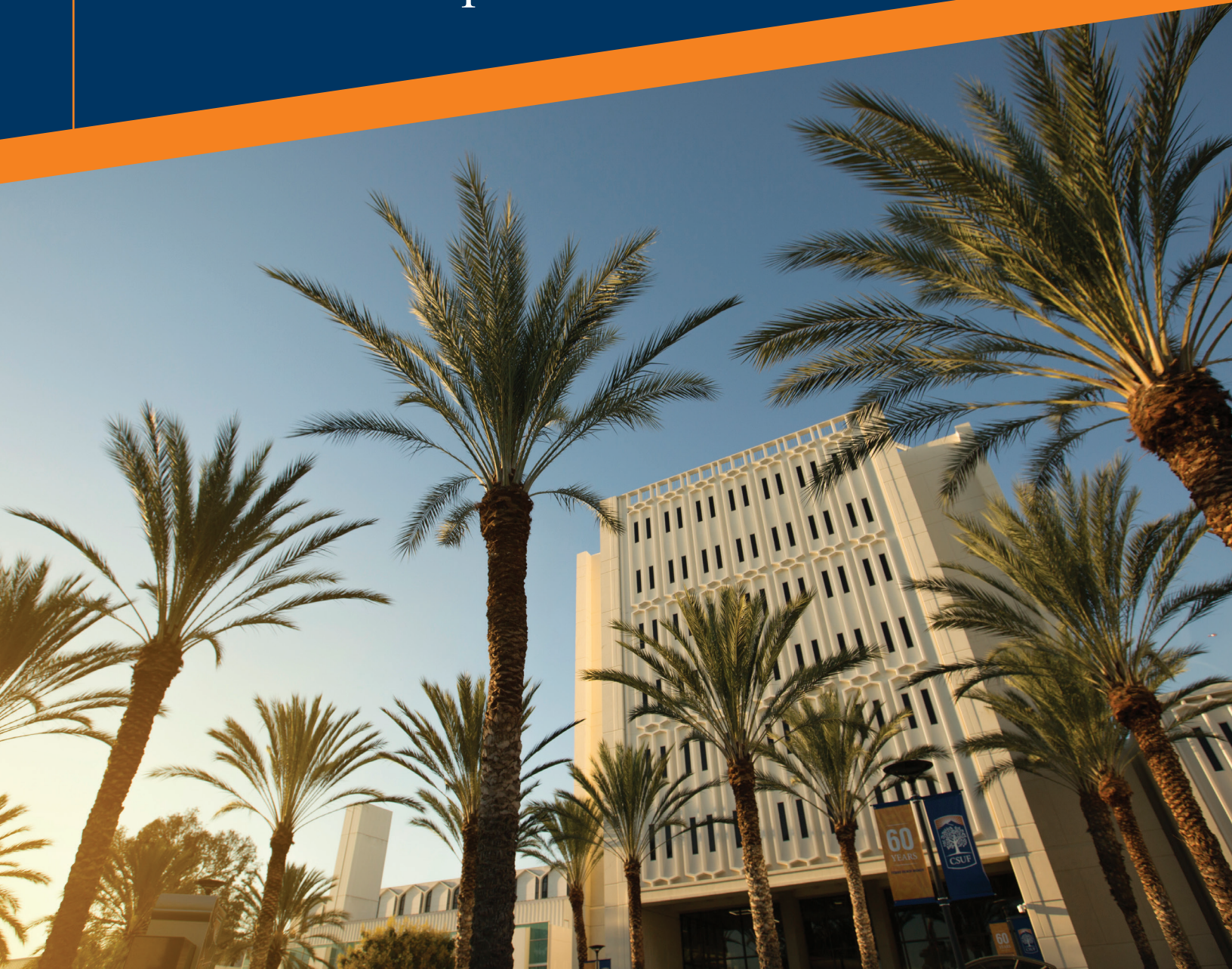# California State University, Fullerton Institutional Report

CSUF

Submitted to WASC Senior College and University Commission
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CALIFORNIA STATE UNIVERSITY
FULLERTON™

CONTACT

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Institutional Context; Response to Previous Commission Actions

(CFRs 1.1, 1.4, 1.5, 1.8, 3.2, 3.6, 3.7, 3.8, 3.9, 3.10, 4.6)

History and Overview *(CFRs 1.1, 1.4, 1.5)*

California State University, Fullerton (CSUF) was established on July 5, 1957, as the 12th campus of the now 23-campus California State University (CSU) system. At the time of its founding, CSUF was situated in a region with a fairly homogeneous population, predominantly of European descent. Over the succeeding 60 years, and particularly since the 1980s, the makeup of Orange County has become more ethnically diverse with increases in Hispanic, Asian, and other populations. Dedicated to serving the constituents of its region, CSUF has responded agilely to this shifting Orange County landscape. The percentage of Hispanic students at CSUF, for instance, rose from 26% in 1993 to 41.5% in 2018, reflecting the similar demographic change in Orange County. As with its student population, CSUF's faculty and staff populations grew increasingly diverse over the years. Embracing this rich diversity, CSUF remains mindful of the different needs of its many constituents and pursues multi-faceted strategies to support the educational, professional, and personal growth of its students, faculty, and staff.

From its inception, the University sought to serve students by pairing applied and liberal arts fields of study. In the 1959-60 University catalog, CSUF President W.B. Langsdorf advocated that "a college education must provide students with a broad liberal background and at the same time can and should furnish the practical base for success in a chosen occupation or profession." This philosophy has remained central to CSUF's values. The 2016 University Academic Master Plan (AMP) reaffirms and extends the original philosophy articulating CSUF's commitment to: "Offer[ing] a comprehensive, dynamic, outcome-driven curriculum that prepares students for success in academic, personal, and professional lives and for engagement with local and global communities." As noted in the 2018-19 University catalog, a CSUF education seeks to equip students with knowledge and skills that prepare them to be "effective and ethical leaders, and productive members in their local communities and the global society" (see "Meaning of Degree" section of the catalog). *(CFR 1.1, 1.5)*

A comprehensive University, CSUF offers 110 degree programs – 56 undergraduate and 54 graduate – including doctorates in education and in nursing practice. Providing broad access to educational opportunities, CSUF has awarded more than 265,000 degrees since its establishment. The most recent information on degrees awarded (2017-18) shows that, out of the 10,974 degree recipients, 39% were from underrepresented groups, and 54% were the first in their family to earn college degrees.

Diversity and inclusivity are key to the University's story. CSUF is a Hispanic-Serving Institution and an Asian American and Native American Pacific Islander-Serving eligible

Institution, with over [40% of students from underrepresented groups](#). The campus is fifth in the nation and third in the state in awarding bachelor's degrees to Hispanics, and fourth in the nation for bachelor's degrees awarded to underrepresented students (*[Diverse: Issues in Higher Education](#)*, August 2018). CSUF's award of bachelor's degrees to women was the highest in the CSU, and second in California (IPEDS 2016-17). *US News and World Reports* has ranked CSUF among top National Universities since 2016, and in 2017 listed CSUF as one of the "[Most Innovative Schools](#)." Locally, the Orange County Black Chamber of Commerce honored CSUF for [60 years of helping students succeed](#), commending the University for being "a continued strong leading force for education, leadership, research and diversity." *(CFR 1.4)*

Because of CSUF's focus on increasing faculty diversity, 52% of the 290 new faculty hired between 2012 and 2018 were faculty of color. As a result, CSUF has a more diversified profile of tenured and tenure-track faculty as of fall 2018, with an 11% increase in female faculty (43% in fall 2012 vs. 48% in fall 2018) and a 19% increase in faculty of color (31% in fall 2012 vs. 37% in fall 2018). Similarly, on the staff side, in academic year 2017-18 alone, 56% of the staff hired into permanent positions were of color. *(CFR 1.4)*

The leadership of CSUF has understood from the beginning that continued growth was essential to realizing the University's commitment to access and opportunity. As documented in the [1959-60 catalog](#), "The president…was originally instructed to…plan…for 15,000 students…by the early 1970s. Later the instruction was changed to…plan for 35,000 students…[by] 1980." True to that vision, CSUF has expanded its educational reach from a local college of 459 students in 1959 into a comprehensive, regional university with a global outlook that enrolls approximately 40,000 students today. The University provides instruction and support for these students on compact acreage in Fullerton with 207 lecture-type classrooms and student housing for 1,980 residents. The recent 27,000-square foot expansion of the [Titan Student Union](#) exemplifies the campus's commitment to meeting the needs of the growing student body. CSUF also supports instruction and University activities at locations other than Fullerton. For example:

- CSUF's [Irvine Center](#) provides instructional space, as well as community outreach shaped by regionally specific academic and professional development opportunities;

- The [Grand Central Art Center](#) in Santa Ana, led by the College of the Arts, promotes artist, student, and community collaborations in contemporary art and visual culture;

- The [Tucker Wildlife Sanctuary](#) in Modjeska Canyon serves as a field research center for CSUF students and promotes science and environmental education for the local community; and

- The [Desert Studies Center](#), located in the Mojave National Preserve, is a CSU consortium led by CSUF offering on-location research and educational opportunities.

Mission and Strategic Plan *(CFRs 1.1, 1.5, 3.7, 4.6)*

True to its founding vision, CSUF continues to combine the best qualities of teaching and research universities to [provide its diverse group of students an affordable, quality education](#).

Strategic planning is instrumental in achieving the University's mission, which has recently been updated to: *(CFR 1.1)*

> *California State University, Fullerton enriches the lives of students and inspires them to thrive in a global environment. We cultivate lifelong habits of scholarly inquiry, critical and creative thinking, dynamic inclusivity, and social responsibility. Rooted in the strength of our diversity and immersive experiences, we embolden Titans to become intellectual, community, and economic leaders who shape the future.*

Drawing on planning efforts and collaborations across campus through workgroups, town halls, electronic feedback, and presentations to numerous constituency groups (e.g., Council of Deans, Academic Senate, and Philanthropic Board), CSUF presented its first University Strategic Plan 2013-18 (USP2013) on April 12, 2013. The plan outlined four goals and fifteen objectives addressing curricular and co-curricular environment, student success, faculty and staff diversity, and University finances. Following suit, all divisions, colleges, and various units undertook their own strategic planning (see examples from College of Humanities and Social Sciences, Student Affairs, and Information Technology), aligning their goals with USP2013. CSUF's first AMP complements USP2013. Signed by President Mildred García in December 2016, the AMP identifies seven long-term goals, which address curriculum quality, student success, student access, faculty and staff support, commitment to diversity, infrastructure, and sustainability, and that serve as the foundation for the University Strategic Plan 2018-23 (USP2018), as well as for future University strategic plans. *(CFRs 1.1, 1.5, 3.7, 4.6)*

The campus has made significant progress toward meeting USP2013's goals and objectives. Highlights include:

- For Goal 1 (curricular and co-curricular environment), CSUF implemented a campus-wide process of assessing student learning, expanded and improved student advising, and supported participation by more than 15,000 students in a wide variety of high impact practices including study abroad;

- For Goal 2 (retention and graduation), between 2012-18, CSUF's efforts to meet the needs of students resulted in: 1) a reduction in the underrepresented student equity gap (defined as the graduation rate gap between underrepresented students in comparison to their peers) in first-time freshmen (FTF) 6-year graduation rates from 11.5% to 7.7%; and 2) elimination of the 4-year graduation rate equity gap for transfer students (from 5.7% to -1.8%). At the same time, CSUF achieved an 11.5 percentage point gain (82.1% increase) in 4-year graduation rates for FTF (from 14.0% to 25.5%), and a 16.7 percentage point gain (32.7% increase) in 6-year graduation rates for FTF (from 51.1% to 67.8%). For upper-division transfer students (UDT), the 2-year graduation rate increased by 7.4 percentage points (25.6% increase) from 28.9% to 36.3%, and the 4-year graduation rate had an 11.8% percentage point growth (17.4% increase) from 67.7% to 79.5%;

- Efforts for Goal 3 (high quality and diverse faculty and staff) led to an increase in faculty and staff diversity. As mentioned earlier, 52% of the 290 new faculty hired between 2012 and

2018 were faculty of color, and in academic year 2017-18 alone, 56% of the staff hired into permanent positions were of color; and

- Lastly, for Goal 4 (revenue), philanthropic activity has been steadily increasing, with more than $21M raised in 2015-16, 2016-17, and 2017-18 respectively. The University endowment has nearly doubled from $34.3M at the close of 2011-12 to $65M at the end of 2017-18.

Building upon USP2013 accomplishments, at the fall 2017 convocation, President García kicked off the development process of USP2018. Early in fall 2017, USP2018 planning committee members and co-chairs were identified, and by October 2017, the committee began gathering initial campus feedback to identify opportunities for growth, emerging initiatives and priorities, and aspirations that could be incorporated in USP2018. The USP2018 steering committee identified a timeline for completing the plan that allowed sufficient opportunities for campus engagement and reflection. In an all-campus exercise in November 2017, faculty, staff, students, and administrators identified salient issues that served as a foundation for the preliminary draft of USP2018. The work on USP2018 continued through transitions in leadership following President García's departure in December 2017. After President Framroze Virjee's arrival at CSUF in January 2018, he led a town hall on USP2018 to review the preliminary draft. In the 10 months that followed, multiple rounds of review and revision took place with various constituency groups, and the final USP2018 was released to the campus in November 2018. *(CFRs 3.7, 4.6)*

USP2018 serves as a continuation and expansion of USP2013 by restating core values of the University: *student success; scholarly and creative activities; diversity, equity, and inclusion; civic engagement; collegial governance; integrity; and service to the region.* USP2018 focused the work of the University for the next five years around four goals, each of which will be implemented with specific objectives and strategies:

> Goal 1: Provide a transformative educational experience and environment for all students;
> Goal 2: Strengthen opportunities for student completion and graduation;
> Goal 3: Recruit and retain high-quality and diverse faculty and staff; and
> Goal 4: Expand and strengthen financial and physical capacity.

As stated in USP2018, these goals will "focus and galvanize stakeholders in enhancing Cal State Fullerton's role as a first-choice institution and a university of significance in our state and nation."

The CSU 2025 Graduation Initiative (GI2025) goals provide an additional framework for CSUF's mission and strategic plan. With targets determined by the CSU, CSUF is expected to increase the 4-year graduation rate for FTF from 22% to 44%, and the 6-year graduation rate from 62% to 75% between 2016 and 2025. Similarly, CSUF is expected to increase UDT students' 2-year graduation rate from 32% to 44%, and the 4-year graduation rate from 75% to 85%. GI2025 also seeks to eliminate equity gaps for underrepresented students and Pell-grant recipients. As described in detail in Component 5, implementing innovative strategies to reach these targets has yielded encouraging results. As of 2018, CSUF's FTF 4-year graduation rate is

25.5% and the 6-year graduation rate is 67.8%; CSUF's UDT 2-year graduation rate is 36.3% and the 4-year graduation rate is 79.5%. The equity gap for underrepresented students is 7.7% and for Pell-grant recipients is 5.3%. Many of these student success indicators are the most positive in CSUF history.

Leadership *(CFRs 1.4, 3.2, 3.6, 3.7, 3.8, 3.9, 3.10, 4.6)*

Campus governance is the responsibility of the president per order of the California Legislature, CSU Board of Trustees, and CSU Chancellor policies. CSUF's seventh president, Mildred García, joined the campus in June 2012 after the 2012 WSCUC review. She recognized that policies and practices, including hiring initiatives, should address regional changes, specifically in ethnic diversity, and the institution responded. In 2013, CSUF created the Division of Human Resources, Diversity, and Inclusion (HRDI), which provides training for all search committees and ensures that hiring practices fully consider issues of diversity. The University also appointed an assistant vice president overseeing the Office of Diversity, Inclusion, and Equity Programs (DIEP); hired a director to oversee the Male Success Initiative; and appointed a director overseeing the campus cultural centers. In addition, President García created the President's Commission on Equity and Inclusion, comprising representatives from faculty, staff, administration, students, and campus affinity groups, to focus on campus climate and barriers to student success. CSUF's effort in this regard was recognized with the 2014 "Inclusion Cultivates Excellence" award from the College and University Professional Association for Human Resources and the Insight Into Diversity's Higher Education Excellence in Diversity Award in 2018. This effort continued with the establishment of the Faculty Diversity and Inclusion Fellows program in June 2018 by HRDI to further support sustainable diversity practices in the colleges. Faculty fellows work closely with DIEP to identify specific college-level goals and expectations that are important for faculty recruitment, reappointment, advancement, and retention. The fellows also assist with pipeline development to enhance recruitment efforts to address identified underrepresentation among faculty. The campus continues to expand advertising to enrich the applicant pool and to revamp job announcements to attract diverse, highly-qualified applicants. In addition, online professional development modules are provided to all search committees to enhance their expertise in recruiting diverse candidates. *(CFRs 1.4, 3.2, 3.6)*

President García's arrival was accompanied by other changes in leadership as well, with new University vice presidents (VPs), new college deans, and the formation of the President's Advisory Board (PAB). This board comprises the VPs; deans; University counsel; Academic Senate chair; Planning, Resource, and Budget Committee chair; and Associated Students Inc. (ASI) president. Shifts in CSUF's leadership structure, including the aforementioned formation of HRDI in 2013, created spaces for additional administrative leaders. President García departed in December 2017 to become president of the American Association of State Colleges and Universities. Framroze Virjee, CSU executive vice chancellor, general counsel, and secretary to the CSU Board of Trustees, was appointed president of CSUF on January 1, 2018, for a term through June 2019. President Virjee has provided visionary leadership despite the short time he has been on campus, including implementing the University's first-ever comprehensive fundraising campaign; initiating a faculty fellows program to examine practices related to faculty recruitment, retention, and promotion; renovating the first floor of the Library to create new

space for cultural groups and resource centers; and opening an official faculty and staff lounge to enrich the campus community. The CSU initiated a national search for the next permanent president of CSUF in fall 2018, and an announcement of that appointment is expected in spring 2019. Despite these changes, the overall leadership structure has remained relatively stable and provided continued support to the CSUF mission and strategic direction. *(CFRs 3.6, 3.7, 3.8)*

CSUF's stability rests in part on a strong tradition of shared governance. The Academic Senate, which in 1986 replaced the Faculty Council formed in 1972, serves as the official legislative body of the University and as a crucial forum for debate. The Senate oversees the creation and implementation of University policy statements, policies that guide all academic and many other aspects of University operation. Unlike similar governing bodies at other institutions, CSUF's Academic Senate includes representation from all constituencies: faculty, staff, and administrators, as well as students represented by two members of the CSUF ASI board. The chair of the Senate is a member of the PAB. In addition to the Academic Senate, various University, college, and department committees – which include faculty, staff, administrators, and students – initiate, review, and recommend University programs and procedures, with the final approving authority vested in the University president. This commitment contributed to the establishment of the aforementioned strategic plans, which helped focus CSUF on a shared path. Voices from outside the campus community participate through the Philanthropic Foundation board of governors. CSU system-wide evaluative procedures for campus presidents and for management plan personnel ensure accountability, as well as compliance with the mandates of California Education Code (Title 5 of the California Code of Regulations). *(CFRs 3.6, 3.9, 3.10, 4.6)*

Response to Previous WSCUC Reviews *(CFR 1.8)*

The WSCUC 2012 reaffirmation review highlighted four issues: 1) engaging with an integrated strategic plan; 2) assessing and improving student learning; 3) advancing student advising and improving graduation rates; and 4) addressing ongoing state funding challenges. CSUF has made great strides on all issues through the following efforts:

Issue 1 (Strategic Planning): developed and completed USP2013 and aligned campus priorities with its goals; and updated USP2013 to USP2018, which is currently being implemented;

Issue 2 (Assessment): reinvigorated a central office to lead assessment efforts on campus; developed institution-wide undergraduate, graduate, and GE learning goals; established and implemented a uniform six-step assessment process across academic programs and all divisions; and implemented an online platform for documenting assessment activities (see Components 3, 4 and 6);

Issue 3 (Advising): emphasized the importance of advising in USP2013 and re-conceptualized advising through innovations, such as the Student Success Teams, described in depth in Component 5; and

Issue 4 (Funding): implemented diverse funding strategies, passed the Student Success Initiative fee, and secured alternative funding streams through philanthropic venues (see Component 7).

Initial progress toward these efforts was described in the 2015 WSCUC Interim Report, to which the Interim Report Committee responded positively. The Committee commended CSUF for its "considerable improvements," noting the "establishment of a robust infrastructure for ongoing assessment, including revitalization of the central assessment office and creation of faculty assessment liaisons; a nicely developed strategic plan that is aligned with the budget; a well-funded and comprehensive advising effort that is making a difference in student success; an improved timeline for delivery of the budget; and a renewed commitment to diversity."

The WSCUC 2015 Interim Review also requested an update of the Irvine Center. Since the review, the Irvine Center has been re-envisioned to better support the University mission and strategic plan. It strives to offer courses and services that provide convenient access to students in South County. In addition, Irvine has employed multiple strategies to ensure student success and academic quality. Specifically, the team at the Irvine Center works diligently to provide student success support, faculty/staff support, and innovation and entrepreneurial activities. A Student Success Team (see Component 5 for details) has been in place at the Irvine Center since 2013, providing comprehensive advising, co-curricular involvement, and various resources to students who take classes there. Professional development activities have been consistent with those on the Fullerton campus provided by HRDI, and faculty support activities are currently expanding. Irvine began offering an array of certificates and other programs through Extension and International Programs in fall 2016, and more are under development. Various projects are being implemented, such as the opening of an Orange County/Inland Empire Small Business Development Center location in 2018, to strengthen Irvine's position as an economic and workforce development hub supporting South County business and community needs. With the rapidly changing student population and higher education landscape, the Irvine Center is an integral part of the campus that continues to evolve to better meet student needs and support the institutional mission. *(CFR 1.8)*

Preparation for the WSCUC 2019 Review *(CFRs 1.8, 4.6)*

In fall 2017, after seeking recommendations from deans, VPs, the Academic Senate Executive Committee, and Dr. Pamella Oliver (formerly the associate vice president for Academic Programs and WSCUC Accreditation Liaison Officer, who now serves as provost), President García initiated preparation for the WSCUC 2019 reaffirmation review by establishing a team comprising 76 representatives selected from faculty, staff, students, and administration. Led by the provost/vice president of Academic Affairs and the Academic Senate chair, the team includes a steering committee and five subcommittees, all of which have been closely involved in the self-study and development of this Institutional Report. Throughout the process, the entire campus community has had multiple opportunities to provide feedback through a dedicated WSCUC 2019 website and other venues (e.g., workshops, email, and in-person conversations). *(CFR 4.6)*

The Institutional Report follows the 2013 WSCUC Handbook of Accreditation. Each subcommittee drafted sections of the report based on its members' expertise (e.g., student

success, faculty, and staff). Two faculty members served as "master writers" to compile the subcommittee drafts into a coherent report. Following initial drafting, the report was circulated to the Steering Committee and then shared widely across the campus by posting it online for public feedback and in meetings with various stakeholder groups (e.g., Cabinet, division leadership, and student organizations) for comments. The report was finalized through multiple iterations, taking into consideration the responses of the broad campus community.

The following report is organized following the order of the required components of the Institutional Report. It invites readers to consider the programs, innovations, and efforts undertaken by CSUF to provide the best possible education to its increasingly diverse students. In this report, CSUF describes what the intuition has accomplished, challenges that were faced, and what was learned. Embracing the changing landscape of higher education and an increasingly diverse community, CSUF continues to assess its programs and promote innovations that result in improved learning opportunities for all students. *(CFR 1.8)*

COMPONENT 2
Compliance with Standards:

Review under the WSCUC Standards and Compliance with Federal Requirements; Inventory of Educational Effectiveness Indicators

(CFRs 1.1, 1.2, 1.4, 2.1, 2.4, 2.6, 2.8, 2.10, 3.2, 3.3, 3.5, 4.2, 4.3, 4.4, 4.6)

Review under the WSCUC Standards and Compliance with Federal Requirements Worksheet *(CFR 4.6)*

The CSUF WSCUC 2019 committee members prepared the self-inventory (Appendix 2.1.0). Each subcommittee was assigned a number of CFRs and generated ratings, comments, and evidence through multiple rounds of discussion. This process within each subcommittee took place twice – before the self-study and after the completion of the preliminary draft of the Institutional Report. The steering committee reviewed and finalized the ratings and comments. The process to review under the WSCUC standards and compliance with federal requirements served as an important component of the reaffirmation process. It allowed the WSCUC committee members to gather information in order to identify the strengths and challenges within the University. Feedback and discussion across committees allowed for synthesis of both insights from people who have been most familiar with each area of review and observations from people who might not have been central to a process (e.g., assessment) but observed its implementation and effects. *(CFR 4.6)*

Inventory of Educational Effectiveness Indicators (IEEI) (Appendix 2.2) *(CFRs 2.4, 4.3, 4.4)*

The primary sources of information related to educational effectiveness are the program performance review (PPR) documents and the annual assessment reports. All degree programs at CSUF are required to complete the PPR process every seven years, as discussed in Component 6. The programs also must assess student learning outcomes and report their assessment activities and findings every year in the form of an annual assessment report, details of which are discussed in Component 4. Since CSUF submitted an IEEI in early 2016 as part of the midcycle review, the current IEEI version focuses on data collected since then. Specifically, for degree programs that underwent PPR in 2015-16 and 2016-17, the most recent PPR self-studies and supporting documents served as primary sources; their annual assessment reports were used as a secondary source to update and/or augment assessment activities and data collection efforts since completion of the PPR. For degree programs that did not undergo PPR within the aforementioned period, their annual assessment reports served as the main source of information for the IEEI. The IEEI was initially compiled by the Office of Assessment and Institutional Effectiveness (OAIE) using the aforementioned information, and then reviewed and finalized by the faculty of each individual program. *(CFRs 2.4, 4.3, 4.4)*

Areas of Strength *(CFRs 1.1, 1.2, 1.4, 2.1, 2.6, 2.8, 2.10, 3.2, 3.3, 3.5, 4.2, 4.3, 4.4)*

Since the 2012 WSCUC reaffirmation, CSUF has renewed its commitment to provide its diverse students with access to quality education, as reflected in the missions, goals, and comprehensive list of policies, procedures, and guidelines that govern institutional operations. The [University mission](#) and the 2013-18 and 2018-23 [strategic plans](#), established through broad participation and reflection, reaffirmed the institutional goals and educational objectives. The institutionalization of University-wide learning goals and outcomes (undergraduate, graduate and general education; see [Component 3](#)) helped align curriculum, institutional priorities, and WSCUC core competencies. A strong tradition of shared governance serves as the foundation to sustain CSUF's mission and goals. Campus-wide participation and consultation are central to all aspects of institutional operation. *(CFRs 1.1, 2.3, 4.6)*

Student success is a top priority at CSUF, with extensive curricular and co-curricular support provided, as detailed in [Component 5](#). Most notably, each college has created a Student Success Team that provides customized advising and support to students. As a result (and as detailed earlier on page 6), between 2012 and 2018, the 4-year graduation rate for first-time freshmen (FTF) increased 11.5 percentage points to 25.5%; the 6-year graduation rate for FTF increased 16.7 percentage points to 67.8%. Similarly, the 2- and 4-year graduation rates for upper-division transfer (UDT) students increased significantly during the same time period (from 28.9% to 36.3% for 2-year and from 67.7% to 79.5% for 4-year UDT graduation rate). The equity gap has been significantly reduced for FTF and eliminated for UDT (see [detailed graduation rate information](#) at OAIE website). *(CFRs 1.2, 2.10, 4.2)*

CSUF's commitment to recruiting and retaining a diverse body of highly qualified faculty and staff makes student success possible. Clear expectations for teaching, research, scholarship, and service for faculty have been established at the University and department levels (see Faculty Affairs and Records for an [overview](#)). CSUF provides a wide range of programs centrally through the [Faculty Development Center](#); the [Division of Human Resources, Diversity, and Inclusion](#) (HRDI); and the [Diversity Initiatives and Resource Center](#) to support professional development of faculty, staff, and the broad campus community. *(CFRs 1.4, 2.1, 2.8, 3.2, 3.3)*

Assessment and quality assurance processes have strengthened significantly since 2012. Multiple, systematic, campus-wide processes including assessment and PPR are now well established. The University [assessment effort](#) is guided by clear University learning goals and program learning outcomes and follows a uniform six-step process. The [PPR process](#) is implemented systematically to ensure the quality of program offerings. A streamlined review and approval process, now in place, ensures that student learning outcome assessment is built into every course and program proposal and update. These processes are only part of CSUF's commitment to using data at all levels to promote an evidence-based culture. CSUF has made a significant investment to provide sufficient institutional research and institutional effectiveness capacity to support data-informed decision making. Part of the capacity building was made possible by the excellent IT infrastructure on campus. The [Division of Information Technology](#) provides comprehensive technological support and innovations to meet faculty, staff, and student needs. This allows CSUF's realization of the institutional goals with state-of-the-art tools. As

such, data are regularly collected, disaggregated, analyzed, and triangulated to inform practices to improve student success and campus operations. *(CFRs 2.6, 3.5, 4.3, 4.4)*

Areas of Improvement

CSUF's 40,000+ students, supported by 4,000+ faculty and staff, manifest the institution's commitment to access. At the same time, the scale of the University creates challenges in ensuring consistent quality in policy and process implementation. For example, the campus-wide quality assurance processes (e.g., assessment and PPR), although implemented across all programs and departments, are not of equal quality. In particular, the "closing the loop" step of the assessment process could be improved in some programs. Ensuring accurate and timely communication of information to all constituencies is complicated. Thus, institutional efforts to increase data awareness, capacity building, and usage have yet to reach all corners of the University.

While extensive student support services are provided to bolster student success, more work remains to address the unique needs of particular student populations (e.g., graduate, online, and transfer students). While much progress has been made to deepen CSUF's commitment to diversity and inclusion, many opportunities still exist to strengthen this work by increasing faculty, student, and staff diversity, and to foster a culture of inclusive excellence.

Similar to other CSU campuses, limited funding from the state is a continuous challenge for CSUF. The campus could benefit from more resources to address deferred maintenance, to expand faculty, staff, and student success support, and to promote other important University operations.

Next Steps

Administrators, faculty, and staff work together across divisions to identify areas for improvement and actively develop diverse responses and strategies to address concerns.

To ensure consistent quality assurance processes across programs and units, the OAIE, working closely with the Senate's Assessment and Educational Effectiveness Committee and a network of faculty and staff assessment liaisons, continues to provide targeted professional development on assessment and quality assurance-related topics. Recent examples include assessment workshops geared toward instructional and non-instructional units, as well as regular and on-demand outreach at department chairs' meetings in every college. The assessment liaisons also provide customized review and feedback on individual program/unit's assessment practices, with the goal to support uniform growth of faculty/staff assessment expertise across campus.

To better equip the campus community with data awareness and capacity, CSUF has invested significant resources to ensure data staffing support both at the University and the college level. Multiple data collection, analysis, and visualization tools have been implemented, including Qualtrics, Tableau, and OBIEE dashboards. The OAIE assigned a dedicated data analyst to each college and division, with the intention of creating a "data buddy system" that provides smooth

and customized data support. A "Data Talk" series is being piloted to disseminate data availability and develop data literacy among faculty and staff.

To better support student success, targeted efforts have been put in place to meet the unique needs of various student populations. For example, goals and strategies specifically focused on graduate student success are included in the 2018-23 strategic plan, and a Graduate Education Taskforce has been created to address the vision for graduate education at CSUF. Online student success is supported by strengthening the quality of online teaching through faculty professional development using the nationally recognized Quality Matters system and concerted institutional efforts led by the Provost's Task Force for Online Strategy (Appendix 2.3).

To continue building a culture of inclusive excellence, CSUF has instituted a multitude of strategies. HRDI has transformed the faculty and staff hiring practices by intentionally broadening advertisement venues to attract more diverse candidates. Focused training is provided to faculty search committees to strengthen recruitment practices that support inclusive excellence. The President's Commission on Equity and Inclusion was created in 2016, paving the way for the inaugural Faculty Diversity and Inclusion Fellows program, launched in 2018. A Gender Diversity Inclusion Taskforce was also launched in 2018 to address the needs of transgender and gender non-conforming employees. A variety of professional development programs has been implemented, including the "Teaching for Social Justice" faculty learning community, the "Digging into Diversity" diversity and inclusion series, and training on disability and veteran support services. Campus-wide dialogues that promote inclusive excellence are also ongoing, including the president's cultural month celebrations (e.g., Hispanic/Latinx and LGBTQ), bi-monthly joint meetings between the leaders of all faculty and staff associations, and a faculty-led civil dialogue series. The campus's participation in the National Center for Faculty Development and Diversity also affirmed CSUF's commitment to diversity. CSUF's receipt of the Insight Into Diversity's Higher Education Excellence in Diversity Award received in 2018 reflects the impact of these efforts.

To address the challenge of limited state funding, CSUF has implemented diverse funding strategies. In terms of tuition funds, the University has been strategic in managing its enrollment to balance campus capacity and revenue generation. Beyond the traditional funding sources, CSUF has been active in creating philanthropic opportunities for external stakeholders and increasing fundraising. Since 2011-12, the campus more than tripled annual fundraising, from $7.3M to $23.9M in 2017-18. For the first time in its history, CSUF has had three consecutive years of fundraising over $21M. The University's endowment has also grown from $34.3M at the close of 2011-12 to nearly $65M at the end of 2017-18, and annual distribution of endowment earnings grew from $818,949 in 2011-12 to $1,823,372 in 2017-18 – a 122% increase. This success has motivated CSUF to embark on its first comprehensive campaign with a working goal of $175M. One of the core goals of the campaign is to grow the University endowment so a larger consistent distribution can be provided into the future.

Conclusion

The review under the WSCUC standards and compliance with federal requirements process took place around the same time as the development of the University strategic plan in 2018.

As such, the process provided a timely opportunity for CSUF to reflect upon its accomplishments and areas of improvement. Informed by findings from this self-reflection, CSUF realigned its direction, clarified its priorities for the next strategic plan period, and is committed to incorporating these findings into the implementation of the strategic plan.

COMPONENT 3
Degree Programs:

Meaning, Quality, and Integrity of Degrees

(CFRs 1.2, 1.3, 2.1, 2.2, 2.2a, 2.2b, 2.3, 2.4, 2.6, 2.7, 2.8, 2.9, 2.10, 3.1, 3.3, 4.1, 4.3, 4.4)

CSUF degree programs are designed to foster its diverse students' development as scholars and informed citizens, as well as to support their personal explorations and professional aspirations. The University has developed an infrastructure that supports the mission of the University and ensures the quality of a CSUF degree by aligning program learning outcomes (PLOs) with undergraduate learning goals (ULGs), graduate learning goals (GLGs), University strategic plan (USP) goals, and the WSCUC core competencies.

Meaning of the Degree *(CFRs 1.2, 2.1, 2.2a, 2.2b, 2.3, 2.4)*

In fall 2016, each degree program developed a "meaning of degree" statement to convey the unique qualities of its discipline. In the University catalog "degree descriptions" section, these statements identify the skills and distinctive learning experiences acquired through the completion of the respective degrees – see the *B.S. Biological Science* "degree descriptions" section for an example. A qualitative analysis of individual programs' "meaning of degree" statements revealed shared themes across disciplines that were incorporated into the University's "meaning of degree" statement. Through nine iterations incorporating feedback from a wide range of constituency groups (e.g., deans, Academic Senate, and President's Advisory Board), the CSUF "meaning of degree" was finalized in April 2018:

> "*A California State University, Fullerton degree marks the culmination of an enriching multidisciplinary education where students benefit from experiential learning and vibrant co-curricular experiences in a culturally diverse environment. With disciplinary knowledge and critical skills, Titan graduates are well positioned to emerge as effective and ethical leaders, and productive members in their local communities and the global society.*"

Aligned with the mission, the statement continues CSUF's focus on education's promise to prepare students for lives of service, personal enrichment, and professional development. *(CFR 1.2)*

The "meaning of degree" statement exists in harmony with CSUF's ULGs and GLGs established in May 2014 and May 2017 respectively. The ULGs were articulated by a task force, revised by a smaller working group, reviewed by the campus community, and reframed as UPS 300.003. The GLGs (UPS 300.041) emerged from a similar process led by the Senate's Graduate Education Committee. Both sets of goals align with the mission and core values of the University. *(CFRs 2.3, 2.4)*

The General Education (GE) Committee developed GE programmatic learning goals (GELGs). Aligned with the ULGs, GELGs guide GE course development and program assessment, reflect AAC&U's LEAP outcomes, align with WSCUC core competencies, and address the CSU GE requirements. The goals and their associated outcomes were revised at a 2014 Academic Senate/Academic Affairs Retreat to reflect feedback from faculty. The final version was then approved in the Academic Senate as UPS 411.203 in spring 2015. *(CFRs 2.3, 2.4)*

CSUF communicates the distinct qualities of its degrees by displaying the "meaning of degree" statements in the University catalog and on the University websites, and by posting the University-wide learning goals on the University student and employee portals, on *Titanium* course sites (CSUF's learning management system), in the course syllabus template and checklist, and in the classrooms. Example course syllabi are available in Appendix 3.1.

By utilizing a multi-tiered approach, CSUF ensures alignment of curricular priorities across all levels of the students' educational experiences – course, program, and University. Specifically, *objectives* describe instructional intentions in a course, *outcomes* detail specific learning expectations at the end of a program, and *goals* summarize the broader set of knowledge and skills a CSUF graduate should have. This approach ensures a rich learning experience beginning in classrooms, where student learning outcomes (SLOs) for individual courses are expected to align with PLOs. The PLOs align with CSUF ULGs and GLGs respectively and, where appropriate, with strategic plan goals. In addition, the PLOs for undergraduate programs align with the WSCUC core competencies (Figure 1). *(CFRs 2.1, 2.2a, 2.2b)*
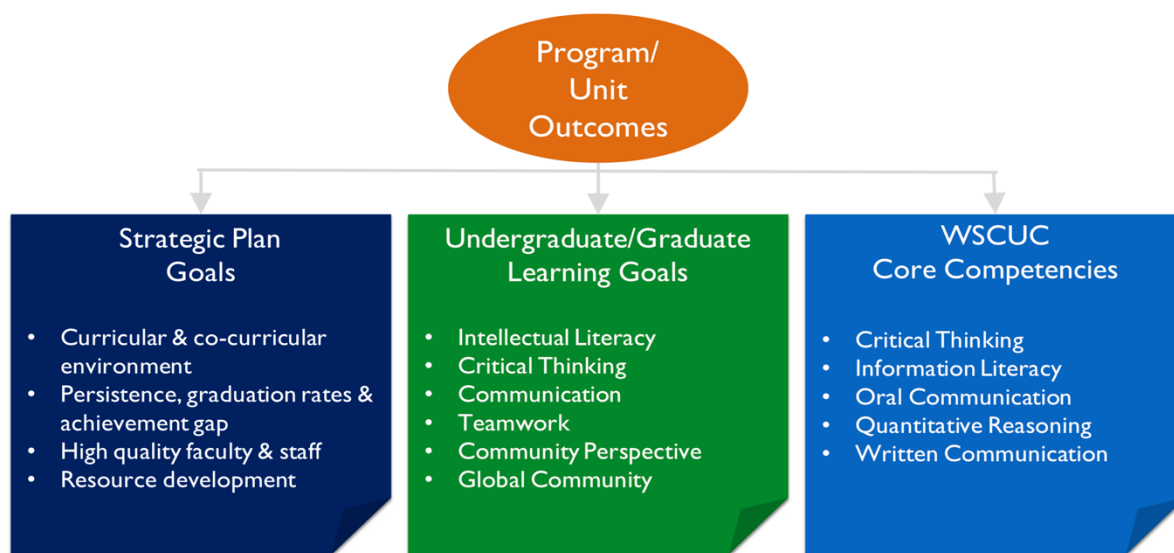
Figure 1. Program Learning Outcome Alignment

Serving as the central link of the student learning assessment process at CSUF, the PLOs not only ensure alignment but also support curricular coherence. Through the PLO formulation and refinement process, programs developed curriculum mapping to streamline curricular offerings and created multi-year assessment plans.

Student Learning Outcomes and Standards of Performance *(CFRs 1.3, 2.2, 2.2a, 2.3, 2.4, 2.6, 4.3, 4.4)*

Aligning learning outcomes strengthens the cohesion of the curriculum and assessment ensures the quality of learning. Assessment at CSUF is governed by UPS 300.022 and the University Assessment and Educational Effectiveness Plan, both documents established, after campus input, in 2014 by the Assessment and Educational Effectiveness Committee. Per UPS 300.022, assessment at CSUF is defined as "the systematic collection, review, and use of qualitative and quantitative data to improve student learning and development." Each degree program controls its assessment process, including the determination of the PLOs. *(CFRs 1.3, 2.2, 2.6, 4.3, 4.4)*

Whereas student learning assessment is faculty-driven and program-controlled, all programs adhere to a common framework (Figure 2), the University six-step assessment process that guides the collection of evidence to confirm quality and to identify areas for improvement.

Six-Step Assessment Process
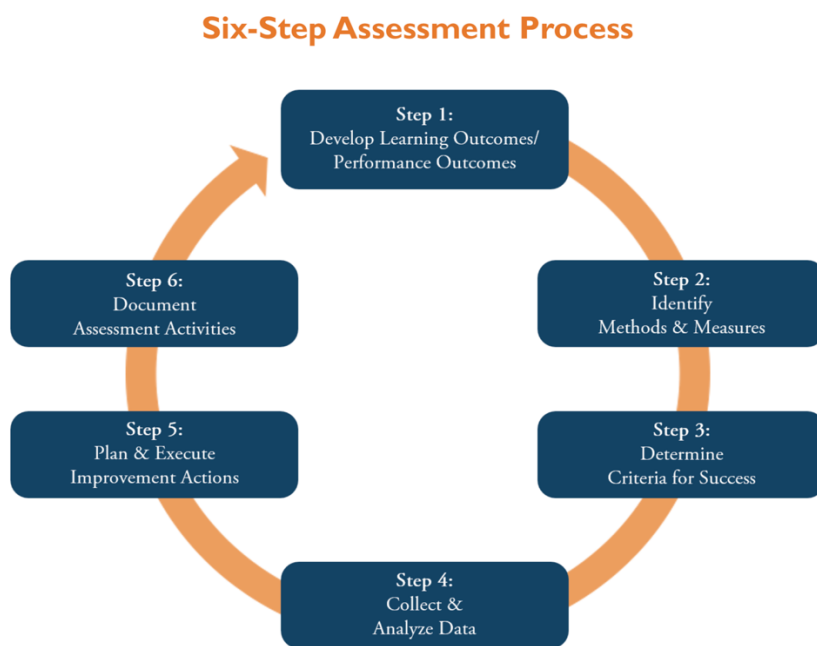
Figure 2. CSUF Six-step Assessment Process

The degree program serves as the "unit of analysis" for student learning assessment with at least one PLO assessed per year. The programs report assessment activities and findings through a centralized assessment management system Compliance Assist. As shown in figure 1, the assessment activities of individual programs are coordinated through the alignment of outcomes at multiple levels. For example, a synthesis of 2016-17 results demonstrated that undergraduate programs identified 119 PLOs that addressed ULG 2 (critical thinking), and 88% of the outcomes assessed in 2016-17 were "met." On the graduate side, 83 PLOs focused on critical thinking, and 89% of those assessed were considered "met." Similarly, in terms of WSCUC core competencies, many PLOs focused on critical thinking and information literacy. Over 80% of

the PLOs aligned with these competencies were assessed and "met." Since assessment is a faculty-driven and program-controlled endeavor at CSUF, each program determines the "criteria for success" for the outcomes, which are used to judge whether the outcomes are met. Depending on the nature of the outcomes and their associated methods and measures, the criteria for success vary from expected average test scores to performance levels on a rubric. *(CFRs 2.2a, 2.3, 2.4, 2.6, 4.4)*

Through this systematic assessment process, data gathered from CSUF programs reveal whether and how expectations for ULGs, GLGs, and WSCUC core competencies are achieved. Results from the 2016-17 assessment reports provide solid evidence that students master learning goals and competencies (see pages 5-6 of the 2016-17 University Assessment Report).

Curriculum and Course Review *(CFRs 2.1, 2.2, 2.7, 3.1, 4.1)*

A bachelor's degree at CSUF consists of 48 units of GE combined with major and minor completion credits that total:

- 120 units for the Bachelor of Science degree;
- 120 units for the Bachelor of Arts degree;
- 132 units for the Bachelor of Fine Arts degree; and
- 132 units for the Bachelor of Music degree.

Many of CSUF's 110 undergraduate and graduate degrees also provide opportunities for concentrations, options, and special emphases. *(CFRs 2.1, 2.2)*

The University catalog provides information on program offerings, academic standards, and graduation requirements. A bachelor's degree includes a minimum of 40 units in upper-division courses. To qualify for graduation, students must maintain a grade point average (GPA) of 2.0 or higher for all units attempted at all institutions, for all units attempted at CSUF, and for all units attempted in the major.

CSUF's GE program is governed by CSU Executive Order (EO) 1100 Revised (EO 1100R) and UPS 411.200, UPS 411.201, UPS 411.202, and UPS 411.203. The mandates in EO 1100R, effective fall 2018, established a 48-unit GE distribution pattern. Under EO 1100R, CSUF students must take nine units of upper-division GE, typically after completing 60 units, and may count GE courses toward the major. In addition to the distribution mandated by EO 1100R, CSUF requires a non-credit bearing Z overlay for cultural diversity. Details on GE requirements and performance standards are provided by the Office of Undergraduate Studies and General Education.

CSUF's curriculum review process, articulated in UPS 411.103 (degree programs), UPS 411.200 (GE) and UPS 411.100 (courses), ensures the quality of new courses and the cohesion of programs. Faculty develop and oversee the curriculum and are responsible for its quality and integrity. Faculty committees at the college and department level confirm the quality and cohesion of courses and programs by carefully reviewing them before submitting them for University approval. The Office of Academic Programs coordinates and facilitates the curricula

development, review, and approval process through Curriculog (see Appendix 3.2), the CSUF online curriculum submission system. Resources, including training documentation, are provided by the Office of Academic Programs. GE curriculum development is specified in UPS 411.200 and documented through Curriculog, providing the entire campus with the opportunity to comment on the courses. In addition, the program performance review process, undertaken by each program every seven years, requires departments to regularly examine their curriculum to ensure alignment with University goals and priorities, as well as relevance to disciplinary, regional, and national trends. *(CFRs 2.2, 2.7, 4.1)*

A high-quality curriculum is further maintained through appropriate staffing. Governed by UPS 411.100, all courses follow a numbering system that clarifies the level of curriculum. Guidance for staffing courses is provided by University policy and the system's collective bargaining agreement (CBA). For instance, UPS 270.103 provides specific guidance regarding graduate courses ensuring that they are staffed with "well-qualified and expert" faculty, and Article 20.1 of the CBA articulates the professional responsibilities of instructional faculty, including maintaining relevant currency in the field. *(CFRs 2.1, 3.1)*

Faculty Accomplishments *(CFRs 2.8, 2.9)*

CSUF recognizes that a high-quality degree program requires high-quality faculty. In 2017-18, CSUF employed 869 tenure-track faculty, which included 59 tenured faculty members participating in the Faculty Early Retirement Program, and an additional 1,562 temporary faculty/lecturers. These faculty produced over 500 publications in 2017, with Sports Sciences, Information Science, Biochemistry and Molecular Biology, Economics, and Educational Research as the top five fields. As the advancement of learning is central to the mission of CSUF, policies and procedures for earning promotion or tenure are clear. Personnel standards place a strong emphasis on "*teaching*, both in and out of the classroom, that advances student learning; *scholarly and creative activities* that foster peer/discipline learning; and *service/professional work* that supports the advancement of the learning community." In response to the demands placed on faculty by significant teaching loads and rigorous expectations in scholarship and service, the campus has increased incentives, reassigned time, and recognition for research, creative activities, and scholarship; faculty are encouraged to involve students in this work. *(CFRs 2.8, 2.9)*

CSUF faculty serve as leaders in professional organizations, (e.g., president of the Society of the Psychology of Women, president-elect of the Association for Applied Sports Psychology, member and chair of the US Commission on International Religious Freedom, and board member in NASPA: Student Affairs Educators in Higher Education, etc.). Campus recognition programs for excellence include Intramural Research Grants, the Outstanding Professor Award, the Carol Barnes Excellence in Teaching Award, the Outstanding Lecturer Award, the L. Donald Shields Excellence in Scholarship and Creativity Award, annual faculty recognition in either scholarship, research/creative activities, or service; a bi-annual celebration of all faculty authors; and college-level awards. Recent examples of external recognition of faculty excellence include the NSF-Faculty Early Career Award, the National Association for the Advancement of Colored People Image Award, and Outstanding College/University Mentor of the year by the Society for

the Advancement of Chicanos and Native Americans in Science. CSUF currently also has two faculty selected to serve as National Science Foundation program officers.

Graduate Programs *(CFRs 2.2, 2.2b, 2.4, 2.6, 4.3)*

CSUF maintains the same level of meaning, quality, and integrity with its graduate programs. CSUF offers 54 masters and two doctoral programs, with curricular requirements ranging from 30- to 64-course units. For many of these graduate programs, CSUF's admissions standards are higher than the CSU system minimum requirements, including undergraduate GPA, scores on standardized tests, and writing samples or other demonstrations of scholastic abilities. These programs, guided by the University GLGs, extend previously acquired knowledge and skills with courses that require students to explore complex ideas, materials, techniques, or problems. The rigor of curricula is evaluated through the examination of the PLOs at the individual program level, which often utilizes student performance on a thesis, comprehensive exam, or culmination project to determine whether the PLOs are met. *(CFRs 2.2, 2.4, 2.6)*

The CSUF graduate culture of scholarship, research, and professional practice is ensured through theory and research courses, graduate seminars, and completion of a required capstone thesis, project, or comprehensive examination. Experiential learning in the form of internships, fieldwork, clinical practica, applied performance, and studio work emphasizes professional practice strengthened through intentional relationships with local industry, schools or districts, and community organizations. *(CFR 2.2b)*

Two University policy statements prescribe the standards for graduate education: UPS 410.106 "Academic Standards for Graduate Degree Students" and UPS 410.170 "Doctoral Program." These standards are maintained through regular monitoring of graduate courses by the departments and evaluation of degree requirements by the Office of Graduate Studies. *(CFRs 2.2, 4.3)*

Online Programs *(CFRs 2.2, 3.3, 4.4)*

CSUF applies high standards to online programs as well. As of spring 2018, CSUF had 17 fully online or hybrid degree programs. Online instruction is governed by UPS 411.104 and receives support from the Online Education and Training Center (OET), the Academic Technology Center (ATC), and the Faculty Development Center (FDC). Working collaboratively, OET, ATC, and FDC provide guidance, training, and support to enhance the quality of student learning experiences in online courses and programs. In 2017-18, the provost also put together a special task force on online strategies to determine what needs the campus has and what next steps should be taken to further expand online offerings (see Appendix 2.3). *(CFRs 2.2, 3.3)*

CSUF also supports the quality of its online offerings by using the nationally recognized Quality Matters (QM) rubric and the CSU's Quality Learning and Teaching instrument. Over 100 faculty have utilized these tools to enhance course design, delivery, and student impact. Eleven faculty have sought and received national certification by QM for their online courses, an

indication of CSUF's commitment to ensuring quality online education. This effort is strengthened by the six consecutive *Enhancing Academic Quality in Online Courses Grants* that CSUF has received from the CSU's [Quality Assurance Program for Online Courses](#) since 2013-14. The grants provide resources, professional development, networking, and support to faculty and staff who design, teach, and assess online courses. The grants facilitated the creation of a [community of faculty across disciplines](#) who support each other's online teaching endeavors, explore and address challenges in online education, and promote the continuous improvement of online teaching and learning on campus. *(CFR 4.4)*

Through these collective efforts, CSUF has identified several "next steps" to further improve the quality of online programs. These "next steps" include providing more comprehensive student support services to online students, examining student fee structure to ensure equity for online offerings, exploring flexible scheduling options for hybrid classes, and expanding professional development to support faculty online teaching.

Course Offerings at the Irvine Center *(CFRs 1.3, 2.6, 2.10)*

In order to provide convenient access to students who live and work in southern Orange County, CSUF operates an offsite location – the Irvine Center. At the Irvine Center, CSUF consistently offers courses in six undergraduate programs (e.g., *B.A. Business Administration* and *B.A. Psychology*) and three graduate degree programs (e.g., *Master of Social Work*) to support students from local community colleges transferring to CSUF and to take advantage of relevant business opportunities in the area for students. These courses are the same as those offered at the Fullerton location, and very few students graduate by taking courses at Irvine only. Between 2013 and 2017, no undergraduate students graduated by taking courses at Irvine only, and students in the six undergraduate programs on average took no more than 5 units at Irvine. One hundred twenty-six students graduated from the three graduate programs, approximately half of the students enrolled. To monitor student learning, the courses offered at Irvine are included in the appropriate programs' annual PLO assessment effort, i.e. the programs report the *exact* Irvine courses/sections included in their annual PLO assessment each year. For example, the *B.S. Child and Adolescent Development* program included Irvine sections of every course used in their 2016-17 PLO assessment. Faculty intentionally do not disaggregate student learning assessment data from the Fullerton location and the Irvine Center, in part because of the cohesion of the programs and in part because of the lack of anonymity due to the smaller number of course offerings at the latter. Disaggregation could "single out" instructor(s) and blur the boundary between assessment and evaluation the University has carefully established. *(CFRs 1.3, 2.6, 2.10)*

Conclusion

A CSUF degree offers students practical applicability, as well as meaningful intellectual and personal growth. Employing careful design, assessment, and recertification processes, CSUF scrutinizes its curricula and programs to ensure the quality of learning taking place. This attention to learning in undergraduate and graduate programs, in courses offered online, and at all CSUF locations supports the University mission to provide a current, applicable, well-developed, and integrated learning experience for all students.

COMPONENT 4
Educational Quality:

Student Learning, Core Competencies, and Standards of Performance at Graduation

(CFRs 1.2, 2.1, 2.2, 2.2a, 2.2b, 2.3, 2.4, 2.5, 2.6, 2.8, 2.9, 2.10, 3.3, 3.5, 4.1, 4.3, 4.4)

To continue ensuring educational quality and develop and support best practices in teaching and learning, CSUF has a multi-tiered strategy for assessing student learning that connects program learning outcomes (PLOs), University learning goals, and WSCUC core competencies, while providing a foundation for evaluating whether the learning goals and outcomes are met. As noted in Component 3 (see page 18), the University has articulated at-graduation student learning expectations through undergraduate learning goals (ULGs), graduate learning goals (GLGs), and general education learning goals (GELGs). These University-wide learning goals, aligned with WSCUC core competencies, define the knowledge, skills, values, and perspectives students acquire in a CSUF degree program. Systematic assessment focused on measuring PLOs near or at graduation indicates that students achieve these learning goals. Data from the National Survey of Student Engagement (NSSE) and a home-grown undergraduate exit survey complement the program-generated data on CSUF students' learning experiences. Student learning in GE is assessed through a Faculty Learning Community approach. Initiatives such as the Assessment Inquiry Grant, the GI2025 Innovation Grant, High Impact Practices (HIPs), Course Redesign with Technology, and the Titanium Engagement project demonstrate the University's commitment to supporting the scholarship of teaching and learning and to engage students in innovative learning experiences. Details about these initiatives are provided later in this component, starting on page 29.

Evidence of Program Level Assessment of Student Learning *(CFRs 2.2a, 2.2b, 2.3, 2.4, 2.6, 3.5, 4.1, 4.3)*

University Strategic Plan 2013-18 (USP2013) set the goal of "implementing a sustainable University-wide assessment process that includes curricular and co-curricular components." This challenge drove CSUF's effort to develop a University policy and implementation plan on assessment, define University-wide learning goals, create a University-wide six-step assessment process, establish a network of faculty to lead assessment, commit University resources to foster faculty/staff expertise in assessment, and utilize a central online assessment management system (Compliance Assist*)* to document assessment activities (see Appendix 1.1 for access to Compliance Assist [1]). CSUF achieved campus-wide participation in assessment with 100% of degree programs submitting annual assessment reports since 2016-17. While it is exciting for the institution to identify a successful assessment approach, it is more encouraging to observe the many programs that use assessment results to inform teaching and learning practices. *(CFRs 2.3, 2.6, 3.5, 4.1, 4.3)*

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[1] The online assessment management system will transition to a different vendor system in spring 2019. Information about and access to the new system will be provided when the transition is completed.

At the degree program level, the PLOs communicate expectations to students. Applying CSUF's six-step assessment process, faculty in degree programs aligned PLOs with ULGs and, where appropriate, with WSCUC core competencies. PLOs are also adapted from accrediting agencies' (e.g., ABET) standards where applicable. In each program, the faculty identify methods and measures to assess student achievement of the PLOs at or near graduation. Annually, faculty collect and analyze data for one or more PLOs, develop and implement improvement actions, and document assessment activities in Compliance Assist. Many programs also connect with external stakeholders such as employers or alumni as an indirect measure of assessment. *(CFRs 2.2a, 2.6, 4.4, 4.5)*

Because Compliance Assist allows detailed documentation of evidence of student learning at the program level, CSUF can aggregate the results by aligning the PLOs with frameworks such as the ULGs to determine how effectively CSUF is guiding students toward meeting learning expectations. In the 2016-17 academic year, programs across disciplines reported alignment of 234 PLOs with the ULG or GLG on intellectual literacy, 202 on critical thinking, 156 on communication, 68 on teamwork, 69 on community perspectives, and 52 on global community (see pages 5-6 of the 2016-17 University Assessment Report). All PLOs assessing teamwork in the graduate programs have been met, suggesting that CSUF graduate students demonstrated the expected collaboration skills at graduation. For each of the other ULGs, the majority of the aligned PLOs were considered "met," indicating satisfactory learning development for students. As stated earlier, the criteria for success used to judge whether a PLO is met are determined by the program faculty and shaped by the nature of the outcome and its associated methods and measures. For example, the *M.A. Communications* program uses a 4-point rubric to evaluate student literature review research papers and sets the criteria for success to be a score of "satisfactory" or "excellent" on the rubric. The *B.A. Business Administration* program uses a set of multiple-choice questions to examine student ability to analyze and interpret data and uses a collectively determined average score benchmark as the criteria for success. *(CFRs 2.3, 2.4, 2.6, 4.4)*

Similarly, among the WSCUC core competencies, 217 PLOs addressed critical thinking, 174 information literacy, 134 written communication, 102 oral communication, and 101 quantitative reasoning. The majority (between 72% to 89%) of assessed PLOs that align with core competencies were met, suggesting that CSUF students develop these competencies as expected. Such institution-level data aggregation reveals that many programs emphasize skills, such as critical thinking and written communication and points out that the campus needs to further develop curricular and/or assessment focus on the less-represented ULGs or core competencies, such as global community and quantitative reasoning. Among the five core competencies, the PLOs aligned with quantitative reasoning were met with the lowest frequency (72%), and the PLOs addressing oral communication and written communication with the highest frequencies (89% and 88% respectively). This finding points out the need to examine the quantity and quality of instruction on quantitative reasoning while confirming the effectiveness of the CSUF curriculum in helping students develop written and oral communication skills. *(CFR 2.2a)*

Aside from focusing on aggregated results to measure institutional effectiveness, individual degree programs also utilize evidence of student learning to inform practice. For example, one critical thinking PLO for the *B.A. American Studies* program is for students to gain an

understanding of American cultural diversity that recognizes the historical construction and functioning of identity categories such as race, ethnicity, gender, sexuality, class, or region. To assess this outcome, the program used an embedded assignment that asked students to analyze evidence from a relevant cultural field in terms of these identity categories. Faculty used a four-point rubric consisting of three criteria to score student assignments (Appendix 4.1) and found that 84% of students met the expected performance standards. Yet in examining student performance, the faculty identified practices that could be further improved – they enhanced the assignment prompt to clearly specify the assignment expectations and provided students with multiple examples of scholarship in the class to provide more guidance. *(CFRs 2.4, 2.6, 4.4)*

As another example, one PLO for the *M.S. Instructional Design and Technology* program is to ensure that students work productively in team, group, or collaborative settings to achieve common goals. To that end, the program implemented discussion board forums as a means to increase communication and community among faculty and students. In addition, the discussion boards were used as a source of evidence for assessment, where students' collaborative discussions were scored using a standardized rubric. The results confirmed over 75% of students met or surpassed the collaboration outcome, but more importantly, the standardized rubric and grading criteria provided students with consistent quality and grading expectations. At the same time, faculty discovered the need to enhance students' video conference proficiency. Thus, the program is working to provide students access to the video conferencing tool "Zoom" and to support their development in using this tool. More examples of program assessment can be found in the annual University assessment reports and on the University's assessment showcase website. *(CFRs 2.2b, 2.4, 2.6, 4.4)*

The University's six-step assessment process was designed to be program driven, with the primary purpose of providing useful information for program improvement. Thus, the process calls out the importance of "closing the loop" (step 5 of the process) and encourages the program to plan and implement changes prompted by their assessment results. Based on the information reported through the annual assessment report, 81% of degree programs in 2016-17 reported appropriate "closing the loop" plans/activities, reflecting a 45% increase from two years prior. For instance, the *B.A. Business Administration* program assessed students' written communication by evaluating their case analysis report using a homegrown "CLASS" rubric. They identified the greatest deficiency in the area of "strategy" and initiated a series of improvement actions, including offering faculty development and incorporating sample professional documents for in-class and homework exercises. These actions resulted in a 17% increase in student scores over a 3-year period. *(CFRs 2.4, 2.6, 4.4)*

University Level Assessment *(CFRs 1.2, 2.2, 2.3, 2.5, 2.10, 4.1, 4.3)*

CSUF has also complemented program-level assessment with institutional efforts that collect direct and indirect evidence of student learning. From 2007 to 2015, a small sample of CSUF freshmen and seniors took the Collegiate Learning Assessment (CLA) on higher-order thinking skills. Results from multiple years repeatedly confirmed the "value-added" of a CSUF education, with freshmen performing on average at the "Basic" level and the seniors at the "Proficient" level. The CLA participation ended in 2015 when the CSU Chancellor's Office stopped the support funding.

CSUF has also participated in the NSSE almost every other year since 2001, most recently in 2018. Approximately 2,000 freshmen and 4,000 seniors (a 43% response rate) participated in the 2018 NSSE. The results, as in previous years, suggest that CSUF's students' self-reported level of engagement in the four themed areas (i.e. academic challenge, learning with peers, experiences with faculty, and campus environment) is comparable (effect size less than 0.3) with that of CSU students or institutions of the same Carnegie classification. One area where improvement is needed, as revealed by the results, is quantitative reasoning. Students reported less engagement in "analyzing numerical information" or "using numerical information to examine a real-world problem or issue." This finding corroborates what was observed through PLO assessment (mentioned earlier), pointing out the need to examine the curricular efficiency in supporting student quantitative reasoning skill development. Beyond reflection at the institutional level, the NSSE data are disaggregated at the college level to complement the program assessment efforts. *(CFRs 1.2, 2.3, 2.5, 2.10, 4.1, 4.3)*

Starting in 2017, CSUF began administering a homegrown Exit Survey to all graduating undergraduate students during the years when NSSE is not administered. As a complementary source of data, the survey explores student perceptions of skill development, personal success, and the co-curricular environment. In addition to a core set of questions given to all graduating students, the survey included college- and department-specific questions to address their unique concerns. Questions asked about students' plans after graduation, their perceptions of their CSUF education in key academic competencies, their satisfaction with their collegiate experience, their perceptions of timely degree completion, and what factors both helped and hindered degree completion. This "tri-level" structure ties the survey questions to the University, college, and department contexts, thus making the results easier to use to inform improvement actions. As an indication of the value that the survey has for colleges, each college contributed to revising the most recent version of the survey, and several departments (in colleges) added their own department-specific questions. In spring 2016, 38.4% (n=3,128) of graduating students completed the survey. Among the participants, 86-90% thought their CSUF education helped improve their written communication, oral communication, critical thinking, and information literacy skill. Interestingly, the lowest percent (69%) of students reported improvement in quantitative reasoning, once again converging with the assessment results from other sources. The exit survey findings were widely disseminated to all colleges and departments, relevant divisions, and various campus groups to guide curricular and co-curricular practices. *(CFRs 1.2, 2.3, 2.5, 2.10, 4.1, 4.3)*

CSUF strives to embed quantitative reasoning in all aspects of the curriculum, particularly in courses focusing on data interpretation and real-world applications. The aforementioned results point out that there is still room for improvement. To this end, the Department of Mathematics took the lead by initiating three programs to promote quantitative reasoning skills beginning in fall 2018. First, in response to the California State University Chancellor's Office Executive Order 1110, Math 110 (Liberal Arts Mathematics) and Math 120 (Introduction to Statistics) were redesigned to include more hands-on learning with an emphasis on data collection and interpretation. Second, ALEKS – McGraw Hill's artificial intelligent online assessment and learning tool – was implemented in summer 2018 for all business, science, math, and engineering incoming freshmen to refresh their math skills and thus better prepare them for

STEM-based math courses such as calculus, in which quantitative reasoning is a critical component. And third, the assessment and grading practices for all multi-section math courses have been more closely aligned to ensure access and equity for all students. These improvements are anticipated to result in strengthened quantitative reasoning skills both for students who take only one general education (GE) math course and for those who major in a field requiring calculus or higher-level math courses. *(CFR 2.2)*

General Education Assessment *(CFRs 2.2a, 2.3, 2.4, 2.6, 2.10, 4.4)*

CSUF's [GE Faculty Learning Community](#) (FLC) is another noteworthy campus-wide assessment effort. The GE program, with over 550 courses, includes lower-division and upper-division courses offered by many departments and programs across eight colleges. As the [2013-14 GE Program Performance Review](#) noted, this "decentralized" structure necessitates a sustainable and manageable assessment process, focusing on GE as a holistic program (as opposed to individual courses).

Mandated by the CSU system requirements, the GE breadth objectives ([UPS 411.201](#)) are used to guide GE course development, but are not ideal for learning assessment. Therefore, as described in Component 3 (see page [18](#)), the Academic Senate approved an overarching, assessable set of GELGs ([UPS 411.203](#)) in 2015. The GELGs guide the GE assessment effort at CSUF, with a focus on the upper-division GE courses as students exit from the GE program. *(CFRs 2.2a, 2.3)*

In 2016-17, CSUF introduced the GE FLC to engage faculty who teach GE courses in assessing student learning. Coordinated by the Office of Assessment and Institutional Effectiveness, the GE FLC brings together GE faculty (full- and part-time) from diverse disciplines to collaboratively identify comparable course-embedded assignments, develop common scoring rubrics, apply the rubrics to assess student learning, and interpret and disseminate results on campus. In 2016-17, [nearly 50 faculty across disciplines participated in the GE FLC](#) to assess the GE program's impact on student critical thinking skills. The choice of focus on critical thinking was made by the Academic Senate's GE Committee. The data collected from 2,251 students in 15 courses demonstrated the majority of students (over 75%) met the faculty's expectations on critical thinking skill development on all rubric criteria (i.e. scoring at "Proficient" or "Advanced" level) and thus achieved the GE critical thinking learning goal. It should be noted that the participating faculty unpacked critical thinking such that an element of information literacy was included as one criterion of the rubric, and the data analysis was conducted by criterion so that the results could speak not only to the WSCUC core competency of critical thinking but also that of information literacy. *(CFRs 2.4, 2.6, 4.4)*

The GE FLC was renewed with a new group of faculty in 2017-18 to assess the teamwork GELG. Working with seven faculty from six colleges, students' ability to function as effective team members was assessed through direct measures (i.e. course embedded assignment and common rubric) and indirect measures (i.e. student self-rating using the same common rubric). The results once again confirmed the effectiveness of the GE curriculum in helping students develop critical teamwork skills. Disaggregation of the data revealed, however, that some student groups (e.g., women and underrepresented students) performed significantly lower on the

criterion of "providing constructive feedback," which led to the faculty recommendation that more targeted instruction and support should be provided to meet the needs of different student populations. *(CFRs 2.4, 2.10, 4.4)*

The success of the GE FLC has gained institutional support and continues as the format of GE assessment at CSUF. The 2018-19 GE FLC is working on assessing the GELG on diversity, with the anticipation that the GELG on communication will be the focus in 2019-20. Beyond CSUF, the GE FLC model has received positive feedback at national gatherings such as the AAC&U annual conference and has been featured by the National Institute for Learning Outcome Assessment as a best practice.

Efforts to Improve Teaching and Learning through Assessment
(CFRs 2.1, 2.5, 2.6, 2.8, 2.9, 2.10, 3.3, 3.5, 4.3, 4.4)

At multiple levels of the University (e.g., institution, program, and course), CSUF is committed to a data-informed, multi-dimensional approach to improving student success – increasing learning, reducing time to degree, increasing graduation rates, and eliminating equity gaps – while maintaining academic quality. Along with the aforementioned assessment processes, CSUF implements several initiatives that support faculty teaching and student learning through cross-divisional joint effort.

Assessment Inquiry Grant
In 2016-17, CSUF launched the Assessment Inquiry Grant program to encourage broader participation in assessment and to foster a culture of assessment on campus. This grant awards $1,000 to faculty/staff seeking to extend PLO assessment efforts. The grant encourages the exploration of how and why student learning progresses and also supports research aimed at teaching and learning improvement. The grant conceptualizes assessment as a form of research, encourages the scholarship of teaching and learning, and promotes a culture of assessment to improve student success. Twenty-four grants have been awarded thus far (seven in 2016-17, 10 in 2017-18, and seven in 2018-19). The awardees represent diverse disciplines, research approaches, and strategies of inquiry. For example, a Geology faculty member measured student grasp of the scientific method from introductory to advanced courses as an effort to deepen the assessment of the corresponding PLO on research competency. The observed progression of student performance verified the effectiveness of the current curricular and pedagogical approaches. A faculty member from the Mihaylo College of Business and Economics (MCBE) examined the relationship between students' performance and demographic/cognitive factors in one of the program's "bottleneck" courses. History faculty generated data that shed light on the campus "myth" that students who have work or family obligations have more difficulty meeting the PLOs and thus graduating in a timely manner. This project highlighted the close connection between learning assessment and student success and made explicit the value of assessment in informing multiple campus priorities (e.g., GI2025). These findings were presented at the WSCUC ARC 2018 conference. *(CFRs 2.9, 3.3, 4.3, 4.4)*

Graduation Initiative 2025 (GI2025) Innovation Grant
As part of the CSU's GI2025 effort, CSUF implemented an Innovation Grant program in 2017, awarding up to $10,000 to faculty and staff to support projects that research or implement a

program, practice, or strategy aimed at decreasing time to degree, increasing graduation rates, and/or decreasing equity gaps. A total of 29 awards have been presented since 2017, and the projects cover a wide range of issues related to student success. Examples include a "goal setting" intervention to help students on probation get back on track and a large-scale study on the impact of unit load on student success. More examples can be found on the GI2025 website. *(CFRs 2.9, 4.3, 4.4)*

High Impact Practices (HIPs)

CSUF embraces HIPs to promote greater learning gain, improve student retention, and shorten paths to graduation. An objective of USP2013 Goal 2 was that 75% of CSUF students participate in at least two HIPs by graduation. To achieve this objective, CSUF established a process for identifying, tracking, and assessing HIPs activities to increase awareness of and participation in HIPs.

A task force with broad campus representation incorporating feedback from an AAC&U HIPs Institute developed a working definition that highlights HIPs as "transformative learning opportunities," and identified six characteristics critical to HIPs – *significant time and effort, meaningful and substantive interactions, experience with diversity, frequent and meaningful feedback, reflective and integrative learning, and experiential learning*. Faculty can propose courses as HIPs, and these courses participate in a comprehensive assessment process that captures student participation, learning gains, and satisfaction. Since 2015-16, aggregated results from over 15,000 students confirmed that students' average learning gain in HIPs courses is more than 10%, as measured by comparing their performance in faculty-determined pre- and post-assignments, which are aligned with course learning outcomes. An overwhelming majority of students reported satisfactory experience in the HIPs courses and adequate engagement in opportunities aligned with the HIPs characteristics. More promisingly, preliminary data suggest students who took HIPs courses had higher graduation rates than those who did not. *(CFRs 2.5, 2.6, 4.3)*

In addition to traditional HIPs such as intensive writing courses like ENGL 101, HIPs at CSUF also include the widely recognized HIPs activities such as undergraduate research, study abroad, service learning, and community engagement. One especially creative effort is the Global Titans short-term January study abroad program for undeclared and other students participating in the first year experience. Forty-two students participated in the program in January 2018, and many commented on the positive impact of the experience in their reflection essays (Appendix 4.2). Besides reported gains on academic commitment and sense of belonging, 95% of the participants were retained in the following semester, which set a solid foundation for the timely graduation of these students. *(CFRs 2.5, 2.10, 2.11)*

Another noteworthy example is the Applied Security Analysis program, a collaboration between MCBE and the Division of University Advancement. This program provides authentic experiential learning opportunities that link directly to the University's philanthropy goals. Specifically, two teams of students take a year-long MCBE class on the management of the Student Managed Investment Fund, which totals now approximately $1.5M. Under the supervision of faculty advisors, the teams invest their annual returns, which totaled over $30,000 in 2017-18, back to the MCBE Tutoring Center.

To support faculty efforts in implementing HIPs, the Faculty Development Center (FDC) changed CSUF's long-standing [Faculty Enhancement and Instructional Development (FEID) Award](#) to focus on HIPs. The FEID program funds instructional improvement projects intended to increase student success through the adoption of HIPs, an overhaul of existing courses using HIPs, and scholarship of teaching and learning related to HIPs. A total of 19 FEID proposals submitted by faculty from all colleges and the library, were approved for funding during the 2018-19 academic year. Examples of FEID projects include a course redesign project using a HIP framework, a collaboration between biology and the visual arts, and incorporating service learning in course design. Beginning in 2016, the FDC instituted an IMPACT certificate to support faculty implementation of HIPs. The certificate requires faculty to complete four FDC courses labeled IMPACT and to submit a reflection. To date, the FDC has awarded 120 faculty IMPACT certificates. *(CFRs 2.9, 3.3, 4.4)*

Course Redesign with Technology (CRT)

Since 2013-14, through the CSU Chancellor's Office CRT program, faculty have developed and implemented redesign strategies to reduce bottleneck courses with high repeatable grade (C- /D/F/Wu) rates. The CRT program allows faculty to collaborate with colleagues across the CSU and apply new methodologies such as flipped classrooms, online pedagogical innovations, supplemental instruction, and early warning systems. At CSUF, over 100 faculty members have received CRT funding totaling more than $2.1M. More than three dozen courses with multiple sections from several colleges have been redesigned. For example, a ["flipped" learning environment](#) was created in College Algebra, which reduced the repeatable grade rate by nearly 10%. A Business Analytics course was redesigned to incorporate an [online supplemental instruction tool](#) that led to much lower repeatable grade rates among students who used this tool as compared with students who did not. In 2017-18, 14 CSUF faculty received funding in excess of $200K for CRT, the largest amount of funding received among the CSU campuses. *(CFRs 2.8, 3.3, 4.4)*

Supplemental Instruction

[Supplemental Instruction](#) (SI) is an academic assistance program that provides weekly voluntary study sessions conducted by SI leaders for students enrolled in historically challenging, gateway, and bottleneck courses. SI leaders, students trained to facilitate group discussions, are assigned to a specific course and professor. They attend the associated class to stay current on course lectures and materials, facilitate their SI sessions, and model successful student behavior. SI aims to create independent learners, and the SI leader is the link between the actual class and SI session. Each SI leader provides two to three SI sessions a week during which course readings, content, and material are brought together with effective learning strategies in a collaborative learning environment.

The SI program at CSUF follows the University of Missouri, Kansas City model and received funding from the National Science Foundation and the Department of Education. Since 2007, the program has grown steadily to include over 40 courses across disciplines and colleges. On average, 30% of students enrolled in the courses that offer SI participate in the SI sessions. Students who attend SI sessions on a consistent basis typically earn a half- to full-letter grade higher than those students who do not participate in SI. Similar patterns of SI advantage are also observed among underrepresented and female student populations. The consistent, positive

contribution of SI to student success led to CSUF's designation as the Center of Excellence for SI across the CSU system in 2015. *(CFRs 2.10, 2.11)*

Titanium Engagement
The CSU Chancellor's Office started an Innovation Mini-grant in 2017. Among 32 submissions from across the CSU, CSUF received one of the eight awards – $10,000 for creating *Titanium Engagement,* a dashboard utilizing Titanium (CSUF's learning management system). In 2017-18 Titanium Engagement tracked 43,465 student users across more than 6,000 course sections and has been effective in identifying students who are significantly under-engaged and thus at much higher risk of receiving repeatable grades. The dashboard, which can easily be accessed on the Titanium landing page, shows real-time student utilization of Titanium for each enrolled course. Faculty can quickly identify and reach out to students who do not seem sufficiently engaged with the course. An "advisor view" was recently added to Titanium Engagement that allows advisors to view the student's current and past class engagement data and hence to gain a glimpse of student engagement trends. *(CFRs 2.10, 3.5, 4.3)*

Conclusion

With iterative processes across the University at multiple levels and in numerous ways, student learning outcomes and experiences are supported and assessed. Where learning could be strengthened, programs institute changes that further enhance student learning opportunities. The University continuously explores and supports initiatives that have the potential of leading to positive outcomes for students.

COMPONENT 5
Student Success:

Student Learning, Retention, and Graduation

(CFRs 1.2, 1.4, 1.6, 1.8, 2.2, 2.2b, 2.10, 2.11, 2.12, 2.13, 2.14, 3.1, 3.5, 3.6, 3.7, 4.3)

Student learning, engagement, and success are at the core of everything CSUF does. At CSUF, the definition of student success is consistent with that of the CSU – "the timely completion of a rigorous, quality degree in preparation for a lifetime of achievement." In addition, CSUF is committed to providing students with a satisfying and fulfilling educational experience and supporting them with the advising and guidance necessary to attain their educational, professional, and personal goals. At the institutional level, consistent with CSUF's mission, CSUF operationalizes and tracks student success by embedding core values, including scholarly inquiry, critical thinking, and social responsibility into the university learning goals and curricula and by examining key indicators, such as retention rates, graduation rates, student academic progress, and student satisfaction. A wide array of the University's services and programs directly support student success, covering many aspects of student life, such as advising, academic preparation, new student orientation, financial aid, and student well-being. Aligned with the CSU's Graduation Initiative 2025 (GI2025), these student success efforts collectively contribute to a productive and meaningful CSUF experience for students. Details about such efforts, particularly advising and other key student success initiatives, are described in this component, followed by evidence for the impact of these efforts as well as challenges that CSUF is continuing to address. *(CFR 1.2)*

Academic Advising *(CFRs 1.4, 1.6, 2.10, 2.11, 2.12, 3.1, 3.5, 3.6, 3.7)*

Advising is a critical component of student success and is a collective effort of multiple partners on campus, including the Academic Advising Center (AAC), faculty advisors, Student Success Teams (SSTs), and Student Affairs professionals. Divisional and departmental alliances optimize student support, creating structured and managed clusters in each of the colleges and at the Irvine Center. *(CFRs 1.6, 2.12)*

Academic Advising Center
The AAC provides GE advising primarily for native freshmen. Transfer students have multiple venues for advising – they may address their upper-division GE requirements through a mandatory academic advising workshop, an AAC GE workshop, or meetings with their college graduation specialist. The AAC also works with undeclared students, guiding them toward declared status.

Advising in the Major
The structure for major advising is largely determined by the colleges and programs. Some programs have full-time or professional advisors, while others rely on faculty. Some colleges and departments require students to meet with a major advisor periodically or at key points in

their academic career (e.g., filing for graduation). Faculty compensation for advising varies. Some department advisors receive reassigned time, while others count advising toward their faculty service obligations. Faculty advisor training is uneven, but several initiatives such as the Advisor Training Certificate program are addressing this unevenness and have helped prepare faculty advisors to provide accurate and effective advising.

For graduate students, the University requires that each master's and doctoral degree program appoint a designated faculty graduate program advisor. The Office of Graduate Studies (OGS) trains the faculty advisors and assists with procedural questions, study plans, and completion memos. In addition, the OGS funds the Faculty/Graduate Student Mentoring Program that recruits and trains 25-35 faculty each year to support graduate student success. These faculty are academically and culturally diverse, reflecting the CSUF graduate student population. They annually mentor approximately 125 graduate students. *(CFR 1.4)*

Student Success Teams

Situated in each of the eight colleges and the Irvine Center, SSTs (Figure 3) provide a synergistic approach to helping undergraduate students achieve success. Each SST includes an associate dean, an assistant dean, faculty and staff major advisors, AAC staff, and an array of specialists. Graduation specialists focus on junior- and senior-level undergraduates to help prevent deferred graduations as well as to provide mandatory academic advising workshops to juniors and graduation check workshops for seniors. Retention specialists provide outreach and support to first- and second-year students on academic probation as well as those who during winter and summer breaks are non-enrolled for the next semester. They improve persistence by helping high-risk students address obstacles and re-enroll. Career specialists guide students to identify their skills and explore their talents in preparation for their transition to the professional world. Additionally, assistant deans connect students to leadership, wellness, campus and local community engagement opportunities, and other college-based co-curricular experiences. Detailed information on allocations, budget, and oversight is available at the Student Success Initiative website. These teams work in partnership with faculty advisors to facilitate student progress toward degree, providing multiple support structures and sources of information. *(CFR 3.1)*
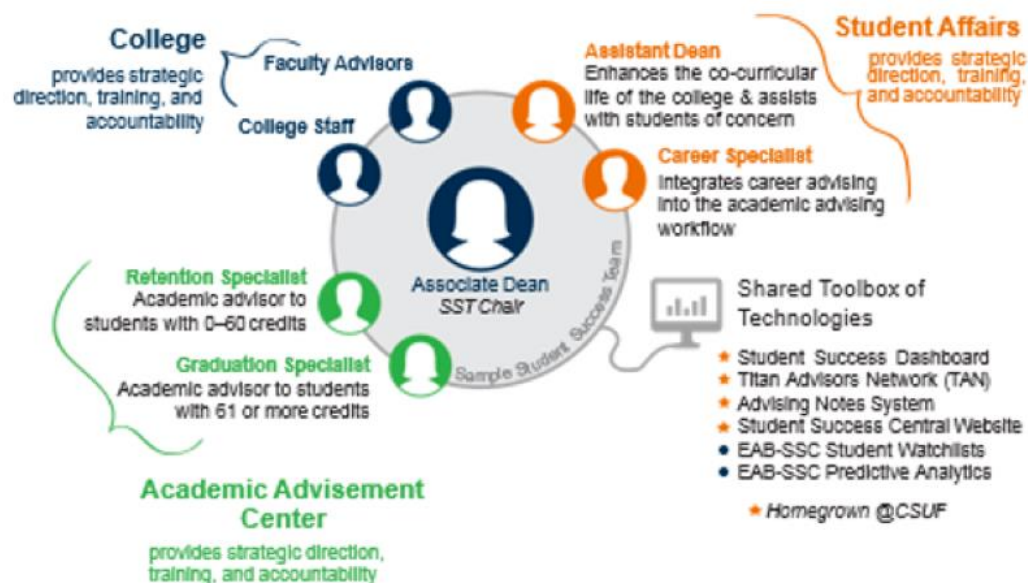
Figure 3: Student Success Team Structure

Student Success Centers

Student Success Centers (SSCs) are another venue for student advising within majors. Each of the eight colleges has at least one SSC that provides undergraduate majors with a place to get drop-in advising, access to computers and Wi-Fi-enabled printing, access to staff trained to provide referrals to other student success services, and a place to study alone or in groups. Some colleges also house their graduation, retention, and career specialists within these centers, while others add specialized services such as writing coaches. Graduate students have also been provided a central Graduate Student Success Center that provides tutoring and advising for all graduate students at the University. While assessment of the SSCs impact is ongoing, early data indicate promising utilization and equitable access. For example, in the College of Health and Human Development (HHD), 1,605 individual students (out of 6,844 actively enrolled students in the college) accessed at least one of the two success centers in academic year 2017-18. Furthermore, 54% of these students were classified as underrepresented and 38% were the first generation to attend college. *(CFR 2.11)*

In terms of utilization at the undergraduate level, 100% of all graduating seniors engage with their SSC as a matter of obligation through the graduation check process. In addition, each year the SSTs reach 99% of the targeted students, those at 79-85 units, through mandatory academic advising workshops. Each year at a minimum 50% of all undergraduates show at least one academic advising note on record from the AAC where GE advising is delivered. Over the course of four years of enrollment undergraduates who never engage with their center comprise a small group of rare exceptions. *(CFR 2.12)*

Technology for Advisement

Faculty and staff advisors rely on the Titan Degree Audit (TDA) – an online system that tracks student academic progress toward a degree and, until fall 2018, the Titan Advisors Network (TAN), which allowed advisors to enter documentation that may help with subsequent advising interactions and ensure advising cohesion. In fall 2018, TAN was replaced with TitanNet, a new system powered by the Educational Advisory Board's Student Success Collaborative Campus, offering a more robust notes system allowing not only advisors but all relevant campus teams to enter notes and other documents. As such, TitanNet provides advisors with a holistic view of a student's utilization of various student success service providers on campus. Additionally, TitanNet allows advisors, faculty, and staff to create lists of students based on selected criteria, such as demographic status, academic standing, units completed, major, and GPA; advisors can then communicate with the selected students and engage in more targeted advising (Appendix 5.1). *(CFRs 2.10, 3.5)*

This comprehensive advising network is carefully coordinated to strive for maximum impact. CSUF hired an assistant vice president (AVP) for Student Success/Director of Advising who convenes all graduation and retention specialists three times each month. The team members receive updates on initiatives and procedures, share issues and problems to seek solutions, and continue to develop as a community adhering to consistent advising strategies and outcome reporting timelines. These team members are also co-supervised by their colleges' associate deans who collaborate with the AVP for Student Success in planning and supervision through monthly meetings of the Academic Advising Professional Development Committee (chaired by the AVP for Student Success) and through annual joint performance evaluations of their shared team members. The AVP for Student Success also ensures that the graduation and retention specialists share information with their colleagues within the college SSTs, including career specialists and assistant deans. In addition, the AVP for Student Success regularly broadcasts informative updates to more than 500 advising colleagues (faculty and Student Affairs professionals) campus-wide through newsletters to promote awareness of updates, reported outcomes, and timely policy and procedure reminders. *(CFRs 3.6, 3.7)*

Student Success Initiatives and Supports *(CFRs 1.4, 2.2, 2.2b, 2.10, 2.11, 2.12, 2.13, 2.14, 3.5, 4.3)*

Academic Preparation

Accurately determining incoming freshmen's levels of math and English proficiency enables CSUF to provide adequate access to "early start" opportunities in credit-bearing developmental coursework, thus positioning students for success. The CSU Chancellor's Executive Order (EO) 1110 announced changes to the means for addressing deficiencies in students' preparation, specifically eliminating non-credit bearing remedial and developmental courses in math and English. The English Proficiency and Entry Level Mathematics placement tests were replaced by multiple competency measures, such as a student's high school grade-point average, grades earned in math and English, and scores on standardized tests like the SAT, ACT, or Smarter Balanced assessments. In response, the University made a series of adjustments to the math and English curriculum and created "paths" for students placed into different proficiency categories and students pursuing different majors (e.g., STEM vs. non-STEM). In the pilot implementation in summer 2018, nearly 400 students enrolled in the early start or support courses for math and

English. Beginning in fall 2018, such courses are credit-bearing and taken concurrently with courses counting toward students' degrees. The impact of EO 1110 is currently being evaluated. *(CFR 2.2)*

Freshman, Transfer, and Graduate Student Orientation
Freshman and Transfer Student Orientations facilitate students' transition to CSUF by informing students of the expectations placed on them and the available resources and supports designed to help them meet those expectations. Freshmen attend a mandatory, full-day, in-person orientation where they are introduced to the University. Additionally, students engage with their colleges and departments to gain familiarity with their respective majors. Students connect with current and new CSUF students, faculty, and staff; receive academic advising; learn about the campus, clubs, and support services; meet the faculty and administrators in their majors and colleges; and register for classes. The University has updated orientation in recent years to make it more positive, interactive, and intellectually and socially engaging. *(CFRs 2.11, 2.12)*

Incoming transfer students participate in Transfer Orientation and, until summer 2019, can choose either a fee-based in-person session or a free online version. The in-person orientation, attended by 55% of the transfer students, is a full-day program based on a declared major, which includes advising. The rest of the transfer students participate in the online version of the orientation. Since the online version does not include advising, students are strongly encouraged to seek out in-person advising. Starting in summer 2019, the colleges will have the option of requiring all of their transfer students to attend in-person orientation as well. *(CFRs 2.11, 2.12, 2.14)*

In 2011, the University launched a campus-wide orientation for graduate students, initially with funding from a U.S. Department of Education Title V PPOHA grant. The orientation provides students and their families with workshops related to student success, bilingual family-oriented workshops, information on resources and funding opportunities, campus tours, advising, and networking with current students and faculty; faculty advisors are key participants in the activities. *(CFR 2.2b)*

First year experience (FYE) courses extend the aims of orientation into the academic year and provide freshmen with an introduction to University academic life and a student success toolkit. CSUF offers a campus-wide FYE course for undeclared students. Some colleges, with the latitude to determine what best serves their students, have developed varying FYE courses of their own with some implementing a traditional 3-unit course while others have offered a 1-unit course run multiple times in a single semester. All FYE courses are designed to improve student engagement and promote a sense of belonging, as well as awareness of services available to students. *(CFRs 2.11, 2.13)*

Financial Aid and Scholarships
Financial aid and scholarships align with the University's mission to provide access to a diverse student population and contribute to student success by reducing students' need for employment while attending school. In addition to the Federal and California State financial aid programs such as Pell grants, Cal Grants, State University Grants, and Educational Opportunity Program Grants, CSUF offers nearly $2M in University-level and college-based scholarships. In fall 2018, 67% of undergraduate students received financial aid. Some scholarships and awards

support students who are historically underrepresented in higher education. An example is the School of Nursing in HHD offering the National Association of Hispanic Nurses Scholarship, which supports Hispanic students who demonstrate the promise of professional contributions and the potential to serve as role models. Other examples of scholarships include the Mihaylo College of Business and Economics (MCBE) Dean's Advisory Board award that offers $4,000 to students in the MCBE Honors Program who have maintained a 3.5 or better GPA. The Millie & Dale Hallberg award for students in the College of the Arts provides $3,000 for four consecutive years to students demonstrating excellence in sculpture. CSUF's Extension and International Programs also awards over $2M to support students taking courses during the summer breaks. *(CFR 2.13)*

Graduate students receive financial aid and scholarship opportunities through the OGS. Such support includes the Giles T. Brown Conference Travel Grant for graduate students participating in conferences or professional development, the Elevar Scholars Fellowship Program supporting first-generation master's students, the CSU Chancellor's Office Graduate Equity Program, and the California Pre-Doctoral Fellowship supporting students with doctoral aspirations. Other grants provide support to historically underrepresented graduate student populations. For example, the EPOCHS and SOAR grants increased outreach and support services, including strategic advising for Hispanic and underserved graduate students. These grants provide advising for over 550 students a year and recruit over 300 students at graduate fairs with approximately 50% of those being Hispanic/Latino students. The OGS grant staff provide regular workshops at the CSU Diversity Forum and other graduate school fairs guiding and supporting students through the application process. *(CFRs 1.4, 2.13)*

Tuffy's Basic Needs Center
Motivated by the CSU initiative on student basic needs, CSUF offers a centralized location at Tuffy's Basic Needs Center for students to receive support for unforeseen hardships or emergencies. The center's services include food assistance (e.g., campus dining credits, donated meals, or referrals to a full-service pantry near campus), emergency temporary housing for up to two weeks, hygiene products, gently used professional attire, and financial support for unforeseen emergencies or crises. *(CFR 2.13)*

Administrative Policies and Barriers
The University continues to study administrative barriers to student success. While administrative regulations and policies are designed to safeguard the integrity of the degree, as well as students' rights and welfare, some policies may unnecessarily impede student progress. The University has removed several such barriers. For example, CSUF has increased the number of units students can take per semester without additional approvals from 16 to 18. Updates to campus software allow uploading and transcribing of transcripts from 35 community colleges and universities to improve advisement and give transfer students an accurate record of their courses sooner, decreasing the number of additional classes they take by mistake. A new technology platform will soon launch to allow students to change majors, add or drop a minor, or withdraw from a class online if it is difficult for them to come to campus in person to submit paperwork. Finally, CSUF changed the fall registration policy to move the registration timeline for continuing students from July to April. To be implemented in 2019, this policy change is intended to decrease attrition over the summer. *(CFRs 3.5, 4.3)*

Data-Driven Interventions

CSUF relies on data to make decisions regarding student success. To facilitate data usage, CSUF invested in acquiring Tableau Enterprise, a data visualization tool that provides easy data access to all faculty and staff (see Appendix 1.1 for access to Tableau). In addition to visualizing "big picture" data trends, CSUF also developed internally, several detailed dashboards to provide record-level information to the campus. For example, the Student Success Dashboard (Appendix 5.2) helps faculty, staff, and administrators track the retention and graduation of first-time freshmen (FTF) and upper-division transfer (UDT) cohorts by gender, ethnicity/race, parents' education, underrepresented status, college at entry, latest college, and prior institution type. As such, the dashboard allows users to drill down on a particular subgroup of students, which helps identify proactive opportunities for intervention to ensure retention and graduation. The success of the dashboard has led to its adoption at five other CSU campuses. *(CFRs 2.10, 3.5, 4.3)*

As mentioned earlier, TitanNet provides another effective tool in identifying students with academic difficulties early and supporting students with appropriate resources. For example, advisors in the Department of Child and Adolescent Studies in HHD used this tool in 2017-18 to target students who were either on probation or whose GPA put them at risk for probationary status. Advisors utilized the watchlist and campaign tools of TitanNet to email all targeted students. These emails provided links to academic support services, as well as directions to determine the appropriateness of courses in which a student enrolled. Finally, students were directed to complete an in-person advising session, resulting in half of the contacted students doing so within the semester. *(CFRs 2.10, 3.5, 4.3)*

Evidence of Student Success *(CFRs 1.4, 1.8, 2.2b, 2.10, 2.12, 4.3)*

Commitment to Access

Maintaining access for a diverse and historically underrepresented body of students is critical to CSUF's mission. As mentioned in Component 1, since the University's founding in 1957, and particularly since the mid-1980s, the region's demographics have changed significantly, and with them the composition of the CSUF student body. In 1980, the student body was 67% Caucasian, 7% Hispanic, and 5% Asian/Pacific Islander; in 2018, it was 20% Caucasian, 42% Hispanic and 21% Asian. During the USP2013 period alone (i.e. fall 2013 to fall 2018), enrollment of Hispanic students at CSUF rose from 35% to 41.5%, a nearly 7 percentage point or 20% increase. The fall 2018 enrollment data (Figure 4) demonstrate the diversity of the student population. *(CFR 1.4)*
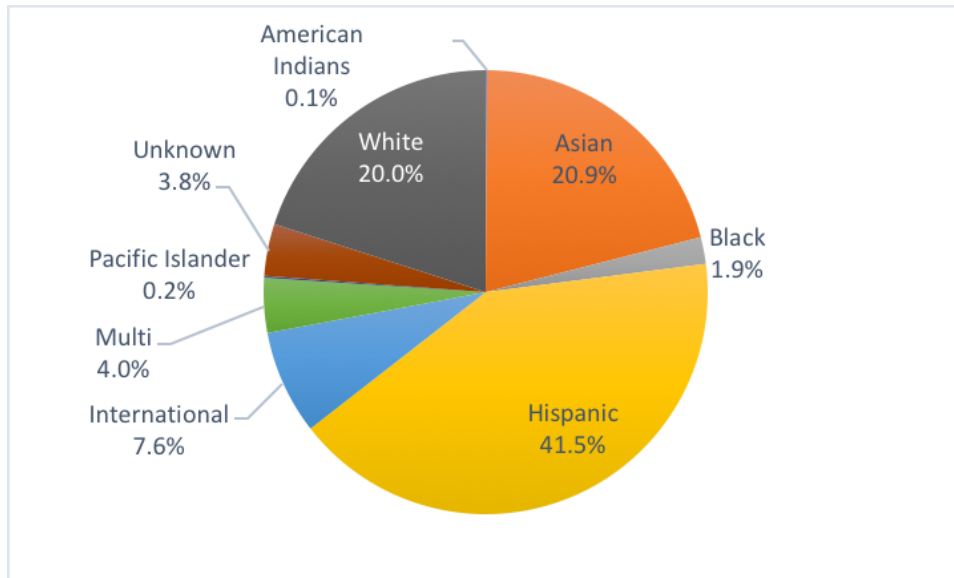
Figure 4. Fall 2018 CSUF Enrollment by Ethnicity

Retention and Graduation Rates

Retention rates and graduation rates are critical student success indicators, hence the focus at the institutional, college, and degree program levels. As discussed earlier (see page 6), since the last WSCUC review CSUF has improved retention and graduation rates across all cohorts. *(CFR 2.10)*

For undergraduate students, FTF 6-year graduation rates improved from 51.1% to 67.8% from 2012 to 2018, and 4-year graduation rates improved from 14.0% to 25.5% (Figure 5) during the same period.
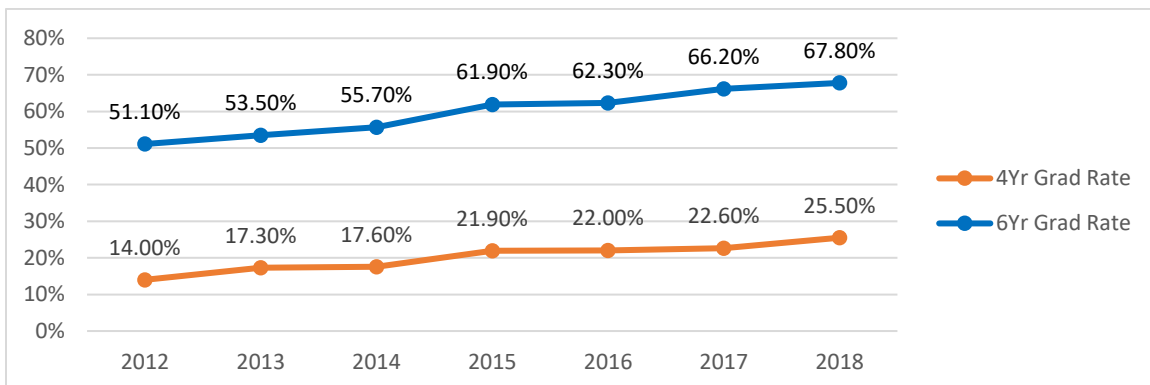
Figure 5: First-Time Full-Time Freshmen Graduation Rates

Similarly, from 2012 to 2018, UDT students' 2- and 4-year graduation rates improved from 28.9% to 36.3% and from 67.7% to 79.5% respectively (Figure 6).
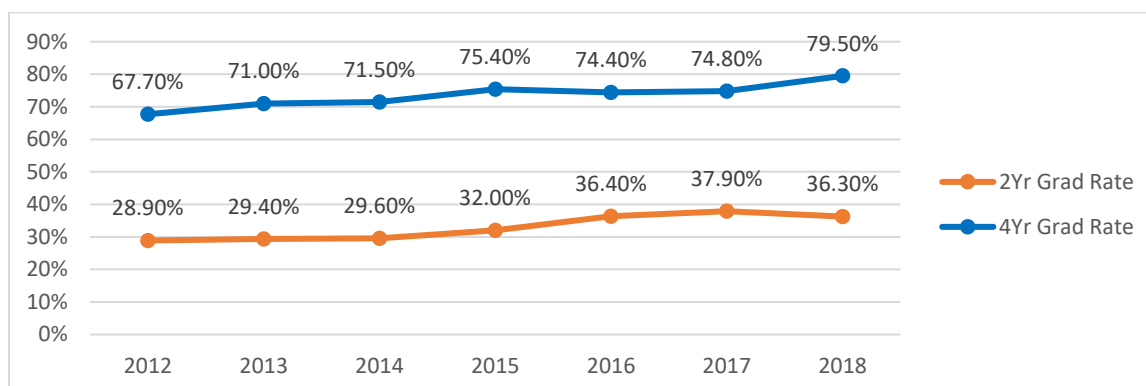
Figure 6: Upper-division Transfer Students Graduation Rates

The graduation rates of traditionally underserved populations, such as first-generation and underrepresented students, increased as well. For FTF first-generation students, from 2012 to 2018, 4-year graduation rates improved from 10.6% to 21.6%, and 6-year graduation rates improved from 47.7% to 64.6% (Figure 7).
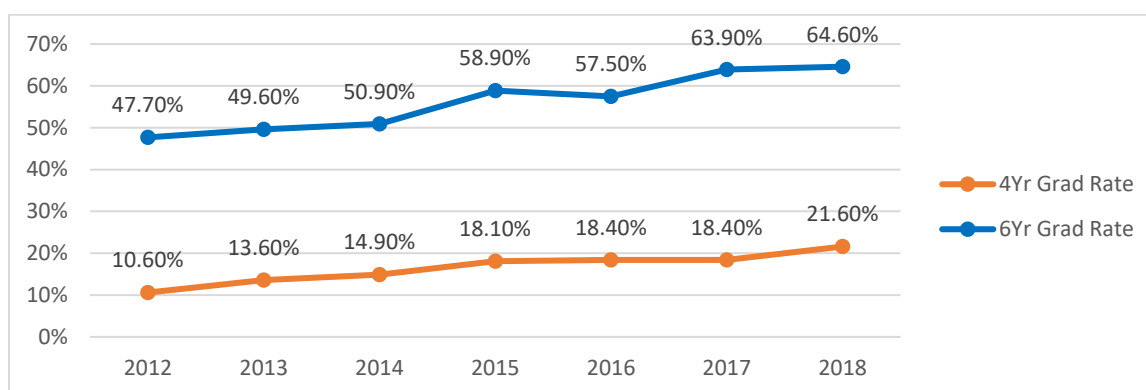
Figure 7: FTF First-Generation Graduation Rates

For FTF underrepresented students (Hispanic, African American, Native American and Pacific Islander), during the same period, 4-year graduation rates improved from 9.7% to 22.2%, and 6-year graduation rates improved from 44.2% to 63.4% (Figure 8).
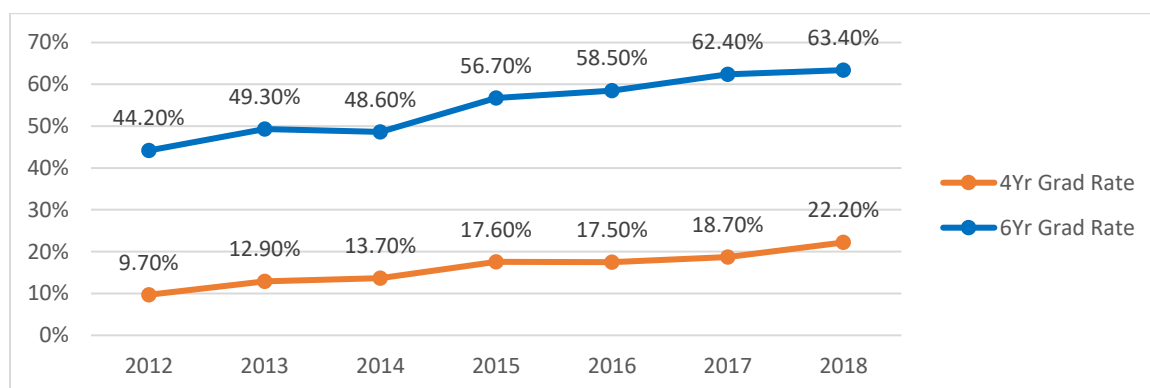
Figure 8: FTF Underrepresented Graduation Rates

CSUF also strives to reduce equity gaps in graduation rates. The 6-year graduation rate equity gap based on the underrepresented status of FTF decreased from 11.5% in 2012 to 7.7% in 2018, while the 4-year graduation rate equity gap based on the underrepresented status of UDT was eliminated (from 5.7% in 2012 to -1.8% in 2018). When examining the equity gap based on Pell status, the 6-year graduation rate gap for FTF has increased slightly from 5.0% in 2012 to 5.3% in 2018, while the 4-year gap for UDT has decreased from 3.4% to 0.7%. *(CFRs 1.4, 2.10)*

For graduate students, the 2-year graduation rate for master's level students improved from 39.2% in 2012 to 52.5% in 2018. The 5-year graduation rate improved from 67.8% to 80.2% during the period (Figure 9). These patterns of improvement in graduation occurred across all demographics. *(CFRs 2.2b, 2.10)*
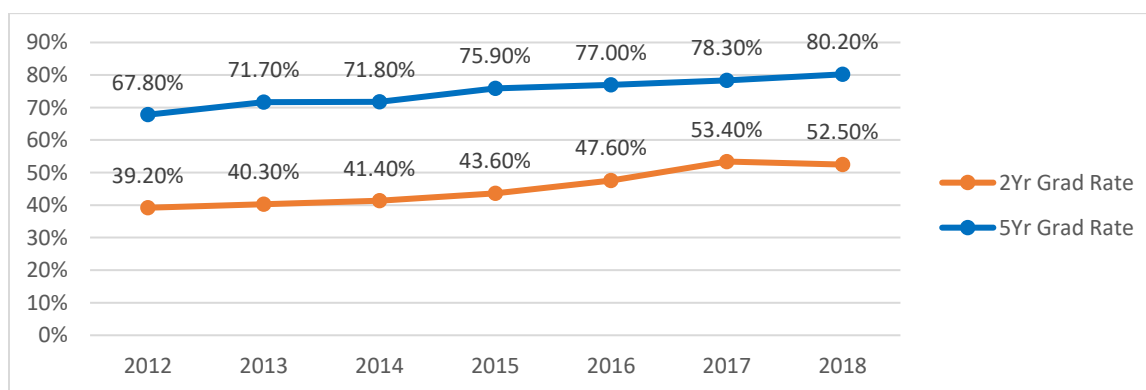
Figure 9: Master's Students Graduation Rates

Equity gaps have also narrowed in master's programs, as evident in the 2-year graduation rates. Specifically, the difference in 2-year graduation rates between underrepresented and non-underrepresented students decreased from 5.0% in 2012 to 2.4% in 2018.

Details on retention and graduation rates, as well as other institutional data points, are available through the interactive dashboards maintained by the Office of Assessment and Institutional Effectiveness.

CSUF aims to reduce the rate of academic probation, triggered when an undergraduate student's cumulative GPA falls below 2.0. Probationary students have two semesters to either exit probationary status by improving their GPAs or be academically disqualified. The percentage of undergraduate students on academic probation has decreased consistently between 2012 and 2018, from 7.5% in fall 2012 to 3.6% in spring 2018. The percentage of graduate students on probation also declined from 6.7% to 5.5% during the same time period.

WSCUC Graduation Rate Dashboard

The WSCUC Graduation Rate Dashboard provides an alternative, more extensive way of capturing student success. Specifically, the unit redemption rate (URR) calculates the proportion of units granted by an institution that are eventually "redeemed" for a degree from that institution, while the absolute graduation rate (AGR) takes into consideration all students who eventually graduate from the institution without imposing a time limit. CSUF's URR in recent years hovered around 86%, indicating that 86% of the units granted in a year are redeemed by the graduating students. On average, students take 89 units at CSUF to earn a degree, which does not include the units students transfer into CSUF. The average AGR is approximately 75%, which is higher than the average IPEDS 6-year FTF graduation rate (around 55%), due to the high number of undergraduate transfers that attend CSUF. Examining the trend over the past several years, CSUF is in a relatively "steady state," with URR and AGR frequently above the CSU system average. *(CFR 1.8)*

Academic Advising Outcomes

As mentioned earlier, undeclared students are advised by the AAC with the goal of having 100% of students declare a major by the time they reach junior standing. This goal was nearly achieved in 2017-18, with more than 99% of those eligible undeclared students having declared a major upon reaching junior standing.

Using multiple indicators, CSUF seeks to identify the percentage of students receiving one-on-one advising and the nature of those conversations. At the conclusion of spring 2018, more than 50% of enrolled undergraduates had at least one TAN note – documentation of discussions that took place during advising appointments – on their record posted by an academic advisor. There were 17,555 undergraduate students with advising notes on record for the 2017-18 academic year. The total number of documented undergraduate office visits was 36,539 campus-wide, and the AAC alone (home to GE and undeclared advising) responded to 13,234 phone calls in 2017-18.

Data also indicate that graduation and retention specialists are effective in promoting student success. A total of 2,049 students attended their mandatory academic advising workshops in fall 2017, and 92% said they had "above average" or "excellent" ability to interpret their TDA after the workshop compared to 63% before. Retention specialists reached out to 1,380 non-enrolled undergraduates in January 2018 to intervene where possible in order to support the student in continuing their enrollment. They offered follow-up group and individual meetings. Of those,

386 registered after outreach, a 28% recapture rate. In the summer of 2018, the same effort was made, reaching 1,638 non-enrolled students, with a re-enrollment rate of 29.4% (n=483). CSUF's Academic Success Institute, a mandatory series of workshops for first-time freshmen who complete their fall semester on academic probation, supplements these efforts. *(CFRs 2.12, 4.3)*

Student Satisfaction and Engagement Outcomes

The University uses multiple measures to capture data on student engagement and satisfaction across key domains. These indirect measures of students' experiences and perceptions include the campus-wide Undergraduate Exit Survey (discussed previously on page 27). Responses from the 2016 survey indicated that 78.5% of undergraduates endorsed the CSUF educational experience and indicated they would still choose to attend CSUF if they could make their choice again. In a comparable exit survey for all graduating master's students administered every two years since 2013, students have consistently responded positively about their experience in the program and with support services. Specifically, 74-78% of the students agreed that "the advising I received was helpful," and 80-84% agreed that "the program was stimulating." The most recent data from National Survey for Student Engagement (NSSE) also suggested that, in comparison with other large CSU campuses, CSUF freshmen and seniors reported to be more satisfied with the campus environment, particularly in terms of the quality of interactions between students, faculty, and staff.

Conclusion

With a purposefully networked advising infrastructure that includes the AAC, SSTs, and departmental and program advisors, as well as tools such as the TDA and TitanNet, students receive support and guidance. CSUF has proactively worked to improve retention and graduation rates by developing these infrastructural supports.

COMPONENT 6
Quality Assurance and Improvement:

Program Review; Assessment; Use of Data and Evidence

(CFRs 1.2, 2.2, 2.2a, 2.4, 2.5, 2.6, 2.7, 2.10, 2.11, 3.1, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6)

CSUF engages in campus-wide assessment and program performance review (PPR) processes to ensure that students receive high-quality educational experiences and faculty and staff are continuously improving their programs through a data-informed approach. The assessment process is systematic and streamlined, but at the same time is driven by the faculty/staff in the programs as they work to develop curriculum, adapt approaches, and improve student engagement and success. The PPR process is institutionalized and standardized, incorporating feedback and participation from a broad range of internal and external constituents.

Office of Assessment and Institutional Effectiveness *(CFRs 1.2, 2.10, 4.2)*

Faculty, staff, and administrators across the campus engage in assessment and evaluation, instituting changes as needed to ensure quality and continued improvement at CSUF. The Office of Assessment and Institutional Effectiveness (OAIE) plays a significant role in coordinating and supporting these efforts. The OAIE consists of the former Office of Assessment and Educational Effectiveness and the Office of Institutional Research and Analytical Studies. Merging the two offices has energized OAIE's charge of providing leadership and support to examine, demonstrate, and enhance CSUF's effectiveness in achieving its mission and goals. Its responsibilities span six operational areas: Assessment, Accreditation, Quality Assurance, Institutional Research, Analytical Studies, and Data Governance.

OAIE operates under the Office of the Provost and has a "dotted line" reporting relationship to the president. Recognizing the importance of its role, the University has supported OAIE with a baseline budget allocation. Consisting of 10 staff members, the office oversees the University-wide assessment and quality assurance processes, maintains official University data, provides critical data and analytical support for campus initiatives, offers program evaluation and educational research services, and manages large-scale institutional data collection (e.g., National Survey of Student Engagement and Exit Survey). It also maintains a series of interactive dashboards (public and internal) that aim to provide efficient access to various institutional effectiveness indicators and documents (e.g., graduation rates, enrollment, and PPR reports). The OAIE works closely with many departments on campus to support institution and discipline accreditation efforts. *(CFRs 1.2, 2.10, 4.2)*

Network of Campus-Wide Assessment *(CFRs 2.6, 4.3, 4.4, 4.6)*

The institution of the OAIE is indicative of CSUF embracing assessment in the wake of the 2012 WSCUC review. As noted previously in this report, assessment at CSUF takes place in

all programs/units across the campus, including all degree programs and expanding beyond Academic Affairs to include other divisions – Student Affairs; Administration and Finance; Information Technology; University Advancement; and Human Resources, Diversity, and Inclusion (HRDI). As summarized in the 2016-17 University assessment report discussed on page 3, 100% of campus units are engaged in assessment. A few assessment examples, including student artifacts, can be viewed here. *(CFRs 2.6, 4.3)*

Embracing the ideal that assessment requires a breadth of commitment and the engagement of all faculty and staff, CSUF has implemented a "distributed leadership" model in which stakeholders at all levels take ownership of assessment. A network of assessment leaders, including assessment liaisons (1-2 per college or division) and assessment coordinators, represents the diverse units on campus that work closely with OAIE to coordinate and support the assessment activities at University and program/unit levels. The faculty assessment liaisons receive a stipend from the University for their time and effort, and assessment coordinators within the colleges or departments often are compensated with reassigned time, service credit, or stipends as well. Assessment liaisons and coordinators meet regularly to share best practices, communicate assessment needs, and align activities to improve teaching and learning. In the Division of Student Affairs, assessment representatives of various units meet with the division's assessment liaison to develop, execute, and report their unit's assessment activities. The respective units in the divisions of Information Technology, Administration and Finance, HRDI, and University Advancement follow the same six-step assessment process at the divisional level, collecting evidence collaboratively to determine how well the division is meeting its operational goals. *(CFRs 4.3, 4.4, 4.6)*

Assessment liaisons are key decision-makers for assessment initiatives. For example, when the General Education Faculty Learning Community (GE FLC) approach was proposed to address GE assessment, the idea was vetted by the provost and the Council of Deans to gain leadership support, discussed by the assessment liaisons to determine feasibility, shared with departments (via the assessment liaisons) to gather feedback, and approved by the appropriate Academic Senate committees. The assessment liaisons played a significant role in facilitating communication that made the formation of the GE FLC possible.

Co-Curricular Assessment *(CFRs 2.11, 4.3)*

The non-academic divisions follow the same University six-step assessment process for quality assurance as the Division of Academic Affairs. All units in Student Affairs have developed student learning outcomes (SLOs) and/or performance outcomes (POs) that are aligned with the University-wide learning goals or the strategic plan goals. They are engaged in systematic annual data collections pertaining to student co-curricular experiences, with the goal of improving programs and services through an ongoing data-informed approach. In 2016-17, for example, Housing and Residential Engagement assessed the SLO "student leaders develop professional skills that prepare them for future job experiences in a global workforce." Using a pre/post survey approach, the program verified a gain in student professional skill development, and, at the same time, pointed out the need to hone students' ability to search for future employment.

Other non-academic divisions primarily focus on POs to assess operational effectiveness, which also significantly (albeit sometimes indirectly) impacts student learning and success. For example, the Division of Administration and Finance examined a PO focused on the efficiency of University business processes, in particular, the faculty/staff travel authorization and reimbursement process. Through measuring the amount of time to process travel authorization and expense claims, as well as collecting qualitative data through surveys and focus groups, the division identified such factors as errors on the paperwork and lack of clarity regarding workflow as sources of delay in the processing time. As a result, the University launched *Concur*, an electronic solution for travel authorizations and expense claims in 2018, which aims to make the process streamlined and transparent. *(CFRs 2.11, 4.3)*

Assessing the Assessment Process *(CFRs 2.6, 4.1, 4.3, 4.4)*

Programs/units report annual assessment results through Compliance Assist. Assessment liaisons review the reports using a detailed rubric that examines the quality of each step of the program/unit's assessment process (see page 14 of the 2016-17 University assessment report[2]). *(CFRs 2.6, 4.1, 4.3, 4.4)*

The assessment liaisons share individualized feedback (Appendix 6.1) with the programs/units to guide and inform future assessment practices. The programs/units are encouraged to use the feedback to improve the rigor and effectiveness of their assessment efforts. Aggregated results based on the feedback are shared through the annual University assessment report (UAR) as an indication of the overall quality of assessment on campus. In 2016-17, 75% of programs/units *appropriately* completed all steps of the aforementioned six-step assessment process, more than doubling the rate from 2014-15 and demonstrating the six-step assessment process is effectively utilized across campus (Figure 10). Thirty-one percent of the programs/units in 2016-17 received the overall rating of "excellent" in implementing their assessment plans, and an additional 51% received a rating of "solid practice." Added together, over 80% of program/units are engaged in satisfactory assessment practices.

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[2] The 2017-18 University assessment report will be available in late spring 2019.
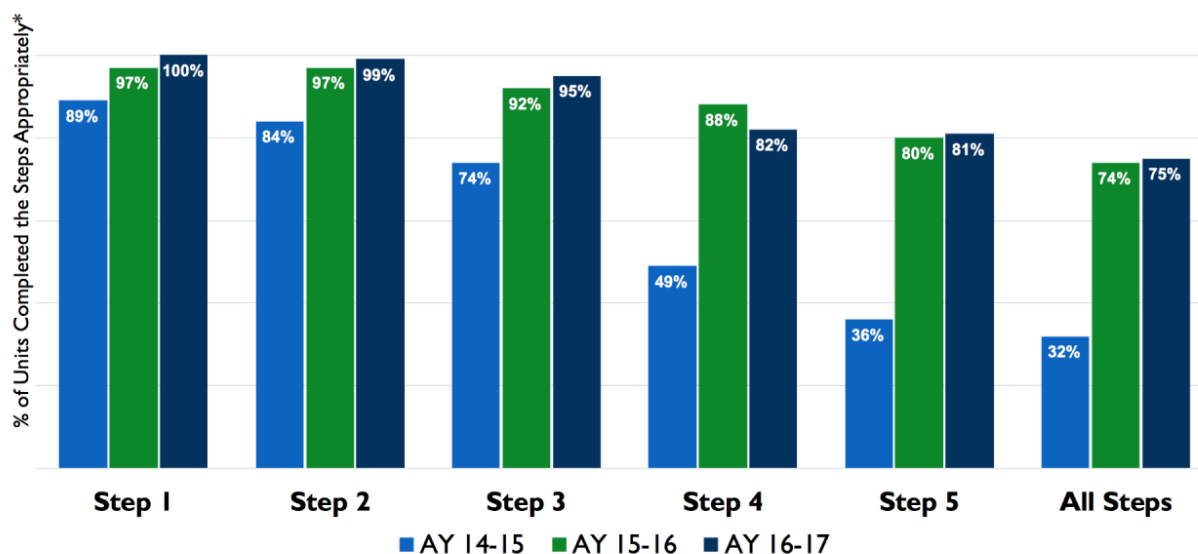
*Based on simple feedback for rubric items 1.1, 2.2, 2.3, 3.1, 4.2 & 5.1. **Step 6 is inherently reflected in longitudinal data documented in Steps 4-5.

Figure 10. Assessment Quality based on Review of Annual Assessment Reports

In addition to providing program feedback, assessment liaisons regularly share observations from their respective colleges or divisions, identify common issues, exchange ideas, and suggest improvements to the University assessment process. For example, to better align assessment with the operation cycles of academic and non-academic units, the assessment liaisons recommended a synchronized annual assessment reporting deadline for academic (November 15) and non-academic (July 15) programs. The November academic reporting deadline provided faculty with more time to interpret assessment results and develop improvement plans, thus contributing to an observed increase in assessment quality. The July non-academic reporting deadline helps align assessment with fiscal year reporting, thus helping embed assessment in the units' regular practice.

Culture of Assessment *(CFRs 2.4, 2.5, 3.1, 3.3, 4.3, 4.4)*

A culture of assessment has gradually developed at CSUF with increased participation at all levels. The "distributed leadership" model created an effective way to mobilize existing assessment expertise and to facilitate communication between academic and non-academic units. Assessment activities and results are discussed not only by the assessment liaisons but in the annual UAR. The UARs are disseminated in hard copy, emailed to all employees by the provost, and posted publicly at the OAIE website. Best assessment practices on campus are also promoted in the UARs.

Providing support to faculty and staff to develop an understanding of and expertise in assessment is critical to building a culture of assessment. In 2015-16 and 2016-17, OAIE provided 42 workshops attended by nearly 1,000 participants. The assessment liaisons also work with OAIE to organize college-/department-/division-level conversations on assessment topics, such as direct/indirect measures with the Department of Chemistry and Biochemistry, outcome

refinement with Student Affairs, and information literacy assessment with the Library. In collaboration with the Faculty Development Center, OAIE offers workshops on such course-level topics as classroom assessment techniques and rubric integration in grading. These workshops received positive feedback from the faculty attendees. Such professional development efforts culminate in an annual University Assessment Forum. This forum brings together faculty and staff, including both assessment experts and novices, to share successful practices, discuss common challenges, and celebrate assessment progress. Feedback on the forum and other professional development events have been very positive, with 97% of the participants in 2015-16 rating the events as "useful" or "very useful." *(CFRs 3.1, 3.3, 4.3, 4.4)*

OAIE also maintains a website that provides resources on assessment, as well as specific instructions on the six-step assessment process. The website also serves as a central depository for evidence that demonstrates CSUF's commitment to student learning and quality assurance processes. This website is designated as a "Featured Website" by the National Institute for Learning Outcomes Assessment for clear communication and comprehensiveness. *(CFR 2.4)*

During the spring 2018 University Assessment Forum, in response to a questionnaire, 91% of respondents noted that the assessment process is sustainable, and 78% responded that the campus culture is assessment-friendly. These responses are interpreted as indicating a strong culture of assessment at CSUF.

The effort to build a culture of assessment goes beyond faculty and staff to include students as well. A pilot Student Assessment Scholars (SAS) program was launched in 2017 to engage a small group of students in exploring topics related to student learning and success. A joint effort between faculty and OAIE, the SAS program provides hands-on training to the students on assessment, evaluation, research design, and data analysis. The students, in turn, carry out an assessment project to provide useful data to improve instruction or operation at CSUF. *(CFR 2.5)*

Commitment to Continuous Improvement *(CFRs 2.2, 2.2a, 2.6, 4.1)*

The use of assessment results to plan and execute improvements is an integral component of the six-step assessment process and promotes a continual push toward improvement, best practices, and high-quality programs and services. Each program/unit reports improvement plans based on assessment findings. As discussed earlier in this component, the report feedback rubric (see page 47) also examines whether such actions are implemented and how their impact will be assessed.

Integrating assessment results in decision-making at CSUF takes place at all levels. Faculty use the findings to guide curriculum development and modification, while the results inform senior leadership in planning the University's direction. Internally, since each program aligns its program learning outcomes (PLO) with the University strategic plan (USP) goals, aggregated assessment results inform the administration of institutional progress toward the USP goals. Externally, because PLOs align with WSCUC core competencies, CSUF can demonstrate that the curriculum meets accreditation requirements. The extent to which CSUF utilizes assessment information in decision-making is documented and shared through the PPR reports (detailed below) and in the WSCUC inventory of educational effectiveness indicators (IEEI). Given that

the recommended six-step assessment process calls for "closing the loop" (Step 5) and "documenting assessment activities" (Step 6), it is anticipated that more evidence for how assessment results improve student learning will emerge as more programs progress through their complete assessment cycles at CSUF. *(CFRs 2.2, 2.2a, 2.6, 4.1)*

Program Performance Review (PPR) *(CFRs 2.7, 4.1, 4.3, 4.5, 4.6)*

Along with assessment, CSUF has a long tradition of using PPRs to "assure that curricular offerings and instructional methods are meeting the needs of the various constituencies served" (UPS 410.200). The PPR allows the department/program to highlight its strengths and identify improvement opportunities. Thus, the PPR is a tool for the department/program's strategic planning, improvement, and growth. *(CFRs 4.1, 4.3)*

UPS 410.200 outlines principles and procedures for PPR. The Senate's Assessment and Educational Effectiveness Committee operationalized the University policy statement by creating a set of guidelines for the PPR process, particularly for the self-study. The OAIE maintains a dedicated website for PPR, posting updated guidelines, the PPR schedule organized by year and program, and all PPR reports to ensure transparency. *(CFRs 2.7, 4.1)*

PPR is conducted every seven years for all degree programs within the Division of Academic Affairs. Accredited programs may, upon approval of their dean and the provost, substitute an accreditation report for the PPR, but information unique to PPR and not included in the disciplinary accreditation reports may be requested. The core of the PPR is the self-study. The program examines all aspects of its operations from mission and goals, student academic achievement and learning assessment, resources and facilities, to long-term plans. One internal (i.e. within CSUF but from a different department) and two external (i.e. from other universities) reviewers, selected jointly by the program and the college, review the self-study, spend one or two days on campus, and then submit their analyses and recommendations to the department/program and the college dean. After considering and discussing the report, the department chair or program coordinator prepares a written response for the dean. The dean, in turn, provides a written evaluation and makes recommendations, including budgetary and programmatic guidance. The program responds to this evaluation with a summary of enacted/planned changes. The complete PPR package is submitted electronically to the provost. With coordination assistance from the OAIE, the provost convenes a culmination meeting, where all relevant parties meet to discuss the PPR findings. A memorandum is prepared based on the culmination meeting discussion. The outcome of the PPR process is an agreed-upon set of priorities for the program and a long-term plan to achieve those goals, aligned with the University mission and goals and arrived at in consultation with the members of the program. The program is expected to implement the action plans set forth by PPR to continue improving its practices.

PPR guidelines require programs to provide "Documentation of Student Academic Achievement and Assessment of Student Learning Outcomes" as one of eight required elements of the self-study. As such, PPRs document student academic achievement. The self-study encourages programs to reflect upon the quality and coherence of their curriculum and to describe other quality indicators, such as the number of students attending graduate or professional schools and

job placement rates. Programs also include graduate, alumni, or employers' survey data to demonstrate the impact of their program beyond graduation. The other required elements of the self-study include program mission and goals, program enrollment and curricular analysis, trends in faculty composition and accomplishments, student support, resources and facilities, and long-term plans. *(CFRs 4.3, 4.5, 4.6)*

During the time period of the University Strategic Plan 2013-18, 71 programs completed the PPR process. The University also conducts an annual PPR meta-analysis to identify common strengths, weaknesses, and resource requests across programs in order to guide decision-making and resource allocation. For example, the meta-analysis for the programs that completed PPRs in 2016-17 suggested curriculum, high impact practices, and faculty scholarly productivity as common areas of strengths, and advising, enrollment management, and faculty support among areas needing further improvement across disciplines. Across time, the longitudinal trend of PPR findings will be examined as another means of quality assurance.

Conclusion

CSUF's commitment to and progress in quality assurance was commended by WSCUC in the 2015 interim review, which praised CSUF for "creating a well-crafted assessment process; developing, aligning, and assessing student learning outcomes; conducting robust program reviews; and integrating quality assurance procedures into the fabric of the University." Efforts along these lines have only strengthened since 2015. Professional development, online resources, frequent communication from top to bottom, and active dissemination of best practices further promote improvement in how CSUF operates at all levels. The improvement of graduation rates among diverse student populations attests to the efficacy of these efforts. With campus-wide involvement in assessment and academic program participation in PPR, quality is everyone's responsibility at CSUF. The campus embraces a network of institutional practices that promote self-reflection, improvement, and maintaining quality programs and learning environments.

COMPONENT 7
Sustainability:

Financial Viability; Preparing for the Changing Higher Education
Environment

(CFRs 1.4, 1.7, 2.10, 2.13, 2.14, 3.3, 3.4, 3.5, 3.6, 3.7, 3.10, 4.2, 4.4)

As the largest campus within the CSU system, CSUF continues to demonstrate its success as a leader both within the system and nationwide. It is important to note that CSUF marks these achievements not only as the lowest state-funded campus per FTES (full-time equivalent student) within the system but also as a member of a system that has seen a persistent reluctance by the state to provide adequate funding to support operations. This funding situation places a strain on campus personnel and functions. Like many other state-run institutions, CSUF has had to explore additional opportunities for financial support and has shown great achievements in this area in recent years. This component documents the institution's current financial status and demonstrates the ways in which CSUF has prioritized its spending goals; implemented data management systems on enrollment, curriculum, and student success; and diversified its funding strategies to meet the cost demands of the institution.

Financial Condition and Stability *(CFRs 1.7, 3.4, 3.7)*

CSUF will maintain financial stability and a positive financial outlook for at least the next six to 10 years. Since FY 2013-14, the total campus budget, including self-support activities, increased by $97.4M or 21.3% through FY 2016-17. During the same period, the state and tuition operating fund increased by $82M or 24%. This growth was due primarily to enrollment and tuition fee increases, but also growth in auxiliary enterprise activities. Results are shown in Table 1 below. *(CFR 3.4)*

Table 1

Operating Fund FY 13-14 through FY 17-18

Operating Fund	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18
State Allocation	133,049,761	144,394,061	157,213,661	171,458,661	183,192,661
Fee Revenue	202,944,793	208,963,874	212,739,874	215,252,384	233,678,272
Subtotal	335,994,554	353,357,935	369,953,535	386,711,045	416,870,933
Self-Support	120,944,577	128,680,525	132,535,670	135,987,036	137,440,252
Grand Total	**$456,939,131**	**$482,038,460**	**$502,489,205**	**$522,698,081**	**$554,311,185**

The campus derives most of its operating budgets from tuition and state allocations, sources CSUF expects to remain stable. Economic conditions of the state affect state funding, while

enrollment drives tuition revenues. In recent years, demand for admission far exceeded capacity, and CSUF had to decline admission to over 20,000 qualified applicants per year. In addition, the enrollment management model formalized in 2017 allows for proactive management of new student enrollment, so CSUF can take actions to achieve balance between meeting the Chancellor's Office enrollment targets, satisfying the campus' budgetary needs, and sustaining a healthy enrollment without exceeding space and instructional capacity (see Appendix 7.1).

For 2018-19, the state provided sufficient allocations to the CSU to cover mandatory cost increases, as well as additional funding for a 1% enrollment increase and $45M in ongoing funds to support the expansion of programs related to student success, i.e. Graduation Initiative 2025 (GI2025). From this allocation, Fullerton received $15,727,900 in baseline funds to fully cover the mandatory cost and compensation increases and another $4,327,000 in baseline funds for GI2025. Included in the GI2025 funding is $1,243,000 for tenure-track faculty hiring. Funding for the enrollment increase is provided on a one-time basis over four years at $1,327,000 each year.

Since Goal 4 of the University Strategic Plan 2013-18 (USP2013) focused on increasing revenues through fundraising, entrepreneurial activities, and grants and contracts, CSUF has pursued efforts to supplement its operating funds. Since 2011-12, the campus more than tripled fundraising, from $7.3M to $23.9M in 2017-18. Over this same time period, the campus reached new records in the number of gifts from alumni, parents, faculty, staff, and individual donors. And for the first time in its history, CSUF has had three consecutive years of fundraising over $21M. This success has motivated CSUF to embark on its first comprehensive campaign with a working goal of $175M. The funding priorities of the campaign went through an extensive vetting process and are aligned directly with the strategic plan. *(CFRs 1.7, 3.7)*

The University's endowment has also grown from $34.3M at the close of 2011-12 to nearly $65M at the end of 2017-18. The annual distribution of endowment earnings grew from $818,949 in 2011-12 to $1,823,372 in 2017-18 – a 122% increase. Annual disbursements are determined by the Foundation Board based on market conditions. The Board seeks to maximize the return of investment earnings to the campus while ensuring that an appropriate level of endowment income is reinvested and that an appropriate amount is placed in reserve to prepare for economic downturns.

Through its separately incorporated Auxiliary Services Corporation, the campus portion of revenue sharing doubled since 2015-16, from $350K to $700K per year. Fullerton recently completed a partnership project with Clear Channel on two electronic billboards that will generate $14M over 30 years of the contract period. In the area of contracts and grants, sponsored programs awards increased from $19.3M in 2012-13 to $27.3M in 2017-18 for a 41.5% increase. Corresponding indirect costs, which provide additional funds to the colleges, departments and principal investigators, also improved from $1.87M to $2.58M for a 38.0% increase during the same period. These are just some of the examples of the continuing and intentional efforts to diversify CSUF's resource base. The current University strategic plan (USP2018) specifically includes objectives to continue efforts in generating additional revenues through the comprehensive fundraising campaign and expanding self-support and entrepreneurial activities.

KPMG audits CSUF's financial statements (Appendix 7.2) as part of the CSU System-wide financial statement audit. For 2017-18, the same as in prior years, KPMG issued an unqualified opinion for both the system-wide audited financial statements and applicable campus supplementary schedules. *(CFR 1.7)*

Aligning Funding Priorities and Decision-Making *(CFRs 1.7, 3.6, 3.7, 3.10)*

CSUF utilizes a collaborative budget process that aligns resource allocation decisions to campus priorities as institutionalized under University policy statement (UPS 100.201). The Planning, Resource, and Budget Committee (PRBC), an Academic Senate committee consisting of faculty, staff, students, and administrators, is charged with providing budget strategy recommendations to the president. With budgetary and financial data provided by the chief financial officer, the PRBC reviews progress toward strategic plan goals and identifies budget strategies for the subsequent fiscal year. Sources of funds and allocations include but are not limited to Academic Affairs; Administration and Finance; Human Resources, Diversity, and Inclusion; Student Affairs; University Advancement; IT; and the President's division. In making recommendations, PRBC considers new and continuing monies (baseline and one-time funds) and offers open meetings where campus community members can voice concerns or make requests. PRBC agendas and reports are available on the budget website, which contains links to budget-related policies and procedures, as well as system-wide budget and financial data. PRBC's final recommendations are submitted to the president for allocation decisions and are available to the campus community via the budget website. The president's letter in response to PRBC is also posted and shared with the campus. PRBC budget recommendations reflect a transparent process in which resource allocation proposals reflect strategic plan priorities. This consultative and inclusive budget planning process allows multiple perspectives to be heard and alternative options to be discussed, which is particularly important as the higher education financial landscape continues to change. With the role of the CSU and its relationship with the University of California system and the community colleges constantly being negotiated, funding decision-making at CSUF needs to remain agile and adaptive, and the existing process allows for this flexibility. *(CFRs 1.7, 3.6, 3.7, 3.10)*

Enrollment Management *(CFRs 1.4, 1.7, 2.10, 2.14, 3.5, 3.7)*

Maintaining access for historically underrepresented and underserved students, while central to CSUF's mission, presents an ongoing challenge given the impacted status of the campus. In 2017, CSUF embarked on a new strategic enrollment management model (Appendix 7.1). As a collaboration between multiple divisions, including Academic Affairs, Student Affairs, and Administration and Finance, the campus established the Enrollment Targets and Oversight Group to develop and implement strategies for achieving admission objectives and meeting enrollment targets (Appendix 7.1). The group meets monthly to review enrollment trends and make necessary adjustments. *(CFRs 1.4, 1.7, 3.7)*

Students' course enrollment data are also closely monitored, as student course-taking behaviors are critical to their timely graduation. Course enrollment data – disaggregated by college,

student level, number of units registered, and student type (new vs. continuing) – are carefully monitored and widely disseminated during registration periods. A course enrollment dashboard is also being developed to provide real-time course registration and demand data. This information aims to provide timely updates on enrollment status so that colleges can quickly adjust course offerings to meet student demand ([Appendix 7.3](#)). *(CFR 2.10)*

The campus also acquired Transferology, a nationwide network that allows students to explore transfer options, including the transferability of their credits and matching colleges based on courses taken. One feature is the "Find a Replacement Course" function that helps students find courses they could take at another institution that may be transferred back to their current institution. *(CFRs 2.14, 3.5)*

CSUF also participates in the [CSU "CourseMatch" program](#) and the [CSU Fully Online program](#), which allows students to take online courses from another CSU campus in order to expand enrollment opportunities. This helps alleviate the pressure on high-demand courses and smooths the path to graduation for the students. Since fall 2015, 127 students from CSUF have taken advantage of these programs, and many more students (n=603) from other CSU campuses have enrolled in courses at CSUF.

To stay true to the commitment of broadening access to higher education within a limited physical footprint, online (including hybrid) programs are a cost-effective way to provide sufficient course enrollment opportunities to the students. Ensuring the online offerings are of high quality is an area that CSUF continues to address. As mentioned earlier, quality assurance mechanisms such as Quality Matters and technology based support to faculty who teach online have been implemented on campus. However, much work remains in terms of implementing online quality standards consistently across departments, expanding faculty training in online pedagogy, and increasing student services to better serve remote students' needs.

Resources and CSUF's Commitment to Educational Effectiveness
(CFRs 3.3, 3.5, 3.10, 4.2, 4.4)

Since 2012, CSUF has made a significant investment in assessment and quality assurance efforts and infrastructure. As discussed in [Component 6](#), the Office of Assessment and Institutional Effectiveness (OAIE) provides leadership and oversight for the campus in using qualitative and quantitative data to improve student learning and development. OAIE has a strong baseline budget to support assessment activities with a significant portion allocated to fund the faculty assessment liaisons from the colleges and to sustain their work, which is critical to supporting assessment and establishing a culture of quality assurance at CSUF. The College of Education and the Mihaylo College of Business and Economics have dedicated positions devoted to assessment and accreditation. Some of the other colleges also support college or department-level assessment faculty coordinators through stipends or assigned time. The Division of Student Affairs has a staff position coordinating assessment. *(CFR 4.2)*

Individual colleges provide funding to support faculty who take on leadership roles relevant to program performance review (PPR) and external reviewers who participate in the PPR process. The University funds faculty who assume other curricular responsibilities, such as the chairs of

the Assessment and Educational Effectiveness Committee, the University Curriculum Committee, and the General Education (GE) Committee. *(CFR 3.10, 4.4)*

CSUF commits funds to support institutional or faculty-driven efforts to collect data to improve student learning. As discussed previously, the University is committed to supporting such large-scale assessment as the National Survey of Student Engagement and locally grown assessment efforts such as the GE Faculty Learning Community. The annual Assessment Inquiry Grant program (see page 29) also evidences CSUF's investment in improving teaching and learning through assessment. *(CFR 3.3)*

The campus has made significant investments in new systems/software to improve workflow, communication, and transparency of assessment and curricular operations: Compliance Assist serves as a central platform for assessment activities and findings; Baseline and Qualtrics are used by faculty and staff to collect data related to student experiences; Curriculog facilitates faculty curriculum proposals; and Acalog lays the foundation for an online searchable catalog with degree requirements and course descriptions. *(CFR 3.5)*

Facilities, Environment, and Deferred Maintenance *(CFR 3.4)*

Work is now underway to update CSUF's Campus Physical Master Plan, a vital blueprint for providing a safe, sustainable, and cohesive learning environment into the future. Since the master plan was last updated in 2003, CSUF has reached enrollment capacity. The new master plan will guide the future physical growth of the campus, maximize available space, and support the University's core academic mission and strategic plan. The update process began in October 2017 and will conclude with a final approved Campus Physical Master Plan and Environmental Impact Report in 2020. *(CFR 3.4)*

Like many state universities, CSUF has accumulated significant deferred maintenance. In 2015-16, the campus conducted a thorough study of facilities using an outside consultant firm that identified deferred maintenance needs of roughly $150M, predicted to rise to over $443M by 2027. Currently, the campus addresses mission-critical maintenance needs such as chiller pipes, as well as life-safety issues using one-time available money. The campus will rely on one-time savings (e.g., salary savings) to build reserves to address emerging life-safety and critical deferred maintenance needs. The campus also participates in the system-wide funding allocations from bond issues specifically for infrastructure requirements. Funds available from this process are partially contingent on state funding, but this process provides another funding source to address deferred maintenance needs (Appendix 7.4).

The campus has invested in classroom renovations. In 2017-18 alone, in-house crews have upgraded paint, lighting, technology, and controls in 64 general use classrooms. An additional 52 classrooms received "smart classroom" technology upgrades, five more than the 47 projected for completion for the year.

Significant construction and renovation projects will increase campus capacity to provide higher quality spaces for campus units, academic programs, instruction and research, and student support services. In spring 2017, the campus began renovating the McCarthy Hall Math and

Science Building and received approval for $40M in funding for building renovation, infrastructure updates, and repairs through the State Capital Program. The campus has also embarked on major infrastructure projects, such as chiller pipes and the Corporation Yard, the location on campus that houses all physical plant and facilities maintenance departments.

The CSUF Auxiliary Services Corporation purchased a building, Titan Hall, across the street from the main campus at the corner of State College Boulevard and Dorothy Lane. Currently under renovation, this building will provide additional space for the Division of Information Technology (IT), Extension and International Programs, and other operating units. Renovation completion is expected in spring 2019.

In addition to addressing facilities, the campus began to review the availability of classroom space by analyzing space utilization as reported in the space and facilities database (Appendix 7.5). Based on the benchmarks established by the California State University system, the campus has a high space utilization rate in both lecture and lab space. The average weekly station hours (WSH; the number of hours each seat is in use in each room each week) for lecture space is 33.1, representing 94.7% of the standard 35 WSH. The average WSH for lab space is 27.8, which is 139% of the standard 20 WSH. The campus seeks creative ways to increase WSH. One strategy is to offer more courses on Fridays and Saturdays. *(CFR 3.4)*

IT Resources *(CFR 2.13, 3.3, 3.5)*

Following USP2013, IT developed a strategic plan to better support campus initiatives, particularly those focused on student success and faculty support (e.g., online teaching and learning). The Faculty Commons area in the Library expanded services with the opening of the Academic Technology Center (ATC) and relocation of the Faculty Development Center (FDC), both of which provide pedagogical and technical support and resources. Also joining this space was the Office of Faculty Affairs and Records in spring 2017 and the Online Education and Training department in summer 2015. Such consolidated services and locations provide a one-stop shop to address recruitment, retention, development, and support for faculty. All faculty are provided with an IT package that includes a desktop computer (Dell PC or Macintosh), a laptop (Dell PC or Macintosh) and an iPad. The iPad rollout increases efficiency and sustainability and reduces the carbon footprint. Additionally, the Deskside Support and Call Center provides faculty with comprehensive support services for their IT needs. *(CFR 3.3)*

In conjunction with the ATC and the FDC, the campus provides several resources to assist faculty with technology, including training for faculty and staff to make web content section 504/508 compliant, an online program to educate faculty on current trends in effective online education, and walk-in faculty support on creating accessible material for instructional design. *(CFR 3.3)*

Since 2011, IT's classroom technology team has modernized classrooms with LED lighting, Apple TVs, document cameras, modern lecterns, collaborative furniture, projectors, lecture capture cameras, and audio/visual switches. With support from Student Success Initiatives funding starting in 2014, 100% of general-use smart classrooms have received a technology upgrade. A mockup classroom in the ATC allows faculty to familiarize themselves with new

technology. An on-campus Data Visualization Center – a facility for presentations and collaborative workspace – is now available as well.

CSUF has also made significant developments in student technology services. Students currently receive free access to software packages, including Adobe Creative Cloud, Microsoft Windows and Office Suite, Dropbox, Grammarly, SPSS, and other tools to increase their digital literacy. As of June 2018, nearly 35,000 students have downloaded the Office 365 Suite, almost 10,000 students have created Dropbox accounts, over 10,000 students accessed Adobe Creative Cloud, and approximately 6,000 students registered for Grammarly and SPSS respectively. A 24/7 Student Helpdesk was established in 2015 to support student needs. Additionally, the campus created the iTuffy application, a virtual assistant app that answers student questions, such as "How do I enroll in courses?" or "How do I file a FAFSA?" A student makerspace is also available in the Library to support students' creativity, innovation, and talent through advanced technology. Titan Mobile is yet another critical IT support for student success. Part of the campus iFullerton mobile app, Titan Mobile allows students tablet and smartphone access to functions available in the Titan Online portal, providing more user-friendly services. In collaboration with Auxiliary Services, VitalSource, and textbook publishers, IT implemented the Titan Direct Access eBook program to reduce textbook pricing. By fall 2017, the Titan Direct Access program covered all major publishers with price savings of up to 80% off of the new printed textbook price. *(CFR 2.13)*

As mentioned earlier, IT worked with the OAIE to develop the Student Success Dashboard (an Oracle-based application) that combines static census data from OAIE with live data from the PeopleSoft EPM Data Warehouse. This dashboard provides real-time individual student level data that allows faculty and staff to monitor student progress. With assistance from IT, OAIE also developed and maintains an internal Tableau Enterprise site that hosts a variety of student, faculty and institutional data that are available to CSUF faculty and staff only. In addition, IT acquired and built out previously mentioned technology tools such as Compliance Assist, Curriculog, Tableau, and Qualtrics to support curriculum, assessment, data collection, and visualization needs. The increasing emphasis on technological tools that collect, manage, and disseminate data is CSUF's direct response to the ever-growing need for data to support student success. Following the principle of data-informed decision making, CSUF is moving beyond aggregated descriptive statistics and historical trends to individualized data examination and predictive analytics. The aforementioned Titanium Engagement tool is an initially successful attempt to detect student challenges early on to prevent them from falling off track. In the meantime, CSUF is cognizant of the potential biases or other sociocultural implications of predictive analytics. The campus is actively engaged in conversations to ensure a balance between the power of technology in customizing learning to meet individual student needs and the potential danger of the tool not benefiting different student populations in an equitable manner. *(CFR 3.5)*

Library *(CFR 3.5)*

T he University Library provides access to over 200 online databases, more than 400,000 ebooks, over 75,000 electronic journals, and online collections of streaming audio, video, and digitized primary source materials. In addition to physical book collections of

approximately one million volumes, the Library also contains a wide array of other materials, including print and online government publications (federal, state, local, and international), audiovisual collections, archival and rare items, maps, and microforms – all of these selected to support the learning mission of the University. The Library offers a variety of instructional programs and services. Library faculty conduct instructional sessions for CSUF classes covering how to utilize the library resources, as well as instruction in information and digital literacy. The main Reference Desk provides one-to-one instruction in the use of the Library's collections and services. The Library also has partnered with IT to provide over 500 computers and smart group study rooms. These activities are critical in supporting student's digital literacy development, an indispensable skill for their professional and personal success. The Library – and the University in general – continues to explore innovative ways to integrate technology with curriculum delivery and instructional pedagogy.

The University Library is the hub of University intellectual activity. The Library's raw gate count recorded 2,368,000 visits in 2016-17. As the single largest employer of students on campus, the Library also recruits employees across all majors. The Library enhances this high impact practice of student employment by mentoring students in their pursuit of educational and professional goals. Further, library faculty actively engage in scholarly and creative activities, with more than 90 publications encompassing peer-reviewed articles, book reviews, and creative writings to their credit.

The "Library of the Future" initiative, a multi-year plan to renovate the 375,000 sq. ft. University Library facility, has taken on new life. The entire building is being re-imagined and re-programmed as a 21st-century library focused on active and collaborative learning experiences. Renovation of the south tower in the wake of the 2014 earthquake damage is expected to be completed by the beginning of fall semester 2019. The first floor of the south building opened in February 2018, with space dedicated to several resource centers and a common area shared by faculty and students. Then in August 2018, a complete renewal of all four floors of the north tower was completed, highlighted by co-locating the Writing Center, the University Learning Center, and Supplemental Instruction, as well as other student services on the first floor north. Student seating increased by more than 450 spots and the completion of the south tower work should add another 500-600 seats. *(CFR 3.5)*

Conclusion

In summary, the campus has made significant gains in recent years as a result of strategic actions, as well as continuing a solid and transparent budget process. As the campus looks toward the next decade, these improvements will provide a foundation for enhancing the academic experience of CSUF's students, fulfilling the capital needs of the campus infrastructure, and streamlining campus processes and practices.

With increasing skepticism of the effectiveness of higher education in preparing graduates for the workplace, CSUF remains steady in its commitment to not only prepare students for future employment, but also for them to become productive and reflective citizens. The University embraces community engagement as one of its responsibilities to rebuild public trust in higher education, and to that end will continue to pursue community outreach, partnerships and "giving

back" efforts. More importantly, CSUF strives to demonstrate the value of higher education by producing high-quality graduates through a rigorous educational experience. In addition to the WSCUC core competencies, such as critical thinking and written communication, CSUF aims to help students develop other crucial skills, including creativity, adaptability, and responsiveness to change through interdisciplinary curricular offerings and innovative pedagogies. With an agile mindset, CSUF is ready for what the changing higher education landscape will bring.

COMPONENT 9
Conclusion:

Reflection and Plans for Improvement

(CFRs 1.4, 1.6, 2.6, 2.7, 2.10, 2.11, 3.10, 4.1, 4.3, 4.6, 4.7)

At CSUF, "Titans reach higher." Since the last WSCUC review, CSUF has "reached higher" on many fronts, one of which is reflected in the significant increase in graduation rates and decrease in equity gaps. Student success is at the core of every effort taking place on the CSUF campus. Building upon the positive impact of the student success initiatives detailed in Component 5, the University continues to identify opportunities and streamline processes to further improve student retention and graduation. Noteworthy efforts currently underway include:

- The "Reach for 15" campaign – both at the University and college levels – encourages students to take 15 units (i.e. full unit load) every semester, so they are on the path to graduate in four years; *(CFR 2.10)*

- An improved graduation check process that facilitates planning for timely graduation (see Appendix 9.1);

- Allocating resources to expand advising capacity within the colleges to ensure "high touch, high impact" advising reaches all students; *(CFR 2.12)*

- A review of bottleneck courses (i.e. courses with high failure rate) to remove unnecessary barriers to persistence and graduation, while maintaining curricular rigor (see Appendix 9.2); and

- Updating curricular "roadmaps" in all departments clarifies a curricular path from matriculation to graduation to facilitate student progress (see Appendix 9.3). *(CFR 1.6)*

All of these efforts are driven by carefully examining relevant data. CSUF recognizes the importance of data availability and has invested significant resources in producing comprehensive, disaggregated, easily accessible data, and making them widely available through user-friendly formats. Data-informed decision-making has increasingly become the norm for how the campus operates. *(CFR 2.10)*

The pursuit of higher retention and graduation rates is not at the sacrifice of educational quality. Evidence of student learning is collected and examined regularly at the course, program, and institution level through assessment efforts to ensure CSUF graduates meet and exceed the expectations set forth by the faculty at the University and degree program levels. Data on student curricular and co-curricular experiences are also monitored through similar means to facilitate continuous improvement of programs and services aimed at supporting student engagement and success. The campus-wide participation in the six-step assessment process,

coupled with the academic programs' fulfillment of the program performance review (PPR) process, enabled the integration and triangulation of data from multiple sources to refine the "Titan experience" CSUF offers to its students. *(CFRs 2.6, 2.7, 2.11, 4.1, 4.3)*

The strength of CSUF lies in its diversity. The University takes pride in the diverse student, faculty, and staff populations and embraces the principle of engaging broad and diverse constituencies in decision-making. The long tradition of shared governance, the strong presence of the Academic Senate, and the consultative and inclusive manner through which important institutional initiatives (e.g., strategic plan and WSCUC self-study) are completed are all testament to CSUF's unwavering commitment to diversity and inclusion. *(CFRs 1.4, 3.10, 4.6)*

A large campus imbues CSUF with vibrant diversity. At the same time, however, it presents challenges of consistency in terms of process implementation across campus units or equal experience across student groups.

- A solid foundation of assessment and quality assurance processes (e.g., PPR) has been implemented across colleges and divisions. However, the planning and execution of each step of the six-step assessment process (e.g., choice of direct and indirect methods, sophistication of data collection and analysis, and process of "closing the loop") are not consistent across programs/units. As such, CSUF will continue to provide customized outreach to all departments and divisions to strengthen faculty and staff expertise in assessment, support their efforts to refine the assessment process, and to further develop a systematic approach to foster continuous improvement-based assessment and PPR findings. The University is strengthening the assessment of WSCUC core competencies by integrating GE assessment, program assessment, and institutional assessment efforts. Part of these efforts will be devoted to the dissemination of data on student learning to reach more members of the CSUF community.

- A multitude of student support services and student success initiatives have been established at CSUF. The reach of such efforts to various student populations, however, has been uneven. As discussed earlier, graduate, online, and transfer students have voiced concerns about the support they receive. To this end, a Graduate Education Taskforce has been established to define the vision of graduate education and identify specific strategies to address graduate students' unique needs. A set of recommendations has been developed by the Provost's Task Force for Online Strategy and is currently being reviewed to determine implementation strategies to ensure online students receive the same level of care and support as on-campus students. Technological tools are being investigated and transfer barriers reduced to pave a smoother pathway for transfer students. The University will also move toward more sophisticated ways of examining and disaggregating data, with the goal of developing a more nuanced understanding of the needs of particular student groups and thus better supporting their experiences.

- With decreasing state funding, CSUF faces the challenge of limited resources. Deferred maintenance and insufficient budget to support faculty development are among the many areas that could benefit from more funds. CSUF will continue to develop and implement the diverse funding strategies that currently are being utilized and have demonstrated promising

results. Such strategies will involve, to a significant extent, philanthropic support from students and families, alumni, and community and corporate partners. The first-ever comprehensive campaign, with a working goal of $175M, is an excellent step in this direction, leveraging past philanthropic success to build a stable endowment for the future.

- CSUF will continue to build a culture of inclusive excellence that embraces diversity. While celebrating a diverse student body, the University welcomes continued growth of different student groups, particularly those whose representation could be increased (e.g., African American). Targeted efforts such as Super Sunday and support services like the Male Success Initiative will be strengthened and expanded to further enrich the student population. CSUF will also continue improving its hiring practices to bring more diversity into faculty and staff. Retention strategies and professional development programs (see details in Component 2) are continuously being examined, improved, and expanded. The Higher Education Excellence in Diversity Award received in 2018 is only the beginning – CSUF anticipates diversity and inclusion to be further integrated into the identity of Titans.

The reflections generated from the WSCUC reaffirmation self-study process echo CSUF's commitment to student success and are captured in the University's strategic plans. The current strategic plan outlines the goals and strategies that will guide the synergy of multiple efforts on campus to ensure the quality of student learning, support student success, enhance financial sustainability, and grow the collective strength of the University's diverse students, faculty, and staff. Perhaps more importantly, given the ever-changing higher education landscape, CSUF will maintain an agile mindset, and continue to employ a general approach that has served the University well – *address challenges with multi-faceted solutions*. The use of diverse yet aligned strategies to meet both the University and individual units' needs has allowed CSUF to make strides in many areas including student success, assessment and quality assurance, and funding and revenue generation. CSUF is confident that the continuation of this approach will lead to the fulfilment of the University's promise to the students to provide Titan graduates with a rich multidisciplinary education and a vibrant co-curricular experience, and to equip them with the disciplinary knowledge and critical skills that allow them to become effective leaders and productive members in the local and global community. *(CFRs 1.4, 4.7)*

ACRONYMS

AAC	Academic Advising Center		IT	Division of Information Technology
AGR	Absolute Graduation Rate		MCBE	Mihaylo College of Business and Economics
AMP	Academic Master Plan		NSSE	National Survey of Student Engagement
ASI	Associated Students Inc.			
ATC	Academic Technology Center		OAIE	Office of Assessment and Institutional Effectiveness
AVP	Assistant Vice President			
CBA	Collective Bargaining Agreement		OET	Online Education and Training Center
CLA	Collegiate Learning Assessment			
CRT	Course Redesign with Technology		OGS	Office of Graduate Studies
CSU	California State University system		PAB	President's Advisory Board
CSUF	California State University, Fullerton		PLOs	Program Learning Outcomes
			POs	Performance Outcomes
DIEP	Office of Diversity, Inclusion, and Equity Programs		PPR	Program Performance Review
			PRBC	Planning, Resource, and Budget Committee
EO	Executive Order			
FDC	Faculty Development Center		QM	Quality Matters
FEID	Faculty Enhancement and Instructional Development		SAS	Student Assessment Scholars
			SI	Supplemental Instruction
FLC	Faculty Learning Community		SLOs	Student Learning Outcomes
FTES	Full-time equivalent student		SSCs	Student Success Centers
FTF	First-time Freshmen		SSTs	Student Success Teams
FYE	First Year Experience		TAN	Titan Advisors Network
GE	General Education		TDA	Titan Degree Audit
GELGs	GE Programmatic Learning Goals		UAR	University Assessment Report
GI2025	California State University 2025 Graduation Initiative		UDT	Upper-division Transfer Student
			ULGs	Undergraduate Learning Goals
GLGs	Graduate Learning Goals		UPS	University Policy Statement
HIPs	High Impact Practices		URR	Unit Redemption Rate
HRDI	Division of Human Resources, Diversity, and Inclusion		USP	University Strategic Plan
			USP2013	University Strategic Plan 2013-18
IEEI	Inventory of Educational Effectiveness Indicators		USP2018	University Strategic Plan 2018-23
			VPs	University Vice Presidents
IPEDS	Integrated Postsecondary Education Data System		WSH	Weekly Station Hours

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