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2. *School of Business and Leadership – Faculty and Staff (February 23, 2009)*

3. *University Centers, Programs, and Institutes (February 23, 2009)*
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11. Strategic Planning Committee (December 11, 2008)
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1. Student Learning Outcome Assessment Participants
Department Chairs and Program Directors (direct the program assessment process, coordinate changes as outcome of assessment results)
Departmental Full-time and Adjunct Faculty (conduct assessment protocol, meet to assign rubric scores, discuss assessment results, implement changes)
Deans of the Schools (mentor the assessment process and discuss assessment results with program chairs/directors)
Director of Assessment (reports assessment results to Assessment Committee, AVPAA, and CAO)

2. Departmental External Review Participants
Departmental Chairs and Program Directors (coordinate and write departmental self study and response to external review recommendations, develop MOU with CAO as results of review recommendations, coordinate implementation MOU)
Departmental Full-time and Adjunct Faculty (participate in self study and external review interviews, and implement curricular changes resulting)
Departmental Students (meet with external reviewers during visit)
Deans (write a response to external reviewer’s recommendations and provide support for MOU implementation)
Assessment Committee (reviews recommendations from external reviewers and responses from department chair and dean and makes recommendations to the CAO)
Director of Assessment (coordinates all aspects of development of self study and the external review visit to development of MOU, and maintains all records)
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Introduction

Dominican University of California completed the second stage of its reaccreditation process, the Capacity and Preparatory Review (CPR), on March 7, 2008. The Visiting Team found that Dominican has the systems and technology in place for the Educational Effectiveness Review. They acknowledged the enormous improvements in the University regarding several years of operating surpluses, new buildings, and improvement in faculty salaries, benefits, and working conditions. They indicated the campus was still in a fragile state with plans for faculty hiring, internationalization, NCAA II recognition, and business program accreditation in various stages of completion. In summary, the CPR team enumerated Dominican’s strengths: beautiful campus, faculty and staff commitment, increased student diversity, more secure financial footing, increased emphasis on faculty and undergraduate scholarship and research, embedded Dominican values, and several star-quality academic programs. The areas of concern included: tuition dependency; competing institutional visions and plans; disjointed planning, budgeting, and decision-making; low percentage of full time faculty; uneven assessment and program review activities; and strained communication between faculty, administration, and the Board of Trustees. The Team recommended focused attention on strategic planning, communication, faculty hiring, student assessment, and academic program review.

Major Changes in the University since CPR

Dominican University of California has seen several significant changes since visited by the WASC Capacity and Preparatory Team in March 2008. Some of the important events that have occurred are:

- As of October 2009, we enrolled a total of 2,094 with a full-time equivalent student enrollment that is the highest in our history. We enrolled 289 freshmen against a goal of 245, the class being distinguished by both increased GPA and SAT scores above those of fall 2008. This freshman class is ethnically diversity with 52% students of color. More importantly, our freshman-to-sophomore retention rate of 80% is the second highest since 2001.
- A new strategic planning process was developed and implemented. The process was inclusive with various university stakeholders participating in visioning and related planning activities. The process included identification of comparable schools, benchmarking of aspirant institutions, Strategic Academic Plans (SAPs) for each school, and academic support and administrative plans in support of the SAPs. The schools’ draft SAPs were presented to the Board of Trustees for feedback at its annual meeting on May 28, 2009. A final Strategic Plan was presented to and approved by the Board of Trustees at its fall meeting on November 12, 2009. The Strategic Plan is notable for its commitment to creating a decentralized academic organization that operates under a Responsibility Center Management (RCM) system and is strategically managed through Key Performance Indicators (KPIs). General Education (GE) reform, one of the Strategic Plan’s key initiatives, has been well underway and showing satisfactory progress, with the second major revision of the GE approved by the faculty in January 2010.
- Dominican continued for the fifth consecutive year to be ranked in U.S. News and World Report edition of American’s Best Colleges in the top tier of Master’s Universities in the West. The University moved from #45 in 2009 to #38 in 2010.
- International opportunities have increased for our students to study abroad and for students from other countries to come to Dominican for a semester or to complete a degree.
  - A partnership was developed with SUPINFO University, a Paris-based higher education institution specializing in information technology. In 2008/09, approximately 200 students completed certificate programs in management of information technology from Dominican at a new San Francisco campus.
  - Formal exchange agreements for study abroad programs, or articulation and transfer admission programs (2+2 or 3+1) have been completed with: University of Skövde, Sweden; Universidad del Mayab, Mexico; University of Santo Tomas, Philippines; University College Dublin, National University of Ireland; Universidad Católica San Antonio de Murcia, Spain; American Graduate School of Business and Economics (an affiliate of the Baruch College of the City University of New York), France; Miriam College, Philippines; The One School, Philippines; Universitas Pelita Harapan, Indonesia; and Ecole Supérieure de Commerce et de Management, France.
  - Negotiations for academic collaboration are underway with the following: Assumption University, Thailand; Mahidol University, Thailand; Saint George’s University, Grenada; and Ross University, Dominican Republic. Negotiations are also underway with the ELS Language Centers and overseas education representatives for the recruitment of more international students into Dominican.
- Under the leadership of the School of Education and Counseling Psychology, Education, Counseling Psychology, and Green MBA students have participated in the summer Teach with Africa program in Cape Town, South Africa for the past two summers. Negotiations are currently underway with Nelson Mandela Metropolitan University in Port Elizabeth for exchange programs in business, mathematics, natural sciences, and education.
- The University has successfully completed accreditation efforts for Nursing and Education programs. The Nursing Program was reaccredited by both the California Board of Registered Nursing and the Commission for Collegiate Nursing Education.
The School of Education was reaccredited by the California Commission on Teacher Credentialing with accreditation renewal for seven years. The School of Business and Leadership’s eligibility application with the Association of Advance Collegiate Schools of Business (AACSB International) was approved and a Mentor has visited Dominican, beginning the process of moving toward meeting standards required for initial accreditation.

- Dominican continues to develop academic programs of high quality that are responsive to market needs and support partnerships and faculty/student scholarship.
  - The first class in the new Master in Science degree in Biological Sciences, in association with the Buck Institute for Age Research, will graduate in May 2010 and was expanded in fall 2009 to include partnership with BioMarin, a pharmaceutical research company.
  - A new Master of Science in Nursing degree in Clinical Nurse Leadership was developed and began in fall 2009 with classes both on campus and off-site at Marin General Hospital.
  - The Osher Lifelong Learning Institute (OLLI) for senior learners continues to grow in reputation and size with over 600 students currently enrolled. Dominican received a $1 million endowment from the Bernard Osher Foundation as a result of its proven success.

- The new BFA in Dance program is ready to graduate its first class with Dominican students receiving top honors in competitions (such as the American College Dan Festival Association) and individual recognition with prestigious awards (including the Princess Grace Foundation scholarship and Isadora Duncan Award nominations). Our students have also won placements in highly competitive summer programs, including the Nederlands Dans Theater, Netherlands; Springboard Danse Montréal, Canada; Hubbard Street Dance Chicago; and Northwest Dance Project, Portland.

- An experimental ornamental nursery, to be used in research into the pathogens causing Sudden Oak Death, has been established. Dominican will be the first research site in the country dedicated to the study of new and emerging pests and pathogens of plants in a simulated nursery setting; this is the result of a $982,298 grant from the US Department of Agriculture.

- The Dominican ideal of service was recognized in 2008 by the elective Community Engagement classification in two areas (Curricular Engagement and Outreach & Partnerships)—one of 175 institutions nationwide—from the Carnegie Foundation for the Advancement of Teaching. In addition, we have been named for the second year to the President’s Higher Education Community Service Honor Roll with Distinction. Our Service-Learning Program has been instrumental in achieving this recognition.

- Dominican is one of only four institutions nationwide to be invited to enter the second year of conditional membership in NCAA Division II athletics. This second year begins our first year of athletic competition in our new league, the Pacific West (PacWest) Conference. Our teams play a host of new colleges from Arizona, California, Hawaii, and Utah. The University hired a new Director of Athletics who has coaching and administrative experience at the collegiate and professional levels. The new Athletic Director is committed to building a reputation of academic excellence in our Athletic Program.

- Increasing space and accessibility on campus has been achieved this year with the completion of several capital improvements.
  - The renovation of the newly acquired Magnolia House provides offices for Enrollment Management and several much needed conference rooms.
  - An elevator in Guzman Hall has made the large lecture hall on the second floor accessible to OLLI participants and students with disabilities.
  - The renovation of the Edgehill Mansion and its conversion into the Dominican Heritage and Alumni House will provide the campus with a Catholic chapel, an ecumenical worship space, and an alumni heritage center, including a large room for OLLI presentations, student lounges, and student services offices. The slated date for completion is fall 2010.
  - Bon Appetit Management Company completed the $2 million renovation of Caleruega Hall, our dining facility. The project includes new food service stations, modernized facilities, and bright graphics to enhance the students’ dining experience while maintaining the beauty of the Shield Room.
  - Meadowlands gained its first new roof since it was built in 1888. Previously, roofs were simply layered on top of the original roofing.
  - More than 110 bedrooms and bathrooms in Meadowlands and Pennafort Halls were refurbished, the Bertrand Hall patio was replaced, and a new kiln for the Art Department was installed.

### Additional Organizational Changes

Since the CPR visit, the University has had several significant changes in senior leadership. These changes have had significant impact on the activities of the institution in the intervening two years. In spring 2007, the Vice President for Student Life and Enrollment Management left to assume a university presidency. With the subsequent departure of the Chief Financial Officer (CFO) in fall 2007, a combined position—Vice President for Finance and Enrollment Management—was created in December 2007. In January 2009, the Vice President for Finance and Enrollment Management left to become executive director of Catholic Charities CYO, and a consultant was hired to function as an interim CFO. She became full-time CFO in summer 2009. (CFR revised 3.10) The enrollment management portion of the position was assigned to the Associate Vice President for Enrollment Management who was subsequently promoted.
to Vice President for Enrollment Management in fall 2009. In July 2009, the Vice President for Institutional Advancement left the institution and the position was filled by the Assistant Vice President for Marketing who has since been promoted to Vice President for External Relations, which includes advancement.

In addition, the academic organizational structure was changed in July 2009. This change was mediated by the Board of Trustees as a result of the initial results of strategic planning studies. The following are the highlights of the academic reorganization:

- The Counseling Psychology Program was moved to the School of Education, which was renamed the School of Education and Counseling Psychology.
- The School of Arts and Sciences was divided into the School of Health and Natural Sciences (Nursing, Occupational Therapy, Natural Sciences, and Mathematics) and the School of Arts, Humanities, and Social Sciences (Art, Digital Art, Communication, Dance, English, Humanities, Music, Political Science, and Psychology).
- The School of Business and Leadership remained the same.
- A new dean was appointed from the faculty to act as Interim Dean of the School of Arts, Humanities, and Social Sciences. An interim Dean of the School of Business and Leadership was hired to replace Dr. Luis Calingo who became our Executive Vice President and Chief Academic Officer. *(CFR revised 3.10)*

This new academic structure partitions the student population into fairly equitable units, thereby providing deans the time to manage their schools as contribution centers and lead their schools’ entrepreneurial activities under the RCM system envisioned in the Strategic Plan. *(CFR revised 3.10)*

The Assistant Vice President for Academic Services and Retention title and job description was changed to Assistant Vice President for Academic Services/University Registrar in summer 2009, removing retention as a primary role of this position. This change was a result of several new responsibilities that were assigned in 2009. These new responsibilities include SUPINFO oversight and records, NCAA II eligibility and certifications, the conversion to PowerCAMPUS, 2009-10 delivery of online services to faculty and students, and the impending USCIS recertification of all SEVIS-participant schools. Changes in staffing, especially in the Registrar’s Office, has required much more department-focused activity, but was not the primary reason for the change in title and responsibility.

The changes that took place in senior leadership had an effect on the work intended for the intervening years between the CPR and the EE reviews. As a result of administrative turnover and economic uncertainty, the University instituted a coordinated approach to improve retention, which involved faculty advisors along with Enrollment Management and Financial Aid personnel contacting and working with individual students to provide encouragement and, sometimes the financial means, to return to the institution. Our retention results this year (80% compared to 69% in fall 2008) showed this to be a very effective strategy.

The University is preparing for another major change in senior leadership, with the forthcoming retirement of President Joseph R. Fink in June 2011. A Board retreat with representation from faculty and senior administrators will be held in February 2010 to identify the profile of the university president who will be committed to the implementation of the Strategic Plan and who will bring Dominican University of California to a higher level of excellence, competitiveness, and distinctiveness.

**Measures Taken Due to State/Federal Economic Unrest**

The continuing California budget crisis, rising unemployment, and further economic declines in all sectors are profoundly affecting public and private educational institutions. Dominican responded quickly as the global economy started to weaken. A hiring freeze for all but the most critical faculty and staff positions was implemented and a moratorium was placed on all new non-emergency equipment purchases and construction projects, unless they were funded by restricted grants. All capital expenditure requests in excess of $1,000 and operating expenses of over $2,500 had to be approved by the Chief Financial Officer. The President’s Executive Council adopted in July 2009 a systematic process for approving all requests for staff positions. This process required each position requested to be justified in accordance with the following 10-point criteria:

- Does the requesting unit have a plan for process improvement, work simplification, and restructuring that would result in operational efficiencies?
- Is there an external funding source (e.g., grant) for the requested position?
- Is the position revenue-generating or directly related to revenue generation?
- To what extent does the position contribute to increasing student retention?
- Is the position necessary for the university’s compliance with WASC standards?
- Does the requesting unit have a power user of PowerCampus?
- Can the position be filled with a 9/10-month employee?
- Does the position enable the creation of a pool of assistants?
- To what extent does the position contribute to the achievement of Strategic Plan goals?
- Value Added – What will the university lose if the position is not filled?

Each week, enrollment, retention, and budget teams met to review and monitor the latest data on our deposited and registered students. We analyzed the effect that enrollment caps in California’s public universities and the possible elimination of Cal Grants would have on our enrollment. Admissions counselors were in daily conversation with our deposited freshmen, transfer, and potential graduate students. Having been provided with lists of students who had not yet re-registered, faculty and staff made calls to discuss the students’ status and their reasons for non-registration. Budget scenarios based on varying enrollment figures included the specter of layoffs, reduced salaries and retirement benefits, furloughs, and deep
program reviews nears the end of its first cycle in spring 2010. The is conducted by all programs and the 6-year plan of external (SLO) goals for all academic programs and courses. While slow in educational quality. In 2000, it developed student learning outcome Dominican is concerned with maintaining and improving Educational Effectiveness Review Approach

As a result of careful monitoring, the 2008/09 fiscal year ended with a surplus and the administration did not implement reduction-in-force actions or decreased benefits and salaries although it continued to be cautious in budgeting and authorizing expenditures. The institution must ensure a strong spring 2010 enrollment, while again facing the threat of the elimination of Cal Grants. (Dominican students receive over $1 million in such grants.) Dominican financial aid has been increased to the fiscally-strapped students. Once again, the budget does not include earnings from endowment funds. It is forecasted that the 2009/10 fiscal year will end with a surplus.

The hard work of summer resulted in strong enrollment this fall, well above our projections. In October, we welcomed 289 freshmen against a goal of 245. The class is distinguished by a GPA of 3.39, an increase over the 3.34 of fall 2009, and a mean SAT score of 1043, a slight increase over fall 2008’s 1040. The freshman class is ethnically diverse (52% are students of color). Our freshman-to-sophomore retention rate was 80 percent, which exceeds fall 2008’s 69%, is the highest since 2001, and is the second highest since 1994. The increase speaks to two distinct efforts: recruitment based on a metric of seeking and admitting students who fit the parameters of students who already succeeded at Dominican; and our retention efforts, which included faculty and staff contacting every student who had not registered for fall to determine the factors at play enabling administrators to employ appropriate interventions. Total enrollment was 2,094: 1,408 undergraduates and 631 graduates, and 55 non-degree seeking students. The full-time-equivalent student enrollment, is the highest in our history; 1,972 – 4% higher than last fall’s 1,901 and higher than our record enrollment year of 2007. Housing numbers also exceeded expectations with more than 530 students in the residence halls.

Despite the University’s fiscal health, the President has alerted all senior executives and managers of the need to conserve resources. At public forums, he has renewed the University’s commitment to protect the excellence of the academic experience for undergraduate and graduate students and to provide financial assistance to ensure access to an education at Dominican, as well as to protect faculty and staff positions and compensation.

Educational Effectiveness Review Approach

Dominican is concerned with maintaining and improving educational quality. In 2000, it developed student learning outcome (SLO) goals for all academic programs and courses. While slow in achieving momentum, annual student learning outcome assessment is conducted by all programs and the 6-year plan of external program reviews nears the end of its first cycle in spring 2010. The second cycle of external program reviews is scheduled to begin fall 2010. The process of academic assessment was chosen as one of Dominican’s themes in its Institutional Proposal and is covered in detail in the section entitled, “Assessment.”

Since the education of students does not happen solely in the classroom, it is important to assess the quality of those programs which provide the support for social, spiritual, emotional/ psychological, and physical development as well. The Office of Student Life conducts assessments of living conditions and residential life, social engagement in activities on campus, alcohol education, orientation programs, student leadership development opportunities, student health center, campus ministry activities, and recreational sports. Through these assessments, Student Life strives to offer quality programs that enhance the student’s academic experience and provide a safe, comfortable, exciting atmosphere that promotes development of the whole person. More detailed account will be found in the section below entitled, Student Life.

Administrative offices such as Admissions, Academic Advising and Support Services, and the Registrar’s Office also have an important role in supporting student achievement. Many of these offices conduct surveys and focus groups to ascertain their effectiveness in addressing student needs. Each year, administrative offices receive information from the Student Satisfaction Inventory (SSI) and the Adult Student Priority Survey (ASPS), both of which rank student expectation against satisfaction. Vice-presidents are charged with reviewing these results and making changes as appropriate to improve operating efficiency with a goal of increasing student satisfaction. Academic departments and deans also receive information pertaining to academic issues and are tasked with reviewing the issues with an eye to increasing the quality of teaching and learning in their departments and in the school as a whole. More detailed information will be found in the section below entitled, Administrative Engagement in Quality Assurance.

The Strategic Planning process has resulted in an assessment of the entire institution. The visioning sessions brought individuals from literally all programs and administrative areas to focus on the future of Dominican University of California. The visioning sessions provided input and solutions into what we want Dominican to be in the year 2015. This involved realizing and solving problems as well as envisioning new goals. The benchmarking for best practices and review of comparable and aspirant universities’ KPIs and their processes provided a measure against which to assess Dominican’s status and what would be required to move toward aspirant institutions. (CFR revised 4.4) The development of the Strategic Academic Plans required each school and each department within each school to assess their current situation and articulate a vision and strategic initiatives to increase educational quality. In addition to the academic areas, academic support and administrative departments developed strategic initiatives to support the academic initiatives outlined in the schools’ strategic plans. This assessment resulted in goals to build department capacity and efficiency and resulted in additional institution-wide priorities. The development of strategic initiatives and action plans provide for continuing assessment to ensure
educational effectiveness and the maintenance and improvement of educational quality. The implementation plan is supported by financial plans and leadership accountability. Key administrative officers are responsible for each strategic initiative. Assessment of process will be expected and on-going.

To assure a system of continued quality assurance and improvement, the Strategic Plan stated that we will institutionalize a culture of assessment and data-driven outcomes, including effective assessment methodologies to document mastery of skills and competencies in undergraduate and graduate programs. In addition, it dictates that we transform Dominican into an analytical organization, with data analytics driving decision-making, predictive modeling tools systematically used to improve success in identifying student match, and performance measurement systems that reflect RCM and track KPIs at the institutional and school levels. These initiatives will ensure Dominican’s constant and consistent engagement and analysis of educational effectiveness. (CFR revised 4.4)

Data Gathering to Support Educational Effectiveness

Data gathering and analysis are interwoven in the reporting processes implemented by the Office of Institutional Research (IR). Institutional Research maintains a Data Warehouse containing a collection of databases, data tables, and mechanisms that are designed to provide frequent information updates, analytical summaries, and trend analysis. The Data Warehouse is a subject-oriented, integrated, time-variant, non-volatile collection of data to inform management’s decision-making process. The information generated by IR out of its Data Warehouse is routinely reported both internally and externally via the University’s Internet, Intranet, and circulation among key executives. (CFR revised 1.2, 2.1, 4.3, revised 4.4, revised 4.5, 4.6)

The important data collection focusing on students’ satisfaction regarding educational effectiveness comes from the surveys that Dominican conducts annually. Participation in the Noel-Levitz Satisfaction-Priorities Survey provides national benchmarks and comparisons. Three components are provided: the Student Satisfaction Inventory for traditional undergraduate students, the Adult Student Priorities Survey for adult and graduate students, and the Institutional Priorities Survey (IPS) for all employees. The surveys are administered in the spring and comparative data reports are published on the Intranet. Reports disaggregated by major are also distributed to academic program chairs and deans.

The University Factbook is published every year and is a compilation of current and 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 the Board of Trustees. These documents provide data important for programmatic decision-making as well as preparing for program reviews. (CFR revised 1.2)

A Program Review Data Set/National Study of Instructional Costs and Productivity (Delaware Study) for each department supports the academic program review process. 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 administrators, and the Assessment Committee. The data have been studied and incorporated into all departmental program review reports since launched in 2005/06. (CFR revised 1.2abc, revised 2.7)

The IR Office keeps updated student retention data. The report consists of four charts with ten tables covering a comparative retention study over a 6-year period between residential students and commuters; major declared and undeclared; academic performance between retained, transferred out, and dropped out student groups; and social and economical status including finance, geographic origin, gender, and ethnicity between retained, transferred out, and dropped out student groups. The report is studied by the Retention Intervention Team and circulated among the executives. The URL links to the most current study report. (CFR revised 1.2)

Dominican has been administering Collegiate Learning Assessment (CLA) test, a nationally available web-based SLO assessment tool that the Council for Aid to Education launched in 2000. The CLA measures are designed to assess critical thinking, analytic reasoning, problem solving, and written communication skills. We have administered CLA for four years. Two groups of students—freshmen and seniors—are invited to take the test in fall and spring, respectively. Longitudinal comparisons provide “value-added” results to examine the University’s contribution to student learning. The reports and analysis are published on the Intranet. (CFR revised 1.2, revised 2.7)

In addition, Institutional Research produces a weekly Admissions Funnel Report, a comprehensive data collection aimed to assist Admissions for more efficient and effective recruitment and student retention. Data are currently used for tracking enrollment trends and making decision on recruitment activities. A Weekly Enrollment Report is a trend report comparing projections and historical year-to-date data by student segment that provides important information regarding budget forecasting. A weekly Student Housing Report provides trend data and helps the Housing team make decisions based on data rather than anecdotally. An annual Diversity Data Report provides trend data and helps the Diversity Action Group spearhead diversity improvements on campus. An annual Graduate Student Survey helps the University understand how graduated students assess Dominican education and its impact on them.

Organization of the Educational Effectiveness Review

The Institutional Proposal, approved in 2005, outlined three thematic areas to frame the Educational Effectiveness Review
(EER): Scholarship and Creative Work, Assessment, and Student Life. 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.

Scholarship and Creative Work. Dominican increased expectations for scholarship and creative work during the transition from college to university status. The objectives for this area were clearly defined scholarship expectations for faculty and students, and the provision of adequate support and proper recognition. In addition, developing clear standards and criteria for assessing the outcomes of faculty grants and student research was expected.

Assessment. Assessment is the key to evaluating student learning and institutional effectiveness in the fulfilling the institutional commitment to its educational objectives. This includes annual assessment of student learning outcomes for all academic programs including general education, developing assessment training for faculty, completing the cycle of program self-studies and external reviews, demonstrating the use of data in academic planning across all programs, gathering data via the Collegiate Learning Assessment (CLA) and evaluating its usefulness, increasing involvement of the Director of Institutional Research in the program assessment process.

Student Life: Dominican is consciously oriented to the intellectual, ethical, spiritual, and social development of students. Student life is, therefore, has become one of the major areas of focus in the retention plan and is important in achieving the University’s educational effectiveness goals. Attention to the quality of student life has involved evaluation of the contributions of a variety of extra-curricular programs designed to create a fully rounded campus experience. The importance of providing students with an educational experience relevant to their lives and future careers has led the University to seek ways to connect academic programs with the Bay Area community. Three key programs, Service Learning, Career Services, and the Institute for Leadership Studies are directed toward this goal. In addition, Dominican is committed to maintaining a campus climate and infrastructure that promotes multiculturalism and prepares students for living in a diverse and changing world. Implementation of the campus diversity plan has influenced success in this area.

In addition to the themes, the EER report will address the recommendations of the CPR Team regarding planning, communication, faculty recruitment, financial management and off-campus program offerings. Changes in the CFRs will be documented in the text.

Planning, Communication, Governance, Management

Strategic Planning

In 2008, the CPR team indicated they expected that, by the time of the EER, Dominican would have a more comprehensive and inclusively-derived strategic planning process and a revised Strategic Plan. They continued that the plan should clarify the institution’s identity and guide priority-setting, decision-making, and resource allocation in a meaningful and realistic fashion. We feel we have met these requirements. (CFR 4.1, 4.2, 4.3, 4.5, 4.8)

The approach used to develop the strategic planning process was intended to be credible, inclusive, engaging, rigorous, timely, flexible, and ongoing. The requirements set for the plan itself were that it would leverage core competencies, it would be motivational and achievable, it would set forth priorities and actions, it would be measurable and observable, and it would be adaptable to changing conditions.

Since one of the criticisms of the previous strategic plan was its development with little input from core constituencies, the new planning structure was focused on inclusiveness from the beginning. The Strategic Planning Committee’s membership included faculty and staff, as well as selected members from the Board of Trustees. Initial visioning exercises (12 of them in all), involved faculty, staff, administrators, trustees, and student leaders. Additional input was obtained from the following auxiliary groups: President’s Council, Alumni Association, and Associated Students of Dominican University (ASDU). There were a total of five all faculty and staff assemblies held during the 12-month planning period to provide updates and seek input. The new Strategic Plan is the result of hundreds of hours of consultation with over 150 individuals.

Strategic planning represents a significant opportunity for Dominican to engage in institutional transformation and renewal. It is the only way to survive, flourish, live the mission, and deliver the promise of education that Dominican’s founders first envisioned when our institution was established in 1890. We began the strategic planning process with the end in view of identifying “blue ocean” opportunities that would define the future scope and mix of Dominican’s programs and offerings. We affirmed that the most important definition of Dominican’s success is when students achieve dramatic increases in intellectual awareness, professional competence, and ethical sensitivity while having memorable and life-transforming experiences.

The Strategic Plan focuses on our discovery that building, strengthening, redefining, and sustaining capacity and agility is the most important ingredient for institutional ascendancy. Capacity building is a systematic, intentional and strategic process that results in the strengthening of infrastructures, programs, systems, policies, procedures, and practices that support and sustain the University’s mission. The new Strategic Plan embodies goals and strategies that seek to empower the University community through capacity building, unleash ability through accountability, build agility and innovativeness to align mission and vision, and right-size the University, thereby enabling the University to gain a sustainable competitive advantage and setting the stage to a higher level of excellence and competitiveness.

The strategic planning process was implemented in three phases. During the first phase, we benchmarked peer institutions and reviewed and revised University-level guiding premises...
(consisting of mission, vision, and core values). The products of the first phase provided the parameters for the second phase, Strategic Academic Planning by the schools. During the third phase, the University’s academic support, student services, and other administrative areas prepared their strategic plans in support of the Strategic Academic Plans. Further, a five-year financial plan was developed.

Through a process of assessment and the use of multiple regression analysis, several candidate comparable peer universities were identified. A final set was chosen for benchmarking: California Lutheran University (comparable peer); University of San Francisco and Saint Mary’s College of California (competitors); and Loyola Marymount University, University of Redlands, Chapman University, and Occidental College (aspirants). (CFR revised 4.4)

In spring 2009, the University’s mission statement was edited to include contemporary phrasing that is more aligned with the University’s present reality. The edited statement was sent to faculty, staff, and student leaders for comment and input. The Committee received over 103 responses, revised the statement, resent it, and drafted the final statement approved by the Board of Trustees on May 28, 2009.

### Mission
Dominican University of California educates and prepares students to be ethical leaders and socially-responsible global citizens who incorporate the Dominican values of study, reflection, community, and service into their lives.

Guided by its Catholic heritage, the University is committed to diversity, sustainability, and the integration of the liberal arts, the sciences, and professional programs.

### Core Values
Since its founding in 1890, Dominican has embraced four core values:
- **Study** – Development of the human intellect based on seeking truth with the goal of sharing knowledge with others.
- **Reflection** – Knowledge of self and greater understanding through the study of one’s place in the world.
- **Community** – Development of one’s role as an active, contributing member in the world-at-large.
- **Service** – Responding to the needs of others locally and globally.

### Vision
Dominican University of California will be internationally recognized for its innovative, value-added education and memorable student experiences.

The Mission, Core Values, and Vision statements provided the guiding premises for development of the Strategic Plan. To achieve our vision, we used a strategic planning and management framework that is based on a hierarchy of three elements: vision themes, key performance goals and strategic initiatives. (See complete Strategic Plan—*Achieving Sustainable Competitive Advantage by Building Capacity*.)

The members of the Strategic Planning Committee led 12 visioning sessions resulting in a composite vision map that initially captured 72 concepts that were aggregated into nine vision themes. These vision themes were translated into key performance indicators (KPIs). During a strategic planning retreat, 2015 and 2020 goals were proposed that would comprise the envisioned future for each of these themes.

From March to May 2009, each school took the University-level strategic planning parameters and conducted the Strategic Academic Planning (SAP) process. The school plans were presented to the Board of Trustees at its May meeting and, after receiving feedback, the schools revised their draft SAPs during summer 2009. In addition, during the months of June–August 2009, each academic support, student services, and administrative unit of the University took the schools’ strategic plans and conducted its strategic planning process. Seventy priority strategic initiatives were identified and in an all-day retreat these initiatives were reduced to 40 and then were further reduced to 26 priority strategic initiatives. These 26 strategic initiatives became the basis for the Strategic Plan.

Assessment will include publishing annual performance and accountability reports that describe our progress in achieving the key performance goals that are aligned with nine vision themes. This performance measurement approach recognizes that investments in intangible assets—faculty and staff, data bases, and information technologies—are as critical to success as tangible assets—physical assets and access to capital. Twenty-six strategic initiatives with key performance goals will be implemented over a multiyear period (2011-2015) to accomplish the key performance goals. For each strategic initiative a member of the University’s senior leadership is assigned accountability to ensuring that the strategic initiative is being implemented and resourced as planned.

Action plans have been developed for each of the 26 strategic initiatives. The action planning model comprises eight areas: vision theme supported by the strategic initiative, desired outcomes and action steps, measures of success, timeline, responsibility, resource requirements, and assumptions.

The Strategic Plan is feasible in light of currently available and anticipated resources. The Strategic Financial Plan calls for financing the implementation of the Plan over the five-year period (2011-2015) with retained earnings drawn primarily from additional net tuition revenue from projected increases in student enrollment and retention rates as a result of student-focused strategic initiatives and additional contributed revenue from projected increases in gifts and grants as a result of advancement-
related strategic initiatives. The implementation of the Strategic Plan will require a total investment of $39 million over the five-year period. During the first three years (2011-2013), a total of $820,000 will be drawn from the University’s contingency reserve to support the excess of projected incremental expenses over incremental revenues. Starting FY 2014, the successful implementation of the Strategic Plan will result in a positive net contribution to the University’s reserve. Table 3 in Achieving Sustainable Competitive Advantage by Building Capacity presents the details of the Strategic Financial Plan. (CFR 4.1, 4.2, 4.3)

The financial forecasts embodied in the Strategic Financial Plan are based on management’s assumptions concerning future events and circumstances. These assumptions, which are disclosed and described in detail in the Action Plans, are those which Dominican’s management believes are significant to the forecast or are key factors upon which the financial results of the University depend. The most critical of these assumptions are those pertaining to the University’s ability to achieve a 5.4 percent compound annual growth rate in enrollment as a result of the successful implementation of strategic initiatives pertaining to student enrollment and retention. Given that some assumptions inevitably will not materialize and unanticipated events and circumstances may occur subsequent to November 2009, the Strategic Plan periodic review process will include monitoring of the continued validity of the assumptions underlying the Plan.

Effective Fiscal Year 2011/12, Dominican University of California will adopt a new management framework—Responsibility Center Management (RCM)—for internal budgeting and financial reporting. The University’s goal in implementing RCM is to link strategic planning and resource allocation by establishing a systematic, transparent, and strategic approach to budget planning, development, and management. In addition to promoting the broadest possible stewardship of the University’s financial resources, RCM will also encourage and reward innovation, creativity, and efficiency. Responsibility Center Management is the decentralization of budgetary responsibility and resource decision making, with the delegated authority usually residing with school deans. Under this approach, schools are referred to as “contribution centers” with all or most of the University’s revenues and expenses assigned to them. The underlying premise of RCM is that the decentralized nature of the budgetary model entrusts academic leaders with more control of financial resources, leading to tighter linkage between strategic planning and resource allocation, more informed decision making, and better results or outcomes. The RCM model will be piloted during FY 2009/10 and FY 2010/11. Once RCM becomes fully operational, the budgets for the schools and all other responsibility centers will be presented in RCM format. As a prelude to the implementation of RCM, the Office of External Relations has hired development officers and assigned them to work with school deans in developing external sources of funding for their initiatives.

A Board-level Strategic Plan Implementation Task Force will be created to track progress toward meeting the strategic planning goals. The Strategic Plan sets clear objectives and describes a number of strategies to move us toward these objectives. If the strategies described in this plan are working, then results will reflect that fact. If, however, intended results are not being achieved, then the strategies must be reexamined. Accountability is the path to change.

Alignment between the goals of the University and the schools and other organizational units will form the basis for a constructive working relationship between the University and its organizational units. It will be on this basis that funds will be allocated, and that the success of the University as a whole can be demonstrated to the Board of Trustees and the public. To make certain that the collective actions of the organizational units are helping the University meet its overall goals, each organizational unit, through its leader sitting on the President’s Executive Council (PEC), will translate its strategic plan into an accountability document that describes the contribution that it will make to the achievement of the University’s overall strategic planning goals. Further, each year, each organizational unit will translate its accountability document into an annual performance plan. These FY 2011-2015 accountability documents and FY 2010/11 performance plans will be submitted to the Executive Vice President and Chief Academic Officer who will develop and distribute a template for this submission. The President will review all the submissions together, and in consultation with the President’s Executive Council, seek any changes necessary to ensure that all the goals of the University are met. The KPIs will constitute the “report card” of the University. Performance dashboards will be created and monitored by PEC on a regular basis. They will be posted on the University’s website and updated as frequently as data are available. The Chief Academic Officer’s performance evaluation system for the deans will include faculty ratings; for this purpose, the “IDEA Feedback for Deans” instrument will be piloted during the spring 2010 semester.

The Strategic Plan is the result of hundreds of hours of consultation with students, faculty, staff, administrators, and trustees, and with higher education experts across the country. Some of the strategies described in the Strategic Plan were apparent early in the process, others developed later, and still others represent compromises between what would be ideal and what is currently feasible in light of available resources. The process of putting this plan together made clear that it is imperative that Dominican University of California first empower the University community to think strategically about the future and then build the capacity required to bring it to a higher level of excellence, competitiveness, and distinctiveness. This plan commits the stakeholders of the University to a course of action that, with patience and dedication, will fulfill these expectations.

**Communication**

In 2008, the CPR Team commented that communications between faculty and administration and Board of Trustees appeared strained and that collaboration on key activities such as strategic planning and budgeting was inconsistent.
A new strategic planning process was developed to address these issues and be inclusive involving all university constituencies. The Strategic Planning Committee included the chair and former chair of the Faculty Forum as well as administrators and Board members. In addition, the President’s Executive Council includes faculty leadership, and the Faculty Forum has increased participation of University administrators at its meetings.

During the development of the Strategic Plan, there were 12 visioning sessions involving discussions with the Strategic Planning Committee, Graduate Council, President’s Executive Council, Staff Assembly and Manager Group, Associated Students, Office of Student Life, Alumni Association Board of Directors, Faculty Executive Committee, School of Arts and Sciences, School of Business and Leadership, School of Education, and directors and coordinators of university-wide centers, programs and institutes.

A draft mission statement was circulated several times among faculty, staff, and administrators for input and approval of the final draft that went to the Board of Trustees. The Board held a spring retreat to which 15 faculty were invited to provide input into the developing Strategic Plan. Overall, five campus-wide assemblies were held to update faculty and staff regarding the Strategic Plan during plan development. Further faculty involvement occurred in the development of the school’s Strategic Academic Plans.

On November 12, 2009, the Board of Trustees approved the plan and on November 13 the president of the Board and president of Dominican held an all-community meeting to discuss the rollout of the plan. The strategic planning process has been a very inclusive and collaborative endeavor. (CFR 3.8, 3.11, 4.1)

Additional activities which have resulted in increased communication across various constituencies include:

- The President has increased the membership on the President’s Executive Council to include faculty executive leadership.
- The faculty will be involved in performance evaluations of the deans starting in spring 2010.
- The new management framework, Responsibility Center Management, delegates resource decision making to the school level increasing faculty participation in decision making and resource allocation. (CFR 3.8, revised 3.11)

**Governance**

The CPR Team indicated they saw the lack of clearly defined lines of communication and the lack of a clear delineation of responsibilities of the Board, administration, and faculty to be a major problem facing the institution. At the macro level Dominican has an organizational chart that reflects the structure of the management of the institution. In addition school organizational charts show the reporting lines within schools between administration (deans), faculty chairs, and faculty. (CFR revised 3.8) Each administrator has a job description on file with Human Resources and the responsibilities of faculty and department/program chairs can be found in the Faculty Handbook. (CFR revised 3.11)

Aside from communication required in the normal course of working together the governance system provides an opportunity for communication between administrators, faculty, staff, and students. The governance committees have membership from each of these constituencies (except the Faculty Affairs Committee where student membership is not appropriate). The flow of decision making assures that policies and decisions are widely shared as they are developed and approved for recommendation to the Presidents Executive Committee. (CFR 3.8, revised 3.11)

In spring 2009, each governance committee was asked to review its membership and charge. At the same time, the President charged a Committee on Committees to review the entire committee structure, both governance and non-governance, and reduce committees and membership by one-third. He felt that there were too many committees and individuals were spending too much time in meetings. The result of the study was to reduce committee membership by 35%. (See Results of Committee Membership Scale-back and Memo to Community Regarding Committee Reduction.) This was accomplished by eliminating several non-governance committees (CFR 3.8) with approval of the membership, and by reducing dean representation on three governance committees to one dean on each rather than all four. The deans share important information at the Deans’ Council. No faculty positions were removed from committees. Rather, faculty positions were increased on several governance committees on the basis of their self-assessments and to include representation from all four schools. In addition, a library faculty member was added as a voting member to the Curriculum and Educational Policy Committee.
The Committee on Committees recommended elimination of the governance committee, Campus Utilization and Policy Committee (CUPC), due to its overlapping responsibilities with administrative offices and other committees. The faculty did not agree to its elimination and the CUPC is working on an appropriate charge with input from the Faculty Forum. This is an example of faculty involvement in the decision-making process.

In fall 2009, we determined it was a propitious time to begin a process of revising the structure of shared governance at Dominican. The process will proceed in two phases: (1) articulation of core principles of shared governance, and (2) revision of the structure of shared governance according to those principles. The “Statement on Government of Colleges and Universities” jointly promulgated in 1966 by the American Association of University Professors, the American Council on Education, and the Association of Governing Boards of Colleges and Universities will guide this work. We will also use additional “best practices” publications for guidance in our task. During this process we will make sure that clear roles, responsibilities, and lines of authority are agreed upon and understood within the institution. (CFR revised 3.8, revised 3.11)

Five possible core principles of shared governance have been suggested:

1. The process of shared governance should minimize, if not eliminate, redundancy of deliberation/decision making.
2. There should be a presumptive respect for the basic domains of expertise (i.e., administrators should respect the expertise of faculty in educational matters, and vice-versa).
3. There needs to be an understanding of and an adherence to the distinction between policy-making and policy-implementation (i.e., policy-implementers should not be in the business of fundamentally altering the policies that they are charged with implementing).
4. There needs to be an effective prioritization of issues.
5. There needs to be a revision of how service is recognized in faculty workload (e.g., there needs to be a division of labor, whereby tenured faculty are expected to serve on University committees and non-tenured faculty are expected to serve their departments and schools).

A task force comprised of staff, faculty, and administrative representatives will begin to meet in spring 2010 to devise a strategy and timeline for completion of the restructuring of shared governance at Dominican University of California. This exercise will address the CPR Team’s concern regarding lack of clearly defined lines of communication and the lack of a clear delineation of responsibilities of the Board, administration, and the faculty. (CFR revised 3.8, revised 3.11)

Outside of the governance structure, there are other venues where the faculty has the opportunity to share information and have input into policy development. Faculty leadership meets regularly with the President and the Executive Vice President and Chief Academic Officer to discuss important issues. Similar meetings are held regularly with the student leadership. Several times a semester the CAO has meetings to update faculty and staff regarding planning, budget, and other issues facing the University. The President hosts a “State of the University,” several times a year, inviting faculty, staff, and students to review the status of the University, including a discussion of the institutions strategic goals and expectations for the coming semester/year.

**Financial Management**

In the 2008 visit, the CPR Team identified a number of concerns relating to the financial management area and suggested a need for: an effective and flexible financial information systems and an improved budget process, as well as a new budgeting model that provides for greater levels of transparency, buy-in, and accountability throughout the campus; alignment of financial analysis and management with strategic planning processes and priorities; attempt to increase alternative sources of income in order to assure its long-term viability. We feel that we have met these requirements (CFR revised 3.5, 3.6, 3.8, 4.2)

Financial and Business Services spent the 2009 calendar year with a focus on the 2008/09 financial audit and tax compliance review, with the expectation for an improved audit. It should be noted that each of these activities are now a part of our everyday work and as such, will be sustainable over time.

- Detailed focus, direction and oversight provided by the CFO
- Realignment of staff and departmental functions
- Dry-run year-end close activities performed during April, May and June, prior to year-end
- Internal audit-type review of all reconciliations, variance analyses, and bond covenant testing
- Complete conversion and testing of Great Plains and PowerCAMPUS
- On-going communications with our audit firm Grant Thornton, including review of policies, reserve calculations, and certain fund balances
- Interim audit work completed on time and without issues
- Meetings with all university budget managers to discuss year end responsibilities
- Review and analysis of all general liability insurance policies
- Oversight of Board of Trustees with Audit, Finance, and Investment Committees.

As a result of these focused activities, the 2008/09 fiscal year financial audit was successfully completed on time. The financial statements include a prior-period restatement to fiscal year 2007/08 beginning net assets for impairment of construction in progress which occurred in a prior year. The impairment related to the change in direction of the Catholic Chapel capital project, which resulted in previously expended costs of $700,000 having no future utility in the project. This impairment had not been previously identified and was not originally reflected as a charge in earlier financial statements.

The internal control letter included three material weaknesses resulting from occurrences during the first half of the year.

1. Prior-period restatement of Catholic Chapel construction in
progress, which was identified by the current finance team.
2. Data integrity issues resulting from the implementation of Great Plains and PowerCAMPUS systems. The current finance team reconstructed key accounts, including accounts receivable and tuition revenue, to assure that the activity and balances were correct.
3. Reconciliations for critical accounts, including cash, accounts receivable, and fixed assets not completed in a timely manner. The current finance team established policy, provided staff training, and is current with the preparation and review of all reconciliations.

2008/2009 Financial Results

Considering the continuing economic climate, the underwater endowments, and small investment gains in operating cash, Dominican ended the year with a slight surplus of $400,000 from operations and a slight increase in net assets of $100,000, largely due to efforts throughout the campus community.

Total operating revenue of $43.7 million for the year ended June 30, 2009 decreased $600,000 or 1% as compared to total operating revenue of $44.3 million for the year ended June 30, 2008, primarily as result of a decrease in net investment income offset by an increase in net tuition and fees. Total operating expenses of $43.3 million for the year ended June 30, 2009 increased $600,000 or 1% as compared to total operating expenses of $42.7 million for the year ended June 30, 2008, primarily as result of planned salary increases to the faculty and staff.

As of June 30, 2009, Dominican continues to have a strong balance sheet, with current assets of $11.9 million, including operating cash of $9.5 million, offset by current liabilities of $5.9 million. This is compared to our balance sheet as of June 30, 2008, with current assets of $12.3 million, including operating cash of $10.0 million, offset by current liabilities of $5.4 million. Net assets as of June 30, 2009 are $58.2 million, which represents a slight increase by $100,000 from June 30, 2008 of $58.1 million.

FY 2009/2010 Capital Investment Plan and Cash Projection

Concurrently with the 2009/2010 fiscal year budget preparation, Dominican developed projections for capital investments and operating cash reserves. Total capital investments are budgeted for a total of $10.2 million for the FY 2009/2010, primarily representing Edgehill site improvements. Operating cash reserves are projected to decline from $9.5 million to $5.9 million by June 30, 2010. The total Edgehill project cost is $8.0 million and $7.4 million remains after spending through June 30, 2009. Edgehill total contributions as of year-end are $6.3 million, which includes $1.5 million Dominican match and leaves a remaining shortfall of $1.7 million. To be conservative, the budget does not include contributed revenue for the $1.7 million shortfall; however, it is expected that with the current efforts of External Relations, that these funds will be received prior to June 30, 2010.

Facilities

The CPR Team recommended that we prioritize retrofit of existing facilities to resolve accessibility issues, and incorporate planning for accessibility issues in master planning and design of new and retrofitted buildings. During the summer of 2009, the Science Center, Bertrand Hall, Caleruega Hall, and Library were filled with automatic doors. With the installation of the elevator in Guzman Hall, four buildings have elevators. In addition, women’s ADA-compliant restrooms were added with the renovation of the dining hall and an ADA-compliant restroom was added to the 3rd floor of Guzman Hall.

The renovation of Edgehill Mansion into the Dominican Heritage and Alumni House includes making the facility completely accessible, which will include an elevator to all floors and ADA-compliant restrooms on all three floors. The Field of Dreams will have accessible seating and accessible restrooms and the parking lot next to the field will have accessible parking spaces. Following the completion of the Field of Dreams, we will
develop a new Master Plan. That plan will include renovation of the former science building, Albertus Magnus, which will be made ADA-compliant to make it usable and accessible to students with disabilities.

Board of Trustees
The Board of Trustees conducts a self-evaluation every two years and discusses the outcomes at its annual spring retreat. Major recommendations are incorporated into the process and substance of Board meetings, Executive Committee meetings and Trustee committee meetings. As a result of its most recent self-evaluation, the Board is reviewing the University’s Articles of Incorporation and By-Laws. (CFR revised 3.9)

Faculty Recruitment and Scholarship

Faculty Recruitment and Retention
The CPR Team commended Dominican for “recruiting and developing a strong, resident faculty, deeply committed to the institution and to student learning.” However, the CPR Team also concluded “that there are just not enough of them to keep pace with increased enrollments.”

In 2007, the number of full-time faculty to total faculty by headcount was 22% and by FTE was 46%. In 2008, the numbers rose to 25% (by headcount) and 49% (by FTE), an increase of 3%, using both measures. In a comparative study with peer and competitive schools, the group average was full-time faculty/total faculty 49% and FTE 74% (see Faculty Ratio Comparison Chart (Appendix A). This comparison indicates Dominican is approximately 24% behind in numbers of full-time faculty. A similar study with aspirant universities indicates Dominican lags by 29%. If we compare ourselves to the University of San Francisco, our closest competitor, we are 20% below their full-time/total faculty FTE. At the time of the CPR review, the Strategic Plan indicated a goal of increasing the full-time faculty to 50% by headcount over a period of five years. The CPR Team felt this was an unreasonable expectation and indicated by the EER they would look for a concrete plan to achieve this increase or a new initiative and action plan.

The new 2010-2015 Strategic Plan Initiative 19 states “Recruit and retain a diverse, highly qualified, and student-centered full-time faculty to support programs that demonstrate quality, centrality, and demand.” The KPI for this initiative is to increase the percentage of full-time equivalent (FTE) faculty from a baseline of 50% (2010) to 72% in 2015. To this end a five-year full-time faculty hiring plan, based on the School’s Strategic Action Plans, was incorporated into the Strategic Plan. The budget for 37 new full-time faculty hires is included in the “Already Committed” line in the Five-Year Financial Plan to assure the priority of hiring additional new full-time faculty. Dominican is currently undergoing searches for five full-time faculty positions for hiring effective AY 2010/11. (CFR 3.1, 3.2, 3.5, 4.2)

Appendix A also shows a comparison of Dominican tenured and tenure-track faculty to total full-time faculty with comparable peers, competitors, and aspirant institutions. Dominican has 68% tenured and tenure-track faculty to full-time faculty against 81% for both peer/competitors and aspirant universities. Upon successful implementation of the five-year full-time faculty hiring plan, by 2015, Dominican’s tenured and tenure-track faculty will account for 78% of all full-time faculty or 45% of total FTE faculty.

Based on an eight-semester average, historically, 59% of all student credit hours have been taught by adjunct faculty (i.e., contingent, part-time, non-tenure-track faculty). Since Dominican relies heavily on its adjunct faculty, we have instituted several measures to improve adjunct faculty working conditions.

1. An Adjunct Faculty Forum provides a mechanism where issues of importance to part-time faculty can be discussed. The Chief Academic Officer meets with the Forum on a regular basis and the Adjunct Faculty Forum Chair has been invited to participate in strategic planning sessions.

2. An adjunct faculty salary plan was developed as a result of work between the previous Provost and Vice-President for Academic Affairs and Adjunct Faculty Forum. Unfortunately, because of current fiscal constraints, we were not able to follow this plan this year, although a small increase in salary was provided. The Chief Academic Officer is committed to returning to the salary plan next year should our financial situation allow.

3. Adjunct faculty who demonstrated excellence in their teaching and have the academic background, scholarship and experience comparable to full-time faculty are frequently offered contracts each semester. The Chief Academic Officer has encouraged the Deans to issue annual teaching contracts to such adjunct faculty members.

4. Adjunct faculty members who have taught at least 30 units (summer teaching included) and have 5 years of service, not necessarily continuous, are eligible to be considered for rank above instructor (e.g., Adjunct Assistant Professor). The Chief Academic Officer awards rank upon recommendation of the dean and in consideration of education, scholarship, and experience. Ranked adjunct professors are eligible to apply for Ranked Adjunct Conference Travel grants.

5. Adjunct faculty who have taught at Dominican for four consecutive semesters with a course load of at least 15 units per year are eligible to participate in Dominican’s benefit package.

6. Adjunct faculty are invited to attend Faculty Forum meetings and have full voting privileges if they have taught a minimum of 12 units per year for the last two academic years and are currently teaching a minimum of three units. Adjunct faculty members may be elected to serve on governance committees and the faculty membership of the Curriculum and Educational Policy Committee specifically includes an adjunct faculty seat. This year, two adjunct faculty members chair governance committees this year.

7. Adjunct faculty are regularly invited to attend departmental meetings, assessment workshops, faculty development
workshops, student learning outcome assessment scoring sessions, Chief Academic Officer fall and spring opening semester workshops, commencement, convocations, and Spirit Day. (CFR revised 3.2)

8. As a part of the processes for program review or program accreditation review, external reviewers meet with adjunct faculty during their visit to campus. (CFR revised guideline 3.2)

9. In 2007, the University included an Adjunct Teacher of the Year award to provide opportunity for adjunct faculty to be recognized for their outstanding contributions to the University.

In 2008, in accordance with the CPR Team recommendation, Dominican instituted a policy for a mid-term, pre-tenure review of tenure-track faculty. The purpose of the pre-tenure review is to provide mentoring for faculty so that they will be able to satisfy the requirements of teaching effectiveness, scholarship, and service by the time of their tenure review. (CFR 3.3)

In addition, the deans evaluate all faculty members holding term or core faculty contracts during the semester before termination of the contract. Course evaluations of all faculty members are reviewed by department chairs and deans each semester.

Scholarship and Creative Work (Thematic Area 1)

Faculty Development Program
The Faculty Development Program provides support and incentive to all faculty members in their teaching, research, and service. (CFR 3.4) The manifold tasks of the Faculty Development Director and the elected Faculty Development Committee include organization of workshops, evaluation of applications for grants and sabbaticals, and assessment of grants awarded.

The following workshops were conducted in spring 2009:
1. William M. Sullivan, co-director of the Preparation for the Professions Program of the Carnegie Foundation for the Advancement of Teaching, addressed the connection between arts and sciences and professional programs.
2. Library faculty led a workshop on familiarizing faculty members with methods for embedding the latest research methods in their courses and syllabi.
3. Dr. Derek Van Rhenen, director of the Athletic Study Center at University of California, Berkeley, delivered a workshop to prepare Dominican faculty and staff for the University’s transition to NCAA Division II.
4. The General Education Task Force gave an overview of their deliberations and proposed recommendations for changes to the GE requirements.
5. Two pedagogy workshops, in cooperation with the Humanities Department, were presented on the topic of diversity in the classroom and on developing interdisciplinary assignments.

The following workshops were conducted in fall 2009:
1. Dr. Luis Calingo, Executive Vice President and Chief Academic Officer, began the academic year by delivering a keynote address on his vision for Dominican’s academic future, which was followed by responses from faculty representatives from the four schools.
2. Dr. Tom Burke, Director of Assessment, in partnership with the Chief Academic Officer and Professor Steven Polacco, Director for Digital Art, reviewed a systematic approach to programmatic assessment and demonstrated how to document assessment findings and resulting improvements into a poster for the WASC Educational Effectiveness Review.
3. Professor Julia van der Ryn, Director of the Dominican Service-Learning Program, presented a workshop on service-learning pedagogy, with the objective of infusing service-learning into more courses.
4. The English, Art, and History Departments delivered a collaborative workshop on textual and visual literacy.

The spring 2010 semester began with a program on managing and teaching the millennials by Chip Espinoza and Mick Ukleja, authors of the forthcoming book Managing the Millennials: Discover the Core Competencies for Managing Today’s Workforce. The Faculty Development Committee continually seeks input from the faculty regarding topics of interest and speakers they would like to invite to the campus.

The University provides funds for faculty to participate in conferences, to receive release time for research/scholarship/creative activity (STRAP grants), and sabbaticals. Small grants, Academic Excellence Awards, are provided for collaborative research or classroom project, involving faculty and undergraduate and/or graduate students. The administration has increased the number of sabbaticals from two to three starting AY 2008/09. In addition to the competitive grants, the institution provides professional development grants for each faculty member to support memberships in professional organizations, subscriptions, conference attendance, and/or materials for research/scholarship/creative activities. The amount of the professional development grants has been $500 per full-time faculty member for a number of years, but was reduced this year to $200 due to budget constraints. However, the amount increases to $400 for faculty members attending a conference to defray cost of travel and attendance.

In fall 2009, Dominican budget constraints necessitated a change in the amounts of funding that could be dedicated to faculty development activities. The Chief Academic Officer worked with the Faculty Development Committee to determine how best to allocate the funding available. The Faculty Development Committee consulted with faculty in the Faculty Forum before a decision was made. The most significant change was the reduction of the professional support grants for full-time faculty from $500 to $200, as stated above, but this was accompanied by the doubling in size of the competitive conference grants from
$500 to $1,000. Sabbaticals remained the same, but the STRAP grants were reduced from 30 units to 24 units of assigned time.

The Faculty Development Committee assesses each workshop through participant feedback. Evaluations have shown that faculty found the workshops informative and helpful. These assessments pointed to two opportunities for improvement: (1) the collection of workshop evaluation data needs to capture the responses from attendees who need to leave the workshop early due to teaching assignments so that evaluations are reflective of all participants; and (2) the schedule of the workshops needs to be reconsidered in order to attract a larger number of adjunct faculty. The assessment of grants and sabbaticals has led to the need to revise the assessment process. Specifically, the reporting forms required upon completion of conference, STRAP, and Academic Excellence grants, as well as those required of sabbatical participants, did not provide sufficient information to determine the effect the activity had on teaching and learning in the classroom. The Faculty Development Committee developed a number of strategies for future assessments: (1) a survey was sent out in September 2009 to those faculty who had been awarded conference, STRAP, Academic Excellence grants in the past two academic years; (2) a survey for all faculty will be sent out to assess future needs and use of grants; (3) all applications will be studied, the embedded assessment questions will be revised, and the requirement of deliverables built in; and (4) improved strategies for the collection and assessment of final reports. These improvement initiatives will be completed by May 2010 and implemented with the 2010/11 grant cycle.

Additional faculty. training and support is provided for faculty members teaching by means of technology-mediated instruction. (CFR 3.4, revised 3.6) The University has a technology trainer on the Information Technology staff. Her role is to provide group and individual instruction and tutoring for faculty in use of course management (BlackBoard) and various software packages. In our continuing attempt to become more environmentally responsible, many instructors are using BlackBoard to provide students with syllabi and assignments as well as bibliographies and lecture outlines. Each semester, the Information Technology Department provides BlackBoard workshops for new faculty unfamiliar with BlackBoard. In addition, online/face-to-face blended formats are used in some of the Pathways programs. In developing the on-line portions of the course, the IT trainer is available for individual tutorial sessions with faculty. A professor in the School of Education was awarded a sabbatical during fall 2009 to become certified in the use of technology and multimedia in the classroom. She will share her expertise with other faculty when she returns. Several Education classes are given solely online and their instructors may access training opportunities through the IT Department.

In the 2008 CPR report to WASC, the University indicated recognition of the need for consistent mentoring of junior faculty. We had hoped that the Faculty Development Committee would design a mentoring program by the EER visit. Unfortunately, due to a change in leadership in the program in spring 2009, this initiative was delayed. The need is still recognized, and the Chief Academic Officer has requested the Faculty Affairs Committee and the Faculty Development Committee to work together in designing a proposed policy and program for mentoring tenure-track faculty, including the possibility of institutionalizing a probationary-period plan for all tenure-track faculty members. This issue will be addressed in the coming year.

**Faculty Scholarship and Promotion/Tenure**

The Review, Promotion, and Tenure Policy (RPTP) for Full-Time Faculty includes in its policies for promotion and tenure recognition of scholarship related to teaching and learning, research, and creative activity. The RPTP specified under its outline of appropriate scholarship endeavors the following “Other projects defined as scholarship by one’s professional discipline or organization, as well as pedagogical scholarship activities which contribute to the scholarship of teaching via formal communications/dissemination in appropriate media or venues.” (CFR revised 2.8)

As we have transitioned from a college to a university, the expectation of scholarship has increased. The administration has provided faculty development funding to provide competitive release time grants and conference travel grants, in part to aid faculty in meeting scholarship requirements for promotion. The grants are scaled to provide pre-tenure faculty higher priority in the selection process. One of the key performance indicators under the Strategic Plan vision theme to develop a motivated faculty aligned with institutional need is to move from a baseline in 2010 of 50% FTE faculty with research, scholarly works, and creative activity products to 80% in 2015. In order to support faculty in their scholarly activities, the Faculty Affairs Committee has already begun discussion of the implementation of the strategic initiative to design and implement faculty workload tracks—teaching, research, and balanced—with clear deliverables for teaching, scholarship, and service to foster a high-performance environment. The Faculty Affairs Committee has encouraged further faculty discussion of these workload tracks at the school level prior to the formulation of a university-wide policy. During these discussions, the scholarship expectations for faculty with 12-month administrative appointments will also be considered; currently, their scholarship expectations are the same as for academic-year faculty. In the budget supporting the Strategic Plan, there is a line item for increased assigned time for research and creative activity.

**Doctoral Development Program**

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. Four faculty members have completed the program. Three faculty members are currently in the program, including one who entered the program in spring 2010.
Undergraduate Research and Faculty/Student Collaboration

Dominican continues to support and promote undergraduate research as a unique feature of Dominican's education. Faculty use active research and scholarship as a teaching tool, thereby enhancing their teaching and classroom effectiveness. In the Biology major students begin working with faculty mentors in their first year and research has been incorporated as an integral part of the science curriculum. The research experience of these students has provided them an edge in competing for summer internships at prestigious institutions and in acceptance into medical schools. Many faculty members use their research to enhance the classroom experience by modeling their own lifelong learning and passion for scholarship for their students.

Faculty members also guide students in their research/scholarship/creative work in senior theses or in capstone projects. Most majors have culminating experiences in which faculty mentor students in work that will help them prepare for their own work and professional forums. These projects often culminate in oral and/or poster presentations at Dominican’s Academic Showcase in April. In addition, students routinely present their research at national conferences. Last year, students presented at National Council of Undergraduate Research, the Western Psychological Association, National Collegiate Honors Council, American Society of Biochemistry and Molecular Biology, Society for the Advancement of Management, and the Southwestern Political Science Association, to name a few. The Music and Performing Arts Department holds senior performance recitals, Dance students have participated and received awards in dance competitions, and the Art Department has a senior art exhibit in the Alemany Gallery. All of these activities provide the student with the opportunity to experience the “feel” of the synthesis of their educational experience in the development of investigative or creative work accompanied with public demonstration. It is a very satisfying experience for both student and mentor and provides insight for the student into the professional activities of the discipline they have chosen.

Assessment and Quality Assurance

Assessment and Program Review (Thematic Area 2)

Assessment

Dominican’s 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. (CFR revised 2.7) Student learning outcomes (SLO) have been developed for all academic programs and are published in the catalog. Additionally, each course has explicit student learning outcomes, which are included in the course syllabus. Each thematic area in General Education (GE) has student learning outcomes as does the program as a whole. Each department is responsible for identifying the outcome measures to be used in assessing learning in its programs. GE assessment is coordinated by the Directors of Assessment and General Education with the participation of faculty teaching GE courses. (CFR revised 2.3, 2.4)

Program-Level Assessment of Student Learning Outcomes

As indicated in the CPR review, assessment of student learning was slow to take hold at Dominican. Student learning outcomes were developed early on but actual assessment activities lagged. In 2004, the Provost and Vice President for Academic Affairs established a permanent administrative position to direct the assessment effort. Prior to this, the program had been coordinated by a faculty member in the Education Department. The new director began by educating and mentoring faculty in order to raise the level of expertise in assessment strategies. Funding has been provided in the assessment budget each year to send faculty to assessment conferences and workshops in both general education and specific disciplines. Additionally, each year at least four faculty development workshops have been presented on campus. This enabled the development of a core of faculty members who share assessment ideas, increase on-campus expertise, and stimulate improvement in assessment processes. Concentrated efforts in SLO assessment over the last three years has seen progressive improvement in both quality and number of actively engaged departments (see Program Review Data Sets and Assessments. (CFR 4.4-4.8) Those programs with specialized accreditation (Nursing, Occupational Therapy, and Education) have been engaged in assessment efforts since their initial programmatic accreditation and their faculty have been very helpful in sharing their expertise.

Progress in learning outcome assessment has been steady. The Vision Quest program, a program for undeclared undergraduate students, began annual assessment in 2004, and three areas of general education program (Cultural Heritage Colloquium, First-Year Foundations, and Information and Research) initiated ongoing assessment processes in 2005. By the end of AY 2005/06, ten programs had submitted outcome assessment reports. This number increased to 22 for 2006/07 and 2008/09. The Assessment Director and deans began working with each chair in fall 2007 to go over their report and help refine their processes. (CFR revised 2.3, 4.6, 4.7)

In order to gauge the quality of Dominican’s SLO assessment in relationship to the WASC Rubric for Assessing the Quality of Academic Program Learning Outcomes, we performed a self-assessment (see Appendix B). With regards the rubric criterion of “Comprehensive List,” we feel all programs are “highly developed.” The University completed its SLO work in 1999. Since then many programs have revised or in some way updated their SLOs. The updates have almost universally been to focus the outcome more specifically and to reduce the number of outcomes for the program. Relative to the “Alignment” criterion all programs are developed and are engaged in a process to further refine their curriculum maps. While some programs have begun to align pedagogy, grading, and relevant student support services, this process is still ongoing. As a program moves
through the assessment of all of its SLOs, this process will be completed. (CFR revised 2.3)

The Assessment Director is working with the deans and department chairs to aid the “emerging” and “initial” departments to improve their assessment procedures. The School of Business and Leadership is preparing for initial accreditation by AACSB International. The AACSB accreditation standards require the school to demonstrate assurance of learning through a systematic program of assessment. The school has received advice from the AACSB Mentor and external consultants and is in the process of putting its assessment process in place.

Various assessment tools are being used across the University. Many programs are using embedded written assignments, oral presentations, or a combination of these, while others are using the senior thesis or capstone projects to assess student learning. Examples of these assessment methods include:

1. The Music Program has a jury process to judge student performance.
2. The Nursing Program assesses students on their communication performance during clinical simulations on campus. In addition, Nursing uses student group performance on the ATI Graduate Nurse Predictor NCLEX on-line test.
3. The Religious Studies Program uses pre-tests, post-tests, and assessment of the senior thesis.
4. The Psychology Program uses multiple measures such as an exit examination, senior research project and presentation, and reflection papers.
5. The Art Program uses the portfolio approach to assess a student’s progression from junior to senior year on their senior thesis project culminating in a professional show on campus.
6. The Honors Program requires development of a portfolio from the student’s first semester at Dominican. This portfolio is reviewed by the program director each semester and the students are asked to write a culminating reflective essay as part of the portfolio in their final semester in the program.

As departments become more experienced and assessment workshops continue to provide opportunities to share methodology and rubrics, departments are becoming more varied in their approaches and are developing multiple measures to assess student learning.

Annual assessment reports are due from all departments in May and are forwarded to the Chief Academic Officer. Deans are responsible for monitoring departmental assessment in corporation with the Assessment Director.

Institution-Level SLO Assessment

In addition to departmental program assessment, in fall 2005, Dominican began to participate in the Collegiate Learning Assessment (CLA), a student learning outcomes assessment tool developed by the Council for Aid to Education. This instrument is used by many institutions to assess General Education and benchmark against other institutions. The test focuses on verbal expression, quantitative reasoning, problem solving, and critical thinking. The instrument is proctored twice a year to first-year students in fall and seniors in spring. We are in the fourth year of testing; however, in the past two years, we have had difficulty in obtaining sufficient numbers of seniors that complete the test to provide useful assessment results. The test requires 100 seniors to take the test and a 80% completion rate. The students also must have started at Dominican as first-time freshmen, have attended Dominican all four years, and have SAT scores on record. These restrictions limit our available pool. While sufficient numbers did sit for the test last year not enough completed the test, so we did not have the requisite numbers to provide data to compare freshman-to-senior value-added in the areas assessed. This year, the Chief Academic Officer has asked the deans to work with their faculty teaching senior thesis or capstone classes to stress the importance of participating in the CLA assessment and completing the exam. We have no problem with freshmen since all students taking the Art and Society First-Year Foundations course are scheduled to take the test as one of their classroom activities.

In addition to the CLA, General Education assessment has been conducted in First-Year Foundations (FYF), Cultural Heritage Colloquium (CHC), and Information and Research (RES 2000) classes over the past 3 years. To corroborate the results of the SLO assessments in FYF and CHC, we were able to obtain from two years of CLA data, with rubrics developed for the assessment of verbal expression and information literacy. This would assess one of the SLOs for the GE program namely, “the ability to access information and critically analyze, synthesize, and apply knowledge in written and oral form.” (CFR revised 2.3) The initial data for First-Year Foundations (2006) indicated that students’ scores fell below average in all writing and research criteria. The sample consisted of freshmen students. Sharing the assessment data with faculty for appropriate improvements resulted in improved student performance in all areas in 2007. While the success rate decreased in some areas in 2008, possibly due to sampling changes, the percentage of students scoring above 70% was still above 2006 levels.

We used the same rubric and applied it to the Cultural Heritage Colloquium classes, which consist principally of juniors and seniors, the 2006 success rates were dismal and after sharing the data with faculty there was no effect in 2007, but marked improvement in 2008, except in the area of evidence and research.

The results from the in-house assessment confirmed what the data from the first two years of CLA data indicated that, for the most part, freshmen scored higher than seniors in writing and research skills. This led to faculty discussions regarding writing competency of our students overall. Additionally, the Writing faculty developed a writing-across-the-curriculum rubric and presented a faculty development workshop demonstrating how the rubric could be used in any discipline. 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 among other concerns. (*CFR 2.4, 4.6, 4.7*)

One of the outcomes of the GE revision is that the new GE program will focus on teaching English writing skills in FYF and CHC as well as in the two English composition classes (ENG 1004 Expository Writing and ENGL 3200 Advanced Writing & Research). Information literacy skills, instead of being taught as a separate class (RES 2000 Information & Research) will be incorporated into FYF, CHC, ENG 1400, and ENGL 3200. A librarian will work directly with instructors in these classes to integrate information research strategies into classroom assignments. In addition, CHC will be recommended for students in their second year so that a student will have two years of solid English writing training. A writing skills handbook is being developed for use by faculty teaching these classes, and they will be required to attend several writing training sessions so that all students will receive similar instruction. Through the increased attention to writing/research skills in GE, the GE Task Force has sought to influence major departments to also enhance writing expectations and continue skill development throughout the students’ curriculum. The CLA, FYF, and CHC assessment testing was instrumental in bringing the issue of writing instruction to prominence. The final GE recommendation incorporates these assessment procedures. (*CFR revised 4.4, 4.5, 4.6, 4.7, 4.8*)

In order to provide comprehensive outcomes assessments and to measure the critical knowledge and understanding obtained by students in a major field of study, six departments have agreed to use the Educational Testing Service (ETS) Major Field Test (MFT) starting fall 2009. This measure allows assessment of factual knowledge by evaluating students’ ability to analyze and solve problems, understand relationships and interpret material from their major field of study. In addition, ETS offers comprehensive national comparative data for the Major Field Tests, enabling us to evaluate our students’ performance and compare our program’s effectiveness to programs at other institutions nationwide. The plan is to administer the ETS-MFT in Biology, Business Administration (BA and MBA), English, Music, and Psychology.

**Program Review**

External program review of programs that do not have specialized programmatic accreditation began at Dominican in 2000 with a review of the Natural Sciences Program by a site visit from the Center for Undergraduate Research. The results of that visit provided valuable curricular guidance and suggestions on number and qualifications of faculty required to build a strong program in the Natural Sciences. Acting on many of the recommendations, the Natural Sciences Program has grown from approximately 50 students to 150, and a new building (Science and Technology Center) has been completed and opened in fall 2007.

A cycle of regular program review was included in *Assuring Educational Effectiveness through Program Assessment and Program Review*, adopted in 2001. (*CFR revised 2.7, revised 4.4*) The first six-year cycle of external program reviews will be completed fall 2010 with the graduate programs in Education. The second cycle of external program reviews will also begin in the fall 2010 with development of self-studies by the Humanities and Natural Sciences Programs, followed by review in spring 2011. All departments have benefited from their reviews and, even before Memoranda of Understanding (MOUs) could be completed, they have begun to initiate changes in curriculum suggested by the reviewers.

The CPR Team recommended that we tighten up the completion of the process, shortening the time between review and MOU development. This has continued to be a problem. Our external review process requires that following the receipt of review recommendations from reviewers, the department chair and dean need to separately write a response; the Assessment Committee needs to review the recommendations and responses; interview the chair, dean, and department faculty (depending on chair’s decision to include faculty); and make a recommendation to the Executive Vice President and Chief Academic Officer. This process has been slowed down by administrative pressures placed on the schools and their deans that have prevented timely submission of their response. These added pressures related to the university-wide strategic planning process that spanned three semesters (fall 2008-fall 2010) and the budget planning processes for FY 2009/10. In addition, the development of the first MOU took more time than expected. The external reviewers recommended increasing the number of faculty, decreasing workload, and providing more staff support. These recommendations could not be accommodated immediately. The process involved education regarding departmental needs and University financial constraints and developing an understanding of alignment of University resources with departmental needs. Once the first MOU was completed, it has been used as a model for development of succeeding MOUs.

Following the CPR recommendations, the Assessment Committee developed a timeline for external reviews involving a three semester process. However, the schools’ participation in a comprehensive, university-wide strategic planning process led to a delayed implementation of the timeline for external reviews. The deans were engaged in Strategic Academic Plan (SAP) development, which slowed down external review responses and subsequent MOU development. The momentum for program improvement, however, was not lost because the external review recommendations that called for the hiring of new full-time faculty were considered in the deans’ preparation of a five-year full-time faculty hiring plan, which was in turn incorporated in the Strategic Plan. All MOUs have since been completed. Departmental external reviews, six-year external review cycle, and timeline for the process of external reviews are available to the WASC team in the electronic portfolio. (*CFR 4.4-4.8*)

The Office of Institutional Research annually provides a Program Review Data Set/National Study of Instructional Costs and Productivity (“Delaware Study”) 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, courses 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 has been studied and incorporated into program review reports since launched in 2005-2006 (CFR revised 2.7, 4.3, revised 4.4, revised 4.5). These data have also proved useful in development of the SAPs and in supporting faculty hiring recommendations. (CFR revised 2.10, revised 4.5) Many of the external review recommendations suggested increasing the number of full-time tenure track faculty in the department. These recommendations have been taken into consideration in developing each school’s SAP. The five-year hiring plan incorporated into the Strategic Plan includes hiring the faculty included in the SAPs. The proposed faculty hires include those recommended by external reviewers that support departmental academic goals as well as those required for new program development. The hiring of faculty has been budgeted in the “Already Committed” category in the Strategic Financial Plan. The search for five new full-time faculty positions has begun for hires effective in fall 2010. This is one example of the University’s support of the effectiveness of the external review process and its articulation with the strategic planning and budgeting processes.

In addition to faculty hiring recommendations, many of the external reviews recommended consolidation of departmental offices in one location to facilitate faculty communication and to provide a focused departmental feel for students. The University moved many faculty offices during summer of 2009 to cluster department and school faculty. Curricular changes have been seriously considered by departmental faculty and administrators and in many cases the recommended changes have been accomplished. A new department of Music and Performing Arts was established. The Art, Humanities and Social Science Programs were removed from the School of Arts and Sciences and combined into a new school—the School of Arts, Humanities, and Social Sciences. These organizational changes were a part of the MOU developed between the Provost and the Department of Humanities in the July 2008 MOU.

Other areas in which the University has been responsive to external review recommendations has been in the area of faculty development. The number of sabbaticals was increased from two to three per year and several long term adjuncts have been provided a permanent relationship with the University through “term adjunct” appointments. Workload issues are being addressed the Strategic Plan with an initiative to design and implement faculty workload tracks. Deans have also been supportive of administrative assistance to departments and have acted upon recommendations of reviewers as they became financially feasible.

Appendix C shows our assessment of alignment of Dominican’s external review process with the WASC rubric for assessing integration of SLO assessment into program reviews. All programs have student learning outcomes for individual courses as well for their programs as a whole. Nursing, Occupational Therapy, and Education are the most highly developed regarding the process of review since they have specialized programmatic accreditation. For other departments, all external reviewers have commented at the descriptive level on the assessment process. The final stage of the external review is development of a formal Memorandum of Understanding, the realization of which is dependent on available fiscal resources. Departments submit annual assessment reports which are discussed in a meeting with the department chair, dean, Director of Assessment, and often the Director of Institutional Research. All external reviews are scheduled so that reviewers have the opportunity to interview students in the absence of faculty and staff.

Sustainability of Effectiveness Plans

Ongoing attention to educational effectiveness at Dominican is a part of the Strategic Plan which dictates design and implementation of effective student assessment methodologies to document mastery of skills and competencies in undergraduate and graduate programs with a KPI of the percentage of graduating students scoring in the 90th percentile in exit tests by 2015. In addition, the Strategic Plan calls for feasibility studies for national programmatic accreditation and, where appropriate, accreditation plans the following disciplines:

- Art and Graphic Design (National Association of Schools of Art and Design)
- Communications (Accrediting Council on Education in Journalism and Mass Communication)
- Dance (National Association of Schools of Dance)
- Music (National Association of Schools of Music)
- Counseling Psychology (American Association for Marriage and Therapy)

Currently, Dominican has obtained specialized accreditation in the following degree programs:

- Nursing (California Board of Registered Nursing and the Commission on Collegiate Nursing Education)
- Occupational Therapy (Accreditation Council for Occupational Therapy Education)
- Counseling Psychology (Board of Behavioral Sciences and Education)
- Education (California Commission on Teacher Credentialing).

The Business Administration program is well into its plan to achieve initial accreditation by the Association to Advance Collegiate Schools of Business (AACSB International) by 2015. Specialized programmatic accreditation will increase Dominican’s reputation for academic excellence and ensure ongoing attention to educational effectiveness. Funding for accreditation processes has been built into the Strategic Plan.

Co-curricular programs are also subject to program review and are the subject of the section on Student Life in this document.
General Education Assessment and Revision

In fall 2008, the Faculty Forum Chair asked the Provost and Vice President for Academic Affairs to set up a task force to study the General Education Curriculum. The current GE was established in 2000 and had not been revised since that time. Several problems had arisen which made the program difficult to administer and in the assessments of GE discussed above (CLA, FYF and CHC) student learning outcomes demonstrations were not being achieved at the desired level. The Provost discussed the request with the Curriculum and Educational Policy Committee (CEPC) and a subcommittee of the CEPC was nominated and voted on by the faculty. The charge to the committee was as follows: (1) to review the current GE from an operational and assessment perspective, and (2) to investigate national trends in general education.

One of the major concerns was that our GE curriculum was not IGETC-friendly [Intersegmental General Education Transfer Curriculum], thereby making it difficult for students who were IGETC-certified to easily transfer to Dominican without the need to take a significant number of additional GE courses. In AY 2008/09, the subcommittee studied the assessment reports, interviewed academic advisors, and studied IGETC standards. It was agreed that the entire GE curriculum would not be changed at that time but certain changes would be advantageous to provide flexibility for students as well as being more transfer friendly. At the end of spring 2009, the subcommittee recommended several significant changes to the GE curriculum. The Faculty Forum approved these changes in May 2009 with several initiatives still to be worked out.

The subcommittee was asked to continue work with several changes in faculty membership necessitated by retirement, the chair going on sabbatical, and a desire to have representation from all schools. The task of this subcommittee was to complete its GE revision work and to send a proposal to the faculty by the end of fall 2009. The revised GE program is expected to enter a transition year in 2010-2011 with full implementation in fall 2011. The major changes include revising FYF and CHC, accepting IGETC certification for completion of Dominican GE except for nine units (World Religions, Moral Philosophy, and Advanced Writing and Research), developing a faculty position with release time to act as GE Coordinator, revising the overall SLOs for General Education, and developing transition/and transfer policies for continuing and new students to minimize advising issues arising from the change in GE. The GE proposal and supporting documentation can be found in CFR 4.4-4.8.

A second set of major changes deals with the proposed First-Year Experience, which is based on the “Big History” approach and which is pending faculty approval. The Strategic Plan specifies an institution wide First Year Program and GE Curriculum that contributes to KPIs of increased freshman-to-sophomore retention rates and six-year graduation rates. The budget line for the faculty position for GE Coordinator is in the Strategic Plan under “Must-Do Strategic Initiatives.”

Dominican Ideals

A significant part of our heritage is inherent in the educational values and values of the Dominican Sisters. Dominican heritage intertwines a dynamic integration of four values: Study, Reflection/Prayer/Contemplation, Community, and Service. These values continue to influence the curriculum and co-curriculum today. The Dominican Honors Program, The Scholar in the World, is centered on the Dominican values and the values provide a strong foundation for our Service-Learning program, which creates intentional links between academic education and community engagement. (CFR 2.5)

Dominican values are discussed in faculty and staff programs (CFR revised 3.3) and are used as continuous themes throughout the three-day new student orientation program. The values are also prominent throughout Dominican’s published materials, including the catalog, and faculty, staff, and student handbooks. In updating the mission statement during the Strategic Planning process, specific reference is made to supporting the Dominican values. (CFR 1.1) Inclusion of the Dominican values in the mission statement, as documented in the Strategic Plan, demonstrates how pervasive and prevalent the values have become at the institution.

The CPR Team requested initial results of assessment of at least one core value by the time of the EE visit. The value chosen for the initial assessment is that of Service. A working group—the Committee to Define Dominican Ideals—was constituted to help develop an assessment plan. The committee consisted of faculty and staff, as well as the student body president. In discussing the task of assessment, it became clear that a definition of what “service” means from a Dominican point of view would have to be developed before student learning outcomes could be determined. In developing the University’s statement of Mission, Core Values, and Vision, it was determined that the Dominican core values should be defined in as layperson’s language and in as few words as possible (e.g., “fit on the back of a business card”) so that they could be used in publications and marketing efforts. Since these short definitions have limited applicability in developing SLOs, which all departments and programs could achieve, operational definitions with broader applicability had to be developed. A small subgroup developed draft operational definitions of all four values, which were taken to larger groups for comment and feedback.

Members of the Fanjeaux Group—a group of Dominican faculty, staff, and administrators who have participated in the seminars conducted yearly in Fanjeaux, France, for the various Dominican colleges and universities—were asked to provide input on the underlying meanings of the values of Study, Reflection, Community, and Service. The Fanjeaux group has been educated in the Dominican values through their experience in the program of study for faculty and staff of colleges and universities sponsored by or having origins in the Dominican Order of Preachers. (See Acknowledgements: Committee to Define Dominican Ideals.) In addition, the draft definitions were circulated among the Dominican Sisters connected with the
University, as well as to the leadership of the Dominican Sisters of San Rafael, for comment and feedback. Following the input from these groups, the operational definitions for the purpose of translating the Dominican ideals into SLOs were further refined as follows.

**Dominican Ideals (Operational Definition)**

**Study**
Study, as it seeks the fullness of Truth, finds expression in the interconnectedness of ideas: interdisciplinary knowledge, critical research, creative works, and a deepened understanding of the human-earth story.

**Reflection**
Reflection engages us in deep listening: to one’s inner voice, to each other, and to ultimate reality. By creating space and time for contemplation, one becomes aware of the interconnectedness of life and learning, and allows for the formation of critical insight.

**Community**
Community is built on the power and influence of respectful, inclusive relationships. Through effective communication, and shared goals and values, mutual responsibility links us to the global community.

**Service**
Service contributes the fruits of study and reflection experienced in the context of a learning community. Through concrete action and mutual interaction in local and global contexts, service attends to critical issues facing humanity.

Following consensus regarding these definitions, a Task Force to Assess Dominican Ideals was constituted and developed a student learning outcome for Service. This general SLO states: “Students will demonstrate the ability to connect individual well-being to the well-being of others in local and global communities.” Since service has been a long-standing activity at Dominican, the Task Force to Assess Dominican Ideals found variations of this wording used in various departments. For example, courses that are designated as Service-Learning (SL) courses across the disciplines must embed the SL Student Learning Outcome: “to apply theory to practice and practice to theory.” In addition, each academic program/academic department has learning outcomes per department or discipline related to their community engagement internships and other outreach activities. Examples include:

- The Nursing Program’s service and community engagement is integrated as a requirement within the MSN Nursing Program. One of the key learning outcomes established for this work is the ability to address the needs of a diverse community in preparing health analysis and curriculum for health clinic outreach.
- The School of Education and Counseling Psychology collaborates with a not-for-profit community organization, Teach With Africa, to send Education students to South Africa. Key learning outcomes for this program include: “to graduate future K-12 teachers who think globally and are able to integrate a global dimension into their teaching.” The School of Business and Leadership participates in the Teach With Africa Program by sending Green MBA students to South Africa to help develop business plans for microenterprises and small businesses.
- Under the Global Ambassadors Program, international students travel to local elementary schools to make presentations regarding their countries of origin. Key learning outcomes for this program are public speaking, leadership skills, and appreciation of their national heritage. *(CFR 2.6, 2.7)*

While some students participate in service through specific programs and classes, many others do so through co-curricular volunteer activities. In 2008 the Task Force sent out a survey to the student body to determine the number of students who have participated in service projects and the type of service projects involved. In addition, service is provided by the institution as a whole by soliciting from community organizations the needs and services required. These services are providing them to the community, if possible within the confines of institutional resources. Therefore, one way of assessing the success of promoting the Dominican value of Service is by systematic assessment of community engagement activities across the campus as reported by faculty and students. The level of satisfaction with the work accomplished by students and faculty participating in community organizations and services is a measure of how well students, faculty, and staff are “living” the Dominican value of Service.

A few examples of assessment data that are systematically collected on an annual basis:

1. The Service-Learning Program evaluation surveys are given to all students, faculty, and community partners who work together in service-learning classes. The survey asks community partners for feedback regarding their experience with students and faculty, the quality of the collaboration, the benefits to their organization, and the ways in which this experience has influenced or impacted their perception of Dominican. Students are asked complete mid-term and final self-evaluations that encourage them to reflect on the meaning of their experience. They are also asked to demonstrate their mastery of the SL student learning outcome through embedded assessment assignments.
2. The Office of Professional and Continuing Education (PACE) has multi-phased feedback mechanisms for different community constituents to determine interests/needs/program perceptions during development of multiple ongoing community course offerings. This includes surveys, interviews with students and community partners as well as feedback from community advisory council meetings.
3. The Women, Leadership, and Philanthropy Council
was established to engage women to make a difference, by providing educational, leadership and philanthropic opportunities that benefit women, the University, and the community-at-large. This group has increased its membership over the past year, sponsored events with the Institute for Leadership Studies, as well as done outreach to connect with our International students. Prior to launching the Council, focus groups were conducted by the Goodman Marketing Partners to determine the level of interest among female Dominican graduates in participating in a Women and Philanthropy program at the University.

4. The Departments of Nursing and Occupational Therapy obtain survey feedback from the community regarding numerous community health events staged by these departments as well as from students participating in these events.

5. The Institute for Leadership Studies sponsors community events and engages in community-based projects to support the nonprofit organizations in the local community. As part of this work, feedback surveys are routinely collected to gain community perception of program services.

6. The President’s Council is an auxiliary council composed of business and community leaders. The Council is dedicated to (1) raising community awareness of Dominican, (b) encouraging prospective students to explore a Dominican education, and (3) contributing time, talent and financial support to advance the University. Surveys have been conducted with the members to determine compelling program topics and evaluate effectiveness and interest in quarterly meetings.

7. Numerous academic departments, including but not limited to Nursing, Occupational Therapy, Psychology, the School of Business and Leadership (including Green MBA Program), and the School of Education, all request community members to fill out evaluation surveys and participate in focus groups to evaluate perceptions regarding the many Dominican students who have completed internships within local and regional community service organizations. (CFR revised 2.7, revised 2.11, 4.1, 4.3, 4.6, 4.7, 4.8)

Aggregated data from community-based organizations and individuals is used by Dominican at multiple levels across the institution. (CFR revised 4.4, 4.6) Examples include:

1. The Service-Learning Program uses this data to assess community effectiveness of program services, determine the interest in future service-learning workshops for community partners (focusing on their role as co-educators), assess how to best utilize specific faculty/student skills and expertise, and assess the overall quality of the community service work that Dominican performs in the community.

2. The individual departments/schools such as Nursing, Occupational Therapy, Counseling Psychology, and the School of Business and Leadership also use assessment data from the community to improve the overall quality of community service placements and to enhance their student curriculum in order to best meet the needs of their community partners.

Dominican is engaged in service to the community in numerous ways on multiple levels. It is tracked in many of our programs, using multiple mechanisms. Examples of existing mechanisms include:

1. Using data from the Registrar’s Office related to the SL designation, Dominican tracks all courses and students engaged in service-learning. This includes data regarding student ethnicity, major, year, and grade. In addition, we track all student internships, field work, student teaching, preceptorships, community practice labs, and other community-based student activities.

2. The Service-Learning Program tracks and documents all courses using service-learning, which community partners we have worked with each academic year, the number of hours students have worked in the community, and the number of faculty who have participated in professional development opportunities offered through the program.

3. Each year, Dominican participates in a community-wide “Day of Service” in which Dominican faculty, staff, and students work at non-profits in the community. The number of volunteers, placement of volunteers, activities completed, and perceptions of these activities are all tracked on a regular basis by the Dominican Events Management staff.

4. Every year, the faculty department chairs are required to submit an Annual Report which compiles data regarding community service and community based collaborative programs. Data are collected from a cross-section of academic schools and departments.

5. The Office of Career and Internship Services tracks and documents student internships, including those that involve community partners.

6. The Office of Institutional Research is also currently working to identify, centralize, and synthesize all other data tracking mechanisms used to trace service and community engagement activities involving Dominican. (CFR revised 4.5)

Service opportunities for students have significantly increased during the period 2007-2009, and these include several General Education courses that use service-learning, such as ethics, religion, and biology. A few examples of these new community engagement activities include:

1. A new MS degree program in Biological Science offers a student research internship at the Buck Institute on Aging.

2. A new collaborative between the Dominican Center for Sustainability and the Green MBA program allows MBA students to work within local government and businesses to help develop and integrate financially viable green business practices.

3. The Environmental Protection Agency’s grant to the Dominican-based Environmental Finance Center Region 9 enables students to work with Native American tribes to develop sustainable business practices.

4. The Greener Dominican Task Force has students collaborating with faculty to engage in local environmental clean-up and sustainability projects.

5. The Teach With Africa Project provides an opportunity for Dominican student teachers to earn academic credit while
Dominican recognizes service and community engagement in the following ways:

1. **Academic Showcase**: At the end of each semester, the Service-Learning Symposium celebrates the work and learning that students and community partners have accomplished through course driven projects and community placements. Student representatives from service-learning classes across the disciplines present their projects and reflect on what they have learned, academically and beyond, and the ways in which their perceptions have changed or expanded. The event is attended by the campus community and community partners/mentors are invited and introduced.

2. **Provost’s Grant for Community Engagement through Course and Service Work**: The Office of the Executive Vice President and Chief Academic Officer provides grant opportunities to faculty for funding to pursue a community-engagement project.

3. **Katy McGovern Award for Community Service**: On an annual basis, one Dominican staff member is honored with a monetary award for volunteer engagement within our local community.

4. **Community Day of Service Celebration**: Every year, Dominican staff, faculty and students volunteer in the community to help local non-profits with issues such as facilities renovation and clean-up, food service, and coastal clean-up.

5. **Internship Presentations and Academic Showcase Poster Presentations**: On an annual basis, students and faculty members are provided the opportunity to present their community engagement projects at Dominican during a formal “Academic Showcase” forum. Members of the community are invited to attend. Students who participate in this forum are recognized with a formal award.

6. **Pathways Service Award**: Dominican’s Pathways Program (primarily for adult learners who wish to return to school) provides an annual service award that recognizes service work at Dominican and in the local community.

7. **Outstanding Student Award**: Each year, one Dominican graduating senior receives an outstanding student award at Dominican. A primary criterion for this award is community service.

Faculty members who participate in community-engaged research or projects are encouraged to submit evidence of these activities for consideration as part of their portfolio for promotion and tenure. In the past, the Professional Review and Ethics Committee (PREC) has commented favorably on community-engaged faculty scholarship, and has cited it as strength for faculty members applying for promotion. (CFR 4.2)

Probably the most important assessment is achievement of national recognition in the area of service. In 2008, Dominican earned a Community Engagement Classification designation by the Carnegie Foundation for the Advancement of Teaching. The University received the elective classification in both the areas of Curricular Engagement and Outreach and Partnerships. Among the 217 institutions that began the application process, only 119 were successfully classified as community-engaged institutions. In order to be selected, institutions had to provide descriptions and examples of institutionalized practices of community engagement that showed alignment among their mission, culture, leadership, resources and practices.

In addition, Dominican University of California was named to the 2008 President’s Higher Education Community Service Honor Roll by the Corporation for National and Community Service. The Community Service Honor Roll is the highest federal recognition a school can achieve for its commitment to service-learning and civic engagement. Honorees for the award were chosen based on a series of selection factors including scope and innovation of service projects, percentage of student participation in service activities, incentives for service, and the extent to which the school offers academic service-learning courses. Dominican received the award again in 2009. The plan for assessment of the remaining Dominican ideals of study, reflection, and community is as follows:

- **2010/11**: The value of Community will be assessed using the same model as for Service, accumulation of evidence of student/faculty engagement in community. Student Life will play an important role here since one of its major foci is the building of community.

- **2011/12**: Reflection and Study will require development of a task force to design assessment tools and a rubric that can be used across academic disciplines and within co-curricular programs. The task force will be established in fall 2011 with implementation of assessment of one value in spring 2012 and the last value in the spring of 2013.
Off-Campus Programs

Education Program

Open since 1983, our Ukiah Center located at the Mendocino County Office of Education typically educates 20-25 Credential candidates a year. The Credential Program serves the rural and remote locations of Mendocino, lake, and northern Sonoma counties. The Ukiah Center offers Multiple Subject, Single Subject, and Special Education teaching credential programs. The Ukiah Center also offers a Master of Science degree in Education to the Credential candidates.

The California Commission on Teacher Credentialing accredits credential programs that have multiple sites as one program. If a program in Ukiah fails to meet standards, then the whole program including San Rafael would fail to meet standards. The review of the credential programs at San Rafael and Ukiah was completed on April 16, 2008, with a recommendation to the Committee on Accreditation of full accreditation. At their June 2008 meeting, the Committee on Accreditation determined that Dominican University of California and all of its credential programs receive full accreditation. (CFR 2.3, 2.7, 2.13, 4.4, 4.5, 4.7, 4.8) The Peer Review Team was complimentary to the programs in Ukiah and included the following comments in their written report.

- “While the Ukiah Campus enrollment is small, evidence from documents and interviews with program and institutional leadership indicate that its credential preparation programs are universally valued by local stakeholders and serve economically depressed and sparsely populated rural areas. Employers and particularly students expressed profound gratitude for the support they receive through the Ukiah campus.” (COA Site Visit Report, page 8)
- “Candidates in Ukiah 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. Interviews with candidates and a review of student files indicate comparable services to each campus.” (COA Site Visit Report, page 15)

The Ukiah Center was reviewed using video conferencing with help through the Marin County Office of Education. Interviews were conducted by reviewers with stakeholders, including employers, site supervisors, credential completers, current credential students, staff, and administration. Within the overall report, comments specific to Ukiah were included in the Dominican University of California Site Visit Report. Examples include:

- Under Common Standard One, Education Leadership, a written comment by the team stated, “While the Ukiah Campus is small, evidence from documents and interviews with program and institutional leadership indicate that its credential programs and institutional leadership are universally valued by local stakeholders and serve economically depressed and sparsely populated rural areas. Employers and particularly students expressed profound gratitude for the support they receive through the Ukiah campus.” (COA Site Visit Report, page 8)
- Under Common Standard Six, Advice and Assistance, a written comment included, “Candidates in Ukiah 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. Interviews with candidates and a review of student files indicate comparable services to each campus.” (COA Site Visit Report, page 15)

As additional authorization and/or credential program documents are submitted for approval by the California Commission on Teacher Credentialing, the needs of Ukiah will be considered to add the program to the Ukiah Center. As part of its Strategic Academic Plan, the School of Education and Counseling Psychology is considering an Autism Spectrum Disorder authorization and a Special Education Professional Preparation Program for Communication Development.

2+2 Programs

The CPR Team expressed concern regarding the challenges faced by Dominican’s 2+2 programs, including low enrollments and course cancellations. Dominican established a BA (Strategic Management) program at the Ukiah Center in 2005. The program was developed as a 2+2 program with Mendocino College in Ukiah, California. This was not implementation of a new program, but an off-campus offering of an existing degree program offered through the Pathways Program for working adults at the San Rafael campus. The curriculum was adapted, however, to a two-year degree completion format. The institutional and program requirements remained the same; only the upper division components of the existing program were offered in Ukiah. The lower-division courses were articulated with Mendocino College for both major requirements and General Education courses. The courses were also converted to a “blended” delivery model which, included both fact-to-face and online education components. This mirrored a format already in use in the Master of Science degree in Curriculum and Instruction offered at the San Rafael campus. A Substantive Change Proposal was submitted and approved by WASC in 2004. (CFR 1.9)

During the program’s development stage, estimated five year growth models indicated a possible headcount of 70-80 students with a sustainability level of 60-80 students. The program began in 2005 with a headcount of 16 and 11 FTE students. The headcount hit a plateau in 2006 and 2007 with a headcount of 15, although the FTE students increased in 2006 to 15, it dropped to 10 in 2007. By fall 2008, the headcount had dropped to 10 with FTE students dropping to seven. The compound average annual rates of decline were 13% for head count and 16% for FTE students. Since the projected success of the program had not been realized over a period of three years, and in fact had declined, the Dean of the School of Business and Leadership developed a Financial and Enrollment Assessment Report to
determine the future viability of the program. *(The study is found under CFR 4.4).* The financial summary for the fiscal years 2005/06, 2006/07, and 2007/08 showed a loss of $68,150; $24,976; and $78,842, respectively. By 2008, Dominican was subsidizing the Business 2+2 students with $6,415 more than students at the San Rafael campus. Calculations showed that in order to cover direct expenses alone, 24 students would be required and, to cover all direct and indirect expenses, we would need 29 students matriculating each year.

The initial agreement with Mendocino College was that the College would funnel associate degree students into Dominican’s Strategic Management 2+2 program and those numbers would be sufficient to build and sustain the program. After the first year of the program without enrollment increases, additional marketing was initiated in print and on the radio. In addition, Ukiah Center staff attended public events to advertise and recruit for the program and extended the recruitment area to Sonoma, Lake and Humboldt Counties. All marketing efforts proved fruitless and the numbers of students required from Mendocino College did not increase nor did students enroll from Yuba College and College of the Redwoods. In 2008, in a further attempt to improve enrollments, Prichard Marketing Group was asked to conduct a market study for the 2+2 programs. The study indicated the need for significant resources to be expended to increase program visibility.

Development of the program originally was based on Mendocino College referring students and this was not happening, the Financial and Enrollment Study assessed the size of the student target market for the program. Could Mendocino College generate a sustainable cohort of at least 24-30 students each year? It was discovered that in 2007, using IPEDS data, the market size of Mendocino College (using IPEDS data) was 47 full-time and 136 part-time Business majors.

It was important to know what commitments Mendocino College and the Ukiah community were willing to make to ensure sustainability of annual cohorts of the size required. The Financial and Enrollment Report was presented to the 2+2 Advisory Committee at its meeting on September 24, 2008. The Advisory Committee representation included counselors from the three area community colleges (Mendocino, Yuba, College of the Redwoods), high school counselors, and local business people, including HR Directors. The focus of the presentation was directed to solicit answers to the following questions:

- Is Dominican offering the right product, given the demographics of prospective students and the business educational needs of Ukiah?
- Can we generate a sustainable cohort of at least 24-30 students from a pool of 47 full-time and 136 part-time students?
- What systems and substantive involvement will Mendocino College and the Ukiah community contribute to ensure the sustainability of annual cohorts?

The resulting conversation did not generate a positive response as far as commitment of the counselors present from the three community colleges. Community members gave suggestions regarding marketing that had already been tried over a period of two years without success.

On December 12, 2008, an administrative team from Dominican met with the President and Vice President for Academic Affairs of Mendocino College to discuss termination of the 2+2 program. They reported that they could do little to increase the numbers of students opting for our program since Mendocino College was already facing a reduced enrollment and had only 60 majors who graduated in Business in spring 2008. Dominican would have to enroll one-half of their graduating class to make numbers to fulfill the financial obligations of the program. This was deemed to be a clear impossibility since prospective business students from Mendocino College are also considering business programs of the University of California (Berkeley and Davis), California State University (Chico, San Jose, San Francisco, and San Diego), Brigham Young University, and Franklin University (Ohio). Mendocino College administrators were appreciative of our conversation and agreed with the termination of the program. They left the door open to developing other programs in Ukiah should an opportunity present itself. *(CFR revised 2.7, revised 4.4, 4.8)*

It should be mentioned that, in a further effort to increase enrollments, a Humanities major was added to the curriculum in January 2007 at minimal cost. The Humanities major increased enrollment by only a few students.

Following the meetings with the Mendocino College administration and after much discussion with the staff at the Ukiah Center and the relevant departments at the San Rafael campus, the University decided to terminate both Strategic Management and Humanities offerings in Ukiah.

To inform the students, the Ukiah Center staff hosted a lunch on the first day of class in January 24, 2009. In order to honor its obligation to the students in the program Dominican is providing teach-out opportunities in both disciplines. Dominican staff was present at the lunch to help tailor each student’s path to completion of his/her degree. In addition, students, faculty, staff, and advisory board members were informed by a formal letter announcing the termination of the program. Dominican’s WASC liaison, Dr. Richard Giardina, was also notified of the decision on January 14, 2009. *(CFR: revised 1.9, revised 4.4)*

The majority of students have completed their major class work in fall, 2009 with the remaining students finishing electives depending on their individual needs. Each student has been in contact with the chair of their respective disciplines as well as the Ukiah Center and San Rafael Pathways advisors.

The Strategic Management (currently BA in Management) and the Humanities major are still offered on the San Rafael campus. The Education credential and master’s programs will continue to be offered at the Ukiah Center.
Library

Based on an assessment of its formal information literacy program, an analysis of circulation and database usage patterns, foot and web traffic, student surveys and focus groups, feedback from faculty workshops and a comparison of collection and usage with sister and aspirant schools, the Archbishop Alemany Library made adjustments in several areas to improve student satisfaction and have a greater impact on student learning outcomes. In addition, assessment provided input into a University-supported strategic initiative to modernize several key technologies in the library, increase resources for the schools’ Strategic Academic Plans, and build capacity to improve the student learning environment as the Library moves to become the University’s center for collaborative study and research. *(CFR 3.6, revised 3.6)*

Student surveys conducted in information literacy classes, at the Access Services desk, and confirmed in focus groups conducted in 2007 and 2008, indicate students are most satisfied when the library is seen as a comfortable place to study and relax, collaborate and use technology, find personalized help and instruction, and a place that has a state-of-the-art web presence including interactive tools. An analysis of data compiled by libraries of similar size, as well as aspirant schools, echoes these trends. To this end, in 2008, the Library remodeled its front reading room into a lounge environment with comfortable seating and carpeting rather than traditional hard chairs and tile and introduced a modest leisure reading collection with a wide selection of magazines. Comments, gathered after the remodel, were overwhelmingly positive, the exception being a concern for the number of electrical outlets to accommodate increased use of the room. Ten outlets were quickly added to meet this new demand for students with laptops. Use of the room has doubled from previous years. Other changes made based on these assessments include a new visual catalog interface to replace an aging text-based one, RefWorks citation management software, instant-messenger and text-based reference services, and a comprehensive suite of subject guides for disciplines as well as specific courses. Assessment of the impact of these tools both on student satisfaction and usage rates, as well as any impact on student learning outcomes, continue.

Over the last seven years, the Library developed and implemented an ambitious information literacy program to meet the learning outcomes in undergraduate education. This included providing guest lectures for discipline-based courses, providing one-one one instruction at the reference desk or by appointment, creating finding aids and subject guides, and helping faculty develop syllabi and assignments to enhance use of library resources. The main component of this program, however, has been a required one-unit course in information literacy, RES 2000 Information and Research. This stand-alone course was intended to provide basic freshman-level research skills to over 200 students each semester. RES 2000 was systematically assessed each semester during the life of the program. While initially successful, over the last four years student reviews and assessment of the SLOs of the RES 2000 have shown only modest improvement in students’ ability or willingness to apply the concepts and skills presented. Further, students’ ability to identify, locate, and evaluate print and electronic resources has corresponded more to expanded availability and improved search functions of databases and scholarly web sources than to the course itself. Our assessment found that evolution of electronic information and the ease of use of modern search tools over the last four years has made the need for a course devoted to a very general overview of search techniques taught in RES 2000 unnecessary. In comparison, students, faculty, and librarians all report much greater satisfaction and better results with course embedded workshops or lectures geared to a particular subject. Students and faculty see the information need, learn skills and tools to solve the need, and are better able to evaluate information for a particular assignment rather than a for a non-specific course.

As a result of the assessment data gathered over the last four years, coupled with our awareness that we had not been addressing the needs of graduate students, adult learners, or faculty, the Library is eliminating the required RES 2000 course and shifting instead to a program that embeds information literacy skills in general education courses from freshman to senior year as well as concentrates more aggressively on individual consultation, tool-specific workshops, and faculty development. Based on assessment, the Library begun an expansion of online and Web 2.0 tools including RefWorks citation management and LibGuides, subject-specific assistance to promote resources and skills for those students who prefer and benefit from self-paced instruction. Assessment of this modified approach continues.

From the perspective of collections and academic resources, the Library has conducted an extensive analysis of usage patterns of various material types using circulation and database statistics, conspectus analysis tools from Online Computer Library Center (OCLC), and collection analysis tools from Bowker®. This approach is continuous and guides our purchases and subscriptions, mix of resource types, distribution of resources across disciplines, and weeding. Student searching patterns demonstrate a clear preference for scholarly articles in electronic form and we have shifted resources accordingly. The ease of availability of peer-reviewed scholarly literature and the ability to automatically cite it have led to an increase in database use. Many faculty members report an increase in the use of quality sources in papers, although this has not yet been systematically assessed. We have also found that students are reluctant to wait for interlibrary loans and both our interlibrary loan (ILL) and circulation rates remain static.

To provide a wider range of book resources and faster delivery, the Library is pursuing both local and statewide consortia borrowing arrangements. The Library is committed to continuous improvement and has budgeted for survey software to be embedded in our website that will allow for regular randomized library-specific questionnaires to assist with quality assurance and marketing of various resources. In addition, we intend to remain a part of overall General Education assessment and participate in an assessment of senior theses quality to discern,
in particular, the Library’s impact on student learning outcomes regarding quality and proper use of sources.

Administrative Engagement in Quality Assurance

Administrative offices are involved in organizational learning and improvement and use data to improve their activities and operations. The Undergraduate Admissions Office uses the following assessment tools: admitted student questionnaires, focus groups, on campus event evaluations, staff evaluations, campus interview and tour evaluations, territory management reports, and high school, community college visit, and college fair evaluations. These tools have aided Admissions to improve the recruitment process, increase publication effectiveness and outreach, motivate employees to meet institutional goals, appropriately deploy recruitment resources in helping meet enrollment goals, reinforce best practices and identify areas for improvement, and develop strategies to meet organizational goals.

The Office of External Relations, in concert with the Graduate and Pathways Admissions staff, has conducted Pathways and Graduate Student Focus Groups after each event has resulting in improved event content and delivery and improved publications and marketing strategies. Graduate and Pathways Enrollment Funnel Reports inform the programs of their enrollment status on a weekly basis. Recently, focus groups with students, alumni, community members, and human resource directors from several local companies resulted in valuable input for offering the existing Pathways degree programs in a cohort delivery format.

The Financial Aid (FA) Office conducts a Financial Aid Mini Survey which allows the office to document reasons for visits and also learn about student interest in related areas resulting in planning for future FA enhancements. FA also assesses compliance with federal aid regulations and reviews new regulations to ensure that Dominican remains in compliance with the laws. Every year, Financial Aid conducts its own SWOT analysis. FA staff members have found this a very effective way to identify patterns of what works and what does not work at Dominican and that this allows them to identify improvement plans together as a team. Financial Aid also uses the Request for Information (RFI), a tool recommended by the U.S. Department of Education as well as by the National Association of Financial Aid Administrators (NASFAA) to document our lender list selection.

The Office of Career and Internship Services uses numerous assessment tools to improve its activities and operations. The Student Life section of this document provides a full discussion of the Career and Internship Services Office’s approaches to quality assurance and improvement.

The Office of Academic Advising and Support Services conducts exit surveys to learn why students leave Dominican. This information is shared with the appropriate offices and administrators. Each fall, the Noel-Levitz Retention Management System/College Student Inventory (RMS/CSI) is conducted to jumpstart Dominican’s student success initiatives through motivational assessment, proactive outreach and intervention. Students who are most prone to drop out are “targeted” for early intervention. Individual reports are interpreted with students in small groups. Focus groups of students and faculty advisors have resulted in improved advisor training and student workshops. Evaluation questionnaires for Tutoring Services, Learning Center services, Academic Excellence Workshops, Advisor Workshops, and Disability Services have resulted in strengthened tutor selection and training. Workshops have been amended based on student feedback and new methods for promoting workshops are developed. Manager Reviews with periodic supervision meetings with staff members have resulted in additional training and support structures being implemented.

The Office of External Relations conducts an annual survey to determine the utility of the Office of Research and Sponsored Programs and to determine faculty funding needs and priorities for the year. In addition, the office of Alumni Relations contracted Brakeley Briscoe, fundraising and management consultants, to assess its programs and services with a vision towards modernizing and increasing its effectiveness. The work was conducted between January and May of 2008. The audit recognized that the fundamental mission of alumni relations is to advance the mission of the university; alumni engagement was viewed as the most important priority. In response to audit findings, Dominican is implementing the Dominican Discovery Initiative, which is a new program to engage our alumni in an active personal dialogue to reconnect them with the University. This grassroots project will allow for a greater opportunity to collect and update profiles with a broader group of alumni. This method of engagement will allow us to explore the connections that each individual has to the university. The result from this initiative will provide the foundation on which to build a larger base of actively engaged alumni, volunteers, and donors.

The University requires all managers to conduct performance reviews of their staff, and these reviews are expected to be done every April. These reviews are discussed with the staff member who has the option of providing commentary in explanation or counter to the supervisor’s comments. They are signed by both manager and staff member, and sent to the appropriate vice-president with a copy to the Office of Human Resources. The performance review provides the opportunity to assess the effectiveness of the staff member in achieving the goals set out for the previous year and establishes the basis for developing goals for the coming year. Quality assurance and improvement of individual performance is important to overall effectiveness of the institution to serve student needs and to support student learning.

Student and Community Engagement

Student Life (Thematic Area 3)

At the time of the Institutional Proposal, there was a need, in looking forward to the Educational Effectiveness Review, to focus on the assessment of retention and diversity, as well as three relatively new programs (Service-Learning, Career and
Internship Services, and the Institute for Leadership Studies). Since these areas involve goals related to the overall development of the student, the Proposal Steering Committee listed attention to these programs under the thematic area of Student Life. Because the CPR Team took a broader view of Student Life during its site visit, it was decided that we should also broaden our focus in documenting educational effectiveness and continuous improvement in this area. Therefore, the Educational Effectiveness Review includes an evaluation of the contributions of a variety of extra-curricular programs, which are designed to create a fully rounded campus experience.

Attention to the quality of student life is a large part of Dominican’s retention effort and has involved evaluation of the contributions of a variety of extra-curricular 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, retention plans call for a comprehensive orientation 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. Also included are plans to enhance student involvement in student government, clubs, and organizations through the mentorship of student leaders.

Office of Student Life
The desire to be student-focused, offering a variety of programs, curricula, and delivery systems based upon the specific needs of each student in a diverse population is one of Dominican’s primary educational goals. 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.

The Student Life staff, individually and collectively, focuses on wellness, helping students to integrate the various dynamics (academic, social, spiritual, emotional/psychological, and physical) of their lives in a healthy, positive manner; the development of leadership skills; and the incorporation of the four Dominican ideals: study, reflection, community, and service.

These outcomes are common to Student Life as a whole. However, each unit within Student Life has responsibility for assessing how successfully it achieves these outcomes through quantitative and/or qualitative assessments such as surveys, and interviews and focus groups with students and alumni. (CFR revised 2.11, revised 4.4) In addition, the staff analyzes the data Dominican captures through the Student Satisfaction Inventory administered annually. Changes to policies, procedures, and even staffing have resulted from these assessments. The data have also guided Student Life in modifying goals for each academic year and in the development of the University’s current Strategic Plan. The Student Life staff has decided for the current academic year to focus on a limited number of goals for the department, especially in the context of a reduction in staff size following the Director of Housing’s resignation in fall 2008. The foci chosen for special attention include residential living; campus life, alcohol education, orientation, and the issue of student engagement (including collecting information on why students leave campus on the weekend); and the creation of student leadership development opportunities. Student leadership development was a primary focus of the CPR Team visit in March 2008 and has been incorporated into the University’s Strategic Plan. (Access the Student Life Assessment Essay under CFR 2.11.)

Campus Life
Campus Life, and in this instance, residential life, is a central focus of the Office of Student Life. Resident students make up a core of the campus community, participate to a greater level in activities, and contribute to the financial health of the University by paying room and board charges. However, results of the Student Satisfaction Inventory indicate that students are dissatisfied with the poor condition of the residence halls. However, this survey did not provide detailed information about the students’ specific concerns or problems. Given the importance of the residential community to both the overall student experience and the financial health of the University, the Student Life Staff felt it necessary to explore this issue with students. The goal was to identify the specific problematic conditions in the residence halls, which contribute to low scores on the annual SSI, and to solicit recommendations and suggestions from students for how these problematic conditions might be improved.

Focus groups provided a list of common issues and concerns and students’ solutions to the problems. It became clear that there were many and various reasons for student dissatisfaction with the condition of the residence halls. Further analysis of the issue involved surveys from 250 students during the room selection process. This provided a list of seven major problems. This list was presented to the President’s Executive Council in May 2009 with the result that prioritization of the issues and estimation of costs for making desired improvements was requested and submitted in June 2009. As a result, 40 rooms in the dorms were painted and Meadowlands Residence Hall received a new roof in summer 2009.

Student Engagement
Student engagement with peers and in activities on campus significantly contributes to the development of community among students. The Student Life staff works closely with student organizations and clubs to promote activity on campus and to help students integrate with the larger peer community. These activities are intended to attract a wide range of students. Extra-curricular activities like dances, movies, and events on the lawn help with students’ social integration to the community while co-curricular programs such as guest speakers, community service projects, and academic club activities help students become more engaged with their studies and learning.
During the focus group discussions, the staff asked students to describe the specific kinds of programs and activities they wanted on campus and to identify those they would support. From this discussion arose the issue of student engagement; namely, the fact that students often left campus on weekends and thus were not participating in programming and events or engaging with their peers. The staff determined that before a discussion about programming and activities could take place, the staff needed to understand the reasons students leave campus. A student survey canvassing 250 resident students indicated that indicated many resident students (45%) were leaving campus more than 2-3 times per month, and most (55%) were leaving 1-2 times a month. In addition, data indicated that the vast majority of the students were leaving campus Friday-Sunday, and the reasons for this exodus from campus are diverse. This phenomenon of the majority of our resident students leaving campus on the weekends has forced the Student Life staff to take some proactive measures in an effort to engage students and promote community. Some of the changes made were:

1. **Host more weekday activities.** Student groups, especially the ASDU (student government) programming board, schedule more events and activities on weekday evenings.

2. **Plan robust weekend events.** These types of events include certain University functions or larger sporting events. Student Life is working with students in planning activities and events that support the preferred activities and encourage students to spend more time on campus socializing with peers.

3. **Encourage small group recreational activities on weekends.** Student Life is working closely with the Athletics Department to promote recreational activities on and off campus. The Coordinator of Intramural Programming, in addition to developing classes and events specific to intramural athletics and recreation, worked with members of Student Life staff to place “leisure carts” in specific locations around campus. These carts contain sports and recreational equipment and are available for students to use at no charge. In addition, the staff worked to create the “Nothing to Do List,” a comprehensive guide to sporting and recreational activities in the local community and surrounding Bay Area communities.

4. **Develop better communication systems.** Students participating in the focus groups cited poor communication and lack of information as a primary issue for making students aware of activities and involvement. This issue is of significant concern to Student Life staff. If it is difficult to promote engagement and develop community if students are not aware of the opportunities that are available to them. Some of the student suggestions include a centralized calendar system with information on all campus activities and events, better student portal with web interface to learn more about these events, and a system that allows for student clubs, groups, and organizations to reserve rooms and publicize their own events to the student community. The Office of Student Life, specifically the Associate Dean of Students, is the sole individual on campus responsible for disseminating information to students.

**Alcohol Education**

Alcohol abuse is a problem not uncommon on college campuses; the negative impacts of over-use of alcohol and of binge drinking in particular is well documented. The Student Life staff knew the problem existed at Dominican, but it was difficult to grasp its full extent. Before education could begin, the staff needed to know the parameters of the problem: (1) the extent to which Dominican students used alcohol, (2) their knowledge of problems associated with its consumption, and (3) general patterns of alcohol use on campus. The staff also wanted to know how many students never drink because in recent years the staff felt students were polarized on the alcohol issue: many drank and many abstained.

Beginning in 2007, entering first-year students were required to complete AlcoholEdu for College, which is an online alcohol education course offered by the national organization Outside the Classroom. Students had to complete the course before they could register for classes for spring term. The Student Life staff has collected the assessment data reports from AlcoholEdu for the classes entering in 2007, 2008, and 2009. Each report shows the desired learning outcomes, behavioral trends, an interpretation of findings, and aggregate comparisons for nine factors. The Student Life staff has analyzed the data; however, staffing constraints in the Office of Student Life do not allow planning of new alcohol education programs.

**Orientation**

The continuous improvement of student orientation is another Student Life goal. Orientation programs have been formally evaluated each year since 2004; prior to that year, the evaluations were more informally done. In reviewing the evaluations, the Student Life staff identified several formal and informal learning outcomes for the orientation program. In essence, the staff wants the students to feel at home as quickly as possible, to acclimate to the campus life and culture. Charts comparing evaluation ratings for 2007/08 and for 2008/09 are available for inspection on site. The data points out that, overall, students rate their orientation experience highly. This suggests that orientation helps to achieve one of Student Life’s desired outcomes for orientation: helping students make connections and build community. Discussions about the 2007 and 2008 orientation assessments resulted in program changes for 2009, most significantly the utilization of student leaders serving as group leaders and session facilitators.

**Student Leadership Development Opportunities**

The Office of Student Life has long advocated the development of student leadership on campus. Another desired outcome for the Student Life team is the institutionalization of student leadership development opportunities on campus. In 2009, two new leadership opportunities were created to move Dominican in that direction: LeaderShape at Dominican and a two-day Dominican values and ideals-based student leadership training program. Further information about LeaderShape is provided in the following discussion on the Institute for Leadership Studies.

Members of the Student Life staff conducted a two-day Student Leadership Training Program in August 2009. The students participating in that training included student government leaders,
campus ministry representatives, admissions ambassadors, residence hall advisors, and students who participated in LeaderShape. Many of these students then implemented their leadership skills through participation in orientation during the next three days. One student volunteered to become a student advocate, a new student leadership position in the Office of Student Life.

The Student Health Center
The Student Health Center (SHC), in addition to emphasizing the physical wellness of students as part of its mission, primarily focuses on the treatment and prevention of illness. The Center seeks to improve its operations through feedback from student patients. Its goal is to change operating structures and procedures to better meet student needs, to provide on-going educational programming, and to conduct wellness activities.

During the past two years, the Center has focused on using student input to create a model responsive to student needs. Based on feedback received from the surveys, the Health Center staff has made several changes in recent years in the interest of fostering overall student wellness, one of the Student Life team’s identified learning outcomes. These changes have included adding staff and extending the hours that the clinic is open. Having accomplished these endeavors, and seeing student contacts increase dramatically as a result, the staff modified its surveys to gather more specific information, resulting in improved services.

Student feedback to the Health Center is highly positive, with an average rating of 5 out of 5 (extremely satisfied) throughout the past several years when rating “overall care received” from the Student Health Center. In the 2005/06 academic year, visit numbers grew by 123% from the prior years, and the SHC was staffed by one Nurse Practitioner who handled all patient visits, emergencies, answered all the phone calls and greeted everyone who walked in the clinic. As a result, students commented negatively on the interruptions to visits and the waiting time, and recognized the need for more help and staff. With an additional concern about safety issues, but with no additional funding available to increase staffing to have a front-office presence, the Nurse Practitioner decreased her hours and salary, the physician-consultant donated her consultation fee, and an EMT/Medical Assistant/SHC Coordinator was hired part-time in the 2006/07 academic year.

Campus Ministry
The Campus Ministry promotes spiritual wellness through an array of programs that appeal to students from all faith traditions (or no faith tradition). Campus Ministry conducts spiritual advising, refers students to off-campus worship sites if their faith tradition is not represented on campus, hosts frequent retreats, and encourages students of various faith backgrounds to offer programs in Bible study. The staff actively promotes student leadership within its organization and provided the impetus for the student leadership training program previously mentioned that occurred in August 2009. Campus Ministry also promotes “wellness” by supporting students in their integration of the four Dominican ideals, with a special emphasis on community and service. One of Campus Ministry’s longest lasting traditions and one related to both service and community building is the La Bamba immersion trip to Tijuana, Mexico. Over forty such trips have occurred since 1986. Generally on these trips the student and staff participants reconstruct (re-roof, install indoor plumbing, painting, etc.) or add to an existing structure in which families live, transport children from the Casa neighborhood to the beach (where many children see the ocean for the first time although it is only ten miles from their village), visit inmates, and assist with other projects.

The Director of Campus Ministry assessed the long-term outcomes of the La Bamba program on its participants via a “scatter email” to everyone who had been on the trip for whom he had an email address. Students (most of whom are now alumni) were also contacted through an announcement sent out by the Alumni Office. The responses totaled 120 and came from students who participated in La Bamba between 1991 and 2008. The outcomes, presented in a paper delivered at the Tenth Annual Dominican Colloquium (a gathering of representatives from the 16 colleges and universities in the United States associated with the Dominican Order) supported the premise that students who participated in the trips were, and continue to be, positively impacted by the experience. The La Bamba alumni came together in 2008 for a reunion. A high percentage of them continued to be engaged in service to the community. One former student was attending medical school in the West Indies and planning to stay there to practice medicine. Another was teaching school in Uganda. One is currently building homes for the disadvantaged people of Belize. Others started projects such as bringing to campus a tent from one of the refugee camps in Darfur to raise awareness of the situation in that country. One student went to work for his father’s business and gradually turned the focus of the work to supporting the Third World’s environmental needs. The entire paper on the evaluation of Campus Ministry’s La Bamba trip is available for review on site. It is very evident from the responses to the assessment tool that the program itself has achieved its desired effect for the students during the trip. However, there is no substantial follow-up with the students after they return from the trip. The Campus Ministry staff is developing plans to create a follow-up program, which will include: reflection groups every two weeks following the trip; further study materials from other poverty situations (outside of Mexico) to continue their awareness of global third-world situations; and selecting students who have participated in the trip to become the primary instructors for the pre-orientation for following trips.

Recreational Sports
The Athletic Department includes the Coordinator of Recreational Sports. This person, who is also a coach, attends and participates in Student Life staff meetings. In his role, this coordinator contributes to the physical wellness of students by encouraging and supporting involvement in extracurricular activities that frequently demand some engagement in non-collegiate league sports. However, the coordinator, having heard in both Student Life staff meetings and in encounters
with students in general who complain about the lack of things to do, decided to provide a list of opportunities to these students. The recreational sports coordinator collected information about recreational opportunities on campus, in Marin, and in the broader Bay Area to make students aware of the abundant opportunities here. The coordinator’s list is called “The Nothing to Do List” named for the complaint, “there’s nothing to do around here.” The outcome of a list of recreational opportunities for Dominican students did not result from a systematic analysis of data; rather, it resulted from conversations with students and staff.

Athletics
Dominican athletics is dedicated to supporting academic and athletic excellence though continuous learning, leadership, and service. Athletics builds esprit de corps on campus and within the greater community by embracing diversity; promoting balance in life, and respecting the dignity and worth of the individual.

Dominican has successfully completed the first year of conditional NCAA membership, entered the second year, and began PacWest Conference play in fall 2009. In July 2009, Dominican University of California was informed that it was one of only four universities nationally to be invited to enter the second year of conditional membership in the NCAA Division II (eleven applied). (Please see Division II Institutional Self-Study Guide to Enhance Integrity in Intercollegiate Athletics in CFR 2.11.)

The new conference raises the level of competition and creates additional challenges for Dominican student-athletes. The second year of membership began the first year of athletic competition in the new league, the PacWest Conference. While our student athletes are very excited about the increased expectations on the playing field, they are also aware of the increased pressures the expanded travel schedules will create for them academically.

Dominican athletics has developed specific key performance indicators for academic performance as well as athletic performance as a result of NCAAII participation and strategic planning. This year, AY 2009/10, will be the first year when we will have broken out all the athletes’ data separately from the general student population. This new assessment process will be reported each year and included in our athletics annual report.

In order to support the success of student athletes both on the playing field and in the classroom, Dominican Athletics has developed the following academic plan for supporting our student athletes:

- Monitored and enforced study halls while on the road.
- Six hours of mandatory monitored study hall per week throughout the semester for all students with a GPA of less than 2.75, and for all incoming freshmen and transfer students.
- Mandatory action plans and individual meetings with the Faculty Athletic Representative for all student athletes with GPA less than 2.75 and for all incoming freshmen and transfers.
- Tutoring for any struggling student athletes (working with academic advising).
- Notification of all faculty regarding athletic competition schedules and official student-athlete rosters.
- Coaches personally contacting faculty to discuss any concerns.
- Offering to assist faculty by giving/proctoring exams, quizzes or other assignments for traveling athletes.

As part of Athletics’ Strategic Plan, goals were developed that reflect the importance of academic performance within athletics. Key indicators (with initial monitoring information) include:

- A higher average student athlete graduation rate than the overall student body average
- A higher average cumulative GPA than the overall student body average cumulative GPA
- An annual increase in out-of-state NCAA eligibility clearinghouse prospective student athletes of 2%
- Higher student athlete satisfaction with overall quality of instruction than the general student body average
- A higher student athlete retention rate than the general student body rate
- An increase in Athletics Department contribution to NCAA scholarship requirements by 5% annually
- An annual increase in athletic event attendance of 10%
- An annual increase in corporate sponsorship of 5%
- An average winning percentage of combined athletic teams of .500
- A demonstrated increase in Athletics Department and student athlete community involvement annually.

Retention
In February 2004, in response to the directive of the Student Life and Enrollment Management Committee of the Board of Trustees, a Retention Working Group was formed for the purposes of initiating discussion about retention issues and coordinating a centralized retention effort. This group evolved into a three-tiered retention team: the Retention Committee including 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 subgroup, the “mini-RIT,” which dealt directly with specific cases and student issues. A student retention plan was completed by these groups in 2005. The CPR report documents our progress through 2007. Since the CPR review, there has been significant turnover in the area of Enrollment Management with transition to two new vice presidents, and the development of a new enrollment management plan. The three-tiered committee structure has been reduced to the Retention Intervention Team, with the addition of Business Services and Admission. RIT has continued to meet, review data, and take significant action. The CPR Team was concerned with how Enrollment Management and the Retention group worked together. The
Beginning in 2006-07, there was an internal campaign aimed at raising the awareness of all campus constituencies to the importance of retention. The retention team conducted numerous workshops for student services departments to review and interpret the student satisfaction data (SSI and ASPS) and discuss ways to improve services accordingly. The Office of Student Life embarked on the assessment efforts described above and several departments have undertaken new initiatives or conducted more in-depth satisfaction assessments at the departmental level in response to student satisfaction data. Some of these efforts will be discussed in the section on Assessment.

In spring 2008, the Provost and Vice President for Academic Affairs devoted a part of his first faculty meeting to a discussion of retention and attrition realities. It was stressed that every member of the campus community needed to be involved in retention efforts. During pre-registration for the fall 2009, faculty members were encouraged to work individually with students to get them to register before leaving for summer break. During the summer months, faculty chairs and advisors were asked to continue to make personal contact with students who had not registered to see what type of help was required to ensure their return to the University. Admissions and Financial Aid staff also participated in this initiative. The goal of this contact was to focus on the personal needs of each student rather than just the academic needs. One need that quickly surfaced was for more financial aid given the economic crisis. To help students in this area, a Dominican Loan Program was initiated as a last resort for students whose families could not obtain student loans from other sources. The loans were allocated with consideration of academic standing and how close the student was to graduating. During the first year of the program (2008/09) there were eight students who participated in this loan opportunity and all eight returned for the academic year beginning 2009/10. We will have a further report on new, as well as existing, Dominican loans available at the beginning of spring 2010. In fall 2009, the Chief Academic Officer asked all faculty and staff advisors to participate in a webinar, entitled “Reaching and Retaining Students: The Role of Academic Advising in Student Persistence.” An additional aid in the retention effort will undoubtedly result as the University transitions to Responsibility Center Management. In this management model, retention will be closely tied to school operating budgets.

The CPR Team recommended the insertion of retention priorities into campus decision-making processes. They suggested the development of an annual list of retention priorities that are built on and revised, based on the rich data set available, and inserted into the campus decision-making process. The Strategic Plan for 2009-2015 includes student retention as an integral part of the decision-making process. Key performance indicators and key results related to retention include:

- Improving the six-year graduation rate from the current baseline of 41% to 65% over the next six years
- Improving the six-year graduation rate of student athletes from the current baseline of 63% to 75% over the same period
- Increasing the overall satisfaction rating of traditional undergraduates on the Noel-Levitz Student Satisfaction Inventory (SSI) from the current 4.88 to 5.46 by 2015
- Increasing the overall satisfaction rating of adult learners on the Noel-Levitz Adult Student Priorities Survey (ASPS) from the current 5.51 to 5.77 by 2015
- Increasing the freshmen-to-sophomore retention rate from the current 69% to 75% by 2015
- Improving the overall SSI and ASPS satisfaction rating of all students on instruction, academic advising, and support services
- Increasing the percentage of courses taught by full-time faculty to 35% by 2015
- Improving the overall satisfaction rating of graduating students regarding facilities and technology.

The specific means by which these results will be achieved is detailed in the financial and action plans that make up the deployment phase of the overall Strategic Plan. (CFR revised 1.2, revised 2.7, revised 2.10, 2.13)

The CPR Team recommended that the institution support efforts of RIT to complete, determine, and quantify the factors that contribute to the student attrition rate problem. The following is a summary of the list of ongoing action, data analysis, assessment, and new initiatives that RIT has undertaken since the CPR visit:

1. RIT has continued to refine the array of, and the timeline for, strategic Dominican communications with continuing students that it developed in AY 200708, especially those from the student services areas—Enrollment Management/Admissions, Registrar, Business Services, Financial Aid, Academic Advising and Support, and Student Life/Residence Life. (The RIT Communication Plan and other documentation is available under CFR 2.10.)

2. With data collection and analysis from the Office of Institutional Research, RIT has assessed the impact and usefulness of the one-year grant program that was initiated in 2005, ultimately rerouting that funding to a supplemental grant program.

3. A three-year analysis of attrition data, to test our hypothesis regarding the negative impact of the tuition increases from 2003 to 2007, yielded no conclusive findings.

4. Faculty advisors have been involved in early registration and tracking of their advisees since AY 2007/08.

5. A key factor in the recruitment strategy for the fall 2009 undergraduate admissions efforts was a targeted recruitment approach for freshmen, using the Noel-Levitz ForecastPlus™. Using predictive modeling, we were able to target students who were most likely to enroll and build strong inquiry and applicant pools. Although this year’s freshmen applicant pool of 1,353 students was smaller than that of 2008, the admit yield (admits/deposits/enrolled) increased by three full points. This yield led to a freshman
class of 289 in fall 2009 versus 267 in fall 2008.

6. In fall 2009, RIT and IR conducted a six-year data analysis comparing Dominican’s attrition with national attrition data in six primary areas: resident/commuter populations, major declared/major undeclared, academic preparation/ performance, geographic location/proximity to campus, ethnicity, and gender. (CFR revised 1.2, revised 2.7, revised 2.10, 2.13)

**Resident and Commuter Comparison.** The six-year study demonstrates a consistent higher retention rate of residents compared to commuters. An average of 9% higher second fall retention rate for residents is observed. However, the difference between residents’ and commuters’ second fall retention has been consistently decreasing over the 5-year period from 17% in fall 2003 to 3% in fall 2007. Three-year data demonstrated more consistent four-year graduation rates for residents than commuters. Data is too limited to draw conclusions for five- and six-year graduation rates. Residence hall retention rate decreased over the study years. An average of 56% of previous fall’s residents persisting to the third fall prefer to live on campus, while about 44% of previous fall’s residents persisting to the fourth fall return to the residence hall. Freshmen living on campus have been rather consistently at 88% over the recent six years.

**Major Declared and Undeclared Comparison.** About 18% of the total freshman cohort (about 48 students) come to Dominican with undeclared majors. These students’ retention and graduation rates are consistently lower than of major-declared students in the six-year data period. The second-semester retention rates are close between the two groups; however, once the students declared a major, the subsequent semesters show lower retention rates compared to the group of students who declared their major upon entering Dominican. The Vision Quest program, the program for undeclared students, piloted the Gallup’s StrengthsQuest Inventory fall 2009 in an effort to aid students in selecting a major based on information about their strengths. In addition, a new First-Year Program in GE is being developed in an effort to bond students to the University with a shared educational experience. It is clear we need some type of bonding experience for undeclared students that declared students get from their major departments. A consultant on the First-Year Experience, Dr. Lisa H. Bortman (Associate Dean of First Year Programs, Whittier College), has been engaged to work with us on developing a program that will model best practices in living and learning communities. An onsite visit was conducted in November 2009 with a report outlining recommendations to be available in January 2010.

**Academic Performance Comparison.** The group of retained students performed better in their first academic year than the group of transferred-out students. The group of transferred-out students performed better than the group of dropped-out students during the same period. This finding infers that academic difficulty is one of the major factors causing students to leave Dominican. As regards high school GPA and test score comparisons, the data further confirms that the group of transferred-out students and the group of dropped-out students were academically less prepared for college. Further study showed the majority of the transferred-out students went to public schools, principally community colleges, which is most likely an academically less challenging path.

There was speculation that one of the reasons students left Dominican was exposure of the students to full-time vs. part-time faculty. The hypothesis was that full-time teaching quality is higher than overall part-time faculty teaching quality (confirmed by Class Climate Evaluation Data Study). The data showed, in the case of GE courses, retained students and transferred-out students took similar numbers of courses taught by full-time faculty, while dropped out students have sporadic data over the semesters. In the case of non-GE courses, transferred-out students in recent semesters took a higher percentage of courses taught by full-time faculty than of retained students. Again, dropped out students have sporadic data over the semesters. Teaching by full-time vs. part-time faculty did not influence student attrition.

**Geographic Proximity to Campus.** The closer the home origin is to the University, the higher retention tends to be. The average retention rates for students are 79% for students from Northern California, 70% for Southern California, and 72% for out-of-state and international students. Within Northern California, both average retention rates for students from the Bay Area and Marin County are 80%, higher than the average of Northern California. This provides further support to the above findings.

**Ethnicity and Gender.** The percentage of retained students of color has remained relatively steady over the past six years, generally ranging from 69% to 77%, with a high point of 86% in 2005. The six-year data does not show a steady trend as to which gender has a higher percentage of retention. Males have been retained at rates ranging from 71% to 81%, with no specific trend upward or downward. Female retention has greater volatility and a larger range—from a 69% low to an 83% high—but with intervening years showing a steady rate of 76-78% retention.

There are further data available from the Office of Institutional Research that show two other related trends, such as majors with the highest attrition rates and socio-economic comparisons. (See University Factbook, CFR 4.4-4.8)

The CPR Team recommended that Dominican implement a retention database program. The Director of Institutional Research has developed a work-around to the originally-envisioned retention database that was proposed in the 2004-2005 Retention Plan. Increasing demands on the IR Department for greater support for data-driven decision-making, program review, and strategic planning, as well as limited funding for the necessary human resources to generate and manage a dedicated retention database, have resulted in an alternative plan—the development of a Dominican data warehouse from which IR can draw a large variety of student data for retention study and a variety of other types of research. The IR Director finds this to be an acceptable substitute—and, in many ways,
a better approach—to what was initially proposed. Retention-related reports and analytics in the e-portfolio provide excellent examples of the quality of research that are being generated from the data warehouse.

The CPR Team recommended Dominican implement the four remaining process plans that were recommended in the 2004-05 Retention Plan: Admitted Class Evaluation Service (ACES) Survey, Student Employment, Retention Database (see above), and Alcohol Awareness. A progress report on these initiatives follows.

ACES Survey (2006/07)

When the 2004-2005 Retention Plan was developed, the then-First Year Advisor had proposed using the ACES survey, which is a free online survey from Accuplacer, the vendor that provides our placement testing system. The ACES survey assists in predicting how admitted students would perform at Dominican. After researching the ACES survey and other similar predictive instruments available, the decision was made in 2006, to use the Noel-Levitz College Student Inventory (CSI) rather than the ACES Survey to assess the likelihood of success of incoming freshmen.

The ACES survey focused primarily on national demographics and past academic performance to predict how admitted students would perform at a particular institution generally and in specific disciplines. In contrast, the CSI is an early motivational assessment and intervention tool that incorporates significant aspects of Tinto’s model of student retention beyond that of academic performance, including predicted academic difficulty, receptivity to institutional help, educational stress, dropout proneness, academic motivation, social motivation, general coping, receptivity to support services, and specific recommendations for individual students. The Retention Team and the Director of Institutional Research have jointly determined that the CSI is a superior tool to ACES.

Since fall 2006, the CSI has been administered annually to the incoming freshman class during fall orientation, and results are distributed to the Academic Advising and Support Center and faculty advisors within the first six weeks of the fall semester. In 2008, CSI results for subgroups of freshmen who were identified as having strengths and/or weaknesses in the area of social motivation were shared with the Student Life and Campus Ministry staff for intervention. The Campus Ministry staff developed a social networking program that included virtual, as well as in-person, opportunities for engagement. Dominican has not yet exhausted all the potential follow-up and intervention strategies that the CSI can assist us in employing.

Student Employment (Completed 2005/06)

The plan for student employment in the 2004-05 retention plan included the following strategies: merging work-study programs into a comprehensive student employment program and supporting student retention by enhancing the student experience in student employment programs, and helping students to identify and leverage work-study opportunities that may tie into their career or study goals, as well as to the mission/vision of the University.

Beyond the usual opportunities offered by the Federal Work-Study Program, the student employment program now includes community service opportunities, an international work-study program, on-campus student employment opportunities, and a direct connection to the Office of Career and Internship Services, which is responsible for internships, career services, and the Dominican job network. Work-Study fairs, majors fairs, resume writing workshops, graduate school workshops, social etiquette for business professionals, and bringing employers to campus for job fairs, are all part of the Career Services and Financial Aid network.

Alcohol Awareness (Completed 2006/07)

The Office of Student Life elected to use a third-party vendor that supplies an online tutorial on alcohol awareness—AlcoholEdu for College. This program, which is mandated for all incoming students at the start of each academic year, is now in its third year of administration. For a more detailed discussion, see the discussion on Alcohol Education in the earlier section about the Office of Student Life.

Diversity

Dominican is committed to maintaining a campus climate and infrastructure that promotes multiculturalism and prepares students for living in a diverse and changing world. With the support of several grants from the James Irvine Foundation, the University has made significant progress in developing and implementing strategies to increase the number of African-American, Latino, Asian, and Native American (ALANA) students and faculty and to expand curricular and co-curricular programs related to diversity. In 2001, a Diversity Action Group, chaired by the Director of Campus Diversity Initiatives, was formed and was charged with the implementation and assessment of the diversity plan. This work has been ongoing and has enabled the University to monitor progress and make changes as needed to move forward in achieving its overall diversity goals. For data tables and additional text, see Center for Diversity Initiatives 2005-2010 Report CFR 1.5.

The CPR Team encouraged us to keep in mind the following advisory comment, made by the WASC Fifth-Year Review site visit team. “If diversity is an educational objective of Dominican, the institution is well advised to develop indicators and evidence to ascertain the level of meeting said objective, to make sure that issues of diversity are appropriately engaged, and to ensure that a climate of respect for diversity is fostered across the institution.” (CFR revised 1.2) In addition, Dominican is encouraged to sustain the diversity policies so that they become an automatic and substantial part of the culture of the University.

The most telling evidence that Dominican has appropriately engaged issues of diversity and that a climate of respect for
Since 2005, there has been tremendous progress toward establishing and incorporating diversity-centered data collection processes throughout the University. The Office of Institutional Research has spearheaded this effort and has joined the Center for Diversity Initiatives (CDI) in collecting, reporting, and analyzing diversity information in admissions data, recruitment and retention data for faculty, staff and students; Academic Program Review Data sets incorporating diversity data; Student Satisfaction Survey data; and GPA data disaggregated by ethnicity. The CDI conducts annual workshops to not only disseminate disaggregated university diversity data, but also to educate and advocate for its use automatically and routinely such that all planning decisions incorporate disaggregated diversity data. It is anticipated that the Responsibility Center Management system that is part of the new Strategic Plan will enhance diversity data collection and analysis and will enable the four schools to actively generate and use disaggregated diversity data at the school level. (CFR 2.10, revised 4.4)

Since 2005, the CDI has presented diversity data as a model for academic departments to use for academic program review. The model compares average entering SAT scores with high school GPA and Dominican GPA during 1998–2008, disaggregated by ethnicity, so that the academic performance of students of color can be contextualized university-wide. An analysis of the disaggregated data reveals that students of color from ALANA groups typically enter with an average lower SAT score, their average high school GPA’s are generally above 3.0, respectively, and on par with Caucasian-American students with only an average difference range of 0.14 by GPA. However, when Dominican GPA is compared, the average GPA for students of color (in total) decreases by almost double, a range of 0.27 by GPA compared to their Caucasian-American counterparts. While the Dominican GPA varies among the four ethnic groups, it can be noted that on average, GPA for students of color is close to being lower by at least a “minus” grade compared to their Caucasian-American counterparts on average.

The CDI has continued to offer periodic university-wide workshops twice a year addressing diversity in curricula and diversity data analysis. The CDI also offers additional workshops on a range of diversity topics annually through collaborations with individual academic departments (e.g., Humanities, Nursing) and with the Faculty Development Committee. The CDI provides a minimum of four major diversity events per year for the campus and broader community. Other diversity events that the CDI supports or collaborates generally average between 4-6 events annually, depending on budget constraints. The CDI offers customized diversity training services for faculty, staff, and students internally, as well as for externally linked community partners. The Director is also available for classroom visits as a guest speaker and diversity training engagements that average about 2-4 per year.

The Diversity Action Group has operated as a standing advisory and advocacy committee since 2001. It has representatives from each of the schools, and includes the International Student Advisor and the Director of Disability Services. It has evolved as the primary committee which supports the development and implementation of diversity plans, as well as the core group
that analyzes, presents, advocates, and recommends diversity initiatives for the University. While it has not completed a diversity climate survey since the baseline administered in 2002/03, it has utilized secondary sources of data, notably the Student Satisfaction Inventory, the Adult Student Priorities Survey, and the Institutional Priorities Survey to assess progress of diversity climate. (CFR revised 1.2)

In both, the IPS and the SSI, on a seven item scale, students indicate that Dominican has consistently been at the “Satisfactory” level. Data from the SSI indicates responses for all of the diversity-related questions, disaggregated by Students of Color (ALANA) as a whole, International, White and “Other” groups between the 2006-2009 years. (Center for Diversity Initiatives 2005-2010 Report Table 6, CFR 1.5, revised 4.4) Over the years 2006-2009, in general, the responses indicate that the student experiences have improved steadily or remained consistent. There are minor differences in how students of color, international students, and Caucasian students perceive their experiences in terms of satisfaction, but, overall, the data do not indicate any major variances that are significant. Further, in comparison to national averages, Dominican students seem to indicate a greater degree of satisfaction, even if only incrementally, so over the years 2006-2009.

Dominican feels it has made significant strides in increasing diversity of faculty, staff, and especially students and providing a welcoming atmosphere on campus. As we move into the strategic initiative of increasing our international student population, the Center for Diversity Initiatives and the Diversity Action Group will participate in translating its past experiences into developing a supportive, hospitable climate for international students.

Academic Programs and Community Engagement

The importance of providing students with an educational experience that is relevant to their lives and future careers has led the University to seek ways to connect academic programs with the Bay Area community. Three key programs—Service-Learning, Career and Internship Services, and the Institute for Leadership Studies—are directed toward this goal.

Service-Learning Program

The Service-Learning Program promotes the institutionalization of curricular service-learning on campus and provides resources and support to faculty, students, and community partners interested in or already involved in this teaching and learning approach. The focus is to create strong and intentional collaborative models that follow national best practices and honor the Dominican ideals: study, reflection, community, and service.

Start-up funding for a comprehensive Service-Learning Program was obtained in 2002 and since then the University has hired a part-time Director of Service-Learning, developed training programs to help faculty learn appropriate service-learning pedagogy, integrated service-learning into the Honors Program, and created a number of service-learning classes across the curriculum.

Service-learning (SL) course development requires intensive faculty development in service-learning pedagogy. Since program inception, the Director of Service-Learning has facilitated workshops, which have resulted in a core of 28 faculty members trained in best practices and course construction. Participation by both faculty and students in academic service-learning has grown to include a total of 22 courses across the disciplines using service-learning as a teaching/learning tool. Students have served and learned in more than 30 Marin County community organizations. Many students have expanded their service-learning work into internships and others have continued to volunteer once the course is over. Several students have been hired by the organization where they participated in service-learning. By the end of the spring 2008 semester, approximately 400 students had participated in SL courses.

In AY 2007/08, a grant for $8,000 was received from California Campus Compact, which helped fund this faculty development initiative for two years, with matching funds from the Service-Learning Program operating budget.

Leadership development is an inherent component of the Service-Learning Program. As students develop relationships with community partners through service-learning courses, and they gain an awareness of social issues to which they wish to dedicate more time, they are given the opportunity to take on a larger role in developing the program, the partnership, and service-learning on our campus. In 2007, the Service-Learning Program established student leader positions for students who demonstrated commitment to their work with particular community partners. These students act as liaisons between faculty and community partners and participate in the development and implementation of partnered initiatives, such as the Tutoring and Youth Empowerment with Marin County Community School. These students also receive a $500 scholarship per semester. Currently, there are four such student leaders with vital roles in the community and on campus.

In 2008, the Service-Learning Program received a $95,000 grant from the State Farm Youth Advisory Board. This funding allowed creation of a flagship project with the overarching focus on enhancing educational equity and empowering marginalized youth in the Marin County. A tutoring/mentoring program was initiated and Dominican collaborated with Listening for a Change to integrate oral history methodology as a tool to transform student attitudes and understanding regarding their self image and to enhance their motivation with regards to their educational goals. Twenty Dominican students served as tutors/mentors and supported high school students involved in the Interview Project—helping the high school youth to build social skills, confidence, and self-understanding through learning and implementing oral history methodology. The tutoring program has gained a strong foundation as tutors are now partnered with teachers/classrooms. Many students have already returned to
tutor on their own volition. Two Service-Learning Student Leaders have also taken on expanded duties. Sylvan Learning Center has trained them to pilot a new curriculum focused on building core academic skills of at-risk youth.

Another very successful partnership is with Saint Vincent de Paul Society of Marin. The president of the Marin County conferences (chapters), working with a faculty member and her Liberation Theology class (RLGN 1055/3155 A Passion for Justice), founded a Dominican University of California “conference” and mentored students in work centering on providing financial and emotional support to those in need. The “conference” was carried over to partner with a course in RLGN 3186 Catholic Social Teaching and is currently in full swing with the fall 2009 semester of Liberation Theology (RLGN 1055/3155). The Congregation of the Mission (Vincentians) provided the Dominican “conference” with a $10,000 budget to be distributed to those in the community with demonstrated need. Dominican students conducted home visits with their Vincentian mentors and wrote checks to appropriate applicants. The Vincentians value the Dominican students’ involvement very much and understand the need for young people to be aware of social issues and involved in pro-active service work.

Additional Service-Learning activities include the following:

- Service-Learning Symposia that showcase student service, learning and community partnerships across the campus curriculum
- Honors Program student presentations on SL at the National Collegiate Honors Conferences
- Faculty Development Workshops in Service-Learning Pedagogy
- Partnered events with community organizations
- Directors of Assessment and Service-Learning presentation on Service-Learning Program Assessment at the 2009 Assessment Institute of the Indiana University-Purdue University Indianapolis (IUPUI)
- Service-Learning Orientations each semester for all students in service-learning courses Networking opportunities with Bay Area colleges and universities, such as participation in a one-day consortium on Engaged Scholarship and Community-Based Research at University of California, Berkeley
- Exciting new SL courses, such as Beginning Watercolors which partners with third-grade class in San Rafael’s Canal District and a Liberal Studies Capstone course that partners future teachers with organizations that work with parents.

The Service-Learning Program has garnered two distinguished honors for Dominican. The Carnegie Foundation for the Advancement of Teaching awarded Dominican the 2008 Community Engagement Classification in two areas: curricular engagement and outreach and partnerships. The classification indicates that Dominican met the criteria for community engagement, which includes all the ways in which it contributes, extends, and participate in the local community. Of the 217 institutions that began the application process, 119 were successfully classified as engaged institutions. Dominican joins universities like Duke, Georgetown and Purdue in this listing.

In 2008, University received, for the second year in a row, membership in the President’s Higher Education Community Service Honor Roll with Distinction. Launched in 2006, the Community Service Honor Roll is the highest federal recognition a school can achieve for its commitment to service-learning and civic engagement. Honorees for the award were chosen based on a series of factors including scope and innovativeness of service projects, percentage of student participation in service activities, incentives for service, and the extent to which the school offers academic service-learning courses. Five hundred twenty-eight institutions were recognized. Dominican was one of 127 honored for Distinguished Service due to our focus on issues related to marginalized youth in our county.

Given its inception in 2006, two national honors in a period of 2 years is a testament to the commitment and drive of the Service-Learning program administration and the quality of the program developed.

Assessment
The program’s first year of assessment led to the following steps toward program improvement: (a) implementing a formal process for piloting a service-learning class without full designation and using assessment to refine and adapt it to meet SL designation criteria; (b) disseminating the 2007/08 findings to all service-learning faculty and engaging them in a discussion of best practices in order to improve student learning in “application of theory to practice” and “critical/reflective thinking;” and (c) designing a two-hour workshop for all students in service-learning courses covering essential service-learning philosophy such as how work in the community illuminates theory and academic work, service-learning best practices, democratic ethics, and accountability to community partners. (For full assessment documentation, see CFR 4.4-4.8.)

The 2008/09 assessment showed that the orientation program was very successful and will continue to be offered with required participation by all students taking SL classes. In addition, recommended next steps include more training for faculty engaged in the assessment process to develop a more consistent rubric scoring. The program proposes to pilot peer observation between interested faculty members using SL pedagogy, especially focusing on the use of reflection, encouragement of critical thinking about root causes/social justice, and helping students to make the connections between the academic and community learning. The SL designation criteria is being changed to specify more clearly the implicit social justice concerns of service-learning practice with increased communication with community partners about SL outcomes and rubrics used in assessment (CFR 2.4). With increased awareness of the learning outcomes of the course, the community partner will be able to assist students in bridging their reading and class discussions to the service and the mission of the organization. Heightening the relationship with partners in this way would
greatly deepen learning and increase successful demonstration of student learning outcomes.

Service-learning is still in a development stage and continues to work on methods of increasing participation of both faculty and students. The Honors Program requires students to enroll in one service-learning class. Humanities majors must take a service learning course or participate in an internship. Most Pathways Humanities majors opt for a SL experience. Service-learning has also been included in the Strategic Plan’s Strategic Initiative, “Comprehensive program to ensure that every graduating bachelor’s student has had at least three engaged learning experiences (i.e., service learning, study abroad, internship and undergraduate research…” An accompanying service-learning action plan to achieve the overarching goal of “Sustained Institutionalization of Service-Learning” include steps to: (1) increase awareness and support for Service-Learning on campus, (2) increase SL offerings across the curriculum and ensure stability of existing courses and ongoing development of new courses, (3) cultivate and promote dynamic community partnerships, nurture student support for service-learning and a culture of engagement, and (4) potentially seek funding for an endowed Center for Social Justice Education and Action. This inclusion in the Strategic Plan increases the profile of service-learning on campus and bodes well for it to become a much more prominent player in the social and ethical development of Dominican students.

Career and Internship Services (CIS)

Career and Internship Services (CIS) assists students and alumni in developing effective career planning skills to achieve their career goals and promote lifelong career development. Students are guided in self-awareness, career exploration, and job search preparation through individual counseling and career programs, and provide avenues of contact with employers and alumni. (CFR revised 2.11, 2.13)

Career workshops, information sessions and class seminars are provided in classes, usually in junior or senior seminars. Professional, full-time, summer, part-time, and temporary job and internship positions are posted regularly on the Dominican Career Network (DCN). Career, Internship and Graduate School fairs are held annually. Students can meet with potential employers to discuss job and internship positions, learn more about their field of interest, and develop future contacts. Career books, guides, periodicals, and videotapes are available in the CIS library.

Special career events are offered throughout the year including a Graduate School Information Panel, a Business Etiquette Dinner, Senior Seminar on Job Search Strategies, Majors Fair, and an alumni panel. Past guest speakers have also included a U.S. State Department diplomat, representatives from the Capitol Fellows Program, the CIA, and the Peace Corps. Career and Internship Services staff continually outreach to employers to provide job and internship connections for students. Additionally, CIS provides individual counseling and programs for all alumni.

The CIS staff consists of one director and an associate director. The CPR Team recommended that the institution review the number of personnel needed to support current enrollment and assess space allocation for career/internship services. The University agrees that additional staff should be added to CIS, but other more pressing hires have taken priority. In addition, in spring 2008 a hiring freeze was imposed due to economic uncertainty regarding fall 2009 enrollments. On the positive side, CIS was relocated from its facilities in a temporary building at the far edge of campus to the first floor of Bertrand Hall where the main student service areas are located. It is now placed in the area of highest student flow with increased accessibility to students.

The Strategic Plan includes the augmentation of the CIS staff by two positions (one to be hired in FY 2010/11 and the other in FY 2011/12). Further, the CIS staff offices will be relocated to the third floor of the Dominican Heritage and Alumni House (Edgehill Mansion) once it is opened in fall 2010.

In developing the assessment plan for Career and Internship Services (CFR revised 2.11), the following set of program goals were established: (1) provide quality career programs and services designed to assist students and alumni develop effective career planning skills; (2) administer the University’s internship program for designated majors, (3) provide internship contacts with employers to ensure that students will have access to internal and external job and internship listings and placements, (4) collaborate with academic chairs, campus departments, and student organizations to provide effective career and internship services, and (5) evaluate the effectiveness of services and programs, and identify student needs on an ongoing basis to strive for continual improvement. Student learning outcomes (CFR 2.3), program outcomes, and assessment results are available in full in the CIS essay filed under CFR 2.10-2.13.

Vision Quest

Career and Internship Services staff works with Vision Quest, the first-year program for undeclared students, to assist them with major and career exploration. Students are assisted in defining and clarifying career goals based on an understanding of their personal values, interests, and strengths/skills. The University sent the Vision Quest Program Coordinator to Omaha, Nebraska, in the summer of 2009 for additional training in administering and implementing StrengthsQuest. A national program developed by the Gallup Organization, StrengthsQuest can assist students in bringing to the surface their unique talents, which can point them in the direction of a rewarding educational and career path. In fall 2009, the staff implemented an additional class session to have students take the Strong Interest Inventory assessment in class in order to assist students in identifying and building on their natural talents. Through self-assessment and guided exploration of the work of work, students were provided with tools to find appropriate major and career options. Students also meet individually with the career counselors to articulate their career development.
Career and Internship Services offers one-on-one career counseling to assist students and alumni with planning for their careers. Students learn how to identify their career interests, skills and values; explore and research occupations; choose a major/career; prepare for graduate and professional school; write effective résumés; learn interview techniques; and develop job-hunting strategies. CIS provides comprehensive career planning to graduate and undergraduate students, and alumni. Student career development and planning begins during the freshmen year and continues throughout the student’s academic years and continues after graduation. Students are provided with a four-year planner to guide the career planning process. A wide array of programs and services are offered to all students and alumni. (CFR 2.13-2.14)

Workshops and class presentations are assessed using an evaluation survey given to attendees at the end of each session. In 2008/09, workshop attendance increased. Overall, students rated the effectiveness of CIS workshops and class presentations very high, in the 95-100 percentiles. Students found the personalized handout materials (e.g. resume examples, interview questions) specific to their major or career interests most advantageous, as well as the incorporation of practical applications.

Career and Internship Services continually incorporates the responses from workshop and class presentation evaluations into their goals and objectives for the upcoming academic year. The staff updates content to reflect new information and economic/global changes. In the last one and a half years, the staff has also revised the evaluation forms to better reflect student learning outcomes. This remains an ongoing process, as a result of workshop modifications.

Internships and Employer Contacts

Career and Internship Services coordinates the University’s academic credit internship program in collaboration with faculty advisors, employer supervisors, and other campus offices. The Internship Program integrates students’ academic learning and career interests with hands-on work experience. The CIS staff provides internship listings on the Dominican Career Network, in addition to providing individual guidance in assisting students in locating appropriate internships related to their majors. While internships with Bay Area businesses and organizations are available to all students, they are required for students in certain majors such as Communications and Humanities and Cultural Studies and strongly recommended for students in other majors such as Business Administration and Biology. Programs such as Nursing, Occupational Therapy, Education, and Counseling Psychology are already affiliated with external agencies in order to provide the practical applications required in their curricula. Career and Internship Fairs to bring community agencies and local employers to campus have been successfully organized and career and internship counseling services have been expanded.

Student internship participation has been incorporated into the Strategic Plan which states “Redesign the system of career planning, internship, and placement assistance to ensure that all students have had at least two internships and at least three competitive job offers or graduate school admission offers by the time of graduation.” The number of registered interns has steadily increased in the last seven years. The 2008/09 academic year was the first year to decline in internships, which the CIS staff attributes due to the unfavorable economic conditions in the immediate geographical area. Another factor could be that in some academic programs, students can now choose to take a Service-Learning course instead of an internship. For example, the recently revised Business Administration curriculum requires all graduating undergraduate students to have participated in any of the following engaged learning experiences: internship, study abroad, or service-learning.

At the end of the semester, interns are required to provide a presentation to the Career and Internship Services staff, the intern’s faculty advisor, and other interns in their academic department. The interns report on the internship learning outcomes and their personal learning objectives in the presentation. Overall, most interns meet the internship outcomes and their personal learning goals. Interns complete Student Evaluation forms that also provide data on meeting the internship outcomes and their personal learning objectives. In fall 2008 and spring 2009, interns rated their internship experience as 4.78 out of a possible score of 5. Intern supervisors complete a Supervisor’s Performance Evaluation form on each intern rating them on work habits, skills, and attitude. Evaluation findings indicate high satisfaction with the interns. There was also an increase in the number of interns offered jobs.

One measure of the success of internships is the number of students who succeed in obtaining jobs through their internships. The Graduated Student Survey of 2008 indicated CIS was instrumental in connecting students with employers as follows: 35% of participants used one of their venues (17% were employed from their internships, 15% from the Dominican Career Network, and 3% from the Career Fair). An important finding was that jobs obtained through internships significantly increased from 5% in 2007 to 17% in 2008. Most participants (75%) in the 2008 Graduated Student Survey were working in fields related to their majors. CIS will continue to increase major-focused employment opportunities, in addition to general opportunities based on individual skills.

Career and Internship Services implemented an online job search (for students/alumni) and job listing resource (employers) in January 2007 which has been an instrumental resource for connecting student and alumni with employers. Students and alumni are able to search job, internship, and volunteer listings; post their resume and other documents; view Career and Internship Services events; and receive email notifications on listings that match their search criteria. Employers are able to post jobs and internships directly online, view applicant submitted materials, and also view career events.
As a result of assessments and the current economic climate the following goals have been set for the 2009/10 academic year:

1. Maintain numbers of student visits and employer postings to the Dominican Career Network from those recorded July 1, 2008-June 30, 2009.
2. Increase the number of student participants by 10% and maintain the number of employer participants in the Annual Career, Internship and Graduate School Fair.
3. Facilitate a faculty advisor lunch meeting to collaborate more closely with internship faculty advisors to strengthen and grow the internship program.
4. Send letters to internship supervisors in mid-semester to invite supervisor feedback on the intern’s progress.

Institute for Leadership Studies
The Institute for Leadership Studies (ILS) is a leadership development center and an incubator for leadership learning, ideas and actions. It is a consortium of faculty, staff, students, and community leaders committed to providing leadership development opportunities that facilitate positive individual, organizational and social change, engaged citizenship, and socially responsible leadership. Through research, education, training, consulting and community projects, it serves business, government, non-profit organizations and the Dominican community.

The Institute serves as a partner to the campus and community to foster Dominican values through leadership knowledge and applied skills. ILS programs provide academic, co-curricular, and community learning experiences that aim to transform lives. ILS programs are offered in three categories: Community Engagement and Public Forums, Leadership Development Education and Training, and Leadership Research and Consulting. (See Institute for Leadership Studies (ILS) Summary for complete descriptions and assessment materials, CFR 2.11.)

Goals of the Institute for Leadership Studies. The goals of the Institute are to:

1. Increase the visibility of Dominican University of California in the Bay Area.
2. Collaborate with academic departments, promoting leadership education across the curriculum.
3. Generate discussion and debate regarding leadership ideas and action on our campus and in our community.
4. Advance the discipline of leadership through faculty and student research.
5. Partner with the Office of Student Life to support leadership development opportunities for Dominican students.
6. Offer training and development programs to professionals that facilitate positive individual, organizational and societal change, engaged citizenship and socially responsible leadership.
7. Provide leadership consulting services to the private, public and nonprofit sector.

Three important ILS programs have been assessed thus far. (1) LeaderShape, a leadership development training for undergraduates, (2) MBA Dominican Leadership Learning Laboratory for MBA students, and (3) Leadership Lectures Series. (CFR revised 2.11)

LeaderShape: Student Leadership Development—Summer Week ILS partnered with the Office of Student Life to host LeaderShape at Dominican in June 2009. The LeaderShape Institute™ is an interactive, energizing, and unique experience that builds undergraduate college students’ leadership skills. The Institute consists of six days and five nights of self-discovery and learning from practical experiences that seek to build students leadership concepts and abilities. As a result of forming a consortium with nine other local colleges, 36 students (including 12 from Dominican) attended.

Upon completion of the LeaderShape training, the students will:

1. Demonstrate a high satisfaction with their leadership development learning experience.
2. Demonstrate the ability to create a compelling vision and stretch goals for the next 12 months.
3. Value the leadership development program as one that enhanced their capacity to lead.
4. Demonstrate confidence to lead with integrity.

On the basis of assessment findings, the following changes will be made for the incoming LeaderShape Class of 2010:

1. Orientation will provide clearer expectations about what the week will include in terms of hours spent in and out of class, and with experiential exercises.
2. LeaderShape graduates will be involved in orientation to give the new students the opportunity to learn about others’ experience firsthand.
3. A specific curricular connection will be incorporated that will provide students the opportunity to actualize their visions to achieve the identified change that they want to make on campus following the LeaderShape training.

Dominican Leadership Learning Laboratory (DLLL)
ILS has partnered with the School of Business and Leadership’s MBA in Strategic Leadership (MBA-SL), a graduate business program for executives and middle managers, to provide 360-degree feedback to small business and nonprofit leaders in the community. Each spring, ILS invites CEOs of organizations to participate in the project called the Dominican Leadership Learning Laboratory (DLLL), a leadership developmental project under the supervision of Dominican faculty. Organizational leaders interested in improving their leadership behaviors are matched with MBA-SL students, who administer a 360-degree assessment tool entitled, Leadership Impact. The tool is designed to help the CEOs to understand the impact of their management style on the behavior of others and how their leadership behaviors create their organization’s culture. The leaders become the “clients” and are coached by a small team of MBA-SL students, all of whom are mid-career professionals, who practice their leadership coaching and consulting skills, while deepening their knowledge of the Leadership Impact Theory. The CEOs also give constructive feedback to the students regarding the students’ consulting performances. (CFR revised 2.7; revised 4.4)
During DLLI, the CEOs acquire new insights into the impact of their leadership style and plan how to use the LI results in their professional setting. The MBA-SL students demonstrate their comprehension of Leadership Impact Theory and the ability to coach a client using constructive feedback. In order to assess these learning outcomes, an online Zoomerang survey was administered to all clients participating in 2007/08. Key findings indicated that the LI results provided valuable insights into the CEOs’ understanding of their leadership impact on others to 78% of the clients; with the remaining 22% responding with “No Opinion.” All responding CEOs plan to develop a change plan to alter their behaviors based upon the LI results. Most participating CEOs (78%) also report that their MBA-SL student team did an excellent job of explaining the Leadership Impact results, thereby demonstrating the students’ comprehension of Leadership Impact Theory. However, only 55% reported that the students’ coaching provided support and ideas on how to begin to make changes. Most (78%) of the CEO respondents reported a need for one-on-one coaching following the DLLI experience.

As a consequence to this study, a free coaching session with a professional leadership coach has been added to the program so that an action plan can be incorporated. Additional professional coaching is also offered on a fee for service basis. Results also indicated that students needed more dedicated instruction on how to give constructive feedback. Therefore, in the 2009 DLLI, the MBA-SL course curriculum was modified to deepen the education related to giving constructive feedback with ways to support and discuss an action plan for behavioral change.

Leadership Lecture Series
Each semester, the Institute for Leadership Studies hosts public forums that actively engage the Bay Area community in socially relevant discussions and calls to action from some of the country’s leading figures from the world of business, politics, entertainment, academia, science, and literature. The topics focus on individual, organizational or social change. The Leadership Lecture Series has opened Dominican’s doors to thousands of guests since its founding, serving as one of many cultural programs for our students, faculty, staff, and local community.

The Institute has hosted 68 lectures and symposia since ILS’ founding in 2003. Beginning in fall 2005, ILS formed a partnership with Book Passage (an independent book store in Corte Madera, California), bringing 31 lectures by the nation’s most famous leaders. Attendance at these 68 events brought a total of 20,500 community, students, faculty, staff and alumni to these lectures and symposia. Survey evaluation program was initiated beginning with the fall 2009 series and will continue at each lecture. In addition, a study in cooperation with the Office of Marketing will be conducted to determine if the University’s visibility increases as a consequence of the Leadership Lecture Series. Charging a reasonable fee while providing a book to community members will also be considered. The ongoing assessment will provide more evidence regarding students’ attendance at the lectures. Future assessment should include whether the lectures are advancing students knowledge on a leading-edge topic.

Integrative Essay
The common issues that emerged from our internal review process can best be summarized from the Vision Themes developed during the early stages of the strategic planning process. These themes can be summarized as follows: By 2015, Dominican aims to be a financially sustainable university with a reputation for academic excellence and engaged students and alumni. It provides for student intellectual and personal growth through innovations in academic programs taught by motivated and developed faculty and staff aligned with institutional need. We provide state-of-the-art facilities and processes and visionary, effective, and mission-driven leadership and culture to provide a school of first choice for students. The methods by which we will achieve this vision are completely set out in the Strategic Plan.

The CPR Team criticized the previous strategic planning process that led to the strategic plan that was presented during the WASC Capacity and Preparatory Review. The Team recommended that Dominican develop a new Strategic Plan that is the result of a more comprehensive and inclusive strategic planning process and that governs the resource allocation process. This recommendation was immediately acted upon. We embarked upon and completed a comprehensive, inclusive strategic planning process which sets forth the blueprint for Dominican University of California to achieve sustainable competitive advantage by building capacity. The Baldridge Educational Criteria for Performance Excellence was the guiding framework during the design of the strategic planning process.

The Strategic Plan envisions that by 2015 Dominican will enroll 2,600 students, with new students attracted primarily to our Pathways, graduate, teaching credential, international, and on-line programs. We envision that most of our students will have Dominican as their school of first choice, that nearly all of them will have been attracted to Dominican because of its reputation for student learning outcomes and engaged learning experiences. Average graduation rates will be in the top tier among peer institutions. We will have achieved these results as a direct consequence of the strategic investments that we will make in our workforce, our programs and processes, and our facilities. Through a new cumulative contribution of close to $10 million to the University’s reserves, the Strategic Plan will be the roadmap for achieving a financially sustainable university that is fully prepared to face the challenges of the 21st century. A common thread throughout the Strategic Plan is the understanding that Dominican’s sustainable competitive advantage lays in innovative, value-added education and memorable student experiences.

The Strategic Plan is focused on action to accomplish the Dominican’s objectives. Each strategic initiative is supported by action plans and key performance indicators (KPIs) for which senior administrative leaders are responsible. The KPIs form the system of accountability within the University. Each organizational unit within the University will translate its strategic plan into an accountability document that indicating
the contribution it will make to the achievement of the overall Strategic Plan goals. In addition, each organizational unit will translate its accountability document into an annual performance plan that will be submitted to the Executive Vice President and Chief Academic Officer annually. The President and the President’s Executive Council will review these performance plans and the Board of Trustees will review the achievement of KPI performance goals and strategic initiatives annually.

The Strategic Plan is ambitious and provides an entirely new management framework, Responsibility Center Management, for school-based management, internal budgeting, and financial reporting. The goal of implementing RCM is to link strategic planning to resource allocation by establishing a systematic, transparent, and strategic approach to budget planning, development, and management. The RCM model promotes the broadest possible stewardship of the University’s financial resources as well as encouraging and rewarding innovation, creativity, and efficiency.

Responsibility Center Management decentralizes budgetary responsibility and resource decision-making and delegates authority to the school deans. Faculty will be more intimately involved in controlling the revenues they generate and puts them in a position to better understand both the academic and financial impacts of decisions. This process will increase transparency regarding academic decision-making and in a sense, “put the future of each school” in the hands of the faculty. Better working relationships between faculty and administration should result.

The clear outline of responsibility and assessment strategies set forth in the Strategic Plan supports the CPR Team’s recommendation regarding the development of an in depth culture of evidence and institutionalization of quality assurance processes. Along those lines, the institution has improved academic, co-curricular, and administrative assessment practices. We have almost completed our first six-year cycle of departmental program reviews and, on the basis of assessment results, have studied and changed our General Education Program. In addition, all departments are required to submit annual assessment reports documenting student learning outcome assessment and improvements made as a result. The Office of Student Life has assessed many of its co-curricular activities and made changes to better serve student needs. To further emphasize the importance of gathering a culture of evidence documenting student success in achieving Dominicans learning goals, the Strategic Plan directs institutionalization of a culture of assessment and data-driven outcomes, including data analytics and effective assessment methodologies to document mastery of skills and competencies in undergraduate and graduate programs. This will ensure assessment of learning outcomes beyond the Educational Effectiveness Review and embed assessment into regular institutional functioning.

While the Strategic Plan is ambitious, Dominican currently has a cohesive management team that has the expertise and drive to lead the initiatives that are necessary for realization of the yearly goals and action plans. The Plan is expected to be a fluid document which may change as we are required to adapt to outside influences. As the University is preparing for a major change in senior leadership—with the impending retirement of President Joseph R. Fink in June 2011—the culture of heightened collaboration and renewed commitment to excellence that was built during the strategic planning process makes the University community well-positioned to face the transitional period.

The preparation for the Educational Effectiveness Review has been a busy and productive two years for Dominican. The EER Team will find an institution in the process of moving forward with vision and accountability.
SUPPLEMENTAL REPORT

Addressing the 2008 Revisions to the CFRs and Institutional Review Process

Addressing the Revised CFRs

Dominican’s status with regards the revised CFRs are addressed within the text of the Educational Effectiveness Review, except for the response below.

Response to Changes in CFR 2.2b: Graduate Education

In 2004, a Graduate Council (GC) was established with the following charge: “The Graduate Council will deliberate issues pertaining to graduate education, both on campus and in off-campus locations, to assure excellence in programming and service.” The Council originally consisted of the directors or representatives of the graduate programs and several key administrators, including the Associate Vice President for Academic Affairs, who chairs the Council. Last year, the administrators, except the AVPAA, were removed from permanent membership during the university-wide streamlining of non-faculty staff and administrators’ membership in committees. Administrators are asked to attend meetings as needed to provide information or to have conversations regarding graduate education.

The development of the Council was the first attempt to bring all graduate programs together to learn from one another and to develop common goals to support and improve graduate education. During the first couple of years, the Council conducted a market analysis of each program and participated in development of competitive tuition rates for each program. One of the initial issues identified by the Council was the perception that the Graduate Programs appear to be the last focus of the University; freshmen are first, undergraduates second, and graduate programs last. In an attempt to obtain additional support, the GC asked for a Statement of Activities (i.e., profit and loss statement) for each program. At that time, the Chief Financial Officer indicated that our accounting system would not allow for such a calculation. The GC continued each year to pursue the matter. It also discussed workload and scholarship support for both faculty and students in graduate programs. In 2007, in order to present a case for additional graduate support, the Council produced a white paper, Graduate Education, Foundation of the University with an Executive Summary. (Available in CFR 2.2) The Graduate Council adopted common student learning outcomes for all graduate programs. These will appear in the 2010-2012 University Catalog. (CFR 2.2)

The white paper states that the primary academic mission of the graduate programs at Dominican University of California is to support excellence through rigorous academic programming in support of outstanding graduate students who will be capable of continual critical inquiry into fundamental questions in their fields and who can communicate their findings clearly through research, scholarship, teaching, and service. Excellence in Dominican’s graduate programs strengthens our competitiveness and innovation regionally, nationally, and internationally.

The white paper was discussed by the President’s Executive Council and a response was communicated to the GC by the Provost and Vice President for Academic Affairs. One of the results was the development of an integrated marketing plan for graduate programs including institutional branding and positioning, as well as creation of new admission materials. The proposal for acceptance of Ernest Boyer’s vision of scholarship and changes to faculty promotion and tenure policies were forwarded to the Faculty Affairs Committee; despite the Faculty Affairs Committee’s favorable recommendation, the adoption of Boyer’s expanded definition of scholarship did not receive the Faculty Forum’s support at that time. Ideas on how to create stronger ties with alumni were welcomed and internationalization steps were implemented with an Internationalization of the Curriculum grant. On the other hand, the request to increase the institutional financial aid to graduate students was not feasible, given financial resources available at that time. Profit and loss statements would be developed as soon as practicable since they require implementation of a new general ledger. Changing the graduate faculty workload was not feasible due to the fiscal impact it would have. (The response of PEC to the White Paper is found in CFR 2.2.)

In 2009, the new Executive Vice President and Chief Academic Officer discussed the continuing issues in the White Paper with the Graduate Council. The issues raised and responses can be found in the GC minutes of October 20, 2009, in CFR 2.2.

The result of that meeting was that the University has agreed to Dominican joining the Council of Graduate Schools (CGS), a national organization that supports advocacy, research, and innovation in graduate studies. Institutional membership in CGS will be included in the FY 2010/11 budget. The request for GC membership on the Academic Council and Strategic Planning Council is on hold pending the University’s forthcoming comprehensive review of the system of shared governance. Representation on the Curriculum and Educational Policy Committee will be considered during the governance review since this committee typically focuses on undergraduate curriculum rather than graduate curriculum. Profit and loss statements will become a reality with the development of Responsibility Center Management to be piloted in 2010/11.
The Chief Academic Officer will advocate following the Boyer Model of Scholarship with development of clear expectations regarding application to retention, tenure, and promotion. The Strategic Plan calls for re-evaluation of faculty workload, including workload of faculty members teaching graduate courses or supervising graduate students. The issues of rationalization of workload and workload equity will be studied to develop a workload formula with clear deliverables attached to release time. The Strategic Plan includes support for at least 50% of graduating master’s students having had at least one engaged learning experience which includes internships, service-learning, or study abroad. In addition, since one of the strategic initiatives in the Strategic plan calls for increasing the enrollment and retention of graduate and credential students in addition to Pathways and international students, there will be increased funding for marketing, program development, scholarships, and financial aid.

Almost all of the graduate programs require a capstone project or senior thesis which involves scholarly and intellectual engagement of faculty and students. Students are encouraged to present their work at conferences and at the academic celebration held on campus each April. One of the requests the Graduate Council has made for the past several years is funding for graduate student travel to present at conferences in the same way undergraduate travel is supported. This year, 10% of the funding to support student travel for conference presentations will go to grants for graduate students. Previously, graduate students have received travel allotments directly from the Provost and Vice President for Academic Affairs on a case-by-case basis.

Each year, one graduate student is nominated by each department to receive the Academic Scholar Award. The award represents recognition for outstanding scholarship, creative activity and/or research. Undergraduate and Graduate Academic Scholars are honored at a dinner hosted by the President and receive a gift, red honors cords, and a certificate of award. The Graduate Council has discussed having a Graduate Student Research Conference, but this is still in the planning stages.

As regards graduate education, the priorities for the next couple of years are: (1) faculty workload issues and rationalization; (2) standards for appointment of tenure and promotion, especially with respect to scholarship; and (3) review of graduate core curriculum and what it means to get a graduate degree from Dominican. The Strategic Plan provides for feasibility studies for national programmatic accreditation and accreditation plans for the graduate programs of Counseling Psychology (American Association for Marriage and Family Therapy), Education (National Council for Accreditation of Teacher Education), and Business (AACSB International). Accreditation provides an on-going process of assessment and, since quality is defined by appropriate accrediting bodies, accreditation is important aspect in publicizing the excellence of Dominican’s graduate programs.

New Requirements in the Institutional Review Process

Student Success

At the core of our strategic planning are mission, vision, and core values that collectively drive growth and guide a visionary and effective leadership. A mission-driven leadership and culture create and sustain a motivated and developed faculty and staff that are closely aligned to institutional need. A visionary leadership and culture also enable the offering of state-of-the-art facilities and processes that enhance the delivery of education, facilitate research, and enable a secure and creative learning environment. Because of our investments in our workforce, we are able to create innovative academic programs in response to global demand, expanded delivery options, and new opportunities. The combined contributions of effective leadership, engaged faculty and staff, innovative programs, and state-of-the-art facilities and processes result in student development that encompasses intellectual, physical, and spiritual growth. Student intellectual and personal growth, coupled with innovations in academic programs, creates a basis for a sustainable reputation for academic excellence and memorable student experiences.

The following annual performance goals will track our progress toward ensuring student intellectual and personal growth by monitoring our accomplishment of: (1) graduates employed or admitted to graduate school within 90 days of graduation; (2) overall fall to fall retention rate; (3) graduating students’ passing rate in exit tests; (4) overall student satisfaction with instruction, undergraduate day, adult, and postgraduate – SSI, ASPS; and (5) overall student satisfaction with academic advising and support services, undergraduate day, adult, and postgraduate – SSI, ASPS. While we currently monitor these goals, the Strategic Plan sets specific annual performance projections for each year from 2011 to 2015. (See Strategic Plan, Vision Theme 4.)

To aid in accomplishing the annual performance projections, we will redesign the system for career and life planning, internship, and placement assistance to ensure that by 2015 all students have had at least two internships and at least three competitive job offers or graduate school admission offers by the time of graduation. The University has engaged a career services consultant to audit our current system and recommend a comprehensive system that will enable us to meet our key performance goals in this area. In addition, we will design, develop, and implement a Student Center, living-learning communities, and opportunities for well-rounded university life, thereby promoting total wellness through the integration of the academic, spiritual, social, emotional, and physical dimensions of student lives.

See section on Retention in the Educational Effectiveness Report for a discussion of data on student attrition and retention. (See also University Factbook, CFR 4.4-4.8.)
While our fall 2009 freshman-to-sophomore retention rate is 80% and the second highest since 2001, we are aware we need to work diligently to maintain this rate and, in fact, raise it to 87% by fall 2015. In addition, we need to increase retention of our students from entrance through graduation. One of the key performance indicators in the Strategic Plan is to increase the six-year graduation rate from a baseline in 2010 of 45% to 65% by 2015. We intend to do this by continuing to build a reputation for academic excellence through the following strategic initiatives: (1) redesigning and offering an institution-wide undergraduate First-Year Experience and General Education Program; (2) obtaining specialized programmatic accreditation for business administration and other programs as determined by feasibility studies begun in spring 2010; and (3) expanding and modernizing the library resources and services and by encouraging commitment of Dominican faculty engagement with students in and beyond the classroom. In addition, Dominican will increase strategic partnerships and community outreach to ensure that all graduating bachelor’s students have at least three engaged learning experiences and 50% of graduating master’s student have had at least one engaged learning experience by the time of graduation. These learning experiences include internships, service-learning, study abroad, and undergraduate or graduate student research with faculty. All of these programs currently exist and are available to students, but we will enhance them significantly as we move forward. We have found that experiential learning provides students with opportunities for skill development and educational environments that bond them to faculty, the University, and to agencies in the community. An engaged alumni can also help in providing the personal link that enhances student retention. We are implementing Alumni Mentorship and Discovery Projects as well as externships thereby creating a base of engaged alumni who become volunteers and supporters of graduate and undergraduate students and the University as a whole. We will track our success by specific annual performance projections. (See Strategic Plan, Vision Themes 2 and 3.)

The revision of the General Education Program has included a significant change in the first year curriculum to provide a common learning experience for all entering students. The courses in the first year will be foundational, placing the individual—the human—within a comprehensive historical and universal context, namely from the Big Bang to the Present. The first-year courses will create a common experience and build a learning community. Through the shared first-semester course, all-freshman will be exposed to key University faculty and out-of-classroom experiences, such as events and performances.

In the first semester (FYF1) all incoming first-year students will take the same multidisciplinary course “Big History: From the Big Bang to the Present.” This course tells the story of our universe drawing on disciplines such as biology, sociology, anthropology, geology, economics, political science, astronomy, and literature. As David Christian says, “By bringing together into a single, coherent course, knowledge from the sciences and the humanities, such courses should help students begin to see the underlying unity of modern knowledge and help them understand that knowledge is more than just a mass of facts.” This places humankind within a universal narrative and promotes an exploration of our role and effect within that narrative. Having exposed our students to this grand sweep of natural and human history, this course will end with a look to the future and an overview of the crises our global civilization faces. A fundamental understanding of those challenges is conveyed through the study of a core text such as Lester Brown’s Plan B 4.0: Mobilizing to Save Civilization.

FYF1, “Big History,” emphasizes the common history of humanity rather than the story of separate groups. Thus, it has implications for working together as a global society. The second semester (FYF2) courses examine the common history of human ventures in specific areas of knowledge, creativity, or inquiry. This too has implications for working together in a global society. FYF2, a Big History (not the Big History) of the human venture within a particular field presents its own view of this history, complementing FYF1 by reexamining big history with a literary eye, musical eye, or an eye to trade, religion, social order, or art’s place in those sweeping tides of human history. The courses end with a look to the future.

In the second semester, first-year students choose one course from an array of six. The contents of the courses are to be arranged chronologically, going back as far as possible. They are to follow the large-scale milestones of human history, such as hunting/gathering, agriculture, cities and civilizations, industrial revolution and fossil fuels, to finally incorporate the field’s responses to challenges humankind faces in the 21st century. Where possible, disciplines are to collaborate on the design and development of a course (best during a summer institute); the course itself, however, need not be team-taught but rather taught in rotation by the disciplines involved in the development.

The FYF1 and FYF2 experiences will provide a common academic experience for freshmen that will be tied to co-curricular first year programming. This is intended to provide a basis for student-student interaction as well as student-faculty conversation. A hoped for side effect of this program is an increase in student retention. (See GE Revision Fall 2009, Final Report, CFR 4.4-4.8, General Education Assessment.)

In fall 2009, Dr. Eric Frank, Vice President for Academic Affairs and Dean of College, Occidental College, visited the University to discuss GE programming and engaging the faculty, staff, and trustees in the future of our GE. Occidental was one of Dominican’s Aspirant Schools, which the Board of Trustees identified because of its freshmen seminar and colloquium. (Dr. Frank’s report was not available at the time of writing but will be available to the EER Team in the Team Room.)

Dominican has instituted a number of first-year programs, some academic and some involving student service departments. (See Summary of First Year Programming, CFR 2.13.) There is, however, no centralized position or office in charge of these measures and most of these programs have not been assessed for retention results. One program has been assessed, Vision
Quest, the program for undeclared first-year students. Regarding retention, Vision Quest has not demonstrated a consistent trend of helping retain major undeclared students. Major undeclared students who participated in Vision Quest took a longer time to declare a major compared to major undeclared students who did not take Vision Quest. Changes are being made to the Vision Quest program in an attempt to remedy this situation. This is discussed further in the EER.

In November 2009, Dr. Lisa H. Bortman, Associate Dean, First Year Programs, Academic Advising and Assessment at Whittier College, was invited to Dominican to conduct focus groups asking faculty, staff, and students to report on practices and policies that are considered to be “best practice” in higher education and ones that contribute to improved academic performance and retention. Questioning focused on academic engagement (including academic challenge), pedagogical practices, faculty student relationships, intervention for high risk students and opportunities for social integration. The literature suggests that when students are academically engaged and socially integrated academic performance improves resulting in improved retention.

Dr. Bortman’s set forth several general findings. Students reported they were happy with their experience at Dominican University. They indicated that, by junior and senior years, they have numerous opportunities to work with faculty and become engaged in their academics. They reported faculty are available, supportive, and have high expectations for their success. They confirmed that faculty interaction in their freshman and sophomore year is very limited and that academic rigor in their junior and senior year is significantly greater than their freshman year.

Her charge was to examine the first year experience in an attempt to identify the strengths and weaknesses of current programming. Dr. Bortman’s overall recommendation was to re-examine the advising model and establish if it is an effective use of resources, examine ways in which to increase faculty student interaction in the first year, find mechanisms to identify and support high risk students (provide institutional support for this) and develop programs that use upper class students (peer mentors) to support the first year. These suggestions will be studied as a part of our retention planning for the coming year. (See Dominican Report, November 2009, L. Bortman, CFR 2.13.)

Program Review

Please see the “Program Review” section of the Educational Effectiveness Review Report.

Sustainability of Effectiveness Plans

The section describing the Sustainability of Effectiveness Plans can be found in the “Program Review” section of the Educational Effectiveness Review Report.
Appendix A

Faculty Ratio Comparison Chart

Faculty Ratio Comparison
IPEDS Data as of 2007 except Specified

<table>
<thead>
<tr>
<th>Comparison with Two Groups</th>
<th>(1) Full-Time Faculty to Total Faculty by HC</th>
<th>(2) Full-Time Faculty to Total Faculty by FTE</th>
<th>(3) Total Tenured and Tenure-Track Faculty to Full-Time Faculty</th>
<th>(4) Total Tenured and Tenure-Track Faculty to Total FTE Faculty</th>
<th>(5) Total Tenured Faculty to Total Tenured and Tenure-Track Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dominican University of California - 2007</td>
<td>22%</td>
<td>46%</td>
<td>78%</td>
<td>36%</td>
<td>38%</td>
</tr>
<tr>
<td>Dominican University of California - 2008</td>
<td>25%</td>
<td>49%</td>
<td>68%</td>
<td>34%</td>
<td>47%</td>
</tr>
<tr>
<td>Peers and Competitors Group Average</td>
<td>49%</td>
<td>74%</td>
<td>81%</td>
<td>61%</td>
<td>76%</td>
</tr>
<tr>
<td>Aspirants Group Average</td>
<td>54%</td>
<td>78%</td>
<td>81%</td>
<td>63%</td>
<td>66%</td>
</tr>
<tr>
<td>Two Groups Combined Average</td>
<td>52%</td>
<td>76%</td>
<td>81%</td>
<td>62%</td>
<td>69%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comparison with individual School</th>
<th>(1) Full-Time Faculty to Total Faculty by HC</th>
<th>(2) Full-Time Faculty to Total Faculty by FTE</th>
<th>(3) Total Tenured and Tenure-Track Faculty to Full-Time Faculty</th>
<th>(4) Total Tenured and Tenure-Track Faculty to Total FTE Faculty</th>
<th>(5) Total Tenured Faculty to Total Tenured and Tenure-Track Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dominican University of California - 2007</td>
<td>22%</td>
<td>46%</td>
<td>78%</td>
<td>36%</td>
<td>38%</td>
</tr>
<tr>
<td>Dominican University of California - 2008</td>
<td>25%</td>
<td>49%</td>
<td>68%</td>
<td>34%</td>
<td>47%</td>
</tr>
<tr>
<td>California Lutheran University</td>
<td>100%</td>
<td>100%</td>
<td>69%</td>
<td>69%</td>
<td>66%</td>
</tr>
<tr>
<td>University of San Francisco</td>
<td>42%</td>
<td>69%</td>
<td>82%</td>
<td>57%</td>
<td>77%</td>
</tr>
<tr>
<td>Saint Marys College of California</td>
<td>47%</td>
<td>73%</td>
<td>88%</td>
<td>64%</td>
<td>79%</td>
</tr>
<tr>
<td>Loyala Marymount University</td>
<td>54%</td>
<td>78%</td>
<td>86%</td>
<td>67%</td>
<td>68%</td>
</tr>
<tr>
<td>University of Redlands</td>
<td>47%</td>
<td>73%</td>
<td>83%</td>
<td>60%</td>
<td>62%</td>
</tr>
<tr>
<td>Occidental College</td>
<td>79%</td>
<td>92%</td>
<td>83%</td>
<td>77%</td>
<td>71%</td>
</tr>
<tr>
<td>Chapman University</td>
<td>51%</td>
<td>76%</td>
<td>70%</td>
<td>53%</td>
<td>62%</td>
</tr>
</tbody>
</table>
### Appendix B

**Quality of Academic Program Learning Outcomes**

**Self Assessment**

Assessment of where Dominican departments fall on the WASC Rubric for Assessing the Quality of Academic Program Learning Outcomes

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Initial</th>
<th>Emerging</th>
<th>Developed</th>
<th>Highly Developed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comprehensive List</strong></td>
<td></td>
<td></td>
<td>All programs have SLOs</td>
<td></td>
</tr>
<tr>
<td>Assessable Outcomes</td>
<td>Business Administration, Counseling Psychology (assessment of SLOs incomplete)</td>
<td>Art, Biology, Communications, English, Humanities, Music, Political Science, Psychology, Religion (assess one SLO + anchor/year – have not completed all SLOs as yet)</td>
<td>GE (FYF, CHC, IR), Vision Quest, Service Learning, Education, Nursing, OT (have assessed all SLOs and/or programs with external accrediting agencies)</td>
<td></td>
</tr>
<tr>
<td>Alignment</td>
<td></td>
<td></td>
<td>All programs have curriculum maps</td>
<td></td>
</tr>
<tr>
<td>Assessment Planning</td>
<td>Counseling Psychology (no formal plan for assessment)</td>
<td>Business Administration, Humanities</td>
<td>Art, Biology, Communication, English, Political Science, Psychology, Religion (assessment plan submitted)</td>
<td>Education, Nursing, OT, GE (FYF, CHC, IR) Vision Quest, Service Learning (fully articulated multi-year assessment plans)</td>
</tr>
<tr>
<td>The Student Experience</td>
<td>Counseling Psychology (may SLOs in syllabi but no formal assessment)</td>
<td>Business Administration, Humanities (students have some knowledge of SLOs)</td>
<td>Art, Biology, Communication, English, Political Science, Psychology, Religion (outcomes are included in most syllabi and catalog, web)</td>
<td>Education, Nursing, OT, GE (FYF, CHC, IR) Vision Quest, Service Learning (students are given rubrics before assessment assignment, all programs have SLOs in syllabi and catalog, web)</td>
</tr>
</tbody>
</table>
Appendix C

Quality of Academic Program Learning Outcomes
Self Assessment

Assessment of where Dominican departments fall on the WASC Rubric for the Integration of Student Learning Assessment into Program Reviews

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Initial</th>
<th>Emerging</th>
<th>Developed</th>
<th>Highly Developed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Elements of the Self-Study</td>
<td></td>
<td></td>
<td></td>
<td>All programs have SLOs</td>
</tr>
<tr>
<td>Process of Review</td>
<td></td>
<td>All programs except listed in Highly Developed. All external reviewers have commented at the descriptive level on the assessment processes used.</td>
<td>Education, Nursing, OT (programs with external accrediting agencies)</td>
<td></td>
</tr>
<tr>
<td>Planning and Budgeting</td>
<td></td>
<td></td>
<td></td>
<td>Formal MOUs process for all completed ext reviews. Examples: Financial Strategic Plan line item for faculty hiring directly a result of external recommendations. Space reallocation and renovation in summer 09 due to recommendations. All programs will have been reviewed and MOU developed by fall 2010.</td>
</tr>
<tr>
<td>Annual Feedback on Assessment Efforts</td>
<td></td>
<td>Annual feedback by Assessment Director (and Dean of Arts and Sciences for School of A&amp;S). In addition IR Director often meets with dept chair and GE Director</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Student Experience</td>
<td></td>
<td>In each review students have had opportunity to interact with external reviewers and provide input into the review process.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>