 (75.0%)	32 (80.0%)	36 (83.7%)	42 (85.7%)	39 (83.3%)

Chart 4.2 continued

	2003	2004	2005	2006	2007 ^{11*}
	N (%)	N (%)	N (%)	N (%)	N (%)
Dept./Program: Literature & Language	24 (100.0%)	19 (100.0%)	17 (100.0%)	20 (100.0%)	22 (100.0%)
Full-Time***	6 (25.0%)	4 (21.1%)	5 (29.4%)	5 (25.0%)	5 (22.7%)
Part-Time	18 (75.0%)	15 (78.9%)	12 (70.6%)	15 (75.0%)	17 (77.3%)
Dept./Program: Music and Performing Arts	The program started in Fall 2006. It was part of Humanities before that.			6 (100.0%)	13 (100.0%)
Full-Time***				1 (16.7%)	1 (7.7%)
Part-Time				5 (83.3%)	12 (92.3%)
Dept./Program: Natural Sciences & Mathematics	16 (100.0%)	19 (100.0%)	27.5 (100.0%)	31 (100.0%)	36 (100.0%)
Full-Time***	6 (37.5%)	5 (26.3%)	7 (25.5%)	7 (22.6%)	7 (19.4%)
Part-Time	10 (62.5%)	14 (73.7%)	20.5 (74.5%)	24 (77.4%)	29 (80.6%)
Dept./Program: Nursing	22 (100.0%)	35 (100.0%)	45 (100.0%)	38 (100.0%)	50 (100.0%)
Full-Time***	10 (45.5%)	10 (28.6%)	11 (24.4%)	13 (34.2%)	13 (26.0%)
Part-Time	12 (54.5%)	25 (71.4%)	34 (75.6%)	25 (65.8%)	37 (74.0%)
Dept./Program: Occupational Therapy	3 (100.0%)	5 (100.0%)	7 (100.0%)	7 (100.0%)	9 (100.0%)
Full-Time***	3 (100.0%)	2 (40.0%)	3 (42.9%)	3 (42.9%)	3 (33.3%)
Part-Time	0 (0.0%)	3 (60.0%)	4 (57.1%)	4 (57.1%)	6 (66.7%)
Dept./Program: Politics and International Studies	4 (100.0%)	6 (100.0%)	5 (100.0%)	5 (100.0%)	4 (100.0%)
Full-Time***	2 (50.0%)	2 (33.3%)	2 (40.0%)	2 (40.0%)	2 (50.0%)
Part-Time	2 (50.0%)	4 (66.7%)	3 (60.0%)	3 (60.0%)	2 (50.0%)
Dept./Program: Psychology	15 (100.0%)	14 (100.0%)	19.5 (100.0%)	20 (100.0%)	19.5 (100.0%)
Full-Time***	5 (33.3%)	5 (35.7%)	5 (25.6%)	5 (25.0%)	5 (25.6%)
Part-Time	10 (66.7%)	9 (64.3%)	14.5 (74.4%)	15 (75.0%)	14.5 (74.4%)
Dept./Program: Library	4 (100.0%)	3 (100.0%)	4 (100.0%)	6 (100.0%)	8 (100.0%)
Full-Time***	1 (25.0%)	2 (66.6%)	4 (100.0%)	4 (66.7%)	6 (75.0%)
Part-Time	3 (75.0%)	1 (33.4%)	0 (0.0%)	2 (33.3%)	2 (25.0%)

Chart 4.3 Staff by Gender and Race/Ethnicity

	2003	2004	2005	2006	2007^{12*}
	N (%)	N (%)	N (%)	N (%)	N (%)
Full-Time	130 (100.0%)	108 (100.0%)	115 (100.0%)	129 (100.0%)	140 (100.0%)
Male	44 (33.8%)	46 (41.7%)	47 (40.9%)	55 (42.6%)	55 (39.3%)
Female	86 (66.2%)	63 (58.3%)	68 (59.1%)	74 (57.4%)	85 (60.7%)
White, Non-Hispanic	109 (83.8%)	90 (80.3%)	94 (81.7%)	107 (82.9%)	107 (76.4%)
Black, Non-Hispanic	8 (6.2%)	4 (3.7%)	3 (2.6%)	1 (0.8%)	3 (2.1%)
American Indian / Alaskan Native	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Asian / Pacific Islander	4 (3.1%)	4 (3.7%)	5 (4.3%)	8 (6.2%)	10 (7.1%)
Hispanic	8 (6.2%)	8 (7.4%)	12 (10.4%)	13 (10.1%)	13 (9.3%)
Other	1 (0.8%)	2 (1.9%)	0 (0.0%)	0 (0.0%)	7 (5.0%)
Part-Time	14 (100.0%)	6 (100.0%)	11 (100.0%)	14 (100.0%)	17 (100.0%)
Male	1 (7.1%)	0 (0.0%)	1 (9.1%)	1 (7.1%)	2 (11.8%)
Female	13 (92.9%)	6 (100.0%)	10 (90.9%)	13 (92.9%)	15 (88.2%)
White, Non-Hispanic	14 (100.0%)	6 (100.0%)	10 (90.9%)	14 (100.0%)	16 (94.1%)
Black, Non-Hispanic	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
American Indian / Alaskan Native	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Asian / Pacific Islander	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Hispanic	0 (0.0%)	0 (0.0%)	1 (9.1%)	0 (0.0%)	1 (5.9%)
Other	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)

Chart 4.4 Full-Time Faculty/Staff Turnover Over the Last 5 Years

		Faculty^{13*}	Other Staff
2003	Total Number of Individuals Employed in this Period	228	147
	Number of New Hires in this Period	3	Data not available
	Number of Retirements in this Period	Data not available	Data not available
	Number of Departures in this Period	Data not available	Data not available
2004	Total Number of Individuals Employed in this Period	254	116
	Number of New Hires in this Period	2	17
	Number of Retirements in this Period	0	0
	Number of Departures in this Period	4	42
2005	Total Number of Individuals Employed in this Period	287	128
	Number of New Hires in this Period	10	26
	Number of Retirements in this Period	0	0
	Number of Departures in this Period	5	25
2006	Total Number of Individuals Employed in this Period	306	145
	Number of New Hires in this Period	8	38
	Number of Retirements in this Period	3	0
	Number of Departures in this Period	2	19
2007	Total Number of Individuals Employed in this Period	346	160
	Number of New Hires in this Period	11	28
	Number of Retirements in this Period	0	1
	Number of Departures in this Period	2	20

Chart 5.1 Information and Computer Resources

	2002/2003		2003/2004		2004/2005		2005/2006		2006/2007		Total Library Holdings as of 11/30/07
Total Library Acquisitions per year	2,562	\$ Spent	3,251	\$ Spent	3,222	\$ Spent	3,095	\$ Spent	3,575	\$ Spent	
Books	1904 (74.32%)	\$ 97,180	2545 (78.28%)	\$92,386	2558 (79.39%)	\$86,018	2368 (76.51%)	\$ 105,217	3014 (84.31%)	\$105,217	96,780
Periodicals	543 (21.19%)	\$ 100,028	532 (16.36%)	\$90,992	515 (15.98%)	\$85,784	371 (11.99%)	\$ 96,701	366 (10.24%)	\$96,701	740
Non-Print Media	103 (4.02%)	\$13,008	152 (4.68%)	\$12,380	119 (3.69%)	\$29,588	308 (9.95%)	\$ 33,937	126 (3.52%)	\$33,937	2,349
Online Databases	12 (0.47%)	\$ 69,827	22 (0.68%)	\$ 91,355	30 (0.93%)	\$117,313	48 (1.55%)	\$ 117,382	66 (1.85%)	\$117,382	92
Total \$ Spent on Library Acquisitions		\$280,043		\$287,113		\$318,703		\$353,237		\$353,237	see note
							Note: There are also 36,014 total periodical titles available electronically via online databases.				
Number and Percent of Computer-Equipped Classrooms and Labs	83 (6.00%)		83 (10%)		83 (30%)		83 (60%)		98 (75%)		
Total Number of Computer Workstations Available to Students	unknown		535 (19%)		535 (26%)		535 (34%)		589 (44%)		
Total Number of Workstations Available to Faculty/Staff	unknown		unknown		534 (53%)		534 (56%)		588 (61%)		
Networked	unknown		480 (90%)		534 (99.9%)		534 (99.9%)		588 (99.9%)		
Not Networked	unknown		54 (10%)		one or two machines at most		one or two machines at most		one or two machines at most		
Total Book (Inventory) Value of Computing and Instructional Equipment	\$545,984		\$684,084		\$842,035		\$1,395,300		\$1,911,831		

Chart 5.2 Physical Resources – Current Year

Physical Space		Size- Net Assignable Area (in square feet)	Number of rooms	Number of stations
1. On-Campus				
	a. Classroom	34,772	62	3,217
	b. Class Laboratory	2,127	21	69
	c. Special-Class Laboratory	4,345	15	212
	d. Office	26,778	119	300
	e. Study (Library)	22,574	23	200
	f. Special Use	37,013	121	121
	g. General Use	25,473	20	20
	h. Support	10,494	28	28
	i. Residential	29,910	161	567
2. Other Locations (e.g., clinical sites)		n/a		
			Dollars	
3. Total Replacement Cost for Total Physical Plant (or insured value)			\$74,895,000	
4. Equipment				
	a. Book Value		\$13,347,970	
	b. Replacement Cost (or insured value)		\$18,338,635	

Chart 5.3 Sources of Revenue

Private Institutions		Year 1	2003/04	Year 2	2004/05	Year 3	2005/06	Year 4*	2006/07	Year 5**	2007/08
		Amount	%***	Amount	%***	Amount	%***	Amount	%***	Amount	%***
Tuition and Fees***		\$28,508,178	103.1%	\$34,864,866	103.0%	\$36,796,699	103.3%	\$41,772,932	102.4%	\$45,183,000	107.1%
	Less:										
	Sponsored Scholarships & Fellowships	(9,067,230)	32.8%	(10,396,237)	30.7%	(10,756,693)	30.2%	(12,100,124)	29.7%	(12,599,000)	29.9%
Net Tuition and Fees		19,440,948	70.3%	24,468,629	72.3%	26,040,006	73.1%	29,672,808	72.7%	32,584,000	77.2%
Private Grants and Contracts											
	Unrestricted	662,806	2.4%	869,529	2.6%	863,197	2.4%	977,757	2.4%	1,100,000	2.6%
	Temporarily Restricted	626,040	2.3%	771,227	2.3%	1,253,525	3.5%	540,254	1.3%		
	Permanently Restricted	-		-		-		-			
Government Grants and Contracts											
	Unrestricted	583,174	2.1%	753,793	2.2%	282,786	0.8%	272,439	0.7%	604,000	1.4%
	Temporarily Restricted	-		-		-		-			
	Permanently Restricted	-		-		-		-			
Gains (losses) on Investments		456,747	1.7%	808,197	2.4%	1,031,978	2.9%	1,766,550	4.3%	828,000	2.0%
Sales and Service of auxiliary enterprises		4,808,677	17.4%	5,364,691	15.8%	5,475,376	15.4%	6,585,331	16.1%	6,238,000	14.8%
Other Revenue		1,079,139	3.9%	828,599	2.4%	658,911	1.9%	982,201	2.4%	835,000	2.0%
TOTAL REVENUES		27,657,531	100.0%	33,864,665	100.0%	35,605,779	100.0%	40,797,340	100.0%	42,189,000	100.0%

* Most recent fiscal year for which audited financial statements are available

** Budget for current year

*** Percentage of Total Revenues

Note: total budget revenues for 2007-08 does not include \$1,075,000 for release of temporarily restricted net assets.

Chart 5.4 Operating Expenditures

Private Institutions	Year 1	2003/04	Year 2	2004/05	Year 3	2005/06	Year 4*	2006/07	Year 5**	2007/08
	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
Education and General ****										
Instruction	\$ 11,421,750	38.1%	\$ 12,017,574	38.8%	\$ 11,906,447	37.2%	\$ 14,985,063	38.3%	\$ 16,500,000	38.9%
Academic Support	2,881,470	9.6%	2,936,343	9.5%	2,973,897	9.3%	4,168,120	10.7%	4,126,000	9.7%
Student Services	5,224,539	17.4%	5,187,825	16.8%	5,373,652	16.8%	6,270,982	16.0%	6,598,000	15.6%
Auxiliary Enterprises	1,650,920	5.5%	1,934,923	6.2%	1,824,541	5.7%	2,028,189	5.2%	2,381,000	5.6%
Institutional Support	4,239,536	14.1%	4,109,717	13.3%	4,846,570	15.1%	5,436,452	13.9%	5,623,000	13.3%
Advancement	1,777,139	5.9%	1,582,786	5.1%	1,794,759	5.6%	2,440,058	6.2%	2,652,000	6.3%
Depreciation & amortization	1,644,522	5.5%	2,100,786	6.8%	2,078,412	6.5%	2,529,176	6.5%	3,037,000	7.2%
Interest on indebtedness	1,138,277	3.8%	1,097,900	3.5%	1,218,251	3.8%	1,257,886	3.2%	1,482,000	3.5%
TOTAL EXPENSES	29,978,153	100.0%	30,967,854	100.0%	32,016,529	100.0%	39,115,926	100.0%	42,399,000	100.0%
Change in Net Assets										
Unrestricted	(1,850,991)		2,356,327		3,803,045		3,084,679		-	
Temporarily Restricted	(469,631)		540,619		(213,795)		(1,403,264)		(755,000)	
Permanently Restricted ***	60,035		4,129,133		2,313,424		291,728		300,000	

**** Operation & Maintenance of Plant is allocated among program and support services.

* Most recent fiscal year for which audited financial statements are available.

** Budget for current year.

*** Reflects audit adjustments made for 2004/05 in the fiscal year ended June 30, 2006.

Chart 5.5 Assets and Liabilities

Private Institutions		Year 1	2003/04	Year 2	2004/05	Year 3	2005/06	Year 4*	2006/07
		Amount	%	Amount	%	Amount	%	Amount	%
Assets									
Current Assets:									
	Cash & cash equivalents	\$ 8,892,097	14.5%	\$ 12,827,588	19.8%	\$ 8,405,354	9.4%	\$ 9,364,347	9.9%
	Investments, current portion	432,997	0.7%	559,127	0.9%	3,749,721	4.2%	7,383,282	7.8%
	Accounts receivable, less allowance for doubtful	1,582,314	2.6%	1,865,329	2.9%	1,859,706	2.1%	1,676,989	1.8%
	Prepaid expenses and other assets	489,158	0.8%	534,638	0.8%	279,409	0.3%	145,598	0.2%
Non-current Assets:									
	Cash designated for other purposes	1,554,544	2.5%	1,578,481	2.4%	12,440,678	13.9%	3,109,808	3.3%
	Cash held for long-term purposes	-		-		14,033,861	15.7%	2,050,855	2.2%
	Investments, net of current portion	10,055,851	16.4%	10,328,276	16.0%	11,032,288	12.4%	11,694,683	12.3%
	Other assets	707,243	1.2%	671,517	1.0%	12,969	0.0%	9,630	0.0%
	Notes receivable, less allowance for doubtful	1,100,571	1.8%	1,114,236	1.7%	1,020,474	1.1%	834,242	0.9%
	Beneficial interest in trust	3,398,403	5.5%	3,610,306	5.6%	187,012	0.2%	208,490	0.2%
	Bond issuance cost	-		-		798,349	0.9%	643,000	0.7%
	Property, plant and equipment	33,028,060	53.9%	31,591,887	48.8%	35,477,062	39.7%	57,875,962	60.9%
TOTAL ASSETS		61,241,238	100.0%	64,681,385	100.0%	89,296,883	100.0%	94,996,886	100.0%
Liabilities and Net Assets									
Current Liabilities:									
	Accounts payable & accrued liabilities	2,588,581	4.2%	2,395,820	3.7%	3,322,337	3.7%	5,973,968	6.3%
	Deferred revenues, current portion	748,884	1.2%	619,837	1.0%	1,269,364	1.4%	883,210	0.9%
	Current portion of capital leases	52,863	0.1%	57,533	0.1%	19,828	0.0%	8,855	0.0%
	Current portion of bonds payable	561,250	0.9%	596,250	0.9%	330,000	0.4%	93,320	0.1%
Long-term Liabilities:									
	Deferred revenues, net of current portion	144,557	0.2%	137,079	0.2%	129,790	0.1%	206	0.0%
	Federal grants refundable	692,337	1.1%	707,618	1.1%	642,872	0.7%	592,072	0.6%
	Capital lease, net of current portion	74,760	0.1%	12,194	0.0%	32,187	0.0%	23,373	0.0%
	Asset retirement obligations	-		-		190,422	0.2%	200,323	0.2%
	Bonds payable, net of current	18,680,000	30.5%	18,083,750	28.0%	30,533,750	34.2%	30,976,911	32.6%
TOTAL LIABILITIES		23,543,232	38.4%	22,610,081	35.0%	36,470,550	40.8%	38,752,238	40.8%
Net Assets									
	Unrestricted	17,941,754	29.3%	22,363,693	34.6%	27,793,493	31.1%	37,948,702	39.9%
	Temporarily Restricted	12,291,083	20.1%	12,197,194	18.9%	11,079,866	12.4%	4,051,244	4.3%
	Permanently Restricted	7,465,169	12.2%	7,510,417	11.6%	13,952,974	15.6%	14,244,702	15.0%
TOTAL LIABILITIES AND NET ASSETS		\$ 61,241,238	100.0%	\$ 64,681,385	100.0%	\$ 89,296,883	100.0%	\$ 94,996,886	100.0%

Chart 5.6 Capital Investments

		2002/03	2003/04	2004/05	2005/06	2006-2007
		Amount	Amount	Amount	Amount	Amount
Land						
	Beginning Book Value	\$ 1,031,929	\$ 605,137	\$ 605,137	\$ 605,137	\$ 605,137
	Additions	-	-	-	-	3,800,001
	Deductions****	(426,792)	-	-	-	-
	Ending Book Value	605,137	605,137	605,137	605,137	4,405,138
Buildings						
	Beginning Book Value	29,374,404	34,995,375	35,245,036	35,574,181	35,686,744
	Additions	5,620,971	249,661	335,628	112,563	623,226
	Deductions	-	-	(6,483)	-	-
	Ending Book Value	34,995,375	35,245,036	35,574,181	35,686,744	36,309,970
Furniture and Equipment						
	Beginning Book Value	12,593,400	15,592,863	10,244,855	11,037,803	12,709,381
	Additions	2,999,463	548,778	907,290	1,945,753	679,589
	Deductions	-	(5,896,786)	(114,342)	(274,175)	-
	Ending Book Value	15,592,863	10,244,855	11,037,803	12,709,381	13,388,970
Construction in Progress **						
	Beginning Book Value	6,635,933	614,155	1,380,401	887,061	4,485,708
	Additions	-	766,246	202,160	3,697,421	19,446,543
	Deductions	(6,021,778)	-	(695,500)	(98,774)	(43,071)
	Ending Book Value	614,155	1,380,401	887,061	4,485,708	23,889,180

****2002/03 correction in classification of assets.

**CIP consist of construction/completion of Science/Technology Building, Science Building Furniture & Equipment, Edgehill Renovation, Magnolia House Acquisition & renovation, Meadowlands renovations, Guzman Classroom renovations & General Grounds Improvement. Funding for CIP comes from approximately \$12 million in outstanding bond debt, private contributions and University reserves.

Chart 5.7 Endowment Values and Performance

	Beginning of Market Value of Endowment	Additions to Endowment**	Net Earnings from Investments	Spending Policy Allocation	Market Value End of Year	Total Annual Return on Investments	Market Value of Quasi-Endowment
2002/03	\$7,895,992	\$1,050,111	\$1,093,839	(384,858)	\$9,655,084	\$708,981	12.57%
2003/04	9,655,084	60,035	132,976	(340,336)	10,599,547	884,428	12.80%
2004/05	10,599,547	4,129,133	(57,761)	(466,466)	14,716,168	(12,512)	9.13%
2005/06	14,716,168	2,313,424	967,271	(443,049)	17,153,693	124,101	4.80%
2006/07	17,153,693	291,728	1,781,999	(489,874)	18,439,395	993,974	4.23%

** reflects audit adjustments made for 2004/05 in the fiscal year ended June 30, 2006.

The University's endowment spending policy states that it may spend up to either 5% of the market value of the endowment and board designated endowment assets as of the beginning of the fiscal year provided the net assets are sufficient to allow expenditures without drawing upon the historical cash value of the original principal contribution. This policy has not changed since the 2002/2003 fiscal year.

Quasi-Endowment is unrestricted assets available to the board to designate at their discretion to student scholarships/aid. True endowments are those funds contributed by private individuals or organizations in which the principle is permanently restricted and whose earnings are available for use according to the donors intentions and the University's spending policy.

Chart 6.1 Key Undergraduate Educational Operations Ratios

	2003	2004	2005	2006	2007 ^{14*}
Admissions					
Admit/Apply	55%	51%	51%	51%	56%
Enroll/Admit	25%	22%	17%	19%	21%
Retention					
1 st Year Freshman Retention	70%	77%	74%	88%	74%
Freshmen 6-year Completion to Graduation	47%	51%	51%	52%	54%
Instruction (Undergraduate)					
FTE Student / FTE Faculty Ratio	10.3	12.1	11.7	11.6	11.3
% Credits Taught by Part-Time Faculty	57.3 %	64.3 %	59.9 %	61.5 %	62.8 %
% Credits Taught Off-Campus	0.0%	0.0%	0.9%	1.3%	1.2%
Classes with 1-10 Students	333	270	151	144	187
Classes with 11-20 Students	196	190	241	251	241
Classes with 21-30 Students	98	147	104	108	114
Classes with 31-40 Students	7	13	9	8	6
Classes with 40+ Students	5	6	2	8	14
Average Credit Load per Student	13.0	12.4	12.7	12.6	13.3 ^{15**}
Average GPA	3.00	3.19	3.09	3.10	N/A

Chart 6.2 Key Asset and Maintenance Ratios

	2003/2004	2004/2005	2005/2006	2006/2007	2007/2008
Total Faculty Headcount	69	66	71	75	79
Faculty 59 and Older	27	27	30	31	32
Faculty ≥ 59 / Total Faculty	39.13%	40.91%	42.25%	41.33%	40.51%
O&M Expenditures (\$)	\$ 3,783,169	\$ 3,341,043	\$ 2,754,654	\$ 3,390,834	\$ 4,464,063
Total E&G Expenditures (\$)	\$ 28,867,890	\$ 29,915,894	\$ 30,967,719	\$ 32,016,529	\$ 39,115,925
O & M / E & G	13.11%	11.17%	8.90%	10.59%	11.41%
Total Equipment Expenditures	\$ 1,247,858	\$ 912,507	\$ 544,053	\$ 467,952	\$ 986,199
Total Book Value of Equipment (\$)	\$ 15,592,863	\$ 10,244,855	\$ 11,037,803	\$ 12,709,381	\$ 13,388,970
Expenditures / Book Value	8.00%	8.91%	4.93%	3.68%	7.37%

Chart 6.3 Key Financial Ratios

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Return on Net Assets	11.490%	-4.022%	-2.433%	0.346%	11.601%	25.564%	36.538%
Net Income Ratio	2.420%	-3.530%	-4.420%	-5.480%	7.630%	17.920%	24.060%
Operating Income Ratio	84.920%	78.310%	83.000%	85.830%	101.540%	101.460%	95.680%
Viability Ratio	142.960%	100.530%	85.200%	85.040%	116.420%	111.450%	48.750%
Instructional Expense per Student	\$ 8,074.33	\$ 8,084.28	\$ 7,716.01	\$ 7,240.41	\$ 6,898.72	\$ 6,926.38	\$ 8,369.21
Net Tuition per Student	\$ 13,253.87	\$ 16,930.36	\$ 12,395.30	\$ 12,323.90	\$ 14,046.29	\$ 15,148.35	\$ 16,572.36

Chart 7.1 Inventory of Educational Effectiveness Indicators

CATEGORY	Formal Learning Outcomes developed?	Where are these learning outcomes published?	Other than GPA, what measures/indicators are used to determine that graduates have achieved the stated outcomes for the degree?	Who interprets this data?	How are the findings used?	Date of last program review for this degree program
At the institutional level	Yes	Catalog	Surveys of faculty, students, and alumni, Various benchmarking instruments (Delaware Study, SSI, CLA)	Academic and Administrative Units	Inform Continuous Improvement	NA
General Education	Yes	Catalog	Collegiate Learning Assessment (CLA) Project & Course embedded departmental assessment processes for CHC, FYF, and VQ components of the Gen Ed	CLA staff and University and Program Faculty	Inform continuous improvement in CHC, FYF and VQ components and stimulate discussion on possible broader Gen Ed reform	NA
Undergraduate Programs						
Art	Yes	Catalog	Comprehensive Exam, Exhibit, Portfolio	Department Faculty	At Department Meetings	Fall 2007
Art, Digital	Yes	Catalog	Comprehensive Exam, Exhibit, Portfolio	Department Faculty	At Department Meetings	Fall 2007
Art History	Yes	Catalog	Thesis Comprehensive Exam & Course embedded departmental assessment process	Humanities Department Faculty	Inform continuous improvement	Spring 2006
Biological Sciences	Yes	Catalog	Directed Research & Course embedded departmental assessment process	Department Faculty	Inform continuous improvement	Spring 2006
Business Administration	Yes	Catalog	Capstone Project & AACSB Assessment Procedures Under Development 07-08	NA	NA	Spring 2007
Communication	Yes	Catalog	Senior Project & SLOs Revised 06-07. Departmental Assessment Plan of New SLOs Implemented in 07-08	NA	NA	Fall 2008
Dance	Yes	Catalog	Senior Project	NA	NA	Spring 2011
English	Yes	Catalog	Senior Project & Departmental Assessment Plan Developed, To Be Implemented 07-08	NA	NA	Spring 2007
English with a Writing Emphasis	Yes	Catalog	Senior Project & Departmental Assessment Plan Developed, To Be Implemented 07-08	NA	NA	Spring 2007
History	Yes	Catalog	Senior Project & Course embedded departmental assessment process	Department Faculty	Inform continuous improvement	Spring 2006
Humanities and Cultural Studies	Yes	Catalog	Senior Project & Course embedded departmental assessment process	Department Faculty	Inform continuous improvement	Spring 2006
International Studies	Yes	Catalog	Senior Project & SLOs Revised 06-07. Departmental Assessment of new SLOs implemented 07-08.	NA	NA	Spring 2008
Liberal Studies/ Teacher Education	Yes	Catalog	Licensing Exams Portfolio	Department Faculty	Continuous Improvement and reaccreditation by State Agency	Spring 2008
Music	Yes	Catalog	Senior Project, or Senior Recital	Program Chair	Inform Continuous Improvement	Spring 2006

Chart 7.1 continued

CATEGORY	Formal Learning Outcomes developed?	Where are these learning outcomes published?	Other than GPA, what measures/indicators are used to determine that graduates have achieved the stated outcomes for the degree?	Who interprets this data?	How are the findings used?	Date of last program review for this degree program
Music with a Concentration in Performance	Yes	Catalog	Juried Performances	Program Chair	Inform Continuous Improvement	Spring 2006
Nursing	Yes	Catalog	Licensing Exam & Various Departmentally Developed Assessment Tools	Department Faculty & Community Stakeholders	Continuous Improvement and reaccreditation by State & Other Agencies	Fall 2008
Political Science	Yes	Catalog	Thesis & SLOs Revised 06-07. Departmental Assessment of new SLOs implemented 07-08.	NA	NA	Spring 2008
Psychology	Yes	Catalog	Thesis & Departmental Assessment Process of Senior Thesis	Department Faculty	Inform continuous improvement	Spring 2008
Religion	Yes	Catalog	Senior Project & Course embedded departmental assessment process	Department Faculty	Inform continuous improvement	Spring 2006
Women and Gender Studies	Yes	Catalog	Senior Project & Course embedded departmental assessment process	Department Faculty	Inform continuous improvement	Spring 2006
Strategic Management	Yes	Catalog	Capstone Project & AACSB Assessment Procedures Under Development 07-08	NA	NA	Spring 2007
Graduate Programs						
MAM (Corporate Education Program)	Yes	In Program Office	Ongoing Assessment	Program Director	Inform continuous improvement	Spring 2005
MAM-MM (Corporate Education Program)	Yes	In Program Office	Program Not Presently Offered	NA	NA	NA
MPA (Corporate Education Program)	Yes	In Program Office	Program Not Presently Offered	NA	NA	NA
MSP (Corporate Education Program)	Yes	In Program Office	Program Not Presently Offered	NA	NA	NA
MSE, Education (Corporate Education Program)	Yes	Catalog	Program Not Presently Offered	NA	NA	NA
Counseling Psychology	Yes	Catalog	Field Work Directed Research	Program Director	Inform continuous improvement	Spring 2008
Global Strategic Management	Yes	Catalog	Capstone Project & AACSB Assessment Procedures Under Development 07-08	NA	NA	Spring 2007
Humanities (MA)	Yes	Catalog	Culminating Project & Course embedded departmental assessment process	Department Faculty	Inform continuous improvement	Spring 2006
Nursing (MSN)	Yes	Catalog	Thesis & Department Developed Assessment Tools	NA	NA	Spring 2008
Occupational Therapy (BS/MS)	Yes	Catalog	Thesis & Departmentally developed assessment tools	Department Faculty	Continuous Improvement and reaccreditation by State & Other Agencies	Spring 2010
Strategic Leadership	Yes	Catalog	Capstone & AACSB Assessment Procedures Under Development 07-08	NA	NA	Spring 2007

Chart 8.1 Inventory of Concurrent Accreditation and Key Performance Indicators

(1) Professional, special, State, or programmatic accreditations currently held by institution (By agency and program name)	(2) Date of most recent accreditation action by each listed agency	(3) Summary (“bullet points”) of key issues for continuing institutional attention identified in accreditation action letter or report	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)	(5) For at least one indicator for each program, provide up to 3 years of trend data. Institution may wish to link cell to a graph or other format.												
<u>Occupational Therapy:</u> Accreditation Council for Occupational Therapy Education	May 2005 – Accreditation of professional entry level master’s and combined baccalaureate/master’s levels	<ul style="list-style-type: none"> • Academic qualifications of program director • Adequacy of teaching laboratories • Storage space for equipment • Office space for faculty with privacy for advising students • Sufficiency of instructional aids and technology 	<ul style="list-style-type: none"> • Course and program learning outcomes • NBCOT Examination pass rates • Alumni and employer surveys 	NBCOT First-time tested pass rates: <table border="1"> <thead> <tr> <th>Year</th> <th>#tested</th> <th>%passed</th> </tr> </thead> <tbody> <tr> <td>2004</td> <td>18</td> <td>83%</td> </tr> <tr> <td>2005</td> <td>5</td> <td>60%</td> </tr> <tr> <td>2006</td> <td>5</td> <td>100%</td> </tr> </tbody> </table>	Year	#tested	%passed	2004	18	83%	2005	5	60%	2006	5	100%
Year	#tested	%passed														
2004	18	83%														
2005	5	60%														
2006	5	100%														
<u>Nursing:</u> Commission on Collegiate Nursing Education	April 2004 – accreditation of baccalaureate and master’s degree programs	<ul style="list-style-type: none"> • Consistency of graduate student learning outcomes with conceptual framework and curriculum • Publication and review of graduate program academic policies • Criteria for evaluation of graduate student clinical performance • NCLEX-RN pass rates 	<ul style="list-style-type: none"> • Course and program learning outcomes • AACN/EBI exit assessment • NCLEX-RN Examination pass rates • Alumni and employer surveys 	NCLEX-RN First-time tested pass rates: <table border="1"> <thead> <tr> <th>Year</th> <th>#tested</th> <th>%passed</th> </tr> </thead> <tbody> <tr> <td>04/05</td> <td>35</td> <td>82.86%</td> </tr> <tr> <td>05/06</td> <td>51</td> <td>92.16%</td> </tr> <tr> <td>06/07</td> <td>59</td> <td>89.83%</td> </tr> </tbody> </table>	Year	#tested	%passed	04/05	35	82.86%	05/06	51	92.16%	06/07	59	89.83%
Year	#tested	%passed														
04/05	35	82.86%														
05/06	51	92.16%														
06/07	59	89.83%														
Nursing: California Board of Registered Nursing			<ul style="list-style-type: none"> • Course and program learning outcomes • Graduation rates • AACN/EBI exit assessment • NCLEX-RN Examination pass rates 													

Chart 8.1 continued

** Credit attempted instead of earned

(Footnotes)

* Most current year

* Most current year

* Most current year

* Most current year

* Most current year

* Most current year

* Most current Year

* Most current year

** Full-time faculty include librarians and exclude Deans

* Use same Department/Program names/titles as listed in *Annual Report*

** Most current year

*** Full-time faculty include librarians and exclude Deans

** Most current year

*** Full-time faculty include librarians and exclude Deans

* Most current year

* Faculty include librarians. New Hires include internal hire from part-time to full-time.

* Budget for current year



DOMINICAN
UNIVERSITY
of CALIFORNIA
1890

50 Acacia Avenue
San Rafael, CA 94901

www.dominican.edu