WASC | Senior College and University Commission

WSCUC Interim Report

INSTRUCTIONS

Interim Reports are limited in scope, not comprehensive evaluations of the institution. The report informs the Interim Report Committee about the progress made by the institution in addressing issues identified by the Commission.

The Interim Report consists of two sections:

- Interim Report Form and Appendices

Please respond completely to each question on the following pages and do not delete the questions. Appendices should be uploaded as separate attachments.

Institutions will use Box.com to upload the report. Instructions for the Box.com account and uploading the report will be provided by email.

REPORT GUIDELINES AND WORD LIMITS

Because the number of issues reported on varies among institutions (the average is four to six issues), the length of a report will vary. However, a typical interim report ranges from 20 to 60 pages, not including appendices. Narrative essays responding to each issue should be no more than five pages each. **The total number of pages of appendices supporting the report should be no more than 200 pages** unless agreed upon in advance with the institution's staff liaison. Be sure that all attachments follow a consistent naming convention and are referenced the same way at appropriate places within the narrative. Please name them so that it is clear what they are and what section they refer to, with cross referencing in the narrative. For example, "Attachment 2-1: Mission Statement". Attachments are preferred as PDFs.

Institutions that provide excessive information in their report will be asked to resubmit. You may wish to consult with your staff liaison as you prepare your report.

Some tips for providing evidence to support your findings:

- Put yourself in the place of a reviewer: What is the story that you need to tell? What evidence supports your story? What is extraneous and can be left out?
- Provide a representative sample of evidence on an issue, rather than ALL of the evidence.
- Consider including an executive summary or the most relevant points of supporting evidence, rather than the entire document.
- If you are referring to a specific page or set of pages in a document, include only those pages, not the entire document.
- If you are providing an excerpt of a document, include the title of the document, and a table of contents and/or a brief narrative to put the excerpt in context.
- If you provide a hyperlink to a web page, make sure the link takes the viewer directly to the relevant information on the page. Do not make your reviewer search for it.

REVIEW PROCESS
A panel of the WSCUC Interim Report Committee (IRC) and member(s) of the previous review team will review the report, typically within 90 days of receipt. Representatives of your institution will be invited to participate in the conference call review to respond to questions from the panel. Your WSCUC staff liaison will contact you after the call with the outcome of the review, which will also be documented in a formal action letter.

OUTCOMES OF THE REVIEW
After the review, the panel will take one of the following actions.

- **Receive the Interim Report** with recommendations and commendations—No follow up required.

- **Defer action** pending receipt of follow-up information—The panel has identified limited information that may be submitted in a short period of time, such as audited financial statements or the outcome of an upcoming meeting of the board. The panel may authorize the WSCUC staff liaison to review these materials without the full panel being brought together again, depending on the nature of the supplemental information.

- **Request an additional Interim Report**—Issues reported on were not adequately resolved or need continued monitoring.

- **Request a Progress Report**—A progress report is less formal than an Interim Report and is reviewed only by the WSCUC staff liaison. A progress report may be requested when institutional follow-up on one or two relatively minor areas is desired.

- **Receive the Interim Report with a recommendation that the Commission sends a site visit evaluation team—**Serious, ongoing issues involving potential non-compliance with WSCUC's Standards and Criteria for Review may require follow-up in the form of a Special Visit. Note that the IRC panel makes a recommendation for a visit, and the Executive Committee of the Commission or the full Commission decides on whether or not to require the visit.

Interim Report Form

Please respond to each question. Do not delete the questions. Insert additional pages as needed.

Name of Institution: **California State University, Los Angeles**

Person Submitting the Report: **Karin Elliott Brown, ALO; Vice Provost, AVP & Dean of Graduate Studies**

Report Submission Date: **February 26, 2024**

Statement on Report Preparation

Briefly describe in narrative form the process of report preparation, providing the names and titles of those involved. Because of the focused nature of an Interim Report, the widespread and comprehensive involvement of all institutional constituencies is not normally required. Faculty, administrative staff, and others should be involved as appropriate to the topics being addressed in the preparation of the report. Campus constituencies, such as faculty leadership and, where appropriate, the governing board, should review the report before it is submitted to WSCUC, and such reviews should be indicated in this statement.

This Interim report was prepared by the following Cal State LA University representatives:

- Karin Elliott Brown, ALO; Vice Provost, AVP & Dean of Graduate Studies: As ALO, she convened relevant campus constituencies and gathered information to respond to the three areas requiring updates, as identified in the WSCUC action letter. She took the lead in preparing the report and circulating it for feedback and approval.

- Amy Bippus, Provost and Vice President for Academic Affairs: Provided student success data; provided information on progress in diversifying the faculty and high-level administrators; reviewed, edited and approved report.

- Michelle Hawley, Associate Vice President and Dean of Undergraduate Studies: Provided information on academic advisement and other initiatives that support student success; reviewed draft report and provided feedback.

- Margaret Garcia, Executive Director of Enrollment Services and Associate Dean of Undergraduate Studies: Provided updates on newly implemented and discontinued programs since last reaffirmation of accreditation; reviewed draft report and provided feedback.

- Sunny “Hye” Moon, Assistant Vice President for Institutional Effectiveness: Provided graduation rates and retention data from Fall 2018 to Fall 2023, disaggregated to assess equity gaps; provided survey data and other evidence as sample indicators of achieving key initiatives in the student success goal of the strategic plan.

- David Connors, Director of Assessment: Worked with the ALO and members of the Educational Effectiveness and Assessment Council (EEAC) to document the programmatic implementation of the integrated plan for student success and compile evidence of effectiveness in achieving student success goals. See Attachment A: Educational Effectiveness and Assessment Council for a list of EEAC membership.

- Academic Senate Executive Committee: Reviewed the Interim report prior to submission to WSCUC. See Attachment B for members of the Academic Senate Executive Committee.

- Berenecea Johnson Eanes, University President: Reviewed and approved the Interim report prior to submission to WSCUC.

List of Topics Addressed in this Report

Please list the topics identified in the action letter(s) and that are addressed in this report.

The WSCUC action letter required this Interim Report to address:

1. The integrated plan for achieving the key initiatives in the student success goal of the strategic plan. Provide:
    i. A copy of the integrative plan
    ii. Evidence of effectiveness in achieving the student success goal

2. Progress toward the 2025 goal of increasing graduation rates. Please provide:
    i. Graduation rates from fall 2018 to fall 2023, disaggregated to assess equity gaps
    ii. Retention data in the same period, disaggregated to assess equity gaps

3. Progress in diversifying the faculty and high-level administrators. Please provide data from fall 2018 to fall 2023 on demographic characteristics of administrators (at the dean level and above) and faculty (tenured, tenure track, adjunct).

Institutional Context

Very briefly describe the institution's background; mission; history, including the founding date and year first accredited; geographic locations; and other pertinent information so that the Interim Report Committee panel has the context to understand the issues discussed in the report.

California State University, Los Angeles (Cal State LA) is one of 23 campuses within the California State University system. The University serves about 25,000 students and offers 60 bachelor's degrees, 54 master's degrees, and four doctoral degree programs led by award-winning faculty. Cal State LA's dedication to access and excellence has been recognized nationally. Our success as an engine of change has been confirmed in studies by the Equality of Opportunity Project, now known as Opportunity Insights, and Third Way, which both ranked Cal State LA number one in the U.S. for the upward mobility and economic mobility of our students. Founded in 1947, the University is located just minutes from downtown Los Angeles, adjacent to the San Gabriel Valley. Cal State LA's students and 250,000 alumni reflect the city and county's dynamic mix of populations, with a wide variety of interests, ages, and backgrounds. The University has one of the most diverse student populations of any college or university in the nation: nearly 70% of students identify as Latina/o, more than 11% as Asian American or Pacific Islander, more than 5% as White, and more than 3% as Black or African American. More than 68% of Cal State LA students are Pell grant recipients—a higher percentage than any other CSU campus—and more than 70% of our students are first-generation college students.

As a federally designated Hispanic-Serving, Minority-Serving, and Asian American and Native American Pacific Islander-Serving institution, Cal State LA recognizes the transformative power of education and embraces the University's duty to identify and serve the needs of all our students. This long-standing commitment is reflected in our history as home to the nation's first Chicano Studies program, second Pan-African Studies program, and the second College of Ethnic Studies.

Cal State LA is a comprehensive public university that offers programs of higher education in an array of academic and professional fields. The University was created in response to a growing need for public education sparked in part by returning World War II veterans. Cal State LA is the only CSU campus based in Los Angeles, where we proudly maintain 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 draw students from all areas of the United States and the world. As stated in 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."

To accomplish this mission, the University emphasizes engaged teaching, learning, scholarship, research, and public service that supports the greater good. Cal State LA has been accredited by the WASC Senior College and University Commission (WSCUC), since 1953 with our last reaffirmation of accreditation in 2019.

We are committed to student-centered learning, free scholarly inquiry, and academic excellence within a diverse community and atmosphere of tolerance, civility and respect for the rights and sensibilities of each individual. The vision of Cal State LA is that "we will be internationally recognized as the premier comprehensive public university in greater Los Angeles. We are dedicated to delivering cutting-edge academic programs that prepare students to be innovative leaders in both their professional and civic lives and to serving the public good through initiatives that engage local, regional, and global communities in mutually beneficial partnerships." Our strategic plan is guided by four strategic priority areas: (1) Engagement, service and the public good; (2) Being a welcoming and inclusive campus; (3) promoting student success by creating a positive, holistic student experience with a clear and timely path to a high-quality degree; and (4) demonstrating academic distinction through high-quality undergraduate and graduate programs and investment in faculty who are uniquely committed to educating a diverse student body.

Response to Issues Identified by the Commission

This main section of the report should address the issues identified by the Commission in its action letter(s) as topics for the Interim Report. Each topic identified in the Commission's action letter should be addressed. The team report (on which the action letter is based) may provide additional context and background for the institution's understanding of issues.

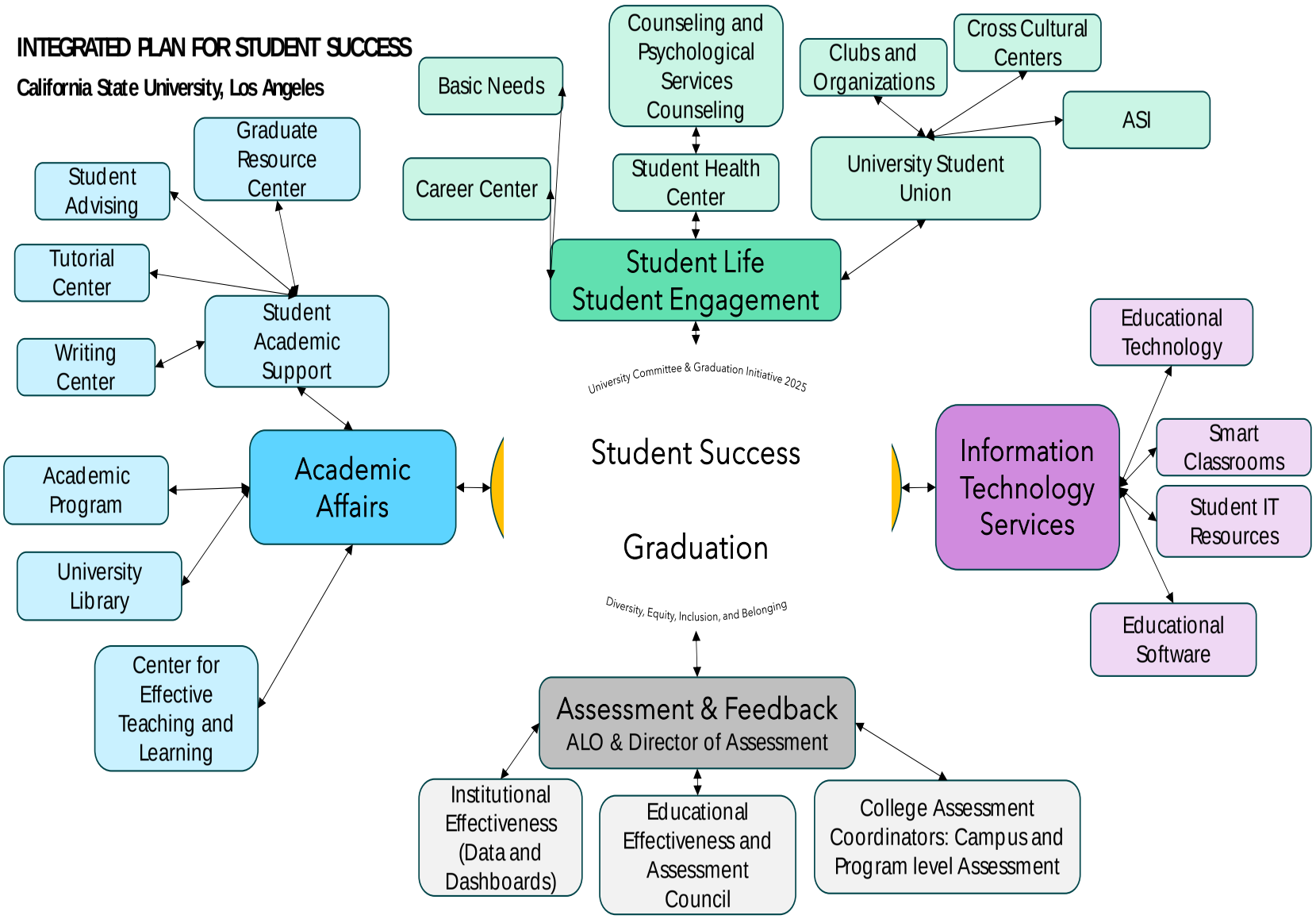
Provide a full description of each issue, the actions taken by the institution that address this issue, and an analysis of the effectiveness of these actions to date. Have the actions taken been successful in resolving the problem? What is the evidence supporting progress? What further problems or issues remain? How will these concerns be addressed, by whom, and under what timetable? How will the institution know when the issue has been fully addressed? Please include a timeline that outlines planned additional steps with milestones and expected outcomes. Responses should be no longer than five pages per issue.

Issue 1: Integrated plan for achieving key initiatives in the student success goal of the strategic plan

The overall goal of our student success strategic priority area is to "Create a positive, holistic student experience with a clear and timely path to a high-quality degree." Our strategic plan identifies ten (10) key initiatives to support this student success goal, including: (1) Cultivate and affirm an asset-based mindset and practice in everything we do, one that honors our students' unique talents, diverse life experiences, and intellectual curiosity; (2) Ensure course availability; (3) Ensure a rigorous, challenging, and high-quality education for all students; (4) Provide proactive, consistent, and quality advising and academic support; (5) Foster a vibrant and enriching campus life, including opportunities for greater involvement in student leadership, athletics, clubs, and activities; (6) Promote access to and utilization of student wellness services; (7) Strengthen transition-to-career support services, including increasing internship and mentoring opportunities; (8) Expand student-alumni networking and mentoring opportunities; (9) Ensure effective staffing to support student success; and (10) Promote strategic thinking and implement effective practices that engage distinct student communities.

As depicted in the graphic below, the center of the University's Mission is its commitment to student success. The goal is to create a holistic student experience with a clear and timely path to a high-quality degree. This includes the development of inclusion and a sense of belonging. Guiding this has been the Graduation Initiative 2025, a ten-year period in which the campus worked to raise our graduation rates. For transfer students, the campus has surpassed its goals for both the two-year and four-year graduation rates. For first time freshmen, the four- and six-year graduation rates have steadily increased, and we are now only 3.6% away from our goal.

Supporting the University's core mission are the four areas of Academic Engagement/Student Support (Academic Affairs), Student Engagement (Student Life), Technology Integration (Information Technology Services), and Assessment (housed in Academic Affairs). Academic Engagement/Student Support includes the academic programs along with the needed faculty and staff, the University Library, and the Center for Effective Teaching and Learning. Student support services include student advising with through the University Advisement Center and the six college advisement centers, the University Tutorial Center, The University Writing Center, the Career Center and the Graduate Resource Center.


INTEGRATED PLAN FOR STUDENT SUCCESS
California State University, Los Angeles
Basic Needs
Counseling and Psychological Services Counseling
Clubs and Organizations
Cross Cultural Centers
ASI
Graduate Resource Center
Student Advising
Career Center
Student Health Center
University Student Union
Tutorial Center
Student Life Student Engagement
Writing Center
Student Academic Support
University Committee & Graduation Initiative 2025
Educational Technology
Smart Classrooms
Student Success
Academic Program
Academic Affairs
Information Technology Services
Student IT Resources
Graduation
University Library
Diversity, Equity, Inclusion, and Belonging
Educational Software
Center for Effective Teaching and Learning
Assessment & Feedback
ALO & Director of Assessment
Institutional Effectiveness (Data and Dashboards)
Educational Effectiveness and Assessment Council
College Assessment Coordinators: Campus and Program level Assessment

Student Engagement/Student Life include over 200 campus clubs and organizations, athletics, the Student Health Center and CAPS (Counseling and Psychological Services), the University Student Union and the Cross Cultural Centers, and Associated Students, Inc. Technology Integration includes Educational Technology with smart classrooms, computer labs and CANVAS the campus Learning Management System, Student IT Resources such as GET Mobile app, wireless internet access, and a laptop loan program, and an array of Educational Software. Assessment is supported through the Institutional Effectiveness Dashboards that provide data, the campus Educational Effectiveness and Assessment Council (EEAC) that assists with campus assessment and has members from all campus units and includes, faculty, staff, and administrators, the Director Assessment and the ten College Assessment Coordinators.

Attachment C: Integrated Plan for Student Success provides a logic model that summarizes and provides examples of the implementation of key initiatives to support our student success goals through (1) inputs- What resources go in to a program; (2) activities-what activities the program undertakes; (3)outputs- what is produced through those activities; and (4) outcomes/Impacts- the changes or benefits that result from the program. **Attachment D: Evidence of Implementation and Progress** provides additional evidence that our academic and co-curricular programming align with our key initiatives, and we are achieving or making positive progress toward achieving our student success goals. **Attachment E: Institutional Effectiveness Data Related to Selected Key Initiatives** provides evidence that our institution is assessing student success using various sources of data. For example, the NSSE 2023 survey data provides survey responses from first-year freshmen and seniors at Cal State LA to questions about their campus experiences related to inclusiveness & engagement with cultural diversity, career and workforce preparation, and overall campus experience. The survey also compares Cal State LA student responses with other Far West, Public institutions. Other IE data related to student success key initiatives found in Attachment E include: the effects of learning modes on student grades; Analysis of Available Seats, Wait List, and Unmet Needs of Students from Fall 2021 to Spring 2023; student enrollment data; degrees awarded; retention and graduation rates; equity gaps in core courses; and OSD enrollment headcount.

Issue 2: Progress toward the 2025 goal of increasing graduation rates. (Please provide: Graduation rates from fall 2018 to fall 2023, disaggregated to assess equity gaps; and Retention data in the same period, disaggregated to assess equity gaps)

Cal State LA has continued to improve graduation rates for first-time freshmen (FTF) and transfers. For FTF we achieved a four-year graduation rate of 26.7%, an increase of 1.3 percentage points over the previous year and over 17 percentage points since 2018; our six-year graduation rate for FTF is 52.6%, just 2.4 percentage points away from our goal of 55%. In addition, 40.5% of our transfers graduated in two years, exceeding our GI 2025 target; and 80.7% graduated in four years, exceeding our goal in that area.

We have made progress in closing equity gaps despite the lasting impact of COVID-19. The pandemic continues to present extraordinary challenges to our students and their families, the majority of whom live in heavily impacted communities. First generation students, URM students, and Pell students who entered as FTF continue to face challenges that are reflected in the

persistence of equity gaps. When it comes to four-year graduation rates for FTF, the equity gap between URM and NURM students decreased from 8.8% to 6.9% between Fall 2021 and Fall 2022 but remains the same at about 7% between Fall 2022 and Fall 2023. The four-year graduation gap between FTF PELL and non-PELL students decreased from 8.8% to 3% between Fall 2021 and Fall 2022 and the equity gap fell another 1.4 percentage points from 3% in Fall 2022 and 1.6% in Fall 2023. For six-year graduation rates for FTF, the equity gap between URM and NURM students decreased from 9.3% to 6.6% between Fall 2021 and Fall 2022 but rose slightly by 0.5 percentage points between Fall 2022 and Fall 2023. The gap between PELL and non-PELL decreased from 3.1% to .9% from for six-year graduation rates between Fall 2021 and Fall 2022 but rose slightly from .9% in Fall 2021 to 2.4% in Fall 2023. For transfer students in these populations, we have eliminated equity gaps.

Table 1: 4-year FTF Graduation rates from fall 2018 to fall 2023, disaggregated to assess equity gaps

4-year FTF Graduation Rates	Native American	Asian	Black	Latinx	Pacific Islander	Two or more	Unknown	White	Total %	Equity Gap %
2018 (Cohort 2014)	0.0%	14.7%	10.6%	7.7%	0.0%	14.0%	7.6%	16.7%	9.5%	**5.8%**
2019 (Cohort 2015)	0.0%	17.7%	14.2%	9.4%	33.3%	14.7%	7.6%	18.8%	11.0%	**5.6%**
2020 (Cohort 2016)	0.0%	26.3%	13.0%	15.7%	14.3%	21.1%	20.6%	17.1%	17.0%	**5.8%**
2021 (Cohort 2017)	33.3%	31.3%	14.3%	19.3%	0.0%	25.7%	13.3%	39.3%	21.1%	**8.9%**
2022 (Cohort 2018)	0.0%	33.9%	22.4%	24.0%	0.0%	40.9%	15.5%	31.8%	25.4%	**6.9%**
2023 (Cohort 2019)	50.0%	39.2%	22.0%	25.4%	50.0%	37.0%	7.7%	35.2%	26.7%	**7.0%**

Note. Equity Gap % is the gap between URM and Non-URM students for that term.

Table 2: 6-year FTF Graduation rates from fall 2018 to fall 2023, disaggregated to assess equity gaps

6-year FTF Graduation Rates	Native American	Asian	Black	Latinx	Pacific Islander	Two or more	Unknown	White	Total %	Equity Gap %
2018 (Cohort 2012)	0.0%	62.5%	42.6%	46.3%	0.0%	46.5%	38.5%	47.0%	48.6%	**10.1%**
2019 (Cohort 2013)	0.0%	66.7%	42.5%	49.3%	66.7%	30.6%	56.0%	51.5%	51.7%	**10.4%**
2020 (Cohort 2014)	0.0%	63.0%	47.9%	50.8%	50.0%	56.0%	48.5%	57.3%	52.5%	**6.5%**
2021 (Cohort 2015)	25.0%	64.6%	48.5%	49.9%	100.0%	44.1%	58.5%	60.4%	52.1%	**9.3%**
2022 (Cohort 2016)	0.0%	67.4%	38.4%	50.5%	28.6%	47.4%	46.0%	45.7%	51.4%	**6.6%**
2023 (Cohort 2017)	33.3%	69.3%	40.0%	51.4%	0.0%	54.3%	36.7%	55.4%	52.6%	**7.1%**

Note. Equity Gap % is the gap between URM and Non-URM students for that term.

Table 3: 2-year Transfer Graduation rates from fall 2018 to fall 2023, disaggregated to assess equity gaps

2-year Transfer Graduation Rates	Native American	Asian	Black	Latinx	Pacific Islander	Two or more	Unknown	White	Total %	Equity Gap %
2018 (Cohort 2016)	20.0%	26.2%	29.1%	30.1%	28.6%	42.9%	29.0%	34.1%	29.9%	**-0.1%**
2019 (Cohort 2017)	40.0%	38.4%	31.3%	39.5%	0.0%	43.0%	37.6%	35.6%	38.3%	**-0.5%**
2020 (Cohort 2018)	50.0%	45.6%	44.1%	49.3%	100.0%	58.5%	43.0%	48.6%	47.9%	**-1.2%**
2021 (Cohort 2019)	33.3%	45.7%	44.7%	50.2%	37.5%	50.0%	46.7%	49.6%	49.0%	**-1.0%**
2022 (Cohort 2020)	28.6%	42.5%	38.4%	42.2%	66.7%	40.4%	37.9%	38.2%	41.7%	**-0.5%**
2023 (Cohort 2021)	50.0%	40.8%	42.6%	41.0%	20.0%	36.8%	24.7%	43.6%	40.5%	**-1.1%**

Note. Equity Gap % is the gap between URM and Non-URM students for that term.

Table 4: 4-year Transfer Graduation rates from fall 2018 to fall 2023, disaggregated to assess equity gaps

4-year Transfer Graduation Rates	Native American	Asian	Black	Latinx	Pacific Islander	Two or more	Unknown	White	Total %	Equity Gap %
2018 (Cohort 2014)	66.7%	74.3%	71.9%	74.9%	100.0%	65.3%	77.1%	75.5%	74.5%	**0.0%**
2019 (Cohort 2015)	60.0%	75.6%	72.9%	76.3%	66.7%	76.7%	72.8%	76.0%	75.9%	**0.0%**
2020 (Cohort 2016)	40.0%	75.1%	69.6%	77.4%	85.7%	77.9%	73.2%	77.5%	76.6%	**-0.2%**
2021 (Cohort 2017)	80.0%	81.2%	72.8%	81.0%	100.0%	77.2%	73.3%	77.0%	79.8%	**-0.6%**
2022 (Cohort 2018)	100.0%	89.3%	78.5%	83.7%	100.0%	73.2%	81.4%	82.3%	83.6%	**0.4%**
2023 (Cohort 2019)	50.0%	82.9%	69.9%	80.9%	75.0%	79.5%	76.1%	82.4%	80.7%	**2.1%**

Note. Equity Gap % is the gap between URM and Non-URM students for that term.

From 2018 to 2023, the graduation rates across different ethnic groups have shown notable changes, reflecting Cal State LA's educational system's dynamic nature and its impact on diverse populations. Asian students experiencing a nearly doubling in the FTF 4-year graduation rates from 14.7% in 2018 to over 30% in subsequent years. Black and Latinx students have also improved from 10.6% and 7.7%, respectively, in 2018 to more than double in 2023 of 4-year graduation rates of 22.0% for Black students and 25.4% for Latinx students.

Table 5: 1-year FTF Retention data from fall 2018 to fall 2023, disaggregated to assess equity gaps

1-year FTF Retention Rates	Native American	Asian	Black	Latinx	Pacific Islander	Two or more	Unknown	White	Total %	Equity Gap %
Cohort 2018		93.2%	77.6%	79.3%	100.0%	81.8%	79.3%	76.2%	80.8%	6.8%
Cohort 2019	100.0%	91.4%	76.3%	81.9%	100.0%	81.5%	73.1%	79.6%	82.5%	4.0%
Cohort 2020	100.0%	79.9%	67.3%	72.5%	33.3%	71.8%	76.2%	81.7%	73.1%	4.9%
Cohort 2021	100.0%	80.2%	74.7%	71.9%		72.0%	80.8%	73.3%	73.5%	7.0%
Cohort 2022	100.0%	79.7%	72.1%	72.0%	33.3%	75.0%	72.4%	73.2%	72.9%	6.1%

Note. Equity Gap % is the gap between URM and Non-URM students for that term.

Table 6: 1-year Transfer Retention data from fall 2018 to fall 2023, disaggregated to assess equity gaps

1-year Transfer Retention Rates	Native American	Asian	Black	Latinx	Pacific Islander	Two or more	Unknown	White	Total %	Equity Gap %
Cohort 2018	50.0%	93.2%	89.2%	92.0%	66.7%	80.5%	93.0%	88.8%	91.2%	-0.6%
Cohort 2019	83.3%	87.3%	84.6%	90.4%	87.5%	93.2%	82.6%	89.8%	89.5%	-0.7%
Cohort 2020	85.7%	88.7%	81.5%	86.8%	100.0%	91.2%	85.3%	83.3%	86.5%	-0.1%
Cohort 2021	100.0%	86.5%	84.6%	84.6%	100.0%	79.4%	79.8%	82.4%	84.1%	-1.2%
Cohort 2022	80.0%	90.3%	85.2%	88.7%	100.0%	87.2%	80.8%	87.3%	88.4%	-0.2%

Note. Equity Gap % is the gap between URM and Non-URM students for that term.

Please note that the 1-year retention rates account for the percentage of students who continue to enroll after matriculation. For example, Cohort 2022 accounts for the number students enrolled in Fall 2022 and their subsequent continued enrollment in Fall 2023 (i.e., Fall-to-Fall enrollment percentage). The 1-year retention rates for First-time Freshmen, stabilizing at approximately 5-7% post-COVID pandemic, underscore the resilience and adaptability of our educational framework. However, the equity gap for transfer students has been eliminated throughout the COVID-19 pandemic and post-pandemic.

While some groups have seen significant improvements in graduation rates and first-time freshmen retention rates, challenges remain evident in closing the equity gap. This data prompts a deeper reflection on the strategies employed by our educational institution to support all students, with a specific focus on addressing the root causes of these gaps to foster a more equitable educational landscape. Given the data's scope, the evolving graduation rates and equity gap percentages highlight the critical need for targeted interventions and support mechanisms that cater to the unique needs of each ethnic group. Moreover, our efforts in eliminating equity gaps for transfer retention rates stand as a testament to our commitment to inclusivity and equity. Through targeted initiatives and programs, we've managed to provide transfer students with the resources and support necessary to integrate seamlessly into our academic community, ensuring that they too benefit from our comprehensive support systems. The changes over these years serve as a benchmark for measuring progress and identifying areas requiring further attention and resources. This narrative provides a snapshot of the evolving educational achievements across different ethnic groups, emphasizing the importance of equity-focused policies and practices in shaping a more inclusive and supportive educational environment.

Our efforts in pursuit of GI 2025 are aligned with the equity priorities of the Chancellor's Office. We have reached out to unenrolled and under-enrolled students and promoted credit opportunities with summer/intersession funds. Our Degree Planner continues to serve a critical role in our efforts to support student success and their progress to degree. Among active continuing undergraduate students who can use the Degree Planner, 93.9% (16,819/17,913) have done so. We have improved our well-established program that supports departments in redesigning courses with low completion rates by incorporating a series of facilitated workshops focused on equity and inclusion.

We have implemented several proven strategies to decrease time to degree and reduce equity gaps. Through our personalized advising model, advisors utilize advanced technology (EAB's Navigate) to achieve the goals established in our student-equity and quality- advising framework. Aligning structure with strategy, we have a caseload campaign calendar that supports advisors in providing timely proactive outreach to students. Through our caseload model, the advisor provides sustained and personalized support to each student. First-generation, and historically underrepresented students can significantly benefit from a caseload management approach.

In the 2022-23 academic year, we launched 15 proactive advising initiatives, guiding 8 advising centers to simultaneously outreach to the entire undergraduate student population. Advisors launched over 600 proactive outreach campaign efforts for first-and second year students. These efforts focused on specific student populations including students missing critical degree requirements; students flagged by faculty as in need on intervention on a critical course; students who were identified to have moderate and high support needs; students who were not attending advising appointments; students who are on academic notice and not meeting satisfactory academic progress (SAP); students who not enrolled or under enrolled; students with fewer than 30 units earned for the academic year; and historically under-represented students. We redoubled our equity efforts with individual phone calls to men of color who had not re-enrolled to ask if we could support them in continuing their educational journey.

Our advising efforts were enhanced by our partnership with ITS; we used multiple technologies to strategically engage students, including mass and personalized emails, text message, and notifications through the GET app. Attachment F provides several infographics depicting our structure and strategies for student advisement. The first graphics presents our practices to improve the advising experience. Graphic 2 describes how we use Navigate LA, our EAB platform, to connect students with our directors of student success, academic advisors, and faculty mentors. Graphic 3 describes how our advisors and faculty engage with students through one-on-one sessions, group advising, email communication and other avenues. Graphic 4 presents our equity focused proactive caseload model for advising and graphic 5 presents our intended proactive caseload outcomes. The final graphic presents our Framework for Quality Advising, adopted from EAB.

Issue 3: Progress in diversifying the faculty and high-level Administrators. Please provide data from fall 2018 to fall 2023 on demographic characteristics of administrators (at the dean level and above) and faculty (tenured, tenure track, adjunct).

In 2023, Cal State LA was ranked 4th by the Chronicle of Higher Education for having the most diverse faculty in the nation. The diversity index, which was published in the *Chronicle's* 2023 Almanac, ranked Cal State LA second among public colleges and universities in the U.S. for having the greatest racial and ethnic diversity among faculty members. The index evaluates the probability that any two full-time instructional faculty members at an institution are from different racial or ethnic groups. Cal State LA is committed to increasing tenure-track density, faculty headcount, and overall faculty diversity. During 2020 and 2021, the pandemic contributed to faculty retirements and

attrition. We redoubled our recruitment efforts in 2021-22 resulting in an increase in faculty headcount and tenure-track density.

During AY 2022-23 we conducted 26 searches for a total of 34 tenured/tenure track faculty that were on-boarded 34 tenure-track faculty in fall 2023. This includes 6 faculty who deferred their start from last year's recruiting effort and 4 from this year who deferred their start until the following term or year. We will make progress toward boosting our tenure-track density and diversity with this group of new faculty. We are happy to report that our full time equivalent (FTE) tenure density increased from 46% to 51% over the past 5 years. The percentage of tenured tenure-track faculty from underrepresented minority groups has increased from 20.5% to 24.4% during the same time period.

Table 7: Faculty Data

Faculty Headcount	2018	2019	2020	2021	2022	2023
Tenured/Tenure-Track Faculty	556	570	599	575	607	599
Lecturers	1163	1162	985	1059	1045	1080
Total	1719	1732	1584	1634	1652	1679

FTE	2018	2019	2020	2021	2022	2023
Tenured/Tenure-Track Faculty	541.7	551.6	578.8	552.6	581.6	576.5
Lecturers	631.1	597.3	531.3	571	554.6	557.3

Tenure Density	2018	2019	2020	2021	2022	2023
Tenured/Tenure-Track Faculty	46%	48%	52%	49%	51%	51%
Lecturers	54%	52%	48%	51%	49%	49%
Grand Total	100%	100%	100%	100%	100%	100%

Tenured/ Tenure-Track Faculty by Ethnicity	Native American	Asian	Black	Latinx	Pacific Islander	Two or more	Unknown	White	Grand Total	URM %
2018	3	164	32	78	1	5	21	252	556	20.5 %
2019	2	160	34	90	1	7	25	251	570	22.3 %
2020	3	172	36	100	1	9	26	252	599	23.4 %
2021	2	163	34	94	1	9	27	245	575	22.8 %
2022	2	166	40	105	1	12	19	262	607	24.4 %
2023	1	167	40	103	2	12	21	253	599	24.4 %

Diversity among high-level administrators is a highlighted achievement on our campus. On January 8, 2023, we welcomed our new President, Dr. Berenecea Johnson Eanes, an African American female with extensive experience in academic administration. Executive Leadership is highly diverse as captured in table 8 below. However, representation among Latinx administrators and faculty is still well below what is reflected in our majority Latinx student body.

Table 8: Ethnic/racial Diversity of Executive Leadership in Spring 2024

Executive Leadership	Native American	Asian	Black	Latinx	Pacific Islander	Two or more	Unknown	White	Grand Total	URM %
President's Cabinet	0	2	4	2	0	0	0	1	9	**88.8%**
Provost's Council	0	2	1	2	0	0	0	4	9	**55.5%**
College and Library Deans	0	2	1	2	0	0	0	4	9	**55.5%**
College Associate Deans	0	1	3	1	0	0	0	5	10	**50.0%**
Total	0	7	9	7	0	0	0	14	37	**62.2%**

Identification of Other Changes and Issues Currently Facing the Institution

Instructions: This brief section should identify any other significant changes that have occurred or issues that have arisen at the institution (e.g., changes in key personnel, addition of major new programs, modifications in the governance structure, unanticipated challenges, or significant financial results) that are not otherwise described in the preceding section. This information will help the Interim Report Committee panel gain a clearer sense of the current status of the institution and understand the context in which the actions of the institution discussed in the previous section have taken place.

University Highlights since Accreditation

Cal State LA remains a vibrant university engaged with our community in Southern California. Examples of university highlights since our last reaffirmation of accreditation are described below.

For our 75th Anniversary, we launched our first "Campaign for Cal State LA" with the intent of raising 75 million dollars. At the close of our campaign, we raised $101,251,508 from a total of 16,005 donors. The funds will support academic distinction and student success that is paramount to the university. Funds will also support athletics, the arts and the co-curricular activities that make our university number one in the US for the upward mobility of its students.

In 2023, Cal State LA was certified by Excelencia in Education with the Seal of Excelencia for demonstrating through data, evidence-based practices, and leadership how the university is intentionally and successfully serving Latino students.

Cal State LA continued to help promote a thriving bioscience ecosystem in the heart of Los Angeles by providing facilities, resources, training, and education to help emerging entrepreneurs. In 2023, the university opened the Rongxiang Xu Bioscience Innovation Center, a new incubator that can house up to 25 startup firms and features wet lab and dray lab space, coworking space, multi-use classrooms, and other lab options.

Launched in 2016, Cal State LA's Prison Graduation Initiative is the first in-person bachelor's degree completion program for incarcerated students in California. The program began at California State Prison, Los Angeles County, a facility for men. Through a partnership with Chaffey College, it has expanded to include the California Institute for Women. Students in the program can earn a Bachelor of Arts in Liberal Studies.

Significant Changes since Accreditation

Significant changes have occurred in the administration and administrative structure of the University since the last reaffirmation of accreditation. Most notably, Berenecea Johnson Eanes became the University's eighth president, and first female president, in January 2023. We are currently undergoing a search for a new Provost and Vice President of Academic Affairs. Dr. Amy Bippus is serving as our Interim Provost. She is very experienced and is effectively performing this leadership role, as she has served as Vice Provost, for 8 years prior to this appointment. We are also engaged in a search for the Vice President of Student Affairs and Enrollment Management. The Interim position is held by Patrick K. Day effective January 22, 2024. He is an accomplished and dedicated student affairs leader, who brings with him a wealth of experience in the field. Previously, Dr. Day served as vice president for student affairs at San José State University, where he's worked since 2018. In this role, Patrick provided leadership for the student affairs and enrollment management functions of the university, including oversight of 30 administrative units, a staff of more than 400, and an array of student services. See Attachment G: Cal State LA President's Cabinet Organizational Chart.

In Fall 2024, Enrollment Services will be moved from Academic Affairs to Student Affairs & Enrollment Management under the leadership of the new VPSL and will undertake development of a Strategic Enrollment Management model.

In terms of physical infrastructure, since 2018 the university has completed renovation on new Student Services Building that houses financial aid and scholarships services, admissions and recruitment, records and registrar's office, student life programs, academic senate, university administration among other offices. Cal State LA opened a new parking structure with solar panels on top in fall 2019. The building holds 2,227 vehicle spaces, including 34 ADA spaces.

In Fall 2021, Cal State LA opened a new traditional-style student housing complex with communal spaces, study rooms, wellness areas and many other amenities that promote student success on campus. This an eight-story facility offers 1,500 beds for freshmen and sophomores. Every angle of the building is designed to meet the academic, social and personal needs of incoming college students. Our new student housing has increased opportunities our students to build relationships, connect with the campus community and focus on their studies. There is a residential dining facility, a health and wellness zone that will include a yoga, workout and meditation room, and a learning center with study rooms, classroom space and music practice rooms.

In Fall 2022, new outdoor seating was made available to support a welcoming environment for our commuting students, faculty and staff. Beach-style lounge chairs and large seating booths now line walkways throughout the university, offering more options for students to work on assignments, unwind or just avoid indoor spaces. Expanded access to Wi-Fi and solar chargers also support comfortable outdoor study and meeting spaces. In 2023, Facilities, Planning, Design and Construction installed additional outdoor furniture throughout campus as part of the University's efforts to provide outdoor spaces for learning, resting, and socializing. There were roughly 45 benches placed near Martin Luther King Hall and in front of Corporation Yard. Upgraded outdoor seating areas were installed throughout campus providing students with more shade from the sun and charging stations for electronics.

In Fall 2022, Academic Affairs coordinated with Information Technology Services to update technology in the classroom. This project created 41 TEC-Enhanced classrooms, including the 5 large lecture halls, and completed 150 refreshments of baseline technology in the classroom, using HEERF funding. TEC-Enhanced classrooms are equipped with the latest technology and are designed to enhance the integration of technology into the curriculum. Teaching with technology can engage students at all levels and enhance their learning experience in and out of the classroom.

In Spring 2020, Cal State LA launched the Janice Cordova Garden of Well-Being. This garden was designed to offer a place for students, faculty, and staff to engage with a natural environment. Design features include a circular path, a sensory swirl, a small fountain, a courtyard for events and potential outdoor classroom use, along with plenty of seating and shade. The garden is separated into three zones: relaxation, healing, and transcendence. Types of plants include those that have properties corresponding to each of the zones (e.g., lavender for relaxation) and landscaping includes planting a variety of trees including Manzanita and Acacia. The fountain is solar-powered and the glass stair enclosure for the Student Health Center will be covered with one of Cal State LA's Dr. Mika Cho's paintings. It is located between the Student Health Center and the Career Center and is 11,300 sq. ft.

Program Updates since Accreditation

The College of Ethnic Studies was opened in 2022 and houses three departments and their programs transferred from the College of Natural and Social Sciences: Asian and Asian American Studies, BA; Chicana(o) and Latina(o) Studies BA; Chicana(o) and Latina(o) Studies MA; and Pan African Studies, BA. The founding class of the Pan African Studies, MA was enrolled in Fall 2023.

New Programs:

Since reaffirmation of accreditation, in 2019, the University has implemented five (5) new Bachelor degree programs and four (4) new Master's programs; two (2) Masters programs and an EDS in School Psychology are awaiting implementation in Fall 2024. The following new programs received WSCUC approval:

Program Name	Degree Level	Modality	Status	Year Implemented
Bachelor of Arts in Journalism	Bachelors	On-Site	Active	2020
Bachelor of Science in Applied Science	Bachelors	On-Site	Active	2023
Bachelor of Science in Engineering Technology	Bachelors	On-Site	Active	2021
Education Specialist Degree in School Psychology	Education Specialist	On-Site	Awaiting Implementation	
Hospitality, Wellness, and Leisure Services	Bachelors	On-Site	Active	2021
Industrial Management	Masters	On-Site	Active	2019
Master of Arts in Educational Foundations	Masters	On-Site	Active	2020
Master of Arts in Pan African Studies	Masters	On-Site	Active	2023
Master of Science in Applied Behavior Analysis	Masters	On-Site	Awaiting Implementation	
Master of Science in Business Analytics	Masters	On-Site	Awaiting Implementation	
Television, Film, and Media Studies	Masters	On-Site	Active	2019
Women, Gender, and Sexuality Studies	Bachelors	On-Site	Active	2019

Discontinued Programs:

Program Name	Degree Level	Modality	Status	Year Discontinued
Master of Arts in Criminal Justice	Masters	On-Site	Discontinued	2021

New Locations:

- The Wellness, Education, and Research Center of the Xu College of HSS was approved by WSCUC as an additional location in Spring 2022. It is 1.5 miles from the main campus and houses our Doctor of Audiology Program and other clinics.

- Chino Women's Prison was approved by WSCUC in 2023 as a new location to offer our "2+2 transfer degree completion program" to offer a Liberal Studies BA to incarcerated students.

- We are currently seeking substantive change approval for a new location to offer our Liberal Studies BA program at California Institute for Men (CIM) as a "transfer degree completion program" through a partnership with Chaffey College. It will follow the "2+2 transfer degree completion program" established at California institute for Women in 2023.

New Modalities approved:

- In summer 2023, all undergraduate degree programs and some Masters' degree programs were approved as distance education programs, through the Substantive Change screening process, to comply with the new federal requirement that regional accreditation for distance education is required for all programs if more than 50% of the courses within the program are offered through hybrid or online modalities.

- We submitted a substantive change application to offer our Post bac in Nutritional Science as a fully-online certificate program, the proposal is under review at this time.

Concluding Statement

Instructions: Reflect on how the institutional responses to the issues raised by the Commission have had an impact upon the institution, including future steps to be taken.

In summary, Cal State LA's efforts to be a "Student- Ready" campus are evident across units and initiatives. For example, Administration and Finance has invested in smart classrooms, improved WiFi access, new residence halls, outside seating for studying and social gatherings, and other infrastructure improvements. Student Life has expanded services and programs to address students' well-being and basic needs and to promote a sense of belonging on campus. Academic Affairs has provided resources to support curriculum development and has worked closely with departments to ensure that students have access to the courses and resources they need to make timely progress

toward their degree. Research support has been provided to support faculty scholarship and student research mentorship.

Since our last accreditation Cal State LA has made considerable advancement in the areas of student success and increasing the diversity of our faculty and high-level administrators. As described in this interim report, Cal State LA has demonstrated our commitment to student success through an integrated plan that promotes academic excellence, student engagement and leadership development, career readiness, and sense of belonging for all students. In fact, our efforts have been recognized through earning the prestigious Seal of *Excelencia* certification by demonstrating through data, evidence-based practices, and leadership how we are intentionally serving Latino students. *Excelencia* in Education is the nation's premier authority on efforts to accelerate Latino student success in higher education. This certification affirms and confirms our university's deep commitment to Latino student success.

Our new initiatives and funded grants, for example, Black Student Success, CSU AANHPI Student Achievement Program, and a Department of Education award entitled "Reclaiming Pedagogy, Community and Student Success" will allow us to continue our efforts to close the equity gaps still present among students that enter as first-time freshmen. Furthermore, our Center for Effective Teaching and Learning has provided faculty with ever-evolving training and resources to offer quality curriculum and improve the learning environment across instruction modalities. These resources were particularly beneficial during COVID in fostering quality online instruction and reinforcing equity-education after students returned to campus.

There are notable challenges that we are gearing up to address, including rebuilding staff as many were lost during COVID; planning for anticipated declines in student enrollment as fewer students are graduating from high school or transferring to the CSU from community college; and supporting our campus community as members struggle with unfolding national and worldwide tragic events, and grapple with diverse and challenging viewpoints.

The collective productivity and dedication of the campus community in the past several years cannot be overstated. Our university has continued to thrive in series of challenges including closing our campus in response to COVID and quickly launching distance education instruction and student support services online; planning for our return of students, faculty, and staff to campus after COVID; and several changes in campus leadership among high-level administrators including the President, Provost, Vice Presidents, and several Deans since our last accreditation. As we plan our future steps under new leadership, President Johnson Eanes has shared with the campus community three priority areas including (1) developing a new strategic master plan; (2) revisioning the division of student life to be more integrated with other divisions and to enhance its contributions to student success efforts; and (3) developing a facilities master plan that identifies priorities for needed improvements, resources to fund facilities projects, and provides a timeline for construction, renovations and maintenance. With new leadership and a clear vision before us, there is a collective sense that we are creating positive momentum toward extending our legacy as the number one university for the social and economic mobility of our students.

List of Attachments:

Attachment A: Educational Effectiveness and Assessment Council Members

Attachment B: Academic Senate Executive Committee Members

Attachment C: Integrated Plan for Student Success

Attachment D: Evidence of Implementation and Progress

Attachment E: NSSE survey data related to selected key Initiatives

Attachment F: Cal State LA Advising Infographics

Attachment G: President's Cabinet Organizational Chart

Attachment A- Educational Effectiveness and Assessment Council Members

EEAC MEMBERSHIP	
Adur, Shweta M	Faculty, Department of Sociology
Ayran, Frangelo	Senior Associate Dean of Students
Brown, Karin E.	Interim Vice Provost/AVP & Dean of Graduate Studies
Castillo, Ramon	Associate Dean, College of Business and Economics
Connors, David	Director of Assessment
Chavez, Andrew	Coordinator, Graduate Resource Center
Dennis, Jessica Michele	Chair, Department of Child and Family Studies
Fryling, Mitchell	Dean, College of Education
Garcia, Margaret	Associate Dean, Undergraduate Studies
Giarrusso, Roseann	Chair, Department of Sociology
Harris, Christopher	Faculty, Department of English
Kaeochinda, Kevin	Senior Research Analyst, Office of Institutional Effectiveness
Kennedy, John	Faculty, Department of Music
Mangalassary, Sunil	Faculty, Department of Nutrition and Food Science
McCurdy, Alison	Associate Dean, College of Natural and Social Sciences
Minslow, Sarah	Faculty, English
Mondin, Marina	Faculty, Department of Electrical and Computer Engineering
Montanari, Simona	Faculty, Department of Child and Family Studies
Moon, Sunny	AVP, Institutional Effectiveness
Na, Audrie	Faculty, Department of Finance, Law, and Real Estate
Ofoegbu, Mezu	Research Technician, College of Education
Peppers, Marla	Associate Dean, University Library
Prabhu, Veena	Associate Dean, Rongxiang Xu College of Health and Human Services
Ramirez, Veronica	Office Manager, Graduate Studies
Reina, Paulina	Senior Research Analyst, Institutional Effectiveness
Salmassi, Tina	Faculty, Department of Biological Sciences
Sanchez, Mabel	Faculty, Department of Management
Sinay, Tony	Associate Dean, Rongxiang Xu College of Health and Human Services
Sun, Chengyu	Faculty, Department of Computer Science
Tufenkjian, Mark	Associate Dean, College of Engineering, Computer Science, and Technology
Weiss, Katherine	Associate Dean, College of Arts and Letters
Williams, ADee	Associate Dean, College of Education
Wu, Karen	Faculty, Department of Psychology
Yu, Alan	Senior Research & Assessment Analyst, Institutional Effectiveness
Zavala, Miguel	Associate Dean, College of Ethnic Studies

CAL STATE LA

CALIFORNIA STATE UNIVERSITY, LOS ANGELES

Attachment B:

The 2023-2024 Academic Senate Executive Committee

Chair: Andre Avramchuk, Management

Vice Chair: Cari Flint, Communication Disorders

Secretary: Devika Hazra, Economics & Statistics

At Large: Mohammed Abed, Philosophy

At Large: Beth Baker-Cristales, Anthropology

At Large: Jessica DeShazo, Political Science

At Large: Patrick Krug, Biological Sciences

Immediate Past Chair: Kris Bezdecny, Geosciences and Environment

Senior Statewide Senator: Kris Bezdecny, Geosciences and Environment

Attachment C- Integrated Plan for Student Success

California State University Los Angeles

The Logic Model used to summarize implementation of key initiatives to support student success at Cal State LA. highlights ***examples*** of inputs, activities, outputs and outcomes/impacts for each key initiative from our strategic plan.

Inputs	Activities	Outputs	Outcomes/Impacts
What resources go in to a program	What activities the program undertakes	What is produced through those activities	The changes or benefits that result from the program

Key Initiatives 1: Cultivate and affirm an asset-based mindset and practice in everything we do, one that honors our students' unique talents, diverse life experiences, and intellectual curiosity.

Inputs	Activities	Outputs	Outcomes/Impacts
The University Mission is to "cultivate and amplify our students' unique talents, diverse life experiences, and intellect through engaged teaching, learning, scholarship, research, and public service that support their overall success, well-being, and the greater good. Prepare faculty to teach and mentor our diverse student population	The Center for Effective Teaching and Learning (CETL) assists the campus with meeting its mission through an Inclusive Teaching Program, ACUE's modules on Designing Learner Centered and Equitable Outcomes, as well as its online course development program.	CETL offers the ACUE modules every year and the Inclusive Teaching Program is ongoing.	Every year an average of over 400 faculty utilize that array of CETL services. Specifically, every academic year, 45 faculty are involved with the Inclusive Teaching Program, 130 faculty with the ACUE modules, 100 faculty with the Online Course Development Program, and up to 60 faculty from 10 different departments with the Career Engaged Department Program.

Key Initiatives 2: Ensure course availability.

Inputs	Activities	Outputs	Outcomes/Impacts
Associate Deans and Department Chairs are provided with tools and data to effectively guide enrollment management	Department Chairs submit their proposed course offering schedules. They meet with Associate Deans and Resource	Chairs are able to track enrollment demand and schedule courses to meet student needs.	The focus on student need seems to be working. Institutional Effectiveness (IE) data indicates that graduation rates have

	Managers to discuss whether student need is being met. The campus uses a Scheduling protocol. Instructional Technology created a Scheduling Toolkit for Department Chairs to use. Institutional Effectiveness provides daily enrollment dashboards. The Scheduling tool includes a Waitlist feature to determine need. Students have access to Degree Planner, an online tool allowing undergraduate students to map their entire academic path to graduation	Students are able to add, drop and join waitlists to secure access to courses that lead to their degree.	increased every year. This includes 4-year and 6-year rates for first time freshmen and 2-year and 4-year rates for transfer students.

Key Initiatives 3: Ensure a rigorous, challenging, and high-quality education for all students.

Inputs	Activities	Outputs	Outcomes/Impacts
The campus provides for an administrator to manage the Program Review process. Faculty members from each college serve on this committee. The campus provides a faculty member half-time reassigned time to manage the assessment of all campus academic and co-curricular programs	The Program Review Subcommittee (PRS) reviews all programs on a six-year cycle. In the first year the Self-Study is written by the program faculty. In the second year an external review is conducted and the PRS committee conducts the review in iterative meetings with the department faculty and college administrators.	Cyclical Program Review reports with commendations and recommendations for program improvement. The Director of Assessment supervises the College Assessment Coordinators to support program-based assessment; and also convenes the	The Program Review process keeps programs at a rigorous and high-quality level and helps to assure that programs remain current with any new and emerging trends in the discipline. The submission rate of program Annual Assessment Reports is at 100%. Over the past five years the campus

(Director of Assessment). The campus also provides for a College Assessment Coordinator for each college to support departments with implementing their assessment plans and preparing annual reports. The larger colleges provide a second assessment coordinator.	After the PRS report is complete, the program and Dean, with the Provost designee (ALO), determines an appropriate strategy to implement the recommended program improvements. Each program submits an Annual Assessment Report that is reviewed by the respective college assessment coordinators as well as the Director of Assessment.	Educational effectiveness and Assessment Council to facilitate University-level assessment. Each academic program provides Annual Assessment Reports with feedback from College Assessment Coordinators and the Director of Assessment.	has helped all programs to develop more advanced programmatic assessment. There no longer are any programs at the Beginning or Emerging stages. All programs are at the Developed and Highly Developed stage. The end goal is to have all programs at the Highly Developed stage.

Key Initiatives 4: Provide proactive, consistent, and quality advising and academic support.

Inputs	Activities	Outputs	Outcomes/Impacts
The campus funds the University Academic Advisement Center and the Graduate Resource Center. The campus also supports college advisement centers. The University Library provides additional academic support. Campus funded programs such as the Educational Opportunity Program and the Veterans Resource Center provide support to specific groups.	The campus provides numerous workshops sponsored by the university and the college advisement centers. Individual advisement is available online (appointments made through Navigate) and at the university and the college centers. The Center for Academic Success provides tutorial services with a separate writing center. Peer-Led Undergraduate Mentoring and graduate mentoring are ongoing. Regular Advising Forums for faculty and staff to	Electronic advising tools, training for faculty and staff, trained peer mentors at both the undergraduate and graduate levels, trained peer writing assistants at the Undergraduate and Graduate levels. Supplemental Advising resources include: The Honors College Advising International Student Advising Student-Athlete Advising Educational Opportunity Program Counseling	Academic advising has reduced the amount of time to graduation positively affecting the 4-year and 6-year rates for first time freshmen and the 2-year and 4-year rates for transfer students.

	keep up-to-date with advising. Undergraduate Studies and the Advisement Center conduct weekly meetings.	Office for Students with Disabilities Career Development Center Health Professions Center	

Key Initiatives 5: Foster a vibrant and enriching campus life, including opportunities for greater involvement in student leadership, athletics, clubs, and activities.

Inputs	Activities	Outputs	Outcomes/Impacts
The campus supports a wide array or co-curricular activities. These include opportunities for student leadership, athletics and over 120 student clubs. Student Life has organized these into four domains – Community Engagement; Personal, Social, and Professional Identity Development; Health and Well-Being; and Social Justice.	- Associate Students, Inc. (ASI) shared governance opportunities and support for student organizations -Athletic events (e.g, baseball, basketball, soccer, golf, track & field) -Center for Student Involvement- leadership programming -Counseling and Psychological services - Cross Cultural Centers, -Educational Opportunity Program -Glazer Family Dreamers Resource Center – to support undocumented students **Activities Calendars**: · Student Life Department and Student Organization Events Calendar · Eddie Fest · Wings of Wellness · Associated Students, Inc. Calendar · University-Student Union Calendar	Many students participate in these activities, and many participate in multiple events. The division of Student Life maintains a database that tracks student attendees at events. For AY 2022-23, 222events had a total of 13,371 attendees. Many students attended multiple events, so unique attendees total 5,144. Average attendance across student life events was 60.23 participants	Student Life assessment data indicates that students are very Satisfied with the various co-curricular programs that are offered. For detailed program specific assessment see: https://www.calstatela.edu/studentservices/assessment

Key Initiatives 6: Promote access to and utilization of student wellness services.

Inputs	Activities	Outputs	Outcomes/Impacts
The campus staffs a full-service Student Health Center that provides extensive services for physical and mental health. Funding and staffing are provided to support for basic needs, such as emergency Food and Housing Security	The Student Health Center provides high-quality, affordable health care and health education for the students of Cal State LA to preserve and enhance their potential for academic success and personal development. The WellBeingU initiative offers programs and events that promote the holistic wellness of the entire campus community. Basic needs assistance (e.g., food pantry, Calfresh) and emergency services	Basic needs assistance provides for food and housing security needs. The Student Health Center provides immediate assistance for crucial physical and mental health care needs. The center is staffed with medical clinicians, nurses, counselors, and administrators.	Survey conducted in 2022-23 highlighted students' needs for food security, more mental health programs, enhanced Counseling and Psychological Services (CAPS), and improved building maintenance. Survey results also noted issues with access to information about campus events and the need for better promotion of mental health programs. Food accessibility tops the list for improving wellness, especially given Cal State LA's location in a food desert, limiting access to healthy options like fruits and vegetables. Expanding Farmers Market hours or increasing service days could help evening students. Housing accessibility is another crucial factor affecting student well-being, given the housing crisis in Los Angeles. While the campus may be limited in its direct impact on the housing market, collaborating with existing organizations could provide more support. The CCC already provides vital resources like safe spaces, coffee, and refreshments to alleviate some student burdens. These basics are essential for student ease and well-being. Accessibility for all students to receive a quality education.

Key Initiatives 7: Strengthen transition-to-career support services, including increasing internship and mentoring opportunities.

Inputs	Activities	Outputs	Outcomes/Impacts
The campus supports a Career Development Center.	The Career Center assists in finding student internships, provides a job fair, provides career advising, and offers workshops on Resume building and interview preparations.	Students benefit from individual career explorations and planning consultations and online career planning resources. Students get support in developing quality resumes and cover letters for their job search. Students can get interview practice, internships and on-campus employment.	The focus on career preparation is evident by alumni responses on surveys. Alumni indicate Satisfaction with career advising as well as landing a job in their chosen field.
The Center for Effective Teaching and Learning offers a program in Career-Engaged Departments program.	The Career-Engaged Departments Program is a yearlong faculty learning community that takes an equity-minded, critical look at the professional abilities that the workplace will demand from graduates, including problem solving, working in a world where AI is increasingly pervasive, communication with technology, problem diagnosis, and critical reading/writing.	The CETL Career-Engaged Departments program works with up to 60 faculty members from 10 different department each year.	Academic units help students understand how their discipline/ area of study aligns with specific careers and opportunities for employment.

Key Initiatives 8: Expand student-alumni networking and mentoring opportunities.

Inputs	Activities	Outputs	Outcomes/Impacts
The campus funds the Alumni Association with offices in the University Student Union.	The Alumni Association sponsors a mentoring program.	Traditional Mentoring workshops are held as well as one-time Flash-Mentoring events.	The Alumni Association has been in existent for quite some time. Surveys of alumni and student participants

			indicate that the programs are successful in guiding students to career opportunities.

Key Initiatives 9: Ensure effective staffing to support student success.

Inputs	Activities	Outputs	Outcomes/Impacts
The campus staffs the University and College Advisement Centers, the Tutorial and Writing centers, the Student Health Center, and the Career Center as well as numerous other resources to support student success (e.g, EOP, Graduate Resource Center, University Library)	- Advising appointments, -sessions with tutors and peer mentors for specific courses -sessions with writing consultants -Library faculty and peer consultants and resources to support student research, information literacy and discipline specific writing guidelines.	Each year students utilized group advisement sessions as well as individual appointments for academic support and advising. Students also utilized group and individual sessions at Tutorial and Writing Centers Students get help for research papers, course assignments, as well as grant funding and job applications from library faculty and staff.	Ability to monitor student academic performance and target 'at-risk" students for advising. Staffing co-curricular activities allows us to be a "student ready" campus that assesses students' needs wholistically to support student success. Increased graduation and retention rates demonstrate effective staffing to support student success.

Key Initiatives 10: Promote strategic thinking and implement effective practices that engage distinct student communities.

Inputs	Activities	Outputs	Outcomes/Impacts
The campus funds the Cross Cultural Centers at the University Student Union. This includes the Pan African, Asian Pacific Islander, Gender & Sexuality, and the Chicana(o) Latina(o) Student Resources Centers. Office of Students with Disabilities (OSD) provides assessment	The various student resource centers at the Cross Cultural Centers hold multiple events each year. The programs address an array of topics and they work to engage as many students and departments as possible. Primary services offered by OSD include: accessible technology,	The Cross Cultural Centers produce an multiple programs each year. They are attended mostly by students, however, faculty, and staff also attend these events. Students receive OSD approved accommodations to	Students who join affinity groups available through the Cross Cultural centers are more likely to report a sense of belonged than those who do not participate. An OSD survey was administered in AY 2021-22 and found that AY 2021-22 was

and accommodations for students with special learning needs.	alternative media, alternative testing, support for deaf & hard of hearing; disability-related counseling, and note-taking.	support their learning experience. Instructors work with students to provide OSD accommodations for each course	particularly challenging for many students with diverse disabilities. Cal State LA began to resume in-person instruction and this required students registered with OSD to make difficult decisions. In particular, the challenges associated with the COVID-19 pandemic continued to linger, affecting students with diagnoses of anxiety, depression, PTSD, immunocompromised conditions, and new diagnoses that are currently being revealed in individuals who have been exposed to COVID-19. These new diagnoses are being termed brain fog that include neurological conditions affecting students' abilities to function. This is reflected in the fall 2021 cohort, specifically the GPA comparison between the fall 2021 and the spring 22 GPAs. Spring 2022 reports a decrease in OSD student GPA from 2.72 in fall 2021 to 2.67 in the spring.

Attachment D: Implementation of Key Initiatives to Support Student Success

California State University Los Angeles

Key Initiatives	Evidence of Implementation and Progress
1.Cultivate and affirm an asset-based mindset and practice in everything we do, one that honors our students' unique talents, diverse life experiences, and intellectual curiosity.	The University Mission is to "cultivate and amplify our students' unique talents, diverse life experiences, and intellect through engaged teaching, learning, scholarship, research, and public service that support their overall success, well-being, and the greater good." This mission Cal State LA Mission, Vision, and Values https://www.calstatela.edu/mission-statement CETL's Inclusive Teaching Program https://www.calstatela.edu/cetl/inclusive-teaching-program ACUE's Modules on Designing Learner Centered and Equitable Outcomes https://www.calstatela.edu/cetl/acue Online Course Development Program (OCDP) https://www.calstatela.edu/cetl/cal-state-la-online-course-development-showcase College of Education's Urban Learning Program (ULRN) conceptual framework https://www.calstatela.edu/academic/ccoe/programs/ulrn
2.Ensure course availability.	The Scheduling protocol involves the Associate Deans, Resource Managers (or Directors of Fiscal Operations and Planning) and Chairs. Department Chairs submit their preliminary schedules for review and meet with the Associate Deans and Resource Managers to discuss whether the offerings are right-sized. Scheduling Toolkit for Department Chairs (https://www.calstatela.edu/academicresources/scheduling-toolkit) Institutional Effectiveness (IE) Dashboards: Daily Enrollment Report (DER), Daily Major Files, Reenrollment; DFW rates.

	Navigate LA: A tool provides Chairs the ability to search in a way that helps determine how many students would still need particular courses. Admissions provides ADs with admissions and enrollment data each cycle. The data sometimes comes after Schedules have been published which can cause frustration for students who are putting their course 'shopping carts' together. Waitlist function provides Colleges and Departments information about where new classes need to be added. Undergraduate Studies and University Advising Center conduct weekly meetings leading up to and during the Registration period to ensure that there are enough GE courses (particularly Block A and B). Faculty Affairs has begun a Chairs training to focus on Scheduling.
3.Ensure a rigorous, challenging, and high-quality education for all students	Cal State LA follows all CSU system-wide policies to ensure rigorous high quality degree programs. https://www.calstate.edu/csu-system/administration/academic-and-student-affairs/academic-programs-innovations-and-faculty-development Degree programs follow polices and procedures identified in the Academic Programs Planning Guide https://www.calstate.edu/csu-system/administration/academic-and-student-affairs/academic-programs-innovations-and-faculty-development/program-development/Pages/Program-Planning-Resource-Guide.aspx All programs are subject to a robust Program Review process https://www.calstatela.edu/apra/program-review Program Review Policy: https://www.calstatela.edu/apra/policy-program-review Self-Study Handbook: chrome-extension://hbgjioklmpbdmemlmbkfckopochbgjpl/https://www.calstatela.edu/sites/default/files/6.7_-_program_review_handbook.pdf

	• Program Review • CETL programming (e.g., Quality Matters, Inclusive Teaching, Online course development, accessible instructional materials, Keeping up with AI). https://www.calstatela.edu/cetl • Office of Students with Disabilities (OSD) Support • Department Chair resources for On-boarding lecturers (Mark Wild) • Ask Deans: What is happening at the college and program levels? • IRA funding
4.Provide proactive, consistent, and quality advising and academic support	**Undergraduate Advising** • Advising Forum (coordinated by Andrea Villegas): special topics sessions; updates on advising policies, initiatives, and progress toward Graduation 2025; updates on advising initiatives with campus partners • Advisor Professional Development Workshop Series and New Advisor Training Program focused on proactive and holistic advising practices, and leveraging advising technology to identify student populations for retention and graduation efforts • Caseload Campaign Calendar to guide 8 college advising centers to provide timely, consistent, cohesive, proactive, and holistic advising interventions • Advising Community Canvas Course: main channel of communication about advising from Undergraduate Studies • EAB Navigate LA Office Hours: an opportunity for staff advisors to learn how to leverage EAB Navigate tools to support advising • Grad 2025 Initiative Meetings: annual reports sent to the CO on progress toward GI 2025 goals • DSSAs and Associate Deans meet once a month to talk about advising issues and proactive campaign efforts at the College level

	• Consistent, cohesive, and proactive caseload model for all first and second year undergraduate students **Center for Academic Success** • Tutoring • Writing Wing • Smart Start • Peer-Led Undergraduate Study (PLUS) • Peer Leader program • Student Research Consultants (SRCs) for library research assistance https://www.calstatela.edu/academic-success **Graduate Resource Center** • New Graduate Student Orientation • Graduate Writing Support • General advising on policies and procedures for all graduate students • On-going meetings with Associate Deans and Graduate Advisors to provide updates on graduate student policy changes and best practices for implementation **University Library** The University Library provides services to support and enrich students' academic pursuits, whether engaging in a virtual environment or physically on campus. The library's newly renovated spaces seek to further support student connections with their peers. Services include: • Research assistance (in person; by appointment with subject specialists; by email; online chat) • Group Study Rooms • Computers • Inter-library lending • Course reserves • Designated Study Zones for silent, quiet, and collaborative study

	Educational Opportunity Program (EOP) The EOP provide provides EOP-eligible students with admission, transition, and academic assistance, providing students strategic supports needed to their as they earn their degree. Services include: • Transitional Summer Programs • EOP Counseling • Supplemental Instruction • Peer Mentorship • Laptop Loan Program • Leadership Development https://www.calstatela.edu/eop **Veterans Resource Center (VRC)** The VRC serves military-connected students by providing academic and professional resources for their development and success. Services are available in-person and remotely (email, phone, virtual). https://www.calstatela.edu/vets **Student Success Fee** Under the authority of Executive Order 1070, the University established the Student Success Fee (SSF) during fall quarter 2012. The fee is used to provide supplemental academic advising and retention services, increased student development opportunities and career services, and expanded access for students to vital infrastructure and applications technologies. SSF campus-funded programs have included: • Enhancements to Academic Advisements to Students • Enhancements to Mentoring, Tutoring, and Writing Support • Enhancements to Graduate Peer Mentorship • Enhancements to Graduate Student Completion Support • Established Advisement Institute/Training Academy • Extended Library Hours • Expanded Research, Scholarship, and Creative Activities • Expanded Sexual Assault Victims' Advocacy • Expanded Mental Health and Wellness Programs

	• Expanded EOP Summer Bridge Programs • Expanded and Enhanced Services to Students with Disabilities • Expanded Career Development Services • Expanded Veterans Resource Center Services • Just-In-Time Learning Applications (e.q. Lynda.com, MS Office, SPSS, etc.) • Expanded Campus Wi-Fi Coverage https://www.calstatela.edu/budget/student-success-fee
5. Foster a vibrant and enriching campus life, including opportunities for greater involvement in student leadership, athletics, clubs, and activities	**Student Leadership Opportunities**: · Associated Students, Inc. · Athletics: Student-Athlete Advisory Council · Career Center: HACU Student Delegate Program · Center for Student Involvement - LEAD (Leadership Enrichment Advocacy and Development) Series · Cross Cultural Centers · Office of the Dean of Students: Dean's Advisory Council · Erike J. Glazer Family Dreamers Resource Center: UndocuLeaders Coalition · Housing and Residence Life: Student Leadership Positions (Resident Assistant and Program Assistants) · New Student and Family Engagement: Orientation Team Leaders · Student Health Center: Student Health Ambassadors · Veterans Resource Center: Cal State LA Army ROTC · University-Student Union - Board of Directors - Student Employment **Student Clubs and Organizations**: · Center for Student Involvement: Presence **Activities Calendars**: · Student Life Department and Student Organization Events Calendar · Eddie Fest · Wings of Wellness

	· Associated Students, Inc. Calendar · University-Student Union Calendar
6. Promote access to and utilization of student wellness services	Student Health Center https://www.calstatela.edu/studenthealthcenter Medical services https://www.calstatela.edu/studenthealthcenter/services Student Support Health Watch, for COVID -19 updates, Health self-Screening, testing, hotline and email https://www.calstatela.edu/healthwatch • WellbeingU: The WellBeingU initiative offers resources, programs, and events to support the mental and physical well-being of students and to promote the holistic wellness of the entire Cal State LA community. https://www.calstatela.edu/WellBeingU • Basic needs assistance: https://www.calstatela.edu/deanofstudents/basic-needs-assistance • Student Health Center: The Student Health Center provides high-quality, affordable health care and health education for the students of Cal State LA to preserve and enhance their potential for academic success and personal development. https://www.calstatela.edu/studenthealthcenter
7. Strengthen transition-to-career support services, including increasing internship and mentoring opportunities	**Career Engaged Departments program through CETL**: https://www.calstatela.edu/cetl/career-engaged-departments-program **Career Center** (https://www.calstatela.edu/careercenter): internships; job fairs; career advising; resume building and editing; interview preparation **PreDoc and CDIP programs** through the CSU Chancellor's Office: https://www.calstate.edu/csu-system/faculty-staff/predoc https://www.calstate.edu/csu-system/faculty-staff/cdip

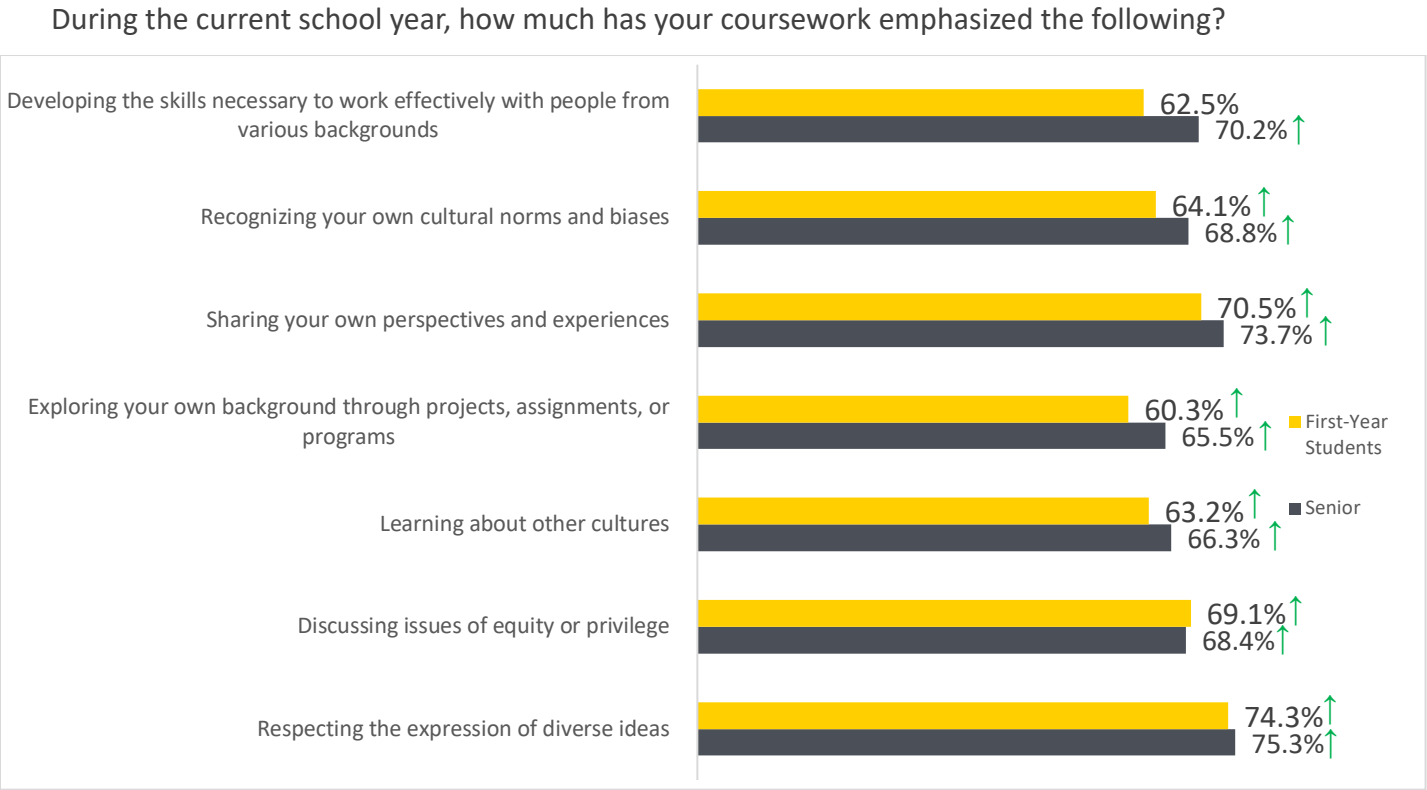
8.Expand student-alumni networking and mentoring opportunities	Currently the Alumni Association advertises alumni Mentoring programs and an array of Alumni Networks (8, discipline specific). The mentoring programs listed are “Flash Mentoring”, one-time mentoring opportunities, and “Traditional Mentoring”, long-term partnerships. On the alumni website, the latter is listed as paused for 2022-2023 (has it been reestablished?). A survey of alumni activities was completed in 2018. Given that 5 years has passed since the last comprehensive survey, and in order to more fully understand the effectiveness of this initiative, it is proposed that individual department chairs throughout the university be polled regarding alumni outreach, mentorship programs and networking that are department initiatives. It might be worthwhile to access the data that is collected in the poll posted on the alumni page, or at least have an understanding of how the association uses that data to support alumni programs.
9.Ensure effective staffing to support student success	The Student Success Fee was established in Under the authority of Executive Order 1070, the University established the Student Success Fee during fall quarter 2012. The fee is used to provide supplemental academic advising and retention services, increased student development opportunities and career services, and expanded access for students to vital infrastructure and applications technologies. Student Success Fee (SSF) campus-funded programs include the following: • Enhancements to Academic Advisements to Students • Enhancements to Mentoring, Tutoring, and Writing Support • Enhancements to Graduate Peer Mentorship • Enhancements to Graduate Student Completion Support • Established Advisement Institute/Training Academy • Extended Library Hours • Expanded Research, Scholarship, and Creative Activities • Expanded Sexual Assault Victims' Advocacy • Expanded Mental Health and Wellness Programs • Expanded EOP Summer Bridge Programs • Expanded and Enhanced Services to Students with Disabilities • Expanded Career Development Services • Expanded Veterans Resource Center Services • Just-In-Time Learning Applications (e.q. Lynda.com, MS Office, SPSS, etc.) • Expanded Campus Wi-Fi Coverage

10.Promote strategic thinking and implement effective practices that engage distinct student communities	Cross Cultural Centers vis USU https://www.calstatelausu.org/ccc Departments: Pan African Student Resource Center https://www.calstatelausu.org/ccc/pasrc Asian Pacific Islander Student Resource Center https://www.calstatelausu.org/ccc/apisrc Gender & Sexuality Resource Center https://www.calstatelausu.org/ccc/gsrc Chicana/o Latina/o Student Resource Center https://www.calstatelausu.org/ccc/clsrc Each website addresses distinct goals and mission, references activities and promotes events. Cross Cultural Centers via Division of Student Life https://www.calstatela.edu/studentservices/cross-cultural-centers Center for Students Involvement https://www.calstatelausu.org/csi All recognized student organizations can be found here: https://calstatela.presence.io/organizations

Attachment E: Institutional Effectiveness Data Related to Selected Key Initiatives

1. Cultivate and affirm an asset-based mindset and practice in everything we do, one that honors our students' unique talents, diverse life experiences, and intellectual curiosity

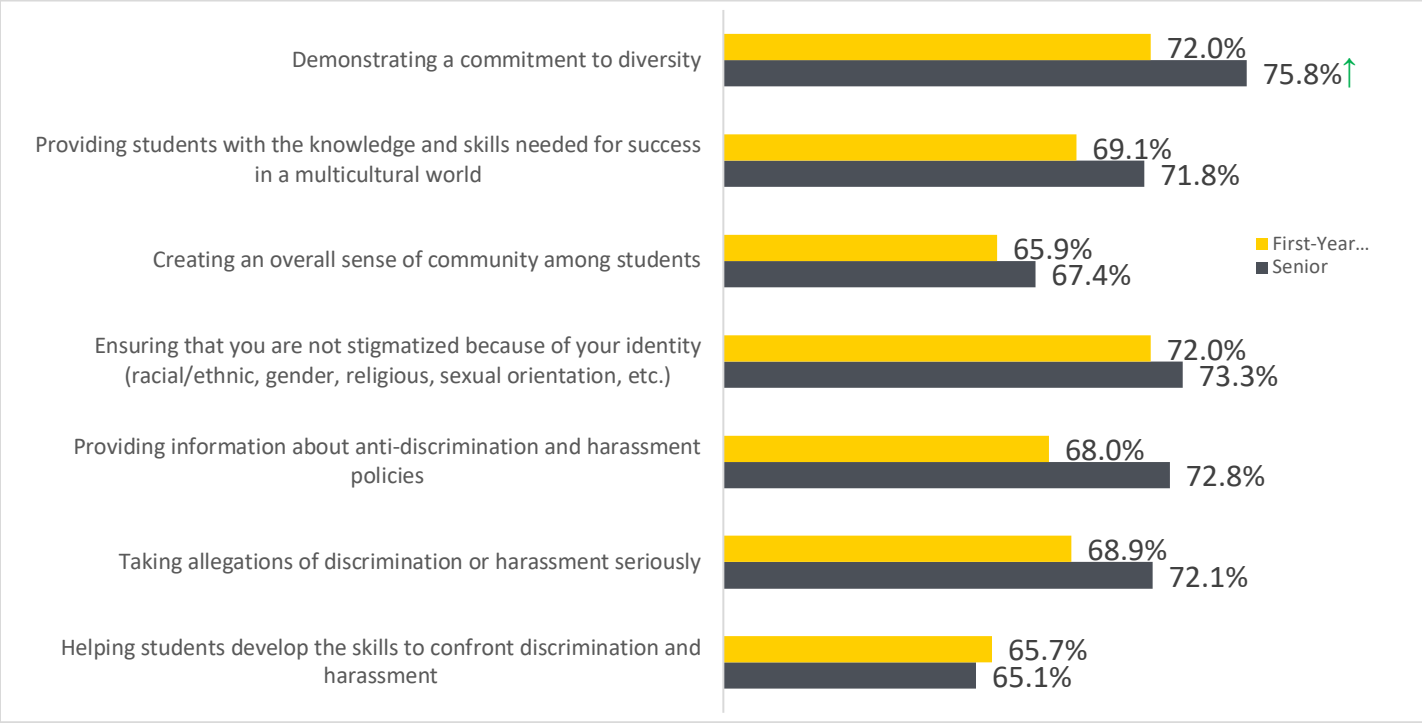
NSSE 2023 Survey Data related to Inclusiveness & Engagement with Cultural Diversity



Note: The data above is from the NSSE 2023 survey. ↑ denotes items in which students scored significantly higher than students from other Far West, Public institutions. ↓ denotes items in which students scored significantly lower than students from other Far West, Public institutions. First-year (n = 756) and Seniors (n = 2,232). Response rate from the invitation was 19% for First-Year Students and 25% for Seniors (original mailing list was 6,300 and 6,376 for a total of 12,678). The final sample was n = 2,988 with 25% first-year (n = 756) and 75% seniors (n = 2,232).

Inclusiveness & Engagement with Cultural Diversity

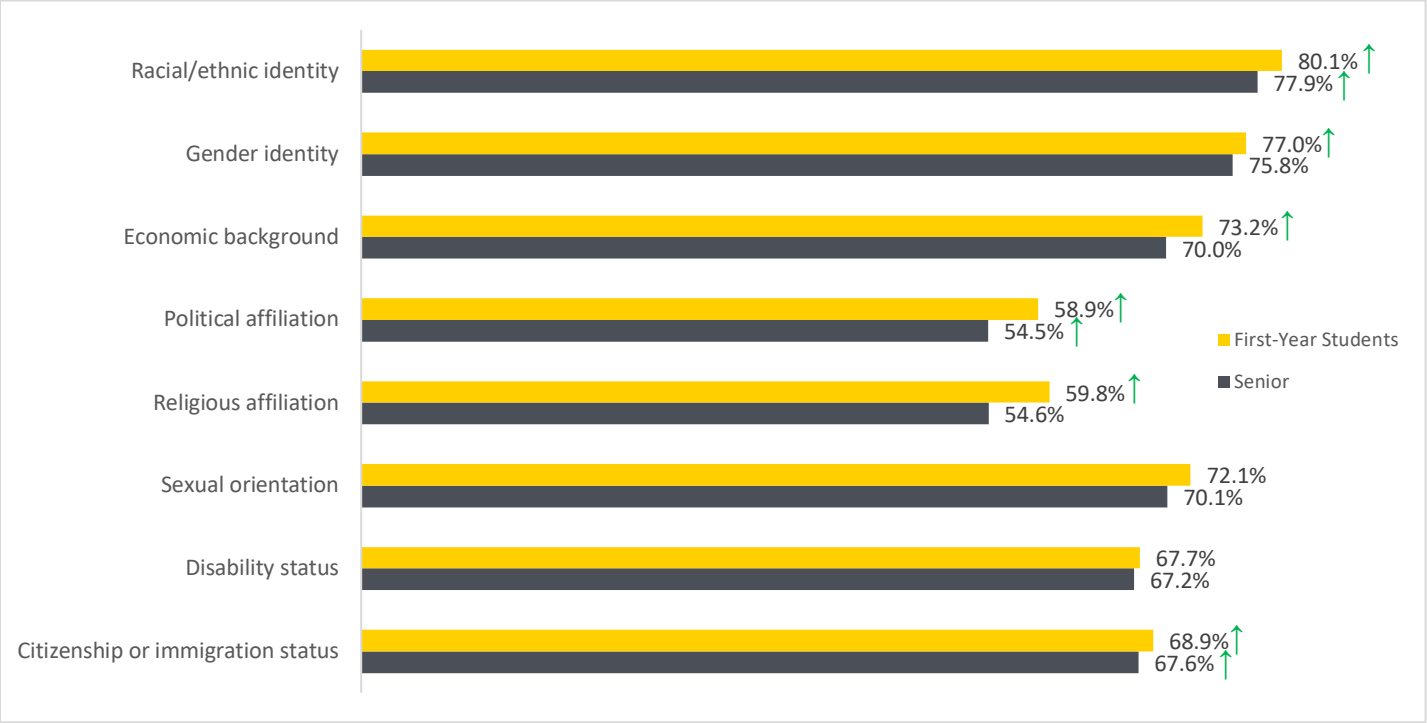
How much does your institution emphasize the following?



Note: The data above is from the NSSE 2023 survey. ↑ denotes items in which students scored significantly higher than students from other Far West, Public institutions. ↓ denotes items in which students scored significantly lower than students from other Far West, Public institutions. First-year (n = 756) and Seniors (n = 2,232). Response rate from the invitation was 19% for First-Year Students and 25% for Seniors (original mailing list was 6,300 and 6,376 for a total of 12,678). The final sample was n = 2,988 with 25% first-year (n = 756) and 75% seniors (n = 2,232).

Inclusiveness & Engagement with Cultural Diversity

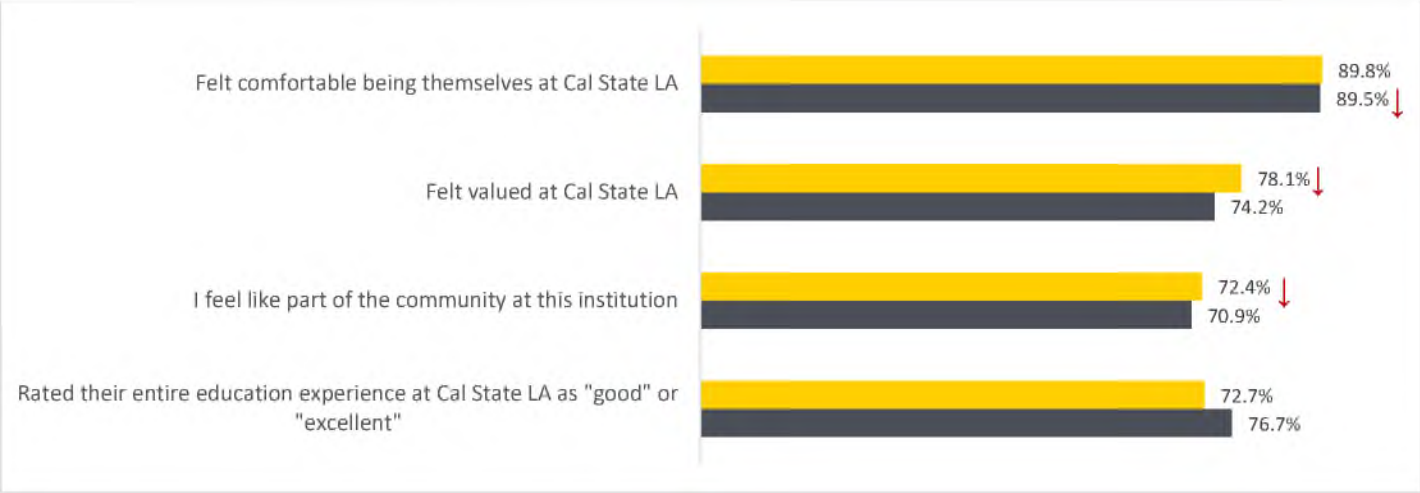
How much does your institution provide a supportive environment for the following forms of



Note: The data above is from the NSSE 2023 survey. ↑ denotes items in which students scored significantly higher than students from other Far West, Public institutions. ↓ denotes items in which students scored significantly lower than students from other Far West, Public institutions. First-year (n = 756) and Seniors (n = 2,232). Response rate from the invitation was 19% for First-Year Students and 25% for Seniors (original mailing list was 6,300 and 6,376 for a total of 12,678). The final sample was n = 2,988 with 25% first-year (n = 756) and 75% seniors (n = 2,232).

Overall Campus Experience

First-Year Students versus Seniors



Note: The data above is from the NSSE 2023 survey. ↑ denotes items in which students scored significantly higher than students from other Far West, Public institutions. ↓ denotes items in which students scored significantly lower than students from other Far West, Public institutions. First-year (n = 756) and Seniors (n = 2,232). Response rate from the invitation was 19% for First-Year Students and 25% for Seniors (original mailing list was 6,300 and 6,376 for a total of 12,678). The final sample was n = 2,988 with 25% first-year (n = 756) and 75% seniors (n = 2,232).

2. Ensure Course Availability

Analysis of Available Seats, Wait List, and Unmet Needs of Students from Fall 2021 to Spring 2023

Mean (SD)			Median			Mode		
Available Seat	Wait List	Unmet demand	Available Seat	Wait List	Unmet demand	Available Seat	Wait List	Unmet demand
29.83 (74.6)	3.92 (15.69)	-25.91 (76.08)	14	0	-13	0	0	0

Note. Courses from Fall 2021 to Fall 2023. The data is based on Cal State LA's Daily Enrollment Report (DER) before the wait-list data gets expunged. The "Unmet Demand" is calculated by the wait list number minus the number of available seats. "Available Seat" is calculated as enrollment capacity minus enrolled students. "Wait List" is the number of students on the wait list for that course. Overall, the lower number for wait list and unmet demand is better for students. Please note that with the current policy, students are able to be on as many course section wait list as they want. This includes the ability to be on a wait list of one of the course's section and, yet, enrolled in another of the course's section.

3. Ensure a rigorous, challenge, and high-quality education for all students

PROGRAM REVIEW DATA

The following program review example is on the Criminal Justice major as part of the College of Health and Human Services. The Criminal Justice major is one of the popular majors at Cal State LA with over one-thousand enrolled in Fall 2023.

IE's Program Review Support Dashboard

New Undergraduate Enrollment Status for Criminal Justice Major

Term Year	First-Time Freshmen	Transfer
Fall 2016	312	192
Fall 2017	280	209
Fall 2018	286	253
Fall 2019	211	278
Fall 2020	337	310
Fall 2021	215	322
Fall 2022	275	248

Undergraduate Student Enrollments: Headcount and FTES for Criminal Justice Major

	Lower-Division		Upper-Division		Grand Total	
Academic year	Annualized Headcount	Annualized FTES	Annualized Headcount	Annualized FTES	Annualized Headcount	Annualized FTES
AY2016-17	565	499	513	424	1,077	923
AY2017-18	542	475	634	549	1,176	1,024
AY2018-19	541	491	749	640	1,290	1,132
AY2019-20	481	443	841	729	1,322	1,171
AY2020-21	544	509	949	834	1,493	1,344
AY2021-22	452	419	1,027	860	1,479	1,280
AY2022-23	474	441	1,009	852	1,482	1,293

Note. "Annualized" data shows the average of two terms (Fall and Spring) for a given academic year. For example, if FTES is 2000 for Fall 2017 and 3000 for Spring 2018, then the annualized FTES is (2000 + 3000) / 2 = 2500.

Equity Gaps in Core Courses for undergraduate students with Criminal Justice major:
e.g. CRIM 1010 “Intro to Admin of Justice”

Headcount	Average DFW Rate Overall	Average Count of Students not eligible for Pell Grant	Average Count of Students eligible for Pell Grant	Average DFW for not eligible for Pell Grant	Average DFW for eligible for Pell grant	Average Pell Grant Equity Gap
478	20.3%	324	154	21%	18.8%	2.2%

Average Non-UR Count	Average UR Count	Average DFW of Non-UR	Average DFW of UR	Average UR Equity Gap
52	426	7.7%	21.8%	-14.1%

Average Female count	Average Male count	Average DFW for Females	Average DFW for Males	Average Gender Gap
312	165	19.6%	21.8%	-2.3%

Office of Students with Disabilities (OSD) Support

OSD Enrollment Headcount

		College Year / Term Year				
		CY2022-23			CY2023-24	
	Disability Type	Summer 2022	Fall 2022	Spring 2023	Summer 2023	Fall 2023
Not OSD	Not OSD	142	24666	22448	4328	23291
	Total	142	24666	22448	4328	23291
OSD student	Acquired Brain Injury	--	7	7	3	8
	ADHD	1	177	198	41	179
	Communication Disability	--	3	2	--	5
	Deaf	--	32	28	9	31
	Learning Disability	--	372	372	80	373
	Mobility Limitation	--	55	57	14	55
	Other Functional Limitations	4	120	118	25	115
	Psychological/Psychiatric	6	408	437	115	396
	Temporary Disabilities	--	20	4	2	11
	Visual Limitation	1	31	35	8	37
	Autism Spectrum Disorder	--	136	137	32	172
	Total	--	1361	1395	329	1382
Grand Total		154	26027	23843	4657	24673

OSD Enrollment Percentage

	CY2022-23			CY2023-24	
	Summer 2022	Fall 2022	Spring 2023	Summer 2023	Fall 2023
Not OSD	92.2%	94.8%	94.1%	92.9%	94.4%
OSD student	7.8%	5.2%	5.9%	7.1%	5.6%

OSD Enrollment by Ethnicity

		CY2022-23						CY2023-24			
		Summer 2022		Fall 2022		Spring 2023		Summer 2023		Fall 2023	
		Not OSD	OSD student	Not OSD	OSD student	Not OSD	OSD student	Not OSD	OSD student	Not OSD	OSD student
American Indian	**Count**	--	--	29	4	24	2	3	0	21	1
	% Total	--	--	0.1%	0.3%	0.1%	0.1%	0.1%	0.0%	0.1%	0.1%
Asian	**Count**	18	2	2,791	120	2,547	115	513	37	2,408	113
	% Total	12.7%	16.7%	11.3%	8.8%	11.3%	8.2%	11.9%	11.2%	10.3%	8.2%
Black	**Count**	15	--	940	84	840	96	172	26	869	102
	% Total	10.6%	--	3.8%	6.2%	3.7%	6.9%	4.0%	7.9%	3.7%	7.4%
Hispanic	**Count**	66	6	18,093	954	16,447	972	3,180	220	17,463	977
	% Total	46.5%	50.0%	73.4%	70.1%	73.3%	69.7%	73.5%	66.9%	75.0%	70.7%
International	**Count**	--	--	573	7	536	7	102	1	539	8
	% Total	--	--	2.3%	0.5%	2.4%	0.5%	2.4%	0.3%	2.3%	0.6%
Pacific Islander	**Count**	--	--	18	1	18	1	2	1	14	3
	% Total	--	--	0.1%	0.1%	0.1%	0.1%	0.0%	0.3%	0.1%	0.2%
Two or More	**Count**	2	--	359	32	342	34	58	6	346	28
	% Total	1.4%	--	1.5%	2.4%	1.5%	2.4%	1.3%	1.8%	1.5%	2.0%
Unknown	**Count**	9	2	544	53	490	55	84	12	526	51
	% Total	6.3%	16.7%	2.2%	3.9%	2.2%	3.9%	1.9%	3.6%	2.3%	3.7%
White	**Count**	32	2	1,319	106	1,204	113	214	26	1,105	99
	% Total	22.5%	16.7%	5.3%	7.8%	5.4%	8.1%	4.9%	7.9%	4.7%	7.2%

OSD GPA by Term

		Fall 2017 Cohort		Fall 2018 Cohort		Fall 2019 Cohort		Fall 2020 Cohort		Fall 2021 Cohort		Fall 2022 Cohort	
		Not OSD	OSD student	Not OSD	OSD student	Not OSD	OSD student	Not OSD	OSD student	Not OSD	OSD student	Not OSD	OSD student
Fall 2017	**Avg. Cumulative GPA**	2.80	2.82										
	Count	3,462	94										
Spring 2018	**Avg. Cumulative GPA**	2.81	2.77										
	Count	3,255	90										
Fall 2018	**Avg. Cumulative GPA**	2.93	2.80	2.84	2.61								
	Count	2,775	79	3,762	100								
Spring 2019	**Avg. Cumulative GPA**	2.96	2.79	2.84	2.67								
	Count	2,563	76	3,525	91								
Fall 2019	**Avg. Cumulative GPA**	2.98	2.80	2.98	2.81	2.90	2.77						
	Count	2,384	74	3,010	77	3,214	73						
Spring 2020	**Avg. Cumulative GPA**	3.06	2.89	3.09	2.92	3.01	3.00						
	Count	2,251	70	2,820	72	3,022	65						
Fall 2020	**Avg. Cumulative GPA**	3.08	2.94	3.12	2.96	3.09	3.08	2.74	3.00				
	Count	2,141	68	2,584	67	2,638	58	3,929	71				
Spring 2021	**Avg. Cumulative GPA**	3.12	2.97	3.16	3.02	3.15	3.11	2.91	3.03				
	Count	2,005	65	2,435	61	2,401	55	3,452	66				
Fall 2021	**Avg. Cumulative GPA**	3.00	2.87	3.18	3.03	3.17	3.03	3.12	3.18	2.73	2.79		
	Count	1,295	51	2,310	61	2,204	56	2,819	58	4,016	80		
Spring 2022	**Avg. Cumulative GPA**	2.97	2.89	3.19	3.03	3.18	3.14	3.15	3.23	2.80	2.77		
	Count	963	39	2,153	60	2,076	51	2,594	53	3,580	75		
Fall 2022	**Avg. Cumulative GPA**	2.79	2.78	3.05	2.89	3.18	3.17	3.15	3.20	3.03	2.91	2.64	2.52
	Count	470	26	1,241	47	2,022	47	2,424	51	2,877	63	3,774	115

OSD Degree Award Overview

College Year 2021-22						College Year 2022-23					
Summer 2021		Fall 2021		Spring 2022		Summer 2022		Fall 2022		Spring 2023	
Not OSD	OSD student	Not OSD	OSD student	Not OSD	OSD student	Not OSD	OSD student	Not OSD	OSD student	Not OSD	OSD student
545	32	1,563	97	3,981	242	580	31	1,653	110	4,204	262

OSD Degree Award by Gender

		College Year 2021-22						College Year 2022-23					
		Summer 2021		Fall 2021		Spring 2022		Summer 2022		Fall 2022		Spring 2023	
		Not OSD	OSD student	Not OSD	OSD student	Not OSD	OSD student	Not OSD	OSD student	Not OSD	OSD student	Not OSD	OSD student
Female	Count	347	24	959	66	2,474	166	383	24	1,009	67	2,592	159
	%	63.7%	75.0%	61.4%	68.0%	62.1%	68.6%	66.0%	77.4%	61.0%	60.9%	61.7%	60.7%
Male	Count	198	8	603	31	1,506	74	197	7	643	42	1,602	101
	%	36.3%	25.0%	38.6%	32.0%	37.8%	30.6%	34.0%	22.6%	38.9%	38.2%	38.1%	38.5%

OSD Degree Award by Ethnicity

		College Year 2021-22						College Year 2022-23					
		Summer 2021		Fall 2021		Spring 2022		Summer 2022		Fall 2022		Spring 2023	
		Not OSD	OSD student	Not OSD	OSD student	Not OSD	OSD student	Not OSD	OSD student	Not OSD	OSD student	Not OSD	OSD student
American Indian	Count	1	--	--	--	3		1		4		6	2
	%	0.2%	--	--	--	0.1%		0.2%		0.2%		0.1%	0.8%
Asian	Count	73	3	206	4	572	23	67	1	217	9	572	24
	%	13.4%	9.4%	13.2%	4.1%	14.4%	9.5%	11.6%	3.2%	13.1%	8.2%	13.6%	9.2%
Black	Count	16	4	68	8	139	17	26	2	68	8	150	19
	%	2.9%	12.5%	4.4%	8.2%	3.5%	7.0%	4.5%	6.5%	4.1%	7.3%	3.6%	7.3%
Hispanic	Count	340	19	985	69	2,570	151	410	25	1,144	71	2,865	170
	%	62.4%	59.4%	63.0%	71.1%	64.6%	62.4%	70.7%	80.6%	69.2%	64.5%	68.1%	64.9%
International	Count	40	1	126	5	268	10	8		54	1	141	1
	%	7.3%	3.1%	8.1%	5.2%	6.7%	4.1%	1.4%		3.3%	0.9%	3.4%	0.4%
Pacific Islander	Count	--	--	4	--	4	--	1		1		3	
	%	--	--	0.3%	--	0.1%	--	0.2%		0.1%		0.1%	
Two or More	Count	6	2	22	5	67	4	8	1	22	3	63	7
	%	1.1%	6.3%	1.4%	5.2%	1.7%	1.7%	1.4%	3.2%	1.3%	2.7%	1.5%	2.7%
Unknown	Count	14	--	44	2	126	15	9	1	47	7	95	14
	%	2.6%	--	2.8%	2.1%	3.2%	6.2%	1.6%	3.2%	2.8%	6.4%	2.3%	5.3%
White	Count	55	3	108	4	232	22	50	1	96	11	309	25
	%	10.1%	9.4%	6.9%	4.1%	5.8%	9.1%	8.6%	3.2%	5.8%	10.0%	7.4%	9.5%

OSD Degree Award of First-Generation and Non-First-Generation College Students

		College Year 2021-22						College Year 2022-23					
		Summer 2021		Fall 2021		Spring 2022		Summer 2022		Fall 2022		Spring 2023	
		Not OSD	OSD student	Not OSD	OSD student	Not OSD	OSD student	Not OSD	OSD student	Not OSD	OSD student	Not OSD	OSD student
First Generation to Attend College	Count	286	13	829	49	2,267	131	332	16	900	47	2,233	138
	%	52.5%	40.6%	53.0%	50.5%	56.9%	54.1%	57.2%	51.6%	54.4%	42.7%	53.1%	52.7%
Parent Attended Some College	Count	107	8	302	26	815	40	115	6	333	23	863	59
	%	19.6%	25.0%	19.3%	26.8%	20.5%	16.5%	19.8%	19.4%	20.1%	20.9%	20.5%	22.5%
Parent Graduated College	Count	119	9	317	13	706	60	104	6	304	31	832	53
	%	21.8%	28.1%	20.3%	13.4%	17.7%	24.8%	17.9%	19.4%	18.4%	28.2%	19.8%	20.2%
Unknown	Count	33	2	115	9	193	11	29	3	116	9	276	12
	%	6.1%	6.3%	7.4%	9.3%	4.8%	4.5%	5.0%	9.7%	7.0%	8.2%	6.6%	4.6%

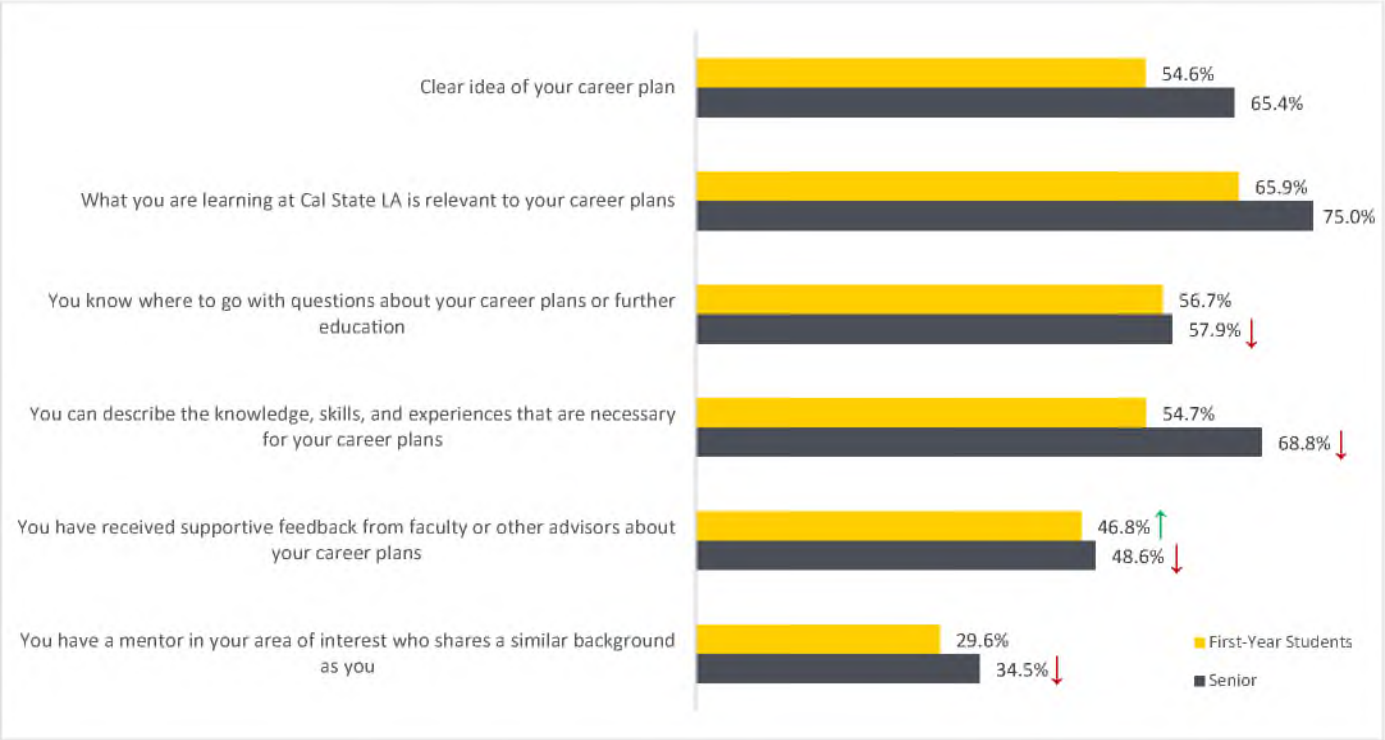
7.Strengthen transition-to-career support services, including increasing internship and mentoring opportunities

The # of students of Internship Course takers:

	Graduated Count	Internship Taker	COOPED	Other
Doctorate	28	0	0	1
Graduate	1308	78	15	101
Undergraduate	6192	287	151	837

Note. Count of students who have taken internship or experiential/service learning prior to graduation. Count above is for Summer 2022 to Summer 2023. COOPED is Cooperative Education.

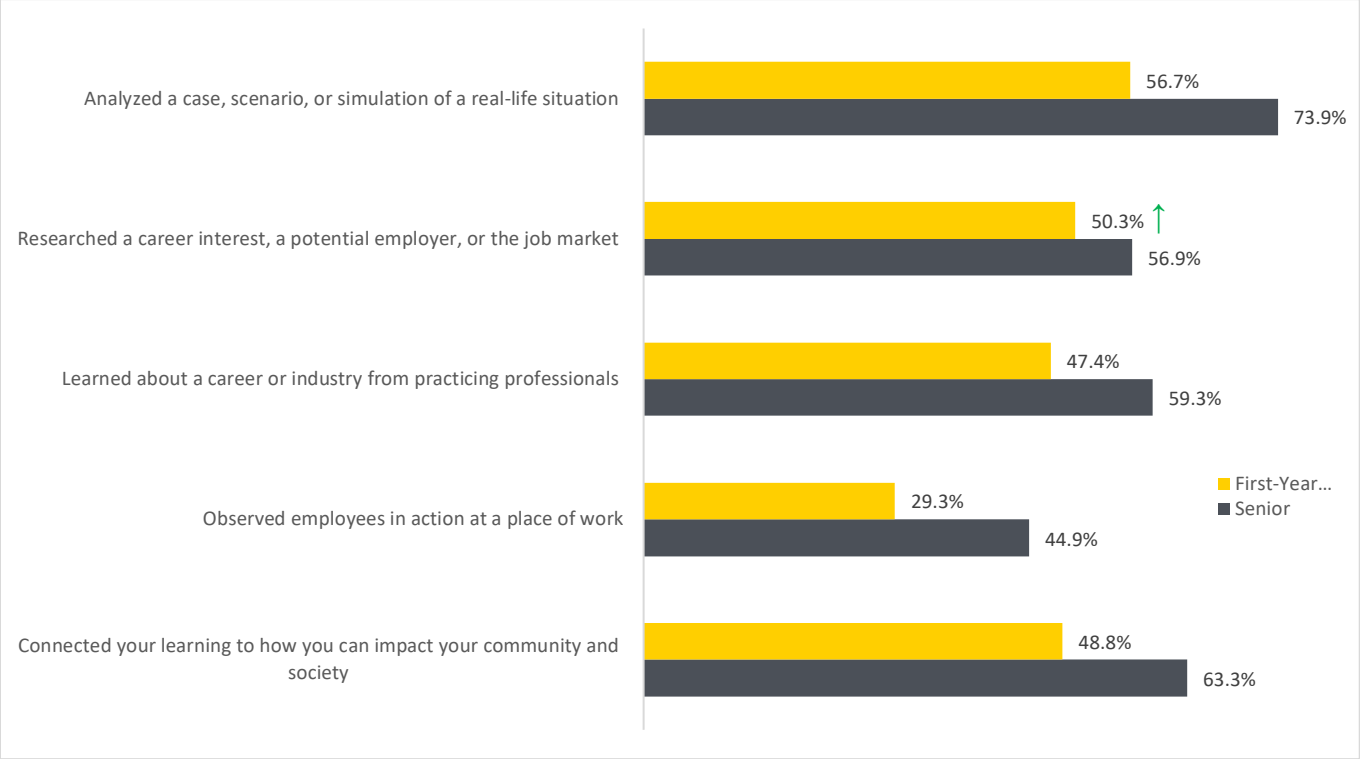
Career and Workforce Preparation



Note: The data above is from the NSSE 2023 survey. ↑ denotes items in which students scored significantly higher than students from other Far West, Public institutions. ↓ denotes items in which students scored significantly lower than students from other Far West, Public institutions. First-year (n = 756) and Seniors (n = 2,232). Response rate from the invitation was 19% for First-Year Students and 25% for Seniors (original mailing list was 6,300 and 6,376 for a total of 12,678). The final sample was n = 2,988 with 25% first-year (n = 756) and 75% seniors (n = 2,232).

Career and Workforce Preparation

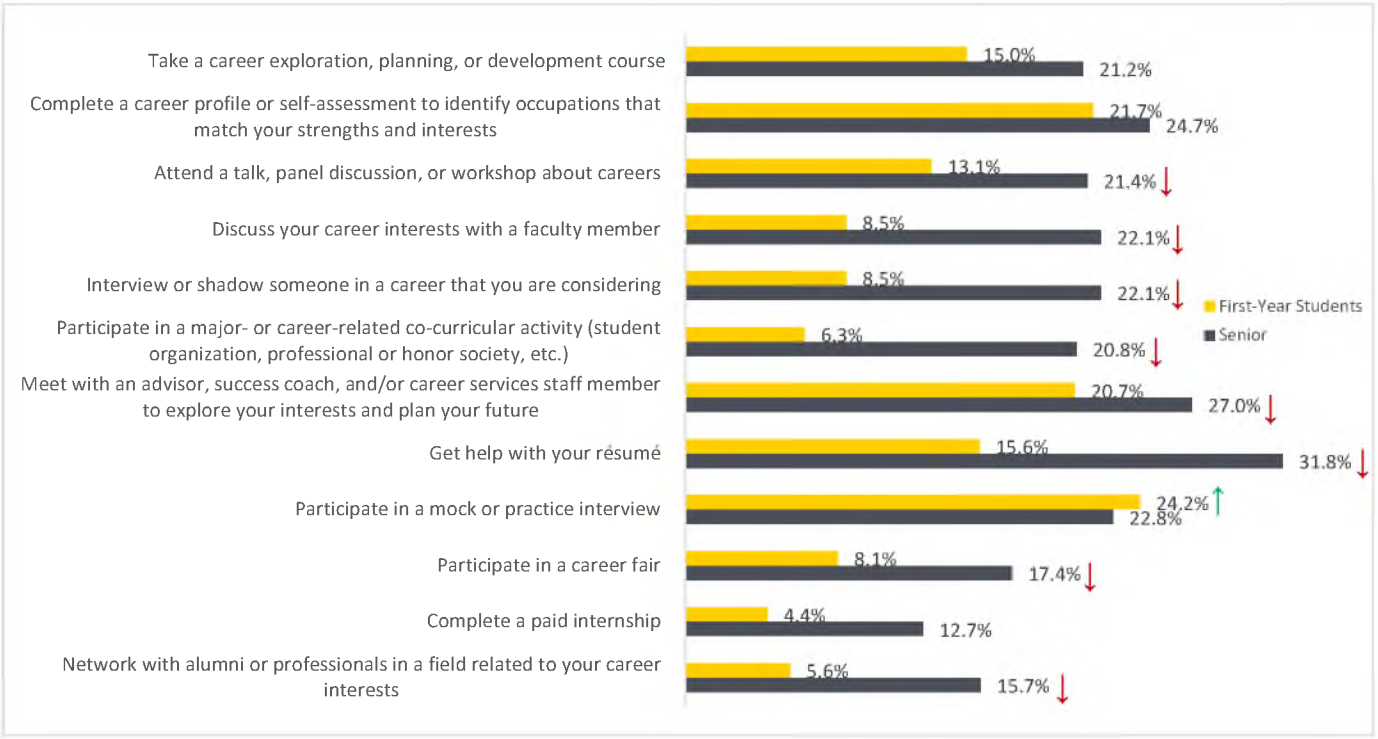
In your courses at Cal State LA, about how often have you done the following?



Note: The data above is from the NSSE 2023 survey. ↑ denotes items in which students scored significantly higher than students from other Far West, Public institutions. ↓ denotes items in which students scored significantly lower than students from other Far West, Public institutions. First-year (n = 756) and Seniors (n = 2,232). Response rate from the invitation was 19% for First-Year Students and 25% for Seniors (original mailing list was 6,300 and 6,376 for a total of 12,678). The final sample was n = 2,988 with 25% first-year (n = 756) and 75% seniors (n = 2,232).

Career and Workforce Preparation

In your courses at Cal State LA, about how often have you done the following?



Note: The data above is from the NSSE 2023 survey. ↑ denotes items in which students scored significantly higher than students from other Far West, Public institutions. ↓ denotes items in which students scored significantly lower than students from other Far West, Public institutions. First-year (n = 756) and Seniors (n = 2,232). Response rate from the invitation was 19% for First-Year Students and 25% for Seniors (original mailing list was 6,300 and 6,376 for a total of 12,678). The final sample was n = 2,988 with 25% first-year (n = 756) and 75% seniors (n = 2,232).

10.Promote strategic thinking and implement effective practices that engage distinct student communities

DREAMers Data (Example)

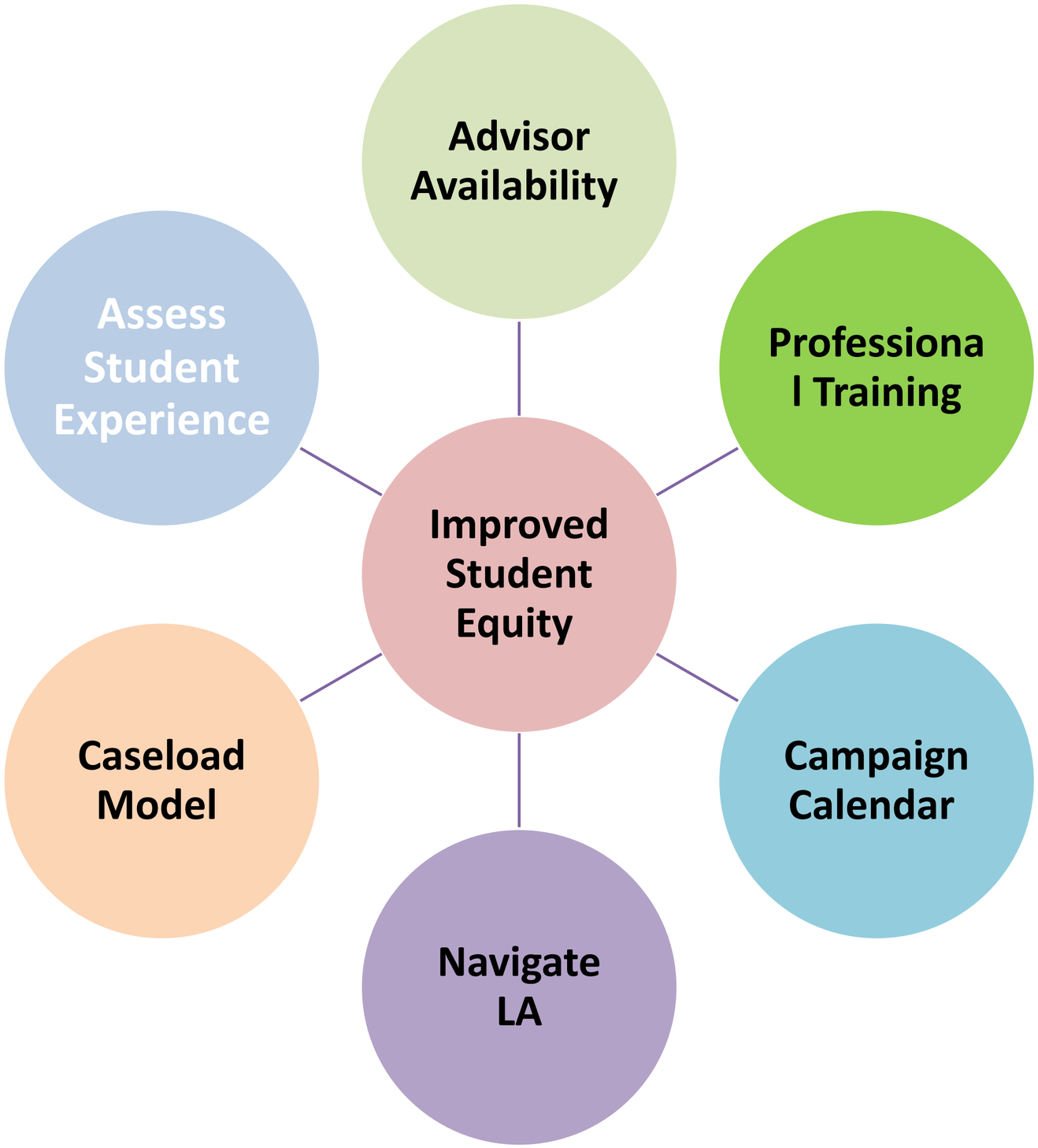
Fall 2023 DREAMer headcount by Ethnicity

Race category (IPEDS)	Headcount
Asian	45
Black	7
Hispanic	755
Pacific Islander	1
Two or More	2
Unknown	14
White	2
Total	**826**

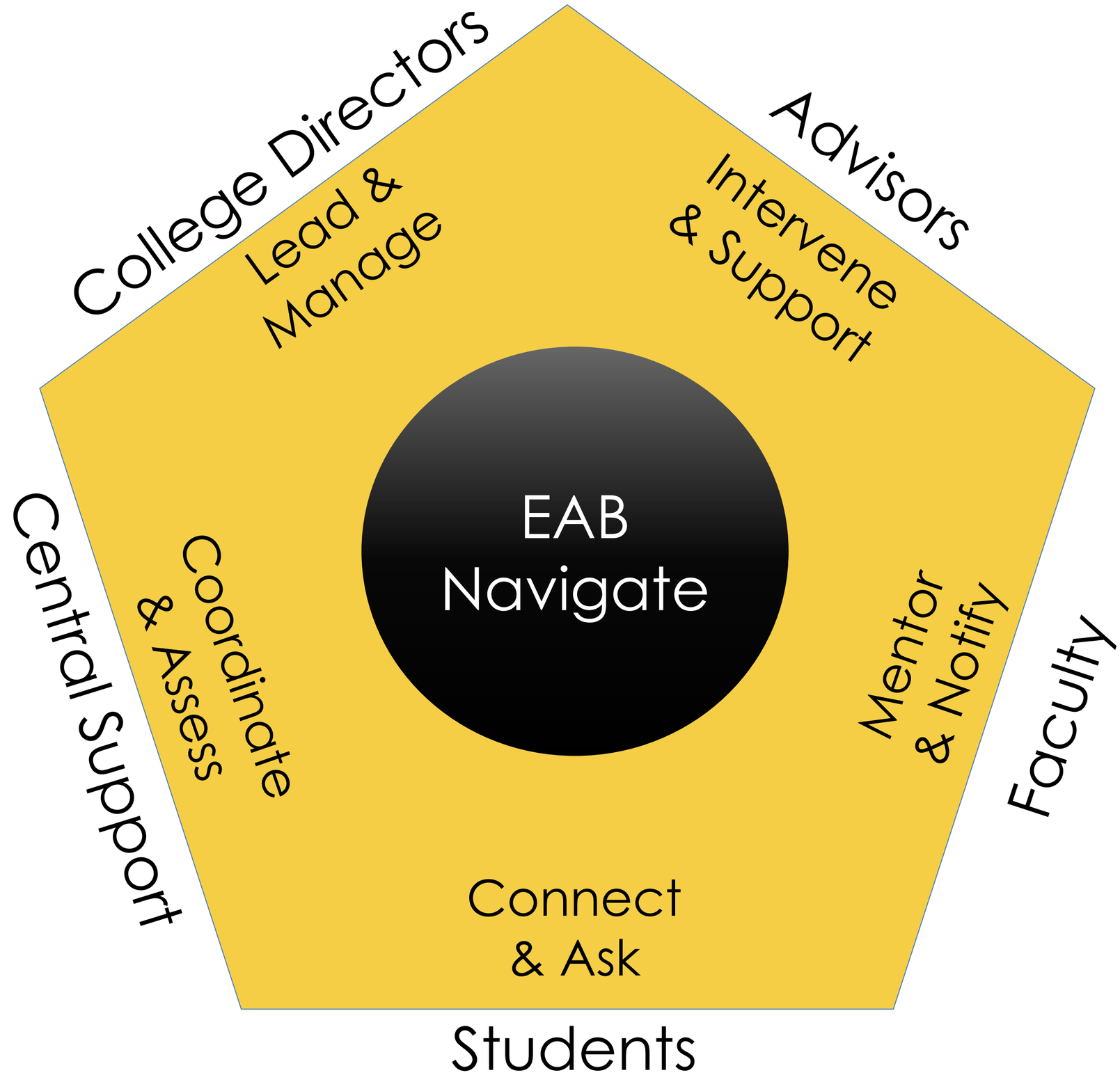
DREAMers Headcount by Year

Year	DREAMer count	Not DREAMer Count	Total	Dreamer %
2016	1060	26767	27827	3.81
2017	1211	27042	28253	4.29
2018	1262	26423	27685	4.56
2019	1143	25218	26361	4.34
2020	1092	25250	26342	4.15
2021	1015	26017	27032	3.75
2022	907	25120	26027	3.48
2023	826	23847	24673	3.35

Structures & Practices to Improve Advising Experience



Navigate LA: Connecting our Ecosystem



Faculty and Advisors: Partners in Student Success

Advisors and Advising Centers
Group advising for students with same degree plan
One-on-one advising to assist students with disqualification, withdrawal, SAP appeals, etc.
Affirmative messages to students meeting major milestones
Enrollment campaigns for sequential courses
Campaigns for students not meeting MSC who may need to explore new major options

Faculty and Major Departments
Faculty mentorship
Departmental Meet-and-Greets
Information sessions on research opportunities
Career discussions with recent graduates
Disciplinary student organizations (e.g., Creative Writing club, Women in Engineering club)

Equity Focused Proactive Caseload Model

Assign student caseloads
(first & second year)

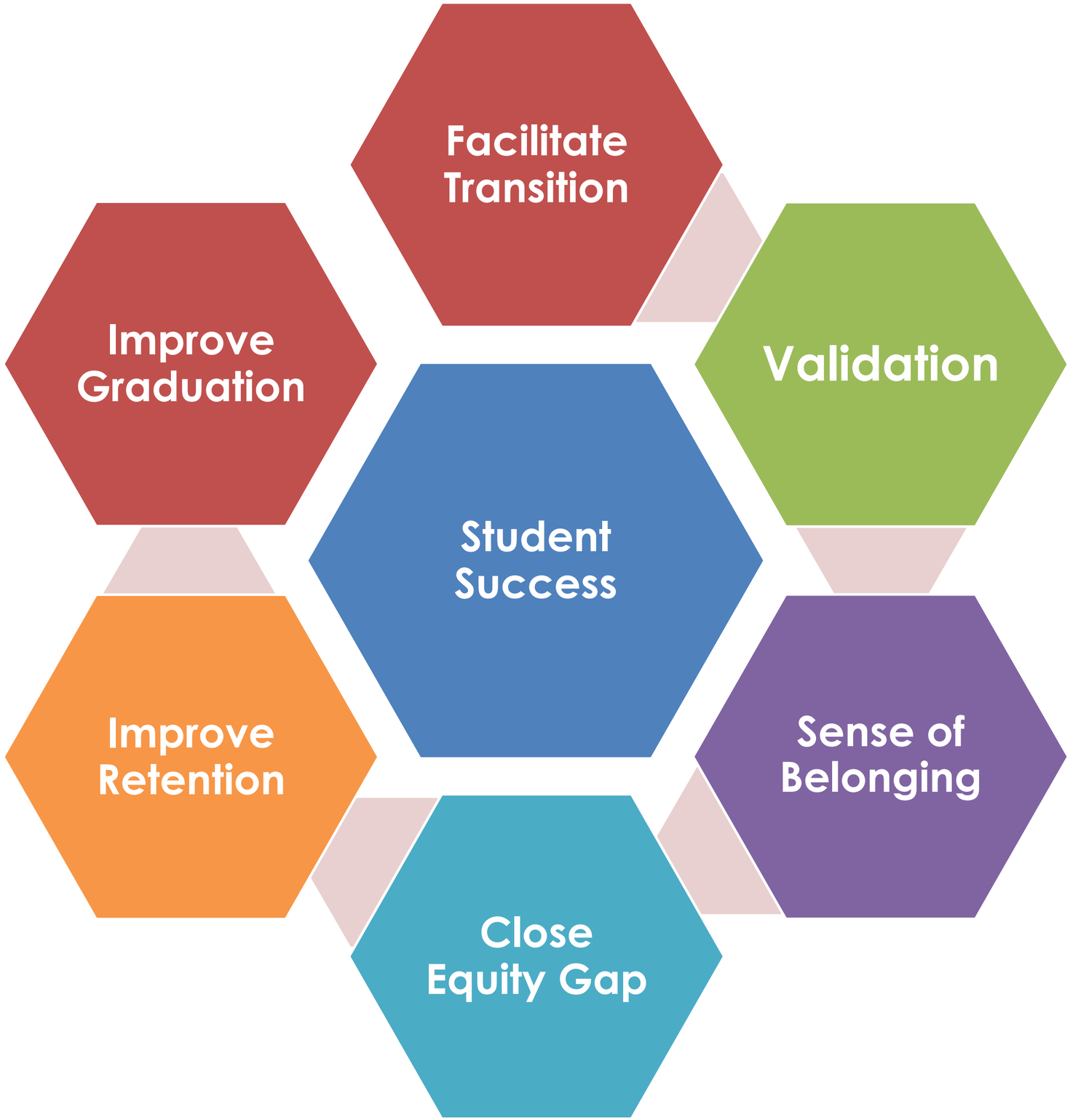
Prioritize students' needs

Leverage
EAB
Navigate

Proactive
outreach

Caring for
caseloads

Proactive Caseload Outcomes

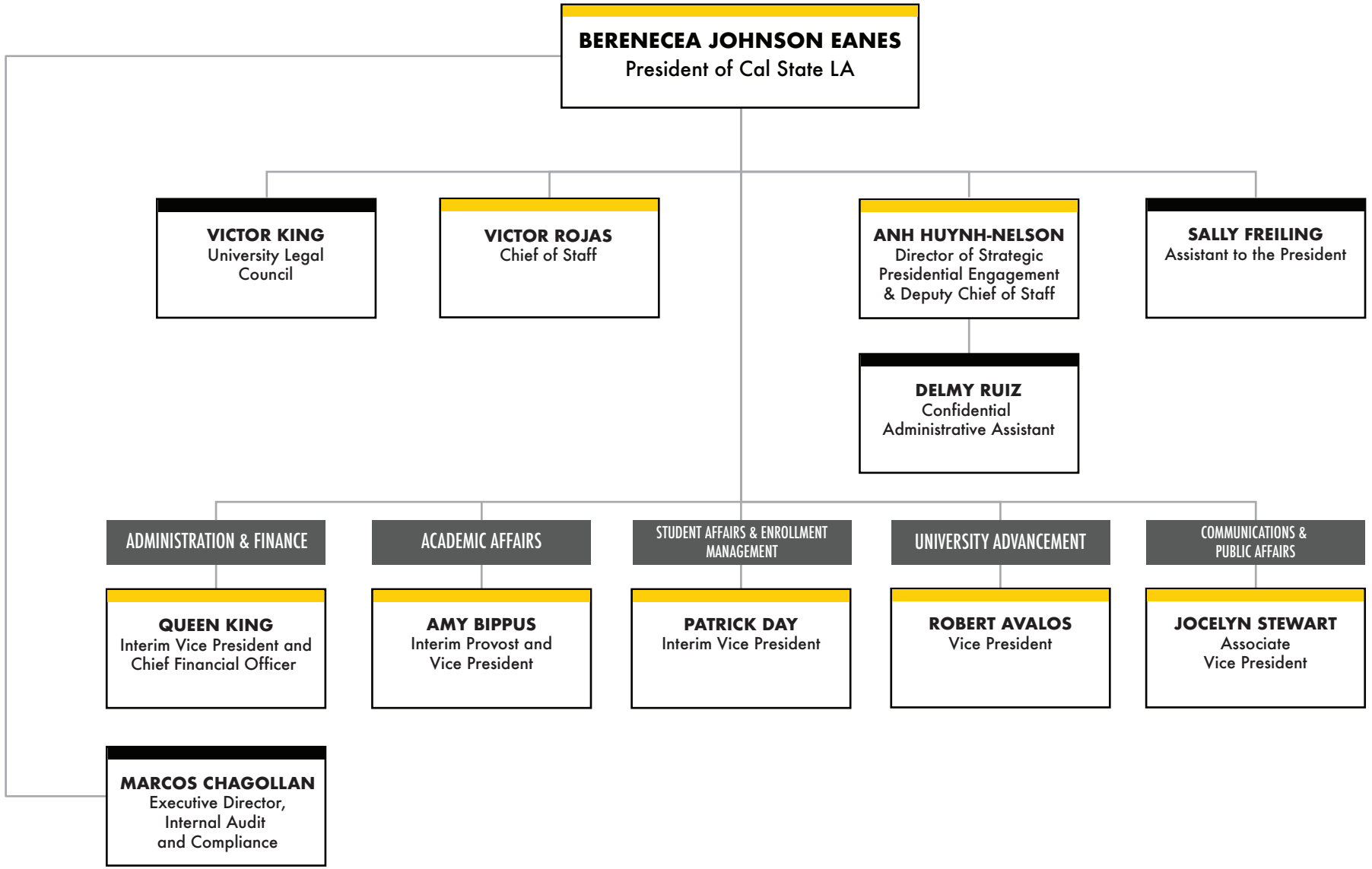


Framework for Quality Advising (EAB)



EAB, 2019

OFFICE OF THE PRESIDENT – ORGANIZATIONAL CHART



CABINET

02.15.24