CALIFORNIA STATE UNIVERSITY, LOS ANGELES
RESOURCE ALLOCATION PLAN
FISCAL YEAR 2021-22

RAP-6

ACCOUNTABILITY REPORT
(Applicable To All Funds)

Division: **Academic Affairs**

Department: **Graduate Studies**

Prepared By: **K. Elliot Brown**

Budget: **$ 75,000**   Expenditure: **$ 43,313.22**

Dept ID: **200300**

Fund Code: **TL48A**

Program Code:

Project ID:

Please use evidence-based data including year-end financial reports and historical data for comparison.

1. **Describe how resources are aligned with the campus strategic plan, which includes Engagement, Service, and the Public Good; Welcoming and Inclusive Campus; Student Success; and Academic Distinction.**

Program Review and Assessment: These activities are directly related to student success. Assessment activities measure students' performance on the Institutional Learning Outcomes (ILOs) and assists colleges and departments with student attainment of Program Learning Outcomes measures through assessment of course-based student learning outcomes (SLOs). College Assessment Coordinators support assessment at the program level and to promote a culture of continuous program improvement. Program review ensures continuous program improvement. These activities support student success in every college.

2. **Provide key performance metrics to measure and sustain success.**

Program Review: Program review affect all students, particularly those in academic programs under review, as it facilitates continuous program improvement.

Assessment: Each program has developed (and updates) a five-year plan for Programmatic Assessment and student success. As part of that five-year program, an Annual Assessment Report (AAR) is submitted in the fall. Program faculty assess a PLO (based on the five-year schedule), collect data, discuss the data, and determine action item(s). The College Assessment Coordinators (CACs) assist programs, as needed, with the submission of the AARs. The CACs then evaluate the AARs, using a rubic designed by faculty, on the program PLOs, Evidence Assessment, and the Assessment Process. The CACs determine whether the program is in the Initial, Emerging, Developed, or Highly Developed stage for each area. The CACs also provide recommendations to assit the program in moving to Highly Developed. In spring semester, the Director of Advising and the CACs were available to provide any needed assistance with implementing changes/programmatic improvement, based on the fall AAR data, as well as to assist with collecting data on a different PLO for the AAR due the following fall.

This ongoing process has been institutionalized and is constantly monitered to ensure that the process is meaningful and sustainable.

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3. **Describe program outcomes and results. Identify challenges encountered.**

Program Review: Three units of reassigned time was provided to each program undergoing the self study process and to support the writing their Self-Study report for program review; including:

o Aviation Administration, BS
o Fire Protection Administration and technology BS
o Chemistry BS,MS and Biochemistry BS

We provided these programs with three program review self-study preparation workshops, including: "Orientation for preparing the Self-Study"; "Meaningful Assessment"; and "Data Pull: Institutional effectiveness Dashboards for program Review."

Two programs underwent program review: Philosophy, BA/MA (held onsite at Cla State LA) and Communicative Disorders BA/MS (held virtually through ZOOM).

Assessment:

There are nine College Assessment Coordinators, this office provides for one from each of the seven colleges. A&L and NSS each provide the resources for a second CAC. Each CAC receives three semester units of reassigned time to work with academic prorams for the year. Responsibilities include: Assisting with the submission of AARs; Evaluating AARs; Assisting with the implementation of Action Items; Assisting with data collection, as needed for the following year's AAR; Consult with programs and provide guidance with each programs's Five-Year Assessment Plan; Evaluating the Assessment Mini-Grant proposals; Attending monthly EEAC and CAC meetings; Attending and participating in the Annual Assessment Faire, and; Participating in one of the EEAC's Work Groups.

Ten Assessment mini-grants were funded at $2,000 each to support program-level assessment projects.

The 6th Annual Assessment Faire was held Friday, May 2nd (11:00am – 1: 30 pm) It was attended by 36 faculty and staff from Student Life. Presentations included the following:

College of Arts & Letters

Dr. Sarah Minslow and Dr. Maria Karafilis

Assessing Literary Analysis Skills in Large Reading Courses

Charter College of Education

Dr. Manisha Javeri and Dr. Adelaide Doyle-Nichols

Educational Technology Online Program Assessment: Integrating LMS Mastery Learning Gradebook to Assess Program and Course Learning Outcomes

College of Engineering, Computer Science, & Technology

Dr. Mario Medina, Dr. San Choi and Dr. Maryam Nazari

Rongxiang Xu College of Health & Human Services

Dr. Simona Montanari and Dr. Rakel DeLevi

Assessing Critical Thinking, Written Communication, and Quantitative Literacy in Child Development Majors: Evidence from Before and During the Pandemic

College of Natural and Social Sciences

Dr. Jennifer Garrison

Assessing the Impact of Remote Learning on Students in Field-Based Sciences

General Education

Dr. Jessica Dennis

GE Assessment at Cal State LA: What Have We Learned and Where Do We Go from Here?

Challenges:

We planned to conduct a summer assessment project to pilot the use of CANVAS platform for course-based assessment, with the funding provided through Lottery. However, the LMS administrator for Canvas left their position in CERTL and therefore we did not have the necessary technical assistance needed to launch the project. We hope to use funding this year for this important assessment pilot.

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RESOURCE ALLOCATION PLAN
FISCAL YEAR 2021-22

RAP-6

ACCOUNTABILITY REPORT
(Applicable To All Funds)

Division: **Academic Affairs**

Department: **CETL**

Prepared By: **Catherine Haras**

Budget: **$ 51,055.00**   Expenditure: **$ 39,601.40**

Dept ID: **200516**

Fund Code: **TL48A**

Program Code: **20511/20532**

Project ID:

Please use evidence-based data including year-end financial reports and historical data for comparison.

1. **Describe how resources are aligned with the campus strategic plan, which includes Engagement, Service, and the Public Good; Welcoming and Inclusive Campus; Student Success; and Academic Distinction.**

The Center for Effective Teaching and Learning (CETL) promotes teaching as an area of practice. The CSU is based upon the teacher-scholar model. CETL consults with Cal State L.A. faculty who want to broaden their teaching and participate in the scholarship of teaching and learning. By growing a teaching culture on campus, CETL strives to increase the quality of student learning.

CETL professional development opportunities include faculty learning communities (FLCs); professional development for chairs; Course Redesigns for departments; one-on-one coaching and technology support; and training workshops for instructional technologies, including the campus learning management system, Canvas.

The CETL offers support for numerous educational technologies. Though there is no replacement for effective and engaging instruction, technology can act as a valuable tool in making courses more accessible, flexible, and interactive. Here are some examples of ways in which educational technology can be leveraged to enhance students' learning experiences:

- Online instruction
- Classroom instruction
- Accessibility
- File/Resource management
- Media creation/management
- Portable technology

CETL's Educational Technology Student Assistants assist faculty with various educational technologies through CETL's Virtual Support Rooms, phone calls, and emails.

2. **Provide key performance metrics to measure and sustain success.**

For AY21-22, CETL facilitated five semester-long programs online (ACUE, CCRESS, Career Engaged Learning, TEACH, and Inclusive Teaching programs: Over **200** faculty participated in a minimum of 40 hours of professional development, a high number for a CSU

CTL. Over the last fiscal year, CETL services supported an additional **75** individual faculty and **9** departments in one-on-one or departmental consultations with CETL administrators (in person or via phone or on Zoom). Additionally, CETL intensively coordinates the Online Course Development program and trained **19** instructors to become Quality Matters reviewers; over **231** courses were enrolled in the OCDP program (options 1,2, or 3) during the fiscal year, including summer term, with **99** completers for the fiscal year 21-22. Each interaction with a campus OCDP program participant takes up to 20 weeks as faculty move through preparatory review.

Similarly, CETL has maintained virtual support services on Zoom and still maintained a support model via email, ServiceNow tickets, and drop-in Zoom support. For the past fiscal year, over **1,790** faculty were served (students were also served via ITS ticket escalation). These drop-in consults with faculty typically last between 10-20 minutes. Prior to the pandemic, CETL fielded thousands of telephone calls and emails each year. Since Summer 2021, CETL has logged significantly more Zoom support tickets (along with emails), assisting faculty with a wide range of issues to help them transition to face-to-face and online/hybrid learning.

Almost 90% of all courses taught had a Canvas course shell published. Prior to the pandemic, our all-time-high was 65% of courses being available to students in the Canvas LMS.

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3. **Describe program outcomes and results. Identify challenges encountered.**

Due to our efforts, Cal State LA successfully transitioned a large majority of our faculty to Canvas via CETL's virtual support service. Due to staffing shortages and space issues our lab remains closed. Attendance in our long programming has tripled, as as usage of the virtual support rooms.

Our primary challenge is sufficient staffing post-pandemic. Hiring viable staff and students in a timely manner is a true hardship for our center and we are disappointed to have had *five* failed searches in the past year. We have lost all of our academic technology staff (3) to competitors. Critically, our LMS Administrator position was vacated March of 2022 and remains unfilled for a variety of reasons.

Our second challenge is sufficient space. Many faculty call CETL home and use to use the collab as a home base, also working on their courses in the lab. We are grateful to move to the Library's planned Faculty Excellence Center in F2023, where we may reopen a technology genius bar supported by Student Technology Assistants (STAs), as well as a new media lab and recording stations. Our Student Lab Assistants provide instructional and academic technology lab support at a very busy service point; in turn they each receive exceptional professional development and mentoring. Most of our STAs go on to graduate programs and/or government work (DoD, Jet Propulsion Labs).

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RAP-6

ACCOUNTABILITY REPORT
(Applicable To All Funds)

Division: **Academic Affairs**

Department: **Early Academic Preparation: Early Assessment Program**

Prepared By: **Rosa Campos-Ibarra**

Budget: **$ 200,000**   Expenditure: **$ 145,157.05**

Dept ID: **200413**

Fund Code: **TL48A**

Program Code:

Project ID:

Please use evidence-based data including year-end financial reports and historical data for comparison.

1. **Describe how resources are aligned with the campus strategic plan, which includes Engagement, Service, and the Public Good; Welcoming and Inclusive Campus; Student Success; and Academic Distinction.**

Early Assessment is part of GI 2025 and E.O. 1110 and are aligned with the campus' overall strategic plan to engage, service, student success, and academic preparation. Part of the six pillars of GI 2025 include Academic Preparation, English and math placement and preparation for college by providing support and information to local area high schools students (grades 9-12), faculty, administrators, teachers, and the surrounding community, including the work with the university Testing Center and Early Start.

Pro-active strategies involve creating and maintaining relationships and informing the various schools, administrators, teachers, counselors, students, parents, and the community of CAASP, EAP, Early Start, and placement based on multiple measures as well as certifying HS teachers via workshops in Expository Reading and Writing (ERWC), used for placement in college English- A2. The CSU uses ERWC to identify students that may neeed additional academic support. ERWC is also aligned California Standards for English Language arts and literacy, and emphasizes reading and writing for high school students. Certification of teachers contain 12 modules for senior English coursework and is delivered via workshops.

The Early Assessment Program continuously communicates with Cal State LA's surrounding high-schools (feeder schools) and highlights the importance of the graduation initiative for students entering our university and emphasizes the CO's initiative EO1110; promote EAP and the importance of CAASP test results – math and English scores, Early Start Program participation, while continuing to monitor and update information on academic preparation and multiple measures updates. Academic preparation ensures that students, teachers, administrators and the campus communities are informed and understand multiple measures for college placement into English and math, and prepare students.

2. **Provide key performance metrics to measure and sustain success.**

Preparation, communication, and continuous efforts to build, retain and maintain relationships are essential year-round. In 2021, our Early Assessment Coordinator, coordinated and recruited for the Expository Reading and Writing Course workshop where 24 teachers participated in a virtual training allowing for the opportunity to teach high school students an English course that is utilized as part of the multiple measures for college placement. Another 13 School sites were reached to provide EAP Updates on CAASPP availability and information on multiple measures as it relates to first-year math and English placement. 93 contacts made via e-mail to Principals, Vice Principals, curriculum coordinators, counselors, department leaders and high school faculty members: information regarding ERWC A-G requirement for Senior Year English experience, and how COVID -19 affected placement with new multiple measures (removal of SAT/ACT) and importance of updating A-G course management portal and time sensitive dates for ERWC course placement.

Efforts such as encouraging local area high schools to file their application with chancellor's office in Long Beach in the Center for Advancement of Reading. Collaborations with principals to make sure the teachers who are certified are teaching the ERWC class with Fidelity and open to the opportunity for all teachers to be certified through new and updated ERWC via seasonal workshops. Worked with Math Professional Development faculty and staff to promote fourth year of math. Assisted with Math conference for MSTI (Math & Science teacher initiative).

Working closely with the Early Academic Preparation Director, utilizing information from CAASP/EAP and ERWC course results determined placement into appropriate math and English courses including participation in Early Start (part of EO111) for our newly admitted students. Colleges were informed of students' placement into appropriate math and English courses over the summer and beyond, during freshmen orientation; provided placement information to all colleges for each entering freshman to over 3856 students into Math QR/WR based on major and category placement throughout orientation sessions.

Annual Task Timeline:

- Summer: Promote ERWC, plan with trainees/facilitators, EAP Statewide meetings and updates, EAP Leadership collaborations, work with administrators to adopt ERWC.

- Fall/Winter: EAP Statewide meetings, HS contacts, hold 2-4 day workshops in ERWC, review HS district data, attend campus events, provide juniors and seniors presentations, update counselor contacts, EAP welcome back and update letter, English and math department updates, recruit teachers

- Spring: EAP updates for distance learning, junior and parent presentations, Administrator and counselor presentations, Early Start Program presentations, ERWC 2–4 day workshops, continued collaborations, plan and prepare for workshop with facilitator.

To sustain success, additional resources for administrators, students, teachers, and parents would be beneficial. Those include an updated EAP database, video development, and updated brochures. Participation in various campus events such college counselor conference updates, attending EAP statewide conferences, providing workshops to students and teachers bi-lingual, and continued collaborative efforts are key to staying informed and connected.

3. **Describe program outcomes and results. Identify challenges encountered.**

Though the pandemic put a strain, EAP retained and maintained relationships with the various school sites and established new relationships- turnover of personnel. Through various measures, continuous communication with school administrators, was essential. A shift to virtual modality was important as high schools were slowly opening. Utilized e-mail to inform schools on the new virtual ERWC and Canva platform used for workshops. Utilized email to connect with teachers about our professional learning opportunities and updating them on any new occurrences including CAASSP and new placement policies. Established virtual ERWC signups for our future workshop series. Utilized virtual platforms to train teachers on ERWC including Zoom. Utilized email and virtual connections to ensure our ERWC leadership will get certified for the academic year.

The Coordinator assisted and collaborated with teachers, department chairs, administrators on new Covid-19 guidelines for distance learning on the Expository Reading and Writing (ERWC) which is used for all students when placing into A2- English and prepared to switch to face-to-face contact and communications. Informed and ensured teachers, counselors, and administrators of our commitment to better prepare students no matter the challenges ahead. Continued to highlight the new Academic Preparation initiative to better prepare students for admissions to our university via the virtual platforms. Developed a virtual mainstream approach to assist those schools who need to adopt ERWC. Continued to assist schools with ERWC compliance for new ERWC 3.0--transitioning from 2.0 to 3.0 version.

Information regarding EAP scores, CAASP exam (math and English results), and students required participation into our summer Early Start Program based on multiple measures was essential for transitioning students to the university. Working in a virtual format was challenging, though accomplished by informing students and their need to participate into the summer Early Start Program based on multiple measures and their understanding of placement into math/English for those that were not required to attend the summer program, and instead enroll in appropriate fall critical courses.

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RESOURCE ALLOCATION PLAN
FISCAL YEAR 2021-22

RAP-6

ACCOUNTABILITY REPORT
(Applicable To All Funds)

Division: **Academic Affairs**	Dept ID: **200120**
Department: **Honors College**	Fund Code: **TL48H**
Prepared By: **Isabelle Garcia**	Program Code:
Budget: **$ 200,000** Expenditure: **$ $162,945**	Project ID:

Please use evidence-based data including year-end financial reports and historical data for comparison.

1. **Describe how resources are aligned with the campus strategic plan, which includes Engagement, Service, and the Public Good; Welcoming and Inclusive Campus; Student Success; and Academic Distinction.**

Honors College Scholarships are awarded to freshman, continuing, and transfer students. They serve as both an essential recruitment tool for the Honors College to bring academically competitive students to Cal State LA, and offer a means to support the educational experience of current students to increase retention and graduation rates.

Alignment with University Strategic Plan: The outcomes connected to scholarships awarded through lottery funds align primarily with three of the four strategic plan focus areas. In Engagement, Service and the Public Good, since scholarships are one of the most significant reasons why students choose the Honors College, this form of support is remembered by our alumni. Scholarships therefore create an additional link between alumni and the program. In Welcoming and Inclusive Campus, we have found that when scholarships are offered and awarded to incoming students, students feel more welcome and better supported. In Student Success, scholarships lead to greater retention and timely graduation.

2. **Provide key performance metrics to measure and sustain success.**

Metrics to measure success are:

- Successful recruitment of a full cohort of students every year

- Increased student satisfaction with Cal State LA and the Honors College

-Improved retention and graduation rates

3. **Describe program outcomes and results. Identify challenges encountered.**

Scholarships play an important role in the recruitment of Honors College students. Scholarship offers are provided alongside admissions offers, and based on survey data we have collected in the past, students cite scholarships as one of main reasons they chose to attend Cal State LA. From narrative information from students, scholarships help students feel better supported by the Honors College, contributing to student satisfaction with the program and university, and improved retention. Students have also shared that without the scholarships they were provided, they could not focus on their studies and graduate in a timing consistent with their academic plans. We also know from the financial profile of our students that although many of our students qualify for federal or state aid, they often still have financial need that scholarships can meet.