WSCUC Reaffirmation of Accreditation:

Sharing Our Story
What Is WSCUC Accreditation?

• Accreditation is a process of external quality review which serves to assure students, parents, policymakers, the broader educational community, and the general public that an institution has met high standards of effectiveness.

• The WASC Senior College and University Commission (WSCUC) is one of seven regional accrediting agencies in the U.S. and is the accrediting body for Cal State LA.

• Every six, eight, or ten years, institutions accredited by WSCUC are reviewed to reaffirm their accreditation status.

• Cal State LA received its last reaffirmation of accreditation in March of 2011. Cal State LA is currently preparing for the next reaffirmation of accreditation review scheduled for 2019.
Why Is WSCUC Accreditation Important?

Accreditation is often sought by institutions for several reasons.

• Accreditation promotes a culture of continuous improvement at institutions and serves as a guide for meaningful changes to occur across policies, institutional procedures, curricula, and institutional resources.

• For institutions to receive federal funding, including funding that is dispersed to students through financial aid programs, they must be accredited by a nationally-recognized accrediting body.

• Accreditation also helps to ensure that credits and degrees are recognized for purposes of employment and transfer or admission to other institutions.
Cal State LA
WSCUC Reaffirmation of Accreditation Timeline

**FALL 2016**
- Establish process and timelines for completing WSCUC Self Study
- Establish Steering Committee
- Establish writing teams for essays
- WSCUC Steering Committee first meeting
- Plan for Self-Review under the WSCUC Standards: Criteria for Review (CFRs)

**SPRING/SUMMER 2017**
- Essay writing teams convene twice per month to collect data and write draft essays
- Writing team leads complete drafts of each essay (Summer)
- Steering Committee completes Institutional Review/Self-Study draft (Summer)

**FALL 2017**
- Draft of Institutional Report made available to campus community
- Town hall discussions/electronic feedback on essay drafts (10/17, 10/25, 10/26, 10/30)

**SPRING/SUMMER 2018**
- Submit Institutional Report to WSCUC
- June 28, 2018

**FALL 2018**
- Conduct Off-Site Review via Video Conference with WSCUC team
- September 6, 2018
- 10 Weeks

**SPRING 2019**
- Conduct on-site/campus visit with WSCUC team
- February 27 – March 1, 2019
- 6 Months
Chapter 3

Degree Programs: Meaning, Quality, and Integrity of Degrees
CHAPTER 3: Meaning, Quality, and Integrity of Degrees

Goal: Identify the unique experiences students have during their educational careers at Cal State LA

**Meaning**
A description of degrees from a holistic institutional perspective

**Quality**
The expected level at which graduates will have achieved outcomes
- ILOs aligned with PLOs
- Core Competencies
- Course Outcomes

**Integrity**
The cohesion of the degree and its relationship with external expectations
- Curriculum alignment
- Employers’ & Alumni expectations
- Accreditor(s): Externally accredited programs (ABET, AACSB)
CHAPTER 3: Meaning, Quality, and Integrity of Degrees

Goal: Identify the unique experiences students have during their educational careers at Cal State LA

Evidence

Evidence from Faculty
• Meetings with Chairs
• Responses to the MQID questionnaire

Evidence from Students
• Participation in Strategic Plan Town Halls
• Survey data

Departmental/Program Evidence
• Department mission statements
• Program Learning Outcomes (PLO)s
• Annual assessment reports
• Student Life learning outcomes

Institutional Processes
• LEAP Outcomes
• Alignment between learning outcomes: institutional (ILOs) and program (PLOs)
• GE Revision
• Semester Conversion and “Conversion Plus”
• Creation of CETL in response to last WASC accreditation
• Strategic Planning
• CO’s Executive Order 1071
CHAPTER 3: Meaning, Quality, and Integrity of Degrees

Goal: Identify the unique experiences students have during their educational careers at Cal State LA

The Meaning of Undergraduate Degrees at Cal State LA

Earning an undergraduate degree from Cal State LA means that a student’s educational experience has included development of competencies in:

1. Civic and community engagement
   1. In 2014, a higher percentage of freshman entering Cal State LA said it was important to participate in a community action program than at other comparable institutions (CIRP survey).
   2. First year students and seniors who participated in service learning increased from by 13% from 2014. (NSSE survey)

2. Diversity, equity and inclusion
   1. From their first year to their senior years students report a significant increase in their experiences of diverse perspectives in their courses at higher percentages than other CSUs. (NSSE 2017)

3. Applied learning and undergraduate research
   1. In 2014, a higher percentage of freshmen entering Cal State LA said that they expected their coursework to emphasize applying facts theories or methods to practical problems” than other CSUs (CIRP survey).
CHAPTER 3: Meaning, Quality, and Integrity of Degrees

Goal: Identify the unique experiences students have during their educational careers at Cal State LA

The Meaning of Graduate Degrees at Cal State LA

- The Graduate Studies Subcommittee is in the process of developing institution-wide Graduate Learning Outcomes (Grad LOs), to be approved by Academic Senate.

- Grad LOs will be used as evidence toward identifying the meaning of graduate degrees.

- Grad LOs MAY include the following topics:
  - Theory and methods
  - Original research and original field projects
  - Core issues in the field and different perspectives
  - Applied learning and problem-solving in an urban context.
CHAPTER 3: Meaning, Quality, and Integrity of Degrees

Goal: Identify the unique experiences students have during their educational careers at Cal State LA

Quality of Degrees at Cal State LA

• Program Learning Outcomes – PLOs outline the degree proficiencies and competencies that students will develop

• Senior Capstone - Students demonstrate their cumulative mastery of program learning outcomes through these summative learning experiences

• Curricular components and faculty teaching development initiatives
  • Center for Effective Teaching and Learning
  • Center for Engagement, Service, and the Public Good
  • Writing Across the Curriculum

• Assessment and Program Review (see Chapters 4 & 6) – Institutional processes that evaluate and ensure the quality of programs and student learning
CHAPTER 3: Meaning, Quality, and Integrity of Degrees

Goal: Identify the unique experiences students have during their educational careers at Cal State LA

Integrity of Degrees at Cal State LA

• Accrediting Bodies – WSCUC (WASC), ABET, AACSB

• Chancellor’s Office Executive Order 1071 – Review of the coherence of degrees: major core requirements, options, etc. (see Chapter 6)

• Employer Relationships – Provide network to industries and employers and is a mechanism to gather employer feedback

• Alumni Relationships – Provide mentoring and career networking opportunities to current students

• Alumni Employment Outcomes – 2015-16 Alumni Survey findings:
  • 10-year graduates – 87% employed 8% seeking 5% other
  • 6-month graduates – 79% employed 14% seeking 7% other
CHAPTER 3: Meaning, Quality, and Integrity of Degrees

Goal: Identify the unique experiences students have during their educational careers at Cal State LA

DISCUSSION: The Meaning of Undergraduate Degrees at Cal State LA

Earning an undergraduate degree from Cal State LA means that a student’s educational experience has included development of competencies in

1. Civic and community engagement
2. Diversity, equity and inclusion
3. Applied learning and undergraduate research

Does this represent your perspective? Is there anything you would add?
Chapter 4

Educational Quality: Student Learning, Core Competencies, and Standards of Performance at Graduation
CH~AP~ER 4: EDUCATIONAL QUALITY: STUDENT LEARNING, CORE COMPETENCIES, AND STANDARDS OF PERFORMANCE AT GRADUATION

Goal: Demonstrate institutional quality: Do students acquire knowledge and skills appropriate to their degrees?

• Guiding Prompts:
  • What knowledge, skills, values, and attitudes should students possess when they graduate with a degree from the institution?
  • What evidence is there that key learning outcomes are being met for each level of degree, for undergraduate and graduate programs?
  • How are teaching and learning improved as a result of assessment findings?
  • How deeply embedded is learning-centeredness across the institution? What is the evidence?
CHAPTER 4: EDUCATIONAL QUALITY

• **Organization of the Essay:**
  • Institutional Learning Outcomes and Course-level Student Learning Outcomes
  • Core Competencies
    • Critical thinking and Written communication
    • Information literacy
    • Oral communication
    • Quantitative reasoning
  • Assessment of General Education
    • Integration of GE Assessment into Program Review
  • Graduate Education
Main Points: Learning Outcomes

- The campus has established Institutional Learning Outcomes (ILOs).
- Programs have established Program Learning Outcomes (PLOs) and Course-level Student Learning Outcomes (SLOs).
- Programs regularly collect evidence of student learning, discuss results, and formulate actions to improve learning and instruction.
Institutional Learning Outcomes at Cal State LA

**Knowledge: Mastery of content and processes of inquiry**

CSULA graduates have a strong knowledge base in their academic major and can use powerful processes of inquiry in a range of disciplines. They engage contemporary and enduring questions with an understanding of the complexities of human cultures and the physical and natural world and are ready to put their knowledge into action to address contemporary issues.

**Proficiency: Intellectual skills**

CSULA graduates are equipped to actively participate in democratic society. They are critical thinkers who make use of quantitative and qualitative reasoning. They have the ability to find, use, evaluate and process information in order to engage in complex decision-making. They read critically, speak and write clearly and thoughtfully and communicate effectively.

**Place and Community: Urban and global mission**

CSULA graduates are engaged individuals who have contributed to the multi-lingual and multiethnic communities that constitute Los Angeles and the world of the future. They are aware of how their actions impact society and the environment, and they strive to make socially responsible decisions. They are community builders sensitive to the needs of diverse individuals and groups and committed to renewing the communities in which they live.

**Transformation: Integrative learning**

CSULA graduates integrate academic learning with life. They engage in community, professional, creative, research and scholarly projects that lead to changes in their sense of self and understanding of their worlds. Graduates integrate their knowledge, skills and experience to address complex and contemporary issues and act ethically as leaders for the 21st century.
CHAPTER 4: EDUCATIONAL QUALITY

• **Main Points:** Core Competencies
  • Written Communication and Critical Thinking
    • Analysis of written samples showed that the percentage of students achieving proficient scores increased from 20% at the freshman level to 74% at the senior level.
  • Information Literacy
    • Seniors taking the Project SAILS test scored similar to or better than students at similar institutions on all information literacy skills examined.
  • Oral Communication
    • Scores from oral presentations in senior-level classes revealed that the majority of students achieved milestone competency or above in each of the 5 oral communication domains. Nevertheless, the weakest domain was delivery, for which only 58% of students met competency.
Main Points: GE Assessment

- The revision of the GE program was a data-informed process driven by the results of surveys, analyses of syllabi, and Program Review findings.
- Surveys collected from samples of over 400 students before and over 400 students after Q2S demonstrated that students believe most courses help them achieve the appropriate GE outcomes and some courses are perceived as helping students achieve multiple outcomes.
• **Main Points:** Graduate Education
  
  • One-to-one interactions with lead faculty and engagement in the campus community provides a dynamic and diverse learning environment that prepare graduate students for doctoral studies and to be leaders in education, industry, and the public sector.
  
  • All graduate programs have culminating experiences and 83% of programs offer a thesis option. Over 2286 theses have been completed at Cal State LA since 2010.
CHAPTER 4: EDUCATIONAL QUALITY

• Discussion Questions:
  • How consistently do our programs use results to inform their curriculum and practices?
  • What can Cal State LA do to better support written communication, critical thinking, information literacy, and oral communication skills across the curriculum?
  • How have the changes to the GE made during Q2S benefitted student learning outcomes?
  • Do Cal State LA graduate programs do enough to cultivate advanced proficiency and professional competence among students?
Chapter 5

STUDENT SUCCESS: STUDENT LEARNING, RETENTION, AND GRADUATION
Significant Progress Towards the Goal: We were able to demonstrate that our students are learning, staying, growing, and completing degrees as a result of their time at Cal State LA.
CHAPTER 5: Student Success: Student Learning, Retention, and Graduation

Key Findings:

1. Six-year freshman graduation rates have exceeded 45% for the past two years

2. Four-year transfer graduation rates have been at least 12% higher than the Chancellor’s office target of 57%

3. For transfer students, the “equity gap” has gone from 8% to 0%

4. For transfer students, the two-year graduation rate has gone from 16% to 33.8%
CHAPTER 5: Student Success: Student Learning, Retention, and Graduation

Strengths Examples:

1. In Fall 2017, 95% new transfer students had their transfer credit evaluation before summer orientation/advising

2. For Fall 2017, there was a 9% decline in unmet demand due to a new waitlist feature in EMS

3. Development of Advising Centers (Directors of Student Success and Advising)

4. Zero wait times for Counseling Services and increased Mental Health First Aid trainings offered as a result of the President’s Mind Matters Campaign
Opportunities Examples:

1. Continue to improve our freshman six-year graduation rates from 45% to 55% and improving the “equity gap” to 0.

2. Improve Freshman four-year graduation rates from 8.9% to 30% and improving “equity gap” to 0.

3. Continue to strengthen co-curricular services to support student success and learning.
Discussion

1. In your opinion, what are our institutional strengths related to student success?

2. What opportunities exist for Cal State LA to further support student success?

3. Are there examples that we should be sure to include as we discuss student success at Cal State LA?
Chapter 6

QUALITY ASSURANCE AND IMPROVEMENT: PROGRAM REVIEW; ASSESSMENT; USE OF DATA AND EVIDENCE
CHAPTER 6: Quality Assurance and Improvement: Program Review; Assessment; Use of Data and Evidence

• Main topics covered in the chapter
  • Program Review
  • Assessment at Cal State L.A.
  • Use of Data and Evidence
Program Review – Institutional structure for continuous program improvement

**Program Review Cycle**

- External Reviewers with disciplinary expertise
- Program Review Subcommittee of EPC – Academic Senate
- Conversion Plus and curriculum mapping
CHAPTER 6: Quality Assurance and Improvement: Program Review; Assessment; Use of Data and Evidence

Assessment at Cal State L.A.

- Outcomes (ILO's, PLO's, SLO's)
- Resources for Instruction-related Faculty Development and Assessment
- Annual Assessment and Quarter to Semester Conversion
  - Annual Assessment Report
- Current State and Future Directions of Annual Assessment
- Assessment Activities
  - GE Assessment, Core Competencies, Student Life (Career Development, Orientation etc.)
- Growth in Assessment Resources – College Assessment Coordinators, Director of Assessment
- Educational Effectiveness and Assessment Council (EEAC)
CHAPTER 6: Quality Assurance and Improvement: Program Review; Assessment; Use of Data and Evidence

The Use of Data and Evidence

• The Office of Institutional Research (IR): Data Collection, Analysis, and Dissemination
  • Program Planning Data website (Dashboards, Tableau)
  • Assessment of Student Learning
  • Surveys (Students, Faculty and Staff)
A few general/summative discussion questions to help guide discussions

- Is Program Review/Assessment working?
  - How do you know (Faculty, Student, Staff, Administrators)?
  - What can we change (and based on what?)
- Examples on closing the feedback loop
  - Program Review
  - Assessment
Chapter 7

SUSTAINABILITY: FINANCIAL VIABILITY; PREPARING FOR THE CHANGING HIGHER EDUCATION ENVIRONMENT
CHAPTER 7: Sustainability

Goal: Demonstrate operations will remain financially sustainable over next 6-10 years

- Fiscal sustainability: adequacy of financial resources
- Alignment of resources to strategic priorities
- Anticipate & prepare for trends in evolving higher education landscape
FISCAL SUSTAINABILITY

Cal State LA Total Student Headcount

Estimated Gross Budget FY 2011-2016

- General Fund Appropriation
- Tuition, Fee, and Other Revenues *

* Gross revenue before tuition fee discounts

FY 2011-2012: $96,674,129
FY 2012-2013: $96,695,039
FY 2013-2014: $103,544,039
FY 2014-2015: $122,197,039
FY 2015-2016: $122,196,339
FY 2016-2017: $132,284,339

* Gross revenue before tuition fee discounts
### ALIGNMENT OF RESOURCES WITH STRATEGIC PRIORITIES

<table>
<thead>
<tr>
<th>Strategic Priorities</th>
<th>Resource Allocation Examples</th>
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<tbody>
<tr>
<td>Public Engagement</td>
<td>Center for Engagement  (est’d 2014)</td>
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<tr>
<td></td>
<td>--EPIC, Service Learning, Faculty Fellows for Public Good, Lancaster State Prison</td>
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<tr>
<td></td>
<td>Arts Programming &amp; Performance</td>
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<tr>
<td>Welcoming &amp; Inclusive Campus</td>
<td>Enrollment Services</td>
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<td></td>
<td>Infrastructure Improvements</td>
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<td></td>
<td>--Transportation &amp; Parking, FacilitiesLink, Environmental Sustainability, Hydrogen Fueling Facility</td>
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<tr>
<td>Student Success</td>
<td>Center for Effective Teaching &amp; Learning</td>
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<td>Student Success Fee</td>
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<tr>
<td></td>
<td>--Advisement, Information Technology, Counseling Services/Mind Matters, Veterans Resource Center</td>
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<tr>
<td>Academic Distinction</td>
<td>Faculty Hiring</td>
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<td>Conversion Plus Q to S</td>
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<td>Grants &amp; Contracts</td>
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Alignment of Resources
Student Success

- Advisement
- Information technology
- Student services
Alignment of Resources
Academic Distinction: Faculty Hires

Cal State LA Tenure Track Faculty Hires per Year

- 2006-07: 21
- 2007-08: 26
- 2008-09: 33
- 2009-10: 36
- 2010-11: 14
- 2011-12: 11
- 2012-13: 16
- 2013-14: 25
- 2014-15: 38
- 2015-16: 52
- 2016-17: 50
- 2017-18: 50
Alignment of Resources
Academic Distinction: Research

Office of Academic Affairs
Total Central Support Research 16-17
$ 2,793,500*

Grants & Contracts External Awards Snapshot
Fiscal Year 2013-2016

<table>
<thead>
<tr>
<th>FY 2013-14</th>
<th>FY 2014-15</th>
<th>FY 2015-16</th>
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<tbody>
<tr>
<td>Number of Proposals Submitted</td>
<td>146</td>
<td>151</td>
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<tr>
<td>Total Dollar Amount Requested</td>
<td>$ 53,773,417.00</td>
<td>$ 125,247,817.09</td>
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<tr>
<td>Number of Proposals Awarded</td>
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<td>97</td>
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<td>Dollar Amount Awarded</td>
<td>$ 19,974,350.60</td>
<td>$ 31,565,938.09</td>
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<td>Total Direct Expenditures</td>
<td>$ 21,544,788.75</td>
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<td>Total Indirect Cost Expenditures</td>
<td>$ 2,191,661.63</td>
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<td>Total Grants &amp; Contracts Expenditures</td>
<td>$ 23,736,450.38</td>
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<td>Total American Recovery &amp; Reinvestment Act Expenditures</td>
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<td>Number of Active Projects During Fiscal Year</td>
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<td>284</td>
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<tr>
<td>Number of Faculty Receiving Awards</td>
<td>110</td>
<td>109</td>
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<tr>
<td>Number of Funding Agencies</td>
<td>107</td>
<td>111</td>
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</table>

* This amount does not include funding from Grants/Contracts and other outside support for research.
Preparing for Changing Higher Education Environment

• Ongoing challenges
  • state funding, declining graduate enrollment, aging facilities, funding competitive salaries

• Chronicle of Higher Education Trends Report
  • Safety net for hungry & homeless students
  • Undocumented students
  • Cultural divide
Chapter 7 Discussion Questions

Are resource allocations appropriately aligned with Cal State LA’s strategic priorities?

Are there other significant resource allocations to specific strategic priorities that should be included? Have the most important been included?

Are there other major future challenges that Cal State LA should be prepared to face?
Table Discussion
Town Hall Closing

Please share one talking point that came out of your table’s discussion.