INSTITUTIONAL REPORT FOR THE

REAFFIRMATION OF ACCREDITATION

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1 INTRODUCTION TO THE INSTITUTIONAL REPORT: INSTITUTIONAL CONTEXT; RESPONSE TO PREVIOUS COMMISSION ACTIONS (CFRs 2.4, 2.6, 2.10, 2.13)



Aerial view of Cal State LA

HISTORY AND PROFILE OF INSTITUTION

California State University, Los Angeles (Cal State LA) is a comprehensive university that offers programs in an array of academic and professional fields. The University was created in 1947 in response to a growing need for public education. The individual California State Colleges were brought together as a system in 1960, and in 1982, the system became The California State University (CSU). Cal State LA became the 8th campus of the now 23-campus CSU system. In 2017 Cal State LA celebrated its 70th anniversary and its role at the center of the LA metropolitan area, proudly highlighting its long-standing relationships with public sector, industry and community partners. The university's eight colleges offer more than 60 academic schools, divisions and departments that primarily serve the Los Angeles metropolitan area, but also draws students from all areas of the United States and the world.

MISSION, VISION, AND VALUES

Our mission, vision, and values are articulated in our latest strategic plan unveiled in Fall 2016. Cal State LA is guided by our mission:

> *Cal State LA transforms lives and fosters thriving communities across greater Los Angeles. We cultivate and amplify our students' unique talents, diverse life experience, and intellect through engaged teaching, learning, scholarship, research, and public service that support their overall success, well-being, and the greater good.*

As evidenced in our vision and core values, Cal State LA is committed to student-centered learning, free scholarly inquiry, academic excellence within a diverse community, and an atmosphere of tolerance, civility and respect for the rights and sensibilities of each individual. Our Pathway programs exemplify our commitment to

community engagement and creating educational pipelines for our neighboring communities.

THE CAMPUS

The university, located in East Los Angeles, offers nationally recognized programs in the sciences, the arts, business, criminal justice, engineering, nursing, education and the humanities. About 14% of the campus' more than 28,000 students are engaged in post baccalaureate study in programs leading to masters and doctoral degrees; teaching and specialist credentials; certificates; and programs that lead to professional advancement. The University houses eight colleges: College of Arts & Letters; College of Business and Economics; Charter College of Education; College of Engineering, Computer Science and Technology; Rongxiang Xu College of Health and Human Services; College of Natural and Social Sciences; the Honors College and College of Professional and Global Education; and University Library.

CAL STATE LA DOWNTOWN

The university opened Cal State LA Downtown (DTLA), in January 2016, in its continued efforts to respond to the needs of the region. Located in the Financial District of Los Angeles, DTLA offers in-demand, flexible degree programs designed to help working professionals achieve their educational and career goals. DTLA offers self-support bachelor's degree completion programs in liberal studies, psychology, and business administration; and Master's degree programs in business administration, social work, and a master's in public health (set to launch in Fall 2018).

OUR FACULTY

Cal State LA's research-scholar model has been instrumental in attracting high quality faculty. Between 2013-2017, the university hired 171 new tenure-track faculty and we plan to welcome 50 additional tenure-track faculty in Fall 2018. In Fall 2016, the university had 496 tenure track faculty members (up 32 from 2013), 1045 adjunct faculty, and 44 FERP (Faculty Early Retirement Program) faculty; 49% of faculty were identified as Latino, Asian, Black, Native American, or Pacific Islander. Overall, our faculty is evenly divided among males and females (50.1% vs. 49.9%). Virtually all of Cal State LA's tenure-track faculty members have earned the highest degrees in their field, most often a Ph.D., from leading universities. Our faculty enjoy teaching and scholarly success. In 2017, the American Council on Education (ACE) recognized Cal State LA for Leadership in Effective Teaching and Student Success. The faculty's commitment to providing a welcoming environment for all students is reflecting in the Academic Senate's Fall 2017 Faculty Retreat focusing on diversity and student success. At a time when funding of externally sponsored programs has become more limited, Cal State LA faculty continues to win significant grants and contracts. In fiscal year 16-17, University Auxiliary Services received more than $42.7 million in new awards, compared to $34 million in 2015-16.

OUR STUDENTS (CFRS 2.4, 2.6, 2.10, 2.13)

The university's students reflect the diversity of LA. Over seventy percent of our students are first-generation college students and 83% receive financial aid. The university offers access to the most disadvantaged applicants. Its long-running Educational Opportunity Program provides academic support and resources to reduce the financial burdens for many first-generation college students from lower-income households. Cal State LA is a federally designated Hispanic-Serving Institution, with 62 percent of the University's students identifying themselves as Hispanic. The student racial/ethnic profile also includes 15% Asian American, 8% white and 4% African American students. The rich diversity of the university is illustrated in the "Dear World, Cal State LA" video project which visually captures the diverse beliefs and values of our students, faculty and staff. diverse beliefs and values of our students, faculty and staff.

INSTITUTIONAL PROFILE OF ACHIEVEMENTS SINCE LAST REAFFIRMATION OF ACCREDITATION

Ranked 1st
for the upward mobility of our students

Ranked 16th
for National Masters Universities and #7 in the West for "Best Bang for the Buck"

Ranked 16th
nationally among accelerated Bachelor of Science in Nursing (BSN) programs

Ranked in top 5
nursing graduate programs in California and the highest-ranked nursing program in the CSU since 2000

Ranked 1st
among bachelors and masters granting institutions nationally for producing Latino graduates who go on to earn doctorates in STEM fields

Ranked 4th
for lowest baccalaureate debt load among schools in the West

Ranked 28th
in Top 100 Colleges & Universities granting undergraduate & graduate degrees to Hispanic students

Ranked 15th
among public regional universities in the West

Ranked in top 10
nationally for undergraduate engineering program among public masters institutions

Additional rankings and recognitions are listed on the Why Cal State LA? webpage.

OVERVIEW OF CAPACITY, INFRASTRUCTURE, AND OPERATIONS

Significant changes have occurred in the administration and administrative structure of the University since the last reaffirmation of accreditation. Most notably, William A. Covino became the University's seventh president in 2013. Lynn Mahoney joined the university as the Provost and Vice President of Academic Affairs in 2015, and four new Vice Provost positions were established to strengthen the University's leadership in the areas of enrollment services, resource planning and budget, diversity and engaged learning, and institutional effectiveness. The existing position of Associate Vice Presidents for Faculty Affairs and Research was divided into two leadership positions to ensure that faculty affairs and research initiatives were well supported.

In 2016, Enrollment Services was moved to Academic Affairs and strengthening the unit was a top priority. New positions and improved processes in Admissions, Registrar's Office, Financial Aid, and Enrollment Management Technology have resulted in notable improvements in transfer credit evaluation, financial aid processing, the GET system, and communications with students. Several other new administrators were hired to support our student success initiatives, including our first Dean of Students, six college directors of Student Success & Academic Advising and two new college associate deans. New hires in University Advancement have significantly improved our fundraising. We have also added additional staff to support university growth (48 additional staff members have been hired since 2013).

In terms of physical infrastructure, since 2007 the university has completed construction on eight new buildings including the Annenberg Science Complex, Hydrogen Research Facility, and Student Housing Dining Room. In 2014, the University began construction on the Rosie Casals/Pancho Gonzalez Tennis Center, the first project in a comprehensive plan to upgrade all the facilities in the 11-acre Billie Jean King Sports Complex. The

Physical Science building is being renovated to house offices currently within the Administration Building while that building undergoes planned structural upgrades and renovations. In 2017-18, construction has or will start for new housing facilities, soccer fields, and a parking structure within the northern portion of the campus. The new student housing facilities will provide 1,500 additional beds for freshman and sophomore students. Los Angeles Football Club (LAFC), the newest major league soccer team in Los Angeles, has selected Cal State LA as the home of its $30 million training facility, soccer operations headquarters, and youth academy. Our students will benefit from the upgraded facilities and the opportunities for internships and practicum hours with LAFC.

Our Division of Administration and Finance has worked diligently to meet the needs that come with our growing student population. We have opened new venues on campus including Salazar Café, Espresso Bar, King Coffee, Golden Eagle Express and Café 47, and offer longer hours of operation. The University Library has undergone significant renovation with additional computers and spaces that reinforce collaborative learning. In September 2017, we became a smoke free, tobacco free, and vape free campus with the self-explanatory tagline "Cal State LA: Smoke-free for the health of all."

RESPONSE TO PREVIOUS COMMISSION ACTIONS AND EVIDENCE OF RESULTS

The WSCUC Commission made nine recommendations in their action letter of March 7, 2011:

(1) Work on improving retention rates for all students, particularly of underrepresented minorities; (2) Develop and implement a comprehensive plan to improve retention and graduation rates; (3) Reactivate a Strategic Planning Coordinating Committee to provide leadership and oversee the implementation of the University's Strategic Plan; (4) Implement an assessment plan for institutional learning outcomes, analyze data, and use the results to improve institutional effectiveness; (5) Allocate resources to implement effective assessment efforts; (6)Implement initiatives and interventions that positively impact student success for all new freshman and transfer students; (7) Implement a new model for academic advisement; (8) Improve and enhance student support service areas, such as Financial Aid, Records, the Registrar's Office, and Cashier to minimize bureaucracy, streamline administrative processes and procedures and provide exemplary customer service; and (9) Create a common understanding of what constitutes research, scholarship, and creative activity (RSCA), gather data on RSCA activities across campus, assess impact of RSCA on student success, retention, and graduation rates. These recommendations were satisfactorily addressed in an Interim Report submitted by Cal State LA on November 1, 2012. On February, 14, 2013, the Interim Report Committee accepted the Interim Report, deeming it to be "extraordinarily thorough, clearly written, and extremely detailed in addressing the Commission's Recommendations."

The WSCUC Interim Report Committee requested that Cal State LA "report on progress in the addressed areas (retention and graduation rates, strategic planning, assessment, student support services, and research/scholarship/creative activity) in its interaction with WSCUC during the Offsite Review in fall 2018." Cal State LA has made significant advances in areas related to these recommendations. The interim report committee deemed that all of the issues and recommendations raised in the action letter were satisfactorily addressed. (CFR 1.8) The updates are summarized below and detailed further in the appropriate section of the Institutional Report.

Retention and Graduation Rates:

The CSU launched its Graduation Initiative 2025 in 2015 to support students' timely progress to graduation. This initiative seeks to remove barriers to degree completion to produce over 500,000 more baccalaureate degree-educated residents of

California over the next 10 years. Our campus-specific goals for key graduation and equity metrics and our action plan for improving retention and graduate rate appear in Chapter 5.

Strategic Plan

In October 2015, Cal State LA embarked on a strategic planning initiative to create a road map for the university. The strategic planning process was spearheaded by the Provost and Vice President for Academic Affairs and the Strategic Planning Coordinating Committee (SPCC) comprised of students, faculty members, administrators and staff. The Strategic Plan is a guiding document used to set priorities for the University to focus energy and resources and to ensure all stakeholders are working toward common goals. Our approach was collaborative, inclusive, and transparent with a range of engagement opportunities that ensured every voice in our community was heard. The University gathered input from more than 2,500 stakeholders through planning workshops, town hall meetings, focus groups, interviews and a campus-wide survey, including 1,160 students. Emerging themes from the strategic planning process were shared with the campus community. Using the extensive feedback collected, the committee refined the University's mission, vision and value statements and identified four strategic priorities that can be measured and tied to action plans: Engagement, Service, and the Public Good; Welcoming and Inclusive Campus; Student Success; and Academic Distinction.

The success of a strategic plan rests on how well it is used by the community to guide planning and allocate resources. To ensure this, we have created an infrastructure that ensures collaboration, alignment and appropriate resource allocation. Six Strategic Planning Consultative Groups were formed with university-wide representation to oversee the work in the four strategic areas. The Groups meet regularly throughout the year and present their work annually in the spring to the Strategic Planning Coordinating Committee. As detailed in Chapter 7, overlapping representation on the SPCC and the Resource Allocation Advisory Committee then ensures that resources align with our strategic planning priorities. More Information about the strategic planning process and supporting materials and documents is available on the University website.

Assessment of Institutional Learning Outcomes and Allocation of Assessment Resources

The Educational Effectiveness and Assessment Council (EEAC) was established in 2010 to develop and implement an institutional assessment plan for assessing institutional learning outcomes (ILOs) including the core competencies in written communication, oral communication, quantitative reasoning, critical thinking, and information literacy. The institutional assessment plan is reviewed for progress and updated by EEAC on an annual basis. Chapter 6 details the assessment processes and activities of EEAC, the Director of Assessment, College Assessment Coordinators and Institutional Research.

Student Success Initiatives and Improvements in Academic Advisement

Significant initiatives and resources have been directed toward student success since our last reaffirmation of accreditation. A student success fee initiated in 2012 has funded vital programs detailed in Chapter 7. Initiatives and interventions that impact student success, specifically our investment in academic advising are discussed in Chapter 5.

Improvements in Student Support Services

In 2016, the new Vice Provost of Enrollment Services restructured the Offices of the Registrar, Admissions and Recruitment, Financial Aid, and Enrollment Management Technology and instituted new business practices to streamline and improve services, including improvements to admissions, scholarships, and advising. Organizational restructuring, expansion of the Veterans Resource Center, additional psychological counselors, and the addition of a Dean of Students also enhanced co-curricular programming and services provided

through Student Life *(see Chapter 5 for details)*.

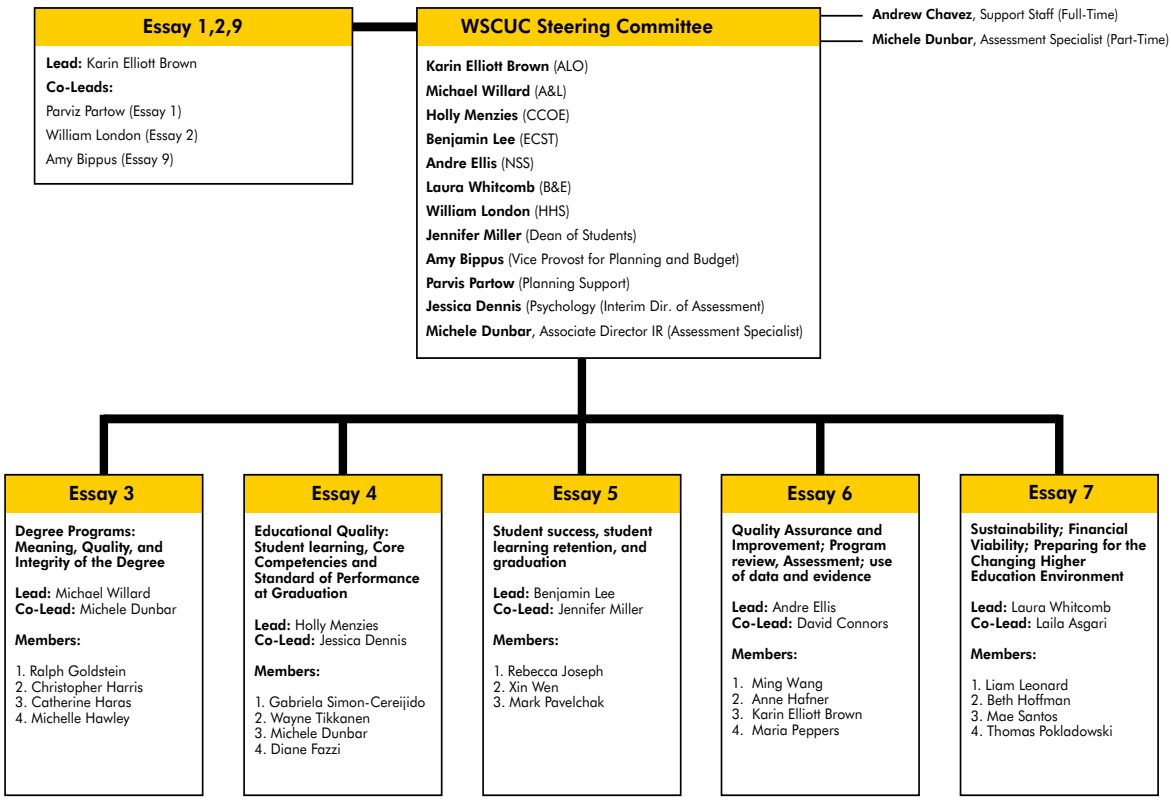
Research, Scholarship and Creative Activity

In response to the recommendation to "create a common understanding of what constitutes research, scholarship and creative activity (RSCA)" at Cal State LA, the University developed a statement defining "Undergraduate Research/ RSCA at Cal State LA." In Fall 2011, Cal State LA established the Committee on Undergraduate Research (CUR) to develop strategies for expanding and institutionalizing undergraduate research activities on campus. The Cal State LA CUR team participated in a two-day workshop sponsored by the national CUR and by the California State University Chancellor's Office developed a plan and provided updates to the Chancellor's Office. Building on the work of the Cal State LA CUR committee, the Student Success Team developed a comprehensive protocol for tracking and reporting student participation in within courses and faculty sponsored research, scholarship and creative activities (RSCA), documented in Chapter 5.

Preparation for the WSCUC Reaffirmation of Accreditation

A detailed accreditation history is attached including substantive changes since the last reaffirmation of accreditation. Cal State LA began developing a plan and timeline for our Institutional Self Study for WSCUC Reaffirmation of Accreditation in Fall 2016. The Provost and Accreditation Liaison Officer (ALO) worked collaboratively with the Academic Senate to identify faculty to serve on the WSCUC Steering Committee and writing teams.

CAL STATE LA
WSCUC Organizational Chart



2 COMPLIANCE WITH STANDARDS: REVIEW UNDER THE WSCUC STANDARDS AND COMPLIANCE WITH FEDERAL REQUIREMENTS; INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS (CFRs 1.1, 1.4, 1.6, 2.1, 2.2, 2.2a, 2.4, 2.6, 2.7, 2.8, 3.3, 3.10, 4.3 4.5)

Cal State LA has been engaged in an active process of institutional self-reflection for a five-year period prior to the formal process of self-review under the WSCUC standards due to (1) significant changes in administrative leadership; (2) campus conversion from the quarter to semester system; and (3) completion of a dynamic and inclusive strategic planning process. These institutional changes generated meaningful campus-wide discussions and action planning that provided rich data for the WSCUC steering committee and writing teams when the formal process of self-review under the WSCUC standards began in earnest in Spring 2017.

SELF-REVIEW UNDER THE WSCUC STANDARDS: PARTICIPANTS AND PROCESS

The campus engaged in a systematic institutional self-analysis under the WSCUC Standards that included input from faculty, students, staff, and administrators. Data for the self-review were collected in four phases:

Phase 1: WSCUC steering committee used the qualitative data gathered from 2500 campus participants during the AY 2015-16 strategic planning process to identify areas of strength and opportunities for improvement in relation to the Standards;

Phase 2: Members of the steering committee and writing teams completed the worksheet individually, then discussed aggregate responses to relevant CFRs to guide essay writing;

Phase 3: An online survey based on the Review under WSCUC was developed to solicit faculty, staff, student, and administrator input on university efforts regarding specific WSCUC CFRs; presentations were made to Academic Senate, Associated Students, Inc. (ASI), President's Leadership team, and University-wide staff meetings to solicit broad participation; and

Phase 4: Town Hall Meetings and various campus constituency presentations were held in Fall Semester 2017 to provide multiple opportunities for the campus community to discuss findings from the self-review process, review the draft Institutional Report and give feedback that was incorporated into the final Institutional Report.

INSTITUTIONAL STRENGTHS (CFRS 1.1, 1.4, 2.2, 2.2A, 2.6, 2.8, 3.3, 3.10, 4.5)

Several areas of strength were identified through our institutional self-review process; five are highlighted in this narrative: (1) a well-conceived strategic plan and implementation process supported by a strong culture of shared governance *(see Chapter 1)*; (2) institutional commitment to diversity, ethical and civic responsibility, and civic engagement in our academic curriculum, co-curricular programs and campus climate *(see Chapter 3)*; (3) increased resource commitment to support student success through advisement and enrollment management *(see Chapter 5)*; (4) increased efforts to promote a culture of assessment

for continuous program improvement *(see Chapter 6)*; and (5) institutional support for faculty and staff development activities to improve teaching, learning and assessment of learning outcomes *(see Chapter 5)*.

INSTITUTIONAL CHALLENGES AND OPPORTUNITIES FOR IMPROVEMENT (CFRS 1.6, 2.1, 2.11, 2.13, 2.14, 3.1, 3.2)

As noted in Chapter 1, significant progress has been made to address the recommendations from the 2011 Commission Letter, and efforts are underway for further improvements in retention and graduation rates; student support service areas; the use of technology in instruction and data for decision making; and to increase the number of diverse tenure-track faculty.

PLANS FOR BUILDING ON STRENGTHS AND ADDRESSING CHALLENGES (CFRS 2.2A)

We are investing in staff and technology-based tools to guide students toward appropriate majors and courses and initiating targeted advising campaigns to guide students toward timely graduation. We are promoting strong pedagogical training for faculty and strategic use of technology to enhance access and increase multimodal learning opportunities for our diverse student population. We have allocated funding to hire 50 new tenure track faculty in each of the next two years. Recognizing the unique challenges our students face, with our higher than CSU average proportion of first generation students, Pell-eligible students, and students living off-campus, we have launched initiatives that focus on life skills and extracurricular support to foster a sense of community and academic efficacy for students. Finally, we are developing user-friendly data tools to assist faculty and staff to build knowledge of key student success metrics and help to build course schedules that meet the needs of our students.



Cal State LA chemistry class

INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS (IEEI)

Every degree program has in place a system for assessing, tracking, and improving student learning. A summary of the IEEI scoring by college revealed that of 218 academic programs 57 programs were scored as "Emerging," 63 as "Developed," and 98 programs as "Highly Developed" in terms of their assessment plan. As expected, accredited programs were more likely to have well developed plans with multiple types of program-level direct assessment, while non-accredited programs were more likely to be in the earlier stages of an emerging assessment plan with limited evidence of direct assessment. Findings and methodology are discussed in greater detail in Chapter 4. Faculty trained as College Assessment Coordinators (CAC) are working with each academic program to support the development and implementation of assessment plans that measure PLOs and use data to improve learning outcomes.

3 MEANING, QUALITY, AND INTEGRITY OF DEGREES
(CFRS 1.2, 2.2-2.4, 2.6, 2.7, 4.3)

The "meaning of a degree" is a holistic articulation of what students experience during their educational careers. It includes learning processes, the culture in which they engage (inside and outside the classroom), the proficiencies they acquire, and the value of the degree to their lives and future professions. Two of the components that contribute to meaning are "quality" (the learning outcomes) and "integrity" (a coherent and aligned curriculum, including its relationship to professional standards and career readiness). This chapter presents the results of an analysis of a range of data sources that articulate the meaning, quality and integrity of degrees at Cal State LA (MQID). The most immediate finding is that MQID is an ongoing process that engages campus stakeholders to articulate the meaning of degrees and to strengthen existing structures, procedures and policies that institutionalize continued examination and development of degrees.

CAL STATE LA'S MQID PROCESS: 2010 – 2017

Institutional Processes

Articulation of the meaning, quality and integrity of Cal State LA degrees began during the last accreditation cycle. In 2010, the Academic Senate's approval of AAC&U, LEAP-based Institutional Learning Outcomes (ILOs) established the cornerstone of degree quality. Since the previous accreditation cycle, departments have aligned their Program Learning Outcomes (PLOs) with ILOs (**CFR 1.2**; Chapter 4). Core competencies have been assessed and the overall assessment process has been strengthened through the Educational Effectiveness and Assessment Council and the College Assessment Coordinators, all of whom support and oversee (along with the Director of Assessment) annual assessment report submissions from academic departments (see Chapter 4). Over the last several years, institution-wide processes have provided opportunities for departments to significantly strengthen degree quality and improve the integrity and coherence of degrees, including General Education (GE) Revision, Quarter to Semester Conversion (Q2S), and Strategic Planning.

General Education Revision

In 2010, the Provost and Academic Senate Executive Committee created the GE Revision Committee (GERC; **CFR 2.2a**). Following a new CSU system-wide policy, one of the first tasks of the GERC was to devise a plan to align the GE Learning Outcomes (GELO) with the AAC&U, LEAP-based ILOs. The new GE policy that resulted reflects the nature of teaching, learning, and research at a diverse urban-serving university and indicates the "meaning" of undergraduate degrees at Cal State LA as evidenced in the "Governing Principles" of the GE policy (**CFR 2.2a**).

GE POLICY GOVERNING PRINCIPLES

CIVIC LEARNING
Students will complete two civic learning courses, scaffolded in one lower division course and one upper division course;

INTERSECTIONAL DIVERSITY
All General Education courses will "to the extent possible," incorporate intersectionality of gender, race, ethnicity, and socioeconomic class;

WRITING INTENSIVE
Students will complete two intensive writing courses, as well as a "substantial writing assignment" in all Upper Division GE courses. Ideally, students will receive writing instruction during each of their four years.

ll three principles foster deep learning and high degrees of student engagement because they prioritize student-centered relevance. They are also complementary: Civic learning positively affects diversity competencies, and conversely, positive and meaningful diversity experiences promote democratic sensibility and critical thinking. Intensive writing courses within GE and majors allows students to develop writing competencies in their disciplines and as part of the reflective processes integral to civic learning. Similarly, diversity courses emphasize what might be called "writing across communities" that can bridge disciplinary writing genres and ethno-cultural forms of writing. Evidence of the intensive writing focus is shown in NSSE Survey results: seniors in 2017 reported writing an average of 110.4 pages during their senior year, 15.9 pages more than their 2014 counterparts. For first-year students in 2017, the difference was 11.6 pages more than first-year students in 2014, an average of 59.5 pages versus 47.9 pages written during their first year.

Quarter to Semester Conversion (Q2S)

From 2013 to 2016, the University engaged in a process of converting from quarters to semesters. Basic conversion entailed a reexamination of SLOs as departments prepared new courses and revised others *(see Chapters 4 and 6)*. An optional "Conversion Plus" approach included a more extensive review and redesign of courses and curricula supported by additional funding resources; 44 academic departments and 6 colleges elected to participate. To qualify, departments were required to map their curricula to align PLOs and course-level Student Learning Outcomes and engage in one or more of the following approaches to improve students' educational experience:

Q2S CONVERSION PLUS APPROACHES AND MQID FOCUS AREAS	
Course redesign and enhanced modes of delivery using technology for hybrid or online courses	Quality of degree: Teaching and learning focus on grade-level appropriate SLOs;
Curriculum streamlining	Integrity of degree: Course sequencing;
Integration of High Impact Practices	Quality of degree: Teaching and learning focus on effective, student-centered, equitable, and culturally inclusive pedagogies
Facilitation of remediation	Quality of degree: Development of core competencies and degree proficiencies.

The revised courses and curricula resulting from the semester conversion process evidenced improved quality in grade-level-appropriate learning outcomes and in improved integrity and cohesion of curricula *(see also "Semesters as a Vehicle for Change")*. Additional coherence of degrees will result from work to align curricula with CSU Executive Order 1071 *(see Chapter 6)*.

Strategic Planning

The processes of GE revision and Q2S Conversion and the resulting institutional structures they put in place informed the Strategic Planning process begun in 2015-2016, which engaged students, faculty (**CFR 2.4**), staff and administrators (**CFR 4.3**) The four institutional Strategic Priority Areas identified in the new Strategic Plan support and align with the ILOs and contribute to the meaning of degrees.

MQID Data Gathering and Campus Engagement

The current accreditation cycle has provided an opportunity for the campus community to consider the meaning, quality and integrity of degrees offered by Cal State LA through the analysis of data, including PLOs; college and department mission statements; 2016-17 Annual Assessment Reports; and student surveys. To gather new data explicitly about MQID, we developed a questionnaire instrument designed to capture responses from conversations held about MQID across campus. Conversations began at informational meetings during which the questionnaire was presented to department chairs, staff and administrators (**CFR 4.3**). They were asked to involve their faculty (**CFR 2.4**) and other staff and administrators in discussions as they completed the questionnaire. In all, 13 meetings yielded 41 completed MQID questionnaires from academic departments, representing 80 degree programs. In accordance with our request, 76% (31) of the questionnaires distributed to academic departments were completed by department chairs with the assistance of the faculty. The Division of Student Life also contributed student learning outcomes and other MQID relevant data for the analysis. This broad-based representation of departments and programs yielded a comprehensive, institution-wide base of evidence for analyzing the distinctive meaning of Cal State LA degrees.

MEANING OF DEGREES

Students who earn an undergraduate degree from Cal State LA are distinguished by their competencies in three areas: 1) civic and community engagement; 2) diversity, equity and inclusion; and 3) applied learning and undergraduate research. Department mission statements, PLOs, responses to the MQID questionnaire, annual assessment reports, and Student Life learning outcomes emphasize these competencies and student survey data confirm these emphases. Statements about degree offerings demonstrate careful attention to the ways that disciplinary knowledge and methods prepare students to engage with diverse Los Angeles communities.

Civic and Community Engagement

An important indicator of the emphasis on civic and community engagement in Cal State LA degrees is captured in the extent to which departments' annual assessment reports highlight the alignment of their PLOs with the University's community engagement ILO "Place and Community: Urban and Global Mission." Another indicator of Cal State LA's focus on civic and community engagement is the growing number of students participating in service learning projects and assignments. Between 2015 and 2016, when the new GE Policy was implemented, the number of students participating in service learning increased by 114% and the number of service hours increased by 280%.

SERVICE LEARNING IN GE AND MAJOR COURSES

	2014-2015	2015-2016	2016-2017
# of students	1,237	1,435	3,073
# of service learning hours	26,501	28,455	74,308

These numbers become more significant when understood in the larger context of course-based civic engagement. In 2016-2017, the first year of the new GE Civic Learning requirement, an

additional 3,900 first-year students completed "civic learning" assignments and activities in their Introduction to Higher Education (student success) courses. Thus, close to 7,000 of the University's 24,000 undergraduates, nearly 30%, participated in civic and community engagement. With an increase in the number of disciplinary service learning courses, most undergraduates will have had at least two civic and community engagement experiences at the upper division level in addition to their first-year experiences. The Division of Student Life, the Educational Participation in Communities program (EPIC), and ASI student government have also increased their efforts to align civic and community engagement experiences to academic programs and projects. A notable example of successful community engagement is that California State University, Los Angeles was honored with the prestigious Eddy Award, in November 2017, for its leading role in promoting economic development across Southern California. The award is presented annually by the Los Angeles County Economic Development Corporation (LAEDC). The LAEDC is Southern California's top economic development organization and collaborates with key public and private sector partners to enhance the economic vitality of the region.

Cal State LA student responses to a range of CIRP survey questions about "social agency" indicate that they are more likely to participate in civic and community engagement than students at other campuses. Similarly, 2014 NSSE data shows high levels of engagement and interest in service learning for students at the end of their first-year and senior years. Compared to other universities Cal State LA students have higher rates of participation in service learning in their first year and more experience service learning at both the beginning and the end of their degree progress. Data from the 2017 NSSE survey reveals a marked increase in the number of student who report participation in service learning. First year students who participated in service learning increased from 60% in 2014 to 73% in 2017. Seniors who participated



Cal State LA students

in service learning increased from 62% in 2014 to 75% in 2017. In addition, the number of seniors who reported participation in internships and field experiences increased from 33% in 2014 to 49% in 2017.

A survey of 2,816 Cal State LA alumni in 2015-16 focused on civic engagement Alumni were asked to rate how well their undergraduate experience at Cal State LA prepared them to "consider the complex causes and consequences regarding contemporary issues in society, technology, and the natural world." The majority of respondents rated their undergraduate experience with score of 4 (39.6%) or 5 (34.9%) on a 5-point scale with a 1 for "not at all" to a 5 for "very well." When asked to rate how well their undergraduate experience at Cal State LA prepared them to "understand international perspectives on economic, political, social, and cultural issues" most alumni responded with score of 4 (37%) or 5 (33.1%).

Diversity, Equity, and Inclusion

In CIRP survey responses, entering students have well defined and high expectations about how their education at Cal State LA relates to interactions among diverse others and addresses inequalities of race, sexuality, and immigrant status. NSSE data from 2014 includes a question about how often students experienced diverse perspectives in course discussions or assignments. First-year students'

responses were within one percentage point of students at other campuses. However, responses for seniors (57%) regarding how often they experienced diverse perspectives in courses were higher than other CSUs (53%) and the same as comparable Carnegie institutions (57%). This number increased to 62% in the 2017 NSSE (8 percentage points above our comparison group), indicating that diversity is well integrated in the Cal State LA curriculum.

In the 2015-16 Cal State LA Alumni Survey that asked about "racial harmony on campus", over 80% of alumni rated themselves as satisfied or highly satisfied, and over 82% reported being satisfied or highly satisfied with "ethnic diversity on campus." Over 83% of alumni said they were satisfied or highly satisfied with how well Cal State LA prepared them for personal or professional situations that required them to "get along with people of diverse backgrounds and perspectives" and to "work productively with people of diverse backgrounds and perspectives."

Though these alumni responses suggest that an emphasis on diversity at Cal State LA is not at all new, departments and faculty have renewed their attention to diversity. The new GE curriculum provides an opportunity to develop greater emphasis on diversity in terms of intersections between race, class, gender, ethnicity, sexuality, and disability, and during semester conversion departments revised their curricula to focus on Los Angeles and the campus's surrounding urban communities. From 2015 to 2017, the Office of the President has supported Faculty Learning Communities and a yearly conference on "LA Based" teaching and learning.

For example, the Psychology department describes their BA degree as follows:

> *The program at Cal State LA is unique because of the program's emphasis on nontraditional areas of psychology including multicultural psychology, positive psychology, and health psychology. We have a diverse set of faculty who bring their expertise into the classroom and seek to integrate cultural awareness and sensitivity throughout the curriculum…we seek to "accurately [reflect] the diversity of life and human experience" and to "provide a supportive, open, culturally sensitive" experience to its students and the larger community…what distinguishes our degree from a similar degree at another university is serving the diverse urban population with the skills and knowledge they need to succeed after graduation.*

This statement articulates the meaning of the department's BA degree, and it is coherently aligned with the mission and ILOs of the University (**CFR 2.2**). The Department acknowledges that students' own diversity, and the diversity of the communities Cal State LA serves, directly shapes the content and competencies of the degree in Psychology. Program Learning Outcomes emphasize applied learning and undergraduate research as a means to the larger goals of ensuring graduates' ability to participate in community engagement and to work toward greater diversity, equity, and inclusion in Psychology careers and society at large.

Similarly, in 2017, Student Life staff began work on learning outcomes for their programming that emphasizes the following: personal development and wellness, lifelong learning, campus community engagement, citizenship, diversity, student success, and intellectual skills. The emphasis on social justice programs on campus complements course-based civic and community engagement and course-based diversity and equity proficiencies. Student Life staff are committed to active partnership with Ethnic Studies departments and the Women's, Gender and Sexuality Studies program.

Diversity and inclusion are reflected in our student body, curriculum as well as the composition of our faculty and staff. However, there is a need to further increase the diversity of the faculty and administration to be more representative of our

student body. Current efforts to address this need include outreach and education of our search committees (e.g., strategies for recruitment and evaluation of applications, workshops on micro-aggression).

Applied Learning and Undergraduate Research

"Hands-on," or applied learning, emerged as a consistent theme in of the meaning of degrees for Cal State LA students. In strategic planning town hall meetings (three of which were held for students, with total attendance of 232), students consistently asked for more "hands-on" and "real-world" learning experiences. CIRP survey data documents incoming students' responses about the importance of "becoming an authority in my field" and "recognition from colleagues for contributions to my special field." Students' responses equal those from students at comparable institutions. NSSE data from 2014 includes students' response to a question about how much their coursework emphasized "applying facts, theories or methods to practical problems or new situations." First-year students who responded with "very much" or "quite a bit" (77%) were higher than other CSU campuses (71%) and Carnegie Classification institutions (72%). Eighty percent of seniors responded at the same percentage as other CSUs (79%) and comparable Carnegie institutions (80%). The CIRP and NSSE snapshot of Cal State LA students at different stages of their degree progress suggest that, more so than at other institutions, Cal State LA students start with a predisposition to applied learning. Additionally, twenty-one percent of alumni responding to our 2015-16 survey, indicated that they had participated in one or more research or creative activities.

2017 NSSE survey data show that fifteen percent of Cal State LA seniors report that they participated in research with faculty, the same as seniors at other CSUs and other "public Hispanic" universities (though Cal State LA had eight percent fewer seniors participate than the national norm). However, NSSE data fails to capture course-based research activities that many Cal State LA undergraduate student engage in through major-specific curriculum requirements.



Cal State LA biological science graduate student and professor

What is also not reflected in NSSE survey data is that faculty responses to the departmental MQID questionnaire emphasized research as related to many forms of experiential learning (service learning, internships, applied learning, and community-based research). Experiential learning is both applied learning and a form of research and takes place in departmental research opportunities, such as conferences, poster presentations, and competitions, and discipline-oriented clubs. In their response to the departmental MQID Questionnaire, departments noted numerous opportunities for students to interact with disciplinary experts, to present research and engage in competitions involving disciplinary knowledge and skills, and to explore real world applications and careers through departmental clubs. While these components are part of the departmental life at most universities, Cal State LA faculty saw these kinds of activities as contributing to the meaning of the degree for their students. These experiential and co-curricular learning opportunities also displayed a substantial focus on civic and community engagement; diversity, equity, and inclusion; and disciplinary practices and inquiry.

Meaning of Graduate Degrees

The Graduate Studies Subcommittee of the Academic Senate Educational Policy Committee engaged in thoughtful dialog over the 2017-18 AY to develop Graduate-level Learning Outcomes that capture the meaning of graduate degrees at Cal State LA. The proposed Graduate-level learning outcomes align with Cal State LA's Institutional Learning Outcomes and reflect learning outcomes from the following domains: (1) Specialized Knowledge; (2) Broad, Integrative Knowledge (3) Intellectual Skills (including: analytic inquiry; use of information resources; engaging diverse perspectives; quantitative fluency; and communication fluency); (4) Applied Learning; and (5) Civic and Global Learning.

Graduate Students at Cal State LA will be able to:

1. Articulate the major theories, research methods, and approaches to inquiry and schools of practice in the field of study.
2. Investigate how the field of study has developed in relation to other major domains of inquiry and practice; and assess the implications of the resulting advantages, challenges, and trends in a social or global context.
3. Find and evaluate academic sources in order to engage in complex decision-making and research in the field of study.
4. Critique and synthesize the assumptions, conventions, and diverse perspectives appropriate to the field of study.
5. Frame and examine a controversy or problem through research, projects, papers, exhibits, or performances in the field of study.
6. Apply, articulate, and challenge traditions, assumptions, or prevailing practices in the field of study using ethical reasoning in the discipline.
7. Critically examine the power and limitations of quantitative and qualitative evidence in the evaluation, construction, and communication of arguments in the field of the study.
8. Demonstrate communicative fluency appropriate to their field of study through skillful translation across multiple expressive modes, such as oral, written, or digital forms of communication.
9. Articulate or demonstrate how advancing knowledge in their field of study contributes to the public good. .



Cal State LA Engineering Expo 2017, Senior Design Project

The Graduate-level learning outcomes have been submitted for review and endorsement by the Academic Senate.

QUALITY OF DEGREES

The key processes and institutional structures that ensure the quality of degrees at Cal State LA are discussed in Chapters 4 and 6: Assessment; Program Review; and the role of Institutional Research in supporting those efforts. Several other curricular components and initiatives contribute

to the quality of degrees: senior capstone courses and culminating experiences, the Center for Teaching and Learning (CETL), the Center for Engagement Service and the Public Good (CESPG), and Writing Across the Curriculum (WAC). Evidence of the quality of Cal State LA degrees is also found in program learning outcomes (PLOs) through the articulation of degree proficiencies and competencies at graduation.

Senior Capstone Courses

Senior capstone courses and culminating projects are summative learning experiences through which undergraduate students demonstrate their cumulative mastery of program learning outcomes. Results of the 2017 NSSE Survey indicate that 46% of seniors completed a "culminating senior experience," an increase of 14% over seniors in 2014. Most undergraduate degree programs at Cal State LA offer a senior capstone or culminating experience. A search of the online University catalog revealed 52 senior capstone courses. The English department's senior capstone course includes analytical and reflective writing on students' development of competencies in their major coursework through a portfolio. Additionally, many departments host senior and culminating events for project presentations, exhibit, or poster sessions. Students thus have the additional opportunity to demonstrate their competency in oral communication and to practice career skills (see "Further Considerations and Next Steps").

One of the best examples of a senior capstone experience at Cal State LA that exemplifies quality and integrity is the Senior Design course in the College of Engineering, Computer Science and Technology (ECST). It spans the entire senior year and emphasizes applied learning through industry projects designed by student teams. Industry partners provide technical liaisons to mentor design teams from project development through completion. The project often becomes a stepping-stone to professional jobs for graduating students, as industry sponsors realize a direct return on this pre-professional training for students.

Teaching and Learning: CETL, CESPG, WAC (Standard 2)

Since the last WSCUC reaffirmation of accreditation, the University has affirmed its commitment to teaching, learning, and student success that contribute to the quality and integrity of degrees. Faculty pedagogical development is now supported within three units.

First, the Center for Teaching and Learning (CETL) offers extensive faculty development programming. Second, through the Faculty Director of Service Learning, the Center for Engagement Service and the Public Good (CESPG) aligns with the faculty development outcomes of CETL to offer programming for faculty and staff on civic learning and service learning pedagogy, assessment of GE civic learning, and engaged scholarship. Third, the Director of Writing Across the Curriculum (WAC), under the Office of Undergraduate Studies, supports faculty in their efforts to integrate writing into disciplinary, general education, and writing intensive courses. The WAC program conducts and shares research on literate practices and instruction and facilitates assessment of campus writing initiatives.

These Centers, offices, and their faculty development personnel promote teaching as an area of professional practice that contributes to the quality of degrees. Faculty development introduces instructional faculty to an array of teaching techniques to support students' development of competencies that meet course-level learning outcomes. Programming supports the development of all faculty, with special attention to lecturers. CETL, CESPG, and WAC offer an average of 700 face-to-face and online sessions to tenure-track (TT) faculty and lecturers each academic year on a number of teaching, research, and technology topics. See Chapter 4 for more details about how CETL supports assessment and thus contributes to the quality of degrees.

PLOs: Evidence of Degree Proficiencies and Competencies

Program Learning Outcomes define the quality of a degree by outlining the expected proficiencies and competencies students will develop *(see Chapter 6)*. Campus-wide assessment workshops instituted in fall 2017 will continue to give faculty opportunities to discuss and revise program learning outcomes in relation to disciplinary outcomes (see College of Health and Human Services assessment workshop example). These workshops continue the developmental process of engaging the campus to examine MQID recursively, on an ongoing basis.

INTEGRITY OF DEGREES

The beginning of this chapter outlined several key institutional processes of curriculum alignment that contribute to the integrity of degrees. In addition, external accrediting agencies assure degree integrity by requiring close adherence to professional standards and employers' expectations. Overall, Cal State LA is building upon and strengthening relations with external stakeholders – employers and alumni – who contribute to degree integrity by providing information and feedback useful for curriculum alignment with career and professional standards.

External Stakeholders: Employers

The Career Development Center serves as the central campus resource for employer relations and on-campus and online recruitment. It serves as a vital link to industries and employers who can provide feedback (both formal and informal) to the campus community about employer needs and expectations and about our graduates' job performance. The Center also coordinates with some Colleges' internal Career Placement Coordinators (CBE, ECST, AL). Each coordinator develops a roster of employers and industry connections to obtain input and information about what employers expect regarding graduates' professional competencies. The Career Development Center provides typical career services *(see Chapter 5)*, as well as a robust



Cal State LA graduate

suite of tools and co-curriculum that build students' career engagement skills over the course of their undergraduate career, not just near graduation. This resource, may help students to clarify the meaning of their degree in a way more holistic than simply the immediate goal of obtaining a job, by helping them understand how academic learning is linked to employers' expectations about professional competencies (see "Further Considerations and Next Steps" for more details). As a first step in this direction, The Center staff has started to work more closely with academic advisors across campus, particularly in relation to Cal State LA's Graduation Initiative 2025 and its related "Soar in 4" campaign designed to encourage and support freshmen to graduate in four years. Employers also provide our University with consultation and mentorship regarding current and emerging

industry standards through Professional Advisory Boards, such as in the Colleges of Business and Economics and Engineering, Computer Science and Technology.

External Stakeholders: Alumni

The Career Development Center and the various Colleges also work with the Cal State LA Alumni Association, which provides mentoring and career networking opportunities to students, and hosts special events to promote the successful passage of degree holders into professional life. Various colleges and departments maintain pages on their websites to stay in contact with alumni, and many departments report increasing their efforts to reach out to their alumni more regularly. To strengthen connections, they convene formal alumni councils and designate more staff time for responsibilities related to alumni relationship-building and development. These efforts provide a path of communication between the university and working alumni who provide a source of information about trends and changes in the professional world. Departments also can receive feedback about students' experience of transitioning from being a Cal State LA student to an early-career professional. In the MQID questionnaires, departments reported having regular communication with alumni, hosting meetings and events for and with alumni, and inviting alumni as speakers and panelists to talk to current students. Additionally, several departments reported that they have used alumni input in decisions about curriculum adjustments to their programs, a direct contribution to the integrity of degrees from this very important stakeholder group.

Post-Graduate Outcomes

Perhaps the best indicator of the holistic meaning, quality and integrity of degrees at Cal State LA is found in the employment and post-graduate education outcomes of our graduates. As mentioned in Chapter 1, Cal State LA has been ranked number one in the nation for student upward mobility and has been nationally recognized for producing the most Latino graduates who go on to earn doctorates in STEM. In the 2015-16, Alumni Survey 75% of 2005 graduates and 41% of 2015 graduates were employed full time. Others reported their primary activity as furthering their education: 5% of the 2005 graduates and 19% of the 2015 graduates. Of all the employed respondents (full time and part time), 66% said their current position is in the same or a related field as their Cal State LA undergraduate major (68% of the 2005 graduates, 63% of the 2015 graduates). Another 18% said their position relates to their minor. Of the 2015 graduates, 14% of them were seeking employment six months after graduation, and 7.5 % of the 2005 graduates were seeking employment at the time of the survey. The Office of Institutional Research, in partnership with the Alumni Relations Office and Graduate Studies, plans to administer alumni surveys (including graduate student alumni) on a regular schedule going forward to ensure the University has consistent employment outcomes data. The MQID data gathering and campus engagement process undertaken for the accreditation self-study revealed several areas for further consideration and action, some of which are briefly mentioned in this chapter. Further details about these and other potential next steps illuminated by this process are included in the "Further Considerations and Next Steps."

4 EDUCATIONAL QUALITY: STUDENT LEARNING, CORE COMPETENCIES, AND STANDARDS OF PERFORMANCE AT GRADUATION (CFRs 2.2, 2.2a, 2.2b, 2.4, 2.6, 4.3)





Cal State LA students

Engaged Teaching and Learning is a core institutional value highlighted in our strategic plan. At Cal State LA, "We cultivate and amplify our students' unique talents, diverse life experiences, and intellect through engaged teaching, learning, scholarship, research and vibrant student life." To this end, the institution uses data about student learning and experiences to inform teaching, courses, programs and other aspects of student life. The university has established a formal structure to support the ongoing use of assessment to sustain high quality student experiences and promote continuous program improvement. This chapter examines how assessment a) is an integral part of university practice and structures, b) guides academic outcomes with the use of institutional, program, and course level learning outcomes and c) measures student achievement of core competencies to determine institutional effectiveness. The chapter concludes with a discussion of Graduate Education and its emphasis on specialized knowledge and commitment to intellectual engagement.

The Educational Effectiveness and Assessment Council (EEAC) was established in 2011 and affirms the University's commitment to the improvement of teaching and learning. The Council engages in planning associated with student learning outcomes assessment, effective teaching, and the support and enhancement of Cal State LA as a learning organization. The EEAC is an administrative advisory committee of the Vice Presidents of Academic Affairs and Student Life. The membership of the committee is comprised of a broad range of stakeholders including College Assessment Coordinators, Institutional Research staff, Associate Deans, the Dean of Students, and a representative from Graduate Studies.

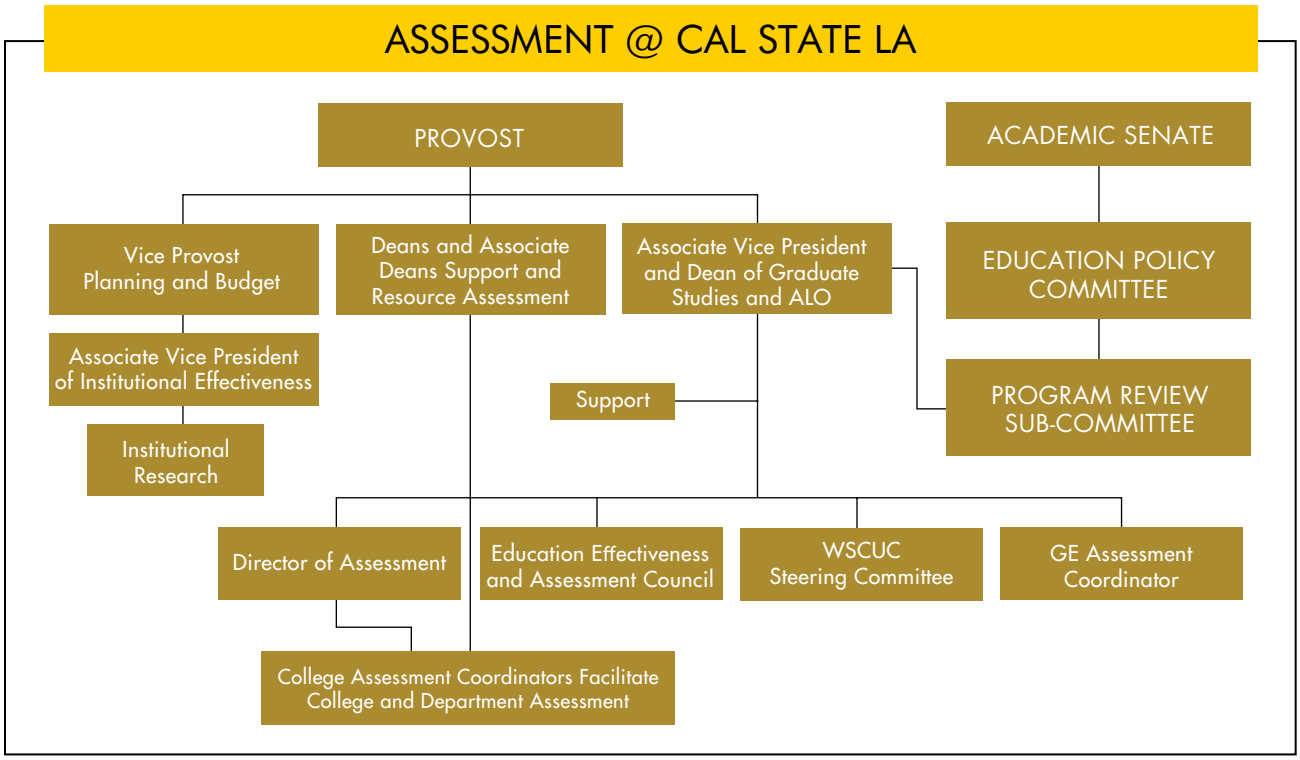


Figure 4.1

The work of the EEAC is embedded in the organizational structure *(Figure 4.1)* and allows University stakeholders to use a data-informed approach to guide institutional decisions regarding resource allocation and curricular changes. While its primary focus is on academic outcomes, other sources of information such as the National Assessment of Student Engagement and the CIRP Freshman Survey are used to give feedback on student perceptions and experiences.

INSTITUTIONAL LEARNING OUTCOMES AND COURSE-LEVEL STUDENT LEARNING OUTCOMES (CFRS 2.2, 2.2A, 2.4, 4.3)

The campus established Institutional Learning Outcomes (ILOs) in 2010. The ILOs indicate the broad outcomes students are expected to have achieved by the end of their educational career: Knowledge (Mastery of content and processes of inquiry); Proficiency (Intellectual skills); Place and Community (urban and global mission); and Transformation (Integrative learning). The ILOs are closely aligned with the four components of the University's strategic plan launched in 2016 and allow the institution to communicate a unified vision to all academic programs.

All academic programs have established Program Learning Outcomes (PLOs) that are markers of the salient knowledge and skills students possess as a result of the educational experiences offered by their programs. Program and Student Learning Outcomes (SLOs) are required elements in the curriculum process. These are developed by departments based on disciplinary content and standards, the mission of the department, and are aligned to the university's ILOs. SLOs focus teaching and learning at the course level by building consistency across course sections and providing clear markers for assessing student attainment of key concepts. Course SLOs build to a comprehensive body of knowledge at the program level and are a roadmap to learning in the discipline. PLOs and SLOs are critical for formative and summative assessment. They guide faculty in determining key concepts to be mastered by students. Faculty

use a variety of assessment measures to inform them of students' progress such as rubrics, essays, projects, standardized tests, exams, exhibits, and performances.

Programs regularly collect and evaluate evidence of student learning, discuss results, and formulate actions to improve curriculum and instruction. Annual assessment reports were collected from all programs as one measure of the 2017 Inventory of Educational Effectiveness Indicators. The reports were scored with a rubric to evaluate the quality of the evidence provided as well as to examine each program's assessment process. The majority of reports (73%) were scored as "Developed" or better with regard to evidence collected, indicating these programs use program-wide direct evidence of student learning. Correspondingly, most programs (75%) also have "Developed" or "Highly Developed" processes in place to conduct the regular collection and use of program-wide assessment data. The College Assessment Coordinators (CACs) give feedback and work with each program to strengthen and clarify their assessment procedures. To support program improvement, programs whose assessment processes are still emerging are asked to participate in workshops on topics relating to areas needed *(see a breakdown results by college below)*.

Summary of Inventory of Educational Effectiveness Indicators by College
(Spring 2017)

	Arts & Letters (21 programs)		Business & Economics (8 programs)		Charter College of Education (16 Programs)		Engineering, Computer Science, & Technology (13 programs)		Health & Human Services (18 programs)		Natural & Social Sciences (33 programs)	
	Evidence	Process	Evidence	Process	Evidence	Process	Evidence	Process	Evidence	Process	Evidence	Process
Emerging	6	8	0	0	0	0	0	0	6	1	18	18
Developed	6	8	0	2	0	4	3	3	4	13	12	8
Highly Developed	9	5	8	6	16	12	10	10	8	4	3	7

Note: See IEEI rubric for criteria used to score evidence and processes as "Emerging", "Developed" or "Highly Developed"

Table 4.1

In addition to the traditional use of assessment to determine students' acquisition of the content, faculty are increasingly using assessment to inform and improve curriculum Center for Effective Teaching and Learning (CETL), established after the 2010 accreditation visit, provides Course Redesign training to enable faculty to achieve better learning outcomes by taking advantage of the capabilities of technology. A series of Faculty Learning Communities (FLC) in areas such as civic learning and assessment have been completed by cross-disciplinary faculty who commit to a collaborative yearlong program. FLC members have a topic-specific curriculum and participate in facilitated scholarly activities (reading, seminars, discussions) that provide enhanced teaching and

learning experiences on the chosen topic. The faculty development programs provided by CETL stress assessment of student learning outcomes as a central component to guide the continuous improvement of teaching.

During Quarter-to-Semester (Q2S) conversion, programs reexamined SLOs as they prepared new courses and revised others. All courses and their accompanying SLOs were reviewed by the Offices of Undergraduate and Graduate Studies and the ALO. A majority of programs completed Conversion Plus *(see Chapter 3)* when designing new curriculum, for which programs were required to demonstrate how course level SLOs mapped onto program outcomes.

CORE COMPETENCIES (CFR 2.2A, 2.6, 4.3)

Critical Thinking and Written Communication

One of the first projects of the EEAC was to develop a plan for assessing core competencies. In 2011, the committee focused on critical thinking and written communication by collecting written products from courses at the freshmen, mid-level, and senior levels. A pilot project with two phases lead to the development of a common assignment and a holistic rubric to assess students' mastery of both written communication and critical thinking.

A sample of 108 written products was collected from students in freshmen, mid-level, and senior courses across three different colleges. The cross-sectional results demonstrated an improvement in student skill as the percentage of students achieving scores of adequate and above increased from 20% at the freshman level to 74% at the senior level *(see table below)*. These results from this pilot project indicate that the procedures developed can provide useful evidence of student proficiency in achieving these core competencies near graduation. The insight and recommendations gained from this study have been incorporated into program workshops and used to improve other institutional assessment projects on campus.

Results from Written Communication and Critical Thinking Assessment (Completed in 2016)

Proficiency Score	**Freshman** (n=40)	**Midlevel** (n=25	**Senior** (n=43)
5 or above	5%	24%	44%
4 to 4.5	15%	36%	30%
3 to 3.5	50%	32%	19%
2 to 2.5	30%	8%	7%

1 = Unacceptable, 2 = Not proficient, 3 = Developing, 4 = Adequate, 5 = Strong, 6 = Superior.
No students received a score of 1

Table 4.2

In addition to the pilot project, critical thinking and written communication skills were assessed using the norm-referenced Collegiate Learning Assessment (CLA), completed by 198 first year students in fall 2014 and 93 seniors in spring 2015. The findings showed that campus freshmen and seniors scored lower than average across all CLA-taking institutions, but outscored students at similar minority-serving institutions (MSI) and colleges with high percentages of Pell-eligible students. The percentage of students who scored proficient or above was twice as high for seniors as it was for freshman (32% compared to 15%), but little change was seen in overall scores for problem solving, writing effectiveness, and writing mechanics.

Such results underscore the need for reinforcement of core competencies across GE and major curriculum. An example of the successful integration of a writing intensive curriculum within a program is the Anthropology department. Anthropology majors are required to take ANTH 4810: Academic Writing and Publishing, a writing intensive course that teaches students how to prepare the types of documents germane to their immediate needs, including curriculum vitae, scholarship applications, statements of purpose, diversity statements, and grant proposals. The course is integrated into the larger departmental curriculum that emphasizes research and preparation for careers in anthropology-related fields and settings.

Other Cal State LA programs have recently made changes to their programs informed by their assessment data on writing proficiency. For example, data collected in 2015-2016 by the Child Development program indicated many students did not receive proficient scores on their final papers in the senior seminar. Faculty made systematic changes to infuse more writing into courses from the beginning to completion of the major. Assessment of writing is now being conducted annually to gauge the effectiveness of these changes.

Information Literacy

The University Library supports student development of information literacy (IL) skills by providing several important services and programs. Library faculty focus on educating students in the assessment, collection, and evaluation of information in a variety of formats using a multitude of resources. The Library promotes its information literacy program through active collaboration with instructional faculty and campus programs.

Information Literacy competency is assessed by library faculty at the freshmen level with an Introduction to Higher Education IL assessment tool completed after students finish the library instruction portion of their IHE 1010 course. More than 8,000 first year students completed the assessment survey and over 85% achieved proficiency. The majority of respondents are able to identify keywords in their research question and create synonyms; identify the type of material which constitutes a primary source and understand what characterizes of peer-reviewed papers; locate relevant sources for their paper and to identify examples of plagiarism; and are aware they should evaluate articles for credibility even if from a scholarly journal.

In order to assess IL skills near graduation, the Project SAILS (Standardized Assessment of Information Literacy Skills) cohort test was administered in Spring 2017 to 147 Cal State LA students in senior-level courses representing a variety of majors (35 Business, 20 Engineering, 17 Science/Math, 32 Social Science/ Psychology, 42 other). Notably, Cal State LA students exceeded the benchmark (developed from SAILS provided cohort institutions) on several skill sets (searching, retrieving sources, evaluating sources), while they scored about the same on all other skill sets. These results provide more evidence that students are leaving this institution proficient in information literacy skills *(see top table on next page)*. Project SAILS results were disseminated to participating programs and library faculty who used results to

identify areas needing improvement for specific groups of students. The next stage of information literacy assessment will involve the evaluation of research papers in collaboration with library faculty.

Cal State LA Standardized Assessment of Information Literacy (SAILS) Test Results (Spring 2017)			
Skill Set	Cal State LA N=147	All Institutions	Institution Type: Master's
Developing Research Strategy	518	512	516
Selecting Finding Tools	516	508	518
Searching	508	492	498
Using Finding Tools	541	526	535
Retrieving Sources	546	519	526
Evaluating Sourced	499	478	484
Documenting Sources	505	473	493
Understanding Econ., Legal & Social Issues	480	474	479
Score range from 1 to 1000. The measurement model used by SAILS is item response theory (IRT), which calculates scores based on a combination of item difficulty and student performance.			

Table 4.3

Oral Communication

In 2016-2017, the EEAC phased in the assessment of oral communication skills. A sample of 171 students were videotaped during oral presentations in senior-level courses representing five of the colleges (A&L, B&E, CCOE, HHS, NSS). A team of faculty evaluators was trained to score the presentations using the VALUE rubric. Results showed that the majority of students' scores met milestone competency or better in all domains of oral communication *(see the table below)*. In general, the strongest areas of competency involved supporting materials and central message, while the weakest domain was delivery. These results indicate that the majority of Cal State LA students are achieving proficiency in their oral communication skills near the time of graduation; however, programs should look for ways to promote improvements in student delivery techniques.

Results from Oral Communication Assessment (Spring 2017)					
Proficiency Score	Organization	Language	Delivery	Supporting Material	Central Message
1.0 – 1.75	2 (1%)	0 (0%)	4 (2%)	2 (1%)	2 (1%)
2.0 – 2.75	45 (26%)	36 (21%)	67 (39%)	31 (18%)	24 (14%)
3.0 – 3.5	112 (66%)	121 (71%)	81 (47%)	115 (67%)	131 (77%)
3.75 – 4.0	12 (7%)	14 (8%)	19 (11%)	23 (14%)	14 (8%)
1 = Benchmark (Does not meet competency), 2 = Milestone (Minimal competency), 3 = Milestone Meets competency, 4 = Capstone (Exceeds competency).					

Table 4.4

As might be expected, the Communication Studies Department is an excellent example of a department committed to helping students improve their oral communication skills. Department faculty have redesigned the GE Oral Communication course (COMM 1100) to increase student connections and mentoring, problem-posing inquiry, and pragmatic assessment of learning. The redesigned course reduced failure rates by 6% and inspired changes in instructor training to increase instructor knowledge about inclusive and supportive pedagogy, including a new three-day graduate teaching associate (GTA) training program and increased transparency in instructor rubrics and assignments.

Quantitative Reasoning

Quantitative Reasoning (QR) is the last core competency for which the EEAC has developed an institutional assessment plan. One challenge with this competency is the irregularity with which QR is emphasized and incorporated into the curriculum across programs. In 2017, an audit of Program Learning Outcomes found that although over 90% of programs included learning outcomes relating to the ability to use or analyze quantitative information, only 52% of these PLOs specifically describe quantitative reasoning skills, while the other 48% refer more generally to research analytic skills or other types of quantitative skills which may not fit WSCUC's definition of QR. The Director of Assessment and the Assessment Team are currently developing a plan to facilitate the uniform conceptualization and assessment of quantitative reasoning skills throughout the university.

Relevant information on student proficiency in quantitative reasoning at the institutional level is available from the Collegiate Learning Assessment (CLA) data, conducted in 2014-2015 (completed by 198 freshmen and 93 seniors). Cal State LA students at the senior level showed a gain in performance compared to freshmen level (see below) on Scientific and Quantitative Reasoning (SQR), with the percentage of seniors scoring proficient or better twice as high as that of freshman. Although both freshmen and seniors scored lower than those at the national level, Cal State LA seniors scored significantly higher than students at similar institutions serving students from historically underserved populations and high-Pell grant institutions.

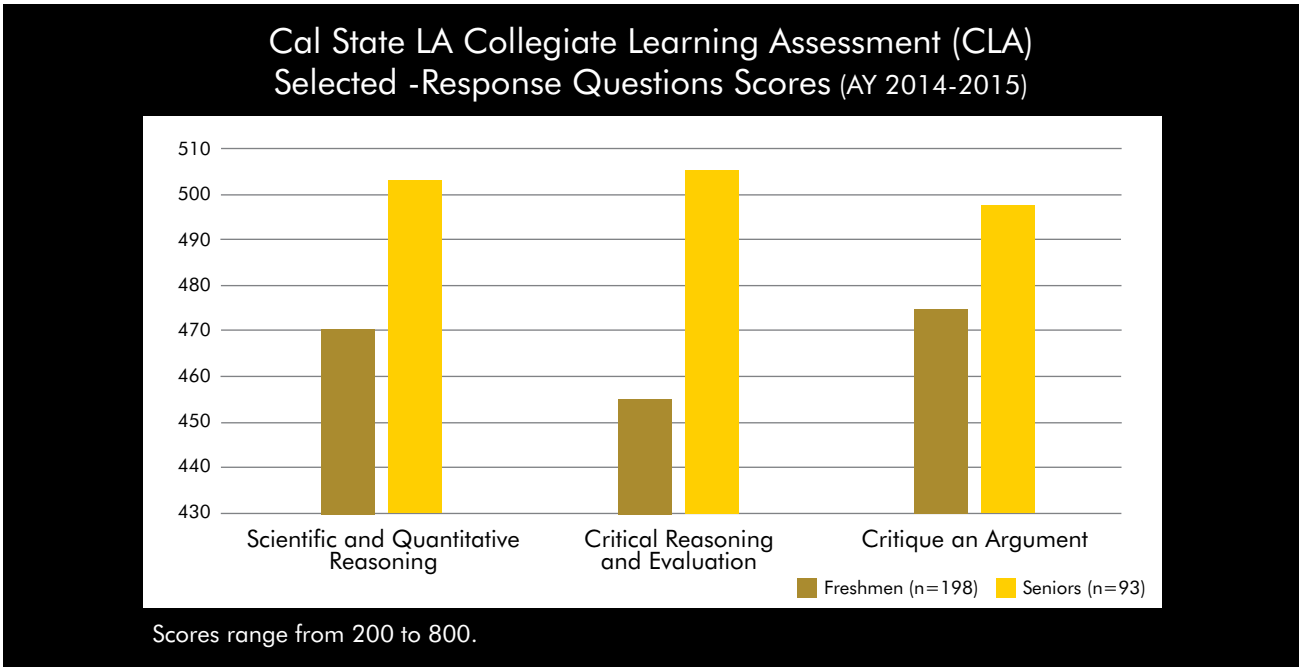


Figure 4.2

The EEAC's plan for the institutional assessment of QR skills will be implemented in 2017-2018. A standardized assessment of quantitative reasoning will be given to students at the entry, mid-level, and senior level in order to compare QR performance among these groups.

The GE math requirement has changed from an emphasis on basic mathematical skills to a greater focus on quantitative reasoning. Both STEM and non-STEM students are required to take one course from among the options offered by the departments of Mathematics, Education, and Economics. These revisions are consistent with the recent CSU Quantitative Reasoning Task Force recommendations, but it will be important to assess the impact of these changes in ensuring greater equity for students to successfully complete the GE requirements and achieve proficiency in QR skills. The campus is currently revising its GE Math and Quantitative Reasoning courses to meet the new Academic Preparation guidelines in Executive Order 1100. A team consisting of faculty from Math, Economics, Psychology, and Education is working alongside staff and administrators in learning services and the Center for Effective Teaching and Learning to revise the course learning outcomes and coordinate assessments in order to improve student learning. The team is developing the content and pedagogical strategies for these courses through a collaborative, data-driven process, which includes consideration of assessment data from previous Interventions, such as supplemental instruction and advisement (see Slides from Quantitative Reasoning Retreat). This project illustrates how we have been using data to improve our math curriculum at Cal State LA.

ASSESSMENT OF GENERAL EDUCATION (CFR 2.2, 2.2A, 2.4)

The General Education program is defined by a set of learning outcomes (GELOs) which were informed by the Liberal Education and America's Promise (LEAP) outcomes promoted by the American Association of Colleges and Universities (AAC&U) and adopted by the California State University System. The GE Revisions Committee (GERC) of the Academic Senate analyzed alignment between the ILOs and GELOs (*see Table 1 in GE assessment report*) and found that all GELOs map to one or more Institutional Learning outcomes. Upper division GE courses provide deeper application and require a higher level of proficiency to demonstrate mastery of the outcomes.

The revision of the GE program since Cal State LA's last WSCUC review was a data-informed process. Results of surveys, analyses of syllabi, and the use of Program Review as a vehicle for examining GE outcomes informed course development and the identification of GE designated courses. For example, survey data on student perceptions of learning from 2009 - 2010 provided evidence that the content of ENGL 102 was effective in promoting critical thinking and would meet GE outcomes for that area. Rather than assuming a course would help students achieve GELOs, student perceptions of course effectiveness in this area was used to make a decision.

In Winter Quarter 2016, a survey examining student perceptions of whether GE designated courses were helping them achieve the stated GELOs was completed by 453 students taking a GE course. Overall, students indicated that the courses helped them achieve GE outcomes and that some GE courses were effective in helping them achieve multiple GE outcomes (*see Table 3 in GE assessment report*). In Fall 2016 498 students completed a second iteration of the survey. Results again demonstrated that students believed most courses helped them achieve the appropriate GE outcomes. American government and politics courses, in particular, were perceived as helping students achieve diversity outcomes. The findings from these surveys were disseminated to the campus community at the 2016 and 2017 Cal State LA Assessment Fairs, to the EEAC, and to programs undergoing Program Review. They are a useful starting point to help faculty reflect on whether GE



Cal State LA Honors College classroom

outcomes are adequately addressed.

Syllabi are important documents for understanding how communication of student learning outcomes and important policies are enacted in courses. In 2008, the GE assessment coordinator performed a syllabus audit and found that significant numbers of GE course syllabi were missing critical items such as course requirements. As a result, GE course syllabus templates were developed and distributed to department chairs. As a follow-up in Fall 2015, requests for syllabi were sent to all departments offering GE courses. A total of 263 syllabi were obtained, representing more than 90% of the GE courses offered that term. Results indicated that using templates and raising faculty awareness of the policy through discussions with GE coordinators improved syllabi content. For example, 99% of syllabi included a statement of outcomes or course objectives (*see GE Assessment report*).

GRADUATE EDUCATION (CFR 2.2B)

Cal State LA graduate programs cultivate research, scholarship and creative activity, professional skill development and advanced proficiency in specialized knowledge. With fifty-three Master's programs and three doctoral programs across seven colleges, graduate students are encouraged to actively engage in a learning community that will challenge and promote intellectual growth and mastery of their discipline through coursework, fieldwork/applied learning, and culminating experiences including a thesis, dissertation, project or comprehensive examination. Graduate learning outcomes focus on analytical skills with application for lifelong learning and an emphasis on depth of knowledge in the discipline. Small class sizes and one-to-one interaction with faculty provide graduate students with opportunities to learn in didactic seminars and through academic discourse and writing, and prepare Master's students for doctoral studies and to be leaders in education, industry, and the public sector.

Cal State LA offers graduate students many opportunities to collaborate with faculty, fellow students, and community partners on innovative projects that serve the public good. Research and scholarly activities provide graduate students with opportunities to analyze problems specific to one discipline or integrated across disciplines through the thesis/dissertation proposal in meaningful and community-based contexts. Of 53 graduate programs, 83% offer a thesis option. Graduate students at Cal State LA are engaged in original research with the support and mentorship of faculty. Master's degree candidates propose topics for research or projects that are connected to their area of discipline that will serve as culminating experiences for their degrees. Some Master's degree candidates take a comprehensive examination as their required culminating experience. Graduate students are recognized for their involvement in research scholarship and creative activities at the Annual Graduate Student and Faculty Mentor Recognition Reception at which professional presentations, publications in peer-reviewed journal, exhibit and creative performances of our graduate students are highlighted. Faculty mentors are also acknowledged for supporting graduate student scholarship and professional development

Doctoral candidates for the Ed.D. in Educational Leadership propose dissertation topics related to their specialization area, PreK-12 or Higher Education. Their doctoral dissertation work is



Graduate students in the Patricia A. Chin School of Nursing

supervised and supported by doctoral faculty and defended to their committee. Candidates in the Doctor of Nursing Practice complete practice-based research with faculty from the Consortium of Schools of Nursing at California State University, Fullerton, Long Beach and Los Angeles. Doctoral students in the Joint Ph.D. in Special Education with UCLA work with faculty from both campuses to complete their original research. Across all graduate programs, over 2286 theses have been completed at Cal State LA since 2010.

Graduate programs at Cal State LA undergo continuous review and faculty regularly make use of assessment data to evaluate the effectiveness of the educational experiences provided. Departments submit annual assessment reports for each program and the program review process requires an analysis of faculty expertise within the department to support their graduate programs. The assessment processes for graduate programs at Cal State LA are robust; 79% of graduate programs' processes and 81% of their evidence was scored as developed or highly developed in 2017. Examples of these advanced assessment processes include the Master's of Social Work program's use of field ratings by instructors and embedded assessments in courses to evaluate student achievement of learning outcomes throughout the program. As another example of graduate program assessment, candidates' growth during the Education Specialist Credential in Special Education Program is tracked with a multipronged approach based on pre-post knowledge assessments, candidate self-ratings, performance on key assignments, and input from a community advisory board. Programs such as the Master's in Public Administration program use student surveys and assignments in courses to examine progress during the program and performance on the comprehensive exams to assess final competency. Each program is directed by a designated faculty member who is charged with overseeing advisement and organization of the program. The Graduate Council, comprised of the associate deans from each college, meet regularly with the Dean of Graduate Studies to give input on the administration of graduate affairs. Faculty develop graduate policies and review graduate curriculum through the Graduate Studies Subcommittee of the Academic Senate Educational Policy committee. The Dean of Graduate Studies serves as the executive secretary to the subcommittee to insure ongoing communication about graduate education and shared governance.

Efforts are underway in 2017-2018 to make further improvements to the processes surrounding the assessment of graduate learning outcomes. The Graduate Studies Subcommittee of the Academic Senate Educational Policy Committee (EPChas been charged with the development of Graduate Learning Outcomes (GradLOs) for the institution. The GradLOs will be based on a thematic analysis of the PLOs and mission statements of graduate programs across the university and will be aligned with Cal State LA's ILOs. The GradLOs will help to clarify and differentiate the expectations for graduate vs. undergraduate learning will serve as a standard for academic excellence to all graduate programs. In fall 2017, workshops conducted by the Director of Assessment instructed programs in how to better differentiate graduate and undergraduate learning outcomes and how to improve upon their assessment of graduate learning beyond the use of comprehensive exams and theses.

5 STUDENT SUCCESS: STUDENT LEARNING, RETENTION, AND GRADUATION (CFRS 1.2, 2.7, 2.10, 2.11, 2.12, 2.13)

Student success at Cal State LA encompasses both quantitative and qualitative dimensions. First and foremost, it refers to retention and graduation goals aimed at ensuring students are on a clear path to a timely graduation. But is also encompasses the quality of the experience students have on campus, including ample opportunities to develop their ethical and critical reasoning, hone their written and oral communication, become socially and civically engaged in their community, and cultivate intercultural competency, in addition to developing a deep mastery of their chosen area of study. This chapter details the wide range of methods Cal State LA utilizes to facilitate student success for all members of our diverse student population.

AS A RESULT OF OUR LAST REPORT

Opportunities for improvement identified during Cal State LA's 2010 accreditation review process included "Improving retention and graduation rates, assessing student learning, and improving effectiveness of student support services (including advising)." Since our last WSCUC review process, we have worked in newly collaborative ways to enhance students' success, retention, and graduation by improving student support services and advising. This chapter examines our extensive university-wide commitment to preserving access to our campus, increasing student retention, and improving our graduation rates and equity gaps.

COMMITMENT TO ACCESS

One of the core principles of the mission of Cal State LA is a commitment to serving potential students from local high schools and community colleges. Despite surges in applications, we have maintained that commitment thus severely limiting the spaces available to non-local students. Local freshmen are guaranteed admission to the university if they meet basic CSU requirements regardless of major. Local transfers are guaranteed admission to the major if they meet major specific criteria. For majors that do not have specific criteria, CSU minimum criteria are used. Our overall goal is to ensure that our admission policies promote student success and ensures academic departments can adequately serve their majors. To address this complex challenge, a variety of strategies are being employed.

Major Specific Criteria

Cal State LA revised its admissions criteria effective Fall 2018 based on unprecedented growth in applications, and a pressing need to align our admissions criteria with success in our majors. In some of our most popular and challenging majors, particularly those in STEM fields, transfer students have been arriving on campus without having completed lower division pre-requisite courses. This has created bottlenecks in some critical courses and, in many cases, misalignment between students' performance in those courses and their declared major. The major specific criteria clearly communicate to students, advisors, and community college partners, the coursework that will set students on a path to success in these majors and provide clear criteria for admission. Native students will enter into these programs as 'pre-majors' and will also need to meet the criteria for entrance into the major thus providing a clear pathway to success in the major and timely graduation. Instituting major specific criteria has also helped faculty to recognize which pre-requisite courses have good articulation and which should be further addressed in order to better support student access to the appropriate courses.

Articulation of Transfer Courses

Cal State LA has hosted two Articulation Workshops geared at improving course to course articulation for courses transferred from our local community colleges. The first was held in Spring 2016 by the College of Engineering, Computer Science,

and Technology and the second was hosted by Undergraduate Studies. Three hundred and fifty new articulation agreements were established as a result of these workshops. Attending the workshops were Cal State LA faculty from various departments across campus offering STEM courses as well as other courses in social sciences and humanities along with articulation officers from fifteen local community colleges. Staff from the Registrar's Office and academic advisors were available to support the process. Articulation officers reported the events as excellent experiences and hoped to have more in the future.

Transfer Pathways

New community college transfer model curricula have been designed to facilitate efficient transfer of courses to Cal State LA. In response to Senate Bill 1440, the Academic Senates for California Community Colleges (CCC) and CSU have developed associate degrees for transfer for 36 CSU majors, many of which are offered at Cal State LA. Transfer students to Cal State LA who have completed an appropriate CCC associate degree for transfer are assured that (1) courses in their associate degree program will count towards their respective baccalaureate major; (2) they will receive priority consideration for admission; and (3) they can complete their baccalaureate degree within 60 units at Cal State LA.

Go East LA and Go Central City

Go East LA was established in May, 2014 in partnership with East Los Angeles College (ELAC) and the Los Angeles Unified School District to promote college awareness, access and preparation in Cal State LA's community. GO Central City and Achieve LA were launched in 2017 and offers the same opportunity and promises to students in Central City schools. These programs last year served more than 17,000 individuals, with faculty and staff visiting 95 schools to encourage LA's children to set their sights on a college degree. Once admitted we host a Golden Eagle orientation program to welcome all incoming students and provide them with resources to support their success.

COMMITMENT TO RETENTION

Keeping students on their path to a timely degree requires a wide range of initiatives and support services. Our Strategic Planning process and our Graduation Initiative 2025 activities have focused our attention on the broad array of support services our students need, highly focused advising intervention strategies, and improvements in student learning and course completion. In this section, we review our retention trends, our student services, and our targeted retention initiatives.

Retention Rates

We cannot graduate students we do not retain. Table 5.1 shows the incremental increases in our 1- year retention rates for first-time freshmen and transfer students that we will need to achieve to reach our graduation goals. While we had been trending upward, we've dropped below 80% since 2015 for freshman *(Table 5.1)*. There are multiple possible reasons for this result. While we remain

		FRESHMEN	TRANSFERS
Period	Year	1st year	1st year
Actual	2005	77.3%	77.6%
	2006	73.7%	74.9%
	2007	74.4%	76.9%
	2008	74.3%	76.6%
	2009	82.7%	84.2%
	2010	81.5%	83.4%
	2011	80.6%	86.4%
	2012	82.2%	84.9%
	2013	84.0%	88.3%
	2014	84.0%	87.3%
	2015	79.2%	87.8%
Targets	2016	82%	88%
	2017	84%	89%
	2018	86%	90%
	2019	88%	90%

Table 5.1: One-year Retention Rates for Fall 2005-2015 Actual and 2016-2019 Target Freshman and Transfer Cohorts

vigilant to the possibility that the rapid increase in the freshman class may have outpaced our student support services, another likely explanation is the recent enforcement of CSU policy regarding the completion of remedial coursework to maintain matriculation. Our increased support and staffing for student services and the revision of remedial coursework will alleviate these possible contributing factors.

Academic Preparation Programs (CFR 2.10, 2.12, 2.13)

Successful completion of developmental math and English courses has been a barrier for many entering freshmen. In August 2017, the CSU issued a new Executive Order (EO 1110) that will have a transformative impact on the academic preparation of our freshmen. The CSU is replacing a decades-old system of remediation with a newer approach that has been shown to improve student learning as well as retention rates in campuses and systems across the nation. Starting in Fall 2018, every entering freshman will take credit-bearing Quantitative Reasoning and English courses in their first year that will count towards meeting general education graduation requirements. This is especially significant for our students, the majority of whom come from historically underrepresented groups and are disproportionately placed into developmental coursework, largely on the basis of standardized exams. Multiple measures will be used to place students; the ELM and EPT will no longer be administered.

At Cal State LA, we are enthusiastic about these changes because they will help us provide our freshmen with a better learning experience, additional learning supports, and a clearer path to graduation. Those students who need additional help to succeed in math courses will receive it, either in the form of a 1-unit co-requisite coordinated with the GE course, or in the form of a "stretch course" that allows them to take two semesters to master the course content.

We will be ready to launch the new program in 2018. In fact, on our campus, faculty began making changes along similar lines several years ago. When we moved to semesters in 2016, the Department of English replaced developmental English with the "stretch-model" that the CSU is now asking campuses to consider. Last Spring, Math faculty began researching alternatives to remediation and experimenting with new approaches to Early Start.

To achieve this ambitious student-centered vision in quantitative reasoning, we have assembled a multi-disciplinary task force with an integrative perspective. Along with the Dean of Natural and Social Sciences and the Dean of Undergraduate Studies, the task force includes faculty in the departments of Math, Economics, Psychology, and Curriculum and Instruction, as well as staff in Early Start, CETL, and Academic Learning Services. This team is charged with examining how best practices in curriculum development, student support services, and teaching and learning can be brought together and applied to our new model of Academic Preparation.

Many programs, particularly in STEM fields, require challenging coursework in specific sequences in order to make timely progress to the degree. Each academic college has a student support center or office providing extra Academic Preparation programs to promote students' transition to college and support success in their foundational coursework. For example, the College of Engineering, Computer Science, and Technology's (ECST) Student Success Center works closely with first and second year students through Summer Transition into ECST Program (STEP), Acceleration Initiative, and First Year-Experience program (FYrE@ECST). An ECST pilot study showed that the FYrE program significantly expedited the students' progress during the first year, and also increased their academic performance. The figure below showed that 71.9% of the first FYrE cohort successfully completed calculus sequence (Calculus I, II, and III) by the end of the first year, while students in the two control groups (students starting with same math level) had fewer students completing three calculus courses.

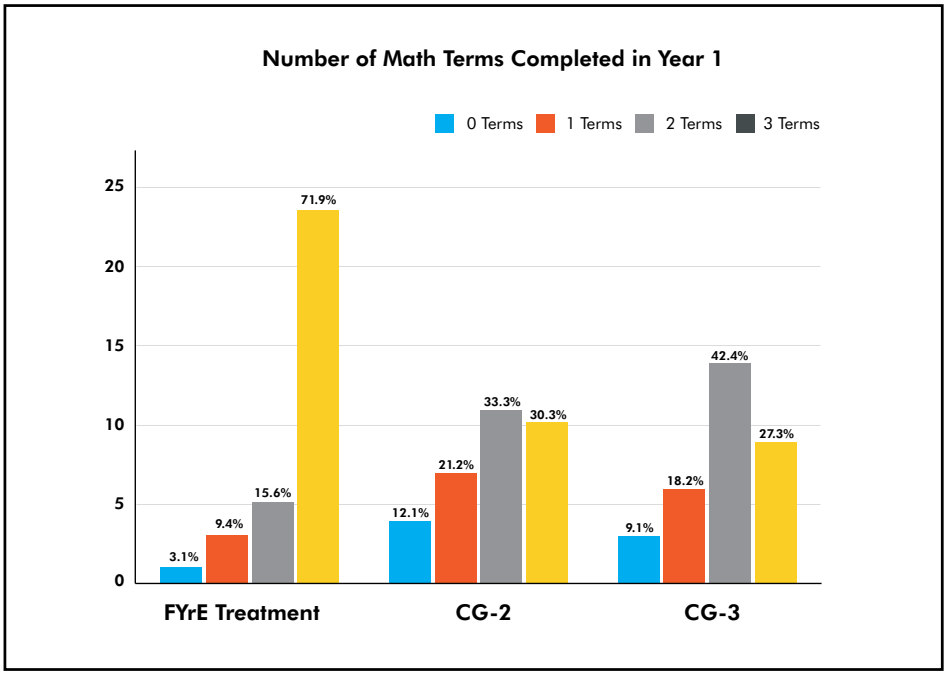


Figure 5.1: Comparison of Calculus sequence completion rate: FYrE cohort vs. control groups.

To help students who get back on track after academic setbacks, the College of Natural and Social Sciences' (NSS) NSS Advising's Student Success Workgroup restarted Student Success/Academic Probation workshops in spring 2017 for students placed on probation as a result of Fall 2016 grades. 58% of probationary students have attended the workshop so far. The NSS Advising's Retention Workgroup also launched GE workshops starting in Fall 2016 to help freshmen understand GE curriculum and discuss success strategies.

Course Access

Lack of access to classes has been a consistent complaint expressed by Cal State LA seniors in the NSSE survey. Academic Affairs implemented multiple strategies to address this issue:

- College Scheduler – An internet based program that provides students with all available class schedule options built around the student's stated restrictions (Fall 2013).

- Ad Astra Schedule – Analytic software that provides classroom assignment to maximize our classroom utilization (Winter 2014).

- Waitlist - Wait Listing is a feature in the CMS registration system that allows a student to "wait in line" for courses that have reached capacity/closed (Winter 2014).

In addition to these tools, Associate Deans in the Colleges have worked with the Office of Planning and Budget to engage in thoughtful class schedule planning based on student need. Department Chairs have been highly responsive during the registration cycle, adding class capacity where possible. Such efforts are evidenced by a 9% decline in unmet demand (waitlist totals in excess of available seats across course sections) from Fall 2016 to Fall 2017.

Academic Support Initiatives

Academic Advising Initiatives (CFR 2.10, 2.12, 2.13)

The path to the degree is a marathon, not a sprint, and our campus has strategically enhanced its support for students to help keep them on track.

One critical area in which we have invested significantly is in advising support. We expanded our advising staff and enhanced collaboration opportunities with monthly advisor forums for faculty and professional advisors. The newly developed College Student Success Centers are headed by Directors of Student Success and Advising. Our new Student Success Strategist spearheads our timely graduation efforts, working across colleges to leverage data and coordinate advising campaigns that facilitate timely graduation.

In addition to increasing advising staff across campus, we have focused on ensuring timely decisions in admissions, financial aid, scholarship selection, advisor-approved changes (substitutions, waivers, change of major, etc.), and graduation application and checks.

The Office of Admissions enhanced its processing of transcripts and evaluating transfer credit. As of Fall 2017, over 95% of our new transfer students had their transfer credit evaluations before their summer orientation/advising session up from 0% in years prior. Following the national iPass model, we have aggressively implemented a suite of tools to support student success and timely degree completion. Cal State LA is a current member of the Education Advisory Board's (EAB) Student Success Collaborative (SSC). Launched in May 2016, the SSC offers a cohesive, research-driven platform for proactive advising including predictive analytics, graduation analysis, and advising appointment and workshop management. The platform facilitates communication between advisors and students; supports targeted campaigns to promote retention and student success; and provides a hands-on intervention-based approach to advising, based on predictive analytics, students' academic performance and future course requirements. The use of the platform is being expanded to incorporate tutoring, faculty polling for early intervention, and expansion of a campus coordinated care network to include such areas a financial aid and career services.

Cal State LA is also implementing a powerful Degree Planner tool for advisors and students. The first majors are scheduled to be available in February 2017 with the goal of having the program available to all majors by October 2018. This tool analyzes a student's current progress, course completion, transfer credit, and substitutions to recommend a customizable and dynamic roadmap for their entire academic path to graduation. The resulting plans can then be used to identify candidates for more timely degree completion and to improve predictions of course demand.

Writing, Tutorial, and Graduate Resource Centers (CFR 2.13)

Content area and academic skills tutoring are a powerful supplement to traditional modes of classroom instruction and help students to master challenges they face in their academic careers. The Writing Center serves all Cal State LA students with any type of writing assignment. The Writing Center helps students understand the assignment, organize, and revise their papers, and is strongly focused on the long-term development of individual writers rather than quick fixes for the paper at hand. The University Tutorial Center offers Cal State LA students one-on-one or group sessions on topics related to developing skills, increasing knowledge, and understanding course subject matter. The Center is staffed with office assistants and faculty-recommended peer tutors certified by the International Tutor Certification Program of the College Reading and Learning Association [CRLA Certification]. Moving forward, Cal State LA is developing plans for an integrated Center for Academic Success (CAS) that will bring together tutoring, writing support, supplemental instruction, and peer-based information literacy instruction under a single center. A new CAS Director will provide strategic leadership for the integration, further development, and scaling of these services. Priority will be placed on early intervention with at-risk students as well as on support for students enrolled in low completion rate classes.

The Graduate Resource Center (GRC) provides academic support, professional development, and community-building opportunities throughout the academic year in a space dedicated to graduate and postbaccalaureate students. Services include the New Graduate Student Orientation, a session that provides information and guidance as students embark on their graduate and postbac studies; the Graduate Writing Support Program, which supports the unique writing and communication needs of graduate and postbac students, promoting writing skills applicable to their development as scholars and professionals in one-on-one consultations and group workshops; Thesis, Project Report, and Dissertation Support, which guides students through writing, editing, and formatting the culminating project and assists in preparing their work for publication; and various workshops, seminars, and presentations to support graduate and postbac students' academic and professional development.

Co-Curricular Student Success Initiatives

Cal State LA has a variety of resources that are aimed at supporting the whole student through their academic path. The President's Mind Matters program aims to integrate inner well-being into the framework of University life as a means of supporting student success. President William A. Covino and First Lady, Dr. Debbie Covino, created the Mind Matters initiative to provide resources and programs to help students navigate the demands of academic excellence, family responsibilities, and jobs. The Student Health Center provided additional counseling, as well as workshops and activities that promote physical and mental well-being. The number of peer health educators on the Student Health Advisory Committee (SHAC) has also expanded to 50 students. These volunteers help educate students about health and wellness issues.

The Office of the Dean of Students strives to provide an environment conducive to achieving educational goals through student support and engagement opportunities, guidance through student conduct and grievance processes, and links to student to



Student Health Advisory Committee

health and wellness services. The CARE Team is a new campus resource for students, faculty and staff who have concerns regarding alarming, problematic, and/or disruptive student behavior. The team responds to non-emergency concerns and uses a proactive approach to discuss potential problems, intervene early, and develop appropriate courses of action for referred students before they rise to crisis levels. Co-curricular programs such as EOP, the Glazer Family Dreamers Resource Center, and Office for Students with Disabilities provide targeted outreach services to students to ensure that their needs are met through alternative testing arrangements, benefits access, and coaching.

LEADERSHIP DEVELOPMENT/APPLIED LEARNING PROGRAMS (CFR 2.11)

As reflected in the Strategic Plan, cultivating a vibrant and welcoming campus culture is a university priority. The Center for Student Involvement (CSI) serves as a hub for involvement, recreation and leadership, adding to the value of campus life at Cal State LA. CSI also supports over 120 student organizations including fraternities & sororities. Programs and initiatives include: Student recognition and awards, campus activities, trips, student organization support, fraternity and sorority life, Leadership Academy, Leadership Library, and Volunteer Program.

The Cross-Cultural Centers (CCC) encourage student learning as well as foster an inclusive campus environment. With a commitment to increasing

cross-cultural awareness, they offer a wide variety of programs and services that explore both the shared and unique experiences, histories, and heritages of our diverse community.

Associated Students, Inc. (A.S.I.) The A.S.I. Board of Directors and professional staff manage the day-to-day operations of the corporation providing Cal State LA students, faculty, and staff dynamic programs and services. The purpose of A.S.I. is to: (1) Provide and promote opportunities for student participation in campus governance; (2) Provide an official voice through which student opinion may be expressed; (3) Provide an opportunity for students to gain experience and training in responsible civic participation and community leadership; and (4) Advocate for the rights and interests of students.

The Career Development Center (CDC) provides a robust suite of tools and career-focused co-curriculum that spans a student's entire academic career – from the first year to graduation. Services include Career Counseling, online Career Express, Eaglejobs, Career Fairs, Mock Interviews, Resume Review and Career Development Workshops. Additionally, each college has unique professional practice/internship programs that promote students' success.

COMMITMENT TO GRADUATION

Graduation rates (CFR 1.2, 2.10)

Cal State LA has historically lagged in undergraduate retention and graduation statistics behind the CSU system average. In January 2010 the CSU began a system-wide Graduation Initiative that set very ambitious targets for our campus: a six-year freshman graduation rate of 45% and a four-year transfer graduation rate of 57%. As described in our 2012 update, the campus responded to the challenge forcefully by creating a university-wide Graduation Initiative task force and by increasing focus on analysis and application of data. The result of these efforts has been dramatic. The six-year freshman graduation rate has exceeded 45% for the past two years and the four-year transfer graduation rate has well-exceeded the goal by at least 12 percentage points *(Table 5.2)*:

	GRADUATION RATES FOR FALL COHORTS							
GROUP	2005	2006	2007	2008	2009	2010	2011	2012
Freshman 6 yr	36.6%	36.8%	35.9%	41.3%	45.5%	45.8%		
Transfer 4 yr	47.3%	52.1%	57.7%	58.7%	62.1%	68.6%	71.7%	69.4%

Table 5.2: Six-year Freshman Graduation Rate and the Four-year Transfer Graduation Rate

Moreover, for transfer students, the "equity gap" (the difference in the graduation rates of students between historically underserved groups and those from non-underserved groups), which had been as high as 8% in recent years, has been reduced to zero. Another positive outcome for transfer students is an increase in the two-year graduation rate from 16.0% to 33.8% in the past five years. Although the Chancellor's office did not set targets for graduate student success, we also have seen dramatic improvements in the two-year graduation rate for our Master's students *(Table 5.3)*:

	GRADUATION RATES FOR FALL COHORTS									
GROUP	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Masters 2 yr	18.1%	20.3%	24.7%	24.5%	31.7%	29.5%	33.1%	35.2%	38.0%	53.6%

Table 5.3: Two-year Graduation Rate for Master's Students

In the Summer of 2017, the Chancellor's Office launched Graduation Initiative 2025, setting more ambitious graduation and equity goals for each campus in the CSU system.

Cal State LA Graduation Initiative 2025 Goals		
Metric	2025 Goal	Most Recent Rate
Freshman 6-Year Graduation	55%	46.7%
Freshman 4-Year Graduation	30%	8.2%
Transfer 2-Year Graduation	36%	26%
Freshman 4-Year Graduation	81%	74%
Gap – Historically Underserved	0%	11.2% points
Gap – Pell	0%	.3% points

Table 5.4

Our Graduation Initiative 2025 campus plan extensively documents five areas of effort that build on our retention initiatives and incorporate best practices to promote graduation: Improving Advisement and Student Support; Engaged Teaching and Learning; Student Life and Sense of Belonging; Curriculum Structure and Degree Flexibility; and Enrollment Management and Data Capabilities. As that plan reflects, unlike some initiatives that can be owned by one or two groups, Graduation 2025 and student success must inform all that we do. Embedding the Graduation 2025 Initiative into the Strategic Planning process ensures university participation and ownership, and keeps it at the center of all we do at Cal State LA. The Graduation 2025 Strategic Planning Consultative Group oversees the initiative for the university.

The WSCUC Dashboard provides an alternative methodology for calculating student success, accounting for the differential degree timelines of part time, transfer, and graduate students. It provides two key alternative metrics that capture successful academic progress at universities that serve students with nontraditional degree paths. The Unit Redemption Rate (URR) refers to the proportion of instructional units granted by the university that are ultimately counted toward the conferral of a degree. Ideally, universities would have a 100% URR, but realistically all universities will have more units earned than are "redeemed" for a degree as some students drop out before or take unneeded units on their path to graduation. Going back to 2009, Cal State LA's 8-year average on this metric is 74%, but our 2016 URR was 80%, reflecting a positive trajectory. This is particularly noteworthy given our enrollment growth in the past several years, increasing the number of students earning units who have not yet reached the graduation threshold for "redeeming" them. The second metric, Absolute Graduation Rate (AGR), reflects the proportion of matriculated students who eventually graduate, without regard to a predetermined window of time. Cal State LA's 8-year average on this metric was 57%, but our 2016 AGR was notably higher at 64%. While Cal State LA is committed to achieving our graduation and equity goals as laid out in our Graduations Initiative 2025 plan, WSCUC's URR and AGR metrics provide valuable alternative measures of how well we are serving students.

6 QUALITY ASSURANCE AND IMPROVEMENT: PROGRAM REVIEW; ASSESSMENT; USE OF DATA AND EVIDENCE (CFRS 2.4, 2.6, 2.7, 2.10, 4.1-4.7)

PROGRAM REVIEW – HISTORICAL PERSPECTIVE

Cal State LA's program review has long been a robust process and the campus has had an outcomes assessment policy since 1990. Degree programs are reviewed on a six-year cycle. Each review takes approximately two years and involves communication with various groups, including the Academic Senate's Program Review Subcommittee (PRS). Cal State LA has made significant improvements and enhancements to the program review process that now positions it as a strong quality assurance tool. Program review procedures were updated to incorporate required annual program assessment, allowing faculty to aggregate five years of findings for their self-study. Academic programs were granted a two-year extension in their program review cycle during semester conversion, as is evident in the program review schedule. However, extensive curricular updates occurred during the semester conversion process to support continuous program improvement.

In 2011, the Educational Effectiveness Council (EEC), which oversees campus wide assessment, including assessment of GE learning outcomes and institutional learning outcomes (ILOs), was renamed the Educational Effectiveness and Assessment Council (EEAC). Soon thereafter, an administrative director of program review and assessment position was created to direct program review, assessment of institutional learning outcomes, and accreditation. A budget was allocated to support assessment activities, send teams of faculty to assessment conferences, create a faculty learning community (FLC) on assessment, and fund collection and analysis of ILO data. Over time, the program review process has been increasingly linked to assessment of student outcomes at the program level. In 2015, faculty College Assessment Coordinators (CAC) were appointed for all colleges and administrative restructuring in 2016 moved responsibility for assessment and program review to the AVP & Dean of Graduate Studies, who is also the campus ALO.

PROGRAM REVIEW (CFRS 2.4, 2.6, 2.7, 4.1, 4.3, 4.4, 4.6, 4.7)

Current Degree Program Review Process

The review calendar for externally accredited programs varies in order to align with the calendar of the external accrediting agency. Programs going through program review follow a two-year process. In the first year, the department/degree program prepares their self-study. An orientation workshop, handbook, and self-study template are provided and throughout the fall semester, additional workshops cover issues such department organization for the review, sources of relevant data, and assessment of PLOs. Self-study documents and names of possible external evaluators are submitted at end of the academic year. In the second year, a team of two external evaluators are selected, typically one from the CSU system and the other from outside the CSU. Externally accredited programs are exempted from external reviews. Accredited programs submit a modified self-study report including accreditation documents with a matrix indicating where the Cal State LA information may be found.

The external reviewers receive copies of the self-study documents and guidelines for the external review report and site visit. The external reviewers meet with administrators, the department chair, faculty, staff, and students. Within two weeks of

the visit, the reviewers submit their report. The self-study documents and external review reports are submitted to the Program Review Subcommittee (PRS). The PRS is composed of elected faculty members from each college, a liaison from the Educational Policy Committee, a student member, and an administrator who serves as the Executive Secretary for the group. The PRS meets weekly to review all relevant documents and begins an iterative discussion-and-review process. Meetings are held with the appropriate dean or associate dean and department chair to seek clarification and to ask questions. The PRS writes a draft report with commendations, affirmations, and recommendations, which is discussed first with the associate dean and then with the department chair and faculty. A final report is completed by the end of the second year and a MOU is developed that summarizes recommendations from the report. Sample self-study reports and related documents are provided for a doctoral, master's and baccalaureate degree program.

ASSESSMENT AT CAL STATE LA

Program Review is built on a foundation of consistent and deliberative assessment. Since 2010-2011, the organizational structure for assessment and the oversight of assessment has evolved with the aim to develop a culture of evidence-based assessment. The current structure is consistent with the shared governance culture on campus. The assessment team is charged with oversight and planning of assessment, and coordination of the different members/units that contribute to assessment (EEAC, CACs, associate deans, WSCUC-Steering Committee, Center for Engagement, Service and the Public Good, Student Life, etc.) on campus. The assessment director is charged with coordinating assessment activities on campus with the help of the CACs. The CACs work directly with the departments assisting them with updating PLOs and course SLOs as well as developing assessment plans.

Resources for Instruction-related Faculty Development and Assessment

Created in 2011, CETL has been offering professional development workshops related to curriculum development and assessment at course and program levels. With grant funding from the CSU Chancellors Office and other sources (>$1 million), CETL has offered programing for course redesign of bottleneck courses (high enrollment/ low pass rates) and development of hybrid and online courses. An initial review of courses across the curriculum resulted in a set of targeted courses that were encouraged to seek funding for course redesigns. These programs include embedded assessment with very encouraging results showing increased pass rates in 17 of the 22 courses in the early years of adoption. So far, 48% of all faculty have participated in some CETL programing while 75% of tenure-line faculty have participated. In addition, CETL offers programming that supports departments' efforts in aligning and scaffolding of course learning objectives with that of program level outcomes. Results of course development and assessment are disseminated via posters on CSUs MERLOT-II web-based portal.

Resources available for faculty development in teaching, curriculum design, and assessment have grown significantly since 2011. In addition to the new positions of CETL Director and Associate Director, three new instructional designer positions have been added. The Office of Graduate Studies (and Assessment) acquired the new position of Director of Assessment. The Office of Graduate Studies also provides stipends to the CACs to support college assessment activities. Funding was increased for program review and a course release or equivalent stipend has been made available for programs undergoing self-study. Additional funding is also available for faculty to attend assessment workshops and for faculty members of the WSCUC writing teams and the steering committee. Three colleges, CCOE, B&E and ECST, have college assessment committees and ones in NSS and HHS are being formed.

To foster a culture of assessment, the Annual Assessment Faire was initiated in 2016 to

disseminate best-practices in assessment and to recognize faculty who conduct assessment activities and use the data to enhance classroom strategies for promoting student learning. One assessment ambassador is selected from each college to receive an award of $150 and present their assessment activity at the assessment faire. Institutional support for assessment of academic and co-curricular programs is having a visible positive impact on building a culture of continuous program improvement at Cal State LA.

Annual Assessment and Quarter to Semester Conversion (CFRs 2.4, 2.6, 4.1, 4.3, 4.4)

Current State and Future Directions of Annual Assessment

In AY 2010-11, Cal State LA began asking all degree programs to submit their Annual Assessment Reports (AAR). These reports prompt departments to describe how, and by whom, programmatic assessment was conducted within the department during the previous 1-2 years, including which program learning outcomes were addressed and how, what was learned from the analysis, and what action items resulted.

In Fall 2013, Cal State LA began the process of converting from the quarter system to the semester system. The submission of AARs was suspended and program assessment was folded into the semester conversion process for a two-year period. Programs were asked to re-examine program learning outcomes and to modify as needed. The learning outcomes for most courses were updated or revised while a few courses underwent "simple conversion" and were only mathematically converted to reflect the appropriate semester units. Programs participated in curriculum mapping to ensure that program outcomes were properly introduced, developed, and mastered across the program. Over 4340 course proposals and 275 program modifications (including degrees, minors, certificates, and credentials) were reviewed and approved during the conversion. The process revealed that the level of student learning objectives and program learning objectives needed further development. One of the actions taken was to initiate a faculty learning community of representatives from each college who would serve as CACs. In addition, CETL offered programing to help departments and faculty develop appropriate student learning outcomes as well as programs for curriculum development and assessment (including embedded assessment).

At the university level, a major revision of the General Education program was undertaken with all course proposals undergoing review that included mapping for SLO's with the General Education Learning Objectives (GELOs). Programs that undergo external accreditation review cycles continued their annual assessment activities. In addition to faculty-led changes to curriculum, programs often have to make changes in response to CSU-Chancellor's Office executive orders (EO) and recommendations. For example, in response to EO 1071, the assessment team will aid program review process to ensure compliance that core requirements represent 51% or more of the degree requirement.

In AY 2016-2017, programs were provided with a template of an updated annual assessment report (AAR) and submitted reports to the Director of Assessment at the end of the year. The template was designed with the intention to facilitate preparation of 5-year Program Review and self-study reports. Information from the AAR was used for the Inventory of Educational Effectiveness Indicators submitted to WSCUC. In 2017-2018, the program-level assessment support provided by CACs is informed by the AARs and tailored to needs of the program. The Director of Assessment and CACs are: (a) disseminating results of AAR scoring to departments with rubric scores; (b) meeting with departments to develop or strengthen their assessment plans; and (c) providing 2-3 workshops in each semester on topics relating to PLO assessment. Departments where assessment processes are still emerging are targeted for intervention and have been asked to send at least

one faculty member to the assessment workshops.

Assessment Activities (CFR 2.11)

General Education Assessment (CFRs 2.2a, 4.1) and Assessment of Core Competencies

The campus assessment plan developed by EEAC includes a scaffolded set of assessments from general education to upper division courses in the major. The core competencies are being assessed at multiple levels and the details are discussed in chapter 4.

Closing the Loop: Assessment-Based Program Modification

Accredited programs, as expected, have more advanced assessment plans compared to non-accredited programs (See analysis of IEEI in Chapter 4). However, non-accredited programs have assessment plans that are emerging and will be able to model their own comprehensive assessment plans. For example, the College of NSS has purchased SuccessNavigator (ETS®) for assessment, which will be used to help with math success rates and assessment of how and how many students use services provided, such as tutoring.

INTEGRATION OF GENERAL EDUCATION ASSESSMENT INTO PROGRAM REVIEW

The GE program affords a rich opportunity for investigating student outcomes, as it is the sole curricular element in which all students participate. It is a challenge to evaluate a large program both meaningfully and consistently, particularly as most GE courses address several outcomes, so Cal State LA has developed a plan to integrate GE assessment into Program Review. Another important focus of the plan is the requirement to use multiple methods to collect direct evidence about student achievement of GE outcomes.

A reporting form has been newly implemented (AY 2016-2017) as part of the Self-Study process. This form requires programs to describe the following developmental phases:

1. Syllabi content focusing on GE outcomes and aligned assessments
2. Results of direct assessment of student work
3. Changes implemented that have improved student GE outcome achievement and a summary plan describing the timeline for improving student mastery of GE outcomes.

The information captured on these reporting forms will be used to evaluate the university-wide GE program.

Other Assessment Activities:

A number of co-curricular units and student services currently under the division of Student Life, such as the Career Development Center (CDC), the Health Center, and the Golden Eagle Orientation program, have or are in the process of developing learning outcomes and assessment plans. Most units use satisfaction surveys as an assessment tool to help guide updates and changes in programing/services. For example, the freshman student orientation program has been significantly modified over the last few years based on results of the surveys. Utilization data has been collected by several units within the Division of Student Life, such as the Center for Student Involvement, Veteran's Resource Center and the Student Health Center. An assessment summit was organized in Spring 2017 to reflect on the current set of assessment activities and to plan for the next few years. During AY 2017-2018 the Division of Student



Students tour campus during Golden Eagle Orientation

Life Assessment Team developed learning domains aligned with Cal State LA's strategic initiatives and institutional learning outcomes. By summer 2018, all departments within the Division will have learning outcomes and assessment plans for AY 2018-2019 finalized. The assessment plans will inform annual reports and program review processes that will mirror the academic program review process at Cal State LA. An Assessment Plan template for Student Life is attached.

STAFF AND FACULTY CHANGE MANAGEMENT (UNIVERSITY-WIDE CUSTOMER SERVICE INITIATIVE)

In 2015, President Covino implemented an initiative to deliver and sustain effective customer service to Cal State LA students and the university community. The Customer Service Initiative began with conducting a "Customer Satisfaction Analysis Report" to determine areas of service and customer satisfaction improvement opportunities. In January 2016, sixteen employees received Silver Certification and Gold Certification from the Susan Leigh Consultant program, including Train-the-Trainer Certification. Currently, these Service Champions are implementing enhanced customer service models and training expertise across the campus. The Customer Service Steering Committee along with the Service Champions are helping units define service standards, set key performance indicators, and develop continual assessment and improvement plans.

THE OFFICE OF INSTITUTIONAL RESEARCH (IR): DATA COLLECTION, ANALYSIS, AND DISSEMINATION (CFRS 2.10, 4.2-7)

After the last accreditation cycle, IR moved from producing mostly "flat file" reports to developing a "self-service" Program Planning Data website. The Program Planning Data website provides interactive data tables on admissions, enrollment and graduation that users can drill down to the college and department levels. The data can be further broken down by student level, gender, and ethnicity. The IR office provides workshops on data retrieval and analyses using the Program Planning Data website for departments undergoing Program Review. Departments are able to retrieve data specifically requested in the Program Review template document including FTES, FTEF, Student-Faculty Ratios, a variety of historical reports on enrollment, degrees granted, and retention and graduation rates with various student demographic breakouts. Adoption of the Tableau data visualization platform and the conversion of IR flat files and data tables into data dashboards has provided more dynamic data access to inform planning and decision-making.

IR Developed and Administered Surveys: A variety of surveys have been used or developed over the past six years, they include: a) NSSE, administered in 2014 and 2017 and included the NSSE Advising Module questions; (b) an incoming transfer student survey, a first for transfer students; (c) a "local" freshman survey, modeled after the incoming transfer survey; (d) an alumni survey administered 2016, with custom reports prepared for departments undergoing Program Review; (e) a Senior Survey, administered in spring 2013 and 2015, regarding employment and graduate school plans; (f) a faculty survey, administered in December 2013 and focused on the nature and extent of collaborations, both within and across organizations; (g) a staff survey, administered in fall 2013, focused on collaborations as well as perceptions of campus climate; and (h) CSU Consortia surveys, including a new project capturing employment and income data about our graduates from the Los Angeles County Economic Development Corporation.

Collecting quality data and making it accessible and actionable for the campus community has been a consistent objective (e.g., Daily Enrollment Reports). Cal State LA recognizes that data informed decision making is crucial to implementing its strategic plan, maintaining and improving the quality of its academic programs, making strides in its graduation and student success goals, and cultivating a welcoming campus community.

7 SUSTAINABILITY: FINANCIAL VIABILITY; PREPARING FOR THE CHANGING HIGHER EDUCATION ENVIRONMENT
(CFRs 3.4, 3.5, 3.7, 4.1, 4.3, 4.4, 4.6, 4.7)

FINANCIAL VIABILITY (CFR 3.4)

Cal State LA's fiscal management and operational efficiencies have helped the campus thrive and innovate. The University anticipates maintaining financial stability over the next ten years through careful alignment of resources, prudent management of expenses, and growth of its revenue-base through innovative curricular programs, philanthropy, and grants and contracts.

The University has undertaken budgeting processes that ensure alignment of resources with the strategic plan, with a particular emphasis on student success. Cal State LA has enjoyed record enrollment growth and increasingly become a destination campus setting new records each year for its number of applicants.

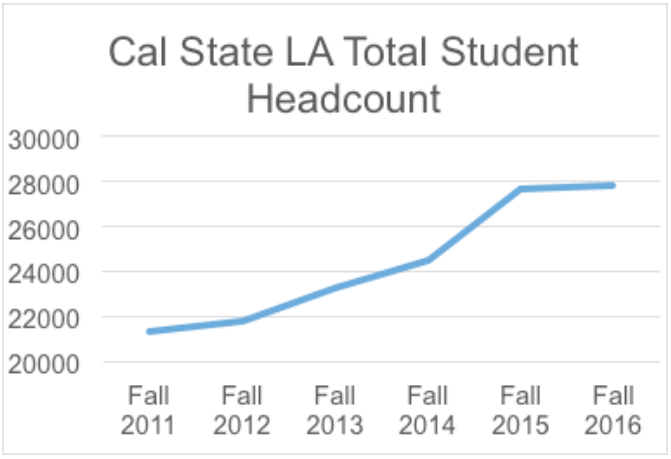


Figure 7.1: Growth in Enrollment

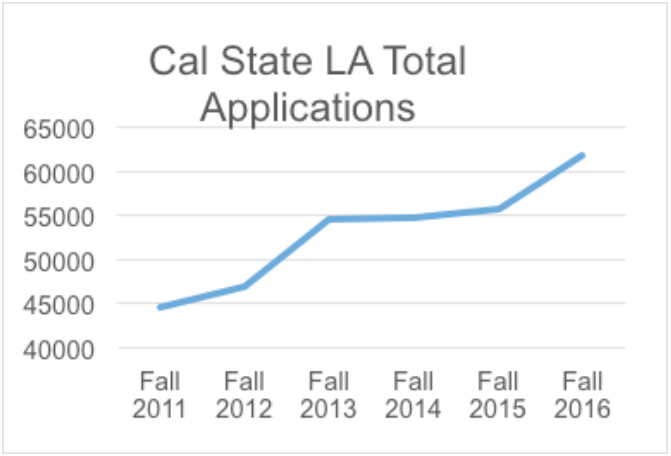
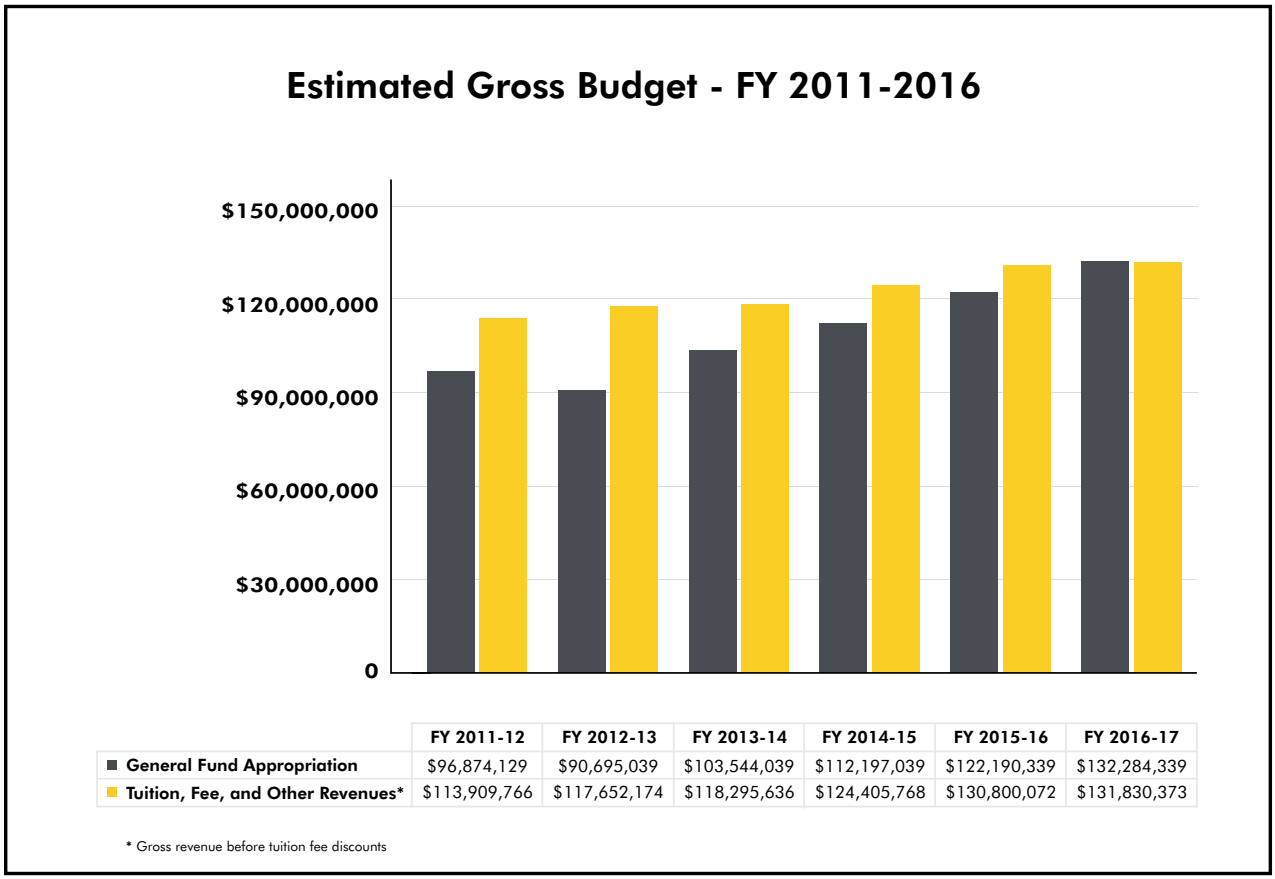


Figure 7.2: Growth in Applications

With only nominal increases in state support for the last several years, meeting demand while fulfilling our commitment to our students has posed challenges. The 2016-17 campus operating budget was just over $264M of which approximately $47.4M is set aside for tuition discounts and other financial aid programs. The chart below (*Figure* 7.3) reflects the University's general fund appropriation and fee revenue for the past six years; while our enrollment has grown almost 31%, our gross budget has increased less than 27%.



	FY 2011-12	FY 2012-13	FY 2013-14	FY 2014-15	FY 2015-16	FY 2016-17
General Fund Appropriation	$96,874,129	$90,695,039	$103,544,039	$112,197,039	$122,190,339	$132,284,339
Tuition, Fee, and Other Revenues*	$113,909,766	$117,652,174	$118,295,636	$124,405,768	$130,800,072	$131,830,373

* Gross revenue before tuition fee discounts

Figure 7.3
Source: University Resource Allocation Plan - FY 2011-2016

Cal State LA has consistently demonstrated a strong financial history and a rigorous budgetary review process. The University Resource Allocation Plan delineates the policy and procedures for allocating the fiscal resources of the University. The University Resource Allocation Advisory Committee (RAAC) is appointed by an advisory to the President on budget policy, planning, and resource allocation matters. Membership of RAAC includes faculty, administration, staff and students. Faculty representation has been increased from two to three members to include the chair of the Fiscal Policy Committee of the Academic Senate. The RAAC follows a strategic budgeting and planning approach to ensure that the campus is doing the best possible job aligning campus scarce resources with priorities. The University's 2016-17 operational budgets are reflected in the chart below *(Figure 7.4)*. This chart represents our university's first "all-funds" budget model that comprehensively depicts major funding sources. Detailed operation budgets by division are available on our University website for public view, under year-end reports.

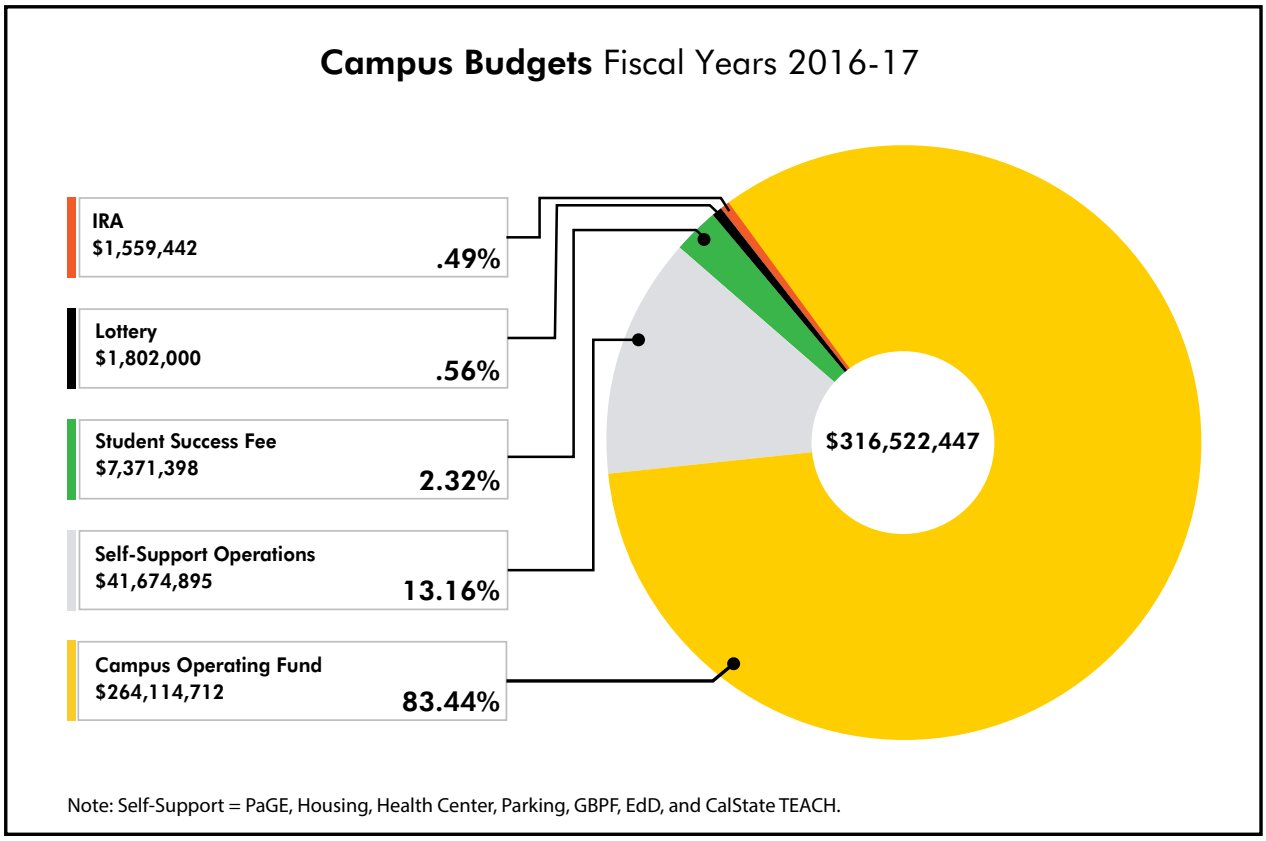


Figure 7.4 *http://www.calstatela.edu/budget/resource-allocation-plan-fy-2016-17*

NEW BUDGET MODEL (CFR 3.4)

Cal State LA is well positioned to continue its strong control of our financial condition and sustain educational effectiveness over the next decade and beyond. The multi-year fund balance comparison of the University's Campus Operating Fund shown in Table 7.1 below provides a clear picture of our solid growth and strong financial condition. For example, data clearly reveals that total operating revenue and support have been increasing over the last several years. From FY 2011 to FY 2016, revenue increased by about 46% driven largely by increases in student tuition implemented by the CSU in the face of significant cuts in state funding. The campus continues to expect revenue growth driven by enrollment increases. In addition, FY 2011 to FY 2016, fund balance increased by over 20%. In FY 2016, the campus redirected a significant portion of its fund balance towards capital infrastructure. Cal State LA is in solid financial condition.

CAMPUS OPERATING FUND
MULTI-YEAR FUND BALANCE COMPARISON
FY 2011 - 2016

	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
TOTAL OPERATING REVENUE & SUPPORT	266,330,776	273,221,829	295,585,427	332,363,132	368,860,399	389,123,864
TOTAL OPERATING EXPENDITURES	214,235,325	214,388,571	227,520,252	246,885,381	277,131,460	326,505,203
FUND BALANCE	52,095,451	58,833,258	68,065,175	85,477,751	91,728,939	62,618,661
% OF TOTAL REVENUE AND SUPPORT	20%	22%	23%	26%	25%	16%

Table 7.1

After more than two decades of operating under an incremental budget model, in which annual increases (or decreases) were adjusted by a uniform percentage, President Covino called for a more sustainable, accountable, and transparent allocation formula to address structural imbalances which had arisen over time with diminishing state appropriations and increasing operational costs. Over a three-year period, the Budget Allocation Model Task Force and the Division of Administration and Finance led the self-assessment and evaluation of alternative budget models. The new Budget Allocation Model better supports executive leadership to make evidence-based decisions as the University continues to promote student success, stronger engagement with the community, and a more collaborative culture across campus. The University's path to this transformative budget design is extensively documented on the budget administration webpage.

ALIGNING RESOURCE ALLOCATIONS WITH STRATEGIC GOALS (CFR 3.4, 3.7)

The RAAC and the Strategic Planning Coordinating Committee (SPCC) intentionally have overlapping administrative and faculty representation to ensure alignment between resources and strategic priorities. Cal State LA has consistently allocated resources to align with programs and initiatives in its four strategic priority areas: Student Success; Academic Distinction; Engagement, Service and the Public Good; and Welcoming and Inclusive Campus. An important component of the new budget model is the accountability reporting. These reports are required by Divisions and include campus performance results and financial information for

the recently ended fiscal year. The accountability reports provide an overview of the campus strategies used to achieve the priorities outlined in the strategic plan. In the following sections, we highlight a selection of new and continuing strategic investments that have been made to further our strategic priorities.

Contribution to the Public Good

The Center for Engagement, Service, and the Public Good was created in January 2014 by President Covino as the embodiment of university ideals and to serve as the central link between the University and the community. The Center supports four key Cal State LA initiatives:

- *Educational Partnerships in Communities (EPIC)*: A student-run organization providing leadership opportunities through meaningful work and volunteer experiences for over 65 federal work-study students.

- *Office of Service Learning*: Tracks community engagement activities and provides training and technical support to Cal State LA's faculty to implement civic and service learning courses.

- *Faculty Fellows for the Public Good*: Encourages cross-disciplinary collaboration on research activities that promote and contribute to the public good.

- *BA Degree Completion Program for the Incarcerated*: At Lancaster State Prison, Cal State LA offers the only BA program in the state for incarcerated students; the Center's Project Rebound supports formerly incarcerated students matriculating on our campus.

While the Center is a focal point of our institutional commitment to community engagement and service for the public good, our university is actively involved in many more community-based projects



Cal State LA student volunteers at the Los Angeles Food Bank

and partnerships through our academic units, Division of Student Life, and Associated Students, Inc. (ASI). In 2016, the College of Professional and Global Education, partnered with the Pat Brown Institute at Cal State LA (PBI) and the Mayor's Office to offer Civic University 2.0, a non-credit certificate program covering the processes and the important functions of Los Angeles city government. The program was aimed at closing gaps in the understanding of how Los Angeles city government works. PBI mounts a wide variety of additional impactful programs that serve the region and the state.

Cal State LA also engages and serves the public good through the arts. Since 1994 we have provided residents of the region an opportunity to experience the professional arts in a world-class venue. Thousands of artists from around the world have presented their work at the Luckman Fine Arts Complex.

In additional to General Fund, the Student Success Fee, Instructionally Related Activities fee, and Lottery Funds provide valuable supplemental support for the arts programming and performances, the Center for Engagement, Service and the Public Good, and myriad outreach programs across campus units that serve our community.

Welcoming & Inclusive Campus (CFR 4.1, 4.3, 4.6)

This strategic priority area includes both campus inclusive excellence work and efforts to strengthen the working and learning experiences of faculty, staff and students. Academic Affairs has dedicated resources to a range of efforts which provide students with faster and more effective support. We have made hires in all of the Enrollment Services areas to expedite processes and enhance student services in Admissions, Financial Aid, and the Registrar's Office. The position of Vice Provost of Diversity and Engaged Learning was created to oversee the development and implementation of the Academic Affairs initiatives for diversity and inclusion, including facilitating discussion of the CSU statewide Ethnic Studies Task Force Report and launching Democracy in Action and other initiatives in response to dramatic changes in national policies and rhetoric.

The Office of Faculty Affairs and the Office of Diversity and Engaged Learning have worked collaboratively to encourage recruitment, hiring, and retention practices that lead to a culturally rich and diverse body of faculty.

Rapid enrollment growth has been accompanied by increased demands for improvements in parking and transportation services, as well as in space usage. A parking fee was approved in 2015 to add student parking, improve lighting, upgrade Pay Stations, and enhance safety over five years. A shuttle service was launched to transport people from offsite lots every 15 minutes. FacilitiesLink, a data imaging system from the vendor MetaBIM, was adopted to enable the campus to make better use of space. Floor plans are being surveyed and digitized to ensure safety and manage classroom space effectively. This modernizes our entire space inventory process, streamlining data gathering and ongoing maintenance.

Additionally, as part of our commitment to sustainability, we continue to invest in utility efficiency programs as a way of reducing our impact on the environment. Over $33M has been allocated in a five-year capital improvement program for 2013-18 to upgrade and expand our critical utility infrastructure components, including a central chiller plant upgrade, replacement of electrical switchgear, and the upgrade of the medium voltage distribution feeder system currently serving the University. For the past two years, Cal State LA has participated in the CSU Campus as a Living Lab (CALL) grant program, partnering faculty and facilities staff in course redesigns to better use the campus as a forum for the exploration of sustainability concepts and theories. The university has established a Campus Sustainability



Off-site lot shuttle Cal State LA



Hydrogen Station at Cal State LA

Committee to engage the campus in improving the environmental, social, and economic sustainability of the campus community, and in 2016 received a Silver rating from the Sustainability Tracking, Assessment & Rating System™ (STARS) program sustainability achievements. The Cal State LA Hydrogen Research and Fueling Facility in 2015 became the first station in the world to be certified to sell fuel by the kilogram to the public, helping to situate California as a national leader in the use of zero emission vehicles. In addition, Cal State LA also recently joined the LA Better Buildings Challenge (LABBC), a leadership initiative funded by our local utilities, LADWP and So Cal Gas, to reduce energy and water use intensity 20% by the year 2020. A recent remodel of Salazar Hall modernizing lighting, HVAC mechanical, and automation controls, it estimated to produce costs savings of $160,742/year, with a return on investment of 1.17 years. Notably, AB 32's goal of achieving 1990 levels of GHG emissions by 2020 has been successfully met by the Cal State LA campus more than five years ahead of schedule. The campus has successfully reduced the site energy use index by approximately 17%. Cal State LA Facilities Services' purpose is to assure the longevity of our buildings and campus assets through regular maintenance and environmentally friendly improvements.

Student Success (CFR 3.5, 4.1, 4.3)



Cal State LA graduate

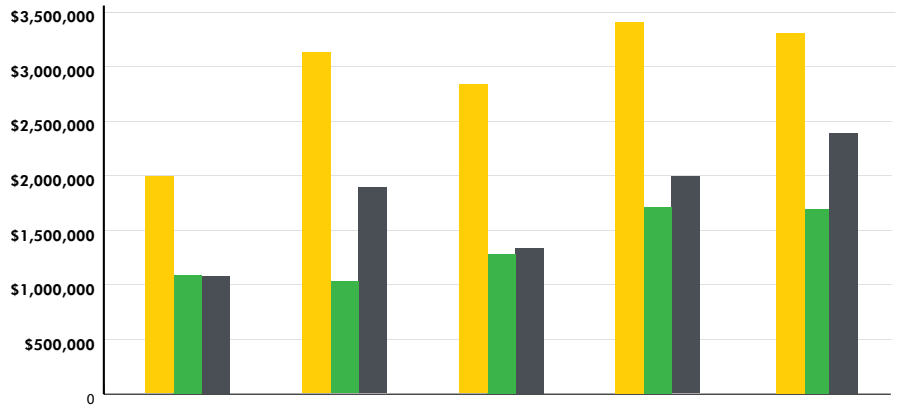
In order to "create a positive, holistic student experience with a clear and timely path to a high-quality degree," a number of initiatives have been undertaken as detailed throughout this report. In 2017, the Chancellor's Office secured permanent funds from the California legislature to support efforts to improve the CSU graduation rates. In recognition of the strength of Cal State LA's Graduation Initiative 2025 student success plan, our campus received the 2nd highest amount across the system: $5.5 million. This provides a permanent source of funding for such high priority areas as enrollment services, advising staff and e-advising tools; tenure-track faculty, and support for faculty working to alleviate the unintended barriers that exist in our academic programs. We have also invested in the expansion of CETL staff for course redesign and the strategic use of technology to increase multimodal learning opportunities for our diverse student population. Additional investments have been made in institutional research staff and tools to build data capabilities that make actionable data accessible.

In additional to our General Fund Allocations, our Student Success Fee is a mandatory student fee established in 2012 to provide supplemental academic advising and retention services, increase student development opportunities and career services, and expand student access to vital infrastructure and application technologies. In 2016-17, this fee funded Information Technologies Services expanding WiFi access points and provided student access to software such as Microsoft Office and Adobe applications. Counseling and Psychological Services (CAPS) received funding to hire a director and 6 additional counselors. The Office for Students with Disabilities (OSD) received monies for additional staff to meet increased demand for its services. Both Mind Matters and the CARE team received support for staff and programming, as did the Veterans Resource Center.

Academic Distinction (CFR 4.4)

This strategic priority includes the goal to "provide high-quality undergraduate and graduate programs and investment in faculty who are uniquely committed to educating a diverse student body." Faculty hiring represents one of the most important university initiatives to achieve this priority. The number of tenured and tenure-track faculty has increased to meet demands of the growing student body.

Student Success Fee Allocation Summary FY 2012 -13 to 2016 -17



	FY 2012-2013	FY 2013-2014	FY 2014-2015	FY 2015-2016	FY 2016-2017
Academic Advisement	$1,968,720	$3,121,232	$2,826,880	$3,400,780	$3,272,642
Vital Technologies	$1,083,077	$1,024,390	$1,273,192	$1,704,070	$1,688,552
Student Development/Career Services	$1,077,720	$1,884,968	$1,329,106	$1,985,854	$2,381,273

Figure 7.5

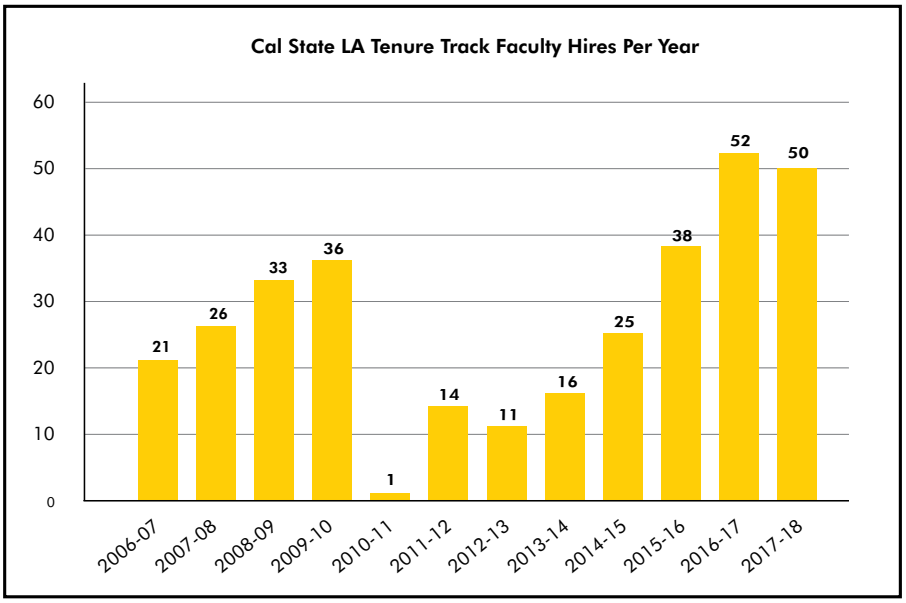


Figure 7.6

Cal State LA embraces the teacher-scholar model as core to its mission. Accordingly, we allocate significant resources to supporting the research, scholarly, and creative activities (RSCA) of its faculty and students, as well as engaged teaching and learning. In 2016-17, Academic Affairs allocated just under $2.8 million in funding toward RSCA, including support positions and staff, start-up funds, re-assigned time, and conference travel support. This amount includes the modest $140,000 received from the Chancellor's Office to support research.

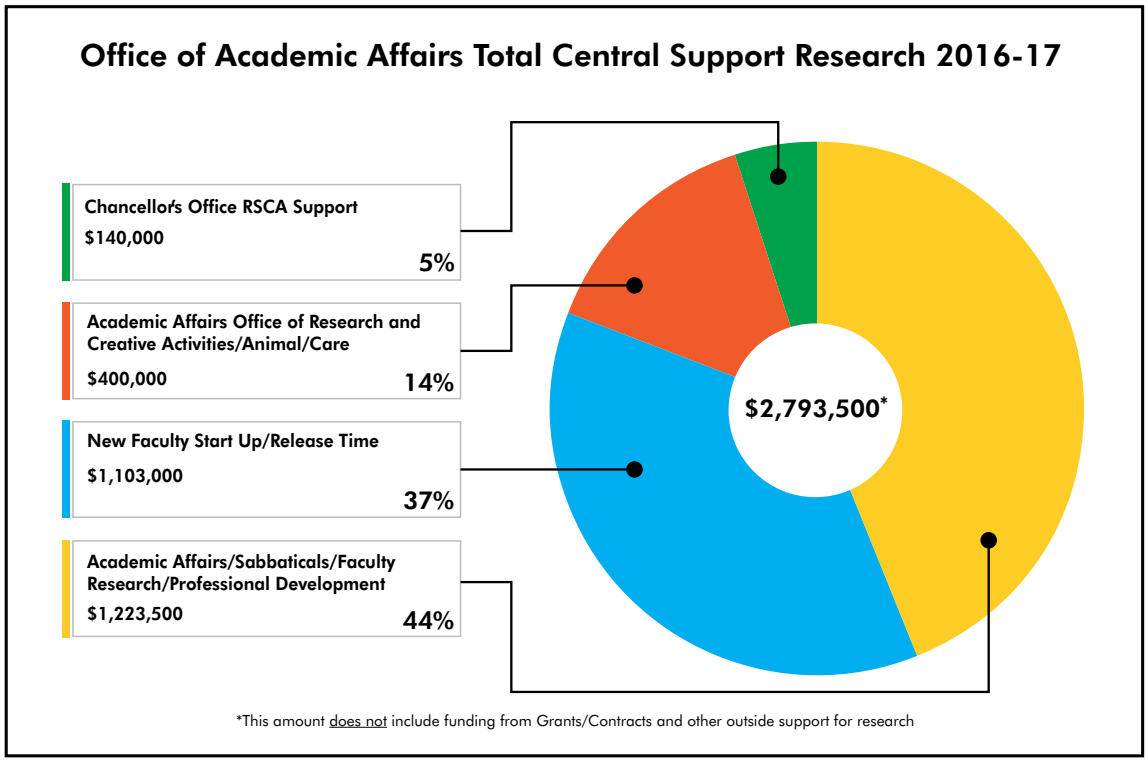


Figure 7.7

The University's Instructionally Related Activities Fee supports proposals from Colleges and academic units for educational activities that supplement the educational mission of the University. In 2016-17, the fund provided $1.5M in support for proposals, enabling students to participate in an exceptional range of performances, research projects, competitions, and other applied learning opportunities. Lottery funds also provide supplemental revenue to be used "exclusively for the education of pupils and students."

The University has provided key support for specific initiatives that enhance the quality and reputation of our academic programs. Over $298K was provided to supplement the Chancellor's Office funding for the Q2S initiative, Conversion Plus. This has offered an exceptional opportunity to renew our institutional commitment to continually align our curriculum, pedagogy, and services with our educational values and goals. Across its academic units, Cal State LA's programs and schools boast accreditation by a variety of accrediting bodies, which allows students and employers to have the confidence that the degrees granted by Cal State LA are reputable and valuable. In 2015-16, Cal State LA spent in excess of $200,000 for over 22 memberships to accrediting bodies and institutions to support efforts maintaining quality assurance in professional education.

Grants and Contracts External Snapshot (Fiscal year 2013-2016)			
Fiscal year	**2013-14**	**2014-15**	**2015-16**
Number of Proposal Submitted	146	151	161
Total Dollar Amount Requested	$53,773,417.00	$125,247,817.09	$74,027,842.82
Number of Proposals Awarded	108	97	128
Dollar Amount Awarded	**$19,974,350.60**	**$31,565,938.09**	**$34,397,492.55**
Total Direct Expenditures	$21,544,788.75	$18,397,375.61	$19,620,465.60
Total Indirect Cost Expenditures	$2,191,661.63	$2,175,159.70	$1,918,601.69
Total Grants & Contracts Expenditures	**$23,736,450.38**	**$20,572,535.31**	**$21,539,067.29**
Total American Recovery & Reinvestment Act Expenditures	$756,726.49	$ –	$ –
Number of Active Projects During fiscal Year	273	284	259
Number of Faculty Receiving Awards	110	109	111
Number of Funding Agencies	107	111	123

Table 7.2

Despite funding of externally sponsored programs becoming more limited and competitive, our campus continues to successfully secure grants and contract *(see Table 7.2 above)*. Grants and Contracts enable our campus to continue our commitment to support teacher-scholars, as well as to enrich the learning experiences of our students. University Advancement is also enjoying considerable success. The university received the largest gift commitment in its history with $10M pledge from the Rongxiang Xu Foundation, leading to the naming of the Rongxiang Xu College of Health and Human Services and the Rongxiang Xu Bioscience Innovation Center. In December 2016, William and Patricia Chin gave $7M to name the Patricia A. Chin School of Nursing and the Chin Family Institute of Nursing. The university has received over $8M in grants from the Los Angeles County Board of Supervisors, US Department of Commerce Development Administration, and the Department of Commerce for its BioSpace LA, an incubator which will support work by students and faculty on bioscience projects with business start-ups. The high-profile gifts raise the profile of Cal State LA in cutting edge fields and provide game-changing opportunities for our students and faculty. Prudent stewardship of our finances is key to achieving our goals. Cal State LA has been able to navigate challenging financial times through its focused financial management strategy, strong financial foundation, trust and accountability, and willingness to invest in innovations that truly create value for our students and the university. We have challenged ourselves and we will continue to develop management approaches to assure our financial viability and steer the university in innovative directions.

FUTURE CHALLENGES (CFR 4.7)

Cal State LA faces the same challenges as many public institutions: Uncertainties regarding state funding, declines in international and graduate student enrollment, aging facilities, and funding for competitive salaries. However, the University has

successfully navigated these issues in the past and balances its ambitious plans with responsible fiscal planning.

In its 2017 Trends Report, The Chronicle of Higher Education outlined ten future trends faced by higher education. Three of them, the provision of a safety net for hungry and homeless students, the designation of sanctuary campuses, and the cultural divide, are of particular relevance to Cal State LA.

In February of 2015, the CSU chancellor commissioned a study on "how CSU campuses were meeting the needs of displaced and food insecure students" ("Serving Displaced and Food Insecure Students in the CSU", R. Crutchfield, Jan. 2016). It was estimated that 8-12% of CSU students were displaced and 21-24% were food insecure. Cal State LA has created the CalFresh Outreach Center to facilitate student access to state-supported Electronic Benefit Cards designated for food purchases and to establish a campus food pantry. Providing more extensive services to students facing these challenges will be a strategic priority going forward.

Cal State LA has a significant number of undocumented students in its campus. The campus is invested in supporting our students in response to growing social and political forces that may impede their academic success. In April 2017, the Erika J. Glazer Family Dreamers Resource Center was dedicated to ensure that undocumented students receive the support they need to achieve their academic goals. We are committed to monitoring governmental policy issues and communicating clearly about ramifications and help for those affected. Cal State LA stands with our undocumented students.

Other trends in higher education have also been echoed on our campus. Cal State LA has not embraced technology-enhanced pedagogy as extensively as many other universities. The university has expanded support for the



Erika J. Glazer and Cal State LA President William A. Covino

development of online and hybrid coursework to reach new student populations, expand scheduling options, and appeal to the evolving expectations of students. Self-paced instructional assessment and placement tools like ALEKS are being explored to complement traditional supplemental instruction formats to support students in gateway and low completion rate courses. Information Technology Services' recently completed strategic plan highlights the extent to which IT is woven into all of our teaching, learning and scholarship at the university, and the need to maintain a both basic classroom technology and support innovation in pedagogy.

The decreasing number of students majoring in the humanities, and the increase in students choosing "close to market" majors such as health sciences, has sparked valuable discussions about the purpose of a college degree and the value of a broad-based education. These discussions have begun to foster innovative cross-disciplinary curriculum, such as our forthcoming Master's in Business Administration in Mandarin. Competency-based education similarly poses a challenge to the traditional model requiring completion of specific courses to prove mastery of material. These trends are best viewed as an impetus to re-evaluate curriculum to ensure it provides scaffolded, cumulative learning opportunities and meaningful interactions with faculty and peers. The university's

curriculum review and assessment processes encourage departments to continually consider the range of academic goals that our student have, and how we can best support their technical and intellectual growth.

Politicians and advocacy agencies, such as the American Association of State Colleges and Universities, have increasingly called for universities to promote greater transparency about student costs and outcomes, including post-graduation outcomes. Our campus recently partnered with Gallup to conduct a survey to assess alumni outcomes from Hispanic Serving Institutions (HSIs). In addition, we have joined a consortium led by California State University, Northridge, that tracks our graduates' careers and earnings using data from California's Labor Market Information Division. Such efforts will help us to better understand and respond to the paths that our student take beyond Cal State LA, and also will demonstrate the contribution that our students make to the economy of California and beyond.

8 INSTITUTION-SPECIFIC THEMES (Optional)

N/A

9 CONCLUSION: REFLECTION AND PLANS FOR IMPROVEMENT

REFLECTIONS: WHAT WE LEARNED

The Cal State LA story is one that we are very proud to share. We are proud of the institution we are today and where we plan to be as a thriving urban university responding to the dynamic needs and evolution our neighboring communities and Los Angeles. We embrace our rich history of diversity and strive to be a welcoming and inclusive campus. We are committed to student success and have directed our resources to ensure that we are a "student ready" campus prepared to offer quality education to all Cal State LA students. Our academic distinction is reflected in themes of civic and community engagement; diversity, equity and inclusion; and applied learning and research. Our positive reputation and strong relationships with alumni and community partners are grounded in our visible commitment to "engagement, service and the public good." And our recent recognition as the #1 university in the US for the upward mobility of its graduates affirms the success of our efforts.

We have made great strides since our last reaffirmation of accreditation, building our institutional infrastructure and targeting resources to address previously identified areas of growth in student graduation rates, advisement, student support services, institutional assessment and the documentation of undergraduate research. During this accreditation cycle, the semester conversion process offered our university an unprecedented opportunity to reexamine our academic programs and to develop curriculum that reflects our distinctive mission, addresses evolving disciplinary concerns and emerging best practices for teaching and learning. This institutional self-study documents our efforts and evidence of improvement. There is, of course, still work to be done and we are actively engaged in several institutional-wide initiatives to improve our graduation rates, reduce our opportunity gaps to 0% and to make certain that we are offering quality academic programs through continuous program improvement.

HIGHLIGHTS

We are acutely aware of the ways in which national events unsettled our university community since Fall 2016, driving us to reaffirm our core ideals and ethics. As President Covino affirmed at our Fall 2017 Convocation:

> "[As a public university in higher education] we have a strong stake in social, economic, and political equity and social justice. That's what we stand for and that's what we will continue to stand for. As we celebrate Cal State LA's 70th anniversary, we look back with pride at the roads we've traveled since 1947. What has been accomplished here over seven decades could not have taken place without generations of students, faculty and staff, generations of alumni and supporters working collectively for the public good. We are all part of that rich legacy."

These values have defined this university for seven decades, this self-study reaffirms our collective mission, with an unrelenting commitment to our students, our colleagues, and our community, and enthusiasm for the future that we are creating together.

We are also well attuned to the need for a vibrant student life, Clubs, organizations and opportunities for involvement make it easier for students to feel



Cal State LA

as if they belong, to connect with other students who share their interests. Over the past three years we have seen a dramatic increase in the number of registered student organizations (currently at 160), evening events, student leadership programs, and weekend community service trips. Fall 2017 also marked the first time that Cal State LA led mandatory orientation programs for transfer students; 60 orientation leaders served as the welcoming face of the university for 3,850 new transfer students and all transfer students met with advisors to ensure they a strong start for a timely graduation.

For the second year in a row, Cal State LA saw the highest increase in the number of student applications of any CSU campus. That increase is an indicator of our growing prominence and distinction. We continue to respond with upgrades and improvements in all areas of the university to accommodate for our growth. The American Council on Education recognized the Center for Effective Teaching and Learning for its exemplary efforts to increase student success through innovative instruction. The council's report refers to CETL as a "crucial lever" in our plan to achieve the goals of Graduation Initiative 2025.

Faculty engagement in research, scholarship and creative activities continues to grow. At a time when funding of externally sponsored programs has become more limited, Cal State LA continues to win significant grants and contracts. In fiscal year 2016-17, University Auxiliary Services received more than $42.7 million in new awards – a 25% increase from the prior year.

NEXT STEPS

As detailed in chapter 2, our next steps are aligned with our strategic plan. The conversion from quarters to semesters, combined with the self-study process, has highlighted the need to revisit curriculum structures that may be creating barriers for students. As our Graduation Initiative 2025 plan notes, we have plans in place to work with colleges and departments to review and troubleshoot curriculum sequences and roadmaps. We are also implementing our Major Specific Degree Criteria to facilitate a timely graduation *(see Chapter 5)*. Finally, we are leveraging tools like EAB's Student Success Collaborative, the Degree Planner, and Tableau to provide students, staff and faculty the tools to ensure successful planning and student success.

Our campus must also continue to evolve in our efforts to be a welcoming and inclusive campus. As our student body grows and its demographics change we must keep pace with our student services and campus amenities. We must ensure that we support a variety of curricular and extracurricular opportunities that support student success it its many forms. We must continue to actively seek perspectives and engagement from all constituents to reflect our core identity as university for and of Los Angeles.

Since our last accreditation Cal State LA has worked hard to enhance our reputation and contribution to our local communities and the larger LA area. We have redoubled efforts to provide educational equity by graduating more students in a timely fashion. To meet our needs and achieve our goals, we have invested in staff, faculty, and administrators. Improving our outcomes for students and better serving our region requires building the human infrastructure to support our work. We will continue our investment in our people, particularly tenure-track faculty. President Covino and Provost Mahoney have made increasing the number of tenure-track faculty a key priority. The university has committed $3,300,000 of recently received Graduation 2025 funds to the continued growth of our tenure-track faculty.

In summary, Cal State LA's efforts to be a "Student-Ready" campus are evident across units and initiatives. Administration and Finance has invested in new residence halls, brought more dining options on campus, and enhanced and transportation options for our students. Student Life has expanded services and programs including an increased number of mental health counselors. Academic Affairs has invested in staff and infrastructure to provide better enrollment services to students and has worked closely with departments to ensure that students have access to the courses they need to make timely progress toward their degree. Administration and Financial and Academic Affairs have worked collaboratively to enhance student spaces on campus for study and collaboration, and has made the optimization of instructional spaces to promote course access a top priority. The collective productivity and dedication of the campus community in the past several years cannot be overstated. Our self-study reflects that the campus has, in rapid succession, thrived in series of challenges including a rapid and significant increase in enrollment; the notable volume of work required on curriculum, schedule planning, student advising and policy revisions for conversion from quarters to semester; a highly participatory strategic planning process, and the intensive self-reflection of the WSCUC accreditation process. Despite some expected "change fatigue" there is a collective sense that we are creating positive momentum -- this is a university on the rise.

APPENDIX - GLOSSARY OF ACRONYMS (in alphabetical order)

A&L: College of Arts and Letters
AAC&U: American Association of Colleges and Universities
AACSB: Association to Advance Collegiate Schools of Business
AAR: Annual Assessment Report
AB 32: Assembly Bill 32
ACE: American Council on Education
AL: Arts and Letters
ALO: Accreditation Liaison Officer
ASEE: American Society for Engineering Education
ASI: Associated Students, Inc.
ASME: American Society of Mechanical Engineers
AVP: Associate Vice President
AY: Academic Year
B&E: College of Business and Economics
BA: Bachelor of Arts degree
CAC: College Assessment Coordinator
Cal State LA: California State University, Los Angeles
CALL: Campus as a Living Lab
CAPS: Counseling and Psychological Services
CARE Team: Campus Assessment Response Education Team
CBE: College of Business and Economics
CCC: California Community Colleges
CCC: Cross-Cultural Centers
CCOE: Charter College of Education
CDC: Career Development Center
CESPG: Center for Engagement Service and the Public Good
CETL: Center for Effective Teaching and Learning
CFR: Criterion/Criteria for Review
CIRP: Cooperative Institutional Research Program
CLA: Collegiate Learning Assessment
CRLA: College Reading and Learning Association
CSI: Center for Student Involvement
CSU: California State University
CUR: Committee on Undergraduate Research
DQP: Lumina Foundation Degree Qualifications Profile
DTLA: Cal State LA Downtown campus
EAB: Education Advisory Board
ECST: Engineering, Computer Science, and Technology
ECST: College of Engineering, Computer Science, and Technology
EdD: Doctor of Education degree
EEAC: Educational Effectiveness and Assessment Council
EEC: Educational Effectiveness Council
EEI: Evaluacion Educativa Independiente
ELAC: East Los Angeles College
EO: Executive Orders
EOP: Educational Opportunity Program
EPC: Educational Policy Committee
EPIC: Educational Partnerships in Communities
ETS: Educational Testing Service
FLC: Faculty Learning Community
FERP: Faculty Early Retirement Program
FIN: Department of Finance, Law, & Real Estate
FTEF: Full Time Equivalent Faculty
FTES: Full Time Equivalent Student
FY: Fiscal Year
FYrE: First-Year Experience
GE: General Education
GELO: General Education Learning Outcomes
GERC: GE Revision Committee

GET: Golden Eagle Territory
GHG: Greenhouse Gases
GradLO: Graduate Learning Outcome
GPA: Grade Point Average
GRC: Graduate Resource Center
GSF: Gross Square Feet
GTA: graduate teaching associate
HHS: College of Health and Human Sciences
HVAC: Heating, ventilation, and air conditioning
IACUC: Institution Animal Care and Use Committee
IEEI: Inventory of Educational Effectiveness Indicators
IL: Information Literacy
ILO: Institutional Learning Outcome
IR: Institutional Research
IRA: Instructional Related Activities
IRB: Institutional Review Board – Human Subjects
ISA: Instructional Student Assistant
ITS: Information Technology Services
kBtu: kilo-British thermal unit
KPI: Key Performance Indicators
LA: City of Los Angeles
LABBC: LA Better Buildings Challenge
LADWP: Los Angeles Department of Water and Power
LAFC: Los Angeles Football Club
LEAP: Liberal Education and America's Promise
LIBR: Library
MA: Master of Arts degree
MERLOT II: Multimedia Educational Resource for Learning and Online Teaching
MPP: Management Personal Plan administrator
MQID: meaning, quality, and integrity of degrees
MS: Master of Science degree
MSI: Minority-Serving Institutions
MS Office: Microsoft Office
MTCO2e: Metric tons of carbon dioxide equivalent
NATO: North Atlantic Treaty Organization
NSS: College of Natural and Social Sciences
NSSE: National Survey of Student Engagement
NTT: Non-Tenure Track
P-12: Preschool to 12th Grade
PaGE: College of Professional and Global Education
PLO: Program Learning Outcome
PPT: Powerpoint presentation
PR: Program Review
PRS: Program Review Subcommittee
OSD: Office for Students with Disabilities
QR: Quantitative Reasoning
Q2S: Quarter to Semester Conversion
Q2S-PLUS: Quarter to Semester Conversion Plus
RAAC: Resource Allocation Advisory Committee
RSCA: research, scholarship, and creative activity
SAILS: Standardized Assessment of Information Literacy Skills
SFT: Square Feet
SLO: Student Learning Outcome
SPSS: Statistical Package for the Social Sciences
SSC: Student Success Collaborative
SSF: Student Success Fee
STARS: Sustainability Tracking, Assessment & Rating System™
STEM: Science Technology Engineering and Math
SQR: Scientific and Quantitative Reasoning
TT: Tenure Track
UAS: University Auxiliary Services
UL: University Library
UPS: United Parcel Service
URM: Underrepresented Minority
VITA: Volunteer Income Tax Assistance
VRC: Veterans Resource Center
WAC: Writing Across the Curriculum
WASC: Western Association of Schools and Colleges
WSCUC: WASC Senior College and University Commission

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