Interim Progress Report

Submitted to the
Western Association of Schools and Colleges

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November 1, 2012

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List of Topics or Concerns (issues identified in the Action Letter)

Report should demonstrate progress in:

Issue 1: Improving retention and graduation rates

Issue 2: Reactivating strategic planning and addressing decreased state funding

Issue 3: Assessing student learning, specifically a plan to align and assess newly adopted institutional learning outcomes

Issue 4: Improving effectiveness of student support services, including advising

Issue 5: Documenting the results of initiatives to promote research, scholarship, and creative activity

For each issue the following will be provided:

I. Full description of the issue

II. Full description of the actions taken by the institution that address this issue

III. Full description of an analysis of the effectiveness of these actions to date. Have the actions taken been successful in resolving the problem?

IV. Evidence supporting progress. What further problems or issues remain?

V. Description of how the institution will know when the issue has been fully addressed and a timeline that outlines planned steps with milestones and expected outcomes.

Institutional Context

California State University, Los Angeles (Cal State L.A.), founded in 1947 by the California State Legislature, is a comprehensive university in a diverse urban setting and is one of 23 campuses in the California State University (CSU) system. Cal State L.A. serves one of the most ethnically, linguistically, and socio-economically diverse populations in the nation and has been fully accredited by WASC since 1954. It is distinguished by its large population of Hispanic and Asian students, many of whom are first generation college students (more details on the student profile are found in Issue 1, page 10). The University's six colleges offer 60 undergraduate degree programs, 55 Master's programs, an Education Doctorate (Ed.D), a joint Doctorate in Nursing Practice (DNP) with CSU Long Beach and CSU Fullerton, and a joint Ph.D. in Special Education with UCLA. Thirteen discipline-specific accreditation bodies accredit respective Cal State L.A. programs – a testament to program quality. The University also has an Honors College and a College of Extended Studies and International Programs. About one quarter of the more than 20,000 students on campus are engaged in post baccalaureate study in programs leading to master's and doctoral degrees; teaching, service, and specialist credentials; certificates; and programs that lead to professional and academic advancement.

At the eastern edge of Los Angeles, Cal State L.A. sits upon just over 175 hilltop acres with views of Pasadena and the mountains to the north, the San Gabriel Valley to the east, downtown Los Angeles to the west, and the Palos Verdes Peninsula and Catalina Island to the south. The Cal State L.A. Transit Center makes the University highly accessible by trains and buses serving all regional communities. Cal State L.A. operates on the quarter system, offering three quarters in the academic year - fall, winter, and spring. Classes are scheduled weekdays from 7 a.m. until 10 p.m. and on Saturdays to serve the needs of full-time, and part-time working students. Since Summer Quarter 2010, summer offerings and mode of support (state supported or through extended education) have varied.

Faculty, staff, and administration continue to support the University's goals of excellence and access for students. Administrative leadership has been sustained by Dr. James M. Rosser, who has just completed his 33rd year as University President and will be retiring in June 2013. There have been a number of recent hires in leadership positions since the start of AY '10-'11, including the Provost and Vice President for Academic Affairs, Assistant Vice President for Academic Affairs for Academic Personnel, Dean of the College of Arts and Letters, Dean of the College of Business and Economics, and Dean of Graduate Studies and Research. The main focus for the more than 500 tenured and tenure track faculty members at Cal State L.A. is on teaching and a combination of research/scholarship/creative activity (RSCA) and service. More Cal State L.A. faculty members have been recognized as outstanding professors at the CSU system level than faculty at any other CSU campus. Faculty members regularly involve students, including undergraduates, in research, scholarship, and creative activities, and mentor them through academic and career advisement. Cal State L.A. ranks high among CSU campuses in the amount of extramural grant and contract funds raised annually per full-time faculty member, with more than $27 million in grants and contracts generated in AY '11-'12.

Mission Statement

Cal State L.A., a member of the California State University (CSU) system, offers excellent and innovative educational opportunities to an urban student population that reflects the diversity of the Los Angeles basin. Educational opportunities include:

- Preparing students to appreciate, engage, enhance and transform the social, cultural, civic, and workplace structures of American and global societies;
- Providing students with the capabilities, skills, and opportunities to take full advantage of life-long learning, including graduate and professional studies, and opportunities to participate in research, scholarly, and creative activities;
- Offering students tools for personal and academic achievement, economic mobility, and healthier lives;
- Serving as a gateway among the Cal State L.A. community, the greater Los Angeles community, and the world community for shared educational and cultural life; and

- Providing high quality professional services to all constituencies of the University.

A recently revised strategic plan is presented below in Issue 2.

Statement on Report Preparation

The campus has taken the charge from WASC to make progress on five key issues very seriously. Beginning in October 2010, the regular agenda for the weekly meeting between President Rosser and the Executive Officers of the University has included the graduation initiative, strategic planning, and advising. In regard to the other three issues raised by the Commission, various responsibilities have been assigned to corresponding Divisions of the University. The Provost and Vice President for Academic Affairs has overseen efforts to make progress on assessing student learning, especially in a plan to align and assess newly adopted institutional learning outcomes, improving effectiveness of student academic support services, and documenting the results of initiatives to promote research, scholarship, and creative activity. The Vice President for Student Affairs assumed leadership for making progress on improving effectiveness of student support services. In addition to regularly monitoring and tracking projects addressing the issues, the Vice Presidents conducted comprehensive reviews of progress on the five issues in Summer 2011 and Winter 2012. Beginning in AY '10-'11, the Administrative Work Plans of campus administrators have included components of the myriad of projects the campus has been engaged in that address the issues articulated by the WASC Commission. Each annual spring meeting of campus administrators (the MPP Town Hall) has addressed the graduation initiative and strategic plan. The President has kept the campus community apprised of progress, for example, with his annual State of the University address. Over the last two years, the Academic Senate also included presentations to update progress on the graduation initiative and advising.

In Spring 2012, the Executive Officers assigned a cross divisional committee with the responsibility of preparing the interim progress report. The committee was chaired by the Associate Vice President for Academic Affairs. This team began meeting in mid-Spring 2012 to discuss the report in general and make writing assignments within the team as well as for other individuals on campus. Beginning in June 2012, the committee met every two to three weeks to discuss drafts of the document.

Members of the writing committee include:

Dr. Cheryl Ney, Associate Vice President for Academic Affairs
Ms. Nancy Wada-McKee, Assistant Vice President for Student Affairs-Student Services
Ms. Sheryl Okuno, Director, ITS - IT Security and Compliance
Ms. Nancy Miron, Executive Director, Public Affairs
Ms. Mae Santos, Assistant Vice President for Administration and Finance
Dr. Karin Elliott Brown, Acting Associate Dean of Graduate Studies and Research
Dr. Steven Jones, Acting Dean of Undergraduate Studies
Dr. Parviz Partow-Navid, Acting Associate Dean of Undergraduate Studies
Dr. Mark Pavelchak, Director of Institutional Research
Ms. Catherine Haras, Director, Center for Effective Teaching and Learning
Dr. Michelle Hawley, Director, Honors College
Dr. David Connors, Acting Director, Program Review and Assessment

The draft report was reviewed by the President, Provost and Vice President for Academic Affairs as well as the Vice Presidents for Administration and Finance, Information Technology Services, Institutional Advancement and Student Affairs. Following the initial review, the Executive Committee of the Academic Senate reviewed the draft report, as did select members of the Academic Affairs Management Group, the Directors in Student Affairs and the Educational Effectiveness and Assessment Council. These reviews were important to ensure that the report does indeed highlight the significant progress made by the campus since the EER visit in October 2010.

Response to Issues Identified by the Commission

Issue 1: Improving Retention and Graduation Rates

The CSU Graduation Initiative had been underway for less than a year at the time of the EER visit in October 2010. In addition, a new Provost, Dr. Vaidya, had just joined the campus community. The confluence of these events provided a moment of opportunity to think more strategically about the approach to the CSU Graduation Initiative and the utilization of the WASC principles of a highly developed educationally effective institution. Two strategic directions were charted. One was to create the Graduation Initiative Plan, which reflects what we learned from other campuses; that is, an accumulation of small and large changes to the students' educational experience campus-wide makes a difference in retention, student success, and timely graduation. The Graduation Initiative Team developed five themes, based on a review of available data at the time, for the annual plans (AY '10-'11 and AY '11-'12): 1) comprehensive advisement; 2) enhancing student campus communication; 3) enhancing academic and social support; 4) efficiency of academic program design and development; and 5) assessing student learning achievement (Appendix 1, pages 1-17). The second approach was to recognize that achieving a *dramatic* increase in graduation rates and closing the achievement gap would require a long term, coordinated, and focused commitment to institutionalize the initiative by building capacity. Both of these approaches are described in detail below in the section on Issue 1, "Improving Retention and Graduation Rates." In addition, progress with the other four issues identified by the WASC Commission will be described in later sections in such a way as to demonstrate how making progress on each of these other issues contributes to student success and timely graduation.

The comprehensive approach the campus has adopted, described in this report, is already yielding results. A comparison of the persistence, after three years, of continuing students in two cohorts of first time freshmen, Fall Quarter 2006 and Fall Quarter 2009, shows there is an 11.5% increase in persistence (Chart 1). Furthermore, there is a 12% increase in persistence for under-represented minority students. Thus, it is anticipated that graduation rates will increase, barring unforeseen changes in the external environment.

Chart 1: Three Year Persistence Rates: 2006 and 2009 Full-time Freshmen Cohorts by URM Status

		Cohort		
Student Type	**Group**	**2006**	**2009**	**Improvement**
URM	Cohort	1023	1348	
	Persist 3 years	550	886	
		53.8%	65.7%	12.0%
Non-URM	Cohort	515	522	
	Persist 3 years	306	369	
		59.4%	70.7%	11.3%
All freshmen	Cohort	1538	1870	
	Persist 3 years	856	1255	
		55.7%	67.1%	11.5%

I. Provide a full description of the issue

In January of 2010, the CSU system launched the Graduation Initiative to raise the six-year graduation rates of freshmen and the four-year graduation rates of transfers to the top quartile of national peer averages by 2016 and to cut in half the gap between graduation rates for under-represented and non-underrepresented students. The Graduation Initiative Team was tasked to lead this effort. The Graduation Initiative plan centers on the five themes described above, each of these is discussed in more detail later. The Graduation Initiative builds on the 2005 CSU Initiative, "Facilitating Transfer and

Graduation." For the CSU system to achieve a dramatic improvement in graduation rates, significant progress will have to occur on virtually every campus, especially those that have had historically the lowest levels of student success. Over the past five years, the graduation rates of Cal State L.A. freshmen and transfers have trailed the CSU system by about 15%. Charts 2A and 2B compare the trend over time in graduation rates for Cal State L.A. freshmen and transfer students.

Chart 2A: Cal State L.A. and CSU System Graduation Rates for Freshmen

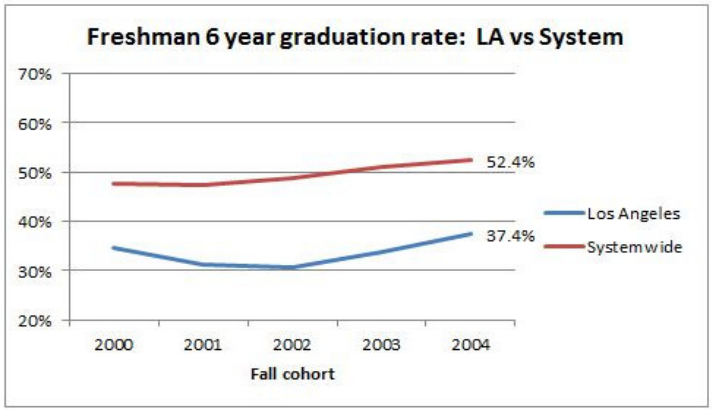


Chart 2B: Cal State L.A. and CSU System Graduation Rates for Transfer Students

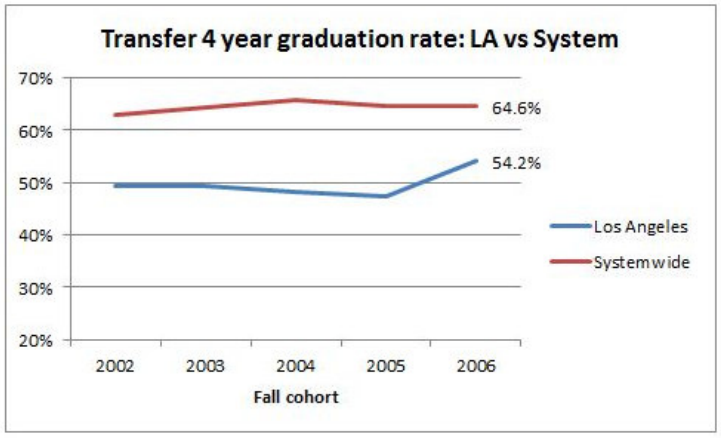


Chart 3A provides the trend over time for six year graduation rates for Cal State L.A. non-underrepresented minority (non-URM) freshmen (45.8% for cohort graduating in 2011) and underrepresented minority (URM) freshmen (31.3% for cohort graduating in 2011). Chart 3B shows the four year graduation rates, over time, for non-URM transfer students (62.5% for cohort graduating in 2011) and URMs (57% for cohort graduating in 2011).

Chart 3A: Cal State L.A. Non-URM and URM Freshmen Graduation Rates

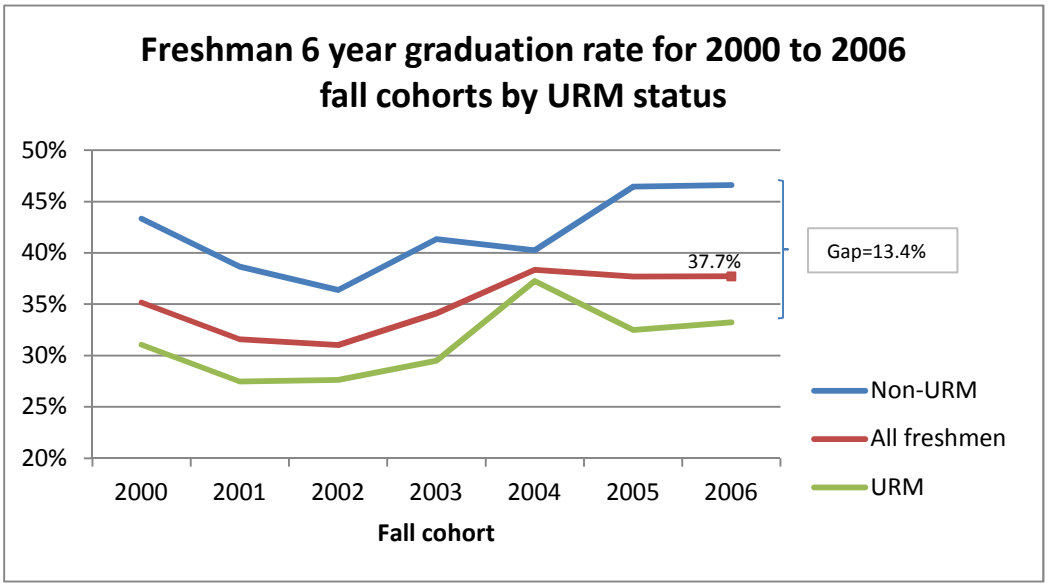
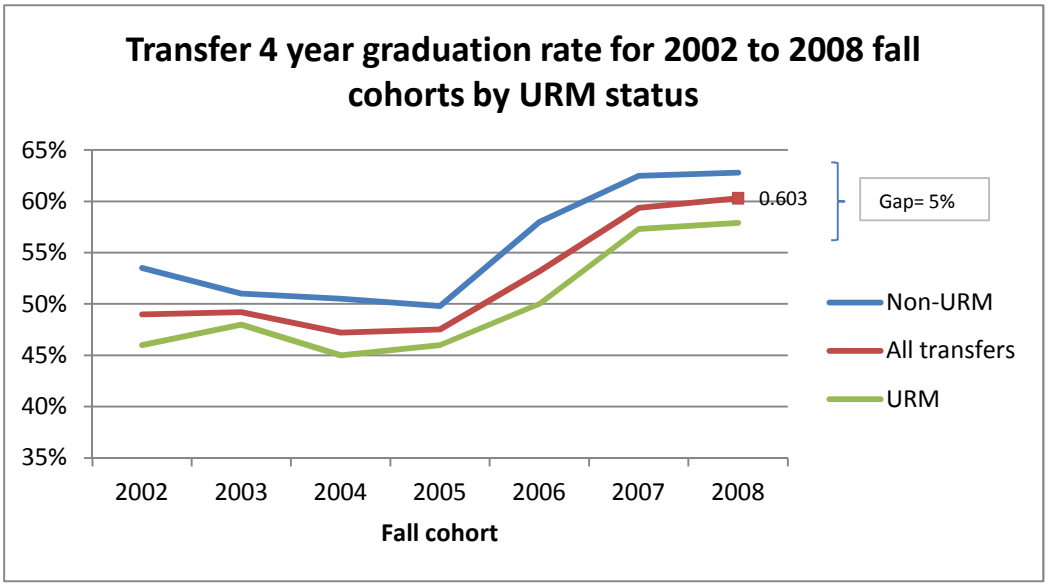


Chart 3B: Cal State L.A. Non-URM and URM Transfer Graduation Rates

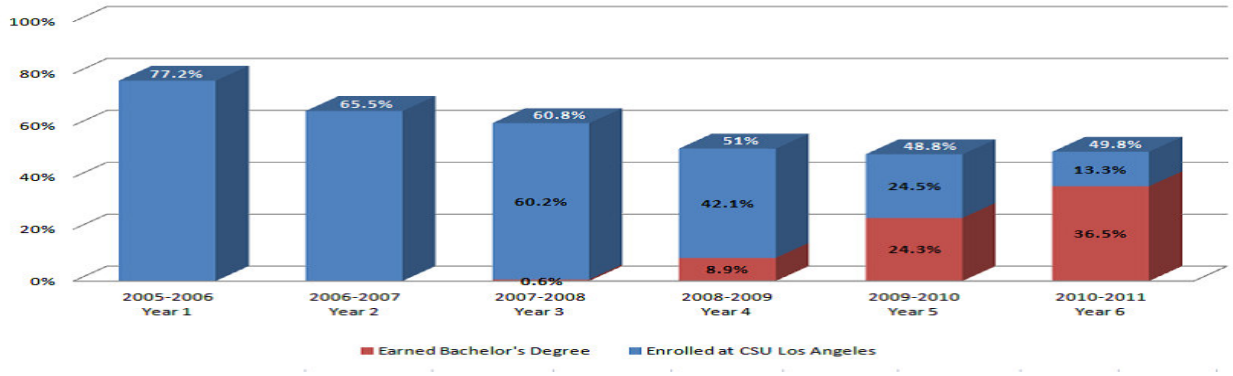


Moreover, the "achievement gap" between the graduation rates of underrepresented (URM) Cal State L.A. freshmen and transfers has varied from 8% to 13.4% lower than those of non-URM students over the past few years. Issues facing URM freshmen and transfer students, especially in the current economic climate, are described in the student profile section below and may have a considerable impact on graduation rates.

The goals set for Cal State L.A.by the CSU system for its' Graduation Initiative are ambitious: By 2015, raise the six-year graduation rate from 34% to 45% for freshmen, raise the four-year graduation rate from 49% to 57% for transfers, and reduce by 50% or greater the size of the achievement gap. It is significant that this campus is committed to exceed these targets.

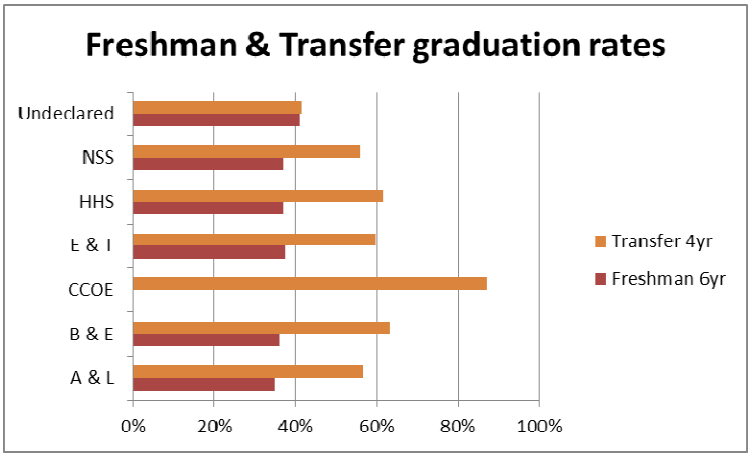
One important first step in efforts to meet the graduation rate goals has been to undertake a more systematic review of data. Rather than simply tracking retention and graduation rates, it is important to understand how the process of departure for students unfolds. The following graph, for example, shows the year-to-year persistence rates of the 2004 freshmen cohort.

Chart 4: Retention and Graduation Rates for 2004 Cohort



From these results it is clear that new strategies to improve retention, persistence, and time-to-graduation are needed to engage students and that some of these strategies will be discipline specific. Chart 5 below compares graduation rates for recent cohorts of Cal State L.A. freshmen and transfers by college.

Chart 5: Graduation Rates by College



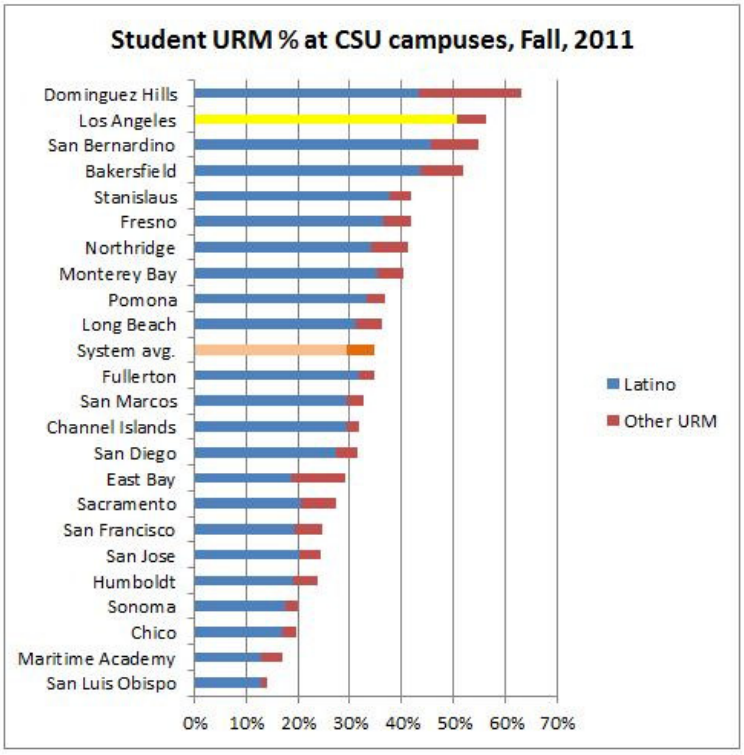
Among other things, the analysis shows that issues facing transfer students are more variable across colleges than for freshmen. The impact of switching majors on graduation rate has also received focused attention. (Issue 1, Section 2C, and Issue 4, Section 2.)

Tracking several cohorts simultaneously can help identify patterns in the retention and persistence for students (Appendix 1, page 19). It also provides a way to monitor the progress the campus is making in improving retention and graduation rates. A preliminary analysis of Fall 2012 data has just begun. The 2009 cohort of freshmen, whose graduation rate will be measured in 2015 against the graduation rate target of 45%, currently has a four year persistence rate of 67.1%. This is 8.7% higher than the average four year persistence rate of the 2004 to 2006 cohorts (the last three to reach the six year point). The average six year graduation rate of those cohorts was 37.5%. Projecting a graduation rate for the 2009 cohort is risky given the uncertainties in the CSU system and the California economy. But given the campus focus on student success in the past two years, the chances of exceeding the target are very realistic. One projection suggests the graduation rate for this cohort will be 1.2% higher than the target goal (37.5% + 8.7% = 46.2%).

Profile of the student population at Cal State L.A.

Cal State L.A. serves predominately first generation minority and non-traditional students for whom a college education is hard-won. Among CSU campuses, Cal State L.A. is second in the percent of underrepresented students and first in the percent of Latino students:

Chart 6: Percentage of URM Students at CSU campuses



The total enrollment of 20,034 students (Fall 2011) closely reflects the local service area of the campus. Cal State L.A.'s minority student enrollment exceeds 86% of the student body, with 6% African Americans, 54% Hispanics, 0.2% American Indians/Alaskan Native, 17% Asians, 0.13% Pacific Islanders and (9%) non-Hispanic White. The average age of Cal State L.A. undergraduates is 24. Women make up 59% of the student population. Cal State L.A. also educates a large number of students for whom English is a second language, with more than half of the entering transfer students (52%) having learned English as a second language.

Undergraduates at Cal State L.A. have a median family income of less than $30,000 per year. As a result, many express concerns about their ability to finance their education (based on responses to the entering freshman and transfer surveys). Transfer students generally report more concern as a whole because a portion of them are financially independent. At Cal State L.A. 71% of the students were eligible for the federal Pell Grant in 2011 – this is among the highest eligibility of any university in the nation. Most incoming undergraduates are not familiar with what it takes to succeed in college, and in most cases their parents are unable to assist them. Almost 80% of incoming students in recent fall cohorts come from families in which neither parent has earned a college degree. The majority of Cal State L.A. students have graduated from large urban high schools in Los Angeles with the highest high school dropout rates and lowest test score performances in California. As a result, many students enter Cal State L.A. and feeder community colleges with poor English and math skills, despite the fact that these students graduated high school, and are all regularly admissible and meet the CSU criteria for admissions. Cal State L.A. has an entering first time freshman cohort with one of the lowest percentages of students proficient in Math and English in the CSU system, as shown in Table 1 below:

Table 1: Percentage of Freshmen Proficient in English and Math

Freshmen enrolling at:	Proficient in English	Proficient in Math
CSULA (Fall 2011)	22%	37%
All campuses (Fall 2010)	51%	65%

Institutional Engagement with Student Success

The EER site visit team and the WASC Commission noted that "there is a strong current in the Cal State L.A. community to pursue the fundamental goals of the University and to focus on …student success." We offer below an extensive description of exemplary actions taken by the institution over the last two years to address student engagement with the institution and the institution's engagement with students and their success in both immediate and long term ways.

II. Provide a full description of the actions taken by the institution that address this issue

A description of the actions taken by the institution since October 2010 in improving retention and graduation rates are organized into two sections.

- Section 1, "Highlights from 2010 to 2012," includes activities enacted from the annual Graduation Initiative plans (Appendix 1, pages 1-17) as well as updates on activities mentioned in the Commission Letter regarding "building close relationships with feeder community colleges, establishing the Honors College and requiring students to declare a major." The latter issue, along with the most impactful and intensive activity undertaken that has widely engaged the campus over the past two years, improving academic advising, is described later in Issue 4, Section 2. This section closes with a discussion on college specific activities to enhance retention and student success.

- Section 2, "Institutionalization of a focus on retention and graduation," describes the integration of the CSU Graduation Initiative into the revised campus strategic plan, the marshaling of resources for the long term, ongoing commitment to dramatically improving retention and graduation rates and closing the achievement gap, and the building of an infrastructure for a coordinated institutional approach to these important goals.

Issue 1, Section 1. Highlights from 2010 to 2012 in Improving Retention and Graduation Rates

The literature on student success provided guidance to the campus over the last two years. This literature suggests that retention and graduation rates improve over time with an institution-wide effort to respond to the barriers and challenges students face on their path to timely graduation. Also, these efforts may be large in scope (such as building a culture of advising, (Issue 4, Section 2) or an accumulation of small efforts to support students academically and socially. This section reports on highlights of our two-year effort to improve retention and graduation. Table 2 indicates how these highlights are organized and reported on below. There are intersections between the graduation initiative effort and some of the other issues that the WASC Commission asked that progress be reported on, hence some of the activities are found elsewhere in this report.

Table 2: Issue 1, Section 1. Highlights from 2010 to 2012

Section 1 in Issue 1	*Categories of Actions*	*Described in report*
Subsection A*: *From the Annual Graduation Initiative Plan	Comprehensive, Integrated and Proactive Advisement	Issue 4, Section 2
	Enhancing Academic and Social Support (Seven Examples)	Issue 1, Section 1A
	Student Learning Achievement and Its Assessment	Issue 3
	Enhancing Student-Campus Communication	Issue 1, Section 1A, Item 9
	Improving Efficiency of Academic Program Design and Development	Issue 1, Section 1A, Item 10
Subsection B: Updates on Actions from WASC Commission Letter	Outreach: Building a Close Relationship with Feeder Community Colleges and New Outreach Efforts to High School Students	Issue 1, Section 1B, Items 1a and 1b
	Establishing the Honors College	Issue 1, Section 1B, Item 2
	Requiring Students to Declare a Major	Issue 4, Section 1
	Improving Academic Advising	Issue 4, Section 2
Subsection C: College Specific Actions	Engaging Students in their Success	Issue 1, Section 1C

Issue 1, Section 1A. From the Annual Graduation Initiative Plan

Enhancing Academic and Social Support: An Introduction

Cal State L.A. is committed to improving its academic and social support for students with Academic Affairs and Student Affairs' programs and activities. Under the direction of the new leadership in Academic Affairs, several efforts to expand academic support services have been initiated, including continuing to improve ways to address college readiness, improvements to the University Writing and Tutorial Centers, peer mentoring, and engaging other units within academic affairs in new and innovative practices, such as the University Library. Within the Division of Student Affairs, improving social and academic support also has been an ongoing focus. Highlighted here are improvements to orientation addressing college readiness and offering culturally sensitive programming.

Since underrepresented minorities comprise the majority of the student population at Cal State L.A. (at minimum 60% of students) and because many more students are low income and first-generation college goers, the University has shaped interventions that target college readiness needs, as well as academic and social supports for all interested and qualifying students.

Issue 1, Section 1A, Item 1. Enhancing Academic and Social Support: Improving Summer Orientation

Improvements to academic advising described below (Issue 4, Section 2) have had a positive impact on summer orientation. Since October 2010, 10 additional academic advisors have been hired (with another 15 to be hired by

November 2012). With increased collaboration between the Division of Academic Affairs and the Division of Student Affairs, these advisors have been incorporated into summer orientation programming. This effort resulted in improved advising during orientation for freshmen and transfer students. Much more effective small group advising sessions, conducted by advisors in both Divisions has replaced the former generic presentation, "The Road to Graduation." Advisors now guide small groups of students to College-specific meetings, where advising continues through a formal welcome and presentations by the College Dean and/or Associate Deans and advisors. In Summer 2012, 97% of students reported this new method of advising during orientation was "very effective" or "effective."

Issue 1, Section 1A, Item 2. Enhancing Academic and Social Support: Addressing College Readiness

Within the CSU system, Cal State L.A. has taken the lead in developing an array of programs to assist incoming students, most of whom are first generation college seekers. Three programs are described here. For over two decades, the Educational Opportunity Program (EOP) has offered summer instruction to eligible students to assist them in becoming college ready. EOP workshops and the Summer Bridge program allow students to make progress toward completion of mathematics and English composition requirements. For example, in Summer 2011, 632 students (29% of the entering cohort) enrolled in various EOP workshops, and 301 students successfully completed at least one level of remediation. Similarly, Engineering students participate in the Summer Transition to the College of Engineering, Computer Science, and Technology Program (STEP) that assists students in completing their remediation. In Summer 2011, of the 66 students in STEP who attempted to complete remediation in English composition, 98% passed. In addition, of the 89 students who attempted to become college ready in mathematics, 95% completed at least one level of remediation and 88% completed two levels of remediation. Finally, for the past three summers the Department of Mathematics has also offered 32-hour workshops for three levels of remediation. In 2011, participating students achieved the following success rates:

Table 3: Number of Students Passing Summer Math Workshops in 2011

Workshop	Number of Students	Success Rate
MATH 89	101	89 (88% pass rate)
MATH 90	101	89 (88% pass rate)
MATH 91	111	92 (83% pass rate)

Building upon the success of these programs, for Summer 2012, the Cal State L.A. version of the new CSU system-wide Early Start program offered workshops in mathematics and English composition. Six 1.5 unit courses were developed in mathematics to allow students the option of either fulfilling the minimum Early Start requirement (one 1.5 unit course) or attempting to complete one level of remediation in mathematics (by passing a second 1.5 unit course). In the first session, 775 students enrolled in the first 1.5 unit remedial mathematics course and 723 (96%) passed. An additional 380 students enrolled in the second 1.5 unit remedial mathematics course during the first session, and 249 (66%) passed, moving them to the next level of remediation or college mathematics. For English composition, a 1.5 unit online course was developed to help prepare students to succeed in their developmental English course in Fall Quarter. Approximately 750 students took advantage of this opportunity to assess their deficiencies in composition and develop strategies for improvement. A more complete analysis of the effectiveness of the Early Start program will be conducted in Winter Quarter 2013, once these freshmen students have completed their Fall Quarter coursework. The analysis will be used to inform the structure and content of the Early Start offerings for Summer 2013.

For the past four years, a highly successful learning community for students who need remediation at the lowest levels in both English composition and mathematics has been offered to over 150 students each year. This year-long program links developmental courses in composition and mathematics with the "Introduction to Higher Education" (IHE) course, oral communication, freshman composition, and supplemental instruction in algebra to assist students in completing their basic subjects and moving forward toward their academic objectives. The Basic Educational Subject and Tutoring Learning Community (BEST LC) serves as a significant first-year experience for students whose English Placement Test (EPT) and Entry Level Math (ELM) scores indicate additional preparation is needed to perform at a college level. The BEST LC assembles small groups of students or cohorts who remain together through the three quarters of their first year and, beginning in Fall 2013, the first quarter of their second year. This learning community encourages a collaborative

educational experience as students work in groups to study and support one another throughout four quarters. It also allows instructors to interface their courses shared by the students.

The table below shows the significant improvement in retention and pass rates for students who needed remediation at the lowest levels in English composition and mathematics before and after the implementation of the Basic Educational Subjects and Tutoring Learning Community (BEST LC) program since 2008:

Table 4: Pass Rates for BEST LC Students in English and Math

	Fall Quarter		Winter Quarter			Spring Quarter		Retention after 1 year
	ENGL 95	**MATH 89**	**ENGL 96**	**MATH 90**	**COMM 150**	**ENGL 101**	**MATH 91**	
Before BEST LC								
2006-2007	87%	78%	86%	74%	n/a	n/a	n/a	57%
2007-2008	91%	77%	89%	76%	n/a	n/a	n/a	59%
BEST LC								
2008-2009	90%	93%	91%	89%	92%	87%	82%	70%
2009-2010	95%	96%	94%	87%	78%	88%	75%	70%
2010-2011	95%	88%	98%	75%	89%	92%	82%	n/a

Issue 1, Section 1A, Item 3. Enhancing Academic and Social Support: Addressing College Readiness-the Educational Opportunity Program (EOP)

Over the past two years, the Educational Opportunity Program (EOP) has demonstrated effective assessment practices in both curricular and co-curricular aspects of the program. The development of the Institutional Learning Outcomes (ILOs) provided a framework for EOP to develop its own set of learning outcomes by which student learning achievement can be measured. The work of EOP in utilizing assessment to inform practice is evidenced by results of the student survey and evaluation of Summer Bridge 2011, which are described below.

Table 5: Summer Bridge 2011: Results of Student Survey and Evaluation of Academic Skills

At CSULA, I feel prepared to:	**Percentage who "Agreed" and "Strongly Agreed"**		
	Week 1	**Week 6**	**% Change**
Write clearly and effectively**	56.5	66.7	10.2
Think critically and analytically**	64.7	75.7	11.0
Analyze math and quantitative problems**	52.5	64.7	12.2
Use computer and online technology	69.4	72.0	2.6
Overall, I feel adequately prepared for the academic demands**	60.4	76.7	16.3

** Differences between Week 1 and Week 6 were statistically significant at p<.001 level.
N=198

Descriptively, student participants were most likely to agree that they felt prepared to perform various academic skills at Cal State L.A. By the end of the program, 76.7% agreed that they felt adequately prepared for the academic demands at Cal State L.A. Specifically, increases in percentages were evident with analytical skills related to math, thinking critically, and writing clearly and effectively. Also, 75.7% of the participants agreed that they felt adequately prepared to think critically, 66.7% to write clearly, and 64.7% to analyze math and quantitative problems. T-tests were conducted and revealed differences in week 1 and week 6 means were statistically significant for all statements at the $p<.001$ level except for computer and online technology. It appears encouraging that over half of the participants assessed themselves in the direction of making gains in their academic skills and three-fourths felt adequately prepared for college. Their positive self-assessment, however, should be compared with other Summer Bridge learning outcomes achievement to gain further understanding of student progress.

In Summer Quarter 2011, 73.8% of the participants indicated that they made "substantial" to "exceptional" progress in writing performance. The mean average was 3.96 on a 5-point scale. From these descriptive findings, participants reported making progress in writing skills through the writing component of Summer Bridge. Data collected was reviewed to see what program improvements could be made for the next offering of Summer Bridge. Many of these students were placed in the BEST LC learning community in Fall 2011 where their remediation needs were addressed. Based on data from Summer 2011, in Summer 2012, the curriculum for Summer Bridge was changed to provide more time for English and Math. Data on student achievement in English will be reviewed at the end of Fall Quarter 2012.

In Summer 2011, 76.4% of participants indicated that they made "substantial" to "exceptional" progress on their math skills. The mean average was 4.16 on a 5-point scale. These findings show that participants assessed their progress more positively in comparison to the writing component. Seventy-two percent of the 197 participants who were remedial moved up a level in their math skills by the end of the program. Data from Summer 2011 informed offerings for 2012, and results from Summer Bridge 2012 demonstrate marked improvement in the number of students moving up in math. Eighty-seven percent of Summer Bridge students moved up at least one level in math in 2012. Thirteen students advanced two levels in math in 2012.

Over the next several years, assessments will guide the further development of EOP as the CSU continues to face budget and enrollment challenges. Changes in admissions policies in the CSU may affect EOP at the programmatic level. Continued assessments of EOP programs will facilitate and enhance continued work on retention efforts, even if admissions policies change the current means of access to the University.

Issue 1, Section 1A, Item 4. Enhancing Academic and Social Support: Learning Communities for College Ready Students

In Fall Quarter 2012, learning communities for students who are college-ready in English composition were created as pilot programs in five colleges, linking their English course with their "Introduction to Higher Education" course. The linkage involves shared assignments and coordinated outcomes for the cohorts in these paired courses. Through the pilots (and their evaluation), we anticipate demonstrating that this high impact practice improves the retention and success of this segment of incoming freshmen students. Similarly, pilot programs for incoming transfer students majoring in Liberal Studies and Sociology will pair the upper division "Transition to Cal State L.A." course with a required course in their major, linking assignments and outcomes for the cohorts of students enrolled in these paired courses. Over the past two years, the campus has been actively engaged in reviewing and seeking to improve its "Introduction to Higher Education" and "Transition to Cal State L.A." courses for all students. An ad hoc committee was convened in Winter 2010 to review the upper division "Transition to Cal State L.A." course. The committee developed a set of recommendations that were forwarded to the Educational Policy Committee of the Academic Senate and are currently being reviewed by the Curriculum Subcommittee. The Educational Policy Committee has also charged the Curriculum Subcommittee to review and make recommendations regarding the lower division "Introduction to Higher Education" course. As described above, pilot activities will be undertaken and evaluated, as the review continues.

Issue 1, Section 1A, Item 5. Enhancing Academic and Social Support: The University Writing and Tutorial Centers

The campus has been working to enhance the availability of supplemental instruction for students. In Fall Quarter 2011, the University Writing Center moved to a larger location, and additional tutors were engaged to enable the University Writing Center to serve more students. For example, in Spring Quarter 2011, there were 28 tutors, compared to 35 tutors in Spring Quarter 2012. The increase allows more students to be served: 4,536 students in AY '10-'11 versus 5,297 students in AY '11-'12. The University Tutorial Center also added three more tutors in AY '11-'12 to serve additional students, bringing the total number of tutors to 15. In AY '11-'12, tutors worked with approximately 3,000 students who received 5,500 tutoring sessions. Total student visits to the University Tutorial Center, including seeking information, making appointments or obtaining tutoring assistance, average over 10,000 annually, with 98% of students rating the University Tutorial Center as either "excellent" (92%) or "good" (6%). Through the new Student Success Fee (described in detail in Issue 2), more tutors will be hired in both the University Writing and Tutorial Centers for AY '12-'13.

Issue 1, Section 1A, Item 6. Enhancing Academic and Social Support: Providing Culturally Specific Programming

The Cross Cultural Centers (CCC) continue to provide an extensive slate of programming "designed to address the needs of students from marginalized identities by providing programs that will aid in their retention and success at Cal State L.A." Such programming varies from single lectures, films, book discussions, and field trips, to more involved activities, such as retreats, conferences, and the Students Taking Action for Retention and Success (S.T.A.R.S.) mentoring program. The S.T.A.R.S. program offered 15 workshops on academic and personal success during AY '11-'12 and added tutoring in math and English for 4 hours per week in the CCC.

A total of 141 programs were offered through the CCC during the last academic year; 13,305 students attended the programs and 13,019 students utilized the resource area within the CCC. The "Next Step Social Justice Retreat," a weekend experience that provides an intense exploration of social justice, identity, and leadership has been conducted for the past three years. Past retreat evaluations and reviews demonstrate that the majority of retreat participants continued to engage in student involvement opportunities on campus, including classroom and student organization leadership. The Women of Color Conference, also in its third year, focuses on the theme of intersectionality, exploring women of color through the arts, political involvement and community activism. Eighty students participated in 15 workshops at the conference.

Issue 1, Section 1A, Item 7. Enhancing Academic and Social Support: Mentoring by Peers, Mentoring by Campus Employees

From 1988 through 2008, Cal State L.A. had a Partnership for Academic Learning and Success (PALS) peer mentoring program. It was suspended in 2008 when funding for it was reallocated to establish the BEST LC developmental learning community program (described above). This Fall Quarter 2012, the campus has restored the peer mentoring program under the guidance of a former PALS director. Peer mentors will be identified, trained and placed into selected sections of the "Introduction to Higher Education" and "Transition to Cal State L.A." courses to provide "reciprocal instruction" for incoming students, allowing them to benefit from the experience of outstanding students from the previous year. The restoration of the program demonstrates the deepening commitment of the University to utilize high impact practices to promote the success of our students.

In Winter 2010, the first pilot of a new mentoring program, "Take 5," was conducted (the name for the program refers to the ambitious plan of assigning five mentees to each mentor). The pilot paired 83 volunteer faculty, staff, and administrators with 200 incoming freshmen and transfer students from a pool of 1,000 students who had been identified as "at risk" for persistence. The profile of the cohort mirrored the demographic and gender profile of the undergraduate student population (predominately female and Hispanic students were involved). The 200 students responded to an email invitation to participate in the program. The goals for the pilot were to: 1) connect students to the campus community with mentors to serve as their advocate, coach, supporter, backer, promoter, believer, sponsor, and guide; 2) contribute to their retention and success as students; and 3) provide an opportunity for faculty, staff and administrators to voluntarily

contribute, in a personal way, to the improvement of the retention and graduation rates for freshmen and transfer students. Mentors were asked to contact each mentee, via email, telephone, or face-to-face at least once per month. A quarterly social was also held for all mentors and mentees. The program was conducted for two quarters and an evaluation of the pilot was completed (Appendix 1, pages 20-29). Evaluation of the pilot indicated that the majority of mentors and mentees had a meaningful experience and saw the program as beneficial. Seventy-seven percent of mentees indicated they "enjoyed participating in the mentoring program" and 69% of mentees reported that "being mentored was productive and worth my time." Two important conclusions from the evaluation were drawn: 1) mentors were discouraged by initial lack of response on the part of the mentees; and 2) a better defined program (a clearer understanding of the immediate goals/purposes) may be more effective and satisfying for both mentors and mentees.

In Winter 2011, a revised version of "Take 5" was implemented. Changes were made to how students were invited to participate to address the lack of response in the first pilot as well as to more quickly engage students in contacting mentors. A short presentation was made about the program at transfer student orientation and students were invited to sign up for the program during orientation. In the revised pilot, 215 incoming transfer students were paired with 95 mentors. In addition to adjusting the method of inviting students to participate, informational workshops were added to the quarterly social activities. Evaluation of the revised pilot is currently underway. We are pleased to report that some mentors and mentees from both pilots continue to meet. Without a doubt, the third goal for the program, providing an opportunity for faculty, staff and administrators to voluntarily contribute, in a personal way, to the improvement of the retention students, has been met.

Issue 1, Section 1A, Item 8. Enhancing Academic and Social Support: Fall Prep Rally

As an example of how units within the Division of Academic Affairs have risen to the challenge of offering programming designed to improve retention and student success since the beginning of the 2010 CSU Graduation Initiative, this section describes an innovative activity organized by the University Librarian. In 2011, the first annual Thanksgiving Weekend Prep Rally was planned and implemented by the University Library as a focused effort in week nine of Fall Quarter to bring together the support needed for students to be successful in the first quarter of the academic year. The premise was that some students may need advice on how to study for finals, or assistance with writing assignments, research help, or help with citations for their papers.

Over 2,100 students attended the Prep Rally, staffed by librarians, trained student research assistants, and the University Tutorial Center staff. The 428 student respondents to a survey were mainly upper division students (juniors and seniors), followed by freshmen. Seventy-four percent (74%) of the registrants noted that their "Primary reason for coming today" was to study for finals, work on a group project, meeting or presentation, do homework or research, or complete a paper. The University Writing Center was open on Saturday and assisted with 76 appointments; the University Tutorial Center provided math tutoring and workshops on test-taking and time management; and one computer lab was open and provided workshops on the use of technology applications such as MS Word, Excel, and Illustrator.

Student responses to "What did you find to be most helpful" were predominantly having a quiet place to study, group study rooms, access to computers, and having help available (e.g. math tutoring, research and writing assistance). Comments included "Helped me concentrate on doing my homework and having it done" and "Free scantrons, blue books and food!" Both attendees and volunteers were enthusiastic about the outcomes of the event. A comment from a student to one of the volunteers: *"This event is great. I've never felt so connected to the library or the University. It really makes me feel like you care about us."*

The University Library will again offer this event in Fall 2012 (Thanksgiving Saturday, November 24th) with modifications based upon last year's post-event analysis. Faculty will be able to reserve rooms via an online reservation form that will list room capacities and time slots. Faculty names and locations will be posted at the entrance to the University Library on the day of the event. Greeters will again assist in welcoming students and answering directional questions. The University Writing Center and University Tutorial Center will be participating again, and the University Student Union will partner this year by being open and offering rooms for faculty consultation and group and individual study. This will increase meeting space capacity and will also allow the Union Link computer lab to be open. Public Affairs will assist in promoting the event. The University Library is working with the Office of Institutional Research to

determine an alternate means of collecting demographic data (possibly through student ID card barcodes) and to determine the impact of the event on students' academic achievement.

Issue 1, Section 1A, Item 9. Enhancing Student-Campus Communication

Cal State L.A. continues to develop innovative ways for effectively communicating key information to students vital to their educational success, including a campus portal, web pages, posters, and videos. The University has developed a portal for accessing information concerning the campus called *myCSULA*. This is the main site for viewing information from various internal and external resources regarding campus news, announcements, and events. The site has been recently updated for faculty, advisors, and staff to allow them to view, in addition to current faculty and staff announcements, the student announcements section of *myCSULA*. This update will enable faculty, advisors and staff to stay informed about developments and deadlines that affect students. University web pages are updated on a regular basis with current news, a calendar of events, and the latest University policies and guidelines. In addition, an application for mobile phones has been developed to allow faculty, staff, and student access to the *University Catalog* via their iPhones. The University also sends students regular emails with urgent alerts and reminders for important deadlines. Each of the six colleges has developed a poster to inform freshmen and transfer students of graduation policies and requirements, including information regarding minimum GPA, the Writing Proficiency Exam (WPE) and other University requirements. Posters are placed in college advisement centers and other college offices. Another vehicle for engaging students has been the use of instructional videos. As an example, a video was recently developed to show students how to track their academic progress via the CSU Academic Advisement Report (CAAR). The CAAR is a student-specific computer generated report that identifies satisfied and outstanding General Education, graduation, major and minor requirements for students. Both students and advisors report satisfaction with the CAAR report. Other videos developed in the previous year include video instruction on how to register for courses as well as how to add, drop, and swap classes.

The University will continue to gauge the impact of its communications to students to make improvements, and where possible will bring innovation to this important aspect of campus life.

Issue 1, Section 1A, Item 10. Improving Efficiency of Academic Program Design and Development

The program review process at Cal State L.A. provides faculty an opportunity to review academic programs once every six years (some accredited programs have a different cycle for review). Increasingly, due to the external circumstances of available state funding and increased student demand, program review and reaffirmation of program accreditation have taken on heightened importance. These two processes bring important questions to bear on the relationship between achievement of student learning outcomes and the design of academic programs. Continued development by the campus in the areas of program review and program assessment of student learning outcomes is highlighted in Issue 3 below. What follows is a description of current efforts to revise the General Education Program.

Parameters for General Education (GE) in the CSU system are set by Title 5 and Executive Orders from the Chancellor's office that give guidance or define requirements for GE. A recent revision of the Executive Order governing GE essentially aligns GE requirements for the CSU with the "Liberal Education and America's Promise (LEAP)" outcomes from the AAC&U (Appendix 1, EO 1065, page 32). This revision was published in September 2011. The campus has initiated a process to revise GE that builds on national best practices, results of recent GE assessment activities (the latest in AY '09-'10), "Campus Conversations of GE" in 2008, and the GE Program review in 2007. Importantly, the process must also take into consideration the Graduation Initiative and the need for streamlining the pathways for students to achieve GE outcomes (Charge and Guidelines to the Committee are found in Appendix 1, page 34).

An ad hoc committee of the Academic Senate, the GE Revision Steering Committee (GERC), was convened in January 2012 and has been meeting monthly. An external consultant, Dr. Bruno Giberti, from Cal Poly San Luis Obispo and faculty chair of their recent WASC reaffirmation of accreditation has been engaged to provide guidance to GERC. The University has sent teams to three working conferences: two CSU Institute for Teaching and Learning conferences where the topic was GE Assessment and the Summer 2012 AAC&U Institute for High Impact Practices and Student Success. The AAC&U Institute required the campus team to complete a 10 page data rich inventory to inform the team work at the

Institute (Appendix 1, pages 35-49, for conference proposals and required data). In Spring 2012, the GERC presented a status report on its activities to the Academic Senate (Appendix 1, page 33). The primary focus of the initial work of GERC has been the development of a draft of revised GE Learning Outcomes that better align with the Institutional Learning Outcomes. Attention has now been turned to discussion of providing learning experiences for students that meet the GE Learning Outcomes. Best practices in the CSU for organizing GE courses as pathways is under examination. The GERC will submit recommendations to the Academic Senate in AY '12-'13. Components for the proposal will include:

- An elaboration of key concepts and central tenets for the GE program at Cal State L.A. related to outcomes, curriculum, pedagogy and student engagement/student success components.
- A set of GE program outcomes that incorporate "Area" outcomes, all leading to an alignment with Institutional Learning Outcomes.
- A plan for assessing and benchmarking student learning in GE including external benchmarking in the basic skills areas.

Issue 1, Section 1B. Updates on Actions from WASC Commission Letter

Item 1a. Outreach: Building a Close Relationship with Feeder Community Colleges

As a step toward improving articulation, the CSU system has been working closely with the California Community College System over the past year to implement the STAR Act, Senate Bill 1440 (Appendix 1, pages 30-31). The goal of the act is to create associate degrees for transfer students that will guarantee admission with junior standing to the CSU system. The implementation has been discipline specific with discussions in the community colleges and on the CSU campuses about developing "transfer model curricula." Currently, the campus has secured approval for all nineteen of the degree programs available. Students may complete the transfer model curriculum at a community college for each of these programs and are eligible for admission to Cal State L.A. Furthermore, in each of these approved programs, students will be able to graduate within 90 quarter units of matriculation at Cal State L.A. An added benefit to students is mid-year admissions for Spring Quarter 2013 to the University; this admission will only be available to transfer students who have completed a transfer model curriculum.

Over the past two years, Cal State L.A. has actively engaged in helping to improve the college preparation of students in surrounding communities and strengthening articulation with specific feeder community colleges. For example, we have been working with the Pasadena Unified School District (PUSD) and Pasadena Community College (PCC) to develop a proposal to align the English composition and mathematics curricula. Students who participate in this articulated program will be given special consideration for admission and registration. The plan calls for a program coordinator to support faculty representatives from each segment – two from Cal State L.A., four from PCC and eight from PUSD – in meeting regularly throughout AY '12-'13 to review existing syllabi and content for English composition and mathematics courses and make recommendations for improving alignment. Faculty members started meeting in Summer 2012 to coordinate the content of the courses in their discipline. They will continue to meet throughout AY '12-'13 to refine how this program will assist high school students to become college ready and encourage them to enroll in college.

Another recent example of Cal State L.A. partnering with a feeder community college is the Progress and Engagement through Integrated General Education (PRESTIGE) program. Cal State L.A. partnered with East Los Angeles Community College (ELAC) to create the program which incorporates high impact practice approaches for improving student success in lower division General Education courses. The University has been awarded a grant from the CSU System Chancellor's Office to develop a set of linked courses in chemistry, mathematics, and English composition that are combined in a learning community focused on the environment, simultaneously at both campuses. The first cohort was created in Spring 2012, with additional cohorts to follow in Spring 2013, Fall 2013 and Spring 2014. Assessment of culminating projects, common final exam questions, and other common assignments using rubrics from the AAC&U is underway. Preliminary survey results show that students report both cohorting and the common environmental theme were the most positive aspects of the experience. Comparison of pre/post survey data revealed students had increased confidence in writing and math skills. A focus group was used to provide data on some problems that emerged in the first pilot. All the data collected in the pilot will be reviewed to determine appropriate improvements for the Spring 2013 offerings.

The Director of the program has worked with colleagues at Cal State L.A. and ELAC to make changes to the program in response to student and faculty feedback from both institutions. In Spring 2013, the PRESTIGE learning community will offer three courses at both Cal State L.A. and ELAC with a common environmental theme: one in chemistry, English, and mathematics. Students will be allowed the flexibility at both institutions to take the chemistry plus either the math or the English or all three courses. The integrative experience will change so that the program and the community-focused activities are embedded into the lower division GE courses. A common reading assignment will be added to each of the courses. The program will also include special programming and events, such as a visit from a career center representative to the cohort, advisor visits, environmental LA River clean-up activities, social events, and guest speaker presentations related to the environmental theme. Students in these cohorts will be tracked to monitor student success measures, such as persistence, time to graduation or transfer, and GPA relative to similar students not participating in this program.

In AY '11-'12, Cal State L.A. also made a compact with the El Monte Unified School District and Rio Hondo Community College to allow graduating high school students one-time priority registration at Rio Hondo College and admission to Cal State L.A. if they maintain a 3.0 GPA in the completion of lower division requirements for transfer admission. The compact is part of the current admissions emphasis at Cal State L.A. to develop closer ties with the feeder institutions that are located in our region.

A very exciting recent development is a submission by Cal State L.A. of a planning proposal to the U.S. Department of Education's "Promise Neighborhood" program for an East L.A. Promise Neighborhood. The program seeks to create tight educational pipelines from pre-school to career, and to engage family and the community in support of student achievement. Cal State L.A. has agreed to be the lead agency. The educational pipeline will be built from area pre-kindergarten programs to 4th Ave Elementary School to Griffith Middle School to Garfield High School (Garfield is a feeder high school to Cal State L.A. where noted educator and alum Jaime Escalante taught).

Item 1b. Outreach: A New Effort to Reach Underserved Asian American Pacific Islander (AAPI) Students

Data from the CSU Early Assessment Program (EAP) indicates that AAPI students from underserved communities may benefit from additional assistance in the attainment of an undergraduate degree. As a result, in January 2012, Cal State L.A. worked with local community organizations in presenting "Journey to Success,"an open house designed to introduce AAPI middle school and high school students and their families to the University. Approximately 400 participants attended workshops on how to apply to college and how to apply for financial aid as well as several other student and parent panels. The goal was to empower families with knowledge about how to get to college and engage students within the college environment. Follow up initiatives included a CSU AAPI Leadership Retreat in October 2012 where AAPI student leaders were trained to serve as community ambassadors for future outreach events. The AAPI Initiative adds to existing outreach efforts focusing on African American, Hispanic, and Native American communities.

Issue 1, Section 1B, Item 2. Establishing the Honors College

Since the last WASC visit, the Honors College has been officially established. The Honors College offers a distinctive four-year core curriculum focused on four learning outcomes that are aligned with institutional outcomes: 1) knowledge creation; 2) civic engagement; 3) global citizenship; and 4) aesthetic awareness. The College is organized around curricular, co-curricular and advisement practices designed to complement one another and to promote retention, achievement, and graduation. Plans for the College were informed by the National Collegiate Honors Council's (NCHC) recommendations, "Characteristics of a Fully Developed Honors College" (Appendix 1, pages 50-52).

The Honors College serves high achieving students and is open to incoming and continuing students who meet the admissions criteria. Freshmen are generally expected to have earned at least a 3.5 GPA in high school and a minimum 1100 on the Math and Critical Reading portions of the SAT. The curriculum is deeply informed by the AAC&U's LEAP and involves students in several high impact practices (Table 6 below).

Table 6: High Impact Practices across the Honors College Curriculum

High Impact Practices	First Year (Reading LA)	Second Year (Social Innovation)	Junior Year (Global Citizenship)	Senior Year
First-year Seminar	X			
Common Intellectual Exp.	X	X	X	X
Learning Community	X		X	
Writing Intensive	X		X	X
Collaborative Projects		X	X	
Undergraduate Research				X
Diversity/Global Learning			X	
Service Learning	X	X	X	
Internships		Optional		
Capstone Courses				X

In keeping with the NCHC characteristics, the curriculum of Cal State L.A.'s Honors College program is "designed so that honors requirements can, when appropriate, also satisfy general education requirements, major or disciplinary requirements, and pre-professional or professional training requirements." Most of the Honors College curriculum meets Lower Division GE requirements or Upper Division GE Theme requirements. For their thesis or capstone, students are encouraged to complete an Honors thesis that also meets a requirement for the major.

Since improving advisement has been an institutional imperative over the last two years, careful attention has been paid to developing the culture of advising in the Honors College. The Honors College currently has one staff advisor, who serves as the recruitment, admissions, and advisement coordinator as well as the National Student Exchange Director for the University. In this role, the advisor is uniquely positioned to support and guide students from before they arrive on campus until the time they graduate. In addition, the Honors College advisement plan is aligned with the University Advisement plan. See Table 7 for more information about the roles and responsibilities of the advisor, director, and students. Advisement also includes sessions geared toward the needs of well-qualified students who have the potential and motivation to complete graduate and professional degrees.

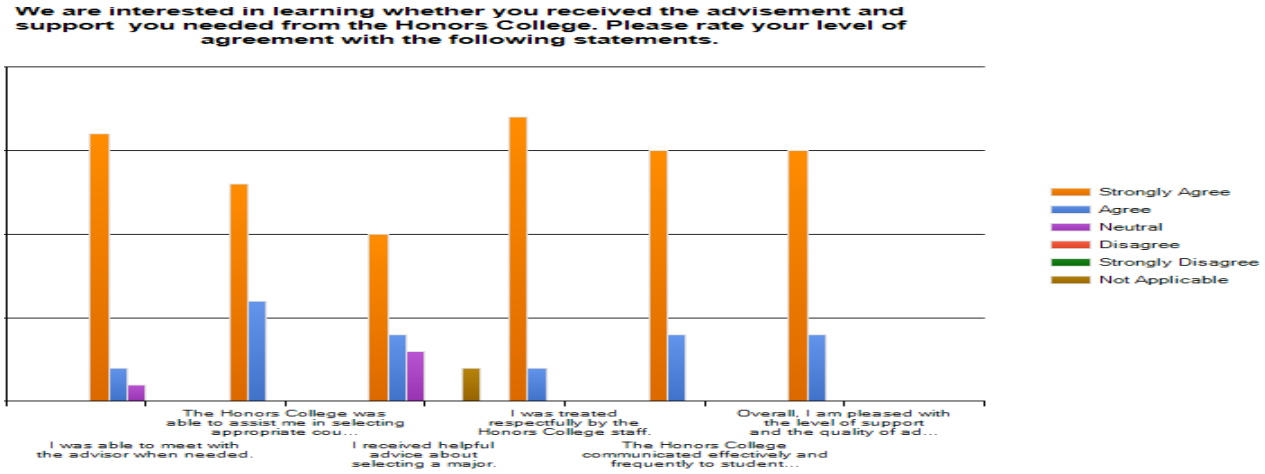
Table 7: Description of the Roles and Responsibilities for Advisement in the Honors College

Who	Responsibilities	Frequency
Students	Meet with Honors College (HC) advisor and major advisor; know requirements for good standing in the HC.	Each quarter of freshman year and once a year thereafter; mandatory advisement when GPA drops below 3.3. For EEP; quarterly meetings for first three years.
SSP	Host orientation sessions during summer (for new students); Serves as GE advisor for Honors and EEP students; assists students in creating an HC roadmap (target 4-5 year graduation for freshmen; 2-3 year graduation for transfers) including plan for meeting HC learning outcomes; assist students in selecting major and faculty advisor (when appropriate); organize students into EEP and Honors cohorts; verify that students have declared major by 45 units and are taking courses to meet major requirements; help students develop strategies for academic success and	Quarterly and annual meetings; summer orientation meetings.

	provides support for academic difficulties and referrals to appropriate campus resources (if required); assist students in defining post-baccalaureate goals (graduate school, law school, medical school).	
Faculty	See College Specific Advisement Plans.	
Honors Director	Review student GPAs and progress towards graduation; Review and update Honors College/EEP advisement plan; review SSPs; meet with students on Academic Probation.	GPA report accessed each quarter; twice monthly meetings with SSPs; meetings with students on Academic probation as needed.

When surveyed about the quality of advisement, Honors College students have reported they are generally very satisfied with the quality, nature, and availability of advisement. (Chart 7)

Chart 7: Satisfaction with Honors College Advisement and Support



The Honors College includes several co-curricular components designed to create community, complement coursework, and address Honors College learning outcomes. These include Honors housing, an Academic Honors Association (a student club recognized by the University), an Honors Center/student lounge space, including a specially designated student center and lounge space for the Early Entrance Program (EEP), field trips, and Honors teas and lectures. EEP is a program for gifted students between the ages of 11 & 16. Because the vast majority of students, including Honors students, commute to campus, these co-curricular components are especially important for creating community. When asked how important these activities are to their experience 26% (of 19 students) reported that they are "essential," and another 52% reported they are "important." When asked how much time they spent in the Honors College Center/lounge, 26% of students surveyed spent more than 15 hours/week in the Center; another 31% spent 6-15 hours/week in the Center.

While the Honors College is too new to report on graduation rates, early data about the retention and GPA of the pilot cohort and the first Honors College cohort suggest the Honors College is having a positive impact on student success. The AY '10-'11 pilot cohort consisted of 27 students. One year and 1.75 year retention rates were 100% and 96%, as compared with 82% and 86% for the general Cal State L.A. population and 87% and 82% for the control group with a comparable Eligibility Index (4001). Average GPA was 3.5 after the first year, and 3.4 after the second; again, this compares favorably with the general Cal State L.A. population, which had a GPA of 2.8 after the first year and 3.1 after the second year as well as with the control group, which had a GPA of 3.3 after both first and second year. The AY '11-'12 cohort of Honors College students consisted of 39 students. 100% of these students were retained for three quarters, and one year retention rates will be measured in Fall 2012. Average GPA for this group was 3.34, as compared with a 2.7 average GPA for the general population and 3.38 for the control group. All but two of these students were full time students and completed at least 36 units. The vast majority completed more than 45 units during their first year. Most of

these students are full-time students and have completed more than 45 units by the end of their third quarter and are on track to graduate in five years.

As the Honors College continues to grow, this type of evidence based practice will be employed to monitor effectiveness and bring improvements to this unique educational experience.

Issue 1, Section 1C. College Specific Actions

In Spring 2012, academic departments in all six colleges were surveyed regarding their engagement with students to support student success. Of particular emphasis in the survey were activities specifically targeting freshmen and sophomores. Activities of each of the six colleges are summarized below.

The College of Health and Human Services (HHS) instituted a peer mentoring program for 100 freshmen, and new transfer students. Seniors, graduate students, and faculty served as mentors. Group advisement activities for new freshmen and transfer students were held during the Winter and Spring 2012 quarters. In Spring Quarter 2012, a mixer was hosted for about 80 freshmen, transfer, and current students. Alumni and graduate school recruiters were present to discuss future careers in health and human services. Since January 2012, the college staff advisor has advised over 330 pre-nursing majors and, when appropriate, encouraged alternative career paths. The college also hosted a "Family Night" designed to introduce students and their parents to the majors in the college and careers in health and human services.

The College of Engineering, Computer Science, and Technology (ECST) has developed two pre-college summer programs. STEP (Summer Transition to ECST Programs) prepares incoming first-year students to pass and advance beyond remedial math and English courses. SURF (Summer Undergraduate Retention Focus) prepares incoming transfer students to succeed in math, science, and/or lower-division engineering courses. First year ECST students are placed into cohorts. Students are provided with both required courses and three exploratory courses (one each quarter) to keep them interested and engaged in engineering. A program for second year students focuses on design, teamwork and leadership skills, and prepares students for upper division courses. To further increase student success and retention, recitations and workshops are offered concurrently with specific courses (math, science, and engineering) that have historically high failure rates.

The College of Business and Economics (B&E) has created a flow chart to track outcomes for all transfer students. The chart outlines the key University rules and regulations applicable to transfer students. The college is in the process of developing an Honors Program, in collaboration with the Honors College. Two "Faculty for a Day" events were held in Winter and Spring 2012 where distinguished alumni were invited to share their professional as well as personal experiences with B&E students. Attention has been given to revising the scholarship awarding process, particularly for freshman, to encourage matriculation. A number of emails were sent to freshman applicants with high school GPAs of 3.0 or higher to encourage them to consider careers in business and economics.

The College of Natural and Social Sciences (NSS) regularly hosts orientation meetings for new students including a "Strategies for Success" session the week before fall classes begin. Tutorial Labs are available to all math students on a walk-in basis. In the remedial math program, additional emphasis has been placed on key student learning outcomes that were identified by the instructors of GE math courses as being essential for success in these courses. Instructor assessment tools have been developed which enables the college to select instructors who have a demonstrated record of helping students achieve success in remediation. An Honors Award Ceremony is held each spring where all students are invited to celebrate student successes. New students are enrolled in learning communities where they take a subject course and an honors or IHE course together. A community engagement program was also developed to link Cal State L.A. students with internships and service learning in surrounding neighborhoods.

Faculty in **the College of Arts and Letters (A&L)** are designing pedagogical tools, such as Skeletal Outlines, to help students become better learners in the classroom. These tools will eventually be used in lower division GE and A&L "Introduction to Higher Education" courses. As part of the CSU Chancellor's Entertainment Initiative, undergraduate students are placed in media, entertainment, and public relations internships in a variety of venues throughout the

community in southern California. A community engagement cohort for transfer students is planned for Fall 2012.

The Charter College of Education (CCOE) has created individual pacing plans for freshmen and sophomores. These plans maximize advisement and assure that students take the courses needed to complete GE in a timely manner. Cohorts are utilized as small learning communities. Each student is a member of a cohort beginning in the junior year. Cohorts combine students with elementary education and special education credential objectives to build collaboration and mutual understanding from the beginning. Peer mentoring, supervised by the undergraduate program coordinator, group advisement, and internships are used extensively to support student success.

A survey of college specific actions supporting retention and graduation will be conducted annually. Additional fiscal support for college and department engagement activities will be provided from the Student Success Fee revenues (described in detail in Issue 2). Survey results will be shared with the campus community to increase the use and adaptation of innovative and effective practices that support student success.

Issue 1, Section 2. Institutionalization of a Focus on Retention and Graduation

In AY '10-'11, the University's Strategic Plan was streamlined and revised to create three strategic initiatives: 1) Student Success; 2) Community Engagement; and 3) Collaborative Culture. (Issue 2 below provides a more complete description of the strategic planning process.)

Strategic Initiative I: Student Success provides an institutional focus to improving retention and graduation rates and allows for the alignment of a CSU mandate, "The Graduation Initiative," with a strategic priority for the institution. With student success as a university-wide strategic priority, a cross divisional, intensive, coordinated, and integrated approach to the issue is now possible. In addition, this emphasis has allowed an "all resources" approach in which an array of resources have been marshaled to focus on the important goal of improving retention and graduation, ranging from fiscal to human, from facilities to technology, from academic programs to student support programs. Additional actions undertaken to institutionalize efforts to improve retention and graduation rates are summarized in the table below and described here in section 2 of the report.

Table 8: Actions to Institutionalize a Focus on Improving Retention and Graduation

Section in Issue 1, Section 2	*Action*	*Described in Report*
Section A	Aligning Strategic Enrollment Management Steering Committee with the CSU Graduation Initiative	Issue 1, Section 2A
Section B	Reorganization within the Division of Academic Affairs	Issue 1, Section 2B
Section C	Improving the Capacity and Effectiveness in Utilizing Data and Evidence	Issue 1, Section 2C
Section D	The Role of the Center for Effective Teaching and Learning (CETL) in Improving Cal State L.A. Retention and Graduation Rates	Issue 1, Section 2D
Section E	Strengthening Collaboration Across the Divisions of the University	Issue 1, Section 2E
n/a	Instituting a Student Success Fee	Issue 2
n/a	Revitalizing Housing Services Programming	Issue 4, Section 1

Issue 1, Section 2A. Aligning the Enrollment Management Steering Committee with the CSU Graduation Initiative

With student success as a strategic initiative, prior campus efforts at strengthening Strategic Enrollment Management were brought into alignment with the University Strategic Plan and the CSU Graduation Initiative. Student success initiatives often focus on high school and community college outreach, transition to college, retention, and graduation as well as strategic enrollment management initiatives which extend the reach from K-12 through college and into alumni efforts. Borrowing from the professional field of Strategic Enrollment Management, enhancements were made to the University's original strategic Enrollment Management Steering Committee (EMSC) in January 2012. These changes were designed to align the strategic plan and the CSU Graduation Initiative with the work of the EMSC (Appendix 1, pages 53-59). Key to the enhancement of EMSC was the formation of a new subcommittee: the Retention and Graduation Planning Group (RGPG). The new subcommittee repurposed the "Graduation Initiative Team," which had been formed at the time the CSU Graduation Initiative and was launched in late Fall 2009, and had been meeting throughout AY '10-'11 and Fall 2011. The RGPG now reports to the EMSC.

The role of the RGPG is to develop the tactical plans for the campus focus on retention and graduation in any given year based on the five themes of the original Graduation Initiative plan (Issue 1, Section 1 above). Recognizing the importance of developing an infrastructure to sustain momentum and continued focus on improving retention and graduation rates and closing the achievement gap, additional subcommittees or councils (in most cases already operating on campus as University committees) were repurposed or newly created. These councils have cross divisional representation which adds depth and breadth, including Associate Vice Presidents as well as other levels of administrators, faculty and staff – thus, emphasizing and facilitating a collaborative approach to student success. These councils are:

- University Advisement Council (newly formed group)
- Social and Academic Support and Services Council (formerly the Student Success Council and the Immediate Solutions subcommittee)
- Educational Effectiveness and Assessment Council (formerly the Educational Effectiveness Council)

More information on the charges and composition of the EMSC, its subcommittees and councils can be found in Appendix 1 (pages 53-59). Importantly, the formulation of the EMSC structure, as it aligns with Strategic Initiative I: Student Success, and the CSU Graduation Initiative, explicitly describes the role of each division of the University as well as each college in strategic enrollment management.

Issue 1, Section 2B. Reorganization within the Division of Academic Affairs

In Fall 2011, Academic Affairs was reorganized in support of the newly revised University Strategic Plan. A "Student Success and Educational Effectiveness Team" was created to support Strategic Initiative I: Student Success. The team was formed as a unit under the leadership of and reporting to the Associate Vice President for Academic Affairs, who is also the WASC Accreditation Liaison Officer. The unit consists of the Directors or Deans of the Offices of Institutional Research, Undergraduate Studies, Graduate Studies and Research, and Program Review/Assessment. One new position was created to effect this reorganization, the Director of Program Review and Assessment filled by an Acting Director in Fall 2011; this work was formerly coordinated by two faculty members. All members of the team either Chair or serve on the EMSC, the RGPG or one of the student success councils. Members of the team work closely with College Deans, and Associate Deans, and Directors within the Division of Academic Affairs as well as the Division of Student Affairs on issues related to student success. The team meets biweekly. These meetings also include the Director of the Center for Effective Teaching and Learning. The new team approach has increased collaboration and created an innovative approach to reviewing and addressing issues related to student success, especially academic advising.

Issue 1, Section 2C. Improving the Capacity and Effectiveness in Utilizing Data and Evidence

Since the EER visit, Cal State L.A. has increased its commitment to improve the quality of data and the depth of analysis of that data and its use. That commitment has taken several forms over the past 18 months, including personnel changes,

improvements to the quality and quantity of reports, increased use of institutional surveys, and improvements to the quality and utilization of institutional data. First, in July 2012, the vacant position of Director of Institutional Research was filled. The new Director has considerable experience with evidence-based decision-making and with the WASC accreditation process. Second, the position of Associate Director of Institutional Research, which had become vacant due to a retirement, was filled with a candidate experienced with conducting original research. The fact that these hires were allowed to proceed despite the significant financial challenges facing the CSU System and Cal State L.A. is clear evidence of the University's commitment to improving evidence-based decision-making. Because additional hires for the Office are unlikely in the foreseeable future, current plans call for an increase in the productivity and expertise of existing staff through cross-training and professional development activities.

In addition, two new reports have been created to support the Graduation Initiative. One report examines graduation and persistence rates for the past six freshman cohorts, disaggregated by college (Appendix 1, page 19). Additional versions of the report allow for similar breakdowns for transfer students, as well as breakdowns by factors other than college (e.g., gender, ethnicity). The second report – degree mobility – focuses on how graduation rates vary based on whether a student remains in his/her initial major, switches to a different major within the same college, or to a different major in a different college (Appendix 1, page 18). An interesting major finding in this report revealed that students who switch tend to have a higher graduation rate than those who do not. Needless to say, this finding has caused considerable re-thinking of strategy, especially in regard to advising. Another tool currently under development is a dashboard to enable senior administrators and the University as a whole to track progress toward the two and five year goals set forth in the newly revised University Strategic Plan (described in Issue 2).

Surveying students is another area in which recent changes have been made and more changes are planned. For example, while transfer students comprise 60% of the student population, the population has been little understood or studied. While each entering freshmen class has been surveyed for the past 18 years, entering transfer students had never been surveyed. That changed in Summer 2011 with the introduction of an online entering transfer student survey, modeled to some extent on the content of the freshman survey. Results of that survey have been shared with both faculty and senior administrators to inform action steps.

Changes have also been made in the way the Cooperative Institutional Research Program (CIRP) freshman survey is administered to improve the quality of the data and its usefulness to the University community. In the past, the survey has been administered in a paper format during summer orientation sessions, even though there was not sufficient time available during those sessions to complete the survey. As a result, an unacceptable number of questions were frequently left blank, or, in some cases, the survey was not administered at all during orientation sessions involving large numbers (300 plus) students. These issues were addressed in Summer 2012 with the advent of an online version of the freshman survey. Response rates increased from 75% to almost 90%. The number of unanswered questions also dropped precipitously. In addition, the data is available for campus discussions at the start of the fall quarter rather than the end.

The new and improved freshman and transfer surveys are being used to help the campus understand each entering class more fully than was possible in the past. Because it is also important to understand how the student population has changed over time, a trend file including 18 years of freshman survey data and 10 years of data from the National Survey of Student Engagement (NSSE) is being created. A similar trend file will be created for the entering transfer survey. The graduation initiative will also benefit from the freshman and transfer survey data. Prior research conducted by the Director revealed that responses to entering student surveys can be powerful predictors of students who might be at risk for departure. Using a combination of institutional and survey data, risk assessment scores can be calculated for each student. Those scores are then shared with advisors and senior administrators so that interventions can be developed.

Other types of survey research will be required to assess effectively key aspects of the University Strategic Plan. A new senior survey will be designed to assess more comprehensively the nature of the student experience (e.g., various types of research, scholarship, and creativity activity (RSCA) experiences) and outcomes (e.g., dimensions of perceived learning, plans for graduate school, and changes in self-perception). Surveys of faculty, staff, alumni, and the community will also be developed to address one or more of the three strategic initiatives.

Several efforts are also under way to improve the quality of institutional data and the usefulness of that data to end-users. Chief among these efforts is the development of a new database in PeopleSoft, termed the "Report Results Tables," that will assist in providing data to inform progress on improving retention and graduation rates. It will make it possible to identify groups of students with similar curricular deficiencies that could then be targeted by advisors, and may form the basis for relevant policy changes. The database is currently in the testing phase and, as of mid-August, is in its second version. A second database in PeopleSoft, designed to allow for more accurate and efficient tracking of the remedial student population, is also under development. Finally, in an effort to use limited resources more efficiently, a new class availability report has been created on the Institutional Research web site. It allows college personnel to identify classes with available seating and possibly instances where sections can be combined.

Issue 1, Section 2D. The Center for Effective Teaching and Learning (CETL) and Improving Retention and Graduation Rates

It is widely recognized that universities must offer appropriate and sufficiently supported faculty development activities designed to improve teaching and learning, consistent with their educational objectives and institutional purposes. Such faculty development can take the form of a wide range of activities, including individual consultations, brown bag lunches and program-based workshops. The rationale for providing professional development is that those faculty members who learn more about teaching and are able to reflect upon their own classroom behavior will become better instructors. Implicit in this assumption is that faculty who are more proficient at teaching will in turn foster better student learning achievement and outcomes. Increasingly, studies demonstrate that faculty development programs do in fact improve student learning.[1] Moreover, teaching-intensive universities that promote the "teacher-scholar" model, such as Cal State L.A., stand to gain most from emphasizing assessable faculty development, especially in an era of accountability in higher education.

The first Faculty Development Center in support of teaching at Cal State L.A. was formed 27 years ago. To strengthen support for student success and the campus Graduation Initiative, in AY '11-'12, Academic Affairs revised the focus of the Faculty Development Center to provide an emphasis on pedagogical support, forming the Center for Effective Teaching and Learning (CETL). In addition, to further the integration of educational technology within this pedagogical mission, the former instructional technology center, known as eLearning Professional Support (eLPS; a part of the University Library) was reorganized as part of CETL. In the first year of CETL, over 135 events were scheduled, including an Open House promoting CETL services to faculty and administrators. CETL also sponsored numerous information sessions, discussions, webinars, and training workshops for a variety of issues critical to higher education. Topics ranged from returning veterans in the classroom to teaching large-lecture classes. This robust CETL programming was created for and delivered to almost 400 faculty and staff. In addition, there were 1,700 faculty and staff visits to CETL as drop-ins or appointments, phone calls, and email requests. CETL professional development opportunities included faculty learning communities; department chair professional development; one-on-one pedagogy and technology support; participation in internal and CSU system grants; and training workshops for emerging technologies, including Moodle, the new campus learning management system. CETL sponsored the campus Moodle pilot and managed a sizable migration from Blackboard (CETL staff held over 50 workshops for the Moodle pilot alone).

One detailed example of the effectiveness of CETL programming is the series of workshops and trainings designed to assist faculty in hosting courses using the Moodle learning management system (LMS). In Fall Quarter 2011 alone, the following Moodle trainings were offered:

Table 9: CETL Moodle Programming for Fall Quarter 2011

CETL Moodle outreach/programming for Fall Quarter 2011	Moodle workshops/consultations	Attendees
Moodle short workshops	13	99
Moodle-in-a-Day workshops	6	59
One-on-one consultations (by appt)	88	88
Unscheduled CETL drop-ins (Moodle only)	147	147

In addition, faculty evaluations of Moodle programming during the quarter break (December 2011 and January 2012) demonstrated high satisfaction with the workshops:

Table 10: Moodle Workshop Evaluations

Workshop evaluations for Moodle-in-a-Day						
The Moodle workshop met its stated goal. (N=59)						
Excellent		**Average**		**Poor**		
Met its goal	**33**	10	2	0	0	Did not meet goal
The workshop was:						
Well organized	**38**	9	3	0	0	Disorganized
Useful	**39**	9	2	0	0	Not useful
Motivating	**34**	12	4	0	0	Not motivating
Relevant	**36**	12	2	0	0	Irrelevant

A more recent survey of Moodle users confirmed these results. When asked, "How would you rate the responsiveness of CETL staff when requiring Moodle help?" 65.4% responded "very satisfied," with another 23.1% responding "satisfied." Together, these initial analyses of CETL's effectiveness indicate a growing visibility of the unit as a valuable campus resource for faculty development.

In AY '11-'12, CETL also initiated the CETL Faculty Development Grant program, funding 23 small grants ($500 – $1,000 each) to strengthen faculty instructional effectiveness and undergraduate research mentoring, a high-impact practice. CETL was awarded one grant from the CSU Institute for Teaching and Learning (ITL) to support a Faculty Learning Community on Large Lecture Pedagogy, and two more awards for AY '12-'13 to support programming on leadership development and improving faculty. CETL will continue to fund its Faculty Development Grant program for AY '12-'13. We are only in the initial data collection stages with regard to the effectiveness of the AY '11-'12 grants. Faculty from that cycle will each have to write short reports based on their grant experiences. In collaboration with the Office of Graduate Studies and Research, CETL has created an online database to capture faculty and student perceptions of what they have learned. This should provide data to assess what students are learning from these aggregate experiences, as well as focus future programming based on responses. Faculty who received a grant in AY '11-'12 are expected to act as grant reviewers for AY '12-'13, thus building a community and consensus on excellent proposals.

As part of the Graduation Initiative, increased attention is needed to provide faculty (and particularly, department chairs) with the training and resources needed for them carry out effectively program assessment of student learning outcome achievement. In the coming year, CETL, working with the Acting Director of Program Review and Assessment, will identify local experts and resources to offer expanded programming in this area.

Reflecting on this renewed commitment to faculty development in support of the student success strategic initiative, the CETL directorship was recast as a full-time administrative position. In addition, the position of Associate Director for Academic Technology was created. A CETL Advisory Board, composed of faculty and administrators, was appointed and convened in Winter 2012 to provide recommendations on CETL's mission and programming, and to serve as evaluators for the Faculty Development Grants. Significant to renewal of CETL was the concomitant budget re-allocation to support personnel and operational needs.

The institutional commitment to CETL is also reflected in the addition of new, improved space. The former instructional technology space serves as the CETL office and educational technology laboratory. A new CETL Annex, created to support workshops, webinars, and other CETL events, was opened in fall of 2011 and is housed in the University Library.

Moving forward, CETL will implement additional assessment activities to gauge faculty learning. The CETL Director has been working closely with the CSU Director of the ITL on how best to assess what faculty are learning at CETL workshops (self-report/indirect measures). The CETL Director has received permission from the campus Institutional Review Board (IRB) to track faculty and has created a short report form to capture responses that will inform a system-wide CSU database. The CSU system is interested in the effectiveness of faculty development centers as an emerging

area of research. At the campus level, CETL is also creating a virtual tally database to capture email and phone transactions in order to assess the level of faculty utilization and better schedule CETL support services.

The campus will greatly benefit from building a culture for instructional and pedagogical development that more actively recognizes and rewards meaningful development of faculty as instructors. This is beyond the direct scope of CETL, but an area that CETL can provide support for and function as a change agent. For example, how useful are our student evaluation forms? How much is teaching and the scholarship of teaching rewarded in the retention, tenure and promotion process? Are there sufficient incentives for pursuing outstanding teaching? Are faculty actively encouraged to participate in CETL activities by their colleges and peers? The degree to which these areas are acknowledged and encouraged ensures that meaningful dialogue can take place on campus, supporting student success.

While data collected to date indicates the effectiveness of CETL in engaging and assisting faculty, the next level of evaluation of effectiveness will attempt to determine whether such assistance results in student success, using metrics such as student retention and graduation rates based on instructor efficacy. Preliminary efforts coordinating data collection and analysis with ITL, the Office of Graduate Studies and Research, and Institutional Research have been initiated.

Issue 1, Section 2E. Strengthening Collaboration Across the Divisions of the University

Improving retention and graduation rates requires an integrated and coordinated approach to engaging students in their success and providing an educational experience that supports that success. In acknowledgement of the importance of this approach, the third strategic initiative in the newly revised strategic plan is "building a culture of collaboration" (Issue 2). Key examples of actions that been taken toward enhancing collaboration include joint staff meetings and summer workshops for staff across divisions of the University.

To engage front line staff, those who work directly with students, in the strategic initiative of student success, there was a need to improve communications across staff in the three divisions: Academic Affairs, Student Affairs, and Administration and Finance. Currently, 438 staff serve in these divisions, delivering essential front line services in areas such as financial aid, academic departments, college deans' offices, enrollment services, admissions, the Registrar's Office, student housing, and other student services departments. Under the leadership of the Assistant VP for Student Affairs and the Acting Dean of Undergraduate Studies, two meetings a year have been held with front line staff from these divisions since Spring 2010. Topics addressed include essential updates in admissions and financial aid policies, academic advising, registration, housing, transfer students, and veterans' affairs. Vice Presidents and other campus leaders make regular presentations at these meetings to share information about the strategic plan, the graduation initiative, budget and leadership changes. Typically 150 staff attend the joint meetings.

Since Summer 2010, workshops have been conducted every August for front line staff from across the University. These workshops are designed to provide useful information in support of their direct work with students. Workshop topics are identified using a needs assessment process conducted during the spring joint Academic Affairs/Student Affairs staff meetings. Topics have included updates on the graduation process, admissions, enrollment, financial aid, mental health and wellness, and disability services. The workshop format and smaller venue (40-50 participants) fosters dialogue and interaction. Data from the evaluations of these sessions indicate that nearly 100% of attendees think the information learned was useful and would be utilized in their work.

III. Provide a full description of an analysis of the effectiveness of these actions to date. Have the actions taken been successful in resolving the problem? IV. Provide evidence supporting progress. What further problems or issues remain?

The campus has been guided by research on student success and best practices from across the nation. This research indicates that there is no single intervention that makes a difference in improving student success, but rather an accumulation of campus-wide efforts over time leads to increased student success. Looking at the progress the campus has made since the EER visit indicates that the cumulative result of those efforts has clearly begun to produce results for

both native freshmen and transfer student cohorts.

As described above, the freshman six year graduation rate at Cal State L.A. has historically lagged behind the CSU system average. Its high water mark (38.3% in 2010) remains 10.7% below the system average of 49%. That would seem to make the target graduation rate of 44% by 2015 set for Cal State L.A. by the CSU System a daunting challenge. However, through the coordinated efforts described in this progress report and the progress students are making, this target appears to be within reach. Refer to the results shown in Appendix 1, page 19, which shows the pattern of departure/persistence-to-graduation for the fall freshman cohorts that entered from 1999 through 2010. The results show that historically, a portion of the freshman cohort departs between each academic year and that the greatest amount of departure occurs between Years 1 and 2. Between 2005 and 2009, Cal State L.A. lost an average of 27.2% of each freshman cohort for an average one year retention rate of 72.8%. However, in the past two years, this loss rate has decreased to an average of 19% of each cohort, an improvement of 8.2%. Moreover, improvements have also been made for every other year-to-year transition, varying from 1.6% for the 3rd to 4th year transition to 4.2% for the 2nd to 3rd year transition.

Over time, these small improvements add up. Consider the 2004 cohort, the one that produced Cal State L.A.'s highest freshman graduation rate of 38.3%, which years earlier had a two year retention rate of 66.2%. Now consider the 2009 cohort, which currently has a two year retention rate of 73.4% (7.2% higher than the 2004 cohort). That rate projects to a six year graduation rate of 45.5% (38.3% + 7.2%). This projection does not even include the incremental improvements in persistence that are likely to be seen in the intervening years due to the institutional improvements described in this report. Cal State L.A. is on track to exceed the system-mandated freshman graduation rate target of 44% by 2015, largely because the persistence rate of underrepresented students in the 2009 cohort is very close (within 2%) to the rate for non-URM students. However, to achieve that 44% goal, we must continue to identify factors that are uniquely responsible for departure of underrepresented students and continue to implement effective interventions to address them. With this, we expect the campus will approach the CSU system average freshman graduation rate of 49% in the years that follow, barring unforeseen circumstances. The institution is committed to strive for an even higher graduation rate, once the CSU system average is achieved.

As is the case for freshmen, the graduation rate for Cal State L.A. transfer students has been low. Between 2006 and 2010, the four year graduation rate averaged 46.5%, over 20% below the CSU system average of 64.6% and well below the target set for Cal State L.A. of 57%. However, progress in improving the academic success of transfer students is occurring at an even faster pace than for freshmen. By the time the EER report had been written, the four year graduation rate had improved to 55.7%. The graduation rate for the 2007 cohort almost reached 60% (59.8%) and the 2008 cohort, as of this writing, is still not at the end of its fourth year, is already at 60%. Thus, the target set by the CSU system for 2015 has already been exceeded. We fully expect that the program improvements outlined in this report, including a focus on closing the transfer student achievement gap, will produce graduation rates approaching the system average of 64.6% in the years to come.

V. Describe how the institution will know when the issue has been fully addressed. Please include a timeline that outlines planned steps with milestones and expected outcomes for each issue.

Graduation rates are the primary means by which progress on this initiative will be measured. As described above, the CSU system has set graduation rate targets for the institution to achieve by 2015. The campus is committed to exceeding these targets. To monitor important aspects of this initiative, the two and five year metrics for Strategic Initiative I, "Student Success," will follow the continued progress on the Graduation Initiative (Issue 2). A timetable for continued actions can be found at the end of this report in Table 23.

Issue 2. Reactivating Strategic Planning and Addressing Decreased State Funding

I. Provide a full description of the issue, II. Provide a full description of the actions taken by the institution that address this issue, III. Provide a full description of an analysis of the effectiveness of these actions to date. And IV. Provide evidence supporting progress. What further problems or issues remain?

In October 2010, Cal State L.A. hosted the WASC Educational Effectiveness Review team as the final step in its reaccreditation process. In its ensuing report to the campus the team recommended that "the Strategic Planning Coordination Committee (SPCC) be reactivated to provide leadership and oversee the implementation of the University's Strategic Plan." The President directed the new Provost to convene the SPCC to examine the current status of the 2008-2013 University Strategic Plan, and to revise and update the Plan given the changing landscape facing public higher education and the CSU in particular. The SPCC, chaired by the Provost, is charged with the development, review, and assessment of the University Strategic Plan. The role of the committee is to develop the plan and to facilitate communication about the strategic planning process. Membership of the committee, which is appointed by and is advisory to the President, consists of representatives of the Academic Senate, other faculty, student, and administration representatives, a total of 24 people in all.

The SPCC was convened in late fall of 2010 and during its first meeting discussed the following issues:

- How has the environment changed since the 2008-13 Plan was developed? What is the likely scenario for the next 3-5 years?
- Given the changing landscape, is there a need to revise the Plan and if so, what type of revision is needed?

Based on the discussions of the SPCC, there was consensus that the University needed to re-examine both the internal and external environment, and re-envision its strategic priorities for the next several years. The SPCC began the revision process by conducting a detailed Strengths/Weaknesses/Opportunities/Threats (SWOT) analysis. (The SWOT may be found in Appendix 2, page 4.) The SWOT analysis was an important exercise to inform the emerging vision, strategy and strategic initiatives for the University. From this SWOT exercise, key themes were identified that informed the rest of the planning process. These themes include:

- Due to the changing landscape of higher education, graduating students in a timely fashion is a crucial imperative. Therefore, the SPCC articulated the need to align the University Strategic Plan with the CSU Graduation Initiative.
- As an urban campus in one of the most diverse and dynamic metropolitan cities in the world, Cal State L.A. has a unique opportunity to draw on the rich array of business, governmental, cultural, and civic institutions located in Los Angeles to expand student learning and enhance research opportunities for faculty and students.
- An urban community engagement focus will strengthen and enhance the University's reputation and commitment to the region that we serve.
- Emphasizing engagement enables a more direct two-way interaction with the region that we serve, both locally and beyond, with respect to the development, exchange, and application of knowledge, information and expertise for mutual benefit.
- Campus culture can be strengthened for the good of students, faculty, staff and administration by improving transparency and internal communication, and creating a shared value of working together to achieve the mission and goals of the University.

With the background of the SWOT analysis, a vision statement for the University was developed, along with a concise mission statement, explicitly recognizing the new Institutional Learning Outcomes (approved in June 2010) and University strategy. Most importantly, SPCC recognized the need to focus the campus' efforts on a few key initiatives to ensure the continued excellence of select ongoing activities.

The revised mission, vision, and strategy statements developed by the SPCC, vetted by the campus community and approved by the President (January 2012) are presented below:

VISION STATEMENT

California State University, Los Angeles will be nationally recognized as a leader in transforming student lives through effective learning and community engagement in a diverse urban setting.

MISSION STATEMENT/SYNOPSIS

Cal State L.A., a member of the California State University (CSU) system, offers excellent and innovative educational opportunities to an urban student population that reflects the diversity of the Los Angeles Basin. Through these educational opportunities, we expect our students to expand and deepen their interdisciplinary and general understanding of the world, enhance their intellectual and practical skills, and take responsibility for a lifetime of learning. As graduates they will become individuals who engage, enhance, and contribute to a democratic and global society.

UNIVERSITY STRATEGY

California State University, Los Angeles' strategy will be the delivery of excellent educational experiences via a synergistic relationship among teaching, learning, co-curricular activities, community service and research, scholarship, and creative activity, within a collegial and collaborative environment of faculty, staff, students, administrators and external stakeholders.

What follows from these statements is the revised University Strategic Plan which responds to the key themes identified in the deliberations of the SPCC: 1) Student Success; 2) Community Engagement; and 3) Collaborative Culture.

STRATEGIC INITIATIVES 2011-2016 for Cal State L.A.

1. **Student Success**

Cal State L.A. will pursue student success by:

- Providing access to and delivering highly-valued academic and co-curricular experiences, including student engagement in research, scholarship, and creative activities and other related high impact practice.
- Addressing educational pipeline issues to promote college readiness for students in our local service area.
- Retaining and graduating students in a timely manner with special emphasis on closing the achievement gap.
- Facilitating students' post baccalaureate professional/career aspirations.

2. **Community Engagement: Resources, Recognition, and Partnerships**

Cal State L.A. will:

- Leverage knowledge and resources to serve our local, regional, national, and global communities.
- Graduate students who have learned how to put their knowledge into action for the benefit of those communities.
- Engage the community to promote social justice and economic development.
- Deepen and strengthen partnerships with communities and leaders in the L.A. Basin that result in a substantial increase in resources flowing to and from those communities, by building on our designation as a Minority and Hispanic Serving Institution.
- Earn recognition as a major higher education partner in the L.A. Basin.
- Align institutional priorities, processes, structures, image and resources with the goal of improving the level of community engagement.

3. **Collaborative Culture: Working Together toward a Common Purpose**

Cal State L.A. will:

- Enhance the culture of working collaboratively with shared values among all constituents of the University including faculty, staff, students, administrative personnel, alumni, families, friends, and other stakeholders.
- Promote the values of open communication, transparency, synergy through cooperation, and appropriate recognition of contributions and achievements.
- Encourage collaboration across departments, programs, areas, and colleges in order to diminish various silos of interest and encourage a culture that focuses on a commitment to the entire institution.
- Support the environment that promotes trust, respect for differences of opinion, and advances institutional excellence, innovation, and integration across the institution.
- Invest in and nurture campus human capital.

Measurable objectives for the University Strategic Plan at two and five years have been established and are described in Appendix 2, pages 5-11. The Office of Institutional Research is in the process of establishing benchmarks (two year metrics), developing a dashboard, and tracking progress.

For the campus to make significant progress on its strategic initiatives, resources will be aligned with activities that advance those initiatives leading to achievement of the measurable objectives for AY '12-'13 and beyond. Given the fiscal climate in the State of California, either a substantial amount of non-state discretionary resources will be redirected or internally the campus will have to explore reallocation of existing resources, leveraging funds for maximum impact, and collaborating on activities to accomplish these strategic initiatives. Some of the criteria used in decision making regarding resource allocations include: continuing to support activities that advance the initiatives; identifying high impact activities that are sustainable and scalable that advance the initiatives and refocusing activities and programs to advance the initiative (e.g., doing more of what works and less of what does not).

The campus has undertaken several activities to engage fully the campus community with the strategic initiatives. Several of these are listed below (more details can be found in Appendix 2, pages 16-30).

- A presentation to the Academic Senate on the Graduation Initiative in Spring 2011
- A Town Hall for all administrators in Spring 2011 focused on "Aligning for Student Success"
- A presentation to the Academic Senate of the University Strategic Plan in Spring 2012
- A Town Hall for all administrators in Spring 2012 focused on "Closing the Achievement Gap: Fostering Creativity and Excellence"

These activities extend the specific actions within the divisions of the University and their units, University committees and councils, and the Academic Senate and its committees that focus on achieving the objectives of the strategic initiatives.

With a sharply focused strategic plan and metrics to measure progress in place and a concentrated focus on aligning activities throughout the University with the strategic plan, a firm course has been charted for the next five years for the University. The University will, however, have to continue to be responsive to the rapidly changing mandates from the CSU system dictated by circumstances within the State of California.

Update on the Current Budget Situation in the CSU and Its Impact to Cal State L.A.

The AY '12-'13 budget for the CSU system remains essentially flat compared to fiscal year AY '11-'12; however, it includes two significant cuts if a November 2012 tax initiative fails. First, if the Governor's tax measure is not approved by voters, the CSU system will experience a $250 million trigger cut in January 2013. This trigger cut adds to the unprecedented $750 million reduction made during the last fiscal year. This means that state support for the CSU system would be cut by $1 billion, or a total of 35% over the past two years. Second, the budget includes a CSU option of a delayed tuition fee "buy out" which includes an additional appropriation of $125 million for the subsequent fiscal year, AY '13-'14, if the Trustees approve the option and the tax measure passes. While the base appropriation in AY '13-'14

will cover the majority of the loss from resetting tuition fee rates to AY '11-'12 levels, it will not compensate for the one-time budget gap in the CSU system's operating budget for AY '12-'13. The AY '12-'13 budget also reduces Cal Grant B access awards from $1,551 to $1,473, a reduction of $78 per recipient, which impacts approximately 50,000 students in the CSU system.

The major revenue sources for the CSU system are State General Fund Support and Tuition Revenue. Even tuition increases combined with CSU system and campus efficiencies and expenditure reductions cannot make up for the enormous reductions in State General Fund Support. Indeed, although campus efforts to improve operational efficiencies and evaluate administrative services and programs continue, the magnitude of these reductions requires some difficult decisions and direction from the CSU Board of Trustees. The Board will have to determine the degree to which the budget gap can be addressed and thus, the level of enrollment that can be achieved by the budget that becomes available. The Board is exploring strategies to address the budget gap, including increasing tuition for students who take more than 16 units, larger class sizes, reducing faculty assigned time, and pay reductions.

Consistent with prior years, the AY '12-'13 budget guidelines for Cal State L.A. align the campus budget priorities with the University Strategic Plan. Although the final budget will not be determined until later this year, the campus is basing the budget guidelines on the assumption that the $250 million trigger reduction will occur in January 2013. For Cal State L.A. this reduction equates to an additional $11.9 million reduction in State General Funds. The campus plans to achieve its budgetary target with its continued strategy of utilizing a combination of prudent enrollment management, permanent reductions, and the use of one-time funds.

To understand the impact of these further reductions in State support, it is important to look back over the last four years. In Summer 2009, the campus was challenged with a 20% budget reduction. This drastic budget reduction was mitigated by furloughs, layoffs, elimination of vacant positions, and the use of one-time funds. The campus budget was reduced to $192 million, of which $30 million was set aside for state university grants. In the fiscal year AY '10-'11, the campus budget was restored by 8% to $209 million, of which $32 million was set aside for state university grants. This restoration was made possible by one-time federal American Recovery and Reinvestment Act (ARRA) funds that the CSU system received as well as an increase in student fees. In fiscal year AY '11-'12, as a result of a mid-year reduction of $4.8 million, the campus budget was decreased by 1.24% from the prior year to $206 million, of which $42 million was set aside for state university grants. These cuts were managed through the use of campus one-time funds and another system-wide tuition increase.

Given the importance of the first strategic initiative to improve graduation rates and faced with drastic budget reductions from the State, the difficult decision was made in AY '11-'12 to follow the lead of other CSU campuses and go through the process to obtain approval for a Student Success Fee (SSF). The goals for the use of fee revenue are to provide support for supplemental student academic and support services that will: 1) improve academic advisement and increase retention and graduation of students; 2) increase personal development services; 3) expand access to teaching and learning technologies and tools; and 4) improve career and graduate school opportunities. Overall, the services to be provided by this fee will increase the likelihood that students will continue their education, graduate in a timely manner, and receive improved placement services to help them enter and succeed in their chosen professional careers. Some of the enhanced services are directed to specific segments of the student body, such as veterans, students with disabilities, and graduate students. The campus recommendation for instituting an $80 fee/quarter for all undergraduate and graduate students was approved by the CSU Chancellor in Spring 2012. The fee was in accordance with an option for obtaining student input that is outlined in Executive Order 1070 of the CSU system. Fee collection began in Fall Quarter 2012. Since the fee revenues are dedicated funds, specific to student success, they cannot be applied, used or redirected for other purposes. The Student Fee Advisory Committee will review a report on the use of Student Success Fee funds on an annual basis. With this fee, tuition and fees at Cal State L.A. are now $6,839/year.

V. Describe how the institution will know when the issue has been fully addressed. Please include a timeline that outlines planned steps with milestones and expected outcomes.

Cal State L.A. will continue its long standing practice of strategically managing its resources in support of student success and achieving strategic goals. This is achieved through a combination of prudent use of resources and conservative

budget planning, which has resulted in enough one-time funds to smooth out the budget issues for the coming year. The University will maintain a reserve that is equal to 1-1½% of its State appropriation to address unexpected circumstances and opportunities for improvement.

Given the magnitude of the State General Fund cuts over the last several years, the CSU system has begun to address the cuts on a system-wide basis with approaches to increasing revenue and reducing expenses. These system-wide approaches along with campus specific ones allow some flexibility in individual campus planning. There is no doubt that the next year or two will be fiscally challenging, but Cal State L.A. is committed to continuing to support student success and its other strategic initiatives.

A timetable for continued actions can be found at the end of this report in Table 23.

Issue 3. Assessing Student Learning, Especially in a Plan to Align and Assess Newly Adopted Institutional Learning Outcomes

I. Provide a full description of the issue

"As highlighted in the team report, Cal State L.A. has given intense and productive attention to systems of student learning assessment and program review. The visiting team noticed that there is widespread interest in and acceptance of the role and value of an institutional focus on educational effectiveness. The commission commends Cal State L.A. for this progress and, at the same time, urges further work on the recently adopted institutional learning outcomes (ILOs). Vital next steps will include alignment of the ILOs with programs and general education, implementation of an assessment plan, gathering and analysis of data, and use of results for institutional improvement. Likewise, adequate human and financial resources will be essential in support of effective assessment efforts in both curricular and co-curricular units."[2]

A brief history of the institutional learning outcomes effort at Cal State L.A.

In 2008, the CPR site visit team recommended to the campus the need for ILOs.

> "In order both to prepare for a successful EE Review, and for the long-term sustainability of institutional learning at Cal State L.A., the Team recommends that the University prioritize assessment projects and work to better coordinate all of the various activities related to student success and learning on campus and develop a comprehensive approach to the dissemination of and response to data and reports. Cal State L.A. must also identify institutional learning objectives. The Team believes that for the EE Review the University will be better able to answer key questions, for example: What results will you present? What do you want to know and understand on student success and learning? How can students demonstrate success?"[3]

In Summer 2009, work to develop ILOs was initiated by a small institutional team. The effort included outreach to academic departments, the college Deans (the Academic Affairs Management Group), the Academic Senate and the various divisions of the University. Student learning outcomes from their entire experience at the University – in their major, in GE, in co-curricular activities, in on-campus employment, and in participation of campus events. Outreach was conducted to emphasize that ILOs provide the opportunity to align the institutional mission with student learning achievement. Feedback was provided by various constituencies on several iterations of the ILOs. In final form, the ILOs were endorsed by the Academic Senate and approved by the President in Summer 2010. Key to the success of the development and implementation of ILOs was a robust and meaningful program review and program assessment process with a clear emphasis on improvement. Success and experience at the program level with assessment has provided the foundation for work at the institutional level with learning outcomes. Also, the EER team provided many helpful observations and recommendations regarding assessment. Importantly, the EER team made explicit to the campus community the need to align student learning assessment efforts with the goals of the graduation initiative as they are key to improving student success, and thus, timely graduation.

II. Provide a full description of the actions taken by the institution that address this issue. III. Provide a full description of an analysis of the effectiveness of these actions to date. Have the actions taken been successful in resolving the problem?

Educational effectiveness activities, including the assessment of student learning, are conducted at multiple levels of the University, including institution-wide, divisions, colleges or divisional units, and academic programs. The Office of the Associate Vice President for Academic Affairs has primary oversight for this effort, working with Vice Presidents, Deans, Directors, Department Chairs and faculty as well as the Educational Effectiveness and Assessment Council (EEAC). The efforts are guided by attention to ongoing activities, such as academic program review and program assessment of student learning in compliance with CSU System and WASC standards, discipline specific accreditation requirements, and state law. In addition, attention is given to new and emerging initiatives and requirements for the institution, such as the initiative to identify, measure, and use data from student learning achievement of institutional level assessment of learning outcomes. Many of these educational effectiveness activities are guided by the institution's annual assessment plan, an ongoing planning activity initiated in AY '09-'10. The annual plans are developed in consultation with the Academic Affairs Management Group (AAMG) and EEAC. (Appendix 3, pages 1-4 have the AY '09-'10, '10-'11 and '11-'12 assessment plans.)

Following is a description of the major goals for assessment and educational effectiveness activities for AY '10-'11 and AY '11-'12. The activities conducted in each of these years and an analysis of their impact and effectiveness is also provided.

Overview of AY '10-'11

This was a year of transition in the Division of Academic Affairs with a new Provost and two Acting Deans (College of Business and Economics and the College of Arts and Letters). The EER visit was held at the beginning of Fall Quarter in October of 2010. The educational effectiveness goals for this year included:

- Reviving program review and program assessment, restoring activities to the level of attention and effort in AY '08-'09 from the year in which faculty and staff were furloughed in AY '09-'10;
- Developing a comprehensive understanding of the impact of course, program, and institutional learning outcomes assessment on educational effectiveness and to connect the activity of the assessment of student learning achievement to the Graduation Initiative (the Graduation Initiative was the single most important institutional initiative in AY'10-'11)
- Initiating the development of a culture of assessment of institutional learning outcomes, beginning with the use of the annual assessment report as a place for reporting on the alignment of program outcomes to institutional learning outcomes;
- Demonstrating widespread engagement of faculty, staff, and students in outcomes-based assessment; and
- Maintaining momentum for program accreditation activities with special attention to program assessment.

Overview of AY '11-'12.

The campus began this year with two new College Deans, a leadership transition in the Office of Graduate Studies and Research (and mid-year, in the Office of Undergraduate Studies) and a reorganization in central Academic Affairs to create a "Student Success and Educational Effectiveness Team" (Issue 1, Section 2B). Along with this new team, a Director of Institutional Research was hired, and a new administrative position in Academic Affairs was created, the Director of Program Review and Assessment (see below). The educational effectiveness goals for this year included:

- Building on the progress made in academic program review, program assessment, and co-curricular assessment in previous years;
- Achieving annual submission of assessment reports from all departments;
- Continuing mapping of ILOs to each program's student learning outcomes;

- Making significant progress on institutional learning outcomes assessment (at mid-year it became important to consider the alignment of the emerging Cal State L.A. institutional assessment effort with the proposed WASC Redesign);
- Providing support for college/program accreditation site visits (especially the Association to Advance Collegiate Schools of Business (AACSB) and National Council for Accreditation of Teacher Education (NCATE); and,
- Demonstrating that assessment, program review, and accreditation activities contribute to the Graduation Initiative regarding student success and timely graduation.

The context provided above for the campus activities in the area of educational effectiveness over the past two years is intended to inform the description of progress in this area. The table below summarizes the types of activities described in this section of the progress report.

Table 11: Campus Activities in the Area of Educational Effectiveness

Issue 3, Section and Subsection	Activity	Described in report
Section 1A	Oversight for Program Review and Institutional Assessment	Issue 3, Section 1A
Section 1B	Budget support for Assessment	Issue 3, Section 1B
Section 2A	Institutional Learning Outcomes Assessment and the role of the EEAC	Issue 3, Section 2A
Section 2B	Pilot efforts at Institutional Learning Outcomes Assessment	Issue 3, Section 2B
Section 3A	Program Review	Issue 3, Section 3A
Section 3B	Program Accreditation	Issue 3, Section 3B
Section 3C	Program Assessment: The Annual Assessment Reports	Issue 3, Section 3C

Issue 3, Section 1A. Oversight for Program Review and Assessment

Prior to 2011, coordination for program review and assessment work was performed by two reassigned faculty members, under the supervision of the Associate Vice President for Academic Affairs. One faculty member served as Assessment Coordinator for the University, while the other was reassigned to serve as the Director of Program Review. In early Fall 2011, the institution created the position of Director of Program Review and Assessment and the two responsibilities were combined into one full-time administrative position under the supervision of the Associate Vice President for Academic Affairs. The position was filled in late October 2011 with the appointment of an Acting Director of Program Review and Assessment. The major duties for this position include: directing, guiding, and managing academic program review and assessment of institutional student learning outcomes as well as providing support for accreditation activities, efforts related to the assessment of student learning, and other activities related to academic program planning. The Director schedules campus workshops and prepares reports on assessment and program review for the campus, the CSU system, and other entities as directed. Working with the Institutional Research Office, the Director also engages in projects that provide information for utilization by the campus community on program, college, and institutional effectiveness. The Director, as an active member of the "Student Success and Educational Effectiveness Team" within central Academic Affairs administration, collaborates with Student Affairs to assist with assessing the effectiveness of efforts to increase graduation and retention rates, student advising, and other efforts to ensure student success at the institution.

Issue 3, Section 1B. Budget Support for Assessment

Two significant steps have been taken since October 2010 in the area of fiscal support for assessment. First, the position of Director of Program Review and Assessment was created. Secondly, an operational budget, previously centralized in the Provost Office, has now been reallocated to the Office of Program Review and Assessment. The Office of the Provost

continues to support discipline accreditation needs. At the college level, budget support has always been provided for the ongoing work of program review, assessment, and some aspects of discipline specific accreditation. This includes support for department faculty completing the self-study, conducting assessment work, and for the external review site visits. Other types of budget support at the divisional level of Academic Affairs include support for sending teams to assessment conferences, primarily the WASC Annual Resource Conference and the Western Assessment Conference (hosted by CSU Fullerton). In AY '11-'12, the new Director of Program Review and Assessment attended the National Assessment Conference at Indiana University-Purdue University. A campus team was also sent to an Assessment Conference for Minority Serving Institutions. For AY '12-'13, the budget for assessment was increased with the addition of funding for a Cal State L.A. Faculty Learning Community on Assessment, sending teams of faculty to three assessment conferences, as well as resource support for the assessment of two institutional learning outcomes.

Issue 3, Section 2A. ILO Assessment and the Role of the EEAC

The Educational Effectiveness and Assessment Council has become the institutional body steering the assessment of institutional learning outcomes. The charge and membership of this council has evolved since its inception in 2007 as the Educational Effectiveness Council (EEC). The drafting committee for the ILOs was a subcommittee of the EEC and thus, the EEC was instrumental in the development of ILOs. In AY '10-'11, the EEC began to shape the ILO assessment plan and initiate pilot assessment activities, such as the civic engagement assessment pilot (Section 2B below). In Fall 2011, plans were made to bring the EEC under the umbrella of the Enrollment Management Steering Committee (EMSC) structure, specifically the Retention and Graduation Planning Group since the assessment of student learning achievement is vital to student success and thus, vital to retention and graduation (see Issue 1, Section 2A for a more detailed description of this reorganization). This reorganization led to the name change of the EEC to the Educational Effectiveness and Assessment Council (EEAC). Currently the membership of this group includes faculty, administrators, and representatives from Student Affairs. The charge of this group is to: 1) Advise the Vice Presidents on the educational effectiveness of the University in developing a long-term systematic campus assessment program and in aligning the assessment program with the University Strategic Plan; 2) Monitor prior WASC recommendations and current status, including indicators of educational effectiveness at the campus level, program review, and the effectiveness of the Office of Institutional Research; 3) Promote new models for student success, dissemination and engagement with educational effectiveness data (including, NSSE, Graduation Rate data, CLA, CIRP data); and 4) Support teaching and learning effectiveness, a culture of evidence, and campus accountability activities.

The EEAC consists of approximately 25 members with faculty representatives from all six academic colleges as well as representatives from the Honors College, the University Writing Center, the Center for Effective Teaching and Learning, Institutional Research, the University Library, Academic Affairs, and Student Affairs, including the Career Development Center, the Student Health Center, and the Educational Opportunity Program. The EEAC is co-chaired by two full-time faculty members, currently one from the Charter College of Education and the other from the College of Arts and Letters. These Co-Chairs also serve as Assessment Coordinators within their respective colleges. The Acting Director of Program Review and Assessment serves as the Executive Secretary to the EEAC. To accomplish its charge, the EEAC meets at least twice a quarter.

In AY '11-'12, the EEAC finalized a plan for assessment of institutional learning outcomes. (The ILOs assessment plan may be found in Appendix 3, pages 7-8). The EEAC examined the ILOs and the data from the Collegiate Learning Assessment (CLA), and as a result, the Council chose to focus on writing skills and critical thinking as the first ILO assessment project. A research design was developed for a project to be carried out in AY '12-'13. The project will be conducted in two phases. Phase I will assess student work collected from entering first-time freshmen (collected in the required "Introduction to Higher Education" course), entering transfer students (collected in the required "Transition to Cal State L.A." course), and from seniors (collected in Senior Capstone courses). Phase II is longitudinal. Student work collected in Phase I will be archived and made available for longitudinal analysis allowing for a more robust assessment of student growth over time. The decision to assess writing skills and critical thinking first also aligns with system-wide CSU assessment efforts. Campuses in the CSU system, under the leadership of the Associate Vice Presidents of Academic Affairs at each campus, have joined forces to share practices on the assessment of the WASC Core Competencies, beginning with the assessment of critical thinking in AY '12-'13.

As part of the Cal State L.A. ILO assessment plan, the EEAC has identified the Collegiate Learning Assessment (CLA) as the best instrument to be used for this effort since the campus has been required to administer the CLA by the CSU system since 2007. At Cal State L.A., the CLA was administered in academic years: AY '08-'09, AY '10-'11, and AY '11-'12. The results of the CLA are published annually on the Cal State L.A. College Portrait website. In addition, a faculty member from the Charter College of Education has conducted an extensive analysis of CLA results (Appendix 3, pages 8-10). The CLA is administered in the fall to a sample of freshmen and in the spring to a sample of seniors. Previously, Institutional Research (IR) was charged with the administration of the exam. However, in AY '11-'12, the EEAC partnered with IR to expand the use of this tool and to identify enough courses to enable the participation of 500 freshman and 500 seniors in the AY '12-'13 administration. By increasing sample size we believe the data can be disaggregated by college to enable it to be utilized at the college level to improve the educational experience of students.

The EEAC has also recognized the value of NSSE as an indirect measure of student learning and engagement. Its administration is also required by the CSU System and results are posted on the Cal State L.A. College Portrait website. The most recent administrations of NSSE were in academic years AY '07-'08, AY '09-'10, and AY '10-'11. Various constituencies across campus use this data to inform discussions about educational effectiveness in concert with other measures of student learning and engagement.

The EEAC is positioned to guide the institution as it continues to evolve institutional level assessment for the purpose of improving student learning achievement.

Issue 3, Section 2B. Pilot ILO Assessment Efforts: The Civic Engagement Assessment pilot

In the AY '10-'11, the University took advantage of strong faculty interest in community engagement to explore learning opportunities for Civic Engagement as well as the assessment of student learning in this area. Importantly, the third and fourth institutional learning outcomes include aspects of civic engagement learning. These outcomes are distinctive to the University mission and embody values dear to faculty and students. Most Cal State L.A. students come from the local community and have aspirations to return upon graduation to serve their local community. ILO 3 and ILO 4 below outline Cal State L.A.'s community engagement objectives.

> ***ILO 3: Place and Community: Urban and global mission***
> Cal State L.A. 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.
>
> ***ILO 4: Transformation: Integrative learning***
> Cal State L.A. 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.

Seven faculty members received grants, as faculty fellows and members of a Faculty Learning Community, to develop a new course or modify an existing course, and to develop or refine course assessments of student learning into a Community Engagement course. The learning community was led by the Assistant Director for the Office of Community Engagement. As part of the grant, the Faculty Fellows participated in a series of introductory level workshops. The first workshop – "Introduction of the American Association of Colleges and Universities (AAC&U) Civic Engagement Values Rubric" – included an in-depth analysis of the AACU's Civic Engagement Values Rubric. A second workshop – "Measuring Student Outcomes" – allowed faculty the opportunity to discuss and compare the merits of different assessment techniques and the implementation of tools to measure civic engagement outcomes. This workshop also included a focus on measuring evidence of transformational learning. A third workshop – "Faculty/Community Organizational Partnerships" – focused on understanding the difference between transactional and transformational

relationships to more successfully measure student learning outcomes. The final workshop – "Wrap Up and Next Steps" – provided opportunities for analysis and reflection.

In June 2011, Faculty Fellows presented their work to the EEAC along with recommendations for assessing civic engagement courses and projects. The AACU's Civic Engagement Values Rubric was found to be a very useful tool in measuring student learning in this area. Three recommendations were made to the EEAC: 1) Measurement of Outcomes – Based on work with faculty from across the University it is possible to measure student learning outcomes for community engagement; 2) Multiple Outcomes – It is probably not possible (or advisable) to measure only one outcome, as evidenced by the number of elements that make up civic engagement on the AACU Civic Engagement Values Rubric; and 3) Faculty Development – With support for faculty development it is possible to achieve some degree of student learning outcomes for community engagement, depending on the number and frequency of opportunities for students to engage in community engagement courses and/or participate in community engagement research. While the pilot demonstrates the institutional capacity to develop measures for assessing student learning achievement of institutional learning outcomes, it will take further effort to develop an assessment system that provides data that colleges can use to improve and inform civic engagement learning. However, the campus is committed to developing graduates who possess a well-developed sense of civic identity and robust citizenship capabilities, and to measuring student success for the purposes of improving learning experiences in this area.

Issue 3, Section 3A. Program Review Update

At Cal State L.A. academic programs are reviewed every six years. In the year prior to review, departmental faculty conduct a self-study of their programs. To assist departments, an electronic template for the self-study was developed in 2011. The template provides instructions to faculty regarding where and what narrative/data to include in the self-study. Also included are links to Cal State L.A. websites where faculty can retrieve data. One new addition for the AY '10-'11 academic year was the Cal State L.A. Data Mart, specifically designed for use in program review. Faculty can retrieve data on the number of majors, enrollment trends, graduation and retention rates, and the Student to Faculty Ratio (SFR). In addition, data is available by ethnicity, gender, and class rank.

Another recent tool for faculty members in preparing the self-study has been to provide a rubric, based on the WASC rubrics, for Program Level Student Learning Outcomes. Program self-studies must include: a) a description of the stage attained with the program's assessment plan; b) a list of the program level learning outcomes; c) indication of the outcomes that have been assessed since the last self-study; and d) the assessment results and based on the results a description of instructional, programmatic, or curricular improvements made. It is anticipated that annual assessment reports, which were first required in AY '09-'10, will allow faculty members to aggregate eventually six years of assessment findings for the self-study. (A copy of the Program Review Self Study template may be found in Appendix 3, pages 13-16.)

In year two of the program review process, the external review and the completion of the program review process is undertaken. The most noticeable change to this process since the EER visit is the degree to which issues relating to the rapidly changing landscape in higher education are brought to bear in year two of the program review process. As is standard, the external reviewers are provided a copy of the self-study and are scheduled for a two-day site visit to campus, usually in Fall Quarter. After the site visit, the external reviewers provide a written report to the campus which is shared with the Program Review Subcommittee (PRS) of the Academic Senate as well as the department members and the appropriate academic administrators. The PRS begins conversations with the department, College Dean, and University administrators during winter and spring quarters. Based on the information provided in the self-study as well as the external reviewers' report, questions and concerns are posed to the College Dean and department representatives. In turn, the academic administrators, College Dean and department representatives respond to the questions/concerns raised by the PRS. These discussions occur in several face-to-face meetings as well as through electronic communications. The purpose is to allow the PRS to finalize its commendations, affirmations and recommendations for the program(s) in a written report which is due at the end of spring. The final PRS report is shared with the department, the College Dean, the Vice Presidents, the Provost, and the President and appropriate actions are taken as warranted. This robust system of program review makes an important contribution to a culture of educational effectiveness.

Issue 3, Section 3B. Program Accreditation Update

Within the last two years, several academic programs were up for reaccreditation and all were granted reaccreditation for the maximum allowable period. In October 2010 the National Association of Schools of Art and Design reaccredited all Department of Art programs for 10 years (through 2020). In October 2011 the College of Business and Economics received full reaccreditation from the Association to Advance Collegiate Schools of Business and thus, will continue to advance the effort in the assurance of learning. In November 2011 the Charter College of Education received full reaccreditation of all programs from the National Council on the Accreditation of Teacher Education. NCATE has reaffirmed that the assessment system CCOE has in place for program assessment is working well. Importantly, this system includes an external Assessment Advisory Council (AAC) consisting of Cal State L.A. faculty and academic administrators as well as K-12 faculty and administrators. In April 2012, the School of Nursing received reaccreditation for all programs from the Commission on Collegiate Nursing Education. This, too, is an accrediting body that emphasizes assessment. The Nursing program also has an assessment system that is highly effective. It includes use of external exams as a measure as well as a mechanism to receive feedback from alumni. Departments with accredited programs increase institutional capacity for innovation and best practices in educational effectiveness efforts.

Issue 3, Section 3C. Annual Assessment Reports.

In AY '09-'10, the University began requiring each department to submit an annual assessment report on activities completed during the previous year. In AY '10-'11, the Annual Assessment Reports were slightly modified and the University implemented an online report submission process. For AY '11-'12, the report format was again modified to make more clear to faculty what was meant by aligning program outcomes with the ILOs. As a result of the modifications in the 2012 Annual Reports there was a significant increase in the number of programs that have now aligned outcomes with the ILOs. (A copy of the Annual Assessment Report may be found in Appendix 3, pages 17-21.)

The Annual Assessment Report is divided into two sections: 1) Assessment Inventory; and 2) Achievement of Program Student Learning Outcomes. The Assessment Inventory requires departments to report on: a) mapping of outcomes to the curriculum; b) alignment of outcomes with accreditation standards; c) percentage of courses for which there is data/evidence that can be used to demonstrate student achievement outcomes at graduation; d) who uses the data collected; e) how findings are used and shared; and f) how data is stored. Department faculty members are also asked to indicate if they need assistance in professional development activities related to assessment practices. Faculty members with assessment expertise are then paired with departments making the request for assistance. The second section of the report asks departments to: a) indicate which outcomes were assessed in the past year and how the findings were used; b) describe progress on the goals and objectives in the department's Action Plan; and c) indicate which outcomes align with the ILOs.

Assessment reports are reviewed each summer and feedback is provided to departments so that improvements can be made in the program level assessment process. In the summers of 2010 and 2011, the former University Assessment Coordinator analyzed each Annual Assessment Report and provided feedback to each department. The reports submitted in May 2012 are currently being analyzed by the two Co-Chairs of the EEAC. Each department is issued a narrative description of the analysis of the report along with a score. Departments are assessed on the following criteria: a) assessment measures used; b) findings; and c) use of findings. A rubric with four levels of specified attainment for each criterion is used to evaluate each department. Departments receive a score (0-2 points is weak, 3-5 points is emerging, 6-7 points is developing, and 8-9 is fully developed). Letters to each department also included references to online sources and a personal offer of assistance from the Co-Chairs of EEAC. (See Appendix 3, pages 22-23 for a copy of a letter for an exceptional program and one for an emerging one. On pages 24-25 there is a copy of the Annual Assessment Report on Program Improvement Rubric and the Summed Score Rubric.) The aggregated results of the AY '10-'11 rubric scored analysis of the reports was shared with the EEAC at its Fall 2011 meeting. The EEAC members were quite surprised at some of the results. For example, in some cases, the report had been completed by a department chair but the report had not been discussed with faculty in the department. The EEAC decided to have updates on the Annual Report process at every meeting and discussed the need for these reports to be discussed with faculty at departmental and college meetings.

In AY ’11-’12, every effort was made to ensure that the annual assessment report was submitted by each department. Department Chairs and College Associate Deans were provided with monthly reminders regarding the assessment reports. In addition, assistance in completing the reports was offered. Updates were provided to the EEAC at each meeting and faculty members were encouraged to share the information in their departments and colleges. On the day after the Annual Assessment Reports were due, a report was sent to each Associate Dean identifying the departments that had completed reports, those that had begun drafts but had not yet completed reports, and those that had not submitted a report. The Associate Deans contacted the departments and assistance was again offered to departments that had not submitted reports. A number of departments indicated that they were still analyzing data from spring assessment efforts and requested additional time for completing reports. In summary, for AY ’10-‘11 there were 34 undergraduate programs that submitted assessment reports out of a total of 54 programs that were required to submit. In AY ’11-‘12 there were 39 undergraduate programs that submitted reports. In addition, there were the 11 assessment reports from the accreditation self studies for the College of Engineering, Computer Science, and Technology and the College of Business and Economics. Thus, a total of 50 reports were received out of an expected 54 programs. The campus indeed has made progress with annual assessment report submissions.

Progress is being made by faculty members in aligning ILOs with program learning outcomes. With regard to the first ILO, in AY ’10-‘11, 25 programs indicated they had outcomes that aligned with the ILO; the following year the number increased to 30 programs. In regard to the second ILO, the number of programs with outcomes in alignment were 24 in AY’10-‘11 and 29 in AY ‘11-‘12. Programs with alignment on the third ILO were 21in AY ‘10-’11 and 26 in AY ‘11-’12. Programs with alignment on the fourth ILO were 21 in AY ‘10-’11 and 27 in AY ‘11-’12. Next year the alignment project will include working with those programs that have not yet aligned outcomes with ILOs, assisting programs with the assessment of the ILOs, conducting institutional assessment of the ILOs, and increasing the ability of departmental faculty to use outcomes to improve the educational experience.

Departmental faculty members continue to develop and improve processes to assess student learning achievement and the use of data. A review of the rubric analysis of assessment reports submitted in 2011 shows that 3 programs were fully developed, 7 programs were developing, 10 programs were emerging, and 11 programs were weak. This analysis is informative to the faculty development offerings in the area of assessment through the Center for Effective Teaching and Learning. It also informs the work of the EEAC.

A more detailed presentation of the data from the review of annual assessment reports submitted in Spring 2011 is provided in Table 12. Data from Spring 2012 submissions is preliminary and is presented in Table 13 below.

Table 12: Annual Assessment Reports Data - 2011 Data

College	8-9 Fully Developed	6-7 Developing	3-5 Emerging	0-2 Weak	No Report Submitted
A and L	1	1	4	4	3
B and E*		1			0
CCOE**					
ECST	1	4	1	0	4
HHS***	1	1	2	0	4
NSS****	0	0	3	7	6

*all B and E programs, with the exception of Economics, were exempt due to Program Review
**CCOE programs exempt due to NCATE
***Two HHS programs were exempt: Nutritional Science and Social Work
****Three NSS programs were exempt: Political Science, Sociology, and Public Administration

Table 13: Annual Assessment Reports Data - 2012 Data

College	Rubric Score: 8-9 Fully Developed	Rubric Score:6-7 Developing	Rubric Score: 3-5 Emerging	0-2 Weak	No Report Submitted
A and L*	21 total reports submitted	Analysis of data not complete			0
B and E**	Submitted AACSB accreditation reports on assessment	Analysis of data not complete			0
CCOE	Exempt due to Program Review				0
ECST	Engineering exempt due to external ABET accreditation, 6 total reports submitted, 5 Technology reports submitted (Not covered by ABET) and 1 in Civil Engineering	Analysis of data not complete			0
HHS	15 total reports submitted	Analysis of data not complete			0
NSS***	17 total reports submitted	Analysis of data not complete			4, however, 1 asked for an extension

*Two A and L programs exempt: Liberal Studies and Philosophy
**One B and E program was exempt: Economics
***Two NSS programs were exempt: Anthropology, and Geosciences - Geology, and Geography

Annual reporting of assessment provides a mechanism for ensuring the ongoing development of educational effectiveness efforts. This subsection has demonstrated the progress made by the campus in use of this key mechanism.

In summary, the campus has made progress in the past two years in strengthening structural support for assessment through the use of the annual assessment report and in expanding the organizational culture at Cal State L.A. for assessment and program review with the involvement of the EEAC and departmental faculty. Alignment of program outcomes with institutional outcomes is occurring and assessment of institutional learning outcomes is well underway.

IV. What further problems or issues remain?

While program assessment has become a vital and ongoing activity across campus, the culture of institutional learning assessment is still in an emerging stage of development. During AY '12-'13 the campus will move assessment of institutional learning outcomes from the pilot and planning stages to the stage where data collection, review of data and recommendations for improvement will be made for two skills (ILO 2 - critical thinking and a comprehensive view of writing skills). Further planning for additional institutional learning outcomes measurement will also be undertaken. Inclusion of student learning in the co-curriculum and with on campus employment opportunities will also be integrated into this effort.

V. Describe how the institution will know when the issue has been fully addressed. Please include a timeline that outlines planned steps with milestones and expected outcomes for each issue.

The institution will know that the issue has been fully addressed when:

- Assessment in all programs at Cal State L.A. are moving toward the Highly Developed Stage (EER Rubric) with robust assessment measures, findings, and use of findings;
- In regard to assessment measures, faculty will be using more direct measures where program assessment is clearly linked to a specific outcome, and one or more outcomes are evaluated yearly;
- In regard to findings, faculty will quantify and report levels of achievement on identified program outcomes, prepare a written summary and share with all program faculty for discussion and action;
- In regard to use of findings, findings are used to improve the quality of the overall program, individual courses and teaching practices, and the impact of any changes made are evaluated in the next cycle; and
- Institutional level and program level outcomes assessment lead to measurable improvements in student achievement and an increase in timely graduation.

A timetable for continued actions can be found at the end of this report in Table 23.

Issue 4. Improving Effectiveness of Student Support Services, Including Advising

This section provides an update on progress made by the campus in the past two years to respond to the WASC Commission recommendation that "urges Cal State L.A. to build on processes already begun in order to improve and enhance student services by utilizing assessment instruments, streamlining services and establishing exemplary advising and customer service."

Table 14: Issue Four - WASC Identified Actions Needed

Categories of Actions	*Described in report*
1. Improving and Enhancing Student Services by Utilizing Assessment Instruments, Streamlining Services and Establishing Exemplary Customer Service.	Issue 4, Section 1
2. Improve and Enhance Student Services by Establishing Exemplary Advising.	Issue 4, Section 2

Issue 4, Section 1: Improving and Enhancing Student Services by Utilizing Assessment Instruments, Streamlining Services and Establishing Exemplary Customer Service

I. Provide a full description of the issue

This section describes progress in improving and enhancing student services as exemplified in the following units: 1) The Office of Students with Disabilities (OSD); 2) the Career Development Center; 3) the Center for Student Financial Aid; 4) the Office of Admissions and Recruitment; 5) the Veterans Affairs Office; 6) Registrar's Office; 6) Information Technology Services (ITS); and 7) Housing Services.

The scope of the challenges that offices providing student services were facing in Fall 2010, included utilization of paper processes, duplicative efforts, gaps in service to segments of students, and processes or facilities in need of updating. Prior to Spring 2012, the Office of Students with Disabilities utilized a cumbersome pen and pencil process for requests for accommodations for proctored exams by the over 800 registered students with disabilities. The Registrar's Office was also using a paper process when students needed to declare an option in their major. The magnitude of this particular issue is apparent considering that Cal State L.A. offers 60 undergraduate degree programs and 124 options. Without a specified option declared in the student information system "Golden Eagle Territory" (GET), students were not able to view an accurate degree audit to identify outstanding course requirements needed to graduate. The Center for Student Financial Aid was using manual processes and the U.S. mail to notify students of their financial aid awards, approve

student loan requests, and to process scholarship checks. This approach was time consuming and inefficient. The Office of Admissions and Recruitment operated as two separate departments prior to 2010, which created challenges in delivering streamlined student services. Cal State L.A. was in need of a Veterans Affairs Office, which it did not have prior to 2010 when there were approximately 400 enrolled veterans and 120 veteran dependents. It was recognized in 2010 that Information Technology Services (ITS) was in need of updating some of its offerings. In 2010, Housing Services began improving its physical plant and services, streamlining business processes, and revitalizing the Residence Life Program to support students in their scholarly endeavors toward graduation. These examples typify the challenges facing many other offices that served students at the beginning of Fall 2010. What follows is a description of the progress made over the last two years in the provision of services to students and an analysis of the effectiveness of actions taken.

II. Provide a full description of the actions taken by the institution that address this issue. III. Provide a full description of an analysis of the effectiveness of these actions to date.

Much of the progress that has been made in the provision of services to students since Fall 2010 has involved enhancing the use of technology, updating of processes, and increasing attention to customer service elements. Progress has been monitored using surveys and, where appropriate, assessment of student learning.

In 2011, the **Office of Students with Disabilities** (OSD) purchased and implemented an online database system that has allowed all OSD services to be accessed by students and faculty online. The online system has made it possible to streamline the processes for the multiple services provided to students with disabilities. Use of this system has been successful in resolving the cumbersome process of tracking services through a paper and pencil process and allows for more accurate reporting of the number of students accessing services as well as the tracking of the services that involve multiple steps. In addition, prior to implementing the online service system, students had to come to the OSD to access some services. With the web-based online system, students can now access and request services from anywhere on or off campus. As a part of implementing this new system, information workshops were offered to prepare students to utilize services and accommodations more effectively at the start of their academic career. In Spring 2012, 88% of participants in the OSD annual service survey reported that they felt "strongly prepared" or "prepared" to utilize OSD services.

Over the last two years, the **Career Development Center** has revised and updated its offerings to include quarterly workshops for job interviews, job search, and resume writing assistance. The Center conducts a survey following each workshop to assess students' understanding of workshop materials and their satisfaction with the workshop. Overall, student satisfaction for the two year period Summer 2010 to Spring 2012, using weighted average ratings, is 93% for interview workshops, 91% for job search workshops, and 88% for resume writing assistance (Table 15 below).

Table 15: Overall Satisfaction Rating of Career Development Center's Workshops

Overall Percentage of Workshops Scores (%) of Very Good						
Quarter	**No. of**	**Interview**	**No. of**	**Job Search**	**No. of**	**Resume**
	Participants	**Workshops**	**Participants**	**Workshops**	**Participants**	**Workshops**
Summer 2010	10	90%	20	95%	23	96%
Fall 2010	19	89	15	93	14	79
Winter 2011	23	78	3	100	15	73
Spring 2011	16	94	15	93	22	77
Summer 2011	12	92	24	83	17	100
Fall 2011	24	100	8	75	31	90
Winter 2012	29	100			9	89
Spring 2012	24	96	21	100	23	91
Weighted Ave.		93%		91%		88%

In April 2010, the **Center for Student Financial Aid** was able to provide self-service award notifications and replace the paper Financial Aid Award Notification (FAN) letters with e-FAN (e-mail financial aid notifications). In addition, students can now view, accept and/or decline their financial aid awards on a self-service basis in GET. Once the conversion occurred, the Center was able to send out 6,615 e-FANs in less than 3 hours. Before e-FAN implementation, it took at least one week to complete the entire cycle. At the conclusion of the AY '10-'11 award year, the total utilization of self-service award options resulted in the following results: a) 13,952 students accepted one or more of their financial aid awards via self-service; and b) 4,376 students declined one or more of their financial aid awards via self-service. Clearly, the mass e-mail communication process is cost effective and has enabled the Center to deliver important reminders and notifications in a much more efficient manner. The availability of "Self-Service" has eliminated the need to print paper FAN letters as well as the need for students to submit their award acceptance in person. In addition, self-service is available 24/7. The wait time for processing awards has also been reduced from 4-6 weeks to 2 weeks for students.

In concert with these changes, Student Financial Services in the Division of Administration and Finance implemented direct deposit for financial aid. During Fall 2011, a student satisfaction survey was conducted by the Center for Student Financial Aid. The survey specifically focused on the self-service online financial aid awards' "accept/decline" feature. At least 87% of the respondents were "satisfied" or "very satisfied" with this feature. This feature also changed 63% of the students' experience with the Center for Student Financial Aid in a positive way. This progress demonstrates the ability of the Center to make changes and be responsive to student needs. Indeed, the progress was timely as the Center is now well positioned to respond to the many changes that have been recently enacted at the federal and state levels regarding financial aid and student success. The Center will continue to monitor and improve service delivery to students.

In Fall 2010, the **Office of Admissions** and the **Office of Recruitment** were combined into a single office which streamlined the admissions process for students by creating a single entry point from recruitment through admissions to new student orientation. The Student Reception Center has also been restructured to provide improved customer service for both prospective and continuing students. This restructuring provides a centralized area where students can meet with pre-admit advisors and recruiters as well as domestic and international transcript evaluators. One of the benefits of this "one stop" center is the improvements made to transcript submission and evaluation. A "transcript/test score drop off" site is used in the Student Reception Center during the summer as students complete the admissions process. Transcript follow-up and assistance has also been implemented. With integration of the offices, recruiters are utilized to make contact with key feeder schools to reinforce the fall transcript deadline (mid-July) and identify the individuals at the schools responsible for transcript submissions. Students with incomplete transcripts are flagged and recruiters follow up with students and schools to encourage submission of complete transcripts. In addition, integrated services have made it possible for the Admissions Appeals Committee to guarantee a response to appeals within 5-7 days. The Student Reception Center also has an expanded public area with computers for students to access CSU Mentor, online Orientation registration, the Cal State L.A. website, and other admissions-related sites.

A **Veterans Affairs Office** was established at Cal State L.A. in July 2011. The Office is staffed by a full time Veterans Affairs (VA) Coordinator and part-time Veterans Work Study students. The VA Coordinator has worked effectively with the Certifying Official in the Registrar's Office to ensure the timely processing of veteran benefits. The Coordinator has developed a program to connect veteran student mentors to incoming veteran students in their major and to academic advisors to provide additional support. Students are assisted in developing educational plans according to Vocational Rehabilitation requirements of the Veterans Administration. They are also provided assistance with registration and necessary permits required for enrollment in classes. Training through the Center for Effective Teaching and Learning (CETL) has been provided for faculty and staff on veterans-related issues and needs. In addition, educational programming for the campus community regarding different veteran's organizations and populations is being offered.

The **Registrar's Office** continually works to improve services to students, faculty, and staff. One example (mentioned above), the paper process for declaring an option has been replaced with an online process. Working with ITS, a new web page was created in GET making it possible for students to go online 24/7 and select one of the appropriate options for their declared major program. This feature has made an important contribution to improvements in academic advising since, once an option is declared, students and their advisors are provided with a more accurate degree audit. A recent upgrade to GET (described in Section 2 below) has resulted in significant improvements to the degree audit process, and

thus, has contributed to improvements in academic advising.

Information Technology Services (ITS), working in partnership with the Divisions of Academic Affairs, Student Affairs, and Administration and Finance, continues to make contributions to improving the effectiveness of student support services. Actions taken over the last two years, and evidence of the success of the actions are described below in Table 16.

Table 16: Actions Taken/Evidence of Success

Action Taken 2010-2012	Evidence of Success
Conducted a pilot of Just-in-time learning to deliver online training to students whenever and wherever they need it. Using Lynda.com, students can access 1,397 online training videos to solve problems, perform specific tasks or quickly update their skills. A fall 2012 awareness campaign is planned to reach all students.	Rising cumulative total of user accounts indicates a steady awareness, acceptance, and use of the Lynda.com service. • Fall quarter 2011 – 475 • Winter quarter 2012 – 620 • Spring quarter 2012 – 1,066 • Summer quarter 2012 (through 8-8 only) – 1,202 Total user log-ins indicates users are accessing the service multiple times. • Fall quarter 2011 – 1,401 • Winter quarter 2012 – 2,147 • Spring quarter 2012 – 2,964 • Summer quarter 2012 (through 8-8 only) – 2,366 Total number of videos viewed by all account holders indicates students are accessing a variety of different course topics. • Fall quarter 2011 – 14,567 • Winter quarter 2012 – 9,032 • Spring quarter 2012 – 12,100 • Summer quarter 2012 (through 8-8 only) – 3,599 Some students have submitted unsolicited comments supporting the availability and usefulness of the videos. In some instances, Lynda.com effectively replaced textbooks in some classroom settings which, ultimately provides a cost saving to students.
In collaboration with CETL, concluded a year-long pilot of Moodle in "11-'12, to replace WebCT as the campus Learning Management System (LMS). Full implementation of Moodle began in Fall 2012.	Moodle is an open source system that is significantly lower in cost than WebCT. CSULA is using a shared services model with CSUFullerton as host. Faculty continue to successfully convert their courses to Moodle. • Fall quarter 2011 – 100 faculty • Winter quarter 2012 – need data • Spring quarter 2012 – need data • Summer quarter 2012 (through 8-9 only) –
In an effort to increase student use of the Open Access Labs and provide more efficient formal and informal learning spaces for students to collaborate, prepare, discuss and practice class assignments, the following projects were completed. Redesigned the Annex Link, King Hall Link and Union Link Open Access Labs (OALs) to include a new Smart Room for students to collectively work on class projects and presentations with computers, multi-media projects, VCR, DVD and document cameras.	Annex Link • Winter quarter 2012 – 25,667 • Spring quarter 2012 – 24,880 • Summer quarter 2012 (through week 11) – 10,175 King Hall Link • Winter quarter 2012 – 7,343 • Spring quarter 2012 – 7,382 • Summer quarter 2012 (through week 11) – 361 Union Link • Winter quarter 2012 – 16,648 • Spring quarter 2012 – 16,546 • Summer quarter 2012 (through week 11) – 5,138 Salazar Hall Link • Winter quarter 2012 – 8,160 • Spring quarter 2012 – 8,349
Redesigned the Annex Link and King Hall Link OALs to include a new Group Study Room where students have a conference room setting to work on class projects and study for exams.	

Action Taken 2010-2012	Evidence of Success
Redesigned the Annex Link, ECST Computer Link, King Hall Link, Salazar Hall Link and Union Link OALs to include a new lounge area with power for electronic devices where students can study and work in a relaxing study area.	• Summer quarter 2012 (through week 11) – Closed ECST Link • Winter quarter 2012 – 7,025 • Spring quarter 2012 – 6,883 • Summer quarter 2012 (through week 11) – 2,544 Cumulative totals: ▪ Winter quarter 2012 – 64,843 ▪ Spring quarter 2012 – 64,040 ▪ Summer quarter 2012 (through week 11) – 18,218

Significant progress has been in **Housing Services** over the last two years. These include improvements in physical plant, streamlining of business processes and connecting to campus student success efforts.

The physical plant and service improvements in this time period include:

- 20 apartments underwent major renovations, including new bathrooms, kitchens, carpeting and painting. These apartments house approximately 10% of the student population. Renovation on 20 additional apartments will occur in Summer 2013.
- A 26-unit, 60 bed apartment complex was purchased, renovated and opened in Fall 2012. The Golden Eagles Apartments serve primarily graduate and upper division students.
- Based on feedback in the 2009 and 2011 student satisfaction surveys, the WI-FI system in Housing Services underwent significant updating. The system became operational in Fall 2012, allowing students more effective access to the internet for academic purposes.
- A meal plan service was developed for students who do not wish to cook all of their own meals. The 12-meal per week plan increased from seven users in 2010 to over 200 in Fall 2012. Plans have been made to build a dining facility in 2013 to accommodate the increase in meal plan subscriptions.
- Triple occupancy bed spaces became available in Fall 2012 to accommodate students who desire to live on campus but cannot afford the double room rate. All 18 spaces are licensed and student demand has resulted in a waitlist.

Streamlined business processes include:

- The StarRez, a University housing software package, was rolled out in Spring 2010. It features an online housing application, online payment of initial housing deposits and online work order submittal. Online room selection for returning students will be rolled out for Fall 2013 occupancy.
- Students who fall into arrears are contacted in-person by a Housing Services staff member to ensure license agreement compliance. Several students have developed payment plans and/or adjusted their financial aid packages to avoid an unlawful detainer and eviction.
- Housing Services continues to participate in the CSU Quality of Service Assessments and plans facility and programming improvements based on resident feedback.

Housing Services is committed to providing a stable and academically supportive environment for all residents, including those from “at risk” groups. In 2011, the residence life staff offered a total of 77 academic support and life skills programs for residents in categories including: academic assistance, diversity awareness, health and wellness, and personal development. In addition, student staff sponsored 77 community development events to foster a sense of connection and belonging among residents. The Director of Housing Services serves on the Retention and Graduation Planning Group, thereby connecting Housing Services to campus student success initiatives. The activities described above for Housing Serviceshave resulted in occupancy increasing from a low of 71% in AY ‘09-’10, to 100% for Fall Quarter 2011 and 100% projected for Fall Quarter AY ‘12-’13.

The above activities presented in this section are intended to illustrate the kind of progress that has been made across campus in all units directly serving students. In addition, the progress described above demonstrates that the University is positioned to respond to the rapidly changing external environment for higher education at the federal, state and CSU system levels.

IV. What further problems or issues remain? V. Describe how the institution will know when the issue has been fully addressed. Please include a timeline that outlines planned steps with milestones and expected outcomes.

Services to students can always be improved and enhanced, especially as the needs of students change, institutions grow and develop, and the context for higher education changes. The examples presented in this section demonstrate Cal State L.A.'s commitment to responding to its dynamic environment. The institution is currently guided by a revised University Strategic Plan and as stated above in Issue 2, two- and five-year metrics have been established for the Student Success Strategic Initiative, including the following objectives related to student services.

- **Two years:** In collaboration with the colleges, Alumni Affairs, ITS, and Student Affairs, design and administer a senior survey to establish baselines on key dimensions, including academic engagement, participation in high impact practices, co-curricular involvement, plans for graduate school and employment, perceived value of employment, perceived value of the degree, and overall satisfaction.
- **Five years:** Based on a second administration of the survey, significant improvements will be observed on key dimensions. In addition, gaps in levels of outcomes observed in the first administration will be reduced.

The units described in this section, with processes for continual improvement in place, have identified the following short-term needs that will be addressed.

- **Office of Students with Disabilities** will continue to offer training for faculty to ensure they understand how to complete the appropriate online forms in order for students to access certain services in a timely manner, specifically testing.
- **Office of Admissions and Recruitment** is currently evaluating staff job descriptions for the newly combined office and existing staff duties are being evaluated to avoid duplication. The office will continue to make progress on streamlining delivery of services and is midway in an effort to implement an imaging system that enables the scanning of documents to shorten the process time it takes for students to receive their admissions decisions and credit summaries earlier. A central repository for transcripts will be developed so various campus stakeholders can view information to facilitate assisting students in academic advising or facilitate admissions decisions by graduate departments and automatically assign them to a checklist.
- The **Veterans Affairs Office** will address the need to increase office space for the coordinator, an assistant, and more veteran Work Study students by moving their offices to a new and larger space. This new space will also include a study and gathering area for the growing veteran student population.

V. Describe how the institution will know when the issue has been fully addressed. Please include a timeline that outlines planned steps with milestones and expected outcomes.

The effectiveness and satisfaction measures put in place both in the strategic plan for the next five years and in the individual units of the University will be used to monitor progress. Examples of next steps for the units described in this section are included in Table 23 below.

Issue 4, Section 2: Improving and Enhancing Student Services by Establishing Exemplary Advising

I. Provide a full description of the issue

Cal State L.A. has been working to improve academic advising since 2008. Site visits from the CPR and EER teams have

provided helpful guidance and recommendations as the campus has continued in its progress toward establishing a robust and effective culture of advising. The EER visit in Fall 2010 provided the campus an opportunity to take stock of the progress made in achieving goals set forth in previous advising plans, to identify gaps, and propose next steps. This review is documented in the Advising Report, completed in Spring 2011, which included a set of recommendations for next steps (Appendix 4, pages 1-11). The recommendations in the report include: 1) significantly increasing advising capacity with the hiring of at least 20 Student Service Professionals (staff advisors); 2) ensuring a culture of advising by defining and articulating the roles of faculty advisors, staff advisors, office staff, students and their parents; 3) developing the infrastructure for advising through a University Advising Council; and 4) developing college advising centers, with roles distinct from the University Academic Advisement Center. Additional needs to be addressed include training and development for staff advisors and faculty as well as development and implementation of a robust system of evaluation of the effectiveness of advising. Impressively, the report details the roles and responsibilities in advising for faculty, principal advisors, department chairs, staff advisors, office staff, students, and their families along the entire continuum of a student's educational experience. (Appendix 4, pages 12-13)

The Advising report was reviewed by the Academic Affairs Management Group and the Academic Senate and was approved by the President. It has provided the foundation for the actions the campus has taken to improve advisement services.

II. Provide a full description of the actions taken by the institution that address this issue. III. Provide a full description of an analysis of the effectiveness of these actions to date.

Based on the Advising report approved in Spring, the following Fall, in 2011, the President issued a memo on the "University Advisement Plan" (Appendix 4, pages 14-15). This memo provides fiscal support and guidelines for a University Advising Implementation Plan. Based on the memo, the Vice Presidents developed the "University Advising Implementation Plan for AY '11-'12" (Appendix 4, pages 16-22) which has guided the advising effort in the past year. Key to the implementation plan was addressing the need to improve the ratio of students to staff advisors. At the start of the AY '11-'12 year, the ratio was 1637:1 (students: staff advisors) by January 2011, with the hiring of ten new Student Service Professionals (SSPs) as academic advisors, the ratio was reduced to 839:1 (students: staff advisors). A national benchmark for campuses the size of Cal State L.A. is a ratio of 285:1. The ten new SSP advisors were placed in college advising centers as well as the University Academic Advisement Center according to the need to achieve parity in the ratio of students to advisors identified in the University Advising Implementation Plan (Appendix 4, pages 23-24 has the allocation recommendation). The advisors in the colleges report to the Associate Dean of the college. The University Academic Advising Center (primarily for undeclared students and lower division general education advising) reports to the Dean of Undergraduate Studies. Furthermore, a pilot program to integrate the SSPs from the Educational Opportunity Program into academic advising was initiated in AY '11-'12. These SSPs had previously not been granted access to the academic advising records of students, which inhibited their usefulness as staff advisors. In the Winter 2012, access was provided and advisement training was initiated for these staff advisors, as well as for those staff advisors who were recently hired. To enhance the development of a "community of advisors," a Moodle course shell was created for faculty and staff advisors that allows them to ask questions, share concerns, suggestions, and resources with each other and their supervisors. The campus is moving toward hiring an additional 15 SSP staff advisors in AY '12-'13. The search to fill these positions is expected to be completed by mid-November 2012. With the hiring of this second cohort of advisors, the student to staff advisor ratio will be reduced from 1637:1 (Spring 2011) to 608:1 (Fall 2012). We anticipate a significant impact on student retention, student success, and timely graduation with additional advising support to students. The Student Success Fee may provide a means to further reduce the ratio.

In addition to hiring staff advisors, other enhancements to advising services to students are addressed in the University Advising Implementation Plan. The plan will be updated annually and will guide campus efforts in building a culture of advising with progress being monitored throughout the year. In AY '11-'12, for example, departments were encouraged to update their curricular roadmaps which are posted for students on departmental websites. Significant enhancements to the electronic tools available to assist with advisement were also made. An upgrade to the next version of the student information system (PeopleSoft), the 9.0 CMS version, was completed, and the Advisor Notes function of the CSU Academic Advisement Report (CAAR) was activated. The report allows advisors to record and track advisement sessions and results, and provides students with a way of reviewing advisor recommendations and their degree programs and

degree audit. Steps to be more pro-active with advising at key milestones in the student experience (45, 90, and 145-165 units achieved) were also taken. Students who had previously failed to do so were required to file degree completion programs (in essence to declare their major and the option they had chosen within their major) electronically in the student information system, GET. Registration holds were placed on students who had more than 180 units and had not filed for graduation, requiring them to meet with an advisor. These students are called, "super seniors". To accommodate the number of students with excess units (about 900 at the beginning of this effort), the campus hired four temporary advisors in the Spring Quarter of 2012 and utilized overtime from the SSP staff in the Graduation Office to advise "super seniors" (students with more than 36 units beyond the minimum required to complete their designated degree - most degrees are 180 units). These students have a permanent hold on their registration and are limited to enrolling only in courses required for graduation as of Summer Quarter 2012, and their graduation applications were expedited. A process map has been developed that clarifies the path to graduation for these students (Appendix 4, pages 25-30). The number of enrolled "super seniors" dropped to approximately 250 by Fall 2012. It is anticipated that with pro-active advising for all students along their educational pathway, there will be fewer and fewer students with excess units. In addition, more and more students will be graduating in a timely fashion.

In addition to addressing the tactical steps in the University Advising Implementation Plan, monitoring and improvement of the delivery of advising services within individual units continues. Improvements have been made at the University Academic Advising Center (UAAC). The UAAC revamped its website in 2009 with a focus on a one stop website for students. Displayed on the website quarterly are academic announcements, policies and procedures, handouts and forms, electronic tutorials, workshop power-points, orientation presentations, training materials for advisors, and other campus resources. The use of technology has improved the delivery of advisement services and communication as evidenced by increased numbers of website hits from an average of 29,657/month in 2010, 48,977/month in 2011, to 50,431/month in June of 2012.

Key to the continued development of a robust and effective culture of advising is the formation of a cross divisional council charged with oversight of annual plans and development of critical aspects for academic advising. The University Advisement Council (UAC) was convened in Winter Quarter 2012 as a subcommittee of the Enrollment Management Steering Committee of the Retention and Graduation Planning Group. (For charge and composition to the UAC, see Appendix 4, page 31.) The Council works collaboratively across the divisions to identify advisement outcomes, promote the use of advisement syllabi, identify assessment instruments to evaluate the effectiveness of advisement, and make recommendations on issues to the Academic Advisement Subcommittee of the Academic Senate on policies in need of review or development. An ad hoc committee to identify an advisement evaluation framework, inclusive of the performance of individual advisors, was convened in Summer Quarter 2012. It is utilizing the proposed advisement outcomes developed by the UAC to create a rubric and a set of metrics for the evaluation of the effectiveness of University advisement. The anticipated completion date for this evaluation plan is Fall Quarter 2012.

Advising has been the single most important campus-wide effort to improve student success during AY '11-'12. With this effort the campus has demonstrated its ability to provide funding, identify gaps in service, make recommendations, and develop and execute implementation plans in a key area (advising) to improve student success.

IV. Provide evidence supporting progress. What further problems or issues remain?

While the effectiveness of the actions taken to date to improve advisement have not yet been fully demonstrated and the evidence supporting progress toward the successful resolution of the problem has not yet fully been documented, the campus is clearly moving in the right direction. Retention has improved significantly: for the entering class of 2008, first year retention was 74% in 2009; in 2010 retention was up to 81%. It is anticipated that the retention rate for entering first year students will continue to rise. The new staff advisors have provided literally thousands of additional hours of advisement and served numerous students, assisting them in choosing appropriate courses and answering their questions in a timely manner. More time is needed to assess the impact of the actions taken to date to improve advisement on graduation rates. The evidence of the success of the actions to improve advising will be manifest once additional surveys of student satisfaction with advisement are completed at the end of AY '12-'13. The UAC completed its identification of appropriate assessment instruments this fall. The campus now needs to implement these tools over the remainder of the year to provide an updated evaluation of the improvement in this area. While the actions taken have significantly

improved the delivery of advisement, the problem has not as yet been fully resolved. The current ratio of students to staff advisors is still higher than the average for four-year public institutions. This limits the University's ability to provide comprehensive, proactive advisement for each student. Furthermore, students in some majors have difficulty accessing advisors in their program in a timely manner, in part because the ratio of majors to permanent faculty and/or staff advisors is exceptionally high. The campus will need to complete the hiring of 15 additional staff advisors this fall and work diligently to train new and existing staff and faculty advisors. Some departments may also need to explore limiting their admission of new majors by declaring program impaction to provide a better level of service and achieve higher retention and graduation rates. The University Advising Implementation Plan for AY '12-'13 will address next steps for this important initiative.

V. Describe how the institution will know when the issue has been fully addressed. Please include a timeline that outlines planned steps with milestones and expected outcomes for each issue.

The institution will know that the issue of providing exemplary advisement has been fully addressed when it meets its graduation targets over the next five years. In the short term, continued progress will be monitored with the review of the results of the evaluation of the effectiveness of advising services in Spring 2013. A timeline of planned steps can be found at the end of this report on Table 23.

Issue 5. Documenting the Results of Initiatives to Promote Research, Scholarship, and Creative Activity

I. Provide a full description of the issue

This section provides an update on institutional efforts to develop, as specified in the WASC Commission letter, "a robust system of data gathering and assessment of research, scholarship, and creative activities (RSCA) and its impact on student retention, learning, and success." In addition, updates on the following recommendations made to the University by the EER site visit team are also provided:

- Agreeing on its definition of Undergraduate Research/RSCA;
- Developing a system of tracking student participation in RSCA activities; and
- Developing procedures/instruments to measure and assess the impact of RSCA on student learning and success (e.g., retention, learning, graduation rates).

II. Provide a full description of the actions taken by the institution that address this issue

Table 17: Issue Five Actions Taken in 2010-2012

Section Number in Report	*Categories of Actions*
Section 1	Definition of RSCA
Section 2	Protocol for tracking student participation
Section 3	Institutional Assessment of the Impact of RSCA on Student Learning and Success

Issue 5, Section 1. University Definition of Undergraduate Research/RSCA

Since the last WASC visit the University has developed a statement defining "Undergraduate Research/RSCA at Cal State L.A." The draft statement was reviewed, edited and approved by the Cal State L.A. Committee on Undergraduate Research (CUR) and the Graduate Council. The draft statement will be submitted to the Academic Senate in Fall 2012 for review, revision, and approval (Appendix 5, pages 1-2).

Issue 5, Section 2. Protocol for Tracking and Reporting Student Participation in Research, Scholarship, and Creative Activities (RSCA)

In Fall 2011, Cal State L.A. established the CUR to develop strategies for expanding and institutionalizing undergraduate research activities on campus. The Cal State L.A. CUR team participated in a two-day workshop sponsored by the national CUR and by the California State University Chancellor's Office. The conference was designed to assist CSU campuses with improving and assessing the RSCA environment at CSU institutions (Appendix 5, page 3). As a result of the participation in this conference and follow-up meetings, the Cal State L.A. CUR team developed a draft plan and provided updates to the Chancellor's Office (Appendix 5, pages 4-9). In addition, the Chancellor's Office plans to adapt the CSU system-wide common management system (CMS) database to track RSCA participation across all campuses. The CSU system has also made progress in developing a CSU Undergraduate Research Journal (Appendix 5, pages 10-12).

Building on the work of the CSULA CUR committee, the Student Success Team, led by the Associate Vice President for Academic Affairs, has developed a comprehensive protocol for tracking and reporting student participation in research, scholarship and creative activities (RSCA). Data collection strategies and assessment instruments have been identified or will be developed to assess systematically RSCA activities across the University. Table 18 below summarizes the multi-pronged approach for documenting RSCA at Cal State L.A. In the narrative below, where possible, available data for each protocol item is described. In the future, data will be reviewed in the cycle and by individuals in the indicated offices. These individuals will provide summaries of their review to appropriate faculty and academic administrators so that data informs decisions about needed changes to improve the RSCA educational experience of students.

Table 18: Protocol for Tracking and Reporting Student Participation in RSCA

Item Number	Research, Scholarship and Creative Activities	Assessment Instrument	Reporting	Responsible Office
1	Student involvement in IRB approved research	IRB Database analysis	Annual report	Office of Graduate Studies and Research (Research Support Specialist)
2	Student involvement in laboratory research involving animals	IACUC Database analysis	Annual report	Office of Graduate Studies and Research (Research Support Specialist)
3	Honors Thesis	Number and type of honors thesis projects completed in each AY	Annual report	Director of Honors College
4	Number of graduate theses submitted to library	Maintain Thesis Database	Annual report	Office of Graduate Studies and Research (Thesis Completion Specialist)
5	Student involvement in externally funded research	Question re student involvement added to ORSP Intake form for tracking students and type of research	Annual report	Office of Graduate Studies and Research (Research Support Specialist)
6	Annual Student Research Symposium	Analysis of database on student participants in Student Research	Annual report	Office of Graduate Studies and Research (Director

		Symposium (number of RSCA students, research by discipline)		of Research Development)
7	Faculty funded RSCA projects	Analysis of project report section on student involvement in RSCA	Annual report	Office of Graduate Studies and Research (Director of Research Development)
8	Student involvement in RSCA partially supported by CSU funds*:*			
	• Travel support to present RSCA	Student RSCA Survey	Annual report	Office of Graduate Studies and Research (Assoc. Dean)
	• RSCA funds to support graduate student culminating projects	Student RSCA Survey	Annual report	Office of Graduate Studies and Research (Assoc. Dean)
	• COAST Work Study	Student Participant Survey Faculty Mentor Survey	Annual report	Office of Graduate Studies and Research (Assoc. Dean)
	• CETL funded grants	Participant Survey	Annual Report	Director of CETL
9	Student self report re RSCA (sample of Freshman & transfer students)	NSSE data: cohort analysis	Every 3 years	Institutional Research
10	Senior self-report re RSCA	Senior Survey: questions re RSCA	Every 3 years	Institutional Research
11	CSU Chancellor's Office: CMS system-wide database	CMS system-wide database to be able to track RSCA participation across all campuses	Every 3 years	Institutional Research
12	RSCA data maintained by Department	Program Review: Questions re student involvement in RSCA	6 year review cycle	Department faculty
13	Student data from RSCA Activities in the curriculum	CMS Course Enrollment data	Biannual	Undergraduate Studies

Protocol Item 1: Student Involvement in IRB approved Research

As summarized in Table 19, over the past three academic years, 515 students submitted applications to the Institutional Review Board (IRB) seeking approval or requesting a waiver for a research project involving human subjects. A notable majority of the student applications involved social research (89.7%), compared to natural science (4.9%) (e.g., laboratory research involving human subjects) and research in the field of humanities (5.2%). Student researchers identified in IRB applications came from the following top five disciplines: 1) social work (n=221); 2) psychology (n=39); 3) special education (n=35); 4) communication studies (n=24); and 5) kinesiology (n=14). Most of the projects involved survey research, with 61.5% of the students collecting primary data, and 37.1% conducting secondary data analysis using existing survey data.

Table 19: Student Research: Analysis of Database of Approved and Waived Institutional Review Board Applications for Research Projects Involving Human Subjects

	AY '09-'10 (N=181)	AY '10-'11 (N=157)	AY '11-'12 (N=177)	Total (N=515)
Student Gender				
Female	150 (82.9%)	119 (75.8%)	140 (86.4%)	409 (80.0%)
Male	28 (15.5%)	38 (24.2%)	34 (10.6%)	100 (19.0%)
Unknown	3 (1.7%)	0	3 (3.0%)	6 (1.0%)
Research Design				
Primary	100 (55.2%)	83 (52.9%)	134 (76.6%)	317 (61.5%)
Secondary	79 (43.6%)	74 (47.1%)	38 (21.7%)	191 (37.1%)
Unknown	2 (1.1%)	0	5 (1.7%)	7 (1.4%)
Area of Research				
Sciences (Lab)	8 (4.4%)	10 (6.4%)	7 (4.0%)	25 (4.9%)
Social research	163 (90.1%)	146 (93.0%)	153 (86.4%)	462 (89.7%)
Humanities	10 (5.5%)	1 (0.6%)	16 (9.0%)	27 (5.2%)
Unknown	0	0	1 (0.6%)	1 (0.2%)
Research Methods				
Record Review/Archival	17 (9.4%)	9 (5.7%)	9 (5.1%)	35 (6.8%)
Survey	141 (77.9%)	126 (80.3%)	137 (78.3%)	404 (78.4%)
Interview	14 (7.7%)	11 (7.0%)	19 (10.9%)	44 (8.5%)
Focus Group	3 (1.7%)	0	3 (1.7%)	6 (1.2%)
Laboratory Research	6 (3.3%)	8 (5.1%)	1 (0.6%)	15 (2.9%)
Unknown	0	3 (1.9%)	8 (3.4%)	11 (2.1%)

Protocol Item 2: Student Involvement in Laboratory Research with Animals

An analysis of the Institutional Animal Care and Use Committee (IACUC) database over a four-year period reveals that, on average, 41 students participate annually in faculty-led research involving animals (Table 20). Student researchers identified in IACUC protocols came from the following top five disciplines: psychology (n=45); biological sciences (n=44); chemistry (n=41); electrical engineering (n=20); and kinesiology & nutrition (n=12). It is important to note that the scope of this database is limited since it does not include basic science research not involving animals, such as plant biology, chemistry, geology, and archeology. However, program review data will be able to capture student involvement in RSCA across all disciplines.

Table 20: Student Participation in Research Involving Animals

	AY 2008-09		AY 2009-10		AY 2010-11		AY 2011-12		Total	
Student Gender										
Female	20	(62.5%)	26	(65.0%)	26	(48.1%)	15	(37.5%)	87	(52.4%)
Male	12	(37.5%)	14	(35.0%)	21	(38.9%)	20	(50.0%)	67	(40.4%)
Unknown	0	(0.0%)	0	(0.0%)	7	(13.0%)	5	(12.5%)	12	(7.2%)
Total	32		40		54		40		166	

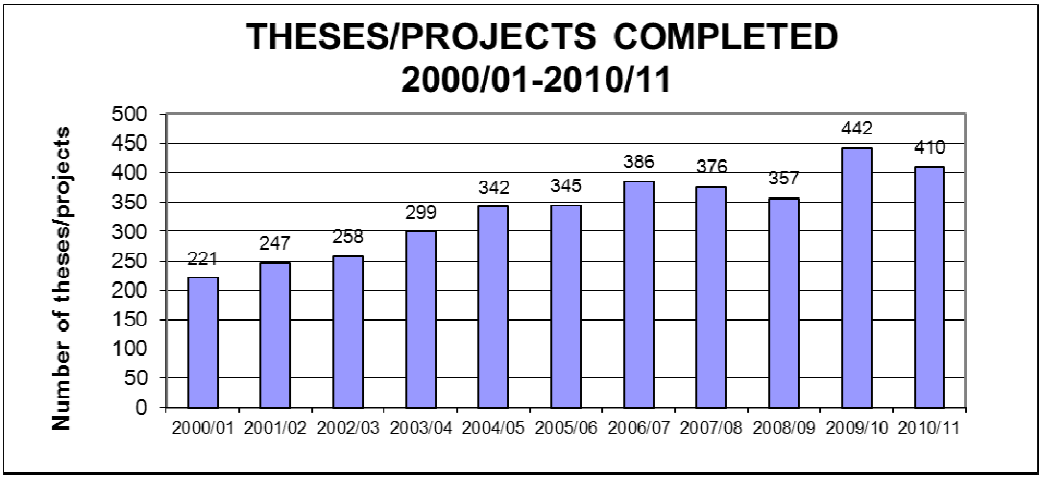
Protocol Item 3: Honors Thesis

Since the Honors College has only been in operation since Fall 2011, none of its students have yet reached the point in their curricula where they have produced an honors thesis. It is anticipated that a rubric based review of theses will be undertaken and results will be archived in a database for review annually.

Protocol Item 4: Number of graduate theses submitted to the University Library

The number of theses and creative projects has increased dramatically over the years. The chart below illustrates that RSCA nearly doubled over a ten-year period. However, in AY '11-'12 there was a reduction in submissions (N= 328). The reasons for this decline in numbers are under review and range from changes in student behavior (more students choosing comprehensive exams) to declining fiscal support for faculty assigned time to thesis and project supervision.

Chart 8: Number of Graduate Theses Submitted to the University Library



Protocol Item 5: Student Involvement in Externally funded Research

A recent review of externally funded projects revealed that, in AY '11-'12, 1,415 students were involved in a total of 128 research funded projects. More details on this involvement are needed. Therefore, the Office of Research and Sponsored Programs (ORSP), in collaboration with the Dean of Graduate Studies and Research, recently revised the ORSP Intake Form to include questions about student involvement in proposed projects (Appendix 5, page 13-15). This new tracking protocol will identify the number of undergraduate and graduate students participating in externally funded RSCA by department and college. Types of funded RSCA activities that will be tracked include: laboratory assistance, data collection, report writing, literature reviews, coding and data entry, and presentations. Faculty mentors who are supervising and funding the student RSCA activities will also be identified and acknowledged by the institution. More details on undergraduate involvement will be garnered with this new tracking protocol.

Protocol Item 6: Annual Student Research Symposium

A project is currently underway to develop an electronic database of previous annual student research symposium posters and presentations. A protocol for collecting student learning data from future annual student research symposia is also under development and will be implemented in Spring 2013.

Protocol Item 7: Cal State L.A. funded faculty RSCA projects involving undergraduate students

The CSU system suspended funding for RSCA projects on campuses in both AY '11-'12 and AY '12-'13. This not only affected faculty, but also any students involved in faculty-funded RSCA projects. Given the tradition of involving undergraduates in RSCA on this campus, the President has allocated a portion of University reserves to fund RSCA projects that specifically involve undergraduate students. In addition, the President has committed to continuing this funding as a match to any future allocation from the CSU System. The Office of Graduate Studies and Research oversees the distribution of these funds at Cal State L.A. Reporting requirements addressing student learning were initiated in Spring 2012 and will continue each year. These data will be archived in a database and reviewed annually.

Protocol Item 8: Student involvement in RSCA partially supported by CSU funds

The campus has consistently engaged in several initiatives to promote research, scholarship, and creative activities, including:

- Faculty funded RSCA projects (AY '11-'12 – 5 creative leaves, 9 mini grants)
- Student funded RSCA projects (AY '11-'12 – 65 funded and 57 claimed awards)
- Travel funds to support for student presentations of a creative project or paper (oral or poster) at a regional, national, or international conference. (AY 2011-2012 – 53 students funded, totaling $28,983).
- Faculty development grants funded through CETL (AY '11-'12 – 24 funded grants):

    - 10 instructional effectiveness grants (involved students in classroom) – $500 each
    - 13 undergraduate mentor grants (involved 50 students) – $1,000 each
    - 1 Faculty learning community funded by CSU – $5,000 award

- Council on Ocean Affairs, Science and Technology (COAST) work-study funded students (AY '10-'11 – 3; AY '11-'12 – 4; AY '12-'13 – 5 proposed)

Students who receive funding are required to submit a report documenting how they used the funds to support their RSCA. These reports have been collected in narrative form and maintained in the Office of Graduate Studies and Research. However, to establish a standardized protocol for tracking and reporting funded RSCA activities funded, a web-based survey will replace the current required report (Appendix 5, pages 16-22 for draft of the survey). Administration of an electronic survey will result in a database of responses from which to assess students' perspectives on the impact of RSCA involvement on their academic success. The campus will begin by collecting data through student surveys of recipients funded in AY '12-'13.

Protocol Items 9, 10 and 13

These items are described below in section three, "Institutional assessment of the impact of RSCA on student learning and success"

Protocol Item 11. Utilization of CSU System-Wide CMS Database

This is in the planning stages at the CSU system office and is not operational at this time.

Protocol Item 12. Program Review Documentation of Student Involvement in RSCA

In the current Program Review process, departments/programs are asked to include information on student participation in RSCA activities with a narrative. The specific questions that programs answer are: How many undergraduate students in your programs performed RSCA in the period of review? What types of products resulted from this high impact practice (e.g. papers, presentations, shows)? Do the academic programs utilize other high impact practices, such as learning

communities, cohorted/linked courses or community engagement? (Appendix 5, pages 28-29). This approach has resulted in some quantitative data; however, the information has tended to be incomplete. Programs often present qualitative information regarding student participation in RSCA. More complete information is needed to assess fully the effectiveness of these activities. For future self-studies, beginning in AY '12-'13, section 3.7 of the Program Review Self Study will be modified so that faculty members will be asked to present quantitative as well as qualitative data. During Fall 2012, a workshop was presented for all programs beginning their Self Study in the 2012-2013 academic year. These programs (and all subsequent programs) will conduct their Self Study using the new template requiring quantitative and qualitative data on RSCA, approved by the Program Review Subcommittee on October 4, 2012.

Issue 5, Section 3. Institutional Assessment of the Impact of RSCA on Student Learning and Success

Cal State L.A. is committed to offering undergraduate students the opportunity to participate in basic and applied RSCA. Undergraduate research activities available to all students in general and particularly to upper division students typically occur during inquiry-based classroom and laboratory activities. In addition, undergraduate students are engaged in RSCA outside of regular coursework under the guidance of faculty members. Undergraduate student participation in research outside program requirements contributes to career preparation by affording undergraduate scholars an opportunity to participate in faculty-led research projects and to work as a valued colleague on a research team.

While the benefits of undergraduate students' participation in research are well documented in the literature on student learning (Russell, Hancock, & McCullough, 2007), Cal State L.A. is interested in ascertaining the extent to which student learning is expanded as a result of RSCA participation. To this end, a preliminary study done to inform **Protocol Item 9**, using National Survey of Student Engagement (NSSE) data, was conducted that assesses student learning occurring through participating in research and scholarly activity outside program requirements.

Data from the NSSE indicates that while the numbers of seniors participating in faculty-led research outside of program requirements increased between 2007 and 2010, the percent of participants slightly decreased. As seen from Table 21, the number of research-seeking seniors increased from 50 to 142, whereas the percentages declined from 12% in 2007 to 10% in 2009 and 2010. The table also demonstrates fewer participants at Cal State L.A., as compared to the peer institutions in the Far West, Carnegie peers, and NSSE institutions.

Table 21: Participation in Research Outside Program Requirements, 2007-2010

	Cal State L.A.		Selected Peers, %	Carnegie Peers, %	NSSE Institutions, %
	No	%			
2007	50	12%	16%	16%	19%
2009	43	10%	18%	16%	19%
2010	142	10%	16%	16%	19%

Participation in research was assessed using the 2007, 2009, and 2010 NSSE data, and the analysis of the effect of undergraduate research on student learning utilized the 2010 NSSE data. In 2010, the number of senior students invited to participate in the NSSE survey was 1,502. The response rate for the seniors was 28%, as compared with the 27% response rate for the public peer institutions in the Far West and the 33% rate for the Carnegie peer institutions. Overall, 65% of female and 35% of male seniors, 73% of full-time and 27% of part-time senior students, and 31% of traditional (less than 24 years old) and 69% of non-traditional (24 or older) seniors participated in the 2010 NSSE.

The study focused on senior student participants and nonparticipants in faculty-led research outside of coursework examining student performance and deep learning experiences in relation to a variety of student learning outcomes. Table 22 details the numbers and percentages of the two matched samples. As seen from the table, each group of "student-

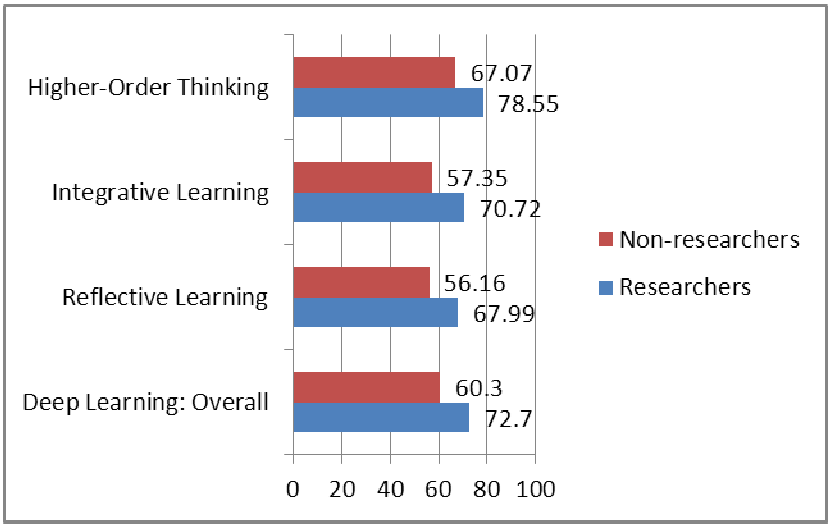
researchers" and "non-researchers" (e.g., students not involved in research) contains proportionally close percentages of seniors who started as freshmen and transfers.

Table 22: Headcount and Percentage of First-Time and Transfer Seniors by Status of Involvement in Research, NSSE 2010

	Started as Freshman	Started as Transfer	Total
Student Researchers	29 (26.6%)	80 (73.4%)	109 (100%)
Non-researchers	60 (23.5%)	195 (76.5%)	255 (100%)
Total	89 (24.5%)	275 (75.5%)	364 (100%)

A review of student researchers' and non-researchers' reported scores revealed a significant difference between the senior student groups on the higher-order thinking, integrative learning, and reflective learning subscales as well as on the composite scale of deep learning. Means between the groups were tested using the T-test and factorial ANOVA; all significance levels were at .001 level or lower. The larger mean scores (and their statistical significance) reported by seniors involved in research may indicate that research-seeking students may have developed various learning skills and outcomes at a much deeper level than the counterpart group uninvolved in research. The results are displayed on Chart 9 below.

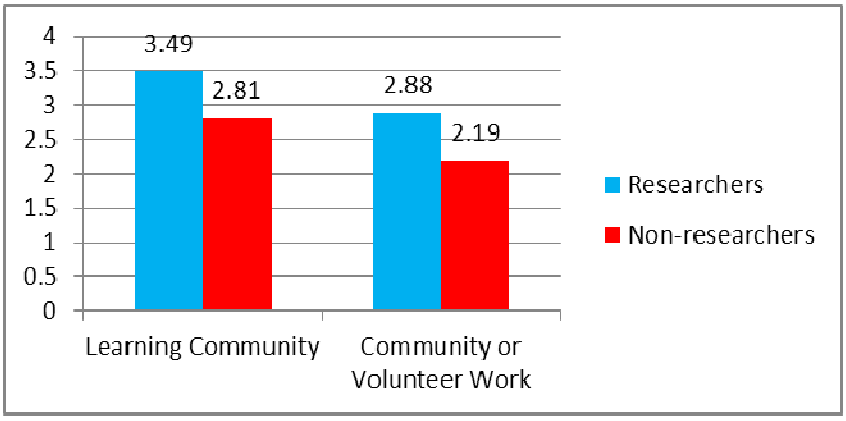
Chart 9: Self-Reported Gains in Cognitive Skills on the Subscales & Composite Scale of Deep Learning



Note: Scores range from 4 (very much) to 1 (very little)

Although the data reveals a significant difference between the two groups, we cannot attribute the difference in cognitive skills solely to participation in undergraduate research. An interesting, though not unexpected, finding is that students who reported engaging in research tend to also be more engaged in a variety of other "high impact" active-learning experiences. For example, research-seeking seniors were more likely to report that they participate in: 1) a learning community or some other formal program where groups of students take classes together; and 2) a community service or volunteer work, as evidenced from Chart 10 below. The means are significantly different at the .001 level.

Chart 10: Self-Reported Engagement in Active Learning



A key limitation of these results is that only one very limited question is included in the survey to measure RSCA experience – "research with faculty members outside of the classroom." This question does not capture research experiences within the classroom, nor does it capture other relevant RSCA experiences either in or out of the classroom. For this reason, our plan is to include in a new senior survey a series of questions designed to capture more fully the RSCA experiences that students have at Cal State L.A. The additional items of the senior survey will not only measure different aspects of RSCA, but they will also capture other effects of that experience, including intention to enroll in graduate school and familiarity with the scientific method (see Appendix 5, pages 23-27 for the complete report of this study).

Protocol Item 10. A Senior Survey will Provide Data on Student Involvement in RSCA.

The Senior Survey is currently under development and will be ready for administration in Spring 2013 administration.

Protocol Item 13. Student Data from RSCA Activities in the Curriculum

This project will provide the ability to track the impact of RSCA activities in the curriculum on student success. Phase 1 entailed the completion of a comprehensive analysis of courses at Cal State L.A., across colleges and departments, to show where RSCA activities are embedded in the curriculum. The data also show the extent to which all undergraduate students, regardless of their discipline of study, are exposed to RSCA before they graduate. Appendix 5 (pages 30-34) presents Table 1 which reports the number of undergraduate students enrolled in RSCA-related capstone courses, senior projects, research courses, and direct study/independent study courses during 2008-2012. Phase 2 of this study will involve developing a research methodology to identify courses in which to compare student success metrics (retention and graduation) between students who took the course and students who did not.

The activities described above, in developing a RSCA definition, a comprehensive protocol for tracking student involvement, and an institutional approach to assessing the impact of RSCA on student success demonstrates the progress that Cal State L.A. has made with this important initiative over the past two years.

III. Provide a full description of an analysis of the effectiveness of these actions to date. Have the actions taken been successful in resolving the problem? IV. Provide evidence supporting progress. What further problems or issues remain?

Much of the analysis of the effectiveness and evidence supporting progress is interwoven in the discussion presented in Section II above. The most telling indicator that the actions taken have resolved the problem identified by the EER reviewers is the development of a "Protocol for Tracking and Reporting Student Participation in RSCA" (see Table 18 above). The narrative above indicates the capacity for the institution to carry out the protocol. The narrative provided

above for almost each protocol item demonstrates that evidence has already been collected using the new protocol. The next key step will be to develop the processes for use of the data to inform improvements in students' educational experiences.

V. Describe how the institution will know when the issue has been fully addressed. Please include a timeline that outlines planned steps with milestones and expected outcomes

The institution will know that the issue has been resolved when the University has taken the following steps:

- Finalizes a definition of Undergraduate Research/RSCA in AY '12-'13;
- Fully implements the newly developed protocol for systematically collecting and analyzing data on RSCA activities; and the findings are used to identify areas of program improvement; and
- Further develops and implements research protocols for correlating RSCA activities with student success indicators (retention, graduation, attainment of specific RSCA-related learning outcomes).

A timeline of additional planned steps can be found at the end of this report on Table 23.

Complete Time Line for Institutional Actions

The following table provides a time line of planned steps over the next five years in key areas for student success, such as advising, assessment, collaboration, and student services. We have chosen to express a timeline out to AY '15-'16 since this will be the last year of the current University Strategic Plan (2011-2016). The timeline provided below is by no means complete. It is intended to be illustrative of the planning mechanisms now in place to achieve the institution's strategic goals and objectives as well as fully address the issues raised by the WASC Commission.

TABLE 23: Time Line for Additional Action Steps

Academic Year 2012-2013

Category	Action Steps
Academic and Social Support	• Increase number of tutors in Writing and Tutoring Centers through use of SSF funds • Increase mentoring opportunities through alumni mentoring program, peer mentoring programs, Take 5 mentoring program • Develop web repository for forms needed by students • Continue to develop videos that provide student tips on academic and social support • Use the Social and Academic Support Services Council to develop annual plan and monitor progress

Advising	• Hire additional SSP staff advisers using Student Success Fee • Provide professional development activities for staff and faculty advisors • Have degree completion programs on file in GET • Insure that all roadmaps are complete and up to date • Reduce the number of pre-majors • Increase utilization of Advisor Notes in GET • Increase participation of Student Affairs advisors in major advising • Enhance online advising capability • Reduce the backlog of students with excess units (super seniors) • Enhance peer tutoring opportunities • Develop a video series providing tips to students on academic advising • Finalize evaluation plan for "advising effectiveness" and begin implementation • Hire and train a Graduate Completion Coordinator • Expand career advisement programming offerings • Use the University Advising Council to develop annual plan and monitor progress
Assessment	Fall Quarter 2012 • Finalization of the research design to measure ILOs • GE Revision subcommittee completes alignment of GELOs with ILOs • Workshops on Program Review emphasize assessment • Two Faculty Learning Communities start, one at the beginner level with deliverables of revised course syllabi with outcomes, and one advanced that focuses on the programmatic level with deliverables of a departmental assessment plan • Use the Educational Effectiveness and Assessment Council to develop annual plan Winter Quarter 2013 • Implementation of the measurement of selected ILOs • Workshops on Program Review with an emphasis on the assessment component are repeated • Two Faculty Learning Communities continue • Two Guest speakers brought to campus for workshops Spring Quarter 2013 • Continue with measuring ILOs (writing and critical thinking) • Two Faculty Learning Communities continue • Two additional guest speakers brought to campus for workshops • Annual assessment reports submitted, reviewed, and feedback provided to departments • Educational Effectiveness and Assessment Council monitors annual plan • Compliance with CSU System, Program Accreditation Organizations and WASC continues
Campus Communication with Students	• To identify and develop print materials that communicate various components of the Graduation Initiative • To identify and develop videos that communicate student success stories • To identify and enhance campus web presence to effectively communicate the Graduation Initiative

	• To make additional recommendations that enhance campus communication with various constituents about the Graduation Initiative • Use the Social and Academic Support Services council to monitor implementation and gauge impact
CETL	Fall Quarter 2012 • CETL report to the Academic Senate • Faculty Learning Community reports from faculty in General Education pedagogy finalized • Reports from Faculty Development Grant recipients finalized • Faculty Development Grant awardees share their work to the campus via AY '12-'13 CETL programming • CETL Director Outreach at Chairs and College meetings • Coordinate with Academic Affairs to collaborate on strategic initiatives • Faculty Development Grants awarded for AY '12-'13 Winter Quarter 2013 • Data collection via focus groups with faculty and students associated with the AY '11-'12 Faculty Development Grant projects • Completion of CSU/ITL FDC Assessment Pilot Project Spring Quarter 2013 • Work with Institutional Research to discuss metrics, review work to date and create new data collection instruments to better assess the impact of faculty development activities on student success • Pilot data collection instrument • Use CETL Advisory Board to monitor progress
Collaboration (Strategic Initiative III)	• Survey of campus climate developed and administered, with a focus on the measurement of levels of collaboration, transparency, and shared values • Continue joint staff meetings with Academic Affairs and Student Affairs front line staff • Continue MPP Townhalls/Management Events • SPCC monitors annual progress and recommends annual plans
Community Engagement (Strategic Initiative II)	• Maintain current level of service learning course offerings • Maintain current commitments to community based projects and partnerships, for example the American Democracy Project, the East LA Promise Neighborhood, the Boyle Heights Promise Neighborhood • Foster faculty development in the area of service learning pedagogy. Continue the highly successful engaged departments effort from AY '11-'12 and initiate another faculty learning community • Foster integration of Community Engagement effort with activities of the Pat Brown Institute • Finalize and implement off campus activities policies (for credit bearing experiences) • Implementation of database on High Impact Practices participation and impact begun • Initiate Community Engagement Council for monitoring progress
Efficiency of Academic Program Design/Development	• Continue work of GE revision • Initiate discontinuance of identified programs in third year of suspension • Reduce number of options among graduate and undergraduate

	programs • Increase special session offerings • Enact Chancellor's office mandate to get all undergraduate programs to 180 units • Monitor progress on the approval process in the Chancellor's office for semester conversion • College-specific efforts align with Institutional Strategic Initiative for Student Success
Graduation Initiative (Strategic Initiative I)	• Senior Survey developed and administered • Alumni Survey developed and administered • Baseline levels regarding graduation initiative established • Use the Retention and Graduation Planning group to track progress and suggest tactics to appropriate councils, colleges and units • Finalize 2+2 agreements with local community colleges
Honors College	• Develop a set of Student Success metrics for Honors College and begin baseline data collection • Annual Plan developed for approval by the Provost in consultation with Academic Affairs Management Group (AAMG)
RSCA	• *Honors Thesis*: Develop a database tracking system that records (1) student demographic profile; (2) title of thesis; (3) type of research • *Student involvement in externally funded research*: The UAS Intake form has been revised to include questions on student involvement in the funded project. Data will be retrieved from the intake form beginning in Fall 2012 • *Annual Student Research Symposium*: (1) A content analysis of the program over the last 3 years will result in a summary report of student RSCA activities; (2) a Student Research Symposium participant database will be developed to track RSCA activities annually • *CETL funded grants*: Analyze participant survey data • *NSSE Survey*: Analyze question items related to student self-report on involvement with RSCA (sample of Freshman & transfer students) • *Program Review:* Update Program review template to include program reports on student involvement in RSCA • *COAST Work Study*: Collect and analyze participant and faculty mentor data • Implement CUR team plan, transform CUR planning team to RSCA
Student Support Services Improvements	• Develop Baseline level measure of student support services for comparison with Peer institutions • Effectiveness measures and student satisfaction measures will be further developed and utilized with peer comparison data according to three year plan developed by Student Affairs Directors Council in alignment with institutional strategic plan outcomes

Academic Year 2013-2014

Category	**Action Steps**
Academic and Social Support	• Use the Social and Academic Support Services Council to develop annual plan and monitor progress with approval by Retention and Graduation Planning Group and Enrollment Management Steering

	Committee
Advising	• Increased student advisor contacts • Improved retention and graduation rates • All students will have identified their degree completion program in GET within one quarter of declaring a major • All pre-majors codes eliminated • A majority of advisors will utilize Advisor Notes for all advisement sessions • Increased number of students served by Student Affairs advisors • Increased number of students served by online advising • Reduce the backlog of students with excess units (super seniors) • UAC monitors progress and updates annual plan
Assessment	• Continue with ILO assessment: reviewing data from '12-'13 and administering measures for additional ILOs • Develop and implement plan to measure GE learning outcomes achievement • Continue faculty development in assessment • Continue annual assessment reporting, review of reports, and provision of feedback to departments • EEAC monitors progress and updates annual plans • Compliance with CSU System, Program Accreditation Organizations, and WASC continues
Campus Communication with Students	• Assess impact of '12-'13 communication campaign • Develop '13-'14 communication campaign, Use the Social and Academic Support Services council to monitor implementation and gauge impact
CETL	• Annual Plan developed by CETL Advisory Board
Collaboration (Strategic Initiative III)	• Quantify the number of currently active interdisciplinary collaborations on research, scholarly, and creative activities • Quantify the number of instances of staff working with staff in other divisions or with faculty on self-originated projects that benefit students • Revise existing and establish new policies that foster faculty joint appointments and enhance interdisciplinary collaboration • Collaboratively develop a dashboard to monitor strategic resource management in all divisions to illustrate efficiency/productivity and return on investment • SPCC monitors annual progress and recommends annual plans
Community Engagement (Strategic Initiative II)	• Community Engagement Advisory Council develops annual plan, extending the activities of previous year and aligning with strategic plan outcomes
Efficiency of Academic Program Design/Development	• Finalize revision of GE • Continue discontinuance of identified programs in third year of suspension • Continue to reduce number of options among graduate and undergraduate programs • Continue to increase special session offerings • Potential for semester conversion initiation (pending final decision by the Chancellor's Office) • College specific efforts align with Institutional Strategic Initiative for

	Student Success
Graduation Initiative (Strategic Initiative I)	• Annual Plan developed by Retention and Graduation Planning Group for approval by the Enrollment Management Steering Committee in alignment with Strategic Plan outcomes
Honors College	• Annual Plan developed for approval by the Provost in consultation with Academic Affairs Management Group (AAMG)
RSCA	• *Student involvement in RSCA partially supported by CSU funds*: A Student Survey was developed for recipients of travel support and RSCA funding. We will begin collecting surveys from recipients in AY '12-'13 • *Senior Survey:* Analyze question items related to student self-report on involvement with RSCA • CSU Chancellor's Office: *CMS system-wide database* enhanced to track RSCA across campuses • RSCA Council reviews AY '12-'13 plans, continues implementation of assessment of learning protocol (as stated in bullet points 1-3 above)
Student Support Services Improvements	• Annual Plan developed by Student Affairs Directors Council aligning with three year plan developed in AY 12-13 in alignment with institutional strategic plan outcomes

Academic Year 2014-2015

Category	**Action Steps**
Academic and Social Support Services Council	• Use the Social and Academic Support Services Council to develop annual plan and monitor progress with approval by Retention and Graduation Planning Group and Enrollment Management Steering Committee
Advising	• Increased student advisor contacts • Improved retention and graduation rates • All students will have identified their degree completion program in GET within one quarter of declaring a major • All advisors will utilize Advisor Notes for all advisement sessions • Increased number of students served by Student Affairs advisors • Increased number of students served by online advising • UAC monitors progress and updates annual plan
Assessment	• Continue with ILO Assessment • EEAC monitors progress and updates annual plans • Compliance with CSU System, Program Accreditation Organizations, and WASC continues.
Campus Communication with Students	• Assess impact of '13-'14 communication campaign • Develop '14-'15 communication campaign • Use the Social and Academic Support Services council to monitor implementation and gauge impact
CETL	• Annual Plan developed by CETL Advisory Board
Collaboration (Strategic Initiative III)	• Re-administer the Campus Climate survey with significant positive changes expected on key dimensions • SPCC monitors annual progress and recommends annual plans
Community	• Community Engagement Advisory Council develops annual plan,

Engagement (Strategic Initiative II)	extending the activities of previous year and aligning with strategic plan outcomes • Using the High Impact Practices database, conduct an analysis of the number of curricular and co-curricular experiences with civic/community engagement as central components to establish a baseline • Begin the process of adding Community Engagement (CE)/Service Learning (SL) to transcripts in Golden Eagle Territory (GET) • Community Engagement Advisory Council develops other aspects of annual plan, extending the activities of previous year and aligning with strategic plan outcomes
Efficiency of Academic Program Design/Development	• Implement revised GE program • Continue discontinuance of identified programs in third year of suspension • Continue to reduce number of options among graduate and undergraduate programs • Continue to increase special session offerings • College specific efforts align with Institutional Strategic Initiative for Student Success
Graduation Initiative (Strategic Initiative I)	• Annual Plan developed by Retention and Graduation Planning Group for approval by the Enrollment Management Steering Committee in alignment with Strategic Plan outcomes
Honors College	• Observable improvement on Student Success metrics • Annual Plan developed for approval by the Provost in consultation with Academic Affairs Management Group (AAMG)
RSCA	• RSCA Council reviews AY '13-'14 plans, continues implementation of assessment of learning protocol (as stated in bullet points 1-3 above)
Student Support Services Improvements	• Annual Plan developed by Student Affairs Directors Council aligning with three year plan developed in '13-'14 in alignment with institutional strategic plan outcomes

Academic Year 2015-2016

Category	**Action Steps**
Academic and Social Support Services Council	• Use the Social and Academic Support Services Council to develop annual plan and monitor progress with approval by Retention and Graduation Planning Group and Enrollment Management Steering Committee
Advising	• Significant improvement over baseline levels will be observed • Improved graduation rates and time to graduation • All advisement sessions will be recorded in Advisor Notes • Increased number of students served by online advising • UAC monitors progress and updates annual plan
Assessment	• Continue with ILO Assessment • EEAC monitors progress and updates annual plans • Compliance with CSU System, Program Accreditation Organizations and WASC continues
Campus Communication with	• Develop '15-'16 communication campaign • Use the Social and Academic Support Services council to monitor

Students	implementation and gauge impact
CETL	• Annual Plan developed by CETL Advisory Board
Collaboration (Strategic Initiative III)	• Significant increase in the number of projects that involve interdisciplinary scholarly, research, and creative activities. Revise evaluations for faculty, staff, and administrators to include "collaboration" as a metric. Expect significant improvement in strategic resource management metrics via the dashboard • SPCC monitors annual progress and recommends annual plans
Community Engagement (Strategic Initiative II)	• Community Engagement Advisory Council develops annual plan, extending the activities of previous year and aligning with strategic plan outcomes
Efficiency of Academic Program Design/Development	• Implement revised GE program • Continue to reduce number of options among graduate and undergraduate programs • Continue to increase special session offerings • College specific efforts align with Institutional Strategic Initiative for Student Success
Graduation Initiative (Strategic Initiative I)	• Campus progress on CSU Graduation Initiative evaluated by: Freshmen: One-year retention rate of 85% for 2015 cohort, Six-Year graduation rate of 45% and Transfer students: One-year retention rate of 87% for 2015 cohort, Four-year graduation rate of 57% • Annual Plan developed by Retention and Graduation Planning Group for approval by the Enrollment Management Steering Committee in alignment with Strategic Plan outcomes and 5 year progress
Honors College	• Annual Plan developed for approval by the Provost in consultation with Academic Affairs Management Group (AAMG)
RSCA	• RSCA Council reviews AY '14-'15 plans, continues implementation of assessment of learning protocol (as stated in bullet points 1-3 above)
Student Support Services Improvements	• Annual Plan developed by Student Affairs Directors Council aligning with three year plan developed in AY 14-15 in alignment with institutional strategic plan outcomes. New three year plan developed

Academic Year 2016-2017

Category	**Action Steps**
Academic and Social Support Services Council	• Use the Social and Academic Support Services Council to develop annual plan and monitor progress with approval by Retention and Graduation Planning Group and Enrollment Management Steering Committee
Advising	• Significant improvement over baseline levels will be observed • Improved graduation rates and time to graduation • All advisement sessions will be recorded in Advisor Notes • Significant percentage of students served by online advising • UAC monitors progress and updates annual plan
Assessment	• Significant increases in student learning will be observed on all measures

Campus Communication with Students	• Develop '16-'17 communication campaign • Use the Social and Academic Support Services council to monitor implementation and gauge impact
CETL	• Program Review self study for CETL is initiated • Annual Plan developed by CETL Advisory Board
Collaboration (Strategic Initiative III)	• SPCC monitors annual progress and recommends annual plans
Community Engagement (Strategic Initiative II)	• Using opportunities created by General Education revision, new program development and other future curriculum revisions, increase by 20% the number of courses that have civic/community engagement as central components • Complete the process of adding CE/SL to transcripts in GET Community Engagement Advisory Council develops annual plan, extending the activities of previous year and aligning with strategic plan outcomes
Efficiency of Academic Program Design/Development	• Implement revised GE program • Continue discontinuance of identified programs in third year of suspension • Continue to reduce number of options among graduate and undergraduate programs • Continue to increase special session offerings • College specific efforts align with Institutional Strategic Initiative for Student Success
Graduation Initiative (Strategic Initiative I)	• Annual Plan developed by Retention and Graduation Planning Group for approval by the Enrollment Management Steering Committee in alignment with Strategic Plan outcomes and 5 year progress
Honors College	• Annual Plan developed for approval by the Provost in consultation with Academic Affairs Management Group (AAMG)
RSCA	• RSCA Council reviews AY '15-'16 plans, continues implementation of assessment of learning protocol (as stated in bullet points 1-3 above)
Student Support Services Improvements	• Annual Plan developed by Student Affairs Directors Council aligning with three year plan developed in '15-'16 in alignment with institutional strategic plan outcomes

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[1] Rutz, C., Condon, W., Iverson, E.R., Manduca, C.A. & Willett, G. (2012). "Faculty Development and Student Learning: What is the Relationship? *Change,* 44(3), pp. 40-47.

[2] WASC Commission letter dated March 7, 2011

[3]Report of the WASC Visiting Team Capacity and Preparatory Review, April 1-3, 2009

WASC Report Appendices



Identification of Other Changes and Issues Currently Facing the Institution

The report has described several changes within the institution that have occurred over the past two years in key personnel and new programs. The latter includes the establishment of the Honors College (described above in Issue 1). The former includes changes in personnel in the Division of Academic Affairs with the appointment of Provost Vaidya in October 2010, two Academic Deans in Summer 2011 (College of Business and Economics, College of Arts and Letters) as well as central academic affair administrators (in Summer 2011, Director of Institution Research, and in Summer 2012, Dean of Graduate Studies and Research). As indicated at the beginning of the report, President Rosser announced his retirement in September 2012, effective June 2013.

This report has also described several changes in the *external* environment that have impacted the University over the last two years. As a public institution, within a 23 campus system, changes emanating from the CSU system effect the institution. Budget and enrollment mandates from the CSU system and the institution's response in this period are described in Issue 2 of this report. At the State level, in addition to budget and enrollment, there has been much more legislative action that is seemingly directed at micromanaging higher education. Campuses have spent considerable efforts in this period advocating for or against proposed legislation as well as addressing legislative mandates once they become law. For example, Cal State, L.A. devoted a great deal of attention to addressing the requirements of the STAR Act (Senate Bill 1440, described in Issue 1 above). As of this writing, very few transfer students (fewer than 3% of the incoming cohort) have completed the identified associate degrees. Finally, financial aid provided by the CSU system, State and Federal governments is an area that has seen significant changes beginning in Spring 2012. The full impact of these changes to the students at Cal State L.A. and their timely graduation as well as to the institution are not yet completely understood. As one example, the changes in Pell grant eligibility announced in Summer 2012, limiting aid to six years of higher education, retroactively negatively impacted 300 continuing students who lost their eligibility for Fall 2012. The fate of these students is currently unknown.

Semester conversion was a topic of interest to the EER site visit team (see page 23 of the EER site visit report). During the period covering this progress report, the decision to convert to semesters remained unresolved. Significantly, however, the campus made good progress on the issue with the completion of the report by the Semester Conversion Task Force. The Academic Senate then voted to recommend to the President approval to move ahead with semester conversion. The President accepted this recommendation and made the request in Winter Quarter 2011 to Chancellor Reed of the CSU System to convert from quarters to semesters. The Chancellor has had the request under review pending a forecast on state funding for higher education in the next few years, since semester conversion does require fiscal support. Revisions to academic programs, such as the General Education program (see Issue 1 above), have been slightly affected by the delay, nevertheless, planning for the revision proceeds. Chancellor Reed announced his retirement in August 2012 and the next Chancellor will take office in December 2012. Therefore, the semester conversion decision will pass to the next Chancellor as will the decision regarding President Rosser's replacement.

Concluding Statement

This report chronicles an intentional approach at Cal State L.A. to foster an institutional culture that aligns resources (broadly defined-human, fiscal, data, space, technology, etc) to goals in a culture of inquiry and evidence, in pursuit of quality and innovation. Through the larger initiatives undertaken, and in the smaller efforts, with contributions from many stakeholders at all levels of the institution, the campus is striving to meet the challenges of the changing demands on

public higher education, remaining firm in the commitment to access, affordability, quality, and success for students from diverse backgrounds.

The process for re-affirmation of institutional accreditation through WASC that began with the institutional self-study proposal in Fall 2006, the CPR and EER phases of review followed by this two year interim period, has been very beneficial to Cal State L.A. and its students. As indicated by the exhaustive nature of this report on the extensive campus effort to address the concerns of the Commission, the recommendations from all the reviews in the re-accreditation process have guided the senior leadership team, faculty and staff in providing focus to improving student success outcomes and continuing the University's progress toward achieving its aspirations as a highly developed educationally effective institution. Guided by a sharply focused and revised strategic plan the institution has been able to quickly and effectively align its resources to implement highly impactful student success practices, such as significantly improving: academic advising, student support services for incoming and continuing students, and customer service. At the same time, implementation of the revised strategic plan provides direction for building the institutional capacity to maintain continued progress in enhancing organizational learning, the teaching and learning environment, improving student learning achievement and timely graduation, and ensuring that student diversity and excellence are sustained.

The strongest statement about the progress the institution has made in the last two years comes from a review of the success outcomes for students. During this time, the persistence of each cohort of continuing students continued to increase compared with those cohorts of students in the previous four year period. Due to this progress, it is anticipated that the institution will exceed the graduation rate targets set by the CSU. In spite of these challenging times, Cal State L.A. students appear to be more engaged with their own success and benefiting from the campus wide efforts to increase their success. Future students will also benefit from the institutional efforts in this period that have strengthened capacity and that are leading to transformation of the campus culture in support of the ability to continue to increase success of all matriculated students.