California State University, Los Angeles

Educational Effectiveness Review for Reaffirmation of Accreditation

Submitted to the

Western Association of Schools and Colleges

July 2010







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INTRODUCTION

In this Educational Effectiveness Review (EER), we continue the process of institutional self-examination that we began with the Capacity and Preparatory Review (CPR). This report describes progress made toward achieving our educational objectives through aligning our mission and strategic initiatives with institutional resources. In this introduction, we provide a brief explanation of how the campus has committed itself to addressing and implementing the recommendations of the CPR as part of the Educational Effectiveness Review, despite unprecedented budget and enrollment reductions. We also introduce the four thematic essays that constitute this EER report. These themes are the four cornerstones of the institutional study that define how we are able to demonstrate our educational effectiveness. Finally, this introduction summarizes the beneficial impact of the accreditation review process on the campus effort to attain our institutional goals.

Approach to the Educational Effectiveness Review

The campus has continued its progression toward a highly developed level of educational effectiveness in terms of student learning, the teaching and learning environment, and organizational learning. Building on the processes that produced the institutional self-study proposal in fall 2006 and the CPR report in spring 2009, California State University, Los Angeles (CSULA) has made significant strides in planning, gathering data, reflecting on evidence, and improving educational effectiveness. After the CPR visit the campus set the following goals: 1) to adopt Institutional Learning Outcomes (ILOs); 2) to increase institutional learning though improvements to the program review process, and 3) to improve student success as well as increase student satisfaction broadly. Concurrently, rapid and unprecedented changes in the University's external circumstances began to unfold.

After the CPR visit in 2009 the State of California dealt a serious blow to the California State University system (CSU) and its 23 campuses. Shortly before the beginning of the 2009-2010 academic year, the budget for the CSU was cut by $584 million, resulting in a 20% budget reduction for CSULA. In addition, all CSU employees received 9.32% pay cuts and campus workdays were reduced by mandatory furloughs. While the impact of the budget cuts were somewhat mitigated by federal stimulus dollars and state emergency funds, the impact on the campus' improvement processes has been more serious. This impact continues, as the campus is now acting to limit enrollment by 9.5% in the face of an uncertain budget for the upcoming academic year 2010-2011. The actual and potential consequences of these developments are reflected throughout this EER report. Nevertheless, institutional evolution at CSULA has continued under these rapidly changing conditions. Campus responses to these challenging circumstances demonstrate our strong commitment to use inquiry and evidence to improve educational effectiveness for the students we serve.

Thematic Essays and Recommendations from the CPR Report

For the CPR report, the campus identified four themes central to our vision and important to achieving our educational objectives; each theme forms the framework for one of the major essays that follow.

The four thematic essays also provide responses to the recommendations of the April 2009 WASC site visit report:

1. Coordinate efforts on assessment, retention and enrollment management.
2. Prioritize assessment projects.

3. Identify institutional learning goals.
4. Coordinate the various activities related to student success and learning.
5. Review, evaluate, and improve student support services to more effectively contribute to student satisfaction and success.
6. Develop and implement an effective advisement system that is transparent, user-friendly, well coordinated and organized.
7. Measure the impact of research and scholarship on student success and implement procedures to assess the impact of research, scholarly and creative activity (RSCA) on student learning.

This EER Report is structured according to CSULA themes with corresponding essays:

Essay A: "*Strategic Thinking and Planning for Enrollment and Resource Management"* addresses WASC recommendations #1 and #2.
Essay B: "*Becoming a Teaching and Learning Community*" addresses WASC recommendations #2 and #4.
Essay C: "S*upporting Student Learning"* addresses WASC recommendations #3 and #4.
Essay D: "*Promoting Students in Reaching Their Goals"* addresses WASC recommendations #5, #6, and #7.

The campus remains committed to these themes even in the midst of the state budget crisis that endangers academic quality. The following thematic essays demonstrate how the campus, in responding to challenges rooted in external forces, has continued to demonstrate effective planning and decision-making based on data and evidence and to increase institutional learning capacity. At the end of the four essays, we provide an integrative synthesis of the EER report as well as a summary of the benefits of the accreditation review process for CSULA.

Essay A: Strategic Thinking and Planning For Enrollment and Resource Management

At CSULA's last re-accreditation visit, WASC recommended that the campus continue to reflect on the interconnections between the University's Strategic Plan, strategic initiatives, and overall resource allocation decisions. This essay responds to those recommendations, addressing how CSULA applies its mission statement, strategic plan and institutional goals in making decisions concerning the academic, personnel, fiscal, physical, and technological needs of the institution (CFRs 1.2, 3.8, 4.2). Two specific examples are discussed in detail below.

As indicated in the CPR report, CSULA recently completed a new strategic planning process. The President, Vice Presidents, the Academic Affairs Management Group (AAMG), and the Student Affairs Council (SAC) are guided by CSULA's 2008-2013 Strategic Plan, which sets forth six general directions (and 90 goals/objectives). Five of these six strategic directions relate directly to the goals of the CSU System's newest strategic plan, Access to Excellence. The six directions of CSULA's strategic plan include:

a) building strong academic programs,
b) improving outreach and recruitment,
c) improving organizational effectiveness, efficiency and communication,
d) having a supportive educational environment,
e) improving recruitment and retention of quality faculty, and
f) increasing university resources above state funding. (CFR 4.1)

While this newest Strategic Plan is similar in structure to the previous one, there are also significant differences**.** For example, campus faculty and administrators on the Strategic Planning Coordinating Committee crafted the strategic initiatives, as well as additional "strategic action items" for this newest plan. Another critically important difference from the last Strategic Plan is that dollars are linked to specific goals, objectives, and actions. (CFR 4.2)

Implementation of the Strategic Plan began in 2008. A critical step in this implementation is the link between the plan and budgeting. The University's annual resource allocation plan provides this coordination. The resource allocation plan guides budgeting and planning in each division of the university. A regular reporting system on progress made toward strategic goals will continue to be used by campus administrators in order to track progress. The President annually reviews each division's progress on its contributions to the strategic plan. One example of where significant progress has been made is planning for the Honors College. This is described on page 7 below (CFR 4.3).

Two Examples of Strategic Thinking and Planning

WASC recommended closer coordination of enrollment management, retention, and assessment, especially as they relate to student success. CSULA's Strategic Plan also focuses on improving organizational effectiveness, efficiency, and communication. Two examples of strategic thinking and planning are presented in the following sections. The first example describes the alignment of CSULA's strategic priorities and management processes with student enrollment and retention goals, how the effects of setting and managing enrollment goals on student success are mitigated, and planning for a new Honors College. It demonstrates how the strategic directions for CSULA connect enrollment and resource management, retention efforts, and student success, in the midst of a rapidly changing context for public higher education in California. The second example describes the role of resource management in student success through two initiatives: academic planning and resource allocation and semester conversion planning.

Example 1: Strategic Enrollment Management

Over the past 10 years, CSULA has faced a variety of challenges in meeting enrollment goals set by the CSU system. Until July 2009, the campus had been operating with constant enrollment *increases* of approximately 2.5% full time equivalent students (FTES) per year. In contrast, for fall 2010, the CSU has mandated a 9.5% *reduction* in total FTES for the CSULA campus. While the prior era of constant enrollment growth presented a variety of challenges in terms of recruitment, retention and learning achievement of students, this current dramatic enrollment reduction now presents a new and different set of challenges. However, with its new strategic plan and initiatives, a comprehensive enrollment management plan, and an emerging culture of evidence, CSULA is in a position to address these new challenges. The campus is committed to the strategic goal of becoming nationally recognized for supporting the transformation of CSULA students into better-educated and highly competitive graduates. (CFRs 3.5, 3.8, 4.1)

In addition to the Strategic Planning Coordinating Committee (mentioned above), the University now has a process in place for strategic enrollment management. The Enrollment Management Steering Committee (EMSC) leads this effort. The purpose of the EMSC is to monitor efforts in the areas of enrollment, recruitment of new students, and student success. Both the current committee structure and the enrollment plan are an outgrowth of work done earlier by the Academic Affairs Enrollment Management Task Force (2006)**.** The EMSC, with

Academic Senate and student body (ASI President) representation, uses shared governance for the strategic enrollment management effort. The committee is steering the institution through the dramatic shift in enrollment mode, from growth to reduction. A much more coordinated and integrated approach is embodied in the EMSC comprehensive enrollment management plan which focuses on University Image; Recruitment and Admissions of New Students; Financial Aid; Student Success; Customer Service/Process Improvement; and Infrastructure. The design of the plan, with its established goals, objectives, actions, and indicators, facilitates the necessary connections between recruitment, retention and graduation in the work of the EMSC. A related development, the CSU-mandated Graduation Initiative, begun in January 2010, will require some adjustments to CSULA's Enrollment Management Plan and the assignment of roles and responsibilities for implementation. The implementation of this latter initiative is also underway.

The EMSC has operated over the past year with two subcommittees in order to address specific aspects of the enrollment plan. These are a) the Enrollment Management Planning Group (EPG) and b) the Immediate Solutions Subcommittee. The work of these subcommittees is described below and serves as examples of the evidence-based decision-making, integrated planning and implementation that have been utilized to respond to the rapidly changing enrollment and budget context of the university. A final initiative, c) Honors College, completes this example.

a) Enrollment Planning Management Group

The Enrollment Management Planning Group began its work in spring 2009, tasked by the EMSC with making recommendations for achieving the mandated 9.5% reduction in enrollment by fall 2010. The broad planning parameter provided by the EMSC was to employ two steps to achieve the enrollment reduction. In year one (AY '09-'10), plan for a 6.5% reduction in enrollment and, in year two, plan an additional approximately 3.0% reduction. It is important to note that at the time this planning subcommittee began its work, the enrollment target for AY '09-'10 had previously been set and recruitment to achieve the earlier target was already underway. Also a 20% budget reduction was announced at this time. Even though the state funding mechanism allocates resources to the CSU system based on enrollment (FTES), budget and enrollment reductions are linked, but not proportionally. Hence, resource management planning was also set in motion at this point. The President's Executive Officers team oversees the coordination of these two types of planning activities. (A further discussion of resource management is found at the end of this essay).

Based on a review of recent enrollment data, the enrollment management tools (tactics) suggested by the CSU system and the timeline for important steps in the recruitment process, several key recommendations were made by the planning group and approved by the EMSC regarding enrollment targets and campus profile.

1. Formulation of a profile for the desired student population mix within the given enrollment targets;
2. Elimination of rolling admissions;
3. Implementation of campus and program impaction; and
4. Elimination of state-supported summer quarter.

The development and implementation of these recommendations demonstrate the institution's ability to use evidence-based planning to respond rapidly to the demands of these recent budget and system-mandated adjustments. (CFR 3.8) These are described below:

1. Desired Student Population Mix. The Enrollment Management Planning Group used historical data and the proposed enrollment targets to formulate a profile for the desired mix of new entering students for AY 2010-11. Because CSULA has a long history of supporting effective graduate, credential, and certificate programs, the proposed profile (formulated in fall 2009) maintains a population of students that is approximately 21% graduate

students (17% degree seeking graduate students and 4% credential/certificate students) and 79% undergraduate students (37% first time freshman and 42% first time transfer students). The absolute number of international students will be static over the coming years as mandated by the CSU system.

One example of the impact of the enrollment management plan is seen with admissions decisions for graduate programs. Each graduate program and its respective college largely establish admission to degree programs in specific disciplines. Under the guidance of the Graduate Studies Office, whose associate dean serves on the enrollment management planning subcommittee, the academic Deans and Graduate Program Coordinators are now provided with two important types of data: a proposed college level cap for enrollment along with historical trend data on admissions and enrollment (which points to a projected "yield" on graduate admissions by academic program). These data allows the Graduate Coordinator and faculty to be more selective in decisions about admissions for AY'10-'11. Due to an important change in how graduate student enrollment is coded, program faculty will now be able to track better graduate student progress. Previously, all graduate applicants who indicated an "intention" to apply to a degree program were coded as a student "admitted" to that program. This made it seem that many graduate students were not continuing in or completing their degree program, when in fact, those students may have never actually pursued the indicated degree. It is anticipated that these types of changes to admissions practices and tracking of graduate students will offer the ability to improve evidence-based decision making for graduate studies. (CFRs 3.8, 4.1, 4.3)

2. Rolling Admissions. The enrollment targets for AY 2010-11 and the desired mix of students entering the university will be achieved through the implementation of various enrollment management tools. For example, rolling admissions have been eliminated. Prior to fall 2009, the campus had been using rolling admissions to meet enrollment growth targets. The EPG recommended limiting enrollment to fall quarter (and subsequently this was mandated by the CSU system). The system did provide an opportunity for admissions in spring quarter 2010 for credential students, upon the request of the campus. The option of admitting additional transfer students in winter and spring will be kept open for AY '10-'11 should fall '10 enrollment targets not be met, barring further restrictions from the CSU system. Eliminating rolling admissions required immediate implementation and represented a dramatic shift in admissions practices for the campus.

3. Impaction. A third enrollment management tool employed to achieve enrollment targets and the desired profile for the student body is campus impaction. Title 5 mandates that all students who are residents of California and who meet minimum admission requirements must be admitted to the university. Campus impaction results in the university defining a "Local Area" from which it must accept all qualified applicants. It also makes it possible to impose additional admissions criteria to applicants from the non-local area, and thus provides the ability to control the number of applicants admitted to the university. The CSU system approved the university's data intensive request for campus wide impaction for 2010-11 undergraduate admissions (the request for 2011-2012 was also recently approved). (CFRs 4.2, 4.3)

The enrollment management planning subcommittee also recommended increased utilization of impaction at the academic program level. Program impaction will be requested for several highly enrolled academic programs during this academic year. This allows these programs to employ additional admission criteria so the number of students in these high demand majors will be limited beginning in fall 2011. In addition, the number of better-prepared students will be increased and thus it is projected that their retention and success will be enhanced. Nursing has used program impaction for several years and will continue to do so. Programs seeking this status for the first time will be: Pre-nursing, Child and Family Studies, Criminal Justice, Psychology, and Social Work. The CSU system reviews all requests for program impaction and recently approved this request in spring of 2010.

4. Summer Quarter. A fourth enrollment management tool is the elimination of state-supported summer quarter for 2010 and the development of a self-supported summer term, offered through Extended Education. Elimination of summer quarter provides another means by which state funded enrollment can be reduced. Historically, summer quarter has resulted in approximately 12% of the annual FTES. Summer 2010 is a hybrid term of limited state supported course offering and courses offered through Extended Education for two important reasons, both related to the linkage between enrollment and student success. First, the design of several graduate programs and some undergraduate programs included year-round operations, which had already begun at the time the decision to eliminate summer quarter was finalized in January, and therefore a complete elimination of state supported summer offerings would have had a negative impact on students in these programs to whom the university had made a commitment when they were admitted. Second, in order to mitigate the detrimental impact of a complete elimination of summer offerings to continuing students and their progress towards graduation, the decision was made to offer some summer courses through Extended Education. The fees for these courses were set by the campus and the Chancellor's Office. Planning and implementing a hybrid summer term represents a dramatic change to campus operations and culture. While challenging, the rapid timeline for implementation has required enhanced coordination, integration and communication and organizational learning which will be applied to address future challenges. (CFRs 3.5, 4.3)

b) Immediate Solutions: Retention and Student Success

In addition to admissions, strategic enrollment management at CSULA should enable greater student retention and success in achieving learning outcomes. In order to respond rapidly to the consequences of the changing budget and enrollment context, a short-term planning group called "Immediate Solutions" was formed in summer 2009. Its purpose is to find immediate solutions to problems that impede student success. Some of the problems addressed by projects underway or already completed include:
1) enhancing communications to students, faculty and staff using campus-wide staff meetings, and a fall faculty day workshop on "Enrollment Issues at the Beginning of the Quarter;" 2) encouraging students to use CSULA email and ongoing web-based FAQ communications; 3) improving registration processes to maximize opportunities for students to enroll in needed courses, such as developing a way for staff in academic departments to manage course waiting lists, and implementing phased registration;
4) improving data reporting to the colleges, such as providing a means to monitor GE course enrollments**,** and 5) developing college and institutional responses to the decreases in summer course offerings and their impact on progress to graduation by adding additional courses to the schedule in both winter and spring quarters. Additional efforts to improve student retention and graduation rates in the long term are described in Essay D. (CFRs 3.5, 3.8, 4.5)

c) Enrollment Management and the Honors College

An example of the ability of CSULA to link enrollment planning to strategy can be seen with the institution's continued pursuit of strategic goal 5.5, "*Recruit and retain an increased number of better-prepared students.*" Implementation of this strategic goal aligns with the enrollment priority of more intentionally shaping the profile of the CSULA student body. Building on the detailed plan presented by the Academic Affairs Enrollment Management Task Force its spring 2008 report, "Recruiting Better Prepared Students," the University intends to attract and retain better-prepared students by supporting existing programs for these types of students as well as developing new programs, such as the Honors College. (Existing programs and their effectiveness are described in Essay D). A review of the retention of CSULA students disaggregated by SAT scores shows that, as expected, better-prepared students are retained at higher rates; for example, students with SAT scores greater than 900 are retained at a level of

80% compared with the CSULA campus average retention of 70%. However, students at other institutions with SAT scores over 900 are retained at rates approaching 90%. This is addressed in more detail in Essay D. (CFRs 3.8, 4.1, 4.3)

Planning for an Honors College at CSULA was based on the extensive recommendations in the report, "Recruiting Better Prepared Students," as well as on emerging research. Some argue that honors colleges at public universities undercut their mission of access, but other research suggests that such colleges can significantly improve the learning achievement of underserved students "whose persistence is most perilous."[1] As described in Essay D, CSULA students can benefit from the types of experiences an honors college can offer, many of which show significant correlations with deep/integrative learning. The CSULA Honors College will build on institutional strengths: strong academic programs in the liberal arts, sciences and professional programs; numerous opportunities for undergraduates to be involved in research, scholarly and creative activities (see Essay D); a general education honors program; one of the only early entrance programs in the nation; a President's Scholars program; the experience gained from established first year learning communities; and the many opportunities for co-curricular learning, internships, service learning and community engagement activities that the cities of the Los Angeles Basin offer. Importantly, the Honors College will support the urban mission of the University by preparing students for productive and successful careers as well as contributing to society. It will also serve as a resource for the Greater Los Angeles Basin community. (CFRs 3.8, 3.11, 4.2, 4.3)

The CSULA Honors College will admit its first class in fall 2011. By 2017, it is anticipated that 5% of the undergraduate population will be enrolled in the College. Building on the effort of a previous ad hoc planning committee, the current Honors Advisory Board, comprised of constituents from each division of the University and the Academic Senate, is completing the strategic plan for the Honors College. Programming for the Honors College will provide students the opportunity to achieve institutional learning goals and learning outcomes in their academic major programs as well as in: Aesthetic Awareness and Creativity; Civic Engagement, Social Innovation, and Community Leadership; Global Learning/Global Citizenship; and Knowledge Creation. These learning outcomes align with institutional learning goals and will be achieved through an integrated and interdisciplinary core curriculum, undergraduate research experiences, and community engagement opportunities. This important new venture will require that the University administration work with existing Colleges and their academic programs to coordinate outreach and recruitment and improve the integration of educational technology with the academic programs. In sum, the Honors College provides evidence of CSULA's ability to prioritize in order to harness its greatest strengths and, despite the budgetary challenges, invest in a high impact program that will serve underserved and better-prepared students in new ways.

Example 2: Resource Management and Student Success

This section describes: a) how academic planning and resource allocation support student progress to graduation and b) how conversion from quarters to semesters may improve institutional efficiency. (CFR 4.1) The first example from the Division of Academic Affairs, scenario planning for course offerings in

[1] Seifert, Tricia A., Pascarella, Ernest T., Colangelo, Nicholas., Assouline, Susan G, *The Effects of Honors Program Participation on Experiences of Good Practices and Learning Outcomes* Journal of College Student Development - Volume 48, Number 1, January/February 2007, pp. 57-74.

AY ’10-’11, demonstrates the connection between academic planning and budgeting. Planning for a longer-term strategy of resource development is demonstrated in the second example of the ongoing campus effort to study a quarter to semester calendar conversion.

a) Academic Planning and Resource Allocation

One demonstration of how the institution strives to align academic planning, budgeting and student success can be seen in Academic Affairs during AY ’09-‘10. CSULA is dependent upon the budget allocation it receives from the CSU system, which in turn comes from the State of California. The determination of the budget for the CSU system is often not finalized until the month of May immediately preceding the academic year. Once the allocation from the CSU has been set, the budget allocation to academic affairs is derived from the campus budget planning process. In summer 2009, both the campus, in general and the Division of Academic Affairs, in particular, were challenged with a 20% budget reduction. This drastic budget reduction was mitigated by approximately 10% in 2009-10, with furloughs and additional onetime dollars. There will be no furloughs in AY ’10-’11 however, so planning is underway to adjust to this. Budget and enrollment reduction mandates present a set of planning challenges, which, when coupled with the mandate to improve the graduation rate by 9.5% beginning with the class of fall of 2009, bring additional complexity to academic planning.

To respond to these challenges, College Deans were tasked with planning course offerings for AY 2010-11 under three budget scenarios. Since approximately 90% of Academic Affairs’ general fund budget is related to personnel costs, all scenarios involved reducing these costs. Based on the projected enrollment targets, each scenario kept the total FTES target constant, for purposes of comparing each scenario with projected student needs. These guidelines attempt to address the competing needs of first year students and continuing students at both the undergraduate and graduate level. Under each scenario, the following planning guidelines were used:

- give high priority to needed remedial courses, along with other courses for first year students (the required *Introduction to Higher Education* course and first year courses in general education and the major);
- achieve appropriate balancing of courses in the major with courses in general education and graduate courses;
- increase course enrollment caps; and
- eliminate courses with enrollments of less than 10 students (thus adversely impacting upper division undergraduate and graduate course offerings).

In the first course-planning scenario, the availability of part-time instructors was reduced by 95%, so that course offerings would be delivered almost exclusively by tenure-track and tenured faculty. In addition, faculty would receive release time only for contractual obligations such as serving as department chair. In the second scenario, additional dollars were to be provided by the salary-savings from reducing the part-time instructor pool. The additional dollars could then support additional course offerings. In the third scenario, in addition to the salary-savings, one-time dollars would be available for special considerations of compelling need. For each planning scenario, the total FTES projected to be achieved was determined. In January, federal stimulus dollars were provided from the CSU system for additional course offerings in the fall of 2010. This allocation of this $2.5 million was based on maximizing the total FTES. Currently course offerings for AY ’10-’11 have been based on scenario one and include this addition of the federal stimulus dollars.

With six colleges, 59 undergraduate programs and 57 graduate programs, this planning exercise has been a major undertaking for academic administrators, their resource analysts, department chairs and faculty. It illustrates how far the institution has come in the past ten years with its ability to link planning and budgeting. However, this planning process and the experience of the past year has brought to the forefront the need for performance indicators, data, and processes to respond to the roadblocks in the paths to student success. The heightened awareness of the interrelationship of these factors has made it possible for the University to respond more effectively to student needs. For example, the ability to project course demand is now being developed in order to insure the availability of courses needed to complete degrees.

Evaluating the direct impact of continued budget reductions on student success will be easier now that an interactive data mart has become available, allowing programs to follow enrollment trends over time. Data gathered at the institutional level through the National Survey of Student Engagement (NSSE) and the Collegiate Learning Assessment (CLA) as well as broad indicators such as campus-wide retention and graduation rates will also be used. With a robust program review system in place, the impact of the budget reductions to academic quality will be monitored through the continued attention by faculty to program assessment as well as the continued commitment of the institution in supporting external review. (CFRs 3.5, 3.8, 4.2, 4.3)

b) Semester Conversion Planning

One important strategic direction that holds some promise for resource re-allocation for the institution, after an initial investment of resources, is the conversion from the quarter system to the semester system. Over the last two years, a process to study the impact of a possible conversion has been undertaken. The goal for year two of the CSULA conversion planning process, begun in fall 2009, is to develop a set of recommendations and cost estimates for a plan to convert curriculum and pedagogy, advising, calendar, policies and procedures, student support services, information technology and campus communications. This plan will be presented to the Academic Senate and the Associated Students, Inc. (ASI) in fall 2010, for review, followed by recommendations to be presented to the President.

The current planning process is using a steering committee, the Semester Conversion Task Force, primarily composed of faculty and key administrators. Faculty from the steering committee are conveners for seven subcommittees, whose membership is drawn from the faculty and staff from across the campus. Students are represented through student government leadership. The subcommittees are focused on the elements of the plan as described above. Significantly, the task force and subcommittees have used Sharepoint software, a collaborative work tool, to support the effort. Each subcommittee is seeking input from across campus using surveys, focus groups, college meetings, and Facebook. They are also looking to campuses across the nation that have undergone conversion recently. In light of existing models, it is anticipated that the conversion to the semester system will provide the possibility of the re-allocation of some resources and will streamline campus processes. These benefits, as well as the curriculum revision that may follow the conversion, will significantly contribute to improved student learning. (CFRs 3.5, 3.8, 3.11, 4.1, 4.3)

Essay A Summary

As recommended by WASC, the University has more closely aligned its Mission, Strategic Plan, strategic initiatives, and overall resource allocation decisions. Specifically, CSULA has improved its management

of strategic processes and coordination of efforts on enrollment, retention and student success by institutionalizing structures such as the enrollment management steering committee (EMSC). Remaining challenges include meeting enrollment targets, maintaining and monitoring the desired mix of students, and increasing retention and graduation rates over time, all in the face of serious budget reductions.

ESSAY B: Becoming a Teaching and Learning Community

This essay responds to two CPR WASC recommendations, to prioritize assessment projects, and coordinate the various activities related to student success and learning. It provides three examples: 1) the collection, dissemination and response to learning outcomes data; 2) evidence of commitment to learning and improvement (including coordination and prioritization of assessment activities); and 3) assessment of student learning at the institutional, general education, academic program, and non-academic program levels. These improvements in the management of strategic processes and outcomes assessment enable the University to become a better teaching and learning community. (CFRs 4.3, 4.4, 4.5, 4.7)

Example 1: Collection, Dissemination and Response to Learning Outcomes Data

The CSULA faculty holds itself accountable for student learning, as well as for students' success in their chosen careers. This understanding is developed and communicated through a variety of institutional tools, some University-wide, others college-specific. CSULA is working toward developing a more comprehensive and coordinated process for collecting, disseminating, and responding to data. Our increasing ability to document and disseminate evidence of student learning and growth, as well as to use that information to inform achievement of University goals, is the result of an organizational culture that has a shared understanding of purpose. The examples we provide below are not exhaustive, but serve to illustrate the degree to which the CSULA community views the importance of student achievement of outcomes.

Foremost, the campus community is guided by CSULA's Mission Statement and by the University's Strategic Plan, which was created with input from faculty, staff, students and the community to implement the Mission. Reflecting the overall campus mission, the Assessment Mission Statement focuses specifically on using information about student outcomes to improve teaching and learning. The Educational Effectiveness Council (EEC), which includes members from various constituencies on campus to ensure a balanced representation, coordinates the implementation of the assessment mission statement.

At the institutional level, the Educational Effectiveness Council (EEC) and the Academic Senate's Educational Policy Committee (EPC) are responsible for implementing and monitoring student learning outcomes assessment and applicable policies. At the college and program level, the institution has developed a Program Review process of annual assessment reports for all degree programs, providing trend data at the program level. These data are presented to the University and to colleges disaggregated by college and program. (CFR 4.8)

Data on evidence of student learning is systematically collected, evaluated, and disseminated to all levels of the University for the purpose of organizational improvement. Examples of some of the databases and reports that the campus maintains are listed below (CFR 4.5):

- Annual CSU program review reports
- CSULA program review reports
- Discipline specific accreditation reports
- Collegiate Learning Assessment
- NSSE data summary and NSSE Reports
- SNAPS data summary and report
- VSA College Portrait

Program review has become a key mechanism for connecting outcomes data at the program level to planning activities at the college and institutional level. Essay C describes program review and also how academic programs are collecting and using outcomes assessment data to improve student learning in more detail.

For programs to be continuously improved, feedback and constructive criticism are required. The best form of this type of feedback comes from constituents and stakeholders. Constituents include members of the University community, its administrators, faculty, staff and students. Stakeholders external to the campus include alumni, employers, internship supervisors, and CSU system-wide administrators and colleagues. Communication of information about student outcomes and strategic initiatives and goals takes multiple forms, including published newsletters, University websites, electronic media, faculty meetings, written reports, and public forums (e.g., Town Halls). The campus updates both internal and external stakeholders regularly on the progress made towards strategic initiatives and goals as well as on student learning outcomes.

In a 2007 survey, CSULA's academic programs identified their stakeholders, reported whether they had an advisory board, and described the ways in which external stakeholders were involved in assessing effectiveness. All of the respondents reported soliciting input from the University community, e.g., internal stakeholders such as students (95%) and faculty (88%), and all of the programs reported using that data for program development or improvement. (CFR 4.8) Programs also reported soliciting input from external stakeholders such as industry/government partners (67%) and alumni (67%). Seventy-one percent of programs solicited input from external stakeholders, and 100% reported subsequently using that input for program assessment, improvement and development. Critical input from external partners usually takes the form of an advisory board. Nearly all professional programs on campus (e.g., Engineering, Education, Social Work, Business, and Nursing) have an advisory board that meets with the faculty annually. While not governed by an accreditation agency, Asian and Asian American Studies, Latin American Studies, and Political Science also have advisory boards and History, Mathematics, and Chemistry are forming advisory boards. The 2007 survey findings show that both the campus community and external stakeholders are engaged in assessing CSULA's effectiveness and guiding its actions to improve students' education and meet the needs of the State of California. (CFR 4.8)

Example 2: Evidence of Commitment to Learning and Improvement

The institution conducts numerous evidence-based activities such as assessment of student learning and sustains ongoing discussions about how effectively it is accomplishing its purposes and achieving its objectives. Several existing structures provide coordination for this effort with respect to student learning and improvement.

The Academic Affairs Management Group (AAMG) is the key management group in Academic Affairs. This group includes the Provost, Associate Vice President for Academic Affairs, Deans of the Colleges,

Dean of Extended Education, and Dean of Undergraduate Studies and meets bi-monthly, and sometimes weekly. The Associate Director of Institutional Research also attends to provide decision support. Other important venues across academic affairs for deliberation of evidence-based decisions are the college level Chairs/Directors Council meetings, chaired by the Deans. In addition, Chairs and Directors present relevant data at Department/Division/School meetings. There are additional ad hoc groups within and across divisions (described below) that examine data, formulate goals and objectives and plan specific steps to improve learning outcomes, retention, and graduation. See Essay A for examples of how several groups use data and findings to improve programs or processes. (CFR 4.5)

Coordinating and Prioritizing Assessment Activities

Since spring 2009, CSULA has acted to prioritize and coordinate various efforts related to student success in the development of an emerging culture of evidence for the improvement of student learning. Two key Academic Affairs policies, the assessment policy, and the syllabus policy, support a campus-wide, evidence-based approach to improving learning. Along with policy, the steady implementation of faculty development in the area of assessment over many years continues to play a critical role in sustaining the assessment effort. Crucial to policy and faculty development is the leadership demonstrated at all levels of academic affairs in support of this effort. CFR 4.3, 4.4)

At the institutional level, the Educational Effectiveness Council (EEC) has emerged as the group that meets regularly to monitor campus-wide evidence-based learning activities and for review of information about educational effectiveness at the program and institutional levels. Meetings of the EEC have focused on monitoring aspects of the work of the WASC self study teams, coordinating assessment activities such as the annual post-program review report and quality improvement reporting by non-academic units, disseminating campus-wide survey results, and using ad hoc groups for projects to develop, review and use evidence of student learning in the support of student success. As an example, one ad hoc group of the EEC worked for six months to create draft institutional learning outcomes (ILOs) as recommended by WASC in the CPR. This group then gathered feedback from across campus to refine the draft. Another ad hoc group worked to develop and implement a method to estimate the number of students who are engaged in research, scholarly and creative activity (RSCA) and to evaluate the impact on learning (as recommended by WASC in the CPR). A third ad hoc group examined common data indicators to identify peer institutions for comparison of results of the CLA, NSSE, or other data for CSULA. A fourth work group met to coordinate data collection on the institutional learning outcomes related to freshmen reading and writing. (CFRs 2.3, 2.4)

In addition to these EEC activities, the Associate Vice President of Academic Affairs (AVPAA) has been fostering a partnership with Student Affairs. Significantly, a campus team that participated in the WASC assessment workshop in fall 2009 included the Assistant Vice President (AVP) for Student Affairs, the Director for General Education, the Director of Faculty Development, and additional faculty. Since then, the AVP of Student Affairs has taken a major role in stimulating learning assessment activities in the Student Affairs Division. The Program Review Committee chair provided a workshop on assessment to many of the Student Affairs staff. Student Affairs managers are charged with developing an assessment plan and learning outcomes for each unit. The Student Affairs Council has met frequently to discuss WASC themes, institutional learning outcomes and assessment activities. The Student Affairs Customer Service Committee meets regularly. One highlight of their effort has been the development of a procedure to examine the student experience of registration, financial aid and admissions. In addition, several teams of graduate students in a research methods course offered by the College of Education in spring 2010 assisted Student Affairs units (Admissions, International Students, Office of Students with Disabilities, Outreach) in creating evaluation and/or assessment plans. Student Affairs is becoming more

integrated with Academic Affairs and its program review processes, and the dialogue continues. Other Divisions have also begun discussions of how institutional learning outcomes align with unit goals. (CFR 4.2)

Example 3: Assessing Student Learning Outcomes at the Institutional and Program Levels

In the past year, two institutional learning outcomes were examined: 1) reading and writing at the freshman level and 2) deep/integrative learning at the undergraduate and graduate level (see p. 1 in WASC Table 7.1). This section of the essay reports on the findings for reading and writing, and Essay D reports on the findings for deep/integrative learning. It illustrates the type of data and processes that are used to improve student learning, as CSULA becomes a teaching and learning community. (CFRs 2.10, 4.6)

Freshman Reading and Writing

The developmental (remedial) writing program is effectively preparing CSULA students for success, according to a recent review of several studies on student performance in this area. One study in 2009, conducted by the English Composition program, indicates that the current writing program effectively advances students to a college ready level and that this population not only performs academically at levels comparable to students who enter as "college ready" but these students are also more likely to stay at the University. This conclusion is bolstered by 2009 NSSE data (p. 6) that show that CSULA freshmen are significantly more likely than their peers to report that the institution contributed to their ability to write effectively. (CFR 4.3) This is also supported by the 2008 CLA findings (p.7) that show that CSULA freshmen scored significantly higher than expected on the CLA writing task.

In fall 2009, an additional study was undertaken to understand the NSSE results and inform the campus about the background of students in the English Composition program. CSULA faculty administered a survey to freshmen (80% of whom require remediation in English) to examine perceptions about their reading and writing skills, attitudes about high school coursework and the perceived impact of their high school English courses on their preparation for college-level reading and writing. The study revealed that sixty percent of freshmen reported that they were "well" or "very well" prepared for college in their high school English classes. Twenty nine percent reported that they were "moderately well" prepared and eleven percent reported they were "not at all" prepared for college. Overall, about 75% of students reported writing one or two essays a month in their high school English classes. While 69% of students rated their reading skills as "pretty good" or "excellent" only 44% of students rated their writing skills as "pretty good" or "excellent." (CFR 4.3) Complete results of this study can be seen here.

The studies described above are informing a new project currently underway to assess writing as students develop their skills through their general education (GE) experience.

Assessing Student Outcomes in General Education

The last Program Review of GE recommended the revision of GE learning outcomes. The process for this was initiated through the four campus-wide GE conversations whose overall goal was to lay the groundwork for a revision of the GE program. The second conversation provided suggested outcomes that will help define the mission of CSULA and the identity of our graduates.

The Faculty Director of General Education and the General Education Subcommittee (GES) are responsible for implementing the assessment of outcomes and meeting deadlines. The (GES) is working to revise the current assessment plan to provide outcomes assessment data on a regular basis, by linking GE course/outcomes assessment to the curriculum assessment that is currently required for program review. See Essay C for a more complete discussion of GE Assessment. (CFR 2.2)

Assessing Student Learning Outcomes at the Program Level

All of CSULA's programs currently have learning outcomes and provide them on their departmental web sites. Program Review procedures were revised in 2008 to mandate annual program assessment reports. Programs were asked to report where learning outcomes are published, which learning outcomes were assessed in the past year, what methods were used to determine that students achieved outcomes, the results of the most recent assessment, and how the results were used for program improvement. The Faculty Assessment Coordinator reviews these reports, and feedback on program assessment is sent to program faculty and college deans. See Essay C for a discussion of the new program review system and findings from the first cycle of program review annual reports. (CFR 2.2, 2.3, 4.7)

Quality Improvement in Non-Academic Areas

In CSULA's Capacity review, WASC recommended that the campus quality improvement (QI) process should be more regular and systematic. As part of CSULA's strategic planning efforts, the 2008-13 Strategic Plan includes a directive to create a culture where decisions and actions are openly made. One of the goals under this directive is to implement a comprehensive and systematic QI program for services throughout the University (CFR 4.4).

CSULA carries out a set of quality assurance (QA) and/or QI processes at different levels of the organization. The Vice President for Administration and Finance is responsible for most non-academic program audits and for the overall QA process on campus. Each Division VP is responsible for QI/QA processes within his/her division. The Dean of Undergraduate Studies is responsible for QA processes in the curriculum and program approval process. Although there are quite a few QA and QI processes that occur at CSULA at any one time, more systematic coordination would improve their effectiveness.

In 2009, a coordinated process for non-academic units to report on their quality improvement efforts was begun, with a web-based reporting process. The results from this reporting process appear here. This compilation lists for each non-academic unit methods used, use made of benchmarking, use made of process maps and how each unit uses data to improve its program. Selected findings follow below. All responding non-academic units reported having their own web pages, almost all of which include mission statements. Units reported developing annual plans that are consistent with longer-term plans developed at the division or University level (e.g., University Strategic Plan). (CFRs 4.1, 4.2)

The QI data collected in 2009 reveals that all of the units reported using a variety of data collection methods including surveys, focus groups, email, websites, meetings, evaluation forms, complaint forms, suggestion boxes, interviews, academic data, campaigns, and blogs to get feedback from constituencies. A majority of units (77%) reported using process mapping to improve their processes and outcomes. Almost all (90%) of units reported using benchmarking to compare their unit to other units or compare their outcomes over time. In addition, almost all units (93%) reported using data to improve their program, and many were able to provide results. Some examples are highlighted below. (CFR 4.4)

Units in Institutional Advancement (IA) obtain input on their services by including email contact information or surveys on their websites to collect data. Services provided are linked, at least indirectly, to student learning outcomes. For example, University Development recognizes that its success in fundraising increases student scholarships and enhances programs. Their performance is benchmarked against other CSU campuses; ten-year trends in performance over time are reviewed. Process mapping, which has been utilized in the past to improve processes such as cash handling, donation depositing, and gift and pledge processing has, most recently, been used to improve the awarding of scholarships.

The Information Technology Services (ITS) Strategic Plan for 2008-2013 is explicitly aligned with the technology plans for both the University and the CSU. Decisions for future information technology projects and improvements on existing technology involve a reasoned evaluation and prioritization process. Evidence informing these decisions is obtained from multiple sources that include student surveys, targeted service evaluation questionnaires, Web site feedback, campus committee recommendations, and various utilization reports. In addition to revealing strengths and weaknesses, this evidence serves as a measure of success for overall service improvement.

The technology infrastructure, the foundation for all campus communications, administrative systems, student services, and collaboration, is continually monitored and maintained by trained on-site personnel utilizing an array of tools that include: secure system design, traffic studies, system utilization reports, automated alerts, and security reports. For example, traffic utilization reports of the campus wireless network, completed in 2009, identified high usage areas that were subsequently enhanced with additional equipment to ensure adequate network access.

ITS supports institutional and student learning in a variety of ways. For example, online training for employees on important topics such as FERPA and Information Security Awareness is provided and monitored to ensure that all those who are required to receive training and/or recertification do. Providing the campus with accurate, up-to-date student data, through the use of reports and reporting tools, provides another means by which ITS supports institutional learning about its services and the student experience. The increasing availability and use of the SharePoint collaboration tool provides various types of campus groups the ability to more effectively complete projects (such as the semester conversion plan), and work effectively as a unit. Importantly, student feedback following software application training courses is utilized to determine the quantity and topic of future workshops. This information provides direction for the development of new online student training courses.

In Administration and Finance (A & F), units such as Budget Administration obtain email and face-to-face feedback from other campus units regarding financial issues. Financial assessment reports have been refined to better serve campus budgetary needs, and financial trends are monitored over time. Procurement and Contracts has effectively established processes and procedures necessary for internship and service learning activities. A new housing director has been appointed and his role in supporting student learning will be coordinated through the institutional learning outcomes. Other ongoing activities in quality improvement include the use of annual entry and exit surveys from student residents, and student forums held to obtain regular feedback; feedback has contributed to improvements in the learning environment such as the on-line application process, refurbished apartments, the meal plan, exterior surveillance cameras and emergency phones, and adoption of the Art Program and Street Smarts program, among other changes. Student Financial Services collects and analyzes surveys from students; it has streamlined processes related to prepayment of student fees and collection of past due fees, so that students may register for classes immediately after paying. Process mapping throughout A&F has allowed all departments to obtain a clearer understanding of each other's units and functions, in order to provide better services to students and other campus constituencies overall.

Surveys are used by many units in Student Affairs (SA) to obtain student input on how to improve services. The University-Student Union collects surveys that then influence the choice of programming for co-curricular activities for each quarter of the program calendar. The Career Development Center makes use of a suggestion box, the Chancellor's Office survey, SNAPS data, and employer survey forms, as well as ad hoc conversations with students, follow-up conversations with employers, and data collected by student groups for class projects. As a result, they have made the center more welcoming in numerous ways: adding a hand-written easel in front of the door inviting students in and listing the day's events; giving out free scantron text forms, pencils and snacks during finals; allowing drop-in appointments; creating liaisons to colleges; purchasing specialized software for resume and interview preparation; using student assistants for peer outreach; and adding new workshops on how to use the online job board.

The Student Health Center conducts regular surveys of students and uses suggestion boxes positioned throughout the health center. In response to client input, the health center has added services such as massage and acupuncture, increased the number of counseling faculty to improve the availability of counseling and mental health services, and provided health education and promotion activities that directly enhance students' learning journey at CSULA. The health Center also has a comprehensive Continuous Quality Improvement program in place to improve operations and services, with an ultimate goal of positively impacting student learning. The Student Health Center is accredited by the Accreditation Association for Ambulatory Health Care. Its latest process was completed in June of 2009, and it received the full three-year certification. The Student Health Center played a key role in the ability of the institution to be well prepared to address the H1N1 outbreak during this academic year.

Continuous improvement of processes by the Registrar has focused on the Golden Eagle Territory (GET) online registration system. Feedback is obtained from comments submitted via GET, SNAPS surveys, orientation evaluations, suggestion boxes, and ad hoc surveys. Development of new functionality and requests for modification of current GET processes are submitted to ITS for review and approval. Recently, for example, the office outsourced graduation verification and enrollment verification for employers seeking to hire current and past students. The Registrar continues to identify processes that can be changed or eliminated through better use of GET to reduce confusion and red tape for many areas on campus, and creates new documentation regarding GET for applicants to ease their transition to CSULA. A GET Help Line answers registration questions and provides guidance on where to go for advisement.

The Educational Opportunity Program (EOP) uses focus groups, written surveys, and dialogue with staff and students to obtain information about its effectiveness. The goal of EOP initiatives is to improve retention and graduation. The office has collected six years of data that it monitors regularly. During the past two years, the office has developed a series of workshops that freshmen are required to attend. Second, third, and fourth year students have been engaged in workshops this year, and feedback from students has been very positive. Supplemental instruction groups have been linked to improved pass rates in English and math courses. New workshops for transfer students and remedial students are in development for 2010, including summer bridge programs.

The Office for Students With Disabilities (OSD) conducts exit interviews with students to collect information on its effectiveness. It also has student focus groups and an OSD blog, and an online student feedback form is under development. In response to feedback, the office has increased the variety of software programs available to students in the assistive technology lab; it has also hired staff and streamlined procedures to improve timeliness of services provided.

Evidence presented here shows that non-academic units are carrying out quality improvement efforts and

processes (CFR 4.4). These units will continue to use comparative or benchmark data from external sources and use the results to improve their programs as part of the process of institutional assessment and improvement.

Essay B Summary

As recommended by WASC, the University has improved its management of strategic processes and outcomes assessment. It conducts evidence-based activities and discussions about how effectively it accomplishes its objectives, and emphasizes a focus on learning and improvement in an increasingly evidence-based culture. Virtually all academic and non-academic units carry out evaluative and/or quality improvement efforts and processes that contribute to improvement of their units. Among significant improvements this past year are developing a system for regular monitoring and reporting of progress towards meeting the strategic goals and collecting annual program assessment data for program review. Although positive movement has been seen in non-academic areas, an issue that needs to be continually addressed in the future is a more comprehensive and systematic implementation of quality improvement programs in all areas throughout the University (CFR 4.4)

The next horizon in this area will be to adopt an assessment management system. This will enable the campus to better coordinate and manage all of its assessment processes. As CSULA continues to address budget reductions, new ways of coordinating and monitoring improvement activities will need to be devised to infuse responsibility across the campus culture, rather than assign it to a single individual.

Essay C: Promoting Student Learning

The 2008 Capacity and Preparatory Review Report illustrated the ability of CSULA to document evidence of student learning and use that information to inform University goals. This essay responds to WASC's recommendations to create institutional learning outcomes (ILOs) and to coordinate activities related to student success and learning. Whereas the previous Essay B addressed the process of assessment of student learning, this essay addresses the results. Colleges and universities across the country are struggling to implement data-driven systems to evaluate their institution's impact on student learning (Hart Research Associates, 2009). Creating a comprehensive, integrated, and recursive assessment system across any university is a considerable challenge. However, this essay will provide evidence that CSULA has made substantial progress in establishing a culture of assessment, including:

- the adoption of institutional, program, general education, and co-curricular student learning outcomes; (CFR 2.6)
- the implementation of plans and processes--including program review--to provide for assessment of student learning at all levels in both academic and co-curricular programs; (CFR 2.7) and
- the dissemination of assessment data and use of evidence of student learning for program improvement. (CFR 4.4)

The following sections describe the adoption of student learning outcomes, their assessment, and the use of evidence for program improvement at the institutional, program, general education, and co-curricular levels. The CSULA Strategic Plan for 2008-2013 and the 2009-2010 Learning Outcomes Assessment Plan provide overall guidance for these efforts. The Strategic Plan lists two major objectives related to student learning: a) assess learning outcomes in all academic programs and b) strengthen existing programs based upon the ongoing assessment of learning outcomes. The Assessment Plan documents the

University's assessment goals, the expected outcomes of those goals, and the parties responsible for monitoring them (CFRs 1.2, 1.3, 2.4).

In addition, CSULA has institutionalized support for faculty learning on the topic of outcomes based assessment. The Faculty Development Center (FDC) offers workshops, seminars, and materials developed specifically to increase awareness and knowledge about establishing, measuring, and using Student Learning Outcomes to inform curricular and pedagogical practice. In addition, the *FDC Update*, which is emailed to all faculty regularly, contains information about assessment practices. Workshops such as the Best Practices in Assessment have been offered to all faculty and the CSULA assessment website provides links to various resources and information. (CFRs 2.6, 2.9, 4.6)

Institutional Level Student Learning Outcomes

Under the direction of the Educational Effectiveness Council (EEC), CSULA recently established Institutional-level Student Learning Outcomes (ILOs). (CFRs 2.3, 4.2) In the summer and early fall of 2009, an ad hoc team of faculty and administrators (including student affairs professionals) convened by the EEC drafted campus-wide institutional learning outcomes (ILOs). Using the learning outcomes model from the American Association of Colleges and Universities' (AAC&U) Liberal Education for America's Promise (LEAP) project, ILOs were developed to reflect CSULA's unique characteristics. The Associate Vice President for Academic Affairs and Dean of Graduate Studies vetted the draft ILOs through her visits to approximately one-third of campus departments. The drafting committee then reviewed the accumulated feedback and made revisions. The final version of the Institutional Learning Goals is as follows:

> **California State University, Los Angeles students expand and deepen their interdisciplinary and general understanding of the world, enhance their critical skills, and take responsibility for a lifetime of learning, and as graduates become individuals who engage, enhance, and contribute to democratic society**.
>
> ***Knowledge: Mastery of content and processes of inquiry***
> CSULA graduates have a strong knowledge base in their academic major and can use powerful processes of inquiry in a range of disciplines. They engage contemporary and enduring questions with an understanding of the complexities of human cultures and the physical and natural world and are ready to put their knowledge into action to address contemporary issues.
>
> ***Proficiency: Intellectual skills***
> CSULA graduates are equipped to actively participate in democratic society. They are critical thinkers who make use of quantitative and qualitative reasoning. They have the ability to find, use, evaluate and process information in order to engage in complex decision-making. They read critically, speak and write clearly and thoughtfully and communicate effectively.
>
> ***Place and Community: Urban and global mission***
> CSULA graduates are engaged individuals who have contributed to the multi-lingual and multiethnic communities that constitute Los Angeles and the world of the future. They are aware of how their actions impact society and the environment, and they strive to make socially responsible decisions. They are community builders sensitive to the needs of diverse individuals and groups and committed to renewing the communities in which they live.

> ***Transformation: Integrative learning*** CSULA graduates integrate academic learning with life. They engage in community, professional, creative, research and scholarly projects that lead to changes in their sense of self and understanding of their worlds. Graduates integrate their knowledge, skills and experience to address complex and contemporary issues and act ethically as leaders for the 21st century.

The proposed ILOs were reviewed by the campus community, endorsed by the Academic Senate and approved by the President. The ad hoc committee is currently creating a communication plan for the finalized ILOs. The plan will ensure the broad publication and communication of the ILOs throughout campus, to faculty and curriculum committees through the college Deans and to students through ASI.

Along with the institutional learning outcomes (ILOs), specific, measurable objectives for each outcome have been identified, as well as tools for assessing students' attainment of them. For example, for *Integrative Learning*, two of the objectives are "apply knowledge and skills to evaluate complex problems in a new setting" and "generate or create a scholarly product that requires integration of knowledge and use of multiple skills." Assessment measures for these objectives include the Collegiate Learning Assessment (CLA), capstone courses or experiences, and NSSE survey questions. (CFRs 4.4, 4.5)

Since the ILOs reflect both the Mission and Vision of the University, the ILOs provide guidance for the more specific college- and program-level SLOs. An examination of the extent to which the ILOs are linked to college- and program-level SLOs revealed considerable alignment although with some variation by discipline. For example, the ILO *Place and Community: Urban and global mission* mapped directly to 64% of all program-level SLOs. However, 100% of programs in the College of Arts and Letters reflected this ILO in an element of their program-level SLOs, while only 25% of programs in the College of Business and Economics had program level SLOs that matched the ILO *Place and Community*.

Extant data already demonstrates student achievement on some of the ILOs. For example, results of the 2009 NSSE Report (p. 1) indicate that 77% of CSULA students perceive that their classes emphasize "analyzing the basic elements of an idea, experience, or theory such as examining a particular case or situation in depth," which is closely related to the ILO *Proficiency: Intellectual skills.* (CFR 2.6) In the coming years, data on student learning on ILOs will continue to be systematically collected, analyzed, and disseminated to the campus for improvements. The Educational Effectiveness Council (EEC) will be the body that reviews and guides this work.

Program-Level Student Learning Outcomes

All academic programs at CSULA have created SLOs that reflect both the University Mission and their respective fields of study. SLOs serve as a critical benchmark for identifying the degree to which students are attaining desired knowledge and skills. In spring of 2009, the Academic Senate and the University President approved a policy requiring that SLOs be published in all course syllabi beginning in fall 2009 (CFR 2.2, 2.3, 2.4). All programs currently post their learning outcomes on their websites (see Table 7.1a). This, in conjunction with recent changes to the Program Review process (discussed below), ensures that each academic department regularly and systematically collects, analyzes, and disseminates data to inform programmatic and curricular changes in support of student learning. (CFR 2.3)

A review of the newly instituted annual assessment report, as a part of Program Review, provides evidence that academic programs at CSULA make informed decisions about their curricula. As shown in Table 1, during the '08-'09 academic year, an average of eighty-nine percent of academic programs reported using direct assessment measures of student learning achievement (with 83% of programs

completing the annual report). A variety of direct and indirect indicators of student performance, such as pre/post tests, performance assessments, portfolios and capstone projects are being used. Also during this year, an average of seventy-seven percent of programs reported making changes to the program based on results. (CFRs 2.6, 4.3)

Table 1. Program-Level Assessment of SLOs (Percent of programs by College)

College	Use Direct Assessments in '08-09	Report Results of Assessment in '08-'09	Report Making Changes to Program in '08-'09 Based on Results
Arts and Letters	100%	91%	61%
Business and Economics	100%	67%	78%
Charter College of Education	100%	70%	90%
ECST	85%	86%	86%
NSS	75%	85%	81%
HHS	73%	67%	67%
Overall Means	**89%**	**78%**	**77%**

Academic programs at CSULA gather both formative and summative evidence of student performance on SLOs. This evidence is then used to make curricular and programmatic changes. Examples provided below demonstrate that this important effort continues throughout the cycle of program review (and not just in the time leading up to program review). For example, the Assessment Committee of the Department of Biological Sciences (College of Natural and Social Sciences) regularly reviews assessment data and makes recommendations to the department's curriculum committee. In preparation for a 2008-2009 Program Review, faculty in the department conducted formative assessment of student skills in interpreting graphs and tables, and developed recommendations to improve student achievement in this area. As a result, undergraduate student learning outcomes were revised in 2008. Faculty subsequently analyzed student performance in a new introductory course sequence (BIOL 100 A-B-C) and developed evaluation tools to assess student knowledge specifically in evolution; faculty also administered a survey to students on attitudes about ethics and honesty. Finally, faculty used evidence of student learning to align departmental courses and/or curriculum with student learning outcomes.

Similarly, the Division of Special Education and Counseling (Charter College of Education) redesigned its Master's Comprehensive Exam in Special Education to more rigorously measure student understanding of the course of study. Rather than simply summarizing pass/fail data, rubrics were created to evaluate levels of achievement based on specific learning outcomes. In addition, a database was created to track and analyze student performance over time.

The Department of Philosophy (College of Arts and Letters) underwent program review in 2005-06. The Program Review Subcommittee's (PRS) final report commended the program on its their use of a wide range of measures and methods, including rubrics and portfolios. The Department has since addressed the PRS recommendations and has continued to refine its assessment practices. Recently, they migrated the survey that they have been using for several years in the capstone course and graduate program from paper and pencil to online administration in order to more effectively track results over time.

The School of Criminal Justice and Criminalistics (College of Health and Human Services) participated in Program Review in 2007-08. The school was commended on its design and development of an assessment plan. Despite the high demands on the faculty in terms of instruction, the assessment plan is now being implemented. For example, in conjunction with Academic Affairs and the Alumni Association, a web-based survey was created to collect information from graduates of the program.

The Department of Technology (College of Engineering, Computer Science and Technology) underwent Program Review in 2006-07. Interestingly, the Department initially developed its assessment plan in 1999. A comprehensive set of learning outcomes was developed for each academic program in the Department; these outcomes are assessed through student, alumni, and employer surveys. Direct assessment measures include evaluation of webfolios, performance in a capstone course, and administration of a professional exam. This assessment process produced several changes to the curriculum and the program was commended for its' use of findings to make improvements. The department created a core introductory course, instituted a culminating experience, and shortened the cycle for reviewing objectives and outcomes from 10 to 6 years. A similar example of an assessment system with a comprehensive feedback loop can be found in the Department of Computer Science, which has developed its own learning and outcomes management system.

General Education Student Learning Outcomes

CSULA faculty has defined eight General Education (GE) Learning Goals for this important aspect of a student's educational experience. The GE curriculum map illustrates how the different components or blocks of the current GE program provide the opportunity for students to achieve the GE goals. The GE subcommittee of the Senate recommends policy for GE. (CFR 2.3)

Discussions about revising General Education at CSULA have been ongoing now over the past few years. These discussions have been partly in response to recommendations from the 2007 program review of GE. At the same time, campuses within the CSU system have been adopting GE learning outcomes, based on the AAC&U outcomes from the LEAP project. The changing context for higher education in the State of California also provides some additional momentum for revision of General Education at this time.

Based on a series of campus-wide GE conversations, held at CSULA over the past two years, it is anticipated that a revision will focus on updating the GE mission, goals, and outcomes as well as the delivery of the GE curriculum. The group guiding these GE conversations has been consistent in raising the importance of developing an outcomes-based program. Assessment of student learning would form the basis for GE curriculum review and course (re)certification. It is anticipated that available assessment data and other evidence garnered from the WASC self study effort will inform the GE revision.

In 2001, an overly ambitious and comprehensive multi-year assessment plan GE Assessment Plan (2001) specified the use of direct methods to measure student performance. Adjustments in the plan have led to a more realistic pace in assessment of student learning across some of the blocks of GE coursework.

During the past few years, faculty has been using evidence from these assessments of student learning in GE for making decisions regarding incremental program improvements. Examples are described below.

One example of an earlier assessment that was undertaken as a result of this plan involved student learning in the Upper Division Theme Courses. It is in these courses where GE Goal 8 is addressed: "Students will understand the topic of an Upper Division Theme from the perspectives of three different disciplines: the natural sciences and mathematics, the social sciences, and the arts and humanities." A survey of student attitudes indicated that the majority of students who take the Upper Division Themes agree that the theme courses have:

- expanded their awareness of the theme topic,
- encouraged them to relate knowledge from different disciplines and subjects,
- related directly to the theme topic,
- required discussion and writing,
- been "excellent" and they would recommend the theme to others.

The final report from this study indicated that students achieve this GE goal best by completing multiple courses. For example, student mastery levels increased from 40% in the first course to over 70% by the third course in the theme. Based on this data, no recommendations for change to the Upper Division Theme were made. However, in campus- and system-wide discussions about increasing student progress towards graduation, the elimination of upper division general education is often cited as one way to increase student progress. Such consideration of eliminating upper division general education requirements is also linked with reducing high unit majors.

A review of the effectiveness of Block B GE courses (natural and physical sciences) in 2007 resulted in the following recommendations:

1. A GE handbook should be developed to include a GE syllabus template;
2. Writing assignments should be regularly reviewed by instructors in GE and representatives from GES; and
3. Faculty should utilize multiple pedagogies to help students achieve the GE outcomes in this area.

The development of an electronic GE handbook has been initiated. It will include items such as syllabus templates and rubrics, and guides for designing research papers, prompts and writing evaluation forms (addressing the second recommendation). The GE Faculty Director has recently undertaken review of syllabi. The review has found some instances of non-compliance with either the University syllabus policy or the writing requirements for the General Education program, or both. Departments found to be in noncompliance have been contacted and strongly encouraged to adhere to the policy; a repeat audit is planned in late 2010. To address the third recommendation, faculty development workshops on the use of writing evaluations were held for GE faculty in winter quarter 2010.

The GE Faculty Director and the Dean of Undergraduate Studies have recently initiated two pilot assessments. The first will provide baseline data on writing skills in the Upper Division Block F area (Upper Division Theme) using a rubric review of writing samples from across Block F. The second will provide data about student perceptions of their progress in achieving learning outcomes in the lower division blocks A, B, C and D (Basic subjects, Natural Sciences and Humanities). This assessment effort has the potential to inform upcoming discussions of GE revision.

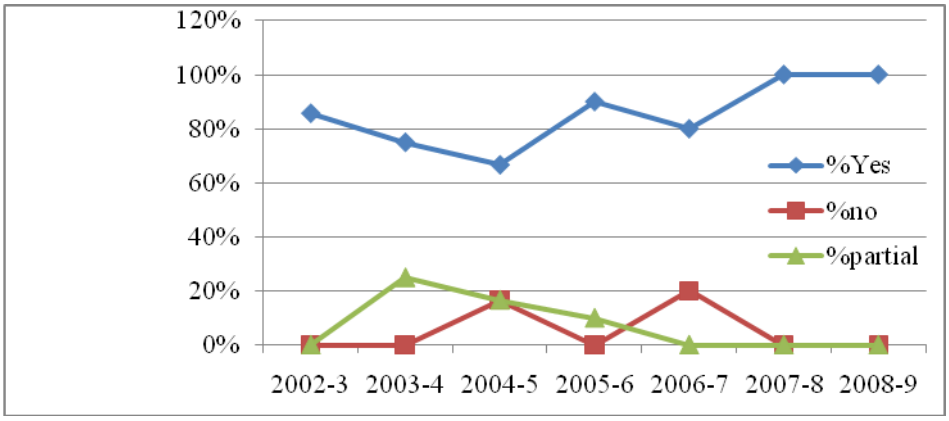
Additional evidence of the impact of GE on student learning comes from NSSE and the Collegiate Learning Assessment (CLA) data. Several NSSE questions on the GE outcomes scale map directly to

CSULA's GE outcomes. For example, student reports of their achievement of the GE learning outcomes provided by NSEE indicate a level of engagement that is competitive with students at institutions in our Carnegie class, far West institutions, and the nation-wide NSSE results for 2009. In particular, CSULA freshmen rate themselves significantly higher than their peers in gains reported in writing, speaking, and analytical thinking. CSULA seniors rate themselves significantly higher than their peers in gains reported in speaking. The CLA (see p. 12) analytical and performance tasks also map to the GE goals of effective communication and critical thinking. Student performance on the CLA in 2009 showed a significant value added from freshman to senior year in writing and critical thinking. A more complete summary of CLA results is found here.

Evidence from Program Review and Student Learning Outcomes

Beginning in the 2002-03 academic year, the University made a concerted effort to emphasize assessment as a required component of curriculum and program review. From 2002-2009, forty-seven Program Review Subcommittee (PRS) reports were generated (including both academic and academic support programs). The percentage of programs that reported learning outcomes in their self study (covering two complete review cycles) went from about 80% reporting SLOs in 2002-03 to 100% reporting SLOs in the 2008-2009 review (see Figure 1 below). (CFR 2.6, 2.7)

Figure 1. *Percent of academic programs with SLOs documented in their self studies (n = 47).*



CSULA has made substantial progress towards a culture of evidence. Over the last eight years, academic programs under review have responded to recommendations from the Program Review Subcommittee to further develop and refine assessment plans. In the 2002-03 review cycle, only 28% of programs had partial or full assessment plans in place, compared to 84% of programs that included assessment plans in their 2008-09 reviews. The revised Program Review process, described below, will assist programs in continuing to build on this progress and thereby greatly increase the effectiveness of programs to make evidence-based decisions about student learning. (CFR 2.7)

While systematic program-level adoption and assessment of SLOs is increasingly common, our institutional goal is to have 100% of programs create *effective and sustainable* assessment systems. CSULA's Program Review (PR) revised guidelines, approved by the Academic Senate's Educational Policy Committee (EPC) in AY 2008-2009, are designed to assist academic programs to achieve this (CFR 2.7, 4.3, 4.4, 4.6. 4.7, 4.8). The Program Review process now requires that programs: a) create and publish SLOs; b) have an assessment plan; c) gather evidence that the SLOs are being achieved; and d)

make curricular changes based on that evidence. The schedule for program review appears on the program review webpage. The Program Review Subcommittee (PRS) produces a report on each program reviewed, through a consultative process with the program faculty, deans and office of the Provost, at the end of each program's review. In addition, the PRS provides an annual report to the Provost on institutional issues and needs that are in common to the programs reviewed during that year. The President and Vice Presidents review each PRS program report as well as the annual PRS report. Thus, program level evidence and needs are linked to institutional planning and budgeting.

To ensure that assessment of SLOs is continuous and dynamic, programs are now required to submit an Annual Report to Academic Affairs using a standard format. The report updates progress made toward the program's goals during the previous academic year. (CFR 4.2) These annual reports were collected for the first time in fall 2009 and used an online survey format. These reports provide the basis for the data in WASC Table 7.1 Inventory of Educational Effectiveness Indicators and for annual reporting to the CSU system. Each program (director, chair, dean) received feedback from the Campus Assessment Coordinator regarding the information submitted in the report. The Coordinator used a rubric to rate each program on four criteria: learning outcomes, assessment measures, findings, and use of findings. Each program was rated as missing/incomplete, or in the emerging, developing, or fully developed stage on each criterion. This feedback to programs is an important step in the process of developing effective and sustainable assessment systems at the program level. The overall results of these annual assessment reports will be summarized on an annual basis to inform all constituents and to monitor progress over time.

Some preliminary information from the annual reports has already been compiled. The modal rubric rating for most programs on their SLOs was "fully developed" as it was on assessment measures. The modal rubric rating for findings and use of findings was "developing stage". Further analysis will be undertaken to provide more specific information about the level of development of assessment programs across campus. These analyses can be used to inform decisions about targeted uses of resources to improve assessment processes, for example, through on-campus faculty development programs and faculty participation in WASC assessment workshops.

As part of this self-study, a survey was conducted to examine the perceptions of faculty who have recently participated in the program review process (2007-2009). Survey findings showed that a high percentage of respondents reported that the program review process provided useful perspectives for program planning. More than 50% of respondents noted a link between program review and program changes, as well as between participation in preparation of the self-study and strategic plan development. Only about 40% of respondents noted changes as a result of the program review process and comments suggested that changes resulting from program review are not well communicated. These findings have helped the University better understand the level of faculty engagement and satisfaction with the program review process and have provided suggestions from faculty on how the process might be improved.

As one demonstration of CSULA's commitment to sustaining quality improvement efforts, the Program Review process continues to be reviewed to determine how it can offer better support to programs and better align program-level and institutional concerns. During AY 2009-10, the PRS developed a draft of a set of rubrics for self-study preparation so that expectations are clear, objectively stated, and easily accessible to faculty. This set of rubrics includes one for Program Assessment Plans, one for Five-Year Strategic Plans, and an overall rubric for judging the self-study (see CSULA Electronic Portfolio for rubrics). Enhancement of the effectiveness of program review, and its important connection to academic planning and budgeting will continue to be an ongoing effort for the institution.

Co-curricular Support for Student Learning Outcomes

Co-curricular programs are a vital and integral part of supporting student learning outcomes (SLOs). Co-curricular programs:

- provide resources to students that improve student learning achievement in a variety of areas such as information literacy and writing proficiency;
- serve as a safety net for underperforming students;
- support the development of critical thinking and analysis skills;
- promote student altruism and commitment to their communities;
- increase student knowledge of career issues; and
- engage students in campus life.

All co-curricular programs are included in the Program Review process. (CFR 2.11) The following examples demonstrate how co-curricular programs promote SLOs and ILOs.

University Library Contributions to Student Learning

It has been well documented that a university library has a positive factor in student learning and persistence to degree (Tinto, 1993).[2] The John F. Kennedy Library at CSULA directly supports student learning through public service points of access, hours of operation, online access and study space. The reference desk is staffed approximately 85 hours per week. Many services are available online: the Library's website mediates electronic access to nearly 120 databases, a 24-hour online chat reference, an Interlibrary Loan service, as well as the online catalog (a summary of library services can be found in the 2009 State of the Library Address.

Information literacy is at the heart of one of the newly created Institutional Learning Outcomes at CSULA. Intellectual skills require students be able to "find, use, evaluate and process information in order to engage in complex decision-making." For freshmen, information literacy instruction is embedded in the *Introduction to Higher Education (IHE)* course. At the upper division level (for transfer students), information literacy is the responsibility of the department or program, and is assessed during program review. For five quarters beginning in 2005, the Library assessed 2,500 incoming freshmen and transfer students via a WebCT questionnaire. This assessment information was used to create the Introduction to Higher Education (IHE) module that is now mandatory for freshmen. In addition, librarians annually teach hundreds of sessions on information practice and research skills in various courses; provide instruction to over 800 classes a year; and reach 18,000 students in the classroom.

The Library supports faculty in their effort to promote student learning by providing them with information literacy outcomes and instructional support. The Library uses a liaison model to develop and deliver course-integrated instruction to academic departments as well as to provide curricular consultation and support. Librarians with subject specializations assigned to departments and colleges across the University have helped to build information literacy into the curricula of academic programs. (CFR 3.7)

The Library continues to be a campus partner for the Education Testing Service's (ETS) information competency test (since 2005). The *iCritical* assessment measures information, computer, and critical reasoning skills in a virtual environment. A study (see p. 437) in business writing classes used the

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[2] Tinto, V. (1993). 2nd Edition. *Leaving college: Rethinking the causes and cures of student attrition*. Chicago: The University of Chicago Press.

iCritical test and found that information literacy predicted performance in the writing classes. The College of Business and Economics has been the primary user and has tested over 500 students in BUS 305 course sections. Other assessment measures for information literacy may be found in capstone courses in the major and/or in upper division GE courses.

Another example of the Library's contribution to student learning is seen with the research guidance that is available to students through the Library's Research Survival Guide: An Online Information Literacy Tutorial. Tutorials have built-in assessments for students to monitor their understanding.

The Information Literacy Advisory Committee, established in 2006, has developed a plan for enhancing students' literacy in information technology based on the evidence regarding student learning in this area. However, at this writing, the intellectual environment of the campus in general and student learning in particular are challenged by the declining support to the library as described in 2009 State of the Library Address. In response to these challenges, the budget guidelines to the campus for 2010-11 make Library funding a priority.

Other Academic Support for Student Learning

A variety of programs are provided to support students' academic success. The following discussion of representative programs provides a brief overview of both the program and the data supporting effectiveness. A hyperlink to each program provides access to the full report on each program. (CFR 4.4)

Supplemental Instruction. Rather than identifying high-risk students one by one, Supplemental Instruction targets historically difficult courses to support all students' performance. This eliminates the stigma associated with traditional remediation programs that often operate from a deficit model. A supplemental approach acknowledges the existence of institutional, pedagogical, or bureaucratic barriers to student learning and seeks to ameliorate these obstacles. For example, high-risk classes typically serve large numbers of students, require copious amounts of reading, have voluntary attendance, and provide little interaction with the instructor. To counteract these factors, supplemental instruction attempts to: a) be proactive, b) address the specific course curriculum, c) provide high levels of student interaction and additional small group sessions, and d) offer critical feedback.

CSULA has provided a number of supplemental instruction programs (for more information see supplemental instruction). Supplemental instruction was initiated in the winter of 2006 to support three of the four courses in the calculus sequence. A separate workshop section is associated with each section of Math 206, 207, and 208. These workshops increased the passing rate in Math 206, 207, and 208, as well as the overall percentage of students earning a grade of C or better.

Five new courses (BIOL 053A, 053B, 053C, 053D, 053E) were created by the Biological Sciences Department. These courses institutionalize the enrichment courses previously offered through the Health Careers Opportunity Program, whose purpose is to assist pre-health professional students achieve their career goals. All five courses are taken concurrently and emphasize the core knowledge essential to success in professional programs in the health professions. With supplemental instruction, Biology students improved their performance by 16% on a pre/post MCAT-style exam.

English 100 is a one-unit supplemental instruction class in which students meet weekly with a University Writing Center tutor-facilitator. Freshman students who score just below a cutoff score on the English Placement Test (EPT) take English 100 at the same time as English 101, a college-level English course. The Chair of the English Department and the Director of the University Writing Center coordinate this.

The materials and discussion topics are designed to help students make satisfactory progress in the college-level English 101 class. The cumulative pass rate for students who take English 100/101 with supplemental instruction is higher than the cumulative pass rate for students who take English 101 as a stand-alone course. For 2010-11 the Department of English will conduct a pilot study of a CSULA version of the "stretch model" of instruction across a range of composition courses from developmental (remedial courses) to entry level composition courses. This model is based upon the notion that effective acquisition of writing skills, especially for students with developmental writing skills, is best accomplished with increased time and concentrated exposure. The stretch model literally stretches or extends writing exposure time across the academic time divisions (e.g. quarters or semesters) in a cohort model with consistent students and instructors over subsequent quarters.

Service Learning. A comprehensive body of literature indicates that service learning (SL) measurably affects student engagement and student learning achievement. Various studies have suggested that many areas may be positively impacted, such as persistence, retention, graduation, writing skills, job skills, employment rates, mastery of learning outcomes, social learning, and political, moral and personal development. Service Learning and Community Engagement are strategic priorities both for the CSU and for CSULA. The University has quantitative (NSSE and CLA Reports) as well as anecdotal evidence to indicate that our many programs, internships, courses, and projects enhance student learning. Efforts are now underway to document and measure student learning outcomes in a more systematic and sustainable way. While this effort is in the initial stages, the report on Service Learning concludes that service learning has had a positive impact on student learning.

Tutoring. The goal of the University Tutorial Center is to help CSULA students better prepare for coursework, improve their knowledge and understanding, and develop skills required for a successful college career. The offered services include one-to-one and small group subject area tutoring, presentations on Center services, and information sessions on time management, lecture note-taking, test taking, and stress management. Over 2,000 students access Center services each quarter. Student satisfaction with Center services is high with over 90% of students rating services good or excellent on several items (Report, p. 7). Students who attend the Tutorial Center and receive tutoring services are overwhelmingly more likely to pass their classes than students who do not.

Summer Math Workshops. CSULA has implemented Summer Workshops for students who have been placed into remedial math: Math 90 (Elementary Algebra) or Math 91 (Intermediate Algebra). In 2008, of the students who took the summer Math 90 workshop, 92% received passing grades. All of the students receiving passing grades in summer took Math 91 in the fall and of these students, 92% received a passing grade. For students who enrolled in Math 91 in the fall without a summer workshop, the pass rate was only 76%. Additionally, students who took the summer Math 90 workshop had a mean final exam score of 76 in Math 91 in the fall, as compared to the mean final exam score of 67 for those without the summer workshop. For the students enrolled in the Math 91 summer workshop in 2008, 85% received a passing grade. Of those receiving a passing grade, all but one subsequently enrolled in a college-level math course (Math 102, Math 100, Math 109, and Math 110), with the majority enrolling in Math 102, College Algebra. In fall 2008 in Math 102, the pass rate for those students who had passed the Math 91 workshop was 86% as compared to an overall pass rate of 61% for all Math 102 sections. However, this high rate of success was not duplicated in the 2009 summer quarter. It is not clear why there were discrepant rates of proficiency. Despite this latter disappointing finding, student performance data continues to be useful in improving the effectiveness of supplemental instruction curriculum efforts. See the report on Summer Math Workshops for further detail.

In summary, evidence presented in this section shows that campus academic support programs enhance student learning. (CFR 2.11, 2.13)

Essay C: Conclusion

All academic programs at CSULA, including General Education, rely on assessment data to inform curricular changes and monitor student learning achievement (CFR 4.7). Program-level SLOs and University-wide ILOs specify to students the institution's expectations of the level of achievement of required skills and knowledge as they progress through their educational career at CSULA. (CFR 2.3) While the types of data and the regularity with which data are collected, analyzed, and used to inform instruction are not uniform, substantial progress has been made in recent years to institutionalize a culture of assessment. Significant structural supports are in place, such as the robust Program Review system that requires a comprehensive "feedback loop" for the identification, measurement, and support of student learning outcomes. In addition, General Education is implementing assessment practices in a more cohesive, systematic manner. Equally important, resources such as information, electronic forms and templates, and training are becoming more readily available to students and faculty. (CFR 4.6) Co-curricular entities such as the University Library and Supplemental Instruction monitor their contributions to student learning, and collect and use data for improvement. As previously noted, the University is committed to developing a comprehensive and systematic management approach to collecting, disseminating and responding to data and reports.

ESSAY D: Supporting Students to Reach Their Academic Goals

In the Capacity Review, WASC recommended that CSULA continue efforts to review, evaluate, and improve student support services to contribute more effectively to student success. In addition, WASC recommended that CSULA develop and implement an effective advisement system with clear goals, measurable outcomes and high quality services. A third recommendation was that CSULA create processes to assess the impact of research, scholarly and creative activity (RSCA) on student learning.

This three-part essay addresses these recommendations. Section 1 addresses indicators of student success (as measured by retention and graduation rates) and analyzes the educational effectiveness of CSULA. Section 2 addresses the effectiveness of advisement and student support services in helping students meet their goals. Section 3 reports on the degree of faculty and student engagement in research, scholarly or creative activity, and its impact on student success. The conclusion summarizes these findings and discusses remaining challenges. (CFRs 2.8, 2.9)

Section 1: Measures of Student Success and Educational Effectiveness of CSULA

This section considers the following two questions:

- What is the evidence of student success at CSULA?
- How effective is the institution in helping its students to reach their academic goals?

Accountability literature indicates several ways to measure student success. For this section, student success is indicated by freshman and transfer retention and graduation rates. CSULA compares its student success rates to those of students in our peer institutions. (CFRs 2.6, 2.10)

The question of how effective the institution is in helping students reach their academic goals is not a simple one. Establishing a clear linkage between institutional initiatives and student success is difficult. For one, college retention and graduation rates are complexly determined phenomena. Numerous factors

influence these rates at any institution of higher education. For another, there are numerous initiatives underway at CSULA to increase student success. This makes it difficult to establish clear lines of cause and effect, or to ascertain the specific contribution of any one initiative to the overall retention and/or graduation rates of freshman or transfer students. CSULA nevertheless continues to track indicators of student success and to adopt, implement, monitor and align programs and initiatives aimed at improving the institution's ability to transform entering students, many of whom would not meet conventional definitions of "college ready," into successful graduates.

Freshmen Graduation Rates at CSULA and Peer Institutions

Graduation rates measure the proportion of entering students who graduate in a given time period. The most commonly used measure for entering freshmen is the six-year graduation rate. In 1997, CSULA's graduation rate for the cohort of first time, full time freshmen entering six years previously was 27.6%. By 2007, the 6-year graduation rate had increased to 31% at CSULA.

Despite these gains, the 2007 graduation rate at CSULA ranked below the national average of 53% (based on IPEDS data) as well as below the CSU system-wide average of 49%. In addition, six-year graduation rates for black and Hispanic male students appear particularly low at CSULA.

However, CSULA student demographics (underrepresented minority students (URM): 55% Hispanic, 8.5% African American) and financial needs (70% are Pell grant-eligible) are quite different from those at many of its sister campuses in the CSU and unlike those of most other universities in the United States. To put CSULA's graduation rates in perspective, the campus constructed a comparison group of "like" universities. (A subcommittee of the Educational Effectiveness Council did this work.)

A set of characteristics for defining peer institutions was identified.
These include:

- percentage of students who are Pell Grant eligible within 15% of CSULA's 70% value;
- percentage of underrepresented minority students within 20% of CSULA's 55% value;
- median SAT less than 1000;
- public institution; and
- Carnegie classification as Masters Large.

Based on information reported on the Ed Trust website, eleven institutions (referred to as "Peers") with characteristics similar to those of CSULA were identified (comparability data is provided in Peers.xls).
The eleven institutions selected as peers are:

- California State University, Bakersfield
- California State University, Dominguez Hills
- California State University, Fresno
- California State University, Northridge
- California State University, San Bernardino
- CUNY John Jay College of Criminal Justice
- New Jersey City University
- Northeastern State University
- Northwestern State University of Louisiana
- Troy University
- University of Texas-San Antonio

A review of institutional data comparing CSULA to Peers provides some important benchmarking information and confirms that this is an appropriate peer set. In 2007, the average six-year graduation rate for these institutions was 33%. Six of these universities had graduation rates that were greater than CSULA's and five had graduation rates that were equal to or lower than CSULA's. With respect to its peer CSU institutions, in 1997, three of the CSU campuses had graduation rates that were similar to CSULA; by 2006, two had increased their graduation rates compared to CSULA (Peers.xls). In 2007, there was only one CSU campus in this peer set with a graduation rate lower than CSULA.

An analysis of graduation rate data (IPEDS) from a Council for Aid to Education report on the Collegiate Learning Assessment (CLA) compared CSULA with all institutions that administered the CLA. In 2008-2009, the graduation rate at CSULA was reported to be "at expected" compared to similar institutions nationwide, while its first year persistence rate was reported as "better than expected." (CLAReport, p. 11)

The review of available data indicates that in comparison to the peer institutions listed above, CSULA has an average six-year graduation rate. Indeed, the campus' educational effectiveness has been improving since 1997 as reflected by the rise in graduation rates. We recognize, however, as does the CSU Chancellor's Office, that more needs to be done. The Chancellor's Office issued a call this past December for each campus to increase its graduation rates to an established graduation rate target by 2016.

The CSULA campus has responded to this CSU initiative by providing a plan for achieving its target of increasing the graduation rate from 31% to 44% by 2016 (Graduation Initiative Delivery Plan, 2009). This plan includes 46 items identified for improvement to increase the graduation rate. A major focus of the strategy is to help typically non-retained students to achieve graduation (eleven items); another is to provide increased student financial support (nine items). Course scheduling and advisement each have four specific action items. This plan also contains several objectives related to improving student success, such as increasing the number of better-prepared and college-ready freshmen, increasing first year persistence rates, and improving student satisfaction with campus administrative and student services processes. The Graduation Initiative will be the catalyst to align and coordinate current student success efforts as well as to adopt innovations to improve the CSULA educational experience in the future. The required progress reports, which are due every other month to the Chancellor's Office, will help to keep the institution on the path to achieving its goals and to informing the campus community about our progress.

Variables Impacting Student Success at CSULA

The campus has expended considerable effort to develop a culture of educational effectiveness and to use data for improvement of student success. As a part of this self-study, a number of variables that can hinder the progress of CSULA students toward graduation have been examined. Indeed, many of these variables impact CSULA students more than their counterparts at peer institutions. These include:

a) financial need;
b) employment and family obligations; and
c) lack of preparation and/or need for remediation

This section presents information on the impact of these variables on CSULA students as well as the current campus response. Interventions include initiatives such as remediation for under-prepared students; the *Introduction to Higher Education* (IHE) course; and other student support services (student

support services are discussed in more detail in Sections 2 and 3). It concludes with a summary of the overall CSULA freshman experience. (CFRs 2.10, 2.11, 2.13)

a) Financial Need

A recent campus study on "Financial Aid" indicates that the full cost of attending CSULA is greater than the financial aid received by students. A gap analysis measured the difference between the cost of attending CSULA and the amount of financial aid received, pinpointing the effective family contribution needed. The analysis showed that the greater this gap, the lower the retention rate was for students. Two factors may explain the gap: the costs of tuition and fees on the one hand and the availability of resources to pay these costs on the other.

While tuition at CSULA remains relatively low in comparison to peer institutions, over the last three years, the CSU fee (tuition) was increased 10% in 2007-08, another 10% in 2008-09, and another 32% in 2009-10. These represent a cumulative increase of more than 50% in the base amount students are expected to pay since 2007. On June 18, 2010, the Board of Trustees increased the state university fee by another 5%. (See here for complete details.) These state university fee increases (and increases to other types of fees) make it difficult for CSULA students to anticipate how much money they or their families will need to complete their education. Along with rising costs, the instability of tuition and fees causes considerable angst for students.

Fortunately, most students who are eligible for some type of financial aid see comparable increases in their aid to offset these costs. Approximately 72% of CSULA students currently receive financial aid, which is close to the national average for public 4-year universities (73%: IES report, 2009). In addition, a high percentage of CSULA students are eligible for Pell Grants (70%); however, the percentage receiving Pell grants (54%) is substantially lower. This may be attributed to the demographics of the CSULA student population. There is evidence that Hispanic/Latino students and their families often don't distinguish between grants, (such as the Pell grant) and loans. Many are reluctant to borrow money for education, preferring to stop out to earn enough money to continue their studies. This may provide one explanation for the gap between the percentage of CSULA students who are eligible and those who receive Pell grants. There may also be some barriers to obtaining financial aid for students who are not US citizens or legal residents. The key finding of this study is that the lack of sufficient financial aid is a major obstacle to CSULA students completing a college degree.

Another group of students, who are not on financial aid, or who are using only loans or family resources to pay their fees, experience the most significant financial impact. These students may have few alternative resources and may find it difficult to pay unexpected fee increases. (CFRs 3.5, 3.8)

Various recommendations emerged from the CSULA campus study. Since work-study awards have a positive impact on increasing retention rates, one alternative would be to find ways of increasing student work-study opportunities. Another alternative would be to ensure that no student in our service area who applies for financial aid has an annual tuition-income gap of more than $5,000. Adoption of these measures should reduce the financial constraints students experience and improve their retention rates and ultimately graduation rates. (CFR 2.13)

b) Students Must Work and Care for Family

The NSSE 2009 survey findings show that CSULA students differ significantly from students at peer institutions in terms of work and family obligations. CSULA seniors are less likely than their peers in other institutions to work on campus but more likely to work off campus to support themselves and/or their families. The results for freshmen are similar, indicating that CSULA students work off campus from the beginning of their undergraduate careers. In addition, CSULA students, both freshmen and seniors, are significantly more likely than students at peer institutions to report obligations to provide care for dependents and family members. Since most CSULA students do not live on campus, working off-campus coupled with a high level of dependent care means that CSULA students commute more than their peers. Work and care lead to less involvement in both academic and campus activities and decrease students' ability to take a full course load, which may delay their time to graduation. (CFR 2.10)

c) Academic Preparation, Remediation, and Retention

Students who are better prepared for college generally have higher retention rates and hence are more likely to graduate. Although the average GPA of entering freshman at CSULA is on par with students at peer institutions, CSULA freshmen have a comparatively low median SAT score, which can be indicative of poor academic preparation.

A campus-based analysis of CSULA students' SAT scores and high school GPAs (measures of college readiness) found that students with higher SAT scores and higher high school GPAs showed higher retention rates. First year freshmen in 2007 with an SAT score above the campus average of 877 had a first year retention rate of 78%, while those below the campus average had a 67% first year retention rate. First year freshmen with a high school GPA above the 3.05 average for the freshmen class had a retention rate of 75%, while students below the average had a retention rate of 67%. Data also revealed that the high school from which a student graduated also was significantly related to retention rates of freshmen (see year 1 & 2 retention data).

The two areas of most concern to the campus with respect to preparation for and retention and success in college are writing and mathematical skills (see White paper on Remedial Math and White Paper on Composition). In 2008, at CSULA, 79% of first-time freshmen were in need of remediation in English and 72% were in need of remediation in math.

Campus Remediation Initiatives

Assisting incoming students to increase their college readiness has been a major focus of the institution for many years. This effort has resulted in large numbers of students being able to achieve readiness in Math and English as described below.

For example, for the two remedial courses in mathematics, Math 90 and Math 91, pass rates in 2009 averaged 76% and 85%, respectively. In that same year, students who took additional math workshops before taking Math 90 or Math 91 achieved higher pass rates. The same pattern was true for the two remedial courses English 95 and English 96, where passing rates were 93% and 90%, respectively.

These student successes are due to student engagement with an array of institutional programs. One such program, Learning Communities (LCs), has been successfully instituted at CSULA for those students who test into the lowest levels of remediation in both math and English. Cohorts of entering students take remedial English, remedial Math, *Introduction to Higher Education* (described below) and selected GE

courses in their first year. The LCs also feature a service-learning component. The pass rates for students in these LCs are equal to the passing rates for college-ready students. LCs at CSULA have been offered almost exclusively to high-risk students (CFRs 2.2a, 2.11). They positively contribute to the high retention rates of these students in their first year (Developmental Learning Communities: see year 1 & 2 retention data). Another institutional innovation is the use of the summer term to provide LCs for students in need of remediation. The Educational Opportunity Program (EOP) offers its Summer Bridge program as an integrated LC and generally offers LCs for two to four cohorts each quarter during the year for EOP students.

The campus remains committed to ongoing implementation, monitoring, and evaluation of efforts to increase college readiness that promote success for under-prepared students. One project currently underway is the development of an early warning system by identifying risk factors and appropriate interventions early in a student's undergraduate career. A recent study of variables that influence student retention has identified participation in EOP and enrollment in the fall quarter in the *Introduction to Higher Education* course as being positively correlated with increased student retention. (CFRs 2.2, 2.10)

Introduction to Higher Education (IHE) Course

Since 1996, the campus has required *Introduction to Higher Education* as a first year experience course designed to meet the needs of the diverse learners at CSULA. A recent study of this course in spring of 2009, (CSULA's Freshman Year Introduction to Higher Education) provides insights into its effectiveness. First, the retention rates for freshmen taking the course in the fall quarter are higher (93%) than for those who did not (86%). While it may be difficult to conclude that the IHE courses are solely responsible for a positive impact on retention rates for freshmen, given all of the other factors impacting freshmen as noted elsewhere, positive outcomes have been seen. Second, academic performance of those taking IHE was evident in higher pass rates for some courses, but the overall the results were mixed. This suggests that taking the IHE course during the first quarter at CSULA can help overall performance for some students. However, the content and quality is not uniform across college IHE courses. The study also lays the foundation for a redesign of the course to better respond to the pressing challenges of educating first generation students. The institution is committed to making improvements in this critical course. (CFR 2.12)

Summarizing the Overall Freshman Experience

Learning experiences and services to encourage, support and retain freshmen have been implemented at CSULA that positively impact students and launch them on the path to success. A number of initiatives (e.g., learning communities, IHE 101, advisement, and student support services) all combine to contribute to the freshmen experience.

CSULA freshmen were as likely as peers in Far West colleges to report that if they could start over, they would go to the same institution (NSSE 2009, p.1). These survey data indicate that CSULA freshmen are just as satisfied with their educational experience as their counterparts at similar institutions. Significantly, CSULA freshmen reported greater levels of educational growth in the areas of reading, writing, speaking and critical thinking compared to their peers. The University will undertake a study to map the student experience to these important outcomes to continue to increase student attainment of educational goals. (CFRs 2.12, 2.13)

In summary, the first-year freshmen retention rate (74%) is on par with rates at top-tier peer institutions as well as with peer CSU campuses (VSA Data, Freshmen Tab). Significantly, CSULA has the smallest

percentage of freshmen students who enroll elsewhere compared to the eleven peer institutions listed previously (VSA Data, Freshmen tab, columns E and F). CSULA students either stay at CSULA or tend not to complete their degree (and thus the institution has an opportunity to find ways to assist these students to degree completion).

Value Added Gains from Freshman to Senior Year

The results of two recent administrations (2007, 2008) of the Collegiate Learning Assessment (CLA) provide some insights into the developmental gains made by freshmen by the time they are seniors:

- Both freshmen and seniors scored ***"above expected"*** on the analytical skills task (CLA, p. 7, 9).
- Although seniors scored ***"above expected"*** on the performance task, freshmen scores were ***"at expected".*** Importantly, the gain from freshman to senior year on the performance task was ***"above expected",*** and was at the 81st percentile nationwide (CLA, p. 8-9).
- The value added gain from freshman to senior year in analytical writing was ***"at expected"***, and was at the 49th percentile nationwide (CLA, p. 10).

Educational Effectiveness in Retention and Graduation of Transfer Students

Transfer students make up approximately 50% of new entering students each year. While the same variables described above that impact freshmen student success also affect transfer student success, our data indicate that the experience of transfer students is less positive than that of freshmen. The campus is taking steps to understand and improve the transfer student experience.

Graduation rates for transfer students are calculated as the proportion of the entering cohort that graduates within four years. At CSULA, the 4-year graduation rate for the cohort of transfer students entering in 2002 (thus graduating in 2006) was 47.4% and the persistence rate (those still enrolled) was 55.2%. In 2006, the first year retention rate for transfer students was 73% (see VSA Data, Transfer Tab and year 1 & 2 retention data).

Transfer student graduation rates at CSULA are lower than those of all the peer institutions except for one. Conversely, CSULA has the highest rate of those students still enrolled at the University they transferred to (persistence rate). This seems to suggest that students who transfer to CSULA take longer than four years to graduate. Given the profile of the student population at the CSULA campus (i.e., inadequate financial aid, need to work, need to support family, commuters, etc.) it is not surprising that students who transfer to CSULA take longer than their peers to graduate. "Academic program-readiness" may be another issue for transfer students. As one example, the College of Health and Human Services (HHS) has four programs that are accredited and cohorted; Communication Disorders, Dietetics, Nursing, and Social Work. Students in these programs are in a lock-step curriculum and their retention rates vary from 92% to 98% once they are admitted to these programs. However, transfer students often take pre-requisites upon entry to the University in an attempt to raise their grade point average in order to gain entry into various programs in HHS. A similar phenomenon exists in other colleges. This is an example of one type of contributing "academic" factor to the current transfer student graduation rate that can be further examined.

To further understand the CSULA transfer experience, retention data has been disaggregated by gender

and ethnicity. Retention rates were nearly identical in 2008 for male (74.2%) and female (75.8%) students. Analysis of retention data by ethnicity indicates that African-American transfer students show a significantly lower retention rate (62.4%) compared to other ethnic groups and to the overall campus average. To improve graduation rates among transfer students, there must be a focus on retention of African-American students as part of the effort to improve overall retention and graduation rates. (CFRs 2.2, 2.10, 4.5)

NSSE provides important information about key areas the campus needs to improve with respect to transfer student success: advisement, student support services and the overall educational experience (VSA Data, NSSE tab). CSULA seniors (a majority of whom are transfer students) rate these three areas significantly lower than seniors at peer intuitions. The effectiveness of advisement and student support services is discussed in Sections 2a and 2b of this essay.

Another important aspect of the transfer student experience is the *Transition to CSULA* course (the transfer counterpart to the IHE course for freshmen). Unfortunately, as a result of the current budget crisis, the *Transition to CSULA* course has been temporarily suspended as of fall quarter 2009. However, in response to concerns from students, faculty and staff, plans are in place to restore this requirement in fall 2011. This hiatus for the course provides the opportunity for faculty to work toward improving the effectiveness of the course in assisting students in achieving their academic goals. It will also provide an opportunity to evaluate the impact of this course on the retention and graduation rates for transfer students (since there will be two years without this course offering).

Improving the transfer student experience and their success will be a major focus with the recently mandated CSU Graduation Initiative. Currently, the plan for this initiative contains two specific goals related to transfer students: 1) increase the four-year graduation rate for transfer students from 49% to 57% by 2016, and 2) improve student satisfaction with CSULA administrative processes so that at least two thirds of CSULA students are satisfied with administrative services (as measured using the Student Needs and Priorities Survey (SNAPS).

In this section, evidence of student success and of campus educational effectiveness for native freshmen and transfer students has been examined. CSULA has shown evidence that it is educationally effective in helping its students meet goals. Currently, however, the institution is more effective with freshmen than with transfer students. Through strategies such as the *Transition to CSULA* course the University is committed to improving the retention and graduation rates for transfer students. The ability to better understand the experience and needs of both types of students as a result of the improved culture of evidence at CSULA ensures that the institution can be successful in helping students to achieve their educational goals in the years ahead (CFR 2.12, 2.13, 2.14).

Section 2a: Effectiveness of Advisement in Helping Students Meet Their Goals

Recent steps have been taken to improve advising at the University-wide level and at the college and program level in the face of dramatic budget cuts for the current and upcoming academic years.

The Capacity and Preparatory Review Report found that CSULA students expressed below average satisfaction with advisement compared with students in similar institutions, as indicated by various measures of advising effectiveness (SNAPS, NSSE, focus groups, customer satisfaction surveys, and pbviews). We continue to use data to monitor the institution's progress with advising and to further

understand the student experience of advising. (CFR 2.12)

Data collected more recently show that some progress is being made. Results from NSSE 2009 indicate that the satisfaction with advising of both first year and senior students has improved, compared with NSSE results from 2003 and 2007 (see item 12, p. 217). While the CSULA student satisfaction levels in 2009 are comparable with those of their peers in Far West public institutions, the levels are lower than those of students from all institutions in the 2009 NSSE sample (see question 12 on p. 6). More evidence will be needed to affirm this trend and continue to make progress on improving the advising experience of students.

Campus Initiatives to Improve Advisement

The campus efforts to improve advising over the past five years have been guided by the "Report of the *ad hoc* Task Force to Address Critical Issues Related to Academic Advising (2005)". One of the key recommendations from this report has been implemented: "The University should establish an academic advisement organization that includes a University academic advisement center, a teacher preparation advisement center specifically for students pursuing careers in K-12 education, college based advisement centers, and principal graduate and undergraduate advisors in schools/departments/divisions, as appropriate."

The University Academic Advisement Center (UAAC) is responsible for all General Education (GE) advisement, as well as for educating students about policies and procedures related to University requirements and their academic progress. The UAAC also provides advisement for certain segments of the student population including students that have not declared a major (19.4% of students using the UAAC); students in elementary subject matter teacher preparation programs (4 % of students using the UAAC); and pre-nursing students (12 % of students using the UAAC). The UAAC offers student access through scheduled appointments or on a daily walk-in basis, excluding University closure (furlough) days. The UAAC also provides workshops for students on various academic issues such as a disqualification, general education requirements and use of GET (student portal). In addition to its work with students, the UAAC offers training workshops on advisement for faculty and staff.

The UAAC has made significant progress in the last few years in evaluating student satisfaction and in making improvements to increase effectiveness. The UAAC conducts a short satisfaction survey at the completion of each advisement session and found that student satisfaction with advising services was high. In fall quarter 2009, almost all of the students indicated their visit to the University Advisement Center was a positive one. The three service quality attributes students are asked to rate on a five point scale are 1) Overall Service (mean = 4.8); 2) Courteousness (mean = 4.9); and 3) Clearly Explaining Information (mean = 4.9). Thus, the UAAC has provided an important service for advising, which has been well received by students.

In addition to advising on academic regulations, the UAAC has initiated an intentional focus on student learning in the advising process. As a first step, an advisement syllabus has been adopted, after consultation with the Academic Advisement Subcommittee. This is a an approach to advising recommended by the National Academic Advising Association. This syllabus will be introduced into the *Introduction to Higher Education* courses in fall 2010. GE curriculum maps have also been developed and shared with advisors for their own use and for use in the advising session with students. As nascent activities, their impact is not yet discernible, but mechanisms are in place to measure their effectiveness.

Recently, a UAAC self study review subcommittee was formed to conduct a self-assessment using the assessment tool provided by the Council for the Advancement of Standards (CAS). This self-assessment will help the UAAC staff gain informed perspectives on its strengths and weaknesses. Further plans for UAAC improvements will then be formulated. (CFRs 2.12, 2.13)

The Academic Advisement Subcommittee (a committee of the Academic Senate), which serves as an advisory committee to the UAAC, is actively exploring various ways to improve advisement. Importantly, the Subcommittee is articulating how changes in technology and workflow processes can improve use of the online advising (GET) system (such as filing for degree plans, running reports, and conducting degree audits). These changes are intended to engage students to be better consumers of the information available to them on GET. (CFRs 2.12, 2.13) In effect, even at a time when fewer resources are available, the expanded role of the UAAC and the work of the Academic Advising Subcommittee had provided some significant progress to improve advising at the University level.

Still, challenges remain for improving advising at the college and program level. In an effort to centralize, standardize, and economize GE advisement for both freshmen and transfer students, all GE advisement was transferred to the UAAC. This resulted in the closing of half of the college-based advisement centers (in Natural and Social Sciences, Arts & Letters, and Health and Human Services). The planning process for creation of the UAAC did not take into consideration the impacts of the reduction in resources for advising in the major. The student satisfaction data described above is one indicator of the need for further improvements.

Program review also provides evidence of the need for improvement. Two challenges are often expressed both in the self-study report and by students and faculty at site visits by external reviewers. These include 1) limited numbers of faculty advisors (lack of resources to support advising, especially in departments with a large number of majors); and 2) challenges presented to faculty advisors and departmental staff by the current implementation of available electronic tools (e.g., list majors, run reports, tracking students in GET or PeopleSoft). The next iteration of a comprehensive advising plan (for AY ’10-’11) will respond to the gaps that this evidence has identified.

College Deans and their faculty are rising to this advising challenge with innovative ways to improve advising in the major. One example can be found in the College of Natural and Social Sciences, the largest at CSULA, which is composed of a diverse array of disciplines. This College has undertaken a study to articulate principles and goals for program level advising across the diversity of programs, methods for achieving those goals, and a sophisticated model for assessing advisement needs by program, including appropriate allocation of resources. In addition, the college will introduce the advisement syllabus, established by the UAAC, in all advising in the college. As another example, the College of Health and Human Sciences has further developed the role of the Student Service Specialists to assist with graduation checks, GET, evaluation of transcripts, and other technical aspects of advising in their three largest majors: Child and Family Studies, Criminal Justice and Social Work. These programs have been approved for impaction starting in 2011-2012. The other colleges are adopting similar evidence-based planning mechanisms (including the use of enrollment management tools such as program impaction) to address creatively college-specific advising challenges.

Coordination of University level, college and program level advising occurs in several ways. The Academic Affairs Management Group (AAMG) has developed guidelines and suggestions for next steps for improving advising in the current budgetary context. As described above, the Academic Advisement Subcommittee has a focus on general aspects of advising. The Immediate Solutions committee (see Essay A) has been focusing on the significant challenges to students posed by the budget crisis, including advising. The work of the latter committee directly connects student success efforts and enrollment

management. A new Student Success Council, made up of representatives from both Academic Affairs and Student Affairs, has been formed in part to coordinate and reduce the number of committees working to achieve the target of the Graduation Initiative for student success.

The partnership between Academic Affairs and Students Affairs reflected in the Student Success Council provides recognition that professional staff in Student Affairs can assist with advising services and thus enhance student academic development. The Student Affairs staff has the primary responsibility for mentoring students in the EOP (Educational Opportunity Program). Given the high proportion of low-income, underprepared students who juggle multiple responsibilities at CSULA, it is critical that Student Affairs staff support students by attending to their academic developmental needs in a coordinated manner with Academic Affairs. Such assistance is currently manifested in the form of workshops, presentations in *Introduction to Higher Education* classes, and referrals from and to academic advisors. (CFR 2.13)

In summary, with the establishment of the UAAC, the campus has made progress in improving advising at the University level, At the college and department level, following the lead of the College of Natural and Social Sciences, the campus is undertaking a critical reassessment of how to meet the advisement needs of students in light of the University's need to improve retention and graduation rates with diminished resources. As the campus considers conversion from quarters to semesters (see Essay A), a case management approach to advising is being studied. In the future, the progress that has been made in addressing advisement concerns, in coordinating University, college and program levels, and in establishing assessment and evaluation processes for advisement assures that the campus will be able to respond to external pressures and, at the same time, serve students more effectively.

Section 2b: Effectiveness of Campus Support Services in Helping Students Meet their Goals

In this section we examine two questions:

- Are campus support services regularly evaluated?
- How effectively do these campus support services meet the specific and distinctive needs of our students in reaching their goals?

As examples, the important support services of Financial Aid; Admissions; and the Registrar's offices are reviewed. (CFRs 2.13, 2.14)

We have focused on these offices since Financial Aid, Admissions and the Registrar are key offices in the educational career of a student from the time they express interest in applying, until they receive their diploma and beyond (as they request transcripts). Findings indicate that well developed structures are in place to meet students' needs from admission to enrollment to the receipt of financial aid. However, some challenges remain.

In the past, students have rated overall services in Financial Aid, Registrar's Office, and Admissions as not being highly effective. CSULA Seniors (mostly transfer students) consistently give low marks to these services on the Student Needs and Priorities Survey (SNAPS) satisfaction survey and on the NSSE (VSA data; NSSE Questions). On the 2009 NSSE survey, CSULA first year students found staff to be more helpful and considerate (with a 4.67 rating out of 7) than seniors (4.21 out of 7) (see item 8c, p. 146). This is consistent with ratings on the same scale by first year and senior students at peer institutions (4.53 and 4.45, respectively (see item 8c, p. 4)).

As a consequence of this evidence, in fall 2009, the Division of Student Affairs launched an extensive Division-wide customer service initiative. Customer service is indeed an important focus as it is incumbent upon campus offices to communicate details of required processes and important deadlines to students. However, CSULA students tend to seek information in person rather than consult web resources or check campus emails for information, so that all campus offices experience considerable walk-in traffic and phone calls. This recent customer service initiative began with focus groups with front line staff members who work directly with students on a daily basis. These focus groups have gathered information about communication and training needed to enhance customer service. Cross training for these staff on processes such as financial aid has been provided in an effort to reduce the "run around" that students sometimes experience. These and other training efforts will continue so that students will experience a more positive level of support.

While maintaining opportunities for students to have one-on-one interactions with staff in key offices, the campus is also developing its use of the Internet in serving students. Progress has been made in developing Internet technology (both web-based and email) to provide alternative avenues of access for students to conduct necessary transactions. A good example is the recent implementation of electronic award notification and acceptance by Financial Aid. Purchase and implementation of an additional document-management database system has recently been completed to replace manual processes and thus provide a foundation for increased production and efficiency in the offices of Financial Aid, Registrar, and Admissions. The next step will be to implement software that allows transcripts to be scanned electronically and credits awarded to be posted on student records. Computerizing and expediting these processes by eliminating paper and minimizing human error are expected to improve student satisfaction and will greatly facilitate academic advising. In addition, since it has been shown that students often do not consult a campus-issued e-mail, a greater emphasis has been placed over the past year to encourage students to read their campus emails regularly for current updates. Other avenues to provide information via students' non-campus email or other preferred media such as texting or cell phone calls will be explored in the future.

To further improve student satisfaction and student learning, a collaborative team from Student Affairs and Academic Affairs participated in a Level I WASC Assessment Workshop (2009). The team proposed to align the Institutional Learning Goals (ILOs) to each division's strategic plans and thus increase coordination within each division as well as across the University as a whole. The departments within Student Affairs have now begun to adopt a learning-outcomes approach in addition to process improvement as another way to increase effectiveness for students. New assessment measures include student surveys in Admissions and focus groups in Financial Aid. By linking student learning to process improvements, Student Affairs is developing plans to meet the overall goal of the CSULA Graduation Initiative to improve student satisfaction with administrative processes. The goal is for at least two-thirds of CSULA students to express satisfaction with administrative services on the Student Needs and Priorities Survey (SNAPS). (CFR 2.13)

Section 3 - Faculty and Student Engagement in Research, Scholarly and Creative Activities

This section demonstrates campus effectiveness in helping students reach their academic goals through participation in research, scholarly and creative activity (RSCA). (CFR 2.9) Effectiveness of this aspect of the educational experience is demonstrated by:

- The number and percent of students participating in RSCA activities;
- The extent that student participation in research, scholarly, and creative activities is linked to improvement of student learning; and
- Faculty and staff activities supporting student engagement in RSCA.

Student Learning Through Participation in Research, Scholarly and Creative Activity

Research, scholarly and creative activities differ widely across disciplines and thus are defined broadly here to include varied activities from across the disciplines. RSCA efforts are supported with funding from the university, from the CSU system (except in the past year) and from externally funded projects which support student training, research activities and curriculum development.

As a first effort in developing a comprehensive understanding of the impact of RSCA on student learning, a study was undertaken in 2009 to estimate student involvement in these activities. Student participation in RSCA was determined using the number and percent of undergraduate and graduate students at CSULA enrolled in any course that is described in the catalog as incorporating integrative learning or research/scholarship/creative activity. Courses included in this count include capstone courses, senior projects, research courses, MA thesis/projects, doctoral dissertations (Ed.D. and Ph.D. degrees), and directed research or independent study courses. Data from the new Ed.D. program in Educational Leadership are not included, as the program did not start until fall 2009. These data are summarized by college and program and are presented in: The report on programs and enrollments for 2008-2009.

The summary findings from this preliminary study indicate that 39% of all CSULA graduating seniors (n=2828/7242) took a capstone course. The total percentage of all CSULA undergraduates (adjusted for average course load) who took a research course (n=4856), completed a senior thesis/project (n=188), completed an independent study (n=426) or worked on research outside of class (n=466) was 17% (which is higher than the CSU system-wide NSSE average of 14%). Thus, a total of 8764 undergraduate students (56% of headcount) worked on research in a class or outside of class in 2008-09. Another important finding is that 41% of campus undergraduate programs currently mandate a capstone experience. There is probably a small amount of duplication in this estimate, as some undergraduates may take a research class and also work on research activities outside of class. These estimates can be thought of as the number of research opportunities that students may make use of in a year.

In addition, 33% of all CSULA graduating master's level students completed a thesis or project in this period (n=374). An additional 43% took a research course (n=1903), directed study (n=1325), or worked on research outside of class (n=193). In addition, at least 69 CSULA graduate students authored or co-authored articles (1.5% of the headcount) and at least 189 graduate students gave conference presentations (3.8% of headcount). It is important to note that these numbers represent a *minimum* number of students involved in RSCA during the AY '08-'09. As the methodology for tracking student participation develops, an increasingly more accurate count will emerge.

Linking RSCA to Student Learning

Both disciplinary and cross-disciplinary efforts have influenced the participation of students in RSCA activities. The participation of CSULA students in RSCA and its effects on student learning are supported by data from three measures, albeit indirect ones: data from the National Survey of Student Engagement (NSSE), findings from NSSE's new Deep Learning scale, and findings from a CSULA faculty survey.

Data from the following two specific NSSE questions have proved somewhat useful as an indirect measure of student participation in RSCA:

- "Do you plan to or have you worked on a research project with a faculty member outside of course or program requirements?"

- "Do you plan to or have you participated in a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)?"

On the NSSE (p. 10-12) administered in 2009, participation by seniors in research activities "outside of course or program requirements" at CSULA was significantly lower than that of their counterparts all institutions participating in NSSE, as well as lower than their counterparts at peer institutions in the Far West. There is some uncertainty about what these data indicate and further study is needed. For example, the question appears to distinguish between research that is part of a course or program requirement and research that is not. Do seniors at CSULA understand this distinction? Nevertheless, while both seniors and freshmen reported the level of participation as low, on average, seniors reported participating more frequently than did first year students. Thus, students are making appropriate contacts with faculty members and are becoming increasingly engaged in the academic community as they progress through their undergraduate career. (CFR 2.8, 2.9)

As stated above, 39% of CSULA graduating seniors completed a capstone experience in 2008-09, whereas the percentages derived from responses to NSSE questions were much lower. These discrepancies may indicate either that the CSULA student sample taking the NSSE was not representative of the entire campus population, or that CSULA students may be under-reporting research participation on the NSSE because of uncertainty about the specific activities included in the NSSE questions.

NSSE Deep Learning Scale

Recently, NSSE created a new scale that examines student perceptions of their "deep learning." The scale contains twelve items from the NSSE survey, including students' reports of the frequency of coursework emphasizing analysis, synthesis, or making judgments; applying theories or concepts to problems; including diverse perspectives; discussing ideas from class outside of class; and examining their own and others' views. Interestingly, multiple regression models of NSSE responses have shown that the highest predictors of deep learning are student-faculty research, service learning, internships and senior culminating experiences. (CFR 2.9)

A review of the student responses on the NSSE Deep Learning scale revealed that CSULA freshmen showed a slightly higher score on the deep learning scale compared to peers at similar institutions. However, CSULA freshmen scored significantly higher than their peers on five out of 12 items on the scale, including synthesizing, evaluating, integrating ideas and concepts, including diverse perspectives, and discussing idea from class with faculty. Seniors scored about the same as their peers from cohort institutions on the overall scale, but they scored significantly higher on five items, including analyzing, evaluating, integrating ideas and concepts, including diverse perspectives and developing a code of personal ethics and values. This supports the evidence from the study described above that students at CSULA are experiencing RSCA-type activities that support deep learning.

CSULA Faculty Survey

Additional evidence of CSULA student experiences that promote integrative learning or deep learning was provided by a recent survey of faculty. Seventy percent of CSULA faculty respondents to the survey revealed that their undergraduate students experienced relatively high or substantial learning as a result of

working on research, and 78% of faculty reported the same for graduate students. Some of the skills that students gain from conducting research include: critical thinking and logical reasoning, teamwork, communication, research skills such as designing experiments, reviewing the literature, conducting scientific processes, lab skills, statistical analysis and data interpretation and the integration of concepts and theories. Students also demonstrated important attitudes such as confidence, professionalism, and concern for ethics. Faculty provided insightful comments about the student RSCA experience such as:

- "Book learning is a poor substitute for an active research experience."
- "Research is often a life-changing event for students."
- "Working collaboratively with students is the deepest form of teaching and learning."
- "It is a very important experience that cannot be obtained from books or in the classroom."
- "I have seen students go from shy and insecure to confident professionals who win awards at national meetings for their work."

At CSULA, some excellent interdisciplinary programs demonstrate the integration of RSCA with an emphasis on deep learning. The recently funded Social Work/Nursing Bridges to the Doctoral Program with the University of Michigan and the ongoing Minority Opportunities in Research (MORE) Program serve as models. MORE provides an umbrella that houses five CSULA grant-based programs. Creating an atmosphere of engagement and connection to the University is the key to student success in this program, whose mission is to enhance the development of undergraduate and graduate minority students pursuing biomedical or behavioral research careers through graduate programs leading to the Ph.D. In addition to performing cutting-edge research alongside their faculty mentors, these students participate in weekly biomedical science seminars, attend summer workshops, and present their research at scientific meetings or in scientific journals. The success of MORE in preparing students for matriculation into Ph.D. programs attests to the transformative power of these programs. For example, since 2003, 68 out of 81 graduate students (84%) and 50 out of 65 undergraduate students (77%) participating in the Minority Biomedical Research Support MBRS-RISE Program have entered Ph.D. programs. (CFRs 2.6, 2.8, 4.3)

A recent evaluation and assessment of the program (see p. 3) indicated that MORE students had:

- higher graduation rates than non-MORE students in the same major;
- higher GPAs;
- higher rates of persistence than non-MORE students;
- an average time to degree a full year shorter compared to non-MORE students; and
- higher continuation rate for the pursuit of graduate or professional degrees than non-MORE students. (CFRs 2.2, 2.9, 2.10)

Institutional Support for Student Engagement in RSCA

In addition to requiring RSCA as part of course work for students in many programs, faculty and staff also recruit students to participate in ongoing RSCA projects. The Office of Research and Development (ORAD) contributes to faculty professional development in RSCA, with the goal of increasing opportunities for faculty and students to engage in RSCA. ORAD-sponsored professional development activities assist faculty to remain current in their disciplines, contribute to new knowledge that will strengthen California socially, culturally and economically, and pursue new ways to enrich student learning. Current ORAD faculty development activities include: grant preparation workshops, a research seminar series, faculty notification regarding funding opportunities, and advisement of faculty on funding proposal development and submission. (CFR 4.4, 2.8, 2.9)

ORAD and the Honor Society of Phi Kappa Phi sponsor the Annual Cal State L.A. Student Symposium on Research, Scholarly and Creative Activity. The symposium highlights student accomplishments and provides a local forum for CSULA students to gain experience in presenting their work. A significant number of undergraduates participate in the annual Symposium; some have gone on to win awards in statewide competitions.

Centers and Institutes on campus also support RSCA opportunities for faculty and students. For example, the Center for the Study of Genders and Sexualities (CSGS) offers an annual student research award as well as a faculty research grant that includes stipends for student research assistants. The Office of Graduate Studies and the Office of Undergraduate Studies jointly oversee the awarding of Student Travel Grants to Professional Meetings to allow students to gain first-hand experience by presenting their research at scholarly conferences. In addition, the Office of Graduate Studies publishes an annual report listing the number of graduate students who have authored or co-authored papers or other publications as well as the number who have made conference presentations. The Office of Graduate Studies also hosts an annual reception each spring for graduate students who have published, won an award, presented a paper at a conference, or made another professional contribution.

To summarize, this initial effort to demonstrate the impact of RSCA on student learning is positive. Faculty report that three quarters of the students who worked with them on research experienced relatively high or substantial learning. In addition, NSSE data on the Deep Learning scale items show that CSULA freshmen and seniors scored significantly higher than peers on five out of 12 items. In general, fewer first year students than seniors are exposed to these experiences. According to NSSE data, a significantly lower number of seniors reported engaging in research activities with faculty at CSULA than at comparison institutions; however, the mean differences among institutions were small. The campus' data show that overall, on an annual basis, at least 56% of undergraduates at CSULA participate in research activities in class and outside of class.

This Educational Effectiveness Review has provided an opportunity for the campus to begin developing measures to understand the impact of RSCA on student learning. Now that this effort is underway, a more complete understanding of where student opportunities for RSCA exist will be undertaken. Thus, effectiveness measures can be developed that will reveal how various research experiences enhance students' deep learning.

Essay D Summary

As recommended by WASC, CSULA has continued its efforts to evaluate and improve student support services and advising so as to more effectively contribute to student success. CSULA has shown evidence that it is effective in helping its students reach their academic goals, including graduation. Its six-year graduation rate, although not as high as desired, is comparable to those at peer public institutions. Evidence from the NSSE Deep Learning scale items, positive faculty reports and significant CLA gains from freshman to senior year on performance tasks all point to an increasing degree of effectiveness for freshman and transfer students.

At the current time, the University is more effective in contributing to the success of freshman students compared to transfer students. Freshman students show higher retention and graduation rates, and higher satisfaction with their overall educational experience, including student services and advising. Transfer students at CSULA have low 4-year graduation rates compared to their counterparts at peer institutions. Transfer students' satisfaction with their overall educational experience at CSULA, as well as with student services and advising, was significantly lower than that of transfer students in peer institutions.

Student satisfaction with support services such as advising continues to be mixed. The new centralized UAAC receives high satisfaction ratings from freshmen but college and departmental advising receive lower ratings, mostly from upper division transfer students. New technology and work processes aimed at improving student satisfaction with administrative offices (admissions, registrar, financial aid) as well as with campus communications have yet to be evaluated.

However, the campus does appear to provide both freshmen and senior (transfer) students with significant opportunities for participation in research, scholarly, and creative activities at CSULA. Overall, for the academic year 2008-2009, 56% of undergraduate students participated in capstone experiences, research courses or research experiences outside of class. On the NSSE Deep Learning scale, CSULA freshmen, as well as seniors (a majority of whom are transfer students), scored significantly higher than their peers on several indicators of deep learning, including analyzing, evaluating, integrating ideas and concepts, and including diverse perspectives. Students who participate in initiatives exemplified by the MORE program are successful at reaching higher levels of educational attainment, such as acceptance into doctoral programs. In addition to developing procedures to assess the amount and impact of research on students, the campus will continue monitoring student participation in RSCA, and provide incentives for undergraduate programs to create culminating experiences. It will also conduct further research on the impact of participation in RSCA on student learning and student success.

Concluding Essay

Responding to Changes in Public Higher Education in California

The four essays of this report demonstrate that CSULA is successfully meeting its mission to provide its students with an educational experience that will afford them the opportunity to succeed. The need to accomplish this mission has never been more important than at this historical moment as the context for public higher education in California may very well continue to face rapid changes. It has been noted recently that the State of California will face two major crises in higher education: a continuing reduction in available state resources and an education skills gap in the college readiness of high school graduates. It is anticipated that by 2025, there will be a deficit of one million college-educated workers in the state. The CSU system can contribute significantly to meeting these future challenges, and CSULA, with its experience in supporting the learning of a diverse student population, and with systems and processes in place to support this effort, is well positioned to play a significant role in meeting the educational needs of California.

The foregoing essays provide evidence that CSULA is using its resources strategically to serve its students; that it is a teaching and learning community; that it is promoting student learning; and that it is supporting students to reach their goals.

Essay A on *Strategic Thinking and Planning for Enrollment and Resource Management* presented evidence of how the strategic directions at CSULA connect with enrollment and resource management, retention efforts, and student success, as well as how management processes are aligned with enrollment and retention goals. The essay provided examples of how strategic planning is combined with resource management to facilitate student success.

In order to sustain momentum in this area, the campus will need to:

- Strengthen integration between program review (and comparable quality assurance processes from other divisions) and institutional planning and budgeting;
- Make continued progress in the area of strategic enrollment management;
- Establish and utilize performance indicators throughout academic and student affairs to measure student progress that aligns with budget and planning goals; and
- Develop the capability to project student course demand to inform academic planning.

Essay B on *Becoming a Teaching and Learning Community* presented evidence that the University has improved its management of strategic processes and outcomes assessment. Nearly all academic as well as non-academic programs carry out evaluative or quality improvement efforts that contribute to enhancing effectiveness. Two recent major improvements include a system for regular monitoring and reporting of progress toward meeting strategic goals and collecting annual program assessment data for program review.

In order to sustain momentum in this area the following will need to be addressed:

- Improve access to data for managers throughout the Division of Academic Affairs and the Division of Student Affairs

Essay C on *Promoting Student Learning* presented evidence that academic programs (including General Education) use assessment data to inform changes. All programs have student learning outcomes and institutional learning outcomes that are now in place. Some structural supports have been provided to institutionalize a culture of assessment, including a renovated program review system that requires annual reports, assessment plans and five-year strategic plans. There is evidence that co-curricular programs also are effective in supporting student learning.

In order to sustain momentum in this area the following will need to be addressed:

- Strengthen assessment efforts in programs and across divisions of the University and adopt an outcomes assessment management tool;
- Complete the implementation of institutional learning outcomes to enhance coordination across academic programs, GE, co-curricular learning and the other divisions of the University; and
- Increase the effectiveness of linking assessment and other evidence from program review to planning and budgeting.

Essay D on *Supporting Students to Reach their Academic Goals* presented evidence of educational effectiveness in terms of graduation rates, persistence rates and satisfaction with the University experience, including advising and student support services. In addition, the essay reported on a preliminary effort to understand the amount and impact of student engagement in research, scholarly and creative activities. The essay presents the conclusion that the University is effective in this area, and that student learning is positively impacted. The value added learning gains for CSULA students are demonstrable. However, although the University is educationally effective in helping its students meet their goals, it is significantly more effective in contributing to the success of its freshman than it is to that of its transfer students.

In order to sustain momentum in this area, CSULA will need to:

- Develop and implement a plan to improve the transfer student experience and attainment of educational outcomes;

- Continue to build an advising model that serves the needs of all CSULA students;
- Improve the effectiveness of the use of technological tools that support advising and student success;
- Broaden RSCA effort to include other high impact practices such as service learning, capstone courses and projects, and common intellectual experiences; and
- Support and develop faculty scholarship in the area of "addressing the needs of diverse learners" and "high impact practices for diverse learners."

Sustainability and Integrative Synthesis

These essays demonstrate the importance of the WASC institutional self study process to CSULA as a catalyst to progress in achieving our goals of reaching a highly developed level of educational effectiveness.

The CSULA campus has benefited from the sequential accreditation review process in a number of ways. First, the campus has considered the implications of recent developments, in higher education nationally, such as those provided by the revised WASC accreditation standards; the recently promulgated AAC&U vision for general education embodied in the AAC&U initiative Liberal Education and America's Promise (LEAP); and the new initiatives of the CSU system to improve student outcomes through higher retention and graduation rates, including an emphasis on closing the achievement gap for underrepresented students. The campus also responded to these developments in many ways, among them, the adoption of new institutional learning goals (ILOs), implementation of the CSU Graduation Initiative, and a new strategic plan with initiatives to reach its institutional goals.

Second, the campus has realized the need to become better integrated and more coordinated in its efforts to improve educational effectiveness. To improve integration, the Division of Academic Affairs and the Division of Student Affairs now work more collaboratively. Both are aligning their unit goals to increase coordination within the Divisions, and are working together to improve student success campus-wide. To improve coordination and further focus campus efforts toward improving student success, the University will consolidate a number of different committees, task forces, and other groups to further focus campus efforts for improving student success.

Third, CSULA has realized the need for more open, transparent, and integrated communication. In response to that need, opportunities for involvement and dialog have increased (as an example, through Town Hall meetings for development of the new strategic plan). Opportunities for students to provide information to the campus about their satisfaction and their attainment of educational goals (e.g. through focus groups and surveys) have increased, as have the opportunities for students to receive communication from campus through various media.

Another major institutional priority is an evolving and heightened understanding of the need for and better utilization of data, information, and evidence, to inform decision-making. The need to continually adapt existing uses of such data as historical enrollment patterns, student learning outcomes data, student engagement and satisfaction data, and unit performance data has been reinforced through the CPR and EER processes. The CSULA campus is committed to the ongoing refinement of an optimally effective decision support system and evidence-based decision-making.

Finally, through the accreditation process the campus has been able to appraise candidly its educational effectiveness by examining appropriate indicators. On the one hand, rates of retention and graduation at

CSULA are low, whether in comparison with national norms or with other CSU campuses. On the other hand, these rates are about average when CSULA is compared to institutions that are similar in terms of student demographics and students' college readiness. Graduation rates at CUSLA have also increased modestly since the last WASC accreditation visit. However, a new system-wide initiative will require CSULA to make much larger gains in these areas in the near future. The campus will be challenged to make explicit its expectations for student learning in terms of specific levels of competency and to close the achievement gap. The process has already begun to expand the campus-wide strength of providing students with experiences that lead to heightened engagement and deep learning, such as involvement in research, scholarly, and creative activities. These are the goals that will lead the campus into its next cycle of accreditation and guide the building of greater capacity for and effectiveness in serving future students of the L.A. basin.

CSULA remains fully committed to sustaining the efforts to improve the institution's educational effectiveness over the next decade. As the assessment of student learning outcomes become more refined as an indicator of academic quality and as the institution more tightly aligns the use of quality improvement evidence with budgeting and planning, the capacity of the institution to evaluate and to improve will be significantly enhanced. The institutional learning achieved in addressing the challenges in this era have reinforced the importance of a focus on strategy with the careful alignment of all the institution's resources to achieve its mission. In this way, the institutional learning gained now is linked to enhancing student learning in the future. California State University, Los Angeles is poised to provide an educational experience for its students that allow them to achieve the institutional learning outcomes set before them. It will also allow them to enhance their understanding of the world, their critical skills, their responsibilities as citizens of their communities and the world, and their commitment to a lifetime of learning that will help them to become individuals who engage and contribute to a democratic society.

WASC/ACSCU SUMMARY DATA

Appendix A

Institution: ____California State University, Los Angeles_____ **Year Founded:** ____1947_____

President/CEO: _____James M. Rosser_____ **Date:** _____06-10-2010____

Calendar Plan: □ Semester x Quarter □ Trimester □ Other_____

Approved Degree-Granting Levels: □ Associate x Bachelors x Masters □ Research Doctorate x Professional Doctorate and other

Sponsorship and Control:

□ Independent
□ Independent, with affiliation _____
□ Religiously affiliated _____
x California State University
□ University of California
□ University of Hawaii
x Public
□ Proprietary

FOR UNDERGRADUATE PROGRAMS:

Last Reported IPEDS Data for Enrollment by Ethnicity and Gender. Use IPEDS definitions for students.
IPEDS data reported as of (date) _____not yet posted_____

Table 1

Enrollment by Category	Total FTE of Students*	Total Headcount of Students	Non-Resident Alien Headcount	Black, Non-Hispanic Headcount	Am Indian/ Alaska Native Headcount	Asian / Pacific Islander Headcount	Hispanic/ Latino Headcount	White/Non-Hispanic Headcount	Ethnicity Unknown Headcount	Total Male Headcount	Total Female Headcount
Undergraduate	13251	16923	951	1198	8	3139	8056	1771	1800	6683	10240
Non-degree											
Total	13251	16923	951	1198	8	3139	8056	1771	1800	6683	10240

* If institution has used a formula other than FTE = FT + (PT/3), please indicate how calculated FTE._____FTE = FT + (PT x 0.403543)_____

WASC/ACSCU SUMMARY DATA

Institution: ____California State University, Los Angeles_____

IPEDS Data for 6-Year Cohort Graduation Rate, Last 3 Years, by Ethnicity and Gender:

Please indicate if the data provided in tables below is for: □ **freshmen only (use Table 2)**
x freshmen and transfer students combined (use Tables 2 *and* 3)

Table 2

Freshman Cohort Year (Entering Fall)	Overall Graduation Percentage	Non-Resident Alien %	Black, Non-Hispanic %	Am Indian/ Alaska Native %	Asian / Pacific Islander %	Hispanic/ Latino %	White/Non-Hispanic %	Ethnicity Unknown %	Male %	Female %
2000	35	47	22	25	46	32	35	41	27	39
2001	31	28	16	50	40	29	37	38	24	36
2002	31	34	15	40	39	29	34	30	23	35
3-Year Averages:	32	36	18	38	42	30	35	36	25	37

If institution tracks freshman and transfer graduation rates separately please provide last 3 years data for 6-Year cohort *transfer* graduation rate by ethnicity and gender:

Table 3

Transfer Cohort Year (Entering Fall)	Overall Graduation Percentage	Non-Resident Alien %	Black, Non-Hispanic %	Am Indian/ Alaska Native %	Asian / Pacific Islander %	Hispanic %	White/Non Hispanic %	Ethnicity Unknown %	Male %	Female %
2000	64	70	53	67	63	65	58	68	59	67
2001	61	65	53	50	63	62	56	63	50	68
2002	56	57	37	80	59	56	53	65	53	57
3-Year Averages:	60	64	48	66	62	61	56	65	54	64

WASC/ACSCU SUMMARY DATA

Institution: ____California State University, Los Angeles_____

FOR GRADUATE PROGRAMS:

Last Reported IPEDS Data for Enrollment in each program level by Ethnicity and Gender. Use IPEDS definitions for students.
IPEDS data reported as of (date) _____not yet posted_____

Table 4

Enrollment by Category	Total FTE of Students*	Total Headcount of Students	Non-Resident Alien Headcount	Black, Non-Hispanic Headcount	Am Indian/ Alaska Native Headcount	Asian / Pacific Islander Headcount	Hispanic/ Latino Headcount	White/Non-Hispanic Headcount	Ethnicity Unknown Headcount	Total Male Headcount	Total Female Headcount
Masters	2674	3675	659	222	2	534	1075	702	481	1406	2269
Research Doctorate											
Professional (Masters & Doctorate	42	21	0	0	0	1	1	4	15	9	12
Total	2716	3696	659	222	2	535	1076	706	496	1415	2281

IPEDS Data for Cohort Graduation Rate, Last 3 Years, by Ethnicity and Gender:

Table 5

Cohort Year	Graduation Percentage (all programs)	Non-Resident Alien %	Black, Non-Hispanic %	Am Indian/ Alaska Native %	Asian / Pacific Islander %	Hispanic/ Latino %	White/Non-Hispanic %	Ethnicity Unknown %	Male %	Female %
2000	39	51	44	0	44	35	39	32	35	42
2001	44	60	46	0	47	42	36	44	42	45
2002	42	57	20	0	46	47	32	40	40	43
3-Year Averages:	42	56	37	0	46	41	36	39	39	43

Current Faculty: **Total FTE** of faculty_____694.3_____ as of _____11/04/2009____ (date)

Full-time faculty headcount: _____580 Non-Caucasian ___289_ Male _308_ Female _272_

Part-time faculty headcount: _____458 Non Caucasian __204__ Male _233_ Female _225_

FTE Student-to-FTE Faculty Ratio: _____21 to 1_____

WASC/ACSCU SUMMARY DATA

Institution: ____California State University, Los Angeles_____

Finances:

A. Annual Tuition Rate: Undergraduate Resident Tuition: ___$3,971_ Undergraduate Non-Resident Tuition: = $3,971 + ($226 x 36 units) = $12,107

Graduate Resident Tuition: _____$4,751_ Graduate Non-Resident Tuition: $4,751 + ($226 x 29 units) = $11,305

B. Total Annual Operating Budget: ___$206,093,149_

C. Percentage from tuition and fees: _____35.43%____

D. Operating deficit(s) for past 3 years: ___$-21,042,834__ (FY2009); ____0____ (FY2008); __$-19,380,047_ (FY2007)

E. Current Accumulated Deficit: ____0____

F. Endowment: _ _____0_____

Governing Board: A. Size: _____25_____ B. Meetings a year: _____7_____

Off-Campus Locations: A. Number: ____4_____ B. Total Enrollment: _____101_____

Distance Education Programs: (50% or more of program/degree requirements are offered via any technology-mediated delivery system):

A. Number: _____1_____ B. Total Enrollment: _____119_____

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CALIFORNIA STATE UNIVERSITY, LOS ANGELES

OFFICE OF THE PRESIDENT

California State University, Los Angeles
WASC Accreditation
Institutional Stipulations

This is to confirm that California State University, Los Angeles, is using the review process to demonstrate its fulfillment of the two Core Commitments, that it will engage in the process with seriousness and candor, that the data presented are accurate and that the Institutional Presentation will fairly present the institution.

California State University, Los Angeles, has published and made publicly available policies in force as identified by the Commission. Such policies will be available for review on request throughout the period of accreditation. Special attention will be paid to the institution's policies and recordkeeping regarding complaints and appeals.

California State University, Los Angeles, will abide by procedures adopted by the Commission to meet United States Department of Education procedural requirements.

California State University, Los Angeles, will submit all regularly required data, and data specifically requested by the Commission during the period of Accreditation.

California State University, Los Angeles, has reviewed its off-campus programs and distance education degree programs to ensure that they have been approved as required by the WASC Substantive Change process.

Signed by,

James M. Rosser, President

6-25-10
Date

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The California State University: Bakersfield, Channel Islands, Chico, Dominguez Hills, East Bay, Fresno, Fullerton, Humboldt, Long Beach, Los Angeles, Maritime Academy, Monterey Bay, Northridge, Pomona, Sacramento, San Bernardino, San Diego, San Francisco, San Jose, San Luis Obispo, San Marcos, Sonoma, Stanislaus