

California State University, Dominguez Hills

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<http://csudh.edu>

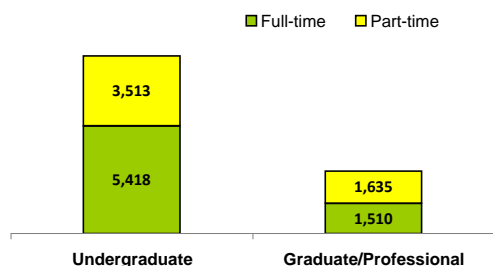


California State University, Dominguez Hills is a highly diverse, urban university located in the South Bay primarily serving the Los Angeles metropolitan area. The University prides itself on its outstanding faculty and friendly, student-centered environment. Known for excellence in teacher education, nursing, psychology, business administration, and digital media arts, CSUDH is also a national leader in distance learning. The University Theatre offers a full array of plays and concerts, and the Art Gallery is a major exhibition space. The newly expanded Loker Student Union recently opened. "Toros" Athletics sponsors 11 intercollegiate championship-winning teams. On campus is the Home Depot Center, a U.S. Olympic training site and sports complex.

Student Characteristics (Fall 2007) [More](#)

TOTAL NUMBER OF STUDENTS 12,076

Student Level and Enrollment Status



UNDERGRADUATE PROFILE

Total 8,931

Gender

Women	6,110	68%
Men	2,821	32%

Race/Ethnicity

African American / Black	2,536	28%
American Indian / Alaskan Native	26	0%
Asian / Pacific Islander	743	8%
Hispanic	3,375	38%
International	176	2%
White	1,115	12%
Race/Ethnicity Unknown	960	11%

Geographic Distribution (Degree-Seeking)

California	95%
Other US States & Territories	3%
Other Countries	1%

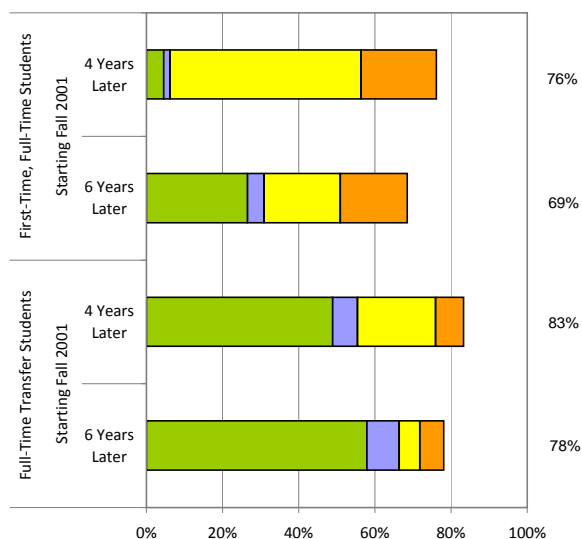
Age (Degree-Seeking)

Average Age	28
Percent of Undergraduates Age 25 or Older	45%

Undergraduate Success and [More](#)

Progress Rate

■ Graduated from CSUDH ■ Graduated from other Institution
■ Still Enrolled at CSUDH ■ Still Enrolled at other Institution



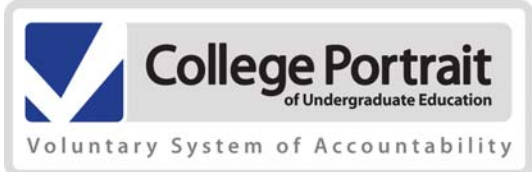
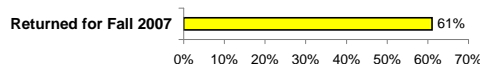
A 76% four-year success and progress rate means that 76% of students starting in Fall 2001 either graduated or are still enrolled at a higher education institution four years later.

Counts for the Fall 2001 entering class shown in the graph above.

- 560 First-Time, Full-Time Students
- 1,250 Full-Time Transfer Students

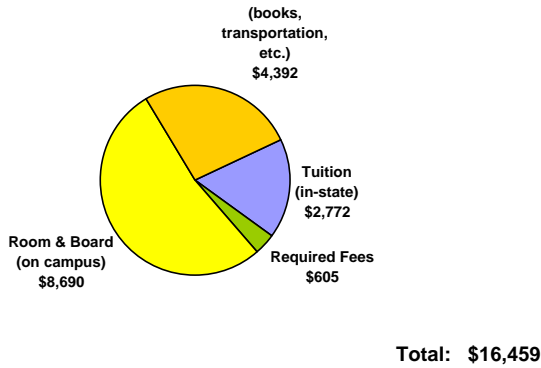
[CLICK HERE](#) for Detailed Success & Progress Rate Tables

Retention of Fall 2006 First-Time, Full-time Students



One of the strengths of U.S. higher education is the broad range of diverse institutions, each with its own distinctive mission. We encourage you to check out college web sites and visit campuses to get a more complete picture of the opportunities available to you!

Typical Undergraduate Costs per Year Without Financial Aid for Full-Time, In-State Students (2007-08)



[CLICK HERE](#) for typical out-of-state costs and any discipline-specific tuition

The cost to attend varies based on the individual circumstances of students and may be reduced through grants and scholarships.

[CLICK HERE](#)
To get a cost estimate for students like you!

Financial Aid Awarded to Undergraduates (Fall 2006)

Overall Financial Aid

- 72% of Fall 2006 full-time undergraduates received financial aid of some type including need-based loans, work study, and non need-based scholarships.

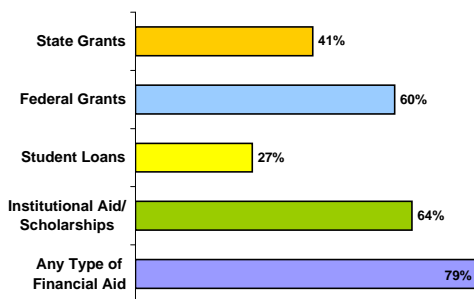
Annual Need-Based Scholarships & Grants

- 61% of Fall 2006 full-time undergraduates received need-based grants or scholarships; the average award for the year was \$5,770.

Annual Need-Based Loans

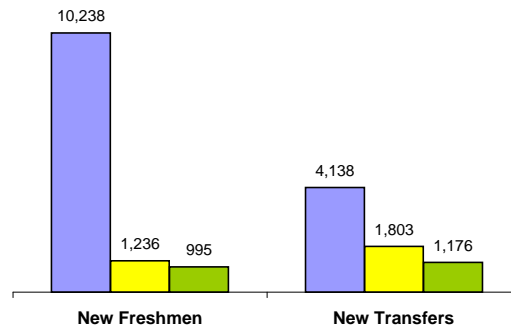
- 38% of Fall 2006 full-time undergraduates received need-based work-study and/or loans (not including parent loans); the average loan for the year was \$4,113.

Percent of Fall 2006 First-Time Students Receiving Each Type of Financial Aid



NOTE: Student may receive aid from more than one source.

Applied Admitted Enrolled



Academic Preparation of New Freshman

Test(s) Required for Admission: SAT or ACT

Middle 50% of Test Score Range	ACT	SAT
Composite	14-18	
Math	15-18	350-450
English	12-18	
Critical Reading		360-470

50% of admitted students have test scores within the ranges listed, 25% have scores above, and 25% have scores below.

Percent in top 25% of High School Graduating Class: N/A

Percent in top 50% of High School Graduating Class: N/A

Average High School GPA (4-point scale) 2.92

Degrees and Areas of Study

Degrees Awarded at CSUDH in 2006-07

Bachelor's	1,819
Master's	954
Total	2,773

Areas of Study with the Largest Number of Undergraduate Degrees Awarded in 2006-07

Business Administration and Management, General	19%
Liberal Arts and Sciences/ Liberal Studies	18%
Psychology, General	7%
Nursing/Registered Nurse (RN, ASN, BSN, MSN)	7%
Human Services, General	7%
All other degree areas	42%
Total	100%

[CLICK HERE](#) for a list of undergraduate and graduate programs

The Toros Community

CSU Dominguez Hills students benefit from a rich learning experience that includes student research opportunities, out-of-class and community service learning, and strong faculty commitment to student success. The University offers a wide range of academic and student support services that are designed to provide each student with a well-rounded educational experience that encourages academic exploration, while developing the personal, social and professional skills needed to succeed in a global society. CSU Dominguez Hills students are well-prepared to join the workforce and employers who hire our graduates report high levels of satisfaction.



Study at CSUDH [More](#)

Student Housing [More](#)

Classroom Environment

Students per Faculty	21 to 1
Undergraduate classes with fewer than 30 students	63%
Undergraduate classes with fewer than 50 students	89%

21% of new freshmen live on campus
6% of all undergraduates live on campus

Full-Time Instructional Faculty

Total Faculty	318
% Women	47%
% from Minority Groups	33%
% with Highest Degree in Field	92%

Campus Safety [More](#)

The University Police Department provides police services to our campus community 24 hours a day, year-round. Our communications personnel are responsible for providing 24 hour dispatch/radio communications with police and parking, handling telephone and front counter inquiries from the campus community, 9-1-1 services, monitoring various alarm systems and lost/found. Our student patrol/student assistants provide evening escort and information services to the campus community.

Carnegie Classification of Institutional Characteristics

Basic Type

Master's Colleges and Universities (larger programs)

Size and Setting

Medium four-year, primarily nonresidential

Enrollment Profile

High undergraduate

Undergraduate Profile

Medium full-time four-year, inclusive

Undergraduate Instructional Program

Balanced arts & sciences/professions, some graduate coexistence

Graduate Instructional Program

Postbaccalaureate comprehensive

Future Plans of Bachelor's Degree Recipients

Data used to build graph are not yet available

[CLICK HERE](#) for Campus Crime Statistics report.

[CLICK HERE](#) for information on survey administration, sample, and response rate.

NOTE: Institutional classifications based on the Carnegie 2005 edition.

[CLICK HERE](#) for more information on Carnegie Classifications.



Student Experiences and Perceptions

Students who are actively involved in their own learning and development are more likely to be successful in college. Colleges and universities offer students a wide variety of opportunities both inside and outside the classroom to become engaged with new ideas, people, and experiences. Institutions measure the effectiveness of these opportunities in a variety of ways to better understand what types of activities and programs students find the most helpful.

[CLICK HERE](#) for examples of how CSUDH evaluates the experiences of its students.

In addition, institutions participating in the VSA program measure student involvement on campus using one of four national surveys. Results from the one survey are reported for a common set of questions selected as part of VSA. Following are the selected results from the 2007-08 National Survey of Student Engagement (NSSE). The questions have been grouped together in categories that are known to contribute to student learning and development. The results reported below are based on the responses of seniors who participated in the survey.

[CLICK HERE](#) for information on the NSSE survey.

Group Learning Experiences

- 90% percent of seniors worked with classmates on assignments outside of class.
- 48% of seniors tutored or taught other students
- 11% of seniors spent at least 6 hours per week participating in co-curricular activities such as student organizations and intramural sports

Active Learning Experiences

- 80% of seniors spent at least 6 hours per week preparing for class
- 12% of seniors worked on a research project with a faculty member
- 35% of seniors participated in an internship, practicum, or field experience
- 45% of seniors participated in community service or volunteer work
- 4% of seniors participated in study abroad
- 95% of seniors made at least one class presentation last year

Institutional Commitment to Student Learning and Success

- 94% of seniors believe this institution provides support for student success
- 67% of seniors rated the quality of academic advising at this institution as good or excellent
- 60% of seniors reported that this institution provided help in coping with work, family and other non-academic responsibilities
- 94% of seniors reported working harder than they thought they could to meet an instructor's standards or expectations

Student Satisfaction

- 83% of seniors would attend this institution if they started over again
- 85% of seniors rated their entire educational experience as good or excellent
- 81% of seniors reported that other students were friendly or supportive

Student Interaction with Campus Faculty and Staff

- 54% of seniors believed that the campus staff were helpful, considerate, or flexible
- 75% of seniors believed that faculty are available, helpful, or sympathetic
- 92% of seniors reported that faculty members provided prompt feedback on their academic performance
- 67% of seniors discussed readings or ideas with faculty members outside of class

Experiences with Diverse Groups of People and Ideas

- 67% of seniors reported that they often tried to understand someone else's point of view
- 93% of seniors reported their experience at this institution contributed to their understanding people of other racial and ethnic backgrounds
- 90% of seniors often had serious conversations with students of a different race or ethnicity

Student Learning Outcomes

All colleges and universities use multiple approaches to measure student learning. Many of these are specific to particular disciplines, many are coordinated with accrediting agencies, and many are based on outcomes after students have graduated. In addition, those institutions participating in the VSA measure increases in critical thinking, analytic reasoning, and written communication using one of three tests.

Student Learning Assessment at CSUDH

Student learning outcomes focus on what students learn, most often addressing two questions: What does the University want students to know by the time they finish a course or degree? What does it want students to be able to do with what they know by the time they finish a course or degree? Faculty members design outcomes at the program and course levels by discussing what they believe is essential to student learning in their disciplines. CSUDH has determined a set of 10 essential elements of learning outcome assessment to provide evidence of student learning outcomes achievement. Each program's progress in achieving these 10 essential elements is monitored and assessed annually by the University Student Learning Outcome Assessment Committee (USLOAC).

[CLICK HERE](#) for examples of student learning assessment and outcomes at CSUDH

Pilot Project to Measure Core Learning Outcomes

As a pilot project, VSA participants measure critical thinking, analytic reasoning, and written communication using one of three tests. Following are the 2007-08 results from the Collegiate Learning Assessment (CLA). Such general skills are applicable and useful for both career and personal success and are important outcomes of college regardless of a student's major. The CLA measures critical thinking, analytic reasoning and written communication using two different tasks -- a performance task and an analytic writing task.

[CLICK HERE](#) for a description of the CLA test.

Learning Gains between Freshman Year and Senior Year

PerformanceTask

The increase in learning on the performance task is above what would be expected at an institution with students of similar academic abilities.

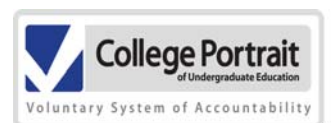
Analytic Writing Task

The increase in learning on the performance task is above what would be expected at an institution with students of similar academic abilities.

Average Institutional Scores

	<u>Freshman Score</u>	<u>Senior Score</u>
PerformanceTask	895	1040
Analytic Writing Task	976	1098

CLA Score Range: 400 to 1600



The information provided in this section addresses many important institutional contributions to California. This small collection of data is designed to ensure that many of our public universities are recognized for their societal contributions as well as demonstrating greater accountability to individual students, parents, and the public-at-large.

Contributions to the Public Good

Degrees Granted 2006-07

Total Degree Awards	Campus	% of		% of State
		CSU	CSU	
Bachelor's	1,819	3%	70,887	46%
Master's	954	5%	18,095	32%
Doctoral	0	0%	68	1%
Total	2,773	3%	89,050	41%

Bachelor's Degree Awards

by Racial and Ethnic Background	Campus	% of		% of State
		CSU	CSU	
African American/ Black	458	13%	3,440	48%
American Indian/ Alaskan Native	10	2%	490	44%
Asian/ Pacific Islander	178	1%	12,085	38%
Latino	647	4%	14,483	55%
White, Non-Latino	287	1%	28,039	45%
International	44	1%	2,946	46%
Other Ethnicity/ Unknown	195	2%	9,404	55%
Total	1,819	3%	70,887	46%

in High Demand Fields	Campus	% of		% of State
		CSU	CSU	
Public Administration	202	13%	1,535	60%
Nursing	122	7%	1,792	59%
Life Science	199	3%	5,742	38%
Business and Professional Services	358	2%	15,613	54%
Media/Culture/Design	137	2%	8,128	42%
Information Technology	13	1%	1,571	33%

Economic Diversity: Access & Completion

Undergraduate Pell Grant Recipients (2006-07)

Dominguez Hills Undergraduates	10,480
Dominguez Hills Undergraduate Pell Grant Recipients	5,404
Pell Percentage of Undergraduates	52%
System Pell Percentage of Undergraduates	37%
National Pell Percentage of Undergraduates	34%

Bachelor's Degree Pell Grant Recipients (2006-07)

Dominguez Hills Bachelor's Degrees	1,819
Dominguez Hills Pell & Degree Recipients	1,040
Pell Percentage of Undergraduates	57%
System Pell Percentage of Undergraduates	43%

"Net Price" - House version of HEA

Average "sticker" tuition and fees charged to all 2006-07 academic year, full-time undergraduates	\$3,127
Average tuition and fees paid by all 2006-07 academic year, full-time undergraduates	\$1,127
"Net" Price percent of "Sticker"	36%

Loan Debt of Baccalaureate Recipients

Percent of 2006-07 Baccalaureate Recipients who Started as Freshmen and Assumed Loans

Dominguez Hills	55%
State Average (2005-06 Data)	47%
National Average (2005-06 Data)	58%

Average Loan Debt of 2006-07 Baccalaureate

Recipients who Started as Freshmen and Assumed Loans	
Dominguez Hills	\$11,920
State Average (2005-06 Data)	\$17,270
National Average (2005-06 Data)	\$19,646

Average Loan Debt of 2006-07 Baccalaureate Recipients who Started as Freshmen

Dominguez Hills	\$ 6,509
State Average (2005-06 Data)	\$ 8,118
National Average (2005-06 Data)	\$ 11,396