CAL STATE LA

2024–2025 ASSESSMENT REPORT

DIVISION OF

Student Affairs and Enrollment Management

EXECUTIVE SUMMARY

The 2024 to 2025 Student Affairs and Enrollment Management Assessment Report reflects the work of

7 DEPARTMENTS **10 PROGRAMS** **2.6K STUDENTS**

in high-impact co-curricular experiences that advanced identity development, fostered belonging, and strengthened students' capacity to engage across diverse communities.

Grounded in the Social Justice domain, this work demonstrates the division of Student Affairs and Enrollment Management's (SAEM) commitment to student learning, equity, and continuous improvement, with a focus on preparing students to understand identity, heritage, and culture as they navigate and transform institutional and societal structures.

Across the division, co-curricular programs serve as critical learning environments where students develop identity awareness, cultural understanding, and interpersonal skills. Through leadership development, culturally centered programming, career readiness initiatives, health education, and community-based learning, students are building stronger awareness of identity and intersectionality alongside increased confidence, belonging, and connection to community.

Learning is strongest in programs that integrate applied and sustained engagement, where students develop practical skills in advocacy, peer support, and navigating institutional contexts. At the same time, findings highlight a critical opportunity to more intentionally scaffold learning from reflection to action, as fewer outcomes demonstrate students' ability to engage in systems-level change or sustained advocacy.

This report also reflects continued progress in strengthening SAEM's culture of assessment, with improved alignment between learning outcomes, methods, and the use of results. Variability in participation and assessment design, however, indicates the need to build greater consistency and capacity across units.

Taken together, these findings position SAEM as a critical educational partner in advancing student learning and success at Cal State LA through intentional program design, equity centered practice, and the strategic use of assessment.

Social Justice Learning Domain

This year, Student Affairs and Enrollment Management partners gathered data pertaining to the Social Justice domain:

Cal State LA students develop skills informed by an awareness of identity, heritage and culture to navigate and transform institutional organizations and societal structures to advocate for social justice. They understand and articulate how the intersectionality of multiple identities shapes people and their experiences, empowering students to engage with others in more meaningful ways.

Cross-Unit Findings

Assessment across SAEM affirms that co-curricular environments are central to student learning in the Social Justice domain, particularly in advancing identity awareness, cultural understanding, and engagement across difference. Across programs, students are building a strong foundation in identity and intersectionality while developing confidence, a sense of belonging, and meaningful connections to community.

The most significant learning gains are occurring in programs that prioritize practice-based and sustained engagement, where students are not only reflecting but also developing applied skills in leadership, peer support, and navigating institutional contexts. At the same time, the findings surface a consistent gap between awareness and action, signaling a critical opportunity to more intentionally support students in translating learning into systems-level engagement and change.

Participation patterns further reinforce that depth of engagement drives learning, with sustained experiences producing stronger outcomes than one time interventions. Taken together, these findings highlight both the impact of SAEM's educational work and the need to more tightly align learning outcomes, assessment practices, and program design to advance applied, equity-centered student learning.

Key Insights & Institutional Implications

The 2024 to 2025 assessment findings point to an important next stage in SAEM's educational role at Cal State LA. Rather than only documenting participation or satisfaction, this year's results demonstrate how co-curricular programs contribute to student learning in ways that are central to equity, belonging, identity development, and social justice. This positions SAEM as a critical partner in advancing the university's educational mission beyond the classroom.

A primary implication is the need to strengthen the developmental progression of social justice learning. Students are demonstrating meaningful growth in identity awareness, cultural understanding, and engagement with diverse peers. The next opportunity is to help students more intentionally apply that learning through advocacy, systems navigation, policy awareness, community engagement, and institutional change. In this way, future program design can more clearly move students from reflection and dialogue toward action and transformation.

The findings also suggest that depth of engagement matters. Programs with sustained, applied, or practice-based components produced some of the strongest evidence of learning, while one-time experiences were less likely to demonstrate complex outcomes. This reinforces the importance of designing co-curricular pathways that allow students to revisit, practice, and deepen their learning over time.

From an assessment perspective, the report reflects meaningful progress in SAEM's use of learning outcomes, evidence, and results for improvement. At the same time, variation across units points to the need for continued capacity-building around assessment design, participation strategies, and consistent use of findings. Strengthening these practices will help the division tell a clearer story about collective impact while supporting each unit's ability to improve programs in context.

Institutionally, these findings affirm that identity development, belonging, cultural understanding, and applied social justice learning are not peripheral to student success. They are central to how students persist, lead, build community, and engage the world around them. Moving forward, SAEM can use this assessment cycle as a foundation for more integrated, equity-centered program design and more strategic divisional planning.

Career Center

INTERNS SOAR

PROGRAM OVERVIEW

The Career Center assessed the Interns Soar initiative to evaluate students' confidence in professional self-introduction, ability to connect with employers, and sense of connectedness to the Cal State LA career community. Interns Soar provides a sequence of career readiness experiences including networking mixers, resume reviews, a career fashion show, and a large-scale job and internship fair. The program aligns with the Social Justice domain by supporting students in developing the skills necessary to navigate institutional structures related to employment and professional advancement.

155 students attended the Career Conversations Mixer

118 students participated in Resume Review sessions

22 students attended the Career Fashion Show

799 students participated in the Job and Internship Fair.





STUDENT LEARNING OUTCOMES

- Students will feel more confident with professionally introducing themselves.
- Students will feel increase confidence in connecting with employers.
- Students will feel a stronger sense of connectedness to the career community.

KEY FINDINGS

Career Conversations Mixer (N=79)

88.6%
increased confidence in professional self-introductions

68.4%
stronger sense of connectedness to the campus career community

Job and Internship Fair (N=189)

70%
agreed/strongly agreed that their confidence in connecting with employers increased

60%
increased connectedness to the career community

Employer Feedback (N=21)

Majority rated students' resumes, confidence with employers, and professional introductions as good/very good

57%
rated as good/very good for professional attire

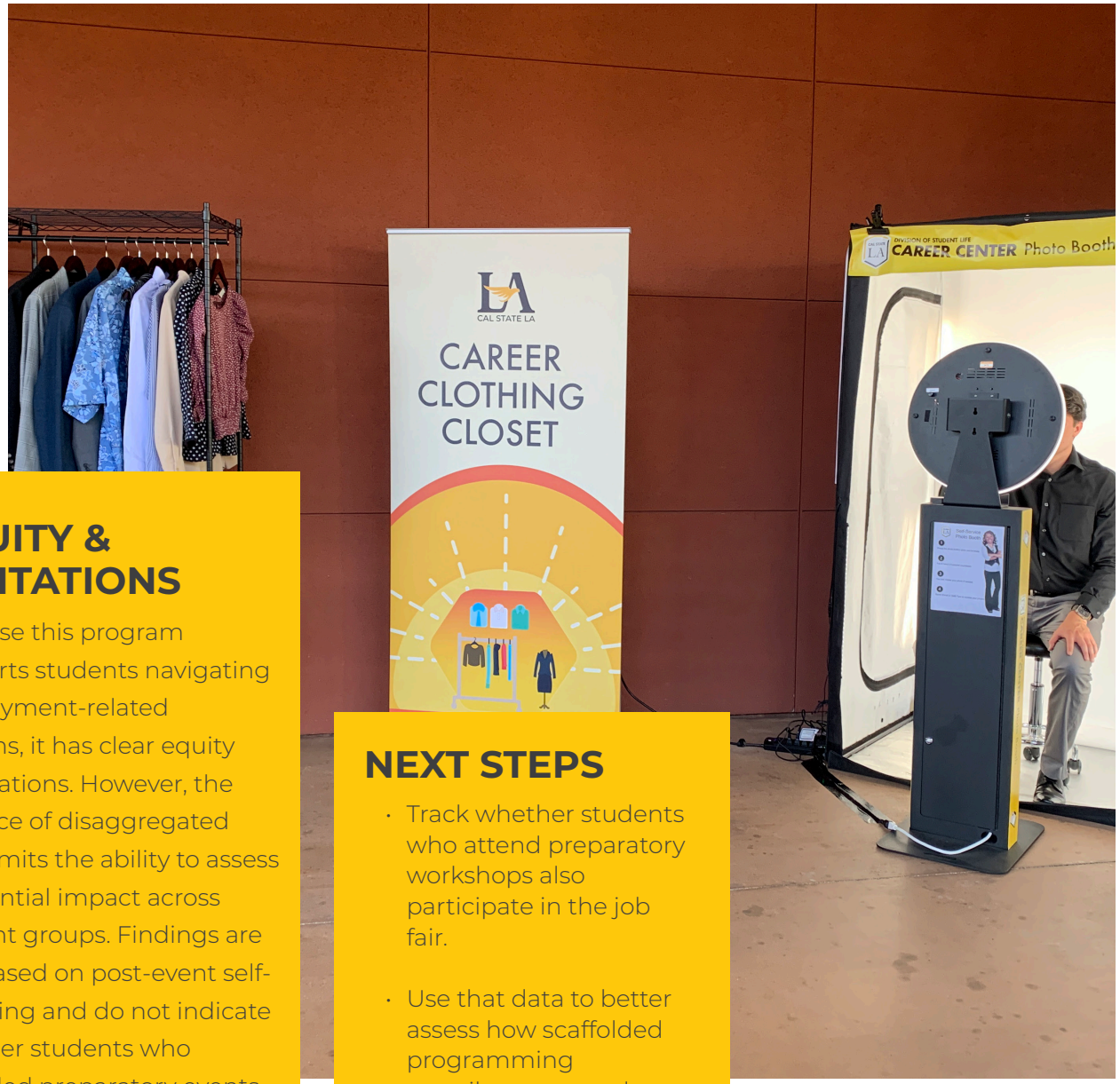
STUDENT VOICE

I feel more confident because I have the foundation of what to talk about when introducing myself.

I feel pretty confident, after repeating it over and over, I could rectify my mistakes in my elevator pitch, which I wouldn't have done alone.

Yes, seeing others in similar fields showed a stronger sense of community to achieve the same goals.





INTERPRETATION

These findings suggest that structured, practice-based experiences are effective in building students' confidence and ability to navigate professional environments, while also fostering a sense of community and belonging.

EQUITY & LIMITATIONS

Because this program supports students navigating employment-related systems, it has clear equity implications. However, the absence of disaggregated data limits the ability to assess differential impact across student groups. Findings are also based on post-event self-reporting and do not indicate whether students who attended preparatory events also attended the fair.

NEXT STEPS

- Track whether students who attend preparatory workshops also participate in the job fair.
- Use that data to better assess how scaffolded programming contributes to student learning and success.

Center for Student Involvement

LEAD SERIES

PROGRAM OVERVIEW

The LEAD Series is a key component of the Wingspan Leadership Program and is intentionally designed to support Cal State LA's Student Life Learning Domains through workshops that develop socially responsible student leaders. Through sessions focused on leadership, advocacy, enrichment, and personal development, students strengthen identity, community engagement, health and well-being, and social justice learning. The program emphasizes that all students have leadership potential and aims to cultivate leadership skills, social responsibility, and holistic development.

273 students participated in the LEAD Series

STUDENT LEARNING OUTCOMES

- **Self-Advocacy and Allyship:** Students explored strategies to advocate for their needs, boundaries, and values, and developed understanding of active allyship.
- **Empathy-Centered Leadership:** Students were introduced to empathy-centered leadership and learned how to actively listen, consider multiple perspectives, and create supportive environments.
- **Personal Reflection and Leadership Style:** Students reflected on their values, lived experiences, and communication preferences to better understand how these shape their leadership style.





KEY FINDINGS

- The majority of **respondents agreed or strongly agreed** that **workshops aligned** with the advertised learning outcomes.
- **Students reported** that the sessions provided valuable and applicable **leadership or personal development skills.**
- Students found the **workshops engaging, well-organized, and reflective.**
- Qualitative feedback indicated increased **self-awareness**, improved **confidence in leadership style**, and greater appreciation for inclusive leadership practices such as **empathy, allyship, and self-advocacy.**



STUDENT VOICE

Participants frequently noted increased self-awareness, improved confidence in their leadership style, and a better appreciation for inclusive leadership practices. Students also praised facilitators for creating welcoming, interactive, and reflective environments.

INTERPRETATION

The LEAD Series appears to effectively support student leadership development and personal growth by combining skills-based learning, reflection, and inclusive facilitation.

EQUITY & LIMITATIONS

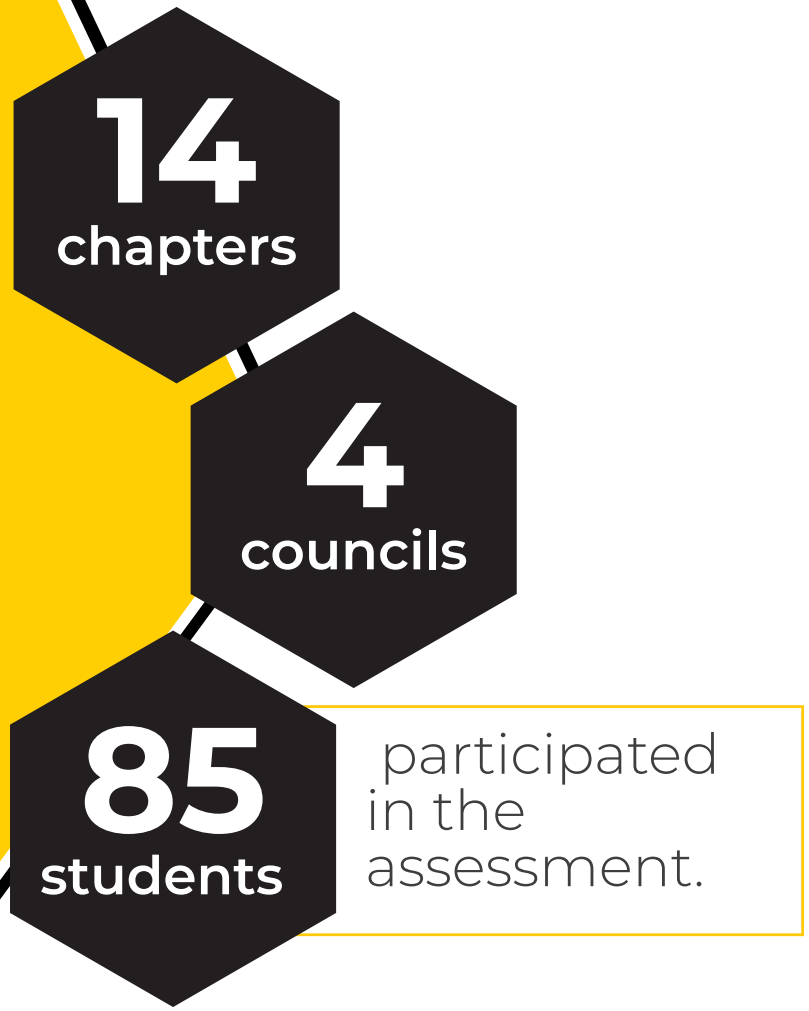
The program is strongly equity-centered in design, particularly through its focus on identity, power, inclusion, and allyship. However, the assessment summary does not provide specific response rates or disaggregated results, limiting the ability to determine how different student populations experienced the workshops

NEXT STEPS

- Expand collaboration with campus partners to host workshops under the LEAD Series umbrella.
- Involve Recognized Student Organizations in developing tailored leadership training.
- Conduct surveys and focus groups on student perspectives on leadership.
- Explore field trips, experiential learning, and eventual development of a more formalized student-informed curriculum.

Center for Student Involvement

NEW MEMBER SYMPOSIUM



PROGRAM OVERVIEW

The New Member Symposium is designed for new members of the fraternity and sorority community and is offered twice a year. The program helps students understand the expectations, realities, and opportunities within Greek life. It emphasizes engagement across differences, reflection on values and identity, and authentic, inclusive leadership.





STUDENT LEARNING OUTCOMES

- Engagement with others across difference
- Commitment to lead with authenticity and inclusion
- Reflection of identity and values

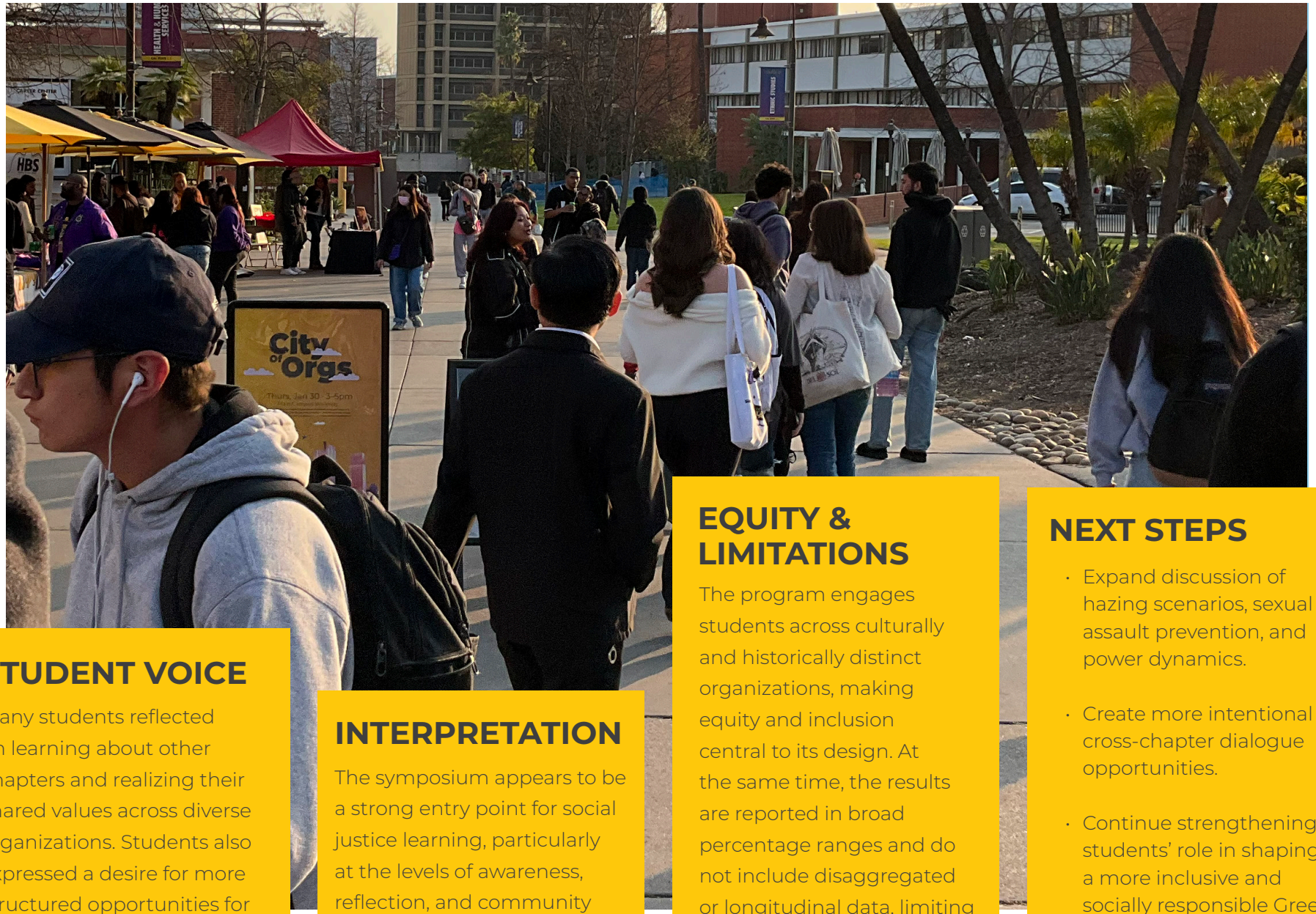
KEY FINDINGS

50–60%
of respondents identified learning related to Cal State LA's zero-tolerance hazing policy.

25–30%
reported newly understanding the difference between community service and philanthropy.

40–45%
described increased awareness of their core values and leadership identity.

30–35%
noted similarities, differences, and the importance of collaboration across fraternities and sororities.



STUDENT VOICE

Many students reflected on learning about other chapters and realizing their shared values across diverse organizations. Students also expressed a desire for more structured opportunities for inter-chapter interaction.

INTERPRETATION

The symposium appears to be a strong entry point for social justice learning, particularly at the levels of awareness, reflection, and community accountability.

EQUITY & LIMITATIONS

The program engages students across culturally and historically distinct organizations, making equity and inclusion central to its design. At the same time, the results are reported in broad percentage ranges and do not include disaggregated or longitudinal data, limiting deeper analysis of impact.

NEXT STEPS

- Expand discussion of hazing scenarios, sexual assault prevention, and power dynamics.
- Create more intentional cross-chapter dialogue opportunities.
- Continue strengthening students' role in shaping a more inclusive and socially responsible Greek life culture.

Counseling and Psychological Services

ELECTION SUPPORT SPACE

PROGRAM OVERVIEW

This drop-in space was designed to support students during the 2024 elections and to offer resources to students impacted by election-related stress and results. No students participated in the program.

Key Findings

No students participated in the program.

Interpretation

Because there was no participation, student learning could not be assessed.

Equity & Limitations

This program was intended to support undocumented students during a high-stress sociopolitical moment, but its in-person drop-in format may not have aligned with student needs for privacy, trust, or flexibility. No outcome data was available.

Next Steps

- Consider offering a hybrid option in future iterations.
- Improve outreach

Cross Cultural Centers

BLACK FLEA MARKET

PROGRAM OVERVIEW

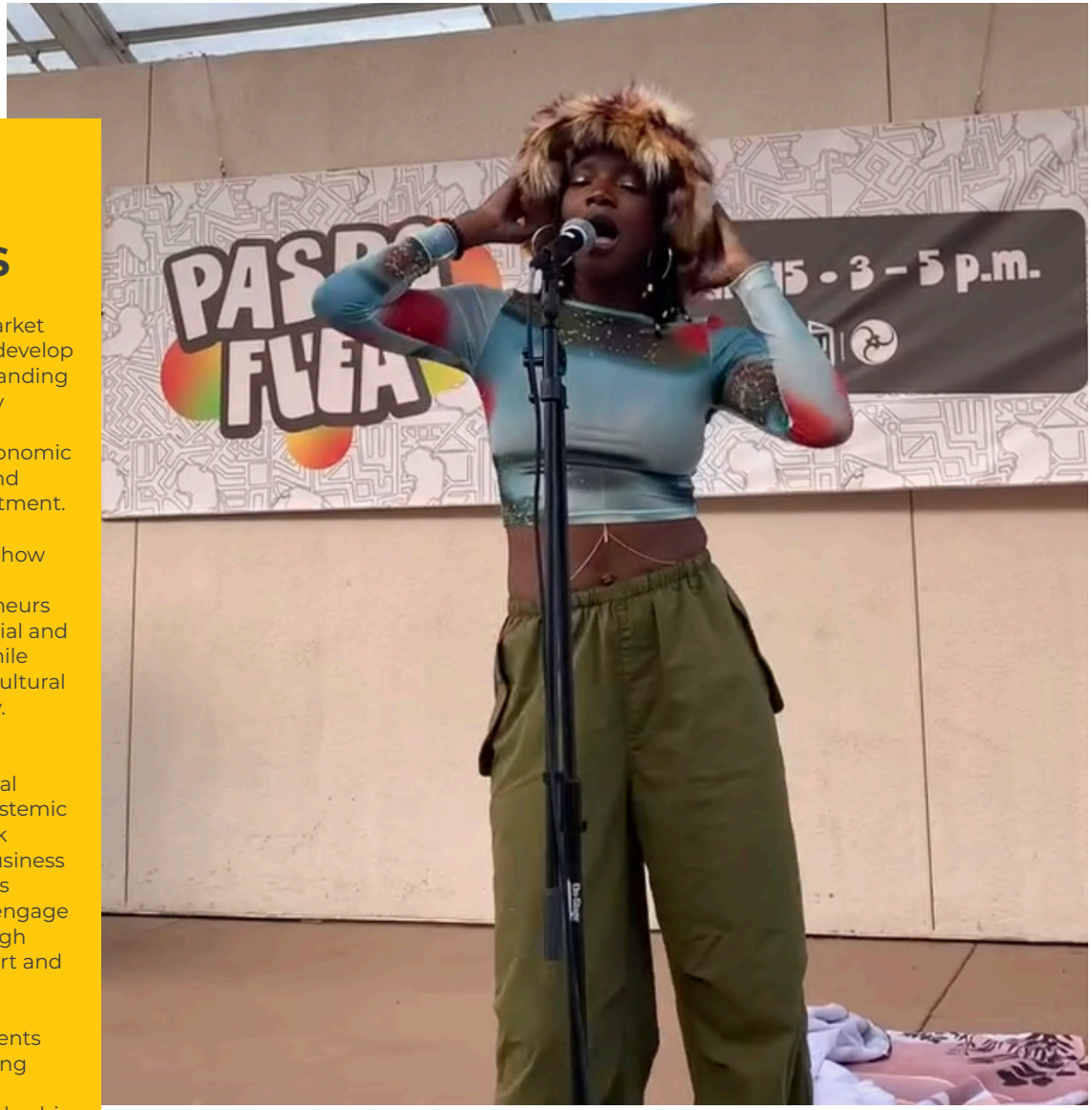
The Black Flea Market was a culturally affirming event created to promote Black economic empowerment by featuring Black women vendors and creatives from the greater Los Angeles area. Held during Women's History Month, the event included performances, music, raffles, and celebration of Black culture. It intentionally addressed racial and gender inequities by creating a space for economic justice, visibility, and community empowerment.

100 students checked into the program

9 students completed the assessment

STUDENT LEARNING OUTCOMES

- The Black Flea Market helped students develop a deeper understanding of social justice by highlighting the importance of economic empowerment and community investment.
- Students learned how supporting Black women entrepreneurs contributes to racial and gender equity, while also celebrating cultural pride and identity.
- The event also encouraged critical thinking about systemic barriers that Black women face in business and gave students opportunities to engage in solutions through intentional support and participation.
- Additionally, students involved in planning and volunteering strengthened leadership and organizational skills.



KEY FINDINGS

100%

of respondents said they would like to see the **event return or have more events like it.**

- Qualitative feedback emphasized joy, community, cultural affirmation, and appreciation for economic empowerment efforts.
- Students valued the opportunity to support Black-owned businesses and attend a campus event centered on Black women entrepreneurs



STUDENT VOICE

Students appreciated the celebration of Black women, the cultural atmosphere, and the opportunity to support Black-owned businesses. A major highlight was the pride students felt in attending a campus event that celebrated and prioritized Black identity.

INTERPRETATION

The event appears to have been highly successful in creating a culturally relevant, justice-centered experience that fostered belonging, pride, and awareness of economic justice.

EQUITY & LIMITATIONS

This program is explicitly centered on racial and gender equity and strongly reflects the Social Justice domain. However, only nine attendees completed the assessment, limiting the depth and generalizability of the findings.

NEXT STEPS

- Continue hosting the Black Flea Market annually during Women's History Month.
- Begin vendor outreach earlier and include more student entrepreneurs.
- Implement a short post-event digital survey to measure impact.
- Explore adding educational elements such as a workshop or panel on Black entrepreneurship or community economics.

Cross Cultural Centers

LARRY ITLIONG DAY

PROGRAM OVERVIEW

Larry Itliong Day is an annual educational and cultural event that is part of Filipino American History Month. It focuses on social justice, labor history, and the legacy of Filipino American labor leader Larry Itliong, highlighting his role in the Delano Grape Strike and the broader labor movement. The event emphasized Filipino American history, racial equity, workers' rights, and cross-cultural solidarity.

120 students, staff, and faculty attended Larry Itliong Day

13 students participated in the assessment



KEY FINDINGS

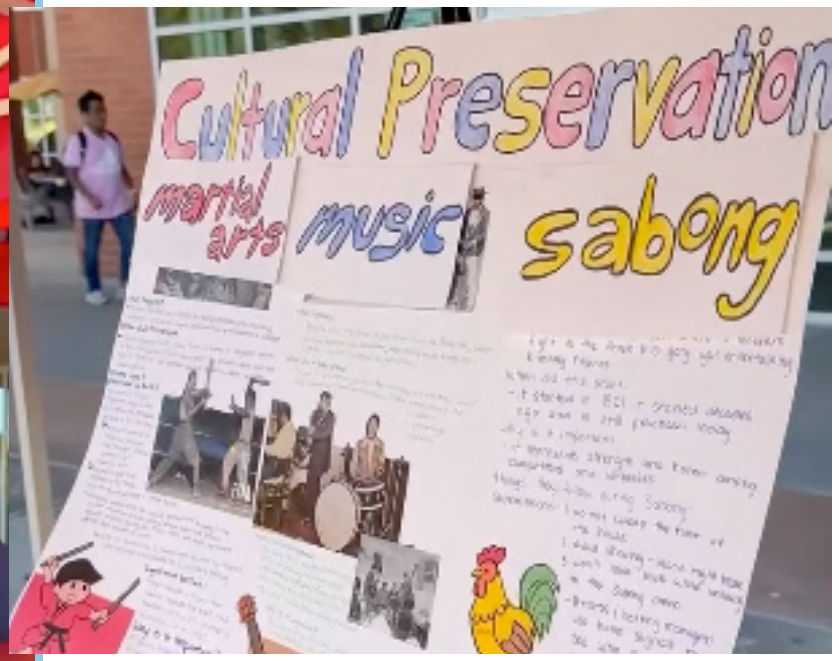
- Student feedback showed increased cultural awareness and connection.
- Students suggested a longer event and a clearer itinerary.
- The short time frame limited deeper engagement.

STUDENT LEARNING OUTCOMES

- Students gained a deeper understanding of Filipino American history, labor rights, and racial equity.
- The program recognized the contributions of marginalized communities, specifically Filipino Americans, to social justice movements.
- It supported learning outcomes related to cultural awareness, historical context, and the ongoing relevance of equity and activism today.







STUDENT VOICE

Students suggested a longer event and clearer itinerary, indicating interest in deeper engagement with the content.

INTERPRETATION

The program appears to meaningfully support cultural learning and belonging by uplifting marginalized histories and connecting them to social justice education.

EQUITY & LIMITATIONS

The event is clearly equity-centered in its focus on Filipino American history and labor justice. However, the small number of assessed students and limited time frame constrained the depth of evidence gathered.

NEXT STEPS

- Extend the duration of the event.
- Provide a clear itinerary in advance.
- Apply these improvements to future Larry Itliong Day programs and other cultural and social justice programs.

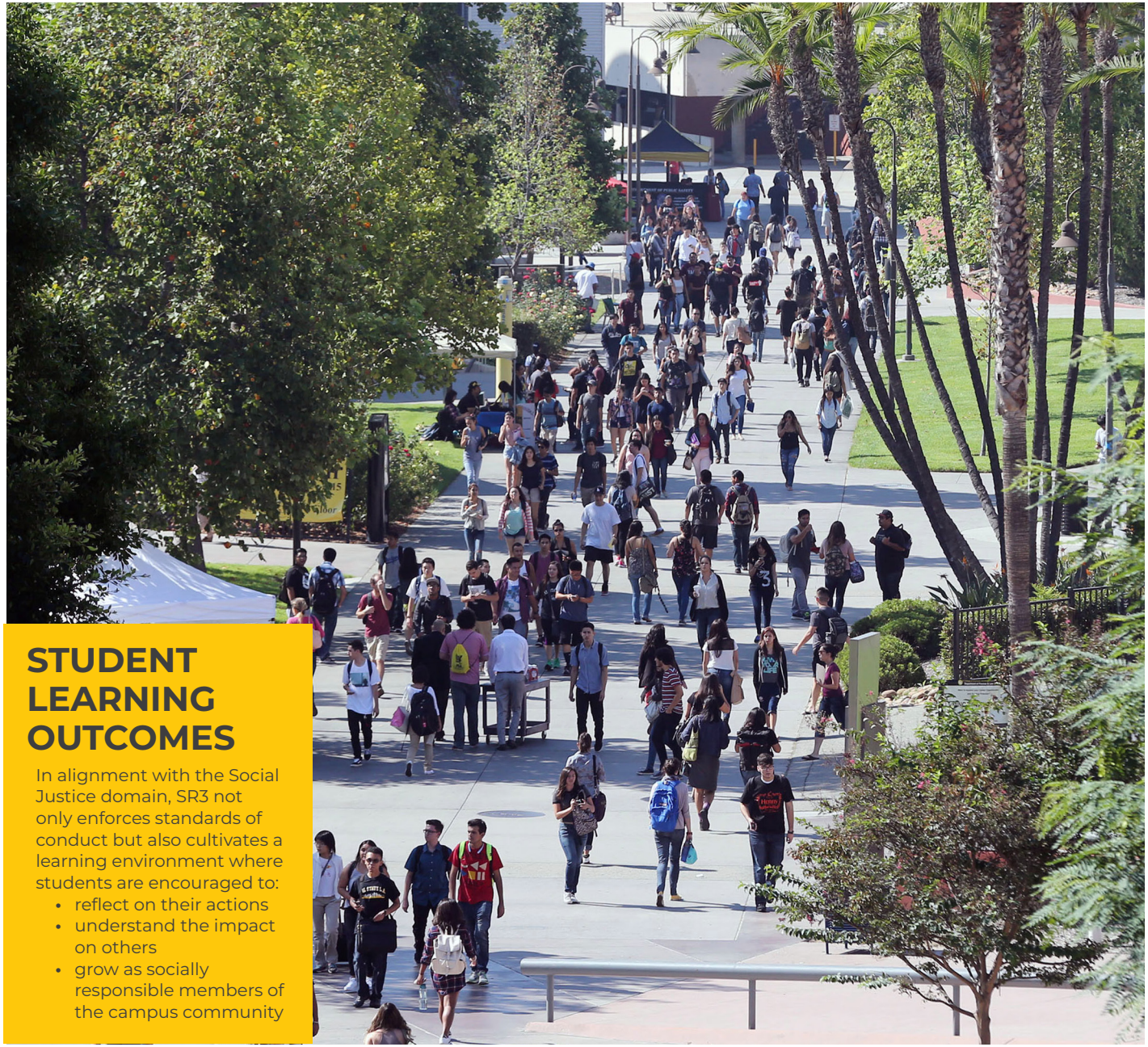
Dean of Students

YOUR RIGHTS, RESPONSIBILITES & RESOLUTIONS

PROGRAM OVERVIEW

The Student Rights, Responsibilities and Resolutions (SR3) is connected to the Social Justice domain through its role in fostering a campus environment grounded in fairness, accountability, and equity. By upholding due process, promoting restorative practices, and educating students about their rights and responsibilities, the office encourages students to reflect on their actions, understand the impact on others, and grow as socially responsible members of the campus community.

231 students participated in the Student Rights, Responsibilities and Resolutions (SR3) process.



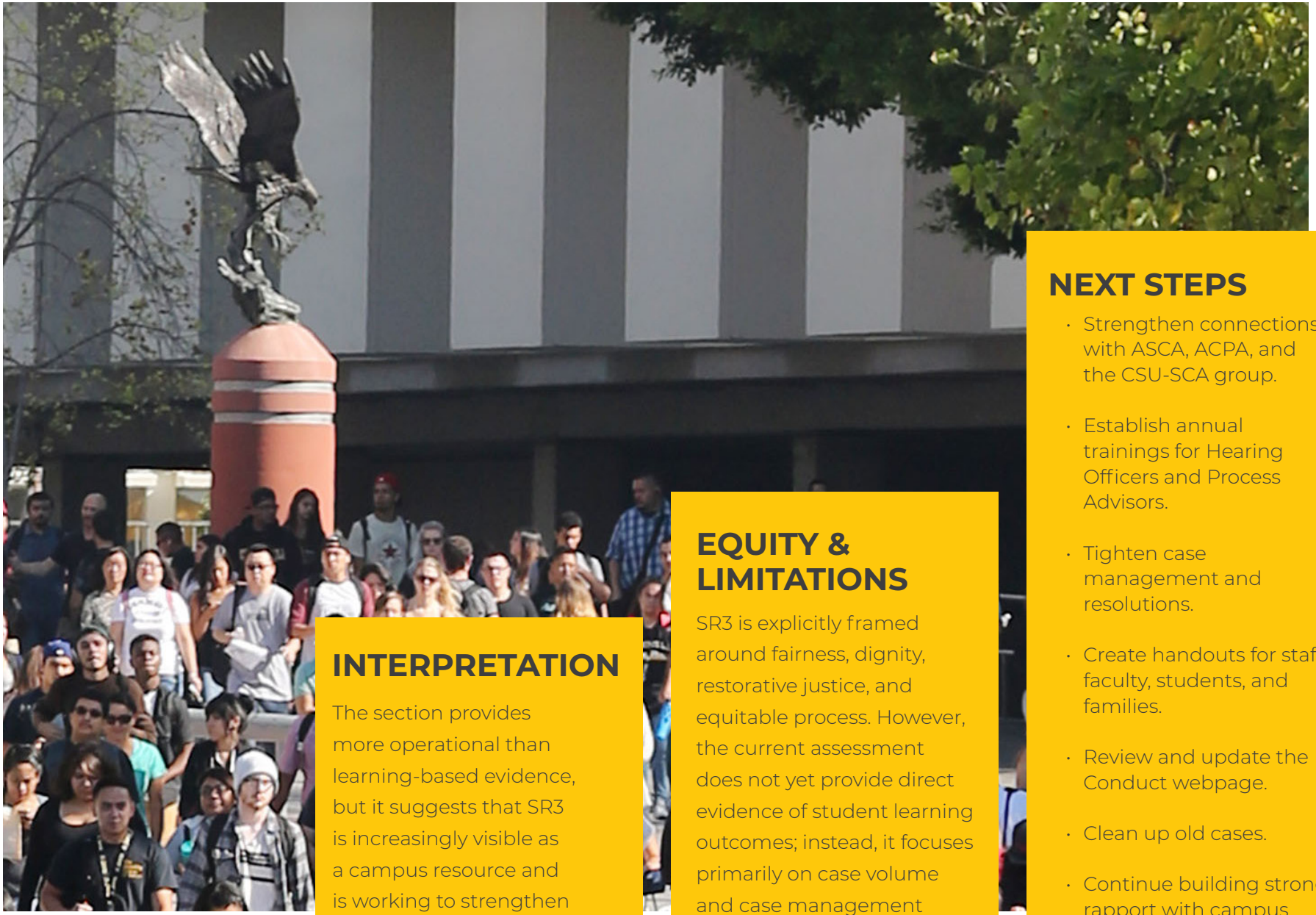
STUDENT LEARNING OUTCOMES

In alignment with the Social Justice domain, SR3 not only enforces standards of conduct but also cultivates a learning environment where students are encouraged to:

- reflect on their actions
- understand the impact on others
- grow as socially responsible members of the campus community

KEY FINDINGS

- Case data from August 1, 2024, through July 31, 2025, showed a steady number of cases.
- Housing accounted for the majority of conduct cases.
- Review of housing conduct cases revealed that numerous cases should have been handled through University Conduct.
- Work began with Housing and Residence Life to create more collaborative case management rooted in support, accountability, and restorative justice.



INTERPRETATION

The section provides more operational than learning-based evidence, but it suggests that SR3 is increasingly visible as a campus resource and is working to strengthen equitable conduct processes.

EQUITY & LIMITATIONS

SR3 is explicitly framed around fairness, dignity, restorative justice, and equitable process. However, the current assessment does not yet provide direct evidence of student learning outcomes; instead, it focuses primarily on case volume and case management patterns.

NEXT STEPS

- Strengthen connections with ASCA, ACPA, and the CSU-SCA group.
- Establish annual trainings for Hearing Officers and Process Advisors.
- Tighten case management and resolutions.
- Create handouts for staff, faculty, students, and families.
- Review and update the Conduct webpage.
- Clean up old cases.
- Continue building strong rapport with campus partners and faculty.

Dean of Students

FOOD ACCESS SUMMIT

PROGRAM OVERVIEW

The Food Access Summit was a transformative gathering grounded in food justice, cultural foodways, and community resilience. Through workshops, a panel featuring a Cal State LA student, staff and faculty, eight community food justice organizations, and a student poster session, the summit highlighted the role of foodways and community-led initiatives in addressing systemic inequities in food access. The event aligned with the Social Justice domain by helping students deepen understanding of identity, heritage, culture, and systemic inequities through food justice.

330 students attended the Food Access Summit

200 staff, faculty, and CSU colleagues attended the event

31 students completed the assessment

STUDENT LEARNING OUTCOMES

Participants were assessed on the following learning outcomes:

- I gained a comprehensive understanding of food justice and the importance of equitable access to nourishment.
- I have a better understanding of the significance of cultural foodways and food sovereignty.
- I learned more about decolonizing diets through ancestral knowledge and its impact on health and community empowerment.
- I have a better understanding of how art and activism intersect with traditional healing practices and how these practices can empower communities.
- I connected with community organizations that support food access and food sovereignty.





KEY FINDINGS

64.5%
rated the event
5 out of 5

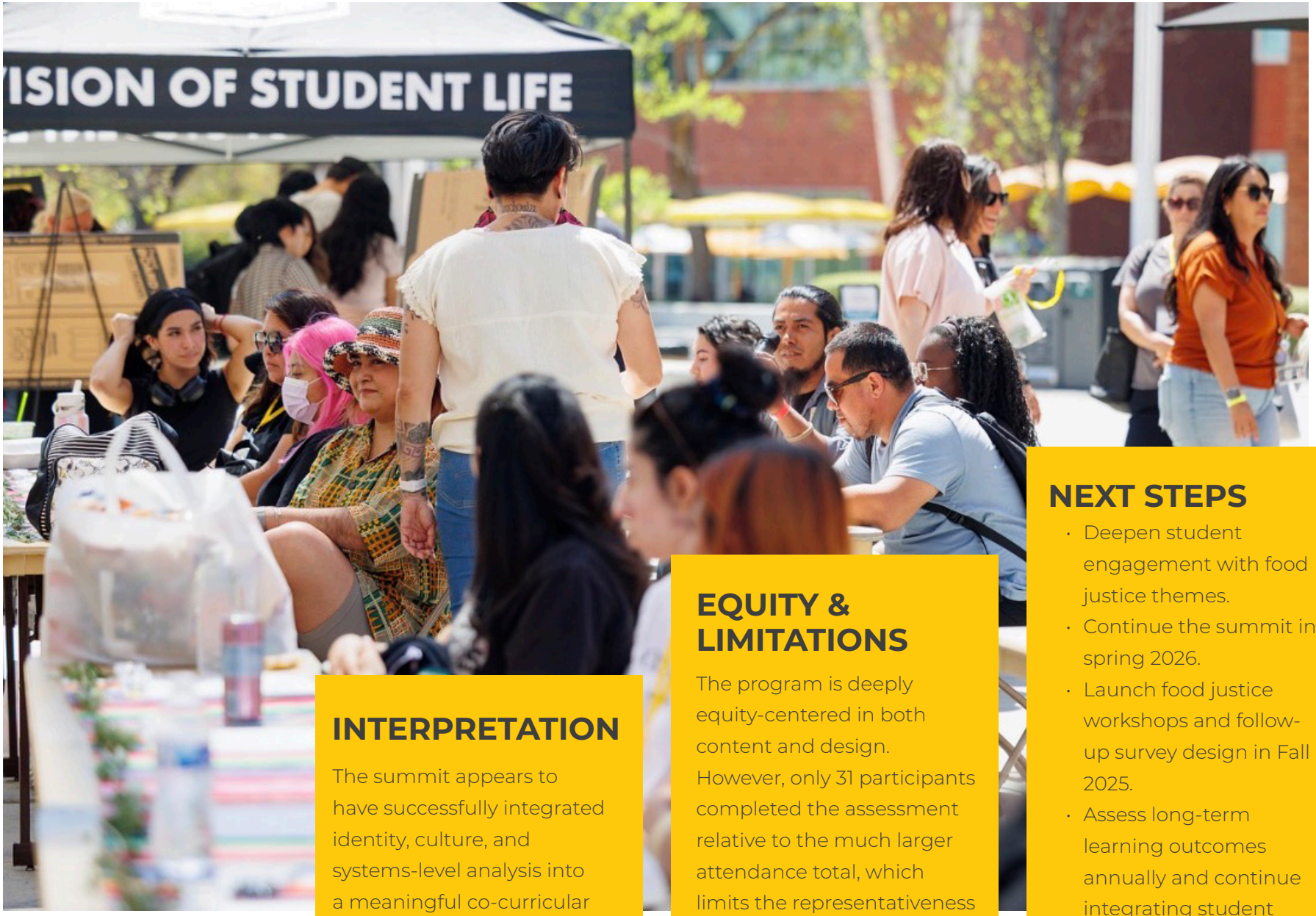
93.5%
rated the event
4 or higher

- A majority of respondents agreed or strongly agreed that they gained understanding of food justice, cultural foodways, decolonizing diets, traditional healing practices, and community organizations supporting food access.

STUDENT VOICE

> I learned a lot about connecting with my own culture and celebrating the rich history of foods and taste.

> [I made] connections with accessible herbs as part of my wellness practice.



INTERPRETATION

The summit appears to have successfully integrated identity, culture, and systems-level analysis into a meaningful co-curricular learning experience.

EQUITY & LIMITATIONS

The program is deeply equity-centered in both content and design. However, only 31 participants completed the assessment relative to the much larger attendance total, which limits the representativeness of the findings.

NEXT STEPS

- Deepen student engagement with food justice themes.
- Continue the summit in spring 2026.
- Launch food justice workshops and follow-up survey design in Fall 2025.
- Assess long-term learning outcomes annually and continue integrating student feedback.

Dreamers Resource Center

UNDOCUMENTED STUDENT ACTION WEEK

PROGRAM OVERVIEW

Undocumented Student Action Week included a Kick-Off and Resource Fair, an Art and Spoken Word event, an UndocuTalk with the author of Illegally Yours, and an UndocuAlumni Panel. The week was aligned with the Social Justice domain through its focus on identity, heritage, culture, and advocacy.

195 students participated in this event.

80 students participated in the Kick–Off.

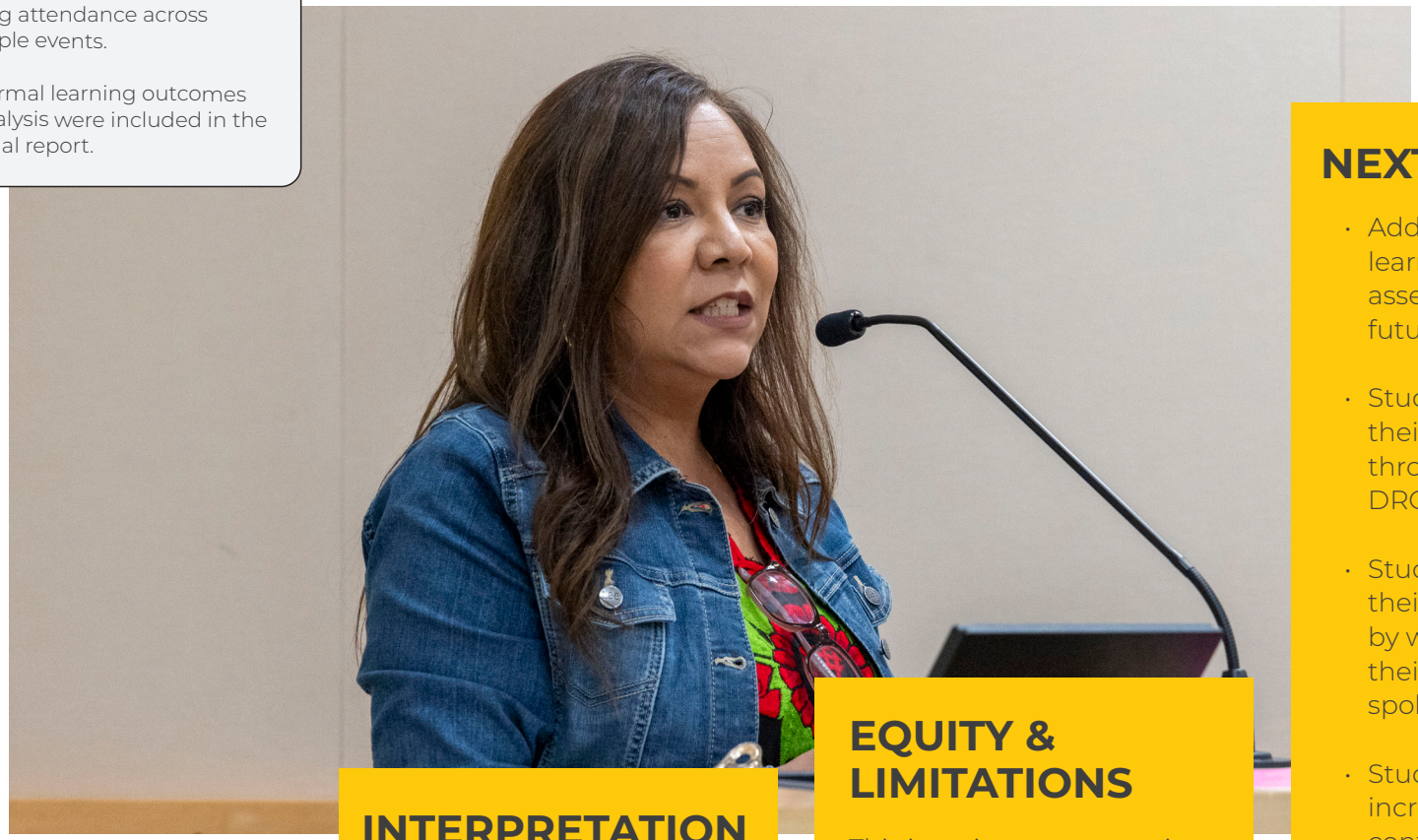
79 students partipated in Art & Spoken Word

24 students partipated in UndocuTalk

12 alumni partipated in the panel

KEY FINDINGS

- Strong attendance across multiple events.
- No formal learning outcomes or analysis were included in the original report.



INTERPRETATION

The program appears to have strong reach and relevance, but there is not enough assessment evidence in the original report to draw conclusions about student learning.

EQUITY & LIMITATIONS

This is an important equity-centered initiative serving undocumented students, but the current report does not include stated learning outcomes, assessment results, or next steps, making it difficult to evaluate impact.

NEXT STEPS

- Add formal student learning outcomes and assessment methods in future iterations.
- Students increased their sense of belonging through participation in DRC and campus events.
- Students articulated their personal challenges by writing and sharing their stories during the spoken-word event.
- Students demonstrated increased self-confidence after engaging with and reflecting on DRC alumni stories.
- Use the strong participation numbers as a base for more intentional learning assessment.

Student Health Center

MENTAL HEALTH FIRST AID

14 MHFA training sessions held by Student Health Center

212 trained participants

103 participants who completed the pre/post survey

PROGRAM OVERVIEW

Mental Health First Aid is a recurrent evidence-based, early-intervention program open to students, staff, and faculty. It teaches participants about mental health and substance use challenges and is hosted by the Student Health Center's Health Promotion and Education Center.



STUDENT LEARNING OUTCOMES

Students will demonstrate the ability to recognize how social, cultural, and systemic factors, such as stigma, racism, and access to care, impact mental health, and apply this awareness to support individuals from diverse backgrounds in culturally responsive ways.

KEY FINDINGS

- Pre/post questionnaires showed the most significant increases in beliefs that expressing concern (+25.1%) and providing resources (+15.5%) can support timely mental health intervention.
- The pre-training mental health opinions quiz revealed high levels of “Don’t Know” responses, highlighting gaps in mental health literacy.
- These findings point to an opportunity to address misinformation that disproportionately affects historically marginalized communities.



INTERPRETATION

MHFA provides one of the strongest examples in the report of measurable growth tied directly to a stated student learning outcome, particularly around culturally responsive support and stigma reduction.

EQUITY & LIMITATIONS

The program explicitly centers identity, culture, stigma, and access to care, making equity integral to both the training and the assessment. A key limitation is that no post-test version of the opinions quiz exists yet, which constrains the ability to measure growth in myth-busting and bias reduction over time.

NEXT STEPS

- Add a post-training version of the opinions quiz.
- Administer a 6-month follow-up survey.
- Ask participants to reflect on how MHFA connects to their identities, communities, or cultural context.
- Continue advancing the broader vision, mission, goal, and objectives for expanding MHFA training campus wide.