

WSCUC INTERIM REPORT

Submitted to
The Accrediting Commission
of the WASC Senior College and University Commission
(WSCUC)



Prepared

by

President Mildred García

and

The Cal State Fullerton WSCUC Interim Report Committee





Name of Institution	California State University, Fullerton
Person Submitting the Report	Peter Nwosu, Ph.D., Accreditation Liaison Officer (ALO)
Report Submission Date	February 25, 2015

Table of Contents

I.	Introduction to the Interim Report	3
II.	List of Acronyms Used in the Report	6
III.	Statement on Report Preparation	9
IV.	List of Topics Addressed in the Report	11
V.	Institutional Context	11
VI.	Responses to Issues Identified by the Commission	15
VII.	Identification of Other Changes and Issues Currently Facing the Institution	46
VIII.	Concluding Statement	49
IX.	Appendix Index	51



- Institutional context;
- A narrative section detailing the university's response to the issues identified by the Commission;
- A section on other major changes and issues currently facing the institution; and
- A concluding section that reflects on how the university's responses to the issues raised by the Commission have impacted the institution and will guide its work in the future.

The **statement on report preparation** explains how the Interim Report Committee (IRC) was formed and conducted its work. The **section on institutional context** provides Cal State Fullerton's history and unique characteristics; its academic programs and accreditation history; and its mission, vision, and values. The **narrative section** contains the university's detailed response to the Commission's request for an *Interim Report*.

WSCUC's expectations of the *Interim Report*, due March 1, 2015, are identified as follows:

1. Strategic Planning,
2. Assessment,
3. Advising, and
4. Finances.

The section on **identification of other changes or issues** discusses current issues facing the university. In its exit meeting with incoming President García in 2012, the Commission requested that the university address the issue of faculty diversity. This section of the *Interim Report* therefore highlights the university's action steps and accomplishments in this regard.

In response to the concerns raised by the Commission, Cal State Fullerton has: 1) developed a Strategic Plan and aligned campus budgetary considerations with its goals; 2) reinvigorated the Office of Assessment and Educational Effectiveness (OAEE); developed university-wide Learning Goals (ULGs); adopted a uniform six-step assessment process; and implemented an online platform for tracking and documenting assessment activities; 3) emphasized the importance of advising in the Strategic Plan; provided additional resources in the form of professional advisers, Student Success Teams, and professional development; instituted mandatory and targeted intrusive advising; developed integrative common communication tools for advisers; and implemented rigorous assessment and evaluation practices for advising; and 4) developed a collaborative budget process involving administrators, faculty, and students to align resource allocation to campus priorities; passed the Student Success Initiative (SSI); secured alternative funding streams; and set the foundation for an outcomes-based funding (OBF) model. Finally, Cal State Fullerton has actively addressed the Commission's concerns regarding faculty diversity. Details regarding these achievements can be found in Sections VI and VII of this document.



A reviewer who has any difficulties with accessing any portions of the content of this *Interim Report* may contact:

Peter O. Nwosu, Ph.D.
Accreditation Liaison Officer (ALO)
California State University, Fullerton
Phone number: 657-278-3602
Email: pnwosu@fullerton.edu



II. List of Acronyms Used in the Report

A list of acronyms is provided for the convenience of the reviewer. For each section, when an entity first appears, the name is provided in full, with the acronym following in parenthesis. In subsequent appearances in the narrative, the same entity will be referred to by its acronym.

AAC	Academic Advisement Center
AAC&U	American Association of Colleges & Universities
AAPDC	Academic Advisors Professional Development Committee
AEEC	Assessment and Educational Effectiveness Committee
ALO	Accreditation Liaison Officer
AS/AA	Academic Senate/Academic Affairs
AVP	Associate Vice President
AVPRCATT	Associate Vice President for Research, Creative Activities, and Technology Transfer
AY	Academic Year
BA	Bachelor of Arts
CLA	Collegiate Learning Assessment
COMM	College of Communications
COTA	College of the Arts
CSU	California State University
CSUF	California State University, Fullerton
EAB	Education Advisory Board



ECS	College of Engineering and Computer Science
EDUC	College of Education
EEO	Equal Employment Opportunity
EER	Educational Effectiveness Review
EPOCHS	Enhancing Post-baccalaureate Opportunities at Cal State Fullerton for Hispanic Students
FTE	Full-Time Equivalent
FTES	Full-Time Equivalent Students
FY	Fiscal Year
GE	General Education
HHD	College of Health and Human Development
HIP	High Impact Practice
HRDI	Division of Human Resources, Diversity and Inclusion
HSS	College of Humanities and Social Sciences
IRC	Interim Report Committee
IRSC	Interim Report Steering Committee
ISC	Irvine Satellite Campus
IT	Information Technology
MCBE	Mihaylo College of Business and Economics
NSM	College of Natural Sciences and Mathematics
NSSE	National Survey of Student Engagement
OAEE	Office of Assessment and Educational Effectiveness



OBF	Outcomes-based Funding
OGS	Office of Graduate Studies
OAP	Office of Academic Programs
PPR	Program Performance Review
PRBC	Planning, Resources, and Budget Committee
SALO	Student Advising Learning Objective
SLO	Student Learning Outcome
SPSC	Strategic Planning Steering Committee
SSI	Student Success Initiative
STAR	Strategic Transfer Agreement
TAN	Titan Advisor Network
TDA	Titan Degree Audit
THE COMMISSION	WASC Senior College and University Commission
UC	University of California
UEE	University Extended Education
ULG	University Learning Goal
UPS	University Policy Statement
WASC	Western Association of Schools and Colleges
WSCUC	WASC Senior College and University Commission



III. Statement on Report Preparation

On March 24, 2014, President García convened a meeting of the newly-formed Cal State Fullerton WSCUC Interim Report Committee (IRC) (Appendix III.1) to develop the university's *Interim Report* for the Commission. At this meeting, the Provost and Vice President for Academic Affairs (who chaired the IRC) and the Accreditation Liaison Officer (ALO) discussed the IRC's scope of activities, logistics, expectations, and timelines. In the *Interim Report*, the university is expected to provide a description of each issue (strategic planning, assessment, advising, and finances), the actions taken to address the issue, and an analysis of the effectiveness of these actions.

The President appointed 36 members to the IRC drawn from all eight colleges, the Irvine Satellite Campus (ISC), the Division of Academic Affairs, and the other five divisions of the university: University Advancement; Administration and Finance; Student Affairs; Information Technology (IT); and Human Resources, Diversity, and Inclusion (HRDI). Student representatives, recommended by the Division of Student Affairs, also served on the committee. In this process, all efforts were made to ensure that membership reflected the diversity of the university's demographic profile and faculty ranks, and to make sure that tenure-track and tenured faculty, as well as contingent faculty, were included.

The IRC was then organized into two working groups: the WSCUC Interim Report Subcommittees (the Subcommittees) and the WSCUC Interim Report Steering Committee (IRSC). Each subcommittee was charged with addressing one of the four major issues identified in the Commission's action letter (Appendix I.1) and consisted of members with expertise in that area. The IRSC chaired by Dr. José Cruz, Provost, and comprised of nine members, provided oversight and leadership for the work of the subcommittees.

Throughout the remainder of spring and summer 2014, the subcommittees developed preliminary drafts of the *Interim Report*, with the IRSC and ALO providing guidance, reviewing preliminary drafts of each section of the report, providing feedback to the subcommittees through their chairs, and ensuring that subcommittees were meeting milestones consistent with the *Interim Report* action steps and timeline (Appendix III.2) as set forth by the ALO. The ALO also provided feedback to the subcommittees and addressed their questions about the new 2013 *WSCUC Handbook*, and the Standards of Accreditation.

At its July 15, 2014 meeting, the IRSC refined its action steps and timeline for the *Interim Report* and the expectations from each subcommittee. Based on this revised timeline, preliminary drafts of the subcommittee reports were submitted to the ALO on August 15, 2014. The reports were then compiled and organized into a single document by the ALO, the IRSC Chair, and the IRSC staff person. This preliminary document was distributed to the IRC on September 24, 2014, for members' review. On October 3, 2014, the IRC met to discuss the preliminary draft



Report. IRC members provided feedback to strengthen the document and recommended that the ALO have a small group read the document closely with a view to providing a unified voice to the *Interim Report*. Based on their review and feedback, the preliminary document was then revised. Updates on the *Interim Report* were provided by the ALO to the university's Planning, Resources, and Budget Committee (PRBC); Academic Senate Executive Committee; Academic Senate; Council of Deans; and the President and her Cabinet. Feedback received from these groups further informed and strengthened the draft document. In February 2015, a final draft of the *Interim Report* was disseminated to the campus community for additional review and feedback. In mid-February 2015, the IRSC received the final draft for review. Following the committee's and President's approval of the final report, the ALO successfully submitted it on February 25, 2015, to the Commission. Throughout the process, the IRSC and the subcommittees involved a diverse group of contributors who utilized a consultative strategy of shared governance to develop the university's response to the Commission.



IV. List of Topics Addressed in the Report

- Strategic Planning
- Assessment
- Advising
- Finances
- Diversity

V. Institutional Context

Cal State Fullerton was established on July 5, 1957, as the 12th campus of what is now the 23-campus California State University (CSU) system. The main campus is located on 236 acres of what was once a vast orange grove in the city of Fullerton, in northwest Orange County. With its Irvine campus, Cal State Fullerton maintains the largest official satellite campus in the CSU system. Led by the university's Office of International Programs and Distance Education, the university also has established and maintained international partnerships with universities—the first of which was formalized in 1984, with Fudan University in Shanghai, China.

Cal State Fullerton maintains a strong tradition of collegial governance that is inclusive, consultative, and transparent. Through this governance system, faculty, staff, administration, and student groups initiate, review, and/or recommend various university programs, policies, and procedures, with final approving authority vested in the university President. Community leaders, through the Philanthropic Board, also advise the President on community relations and other issues.

Since 1957, Cal State Fullerton has grown from a small local college of 452 students to a major, comprehensive, regional university with a global outlook. Cal State Fullerton's fall 2014 enrollment of 38,128 students made it the largest campus of the CSU system. Cal State Fullerton is a Hispanic Serving Institution (36 percent), and an Asian American Pacific Islander Serving-eligible Institution (21 percent). Twenty-five percent of the student population is white; two percent is African American; four percent is multiracial; eight percent is international, coming from 81 nations; while four percent is unknown. Thirty eight percent of students receive Pell grants. In terms of impact, Cal State Fullerton awards more than 9,000 degrees annually (more than 7,500 undergraduate and 1,500 graduate) making it first in the CSU system, third in



California, and 23rd in the nation in terms of the number of degrees awarded annually. Cal State Fullerton is first in the CSU system, first in California, and 10th in the nation in the number of degrees awarded to Hispanics with nearly 2000 a year. More than half of the university's degrees are earned by students who are among the first in their families to go to college.

One-third of the degrees are earned by first-time freshmen, with undergraduate transfers earning two-thirds of the degrees. Mid-career earnings of Cal State Fullerton's graduates are above the national average. Since its founding, the university has awarded nearly 231,000 degrees. Cal State Fullerton's current six-year graduation rate is 56 percent, and the retention rate is 90 percent for first to second year first-time freshmen; both percentages reflect a steady increase over the last five years. The university's average student age is 24. A 2010 impact study shows that Cal State Fullerton generates \$1 billion in economic activity annually, including more than \$65 million per year in state tax revenue, and sustains nearly 9,000 jobs in the region. Thus, the university is recognized as both a regional and national engine of opportunity.

Our academic programs, faculty, and rankings

Cal State Fullerton's degree programs have grown from the single BA in Education to eight separate colleges with 55 undergraduate and 55 graduate degree programs, including a doctorate degree in education, a doctor of nursing practice, and numerous certificate and credential programs.

Cal State Fullerton's eight colleges are:

- College of the Arts (COTA) with a School of Music,
- Mihaylo College of Business and Economics (MCBE) with a School of Risk and Insurance Management,
- College of Communications (COMM),
- College of Education (EDUC),
- College of Engineering and Computer Science (ECS),
- College of Health and Human Development (HHD) with a School of Nursing,
- College of Humanities and Social Sciences (HSS), and
- College of Natural Sciences and Mathematics (NSM).

The university also houses 62 centers and institutes involved in research, service, and community engagement.

Cal State Fullerton has attained the following honors and rankings since 2012:

- *U.S. News & World Report* (September 2014) ranks Cal State Fullerton No. 9 among "Top Public Regional Universities" and No. 1 among "Best Regional Universities in the West for students who graduate with the least debt."
- *Washington Monthly* (2013), on economic value, ranks Cal State Fullerton No. 4 in the nation on the list of "Best Bang for Your Buck" institutions.
- *Diverse Issues in Higher Education* (October 2014) ranks Cal State Fullerton 4th in the nation in terms of baccalaureate degrees awarded to underrepresented students.



- *Princeton Review's Best 294 Business Schools* (2015 edition) includes the Steven G. Mihaylo College of Business and Economics, the state's largest accredited business college.
- *2014 President's Higher Education Community Service Honor Roll* names Cal State Fullerton as a recipient of the nation's highest recognition for community engagement, resulting from more than 1.4 million hours of course-related and voluntary service. (Cal State Fullerton has been a recipient of this award for six years in a row.)

Approach to student success at Cal State Fullerton

Cal State Fullerton's reaffirmed approach to student success has been guided by the following: a clear problem statement, a clear vision, an institutional mission, and the completion in 2013 of a Strategic Plan (Appendix V.1) with clear objectives and strategies. This approach is detailed below.

- **A clear problem statement**
 - How do we expand access, improve learning, increase degree completion rates, reduce time to degree, narrow achievement gaps, better serve our community, push the frontiers of knowledge, and keep college costs affordable?
- **A clear vision**
 - Cal State Fullerton aspires to be a model public comprehensive university nationally recognized for exceptional programs that prepare our diverse student body for academic and professional success.
- **An institutional mission**
 - Learning is preeminent at Cal State Fullerton. We aspire to combine the best qualities of teaching and research universities where actively engaged students, faculty, and staff work in close collaboration to expand knowledge.
 - Our affordable undergraduate and graduate programs provide students the best of current practice, theory, and research, and integrate professional studies with preparation in the arts and sciences. Through experiences in and out of the classroom, students develop the habit of intellectual inquiry, prepare for challenging professions, strengthen relationships to their communities, and contribute productively to society.
 - We are a comprehensive, regional university with a global outlook, located in Orange County, a technologically rich and culturally vibrant area of metropolitan Los Angeles. Our expertise and diversity serve as a distinctive resource and catalyst for partnerships with public and private organizations. We strive to be a center of activity essential to the intellectual, cultural, and economic development of our region.
- **A Strategic Plan containing four goals and fifteen objectives**
 - The Strategic Plan operationalizes the campus commitment to student success and is presented in detail in the Strategic Planning section of this document.

Our accreditation history and quality assurance efforts

Cal State Fullerton first achieved accreditation from WASC Senior College and University Commission (WSCUC) in February 1961 and subsequently has completed ten successful



accreditation cycles. The last Educational Effectiveness Review (EER) was conducted in 2012, and Cal State Fullerton was reaffirmed until 2019. In line with the new accreditation process, the next Offsite Review for Cal State Fullerton will take place in spring 2019, and the Accreditation Visit will take place in spring 2020.

The university's Office of Academic Programs (OAP) in the Division of Academic Affairs has campus-wide responsibility for accreditation and quality assurance processes. Consistent with the university "Program Performance Review Policy" (UPS 410.200) (Appendix V.2), all academic programs at Cal State Fullerton go through a rigorous Program Performance Review (PPR) process every seven years as well as an annual assessment process. Both the PPR and assessment processes are discussed in detail in subsequent sections of this report, and more information about the processes can be found on the university's assessment and educational effectiveness website: <http://www.fullerton.edu/assessment/>.



VI. Responses to Issues Identified by the Commission

STRATEGIC PLANNING

With regard to strategic planning, the Commission recommended that Cal State Fullerton:

- Develop a strategic plan that identifies the university's goals, targets and milestones, and timelines;
- Develop a process for allocating resources to support implementation and lines of responsibility;
- Report to WSCUC on the current status of Cal State Fullerton's efforts to achieve its strategic goals and align strategic priorities with resource allocation; and
- Finalize and follow a plan that engages with the Irvine Satellite Campus (ISC).

In response, Cal State Fullerton has:

- Developed a robust Strategic Plan (V.1) with four goals and fifteen objectives;
- Set priorities in relation to the Strategic Plan, establishing metrics and indicators of quality;
- Achieved consistency across planning documents by establishing task forces charged with ensuring goals are met, involving the campus through town hall meetings, and establishing a website that tracks the Strategic Plan's success;
- Aligned the Strategic Plan with budgetary allocations, revising university policy documents to define the role of the Planning, Resources, and Budget Committee (PRBC) in providing budget recommendations to the president in alignment with the Strategic Plan; and
- Developed plans for expanding academic and support offerings at the ISC.

Introduction

At the time of the 2012 visit by the Commission, Cal State Fullerton had begun but not completed preparation of a Strategic Plan. In its action letter of July 3, 2012 (Appendix I.1), reaffirming Cal State Fullerton's accreditation, the Commission requested the university to finalize and follow a "fully developed Strategic Plan that is dynamic and yet attentive to institutional culture, sets priorities, establishes metrics and indicators of quality, achieves consistency across extant planning documents, and aligns with budgetary allocations." The Commission also requested the university to show how developments at the ISC are related to the completed Strategic Plan. The following section illustrates how enthusiastically the campus embraced the development of the Strategic Plan and its initial implementation while simultaneously adhering to the institutional culture of shared governance.

Developing the Strategic Plan: The process

At the September 11, 2012 Convocation, President García announced the formation of a new Strategic Planning Steering Committee (SPSC) (Appendix VI.1). Drawing from constituents representing the entire campus, the SPSC would use recommendations of the PRBC; input from



a town hall on October 12, 2012 attended by more than 400 participants from the campus community; and feedback from an internet interface to develop a functional Strategic Plan. After engaged discussion and spirited debate, the SPSC identified four draft goals and shared them with the campus community on November 9, 2012. Attentive to a range of perspectives, the SPSC then solicited additional feedback from the campus community to further refine these goals.

Following the unveiling of the draft goals, workgroups drawn from across the campus began to develop and refine objectives for the plan's four goals. Draft objectives were announced to the campus on February 4, 2013, and the campus community was again invited to provide feedback through the planning website. In addition, two mini town hall presentations of the objectives were held on February 4 and 7. The workgroups used the feedback from the town hall events and from meetings of the Council of Deans (February 6), the Academic Senate (February 21), and the Philanthropic Board (February 22) to refine the objectives.

The workgroups then reconvened to discuss and generate strategies for achieving the refined objectives. These strategies were consolidated and aggregated for each goal. The campus was again encouraged to provide feedback when the proposed strategies were rolled out to the campus electronically and at two additional mini town halls on March 7 and 8, 2013.

Using the feedback collected throughout the planning process, SPSC members made final revisions to the plan's goals, objectives, and strategies; added an introduction; and provided context. The SPSC co-chairs then presented a draft of the plan to President García on March 27, 2013. On April 12, 2013, at a large town hall meeting with broad campus representation, the finished plan was unveiled to the campus (<http://planning.fullerton.edu/>). The goals and objectives are presented below while the strategies for carrying out the plan and its objectives can be accessed on the website.

Strategic Plan: Four goals, fifteen objectives (<http://planning.fullerton.edu/>)

- **Goal 1:** Develop and maintain a curricular and co-curricular environment that prepares students for participation in a global society and is responsive to workforce needs.
 - **Objectives:**
 - Implement a sustainable university-wide assessment process that includes curricular and co-curricular components.
 - Ensure that at least 75 percent of CSUF students participate in an advising system that integrates academic, career, and personal development components.
 - Increase by 25 percent the number of CSUF students participating in international, service learning, internship, community engagement, or other innovative instructional experiences that prepare students for professional endeavors in a global society.
- **Goal 2:** Improve student persistence, increase graduation rates university-wide, and narrow the achievement gap for underrepresented students.



- **Objectives:**
 - Increase the overall 6-year graduation rate, such that the fall 2012 cohort of first-time, full-time freshmen is at least ten percentage points higher than that of the fall 2006 cohort.
 - Increase the 4-year transfer graduation rate such that the fall 2014 cohort is at least 10 percentage points higher than that of the fall 2008 cohort.
 - Reduce by at least half the current 12 percent achievement gap between underrepresented and non-underrepresented students.
 - Increase participation in High-Impact Practices (HIPs) and ensure that 75 percent of CSUF students participate in at least two HIPs by graduation.
- **Goal 3:** Recruit and retain a high-quality and diverse faculty and staff.
 - **Objectives:**
 - Assess the campus climate and utilize results to identify and implement retention and engagement strategies.
 - Implement effective and systematic faculty and staff recruitment and retention programs.
 - Align CSUF faculty demographics with national pools of appropriately qualified applicants.
 - Provide additional training programs and increase opportunities for professional development available to post-tenure faculty and staff to promote career advancement.
- **Goal 4:** Increase revenue through fundraising, entrepreneurial activities, grants, and contracts.
 - **Objectives:**
 - Increase overall philanthropic giving to at least \$15 million yearly in order to be in the top third of our CSU Peer Group.
 - Increase by 25 percent overall grants and contracts revenue generated through Principal Investigator applications.
 - Implement support mechanisms and incentive programs to increase entrepreneurial activities at CSUF, such that revenues generated by those activities increase by 50 percent over the life of the plan.
 - Increase communications and stakeholder engagement by 50 percent over the 2011-2012 baseline.

Since its development, the Strategic Plan has been enthusiastically embraced by the university community, and implementation is proceeding smoothly.

Determining priorities, metrics, indicators of quality, and consistency

The Strategic Plan acknowledges challenges and identifies opportunities that will strengthen the institution now and in the future. Since the presentation of the plan, individual colleges, divisions, and units (as well as the Associated Students Incorporated and the Cal State Fullerton Auxiliary Services Corporation) have developed or are completing their own strategic planning activities. These college, division, and unit-created plans operationalize the goals and objectives of the university's Strategic Plan and address strategic needs within the divisions/entities



themselves. Through attentive and concerted effort the campus has begun implementation of the Plan's priorities.

Establishing metrics and indicators of quality

The strategies articulated in the Strategic Plan serve as calls to action and lead toward the objectives. Each objective includes clear metrics and indicators of quality that serve as the basis for assessing the university's progress. Data, routinely collected through Cal State Fullerton's operations, will be used and are currently being used to gauge the completion of each objective (<http://planning.fullerton.edu/planning/goal1-progress.asp>).

Aligning strategic priorities with resource allocations

With the unveiling of the Strategic Plan, the PRBC moved quickly to include the plan in its recommendations to President García. In its annual letter for the 2013-2014 academic year (Appendix VI.2), the PRBC noted a number of influences on its recommendations, and then explicitly acknowledged both the Strategic Plan and the long list of detailed strategies produced by the SPSC workgroups, which were shared with the PRBC and the division heads. The PRBC tied each of its recommendations to specific goals and objectives within the Strategic Plan.

In President García's letter to the PRBC Chair dated September 20, 2013 (Appendix VI.3), budget recommendations were clearly aligned to the Strategic Plan. Out of a total budget of \$31,720,350 in reallocated, one time, or new baseline funds available for discretionary uses, a total of \$7,326,658 was specifically allocated to the operationalization of the Strategic Plan. This sum includes: 1) recruitment and retention of diverse and high quality faculty (\$3.95 million), which is linked to Goal 3 and indirectly supports Goals 1, 2, and 4; 2) student advising (\$766,402), which is linked to Goal 1 of the Strategic Plan and supports Goal 2; 3) development of an effective student learning assessment process (\$375,000), which is linked to Goal 1 of the Strategic Plan and supports Goal 2; 4) diversification of revenue streams (\$1,288,000), which is a key element of Goal 4; and 5) the Student Success Initiative (SSI) (\$1,305,257), which supports Goals 1 and 2. In addition, over \$20 million of the remaining discretionary funds were allocated to reinvesting in the instructional and support infrastructure and the core operations critical to support student success, helping lay the foundation for launching subsequent plan initiatives. These data are also outlined in the Budget Report for the 2013-2014 fiscal year (Appendix VI.4).

The following offers an example of how the PRBC specifically recommends a budget aligned with the Strategic Plan. A letter from PRBC Chair, Paul Deland, to the President, dated May 22, 2014 (Appendix VI.5), shows clear alignment between goals of the Strategic Plan and budget recommendations. The recommendations include:

- **Strategic Goal 1:** Develop and maintain a curricular and co-curricular environment that prepares students for participation in a global society and is responsive to workforce needs.
 - Investment in an Academic Master Plan to be completed on or before the end of 2015-2016 to guide enrollment plans and to provide a basis on which to establish measurable targets for faculty hiring.



- Investment in structures, resources, and training to support assessment of student learning and mandatory student advising.
- Examine co-curricular participation through use of the Titan Student Involvement Center; begin to expand co-curricular opportunities and the use of co-curricular transcripts.
- **Strategic Goal 2:** Improve student persistence, increase graduation rates university-wide, and narrow the achievement gap for underrepresented students.
 - Investment in practices demonstrated to support student success by examining HIP baselines and planning for HIP expansion, and by integration of best practices in bottleneck, gateway, and low success-rate academic courses and programs.
 - Allocation of resources to support areas of need, including funding for a Director of Writing.
- **Strategic Goal 3:** Recruit and retain a high-quality and diverse faculty and staff.
 - Investment in the multi-year hiring plan during 2014-2015 and 2015-2016 academic years in support of Cal State Fullerton's mission and strategic goals and objectives. Additional recommendations included funding for a robust recruitment platform and funding for "active recruiting" plans in disciplines with small pools of qualified, diverse applicants.
 - Investment in a plan to improve the professional experience of contingent faculty to be completed during 2014-2015. The plan will be informed by the results of Cal State Fullerton's 2014 Climate Survey.

Cal State Fullerton has responded to WSCUC's concerns by finalizing and following a fully developed and dynamic plan that remains attentive to the institution's culture. In President García's first convocation at Cal State Fullerton (Appendix VI.6), she laid out the goal of completing the Strategic Plan. The efforts undertaken in the development and implementation of the Strategic Plan have proceeded at a brisk pace and at the same time are consistent with Cal State Fullerton's tradition of shared, collegial governance characterized by discussion, collaboration, and civility.

Cal State Fullerton's plans for growth on the Irvine campus

The ISC has been in operation for more than 25 years. The new permanent location at 1 and 3 Banting in Irvine provides an opportunity to expand programs and services to address the needs of Cal State Fullerton students in south Orange County.

The Strategic Transfer Agreement (STAR) (Appendix VI.7), signed in August 2013, joined ISC with Saddleback and Irvine Valley community colleges. STAR facilitates collaboration between ISC and the signatory community colleges. Aligned with Strategic Plan Goal 2, the partnership supports student educational trajectories and contributes to Cal State Fullerton's objective of improving the four year transfer rate at Cal State Fullerton. ISC student headcount rose 33 percent from fall 2010 through fall 2014 with an increase in Irvine only enrollment of 17 percent.

Efforts at strengthening the educational offerings at ISC continue. In early summer of 2013, an open call to the campus community to submit proposals for programs that could be offered at



ISC resulted in 24 submissions from a variety of disciplines, offices, and centers. In fall 2013, a satellite campus consultant was hired to facilitate the planning of the ISC expansion in alignment with the university's mission and its Strategic Plan. In June 2014, the firm provided its report (Appendix VI.8) of the environmental scan, findings, and recommendations to President García and her cabinet.

Drawing from that report, President García and Provost Cruz established an 11-member committee of upper administration and faculty leaders and charged them with creating a final plan in 45 days. The committee submitted a report titled "Re-envisioning the Irvine Satellite Campus" (Appendix VI.9) to the Provost in September 2014. The recommendations, currently under review, affirmed the mission and vision of the campus, identified a range of programs and opportunities, and established operational and budgetary structures to support the growth and future of the campus. On December 1, 2014, Provost Cruz released a summary of the task force report (Appendix VI.10) to the campus community and invited feedback to help refine strategies and define next steps for the operationalization of the resulting plans.

Summary

The Strategic Plan specifies goals for all levels of the campus with challenging, yet achievable, outcomes. Strategic planning permeates the institution and is guided by an intentional operational plan. Colleges and divisions, including auxiliaries and student organizations, have aligned their strategic plans with the university's Strategic Plan and are actively developing and implementing initiatives in collaboration with other colleges and divisions in line with the Strategic Plan. Timely completion of the plan allowed the university to focus its efforts on the four specific goals, thereby streamlining the process for evaluating, discussing, and implementing initiatives.

The Strategic Plan continues to be a living document as campus leadership works to create a multifaceted approach to achieve its goals and objectives. The PRBC will continue to make its annual budget and strategic priorities recommendations based on the university mission and the Strategic Plan, considering key performance indicators from each division. The Strategic Plan task forces had a key role in developing objectives and performance indicators to enact the vision encompassed in the university's mission and Strategic Plan. Together, the PRBC and the Strategic Plan task forces have been the ongoing mechanisms to link priorities and funding. Town Hall meetings are held each semester to update the campus on progress achieved and seek recommendations for improvements. A Director of Strategic Initiatives and University Projects has also been appointed in the Office of the President to provide oversight and leadership on plan implementation. The Strategic Plan objectives developed and funded will enable Cal State Fullerton to measure the impact of initiatives and will guide the university forward towards fulfilling its mission.



ASSESSMENT

The Commission requested that Cal State Fullerton provide an update on assessment and quality assurance, including:

- A description of the nature and extent of assessment activities;
- The annual reporting process;
- Use of results for improvement of student learning and program outcomes; and
- The university's Program Performance Review (PPR) process, including a PPR schedule, guidelines and procedures; and an example of a completed PPR.

In response, Cal State Fullerton has:

- Adopted university-wide learning goals to guide student learning outcome development;
- Reinvigorated the Office of Assessment and Educational Effectiveness (OAE);
- Articulated assessable General Education (GE) learning goals and objectives;
- Adopted a uniform six-step assessment process to support program improvement;
- Implemented an online platform (*Compliance Assist*) for reporting, tracking, and documenting assessment activities; and
- Provided the requested PPR update with the documentation and example sought by the Commission.

Introduction

In its action letter of July 3, 2012, the Commission noted that the university had made progress with the assessment of student learning, including establishing new institution-wide outcomes. At the time of the 2012 visit, Cal State Fullerton had already created the OAE. The OAE had conducted several workshops to help departments create assessment plans. In addition, the Academic Senate had charged an ad hoc committee with drafting university-wide learning goals that could serve as the basis for assessment across the campus. The committee had completed a preliminary version of that document. The Commission also noted that “progress was demonstrated as well in the effective use of Program Performance Reviews (PPRs), the development and initial assessment of metrics in writing competency, and the sustained support for a variety of quality assurance processes, especially in Student Affairs.” However, the Commission concluded that “significant work” remained in many areas.

Since the WSCUC visit in 2012, Cal State Fullerton has continued to make headway in developing a culture of assessment critical to meaningful curricular and programmatic review by building on the achievements in this area already discussed in the Educational Effectiveness Review (EER) (Appendix VI.11). Broader recognition of the centrality of effective and robust assessment to the promotion of student success is embodied both in the Strategic Plan and in the policy document “Assessment of Student Learning Outcomes at California State University, Fullerton” (UPS 300.022) (Appendix VI.12 or <http://www.fullerton.edu/senate/documents/PDF/300/UPS300.022.pdf>). Actions by the Academic Senate and Cal State Fullerton Administration have expanded on prior accomplishments and put in place key components for effective assessment such as: adopting University Learning Goals (ULGs) (UPS 300.003) (Appendix VI.13), reinvigorating the OAE,



articulating assessable GE learning goals and outcomes (Appendix VI.14), adopting a uniform six-step assessment process (Appendix VI.15), implementing an online platform (*Compliance Assist*) for tracking and documenting assessment activities, and providing baseline funding in the 2014-2015 budget for the OAEE.

Emphasizing the role of assessment in enhancing student success, Goal 1 of the Strategic Plan asserts that Cal State Fullerton will, “Develop and maintain a curricular and co-curricular environment that prepares students for participation in a global society and is responsive to workforce needs.” One of the objectives for achieving that goal states that the university will, “implement a sustainable University-wide assessment process that includes curricular and co-curricular components.” Further, as a strategy for achieving that objective, Cal State Fullerton will “execute an assessment process that builds upon existing efforts, incorporates recently approved University Learning Goals, provides resources and training, supports program accreditation, and emphasizes the use of assessment to improve student learning.” As a demonstration of the continuing buy-in by faculty and other stakeholders at all levels of the university, faculty, staff, and administrators have undertaken a broad array of efforts to achieve these results and in the process, responded to the areas of concern the Commission identified in its 2012 report.

The University Learning Goals (ULGs)

Academic Senate approval of “University-wide Student Learning Goals” (UPS 300.003) was essential to development of assessment of all academic programs including GE. Superseding an earlier version, the ULGs align closely with the American Association of Colleges & Universities (AAC&U) LEAP Essential Learning Outcomes and emphasize information literacy, critical thinking, clear communication, team building, diverse perspectives, and global awareness. The draft was prepared by a subcommittee of the Academic Senate and shared widely among faculty, students, and staff prior to a regularly scheduled meeting of the Academic Senate. After an open discussion, proposed ULGs were approved by the senate and are posted on the website of the assessment office, www.fullerton.edu/assessment and on the Academic Senate website (<http://www.Fullerton.edu/senate/documents/PDF/300/UPS300-003.pdf>).

In February 2013, the Provost requested preparation of documents that demonstrated alignment of college, program, and department learning outcomes with the ULGs, reflecting the importance of the ULGs in coordinating campus-wide assessment (Appendix VI.16). By the end of May 2013, the colleges had completed their alignment documents, and these results have been posted on the OAEE website. In addition, the Student Learning Domains and Characteristics (Appendix VI.17) prepared by the Division of Student Affairs are mapped onto the ULGs, demonstrating co-curricular integration with academic program outcomes.

Assessment policy and renewed support for the Office of Assessment and Educational Effectiveness (OAEE)

In spring 2013, the Academic Senate charged its Assessment and Educational Effectiveness Committee (AEEC) with reviewing the existing University Policy Statement (UPS) on “Assessment of Student Learning Outcomes at California State University, Fullerton” (UPS 300.022). The AEEC membership (Appendix VI.18) represents different perspectives and



expertise on assessment, forming a balanced group that ensures the assessment approach meets the needs of all campus constituents. In fall 2013, the AEEC revised the university policy on assessment to reflect the maturation of campus views. The draft was presented to the Academic Senate, circulated among the members of the campus community, and approved in March 2014. The revised UPS states that assessment requires “the collaboration of the campus community, including students, faculty members, staff, and administrators.” The UPS provides a foundation for a culture of assessment and paves the way for the university-wide six-step assessment process (Figure 1) articulated in the working document, “Assessment and Educational Effectiveness Plan,” (Appendix VI.19) approved by the AEEC in April 2014 and posted on the OAEE website (www.fullerton.edu/assessment).

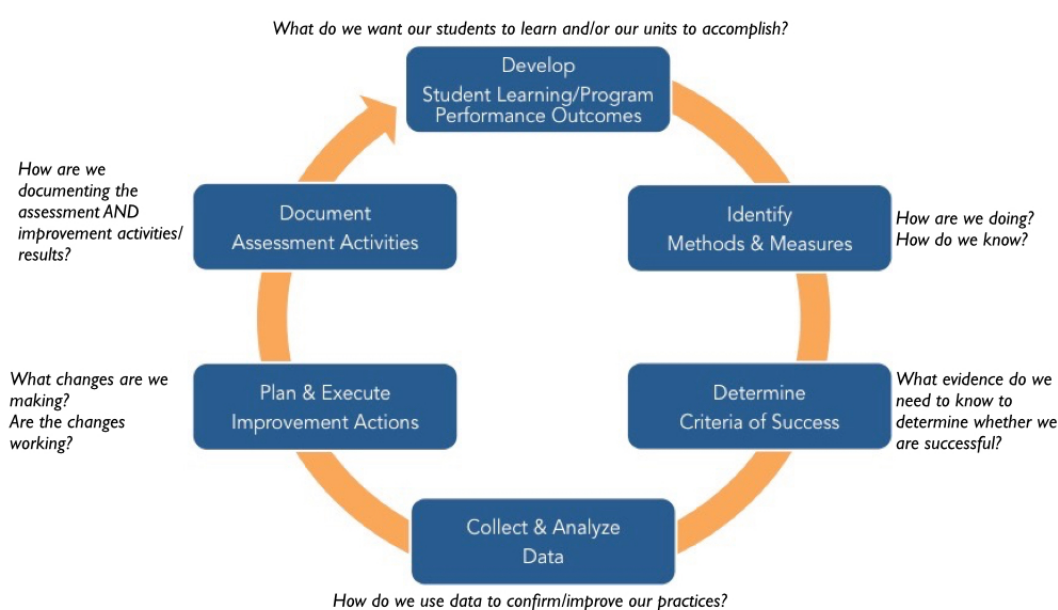


Figure 1. University-wide six-step assessment process

Cal State Fullerton also revitalized the OAEE, appointing a new director, expanding the office to include a team of staff members, and providing the OAEE dedicated space. The OAEE is charged with establishing and overseeing the university-wide assessment process and infrastructure; facilitating and supporting assessment development and implementation at the program, department, college, and university level; fostering the development of assessment expertise and culture on campus; and ensuring compliance with assessment-related requirements of institutional and disciplinary accreditation. Colleges differ in assessment infrastructure. Consequently, ten Faculty Assessment Liaisons (Appendix VI.20), distributed across the eight colleges, and two assessment liaisons from the Divisions of Student Affairs and Information



Technology, work closely with the OAAE and the departments/programs to ensure coordinated assessment efforts on campus.

Nature and extent of assessment activities on campus

These advances in policy and process are matched by assessment work taking place. At the university level, approximately 200 students participated in the Collegiate Learning Assessment (CLA) in 2013-2014 (Appendix VI.21). The value-added estimation (an estimation of an institution's contribution to learning) indicates that our seniors are performing "near" or "above" the expected level as predicted by academic achievement prior to college (e.g. SAT, ACT) and their CLA performance as freshmen. This result, consistent since 2007, applies to all testing areas including "performance task," "analytical writing task," "make-an-argument," and "critique-an-argument." Approximately 1,000 freshmen and 3,000 seniors also participated in the 2011 National Survey of Student Engagement (NSSE) (Appendix VI.22). The results suggest that our students' self-reported level of engagement on most items is comparable (effect size between -0.1 and 0.1) with that of CSU students or institutions of the same Carnegie classification. The full results are shared with the university community at http://www.fullerton.edu/assessment/assessment_at_csuf/. Despite the methodological limitations of our student sample, discussions are taking place to explore meaningful ways to use these data to improve student academic experiences.

Student learning also has been assessed at the department or program level. An Assessment Activities and Results Survey (Appendix VI.23) administered in spring 2014 to all 58 academic departments captured the results for 2012-2014. The survey collected the following information: 1) department/program-level student learning outcomes (SLOs); 2) assessment activities associated with the SLOs in 2012-2014; and 3) examples of the SLO assessment process, including a description of the method(s), criteria(s) for success, assessment findings, and corresponding improvement actions. Sixty completed surveys were received from eight colleges. All departments/programs have developed SLOs that align with the ULGs, and many (n=43) have established a sound multi-year assessment plan. While some department/program SLOs need refinement, strong alignment exists at all levels of the university. Most departments/programs participating in the survey (n=54) rely on direct assessment methods to measure SLOs, but many used direct and indirect methods to triangulate data. The data indicated that programs have been active in assessing student learning. Forty-six departments/programs provided actual data, and most of them (n=41) offered sufficient evidence to suggest that the data are of high quality and the data analysis procedures appropriate. While progress is encouraging, the survey also helped identify departments/programs that are facing difficulty to put assessment plans in practice. Targeted efforts are currently underway to help these departments/programs overcome the obstacles.

Use of assessment results to improve student learning and program outcomes

The survey also revealed that, while some departments/programs still need to improve their efforts at turning aspirations into concrete, specific action items, many departments/programs (n=47) have established concrete plans or have taken action, using assessment results to improve student learning and program effectiveness. In other words, "closing the loop" is taken seriously and practiced actively at Cal State Fullerton. For example, Comparative Religion examined



students' performance on a set of multiple-choice questions designed to assess student's ability to "analyze and interpret written materials related to the study of religion," and identified areas in which less progress was made from one semester to the next. Changes were subsequently made in 300 level courses to add more in-class exercises and writing assignments. Similarly, Mechanical Engineering analyzed data from student exit surveys, an alumni survey, and industrial advisory board members' evaluations of student performance in their organizations. The results led to efforts to improve student skillsets through the creation of new computer labs, purchase of new technology equipment, and hiring of four new faculty members within the past two years. More examples can be found in the full report that summarizes the findings of this survey. This report, the first university-level assessment report in Cal State Fullerton's history, was disseminated by Provost Cruz to the campus community on August 20, 2014. This report can be found in Appendix VI.24 or at the following website: http://www.fullerton.edu/assessment/studentlearningassessment/UniversityAssessmentReport_081814_FINAL.pdf.

General Education (GE)

GE assessment, a focus of some concern in 2012, has made real progress. The Program completed both the written portion of the PPR and the consultation with the internal and external reviewers in fall, 2014. The Provost has supported professional development for faculty and administration engaged in work on GE by providing funding for conference attendance, for an Academic Senate/Academic Affairs (AS/AA) retreat on the development of GE Learning Outcomes, and for participation in the AAC&U GE Institute in July 2014. As a result of the AS/AA retreat, which also included a session on GE assessment, the GE committee completed and approved newly revised GE learning goals and outcomes in fall 2014, and has forwarded them to the Academic Senate where they will be acted upon in spring 2015. The goals focus on demonstrating methodology, critically analyzing and applying information, communicating competently and ethically, collaborating effectively, and developing intercultural and self-awareness. Further, implementation of a GE Pathways Pilot Program for the fall semester provided an opportunity to pilot a writing assessment plan (Appendix VI.25). Data have been collected and are currently being analyzed. In addition, a survey (Appendix VI.26) was administered to the students to capture their experience in the pathways. Preliminary analysis of the survey comments suggested that the pathways approach can have positive impacts on learning by creating stronger connections between students and between students and faculty. Students praised the increased continuity and coherence amongst the courses, relevance of the courses to their career paths and majors, and applicability to real-life situations. Students noted that pathways courses made the subject matter more interesting and that co-curricular activities enhanced their understanding of pathways course material. They also observed that the pathways courses increased their satisfaction with the university as a whole. Detailed analysis is currently underway.

Assessment reporting

To better document campus assessment activities, Cal State Fullerton has adopted a central assessment management system, *Compliance Assist*. Implemented in summer 2014, the system provides a means for uniformly documenting the six-step assessment process for each department or unit by tracking all SLOs and unit performance outcomes, the relationship of the



outcomes to the ULGs and Strategic Plan, the assessment methods and metrics, the results and corresponding improvement plans, and the impact of those actions. Adoption of *Compliance Assist* also streamlined the annual University Assessment Report process. Beginning in academic year (AY) 2014-2015 the University Assessment Report will be collected through *Compliance Assist*, the structure of which reflects the Strategic Plan goals. Using information recorded in *Compliance Assist*, each department and unit will report the extent to which it has met the SLOs and/or performance outcomes, as well as how its practices have contributed to the university's mission and goals. Individual departments and units are required to submit their annual assessment reports by June 15, and the annual University Assessment Report is finalized and distributed to the campus by July 15.

Professional development

In response to the concern expressed by many departments and units for more guidance and support for assessment activities, OAEE offers professional development assessment workshops to help faculty and staff develop expertise and walk the departments and units through the assessment process. In fall 2014, the OAEE offered 14 workshops (Appendix VI.27) that were attended by 324 faculty and staff, and has since begun to engage instructional and non-instructional units to help them develop expertise on the university's assessment process.

The university assessment website has been revamped (www.fullerton.edu/assessment) and contains assessment resources, including a showcase of Cal State Fullerton departments that used assessment results to improve practices. The OAEE meets frequently with colleges and departments to provide individualized guidance and support, and Cal State Fullerton has also sought external venues to help faculty and staff develop assessment expertise (Appendix VI.28). In addition, the Faculty Development Center in 2013-2014 offered several opportunities for faculty to learn about online learning assessment through offerings such as "Create a Quality Online/Hybrid Course: Best Practices in Assessing Student Learning and the Use of Student Feedback."

In addition to professional development efforts, Cal State Fullerton organized a February 2014 AS/AA retreat on GE assessment to set the stage for a rigorous assessment agenda. The OAEE received two grants (Appendix VI.29) on *Quality Matters* to support development of online course assessment efforts, involving 27 faculty and staff representing all eight colleges and University Extended Education (UEE). A university assessment forum allowing departments and units to demonstrate their accomplishments and share their experiences in assessment is planned for spring 2015 in conjunction with the annual assessment conference hosted by Mihaylo College of Business and Economics (MCBE), thus helping disseminate effective assessment practices at Cal State Fullerton to a wider audience.

Institution-wide assessment

Assessment at Cal State Fullerton traditionally has focused on academic departments. The renewed commitment to excellence and assessment means that all campus units are involved in the effort of producing high-quality graduates. In its action letter to Cal State Fullerton, WSCUC noted the need for continued coordination, monitoring, and support for institution-wide



assessment. In addition to academic departments, Cal State Fullerton is piloting the six-step assessment process with other units in the Divisions of Academic Affairs, Student Affairs, and Information Technology (IT) in 2014-2015, with the goal of expanding the assessment process to all campus units the following year.

Student Affairs has been assessing the efficacy of its programs for several years. The division's learning domains have been mapped onto the ULGs, and recently it completed a consolidation process focused on its assessment efforts. Student Affairs has developed a more comprehensive approach to assessment that replaces the previous sole focus on program performance. This approach utilizes the university's new six-step assessment process to measure SLOs regarding curricular and co-curricular activities that include such unique populations as athletes, veterans, first generation, and low-income students. The introduction of *Baseline*, a survey tool from *Campus Labs*, has enabled programs to conduct their assessment based on goals shared across the division and aligned with the ULGs and the Strategic Plan. As assessment is now an ongoing process, the division has begun pre- and post-assessments. In spring 2014, programs completed assessments to gather initial baseline data (Appendix VI.30) to be used as a foundation for future semesters. In the areas of Engagement, Retention, and Transition to the University, students improved critical thinking and leadership skills and reported high levels of satisfaction with support received from campus resources such as the Student Leadership Institute, Veterans' Student Services, and Gear Up. Assessment data have also revealed that students are developing different needs. As a response to this finding, centers have been opened and revamped, including the Titan Dreamers Resource Center and the center for Scholars and Scholarships. The Division of Student Affairs is continuing to work to provide a variety of resources and support that meet students' needs while helping them learn and develop.

Irvine Satellite Campus (ISC)

The visiting team expressed concern that Cal State Fullerton did not disaggregate assessment data at the ISC. Data from assessment of courses at the ISC is not disaggregated because it is a satellite campus and not a branch campus as defined by WSCUC. Faculty are appointed by departments at the main campus in Fullerton, courses taught at the ISC also are taught at Fullerton, and assessment activities within those courses occur within the framework of departmental or programmatic assessment. Because departments and programs typically offer only a single section of a course at the ISC, disaggregating the assessment data would allow identification of a particular class at a particular location, contrary to the principles of programmatic assessment at Cal State Fullerton. However, as we recognize that the ISC is an integral part of the university, departments and programs are strongly recommended to include Irvine courses or sections in their assessment plan as appropriate.

Program Performance Review (PPR)

At Cal State Fullerton, the PPR is governed by the "Program Performance Review Policy" (UPS 410.200) (Appendix V.2 or <http://www.fullerton.edu/senate/documents/PDF/400/UPS410-200.pdf>). Every academic department and program at Cal State Fullerton conducts a PPR every seven years. The review serves as a reflective self-assessment and an evidence-based planning tool to guide the departments/programs' strategic development and improvement.



Departments/programs that undergo disciplinary accreditation may substitute their accreditation report for a PPR, but the university may request additional information that is not addressed in the accreditation report. The PPR is informed by the idea that self-examination is intended to “assure that curricular offerings and instructional methods are meeting the needs of the various constituencies served.”

The PPR is a two-stage process. The self-examination, or self-study, is embodied in the PPR Report. The topics to be included in the report are transmitted to each department and program (UPS 410.200, II.A.3) by the Provost, and traditionally include: (1) Department/Program Mission, Goals, and Environment; (2) Department/Program Description and Analysis; (3) Documentation of Student Academic Achievement and Assessment of Student Learning Outcomes; (4) Faculty; (5) Student Support and Advising; (6) Resources and Facilities; (7) Long-term Plans; and (8) Appendices Connected to the Self-Study. Each department and program under review provides an extended, thoughtful, and data- or fact-supported analysis of each of the topics, including a discussion of changes in each area since the last PPR and a statement about the department’s improvement plans.

The program description includes curricular changes that have taken place since the last review, possible future curricular changes, enrollment patterns in the major, program structure, and student demand, all supported by evidence. As to assessment, the 2013 guidelines (Appendix VI.31) provide: “Because student learning is central to our mission and activities, it is vital that each department or program includes in its self-study a report on how it uses assessment to monitor the quality of student learning in its degree program(s) and/or what plans it has to build systematic assessment into its program(s).” Here the department is to articulate clearly and specifically: (1) how it identifies what students are learning; (2) how it measures that learning; (3) how it has changed assessment strategies; (4) what program changes would enhance student learning; (5) how have assessment findings been used to improve; (6) what means other than assessment the department uses to measure student success; and (7) how assessment is being conducted in any online courses.

The second stage involves a review by multiple parties and a culmination meeting to discuss future steps the unit under review might take. Prior to commencing the self-study, the chair/coordinator of the unit under review meets with the dean to identify a team of internal (must be from a different academic unit) and external (at least from equivalent disciplines preferably at other CSUs) reviewers. The reviewers read the report, make a site visit that usually includes attending at least one class and meeting with the faculty of the unit and some of the students who are majors in the field, and preparing a report, which is submitted to the chair/coordinator, the dean, and the Provost. The chair/coordinator writes a response, followed by the dean preparing a set of recommendations and meeting with the chair/coordinator to discuss the report. Subsequently, the dean prepares a summary of the self-study report, the reviewers’ recommendations, the chair/coordinator’s response and the dean’s own recommendations, and transmits this document to the Provost. At the culmination meeting the Provost, Deputy Provost, AVP for Academic Programs, Dean, Chair/Coordinator, Director of the OAAE, and the department/program faculty meet to discuss the report and the recommendations.



A memo is generated as a result of this culmination meeting, and is sent from the Provost's office to the department and college.

The general feedback on the PPR process outlined above has been positive, and some procedural redundancies have been pointed out. The AEEC, working with the OAEE and the Council of Deans, is currently leading the effort of reviewing and updating the PPR policy and guidelines, with the intention of further streamlining the process and making it more efficient.

The PPR process involves 58 departments and 110 degree programs of which 22 engaged in the process in 2014-2015. The entire PPR schedule from 2013-2014 to 2019-2020 can be found at Appendix VI.32 or <http://www.fullerton.edu/assessment/programperformancereview/>. A Microsoft Access database has been established to track PPR progress and status and to document accurately PPR completions. The historical records available in the OAEE indicate that 41 departments/programs have completed PPRs, but the number of PPRs completed since the inception of this process must be far greater. The OAEE is currently reaching out to the departments to locate historical records to assemble a complete PPR history.

An example of a completed PPR package is provided in Appendix VI.33: Women and Gender Studies (2012-2013). Women and Gender Studies conducted its PPR in 2012-2013. At the culmination meeting, the program was commended for its accomplishments, including creating a Queer Studies minor, and engaging with assessment to guide curricular decisions. Discussions focused on the recommendations and resources that had arisen during the process. Program faculty indicated solid progress on several recommendations. For example, the program revised its advising structure and participated in undeclared new student orientation to increase the number of majors. The program hired two junior faculty—one in Queer Studies, the other in Global Feminism—to expand its instructional and research expertise. The program followed the recommendation of the external reviewers and the dean to take a thoughtful approach to creating a graduate certificate. To this end, the program revised its curriculum, and is carefully examining the new curriculum before proceeding with the graduate certificate initiative. Additional PPR reports can be viewed at <http://www.fullerton.edu/assessment/programperformancereview/reports.asp>.

Summary

Cal State Fullerton has addressed all three areas of concern raised by the Commission. The university adopted ULGs and aligned department, program, GE learning goals, Student Affairs Learning Domains, and co-curricular activities with the ULGs, thereby strengthening the foundation for assessment. The revised UPS assessment policy and the subsequent Assessment and Education Effectiveness Plan, which included the six-step assessment process adopted by the AEEC, underscored the importance of assessment to enhancing student learning and emphasized that assessment is the responsibility of the entire campus community. The administration revitalized the OAEE appointing a Director of Assessment and providing office staff. Baseline funding supports ten Faculty Assessment Liaisons to assist departments and programs. In summer 2014, the OAEE completed the annual University Assessment Report.

Departments have been assessing student learning utilizing both direct and indirect approaches and are using data to improve student success. Assessing programs has continued through the



PPR. The Women and Gender Studies PPR exemplifies the changes departments can make when given the opportunity to reflect on the program as a whole.

Through *Compliance Assist* and assessment workshops, Cal State Fullerton has taken steps to facilitate assessment reporting and provide opportunities for professional development. Support from the Chancellor's Office, as well as training at the Faculty Development Center are equipping faculty with the tools necessary to engage in assessment. In addition to Academic Affairs, Student Affairs has also updated their assessment approaches, engaged in active data collection on student learning and program performance, and turned assessment results into concrete actions to improve the quality of student services.

The vibrant assessment activities elaborated in this section have contributed to a change in perception on campus—assessment is now viewed as a continuous, ongoing process, as opposed to a once-a-year/semester activity. This change is particularly encouraging, as it confirms that our approach of engaging faculty and staff in every step of the assessment process is effective. We have intentionally promoted a faculty/staff-driven approach to assessment, and transferred the ownership of assessment to individual departments and units, while providing centralized support and guidance where needed. Continuing this promising approach, Cal State Fullerton is well positioned to establish an assessment infrastructure and culture that not only tracks performance but also emphasizes quality improvement.

ADVISING

The Commission requested that Cal State Fullerton report on academic advising, including:

- Initiatives Cal State Fullerton has undertaken to strengthen and improve academic advising;
- Efforts to augment resources devoted to academic advising;
- Creation of closer connections between college advising and the Academic Advisement Center (AAC); and
- Assessment of the effectiveness of the university's advising efforts.

In response, Cal State Fullerton has:

- Provided additional resources in the form of Professional Advisors, Student Success Teams, and Professional Development;
- Instituted steps such as mandatory advising and targeted, intrusive advising;
- Provided integrative capacities that include common technology solutions/communication tools; and
- Developed rigorous assessment and evaluation practices.

Introduction

Since 2012, Cal State Fullerton has improved academic advising by instituting changes that formalized and professionalized an advising system that previously had struggled to keep up



with the growth of the university. Traditionally, students obtained major and career advising from faculty in the major department while they went to the AAC for GE. The AAC also advised students who had not declared a major. These resources had been supplemented with a dedicated career advising center and in some colleges by advising centers working with the Assistant Deans.

In the July 3, 2012 action letter, the Commission noted that the university “has grappled with problematic student advisement procedures and performance.” The Commission recognized Cal State Fullerton’s efforts to improve advising over the last five years, but identified “continuing challenges in advisement, especially in general education but also at the department level.” The team recommended that Cal State Fullerton “analyze academic advising in the colleges for best practices, create closer connections between colleges and the AAC, and provide more adequate staff and resources at all levels.” The Commission requested that Cal State Fullerton address this concern as a high priority, noting that “such initiatives could also improve undergraduate graduation and retention rates,” which had remained largely unchanged for recent entering cohorts.

Cal State Fullerton’s efforts to improve advising are framed by three documents. The Strategic Plan, which emphasizes, in Goal 1, the need to improve student academic and professional outcomes, in part through a mandatory and integrated advisement system in which at least 75 percent of students participate. Goal 1 strategies include instituting “a mandatory advisement requirement in addition to New/Transfer Student Orientation for all Cal State Fullerton students,” and providing “training and resources needed for campus units involved in advisement services [to] ensure a point of common access to information regarding individual academic, career, and personal development plans.” The Academic Senate revised the “Academic Advising Policy” (UPS 300.002) (Appendix VI.34) using input from the Academic Advisors Professional Development Committee (AAPDC) to better formalize advising on campus (<http://www.fullerton.edu/senate/documents/PDF/300/UPS300.002.pdf>). Finally, the document “Advising@CSUF” (Appendix VI.35) operationalizes advising and student success efforts at the university.

Investing in human resources to support student success

Cal State Fullerton has augmented its resources dedicated to advising by both increasing actual financial investment and by reorganizing the advising staff for more targeted and thus effective advising. Cal State Fullerton created the Academic Advisors Professional Development Committee (AAPDC) (Appendix VI.36) in 2011 to provide for the professional development needs of academic advisors. This committee continues to be a vital part of maintaining best practices on campus.

Cal State Fullerton has increased the resources devoted to advising in its expansion of the advising staff. In fall 2014, with support from the Provost, eight Graduation Specialists were recruited, trained, and deployed to seven colleges and the ISC. The specialists, among other intervention strategies, review each upper-division undergraduate student’s timely progression towards his or her degree and toward graduation by immediately contacting the student when



they identify a deficiency. In February 2014, Cal State Fullerton hired a full-time Advisor Trainer, housed within the AAC, who trains all AAC in-house advisors, campus academic advisors, and Graduation Specialists, ensuring that GE advising and graduation requirements are communicated accurately and consistently across campus. In spring 2015, the university will recruit nine additional professional advisors, who will serve as college-based Retention Specialists, focused mainly on advising support for freshmen and sophomores. An additional three Industry Specialists (five are currently in place) will be housed in the Career Center (one for each college). With the aforementioned hires, the total number of professional, staff, and departmental advisers at Cal State Fullerton currently stands at 475.

The Graduation, Retention, and Career specialists will be core members of the Student Success Teams, formed in each college and the ISC in fall 2014. The teams bring together each college's assistant dean and associate dean, as well as faculty and staff advisors and Industry or Career Specialists from the Career Center. Additional resources are being allocated to support the Student Success Teams in each college, thereby providing an infrastructure for an integrated advising system supplying coordinated technical assistance for already existing departmental advising efforts within each college and the ISC, and complemented by the Career Center.

The university has begun to see evidence of the benefits of intensified advising. The Success Institute for First-Time Freshmen (Appendix VI.37), a program that originated in 2010-2011, increased the number of students participating in three or more probation intervention strategies from 44 percent in 2009 to 70 percent in 2013. When compared across cohorts (2009-2013), the increased probation efforts beginning in fall 2010 have proven to be impactful, as indicated by a three percent decrease in the number of students disqualified after initial semester on probation, an eleven percent increase in the number of students removed from probation after initial semester on probation, and a seven percent decrease in the number of students not enrolled in second semester coursework. The total number of undergraduate students being disqualified at the end of the spring semester has also been reduced by half (from 4.5 percent to 2.1 percent).

That success inspired HSS to develop a college-wide probation and risk-intervention plan (Appendix VI.38) that will be rolled out over the course of AY 2014-2015. The plan emphasizes connecting at-risk students, particularly transfer students experiencing a difficult transition from the community college, with advising in their major and will provide major advisors and department chairs with training and support.

The university also has responded to student interest in the integration of academic and career advising. The Career Center, in addition to participating in the Student Success Teams, provides in person service and has an online presence through its Virtual Career Center, used by 14,645 students and recent graduates between July 1, 2013 and June 30, 2014 for a broad array of post-baccalaureate planning. The Career Center has served more than 17,000 students in workshops, job fairs, and counseling sessions. The latest survey of post-graduate employment for graduates (Appendix VI.39) from fall 2011 through fall 2012 indicated that 87 percent of students were employed, ten percent were unemployed and seeking employment, and four percent were not



employed and not seeking employment. Of those who were employed, 63 percent were employed full-time, 22 percent were employed part-time and seeking full-time employment, and 15 percent were employed part-time by choice. The Career Center also conducted a survey in November 2014 of employers who recruited students at Cal State Fullerton (Appendix VI.40). The employers rated the overall performance of the recent Cal State Fullerton graduates they hired over the past three years as “Good,” (3.86 on a 5-point scale, 5 being excellent and 1 being poor). Cal State Fullerton graduates were reported to perform overall at a comparable level to that of the larger pool of recent graduates the employers have hired from all colleges and universities. The performance of our graduates on the five WSCUC core competencies was also reported to be strong and comparable to the entire pool of college graduates hired by the employers.

The investment in advising has occurred at the graduate level as well, particularly through the Office of Graduate Studies (OGS) that supplements the work of the graduate program advisors and thesis and faculty advisors. The colleges provide graduate students with program advising, academic planning, and career and internship advice, while OGS focuses on specialized advising and compliance issues, such as graduation requirements, probation, disqualification, and petitions (<http://www.fullerton.edu/graduate/>). Between 2009 and 2012, the percentage of students completing their MA in two years or less rose steadily from 37.1 percent to 41.4 percent.

A major success in graduate advising has been the Enhancing Post-baccalaureate Opportunities at Cal State Fullerton for Hispanic Students (EPOCHS) program, funded by a U. S. Department of Education grant that focuses on improving graduate student enrollment, retention, and completion for underrepresented students (Appendix VI.41 or <http://www.fullerton.edu/graduate/epochs/>). In 2014, the Hispanic student group on probation (14 percent) is less than the percentage of Hispanic students in the master’s population (20 percent). This current state reflects a shift from past cohorts. Past disparities, such as the one occurring in 2010 when a greater percentage of Hispanic students were on probation than existed in the general graduate student population, have disappeared. The Hispanic student 2-year graduation rate has improved. Of the 206 Hispanic students who entered in 2009, 30.1 percent had completed their master’s degrees in two years or less. Of the 318 Hispanic students who entered in 2012, 40.3 percent had completed their master’s degrees in two years or less.

The EPOCHS program’s success has provided a model for developing new resources and fostered a more holistic approach to advising for all Cal State Fullerton graduate students, including formalization of a faculty mentor system and the use of graduate learning specialists (<http://www.fullerton.edu/graduate/epochs/gls-schedule.asp>). In October 2014, OGS received another five-year Title V grant in the amount of \$2.8 million to build on the success of the EPOCHS grant. The new grant will also support the development of a Graduate Student Success Center on campus.



The development of this strong, integrated advising infrastructure over the last two years at both the undergraduate and graduate levels at Cal State Fullerton resulted from collaboration among Academic Affairs, Student Affairs, and IT, discussed in more detail below.

The Titan Advisor Network (TAN): An integrated advising system

The AAC and IT have partnered to make technology a key component of a fully integrated advising system for Cal State Fullerton. A critical first step to improving communication and collaboration among faculty and staff advisors, the AAC, the Career Center and those advising special populations, was the development of the TAN, available to all faculty and staff advisors through Titan Online, and the iFullerton App, allowing students, faculty, and staff mobile access to records and services, including advising tools. Based on consultation with students, faculty, IT, and staff (including advisors), TAN was created to store all advising-related information in one virtual space, ensuring “a point of common access to information regarding individual academic, career, and personal development plans” (Strategic Plan Goal 1, Strategy 3).

TAN was piloted by several departments during 2012-2013 and made available to the entire campus in 2013-2014. It provides an easy-access repository of training materials for academic advisors across campus, as well as a comprehensive list of campus resources and offices. In 2014, TAN was recognized by the National Academic Advisors Association with an Advising Technology Innovation Award Certificate of Merit (<http://www.nacada.ksu.edu/Events-Programs/Awards/Association-Awards/Award-Winners/2014-Award-Winners.aspx>).

Campus-wide rollout of TAN in fall 2013 improved the ability of students to access the AAC’s services. TAN increases the transparency, accuracy, and consistency of shared advisement information between students and their teams of advisors in their major departments and at the AAC. It increases communication and decreases fragmentation while connecting the campus community of advisors to each other, as well as to the students advised.

Through TAN, students, faculty, and staff can easily access the following:

- **Meet Your Advisors:** A directory of faculty and professional advisors who are specific to the student’s major (Appendix VI.42).
- **Titan Degree Audit (TDA) and Advising Notes:** With a single click, students can generate a TDA, the primary Cal State Fullerton advising tool and graduation check document. The TDA contains GE, major, and graduation requirements. Advisors can enter advising notes directly on the TDA so students and advisors have 24/7 access to individual advisement information.

The rollout of TAN was paired with the pilot of the Advising Notes function in the TDA designed to improve the “handoff” between GE advising, primarily an AAC service, and major advising at the department and college level. Through workshops provided by the AAC and college-based graduation specialists, faculty advisors and department chairs have begun to receive training in the use of the Advising Notes system, with a goal that at least 40 percent of all advising interactions within the major would be entered in TAN by the end of AY 2014-2015.



TAN also improves communication across divisions. At Cal State Fullerton, advising for special populations (athletes, President's Scholars, Guardian Scholars, etc.) and professional purposes (Career Center) is housed within Student Affairs, while academic advising is primarily conducted within Academic Affairs. By spring 2014, more than 45,000 notes entries from constituents across advising areas were integrated and posted on TDAs campus-wide. As of fall 2014, with continued training, 50,485 notes have been entered, a one semester increase of 11.2 percent.

Feedback from campus users as part of the 2013-2014 TAN and Advising Notes rollouts will be used to make improvements during 2014-2015 to ensure the system's long-term usefulness in communications among faculty, professional advisors, and students across units, and training will continue.

Ultimately, TAN and TDA Advising Notes will serve as the cornerstone of a Common Communication System for the entire campus. The Common Communication System will function as a "tool box" for advisors. In addition to TAN and TDA Advising Notes, the system includes the Student Success Dashboards (Appendix VI.43) and an Education Advisory Board (EAB) predictive analytics tool (Appendix VI.44) that has been piloted with the College of Health and Human Development (HHD). Discussions have begun on a rollout of the EAB tool to the other colleges during 2014-2015.

Assessment of the effectiveness of advising

Cal State Fullerton renewed its commitment to assessment, evaluation, and quality assurance throughout the institution, including advising, with the development of its "Assessment of Student Learning Outcomes at California State University, Fullerton" (UPS 300.022) <http://www.fullerton.edu/senate/documents/PDF/300/UPS300.022.pdf>). Consequently, regular, systematic, and ongoing assessment of advising is a critical part of the advising process at Cal State Fullerton.

In spring 2014, the Office of Academic Programs (OAP), in collaboration with the Division of Student Affairs, completed a comprehensive review of campus-wide advising efforts, which has become the basis of a strengthened framework for advising at the university. The framework document titled "Advising @ CSUF" includes undergraduate and graduate advising. Consistent with Cal State Fullerton's system of shared collegial governance, the framework was presented to the President and her Cabinet, the Academic Senate Executive Committee, the Academic Senate, the PRBC, the Council of Deans, Student Affairs Leadership Team, and Graduate Academic Advisors, among others.

Based on this framework and joining colleges with a practice already in place, the OAP in collaboration with faculty, colleges, Admissions and Records, IT, and AAC implemented expanded mandatory advising in fall 2014. This advising was designed to ensure that students are on track to a timely degree, that their TDAs are accurate, and that they will be able to apply for the correct graduation term prior to the deadline. As part of this effort, "Graduation Advisement Holds" were placed for all students who successfully earned 75 to 84 units. Students received notification of the mandatory advising and a link to register for a workshop. College-



based Graduation Specialists, in collaboration with AAC, offered 106 advising workshops (Appendix VI.45). Students were notified of the requirement to attend a workshop, with 99 percent of these students successfully completing the workshop. Of the students who attended the workshop, more than 90 percent evaluated the experience as a valuable one for their success. Evaluation of student experiences with this phase of mandatory advising will guide the next phase, expected in fall 2015. In addition to these workshops, Graduation Specialists reviewed 4,369 graduation candidates and prevented 419 graduation deferrals. After the interventions were implemented, the May 2014 graduation rate in the colleges increased by an average of 4.8 percent.

The AAPDC plays a key role in the ongoing evaluation and improvement of advising at Cal State Fullerton. It is responsible for quality assurance through the review of TDA data and the annual Academic Advisement Needs Survey (Appendix VI.46). It also completes an annual Advising Report to reflect on the effectiveness of our advising structures and processes, and to recommend areas for improvement (Appendix VI.47).

Within the colleges and the ISC, the Student Success Teams will provide accountability with regard to the effectiveness of advising for the majors. The OAP and the Division of Student Affairs have prepared a report outlining the functions of Student Success Teams, and provided a professional development workshop in fall 2014 that focused on implementing effective Student Success Teams. The workshop, attended by more than 80 faculty, staff, and administrators, was facilitated by the U.S. Education Delivery Institute, a non-profit organization that helps institutions address college completion and narrowing the achievement gap. (See Appendix VI.48 for all Student Success Teams report, kick-off, and workshop information.)

The development of Student Advising Learning Objectives (SALO) (Appendix VI.49) in 2011 and 2012 as part of the annual Academic Advisors Professional Development Conference also represented a major step forward in assessing the effectiveness of advising at Cal State Fullerton. The SALOs identify appropriate measurable outcomes for advising for students at entry, first year, sophomore, junior, and senior levels, as well as for academic advisors.

The AAC advised 10,143 students between June 2013 and May 2014. Of these, 7,098 students (70 percent) completed evaluations of their advising experience. In November 2013, the AAC revised its evaluation instrument (Appendix VI.50) to measure the newly developed SALOs. Although the data for 2013-2014 (Appendix VI.51) are, as a result of this midyear change in the evaluation instrument, somewhat incomplete, they nevertheless allow Cal State Fullerton to better understand and act to address continuing needs in academic advising. In particular, the revised evaluation instrument allows the university to assess students' knowledge of critical campus policies and requirements. For example, 26 percent of responding first-year students reported that they were undeclared. Of these, 66 percent understood that they must declare a major before earning 60 units. In contrast, 35 percent of responding sophomore students reported that they were undeclared, but 84 percent understood that they must declare a major before earning 60 units. To meet the needs of undeclared students, the AAC is developing a peer mentoring program for undeclared students. Under the leadership of the Coordinator of the Major Exploration Program, the program will collaborate with campus Diversity Education



Initiatives to recruit mentors and mentees from the Cultural Resource Centers to increase outreach to underrepresented students. In fall 2014, the Major Exploration Program Coordinator successfully developed, implemented, and assessed the Mandatory Graduation Advising Workshop for all 1,197 undeclared students. Ninety-nine percent of those students participated, and 306 students declared a major during the intervention.

Additional initiatives: New/transfer student orientation and General Education advising

In addition to the above-described initiatives that are focused on student success and are built around more integrated and robust academic advising, Cal State Fullerton has improved advising in the context of new/transfer student orientation and implemented more focused GE advising. Recognizing the critical role of advising for students during orientation, Cal State Fullerton has begun a two-year-long process of re-engineering new student orientation and transfer student orientation. Revised orientation programs place greater emphasis on advising and early student attachment to the campus and the major (Appendix VI.52; VI.53). During the 2014 summer orientation programs a total of 6,111 students were supported. There were a total of twelve first-time freshman orientations and six transfer orientations.

The university also developed a pilot program designed for entering first-year students built around thematic clusters of GE courses. The lower-division GE Pathways pilot (Appendix VI.54) launched in fall 2014. Participating students choose one of four thematic pathways (Global Studies; Sustainability; Power and Politics; or Food, Health, and Well-Being) and complete three to five GE courses within it to earn a certificate of completion. Pathways consist of GE courses related to the theme and optional co-curricular events. Collaboration between faculty, Academic Programs personnel, and Student Affairs personnel has included in the pilot project a deliberate introduction of these students to essential services such as the Career Center, the Center for Internships and Community Engagement, and Student Health Services. In addition, participating students benefitted from increased advising opportunities, including a pre-new student orientation event that allowed them to make a preliminary first semester schedule and meet with a professional academic advisor and participating faculty. All students participating in the pilot project received follow-up advising prior to spring semester registration to keep them both on their pathway and on track to graduation. Students in the program, who have now completed their first semester, are being tracked and their progress toward graduation will be monitored as they continue their studies at Cal State Fullerton.

Similarly, College of Humanities and Social Sciences (HSS) has introduced GE advising tracks for upper-division transfer students who constitute two-thirds of the Cal State Fullerton student body. The project (Appendix VI.55) launched in spring 2013, with 128 students enrolled in one of two pathways—Sustainability or Globalization. Beginning fall 2014, students have the opportunity to complete their required nine units of upper-division GE courses in one of five pathways: Power and Politics, Sustainability, Globalization, Human Rights and Social Justice, or Innovative Leadership. Participating students are required to meet with the Pathways advisor during which they receive general academic advisement appropriate to upper division students as well as assistance in selecting their pathway courses. Participating students are also required to attend a linked co-curricular campus event.



These initiatives encourage students to adopt a more intentional approach to fulfilling their GE requirements and to help them define and achieve their academic and professional goals. The Pathways and HSS upper-division pilot projects help students select courses that will better serve their personal, intellectual, and professional needs, as well as provide them with an area of expertise outside of their major. Data are currently being analyzed to evaluate the efficacy of both pathways projects.

Summary

To improve advising, Cal State Fullerton created college-based Student Success Teams that bring together faculty, professional advisors, and administrative personnel. The campus hired, or committed to hire, Graduation and Retention Specialists for each college and an Advisor Trainer, all of which have created a greater consistency of expertise among professional and faculty advisors. The ongoing work of the AAPDC supports consultation and innovation between faculty, staff, and administrative advisors. The integration of academic and professional advising for graduate students, as well as a commitment to graduate student diversity, has invigorated advising and mentoring. The work of individuals has been compounded by intensified collaborations, both across the departments and colleges, including the ISC, within Academic Affairs, and across the divisions within the university including Student Affairs and IT.

TAN integrates advising across the colleges, the AAC, and Student Affairs. The Advising Notes system allows advisors across campus to collaborate easily and consistently. Students can revisit their advisors' comments and use them to develop their academic plans. Advising notes provide students and advisors with accurate and up-to-date information.

The campus assesses and evaluates advising. Assessment data has strengthened advising practices and been used to develop the framework for a comprehensive and integrated advising system for undergraduate and graduate students. Expanded mandatory advising for students with 75-84 units in fall 2014 was completed successfully with 99 percent of students in the target group attending a workshop. Mandatory advising will include additional student cohorts in fall 2015. Assessment based on the SALOs is improving academic advisement. The AAC has developed a data-driven approach to improving academic advisement as a means of increasing student success.

More focused GE advising offers steps toward a stronger integration of GE and degree programs. Student Success Teams will provide a web of services that enhance student progress toward degrees. Advising brings together the academic major, GE, and co-curricular involvement to support success for all Cal State Fullerton students.

The comprehensive approach we have taken has expanded and strengthened the campus infrastructure for academic advising and student success. The investment in professional advisors with higher levels of skills, together with the adoption of sophisticated technological tools, student success teams, and ongoing professional development, will enable the university to be better positioned to support student progression and graduation, as well as to narrow and eventually eliminate achievement gaps. The effectiveness of this approach has been



demonstrated through our assessment results. While we are encouraged by the initial success demonstrated in the numbers, we very well understand that our efforts have profound impact on individual students' lives and futures. Consequently, we will continue to track, monitor, evaluate, and adjust our policies and practices to better serve the needs of our diverse student population using an integrated and multi-faceted approach.

FINANCES

WSCUC requested from Cal State Fullerton:

- An update on the budget and financial plans; and
- Information on how Cal State Fullerton is allocating resources to ensure that educational effectiveness remains a priority.

In response, Cal State Fullerton has submitted an update on budget and financial plans that highlights the following:

- A summary of state support and tuition revenue and enrollment information since fiscal year (FY) 2007-2008;
- Passage of the SSI that funds academic and co-curricular endeavors in support of the Strategic Plan;
- Development of a collaborative budget process that aligns resource allocation decisions with campus priorities;
- Operationalization of the Strategic Plan;
- Securing alternative funding streams; and
- Establishing the foundation for outcomes-based funding (OBF).

Introduction

In its action letter of July 3, 2012, reaffirming Cal State Fullerton's accreditation, the Commission noted that, while ongoing state funding challenges in no way reflect on "either Cal State Fullerton's Educational Effectiveness Review or the University's leadership," the state budget will have both short- and long-term impacts on the CSU campuses. Concerned about the potential consequences of funding reductions on educational programs and student learning and the ability of the CSU campuses to sustain academic quality, the Commission urged the university to continue to manage "reductions in such a way that educational effectiveness remains a priority, and to report on the ways in which it is addressing this challenge in the next interaction with WSCUC."

Since the Commission conducted the review of Cal State Fullerton in 2012, there have been significant changes to higher education funding in the State of California and to Cal State Fullerton in particular. Specifically, the campus has a new leadership team, a new Strategic Plan, and a budgetary process that not only clearly articulates resources, goals, and objectives, but also aligns resource allocation decisions with campus priorities as outlined in the Strategic Plan. With these changes, the campus now has a strong budgetary environment that facilitates the university's ability to achieve its goals and objectives.



At the state level, California voters passed Proposition 30 (Appendix VI.56) in November 2012, which directed the use of temporary taxes to fund education and prevented \$6 billion in cuts to the education budget that would have included a \$250 million cut to the California State University (CSU) system. As the economy improved at the national and state levels, California's governor established a four-year budget plan for the three higher education segments (CSU, University of California system [UC], and community colleges) beginning in FY 2013-2014. These two events created a more consistent and stable budget environment and provided funding for modest enrollment increases at Cal State Fullerton. Consequently, rather than embarking on additional budget reductions, as noted in the EER report, the campus experienced a period of growth in both enrollment and resources. The budget outlook beyond the four-year compact period is unclear. The one looming issue is the expiration of Proposition 30 taxes, which will result in an estimated average loss of \$6 billion in state revenues starting in 2018. Thus, some of the campus initiatives described in this document are designed to prepare for future funding challenges. For example, organizational changes affecting the campus research enterprise and development activities, along with investments in resources in these areas, will assist in diversifying campus revenues.

The governor approved the FY 2014-2015 budget, which continues the state's commitment to a stable multi-year funding plan for the CSU and UC systems. The plan provides each higher education segment up to a 20 percent increase in general fund appropriations over a four-year period (FY 2013-2014 through FY 2016-2017) representing a ten percent increase in total operating funds (including tuition and fee revenues). The budget also includes a five percent increase in FY 2014-2015, assuming a freeze on resident tuition for the same four-year period to avoid contributing to higher debt and tuition levels for students. Additionally, the CSU system was allotted funds to develop and implement outcomes-based funding models for allocating resources. Cal State Fullerton has accomplished the initial stages of this task with the FY 2014-2015 budget year as described later in this document.

One significant change for Cal State Fullerton in FY 2014-2015 was the passage of the SSI in March 2014. Funding from this initiative, totaling \$27.7 million in its final year of implementation in FY 2016-2017, will support the components of the Strategic Plan associated with academic and co-curricular endeavors, as well as enrich the student experience.

Status of campus resources

At the time of the EER report, the CSU system had experienced substantial reductions in its operating budgets and anticipated the cuts to continue into the foreseeable future. From FY 2007-2008 through FY 2011-2012, state support funding for Cal State Fullerton decreased by \$63 million, while the enrollment target decreased by only 457 full-time equivalent students (FTES) (28,161 to 27,704 FTES) in the same period. Although overall state funding is still not at pre-budget reduction levels, the impact of the cuts was also mitigated by the increases in student tuition. Since FY 2007-2008, student tuition revenues to the campus increased by \$56.5 million. The increase in tuition revenues partially offset the state support decline but it was not sufficient to cover mandatory and operational costs. The following table summarizes



representative examples of state support and tuition revenue, and enrollment information since FY 2007-2008.

<u>Fiscal Year</u>	<u>Student FTE</u>	<u>State Support</u>	<u>Tuition Revenue</u>	<u>Total</u>
<u>2007-2008</u>	<u>29,600</u>	<u>179,133,570</u>	<u>84,767,024</u>	<u>263,900,594</u>
<u>2011-2012</u>	<u>28,484</u>	<u>116,085,961</u>	<u>141,332,530</u>	<u>257,418,491</u>
<u>2014-2015</u>	<u>28,824</u>	<u>136,459,761</u>	<u>145,261,354</u>	<u>281,721,115</u>

NOTE: FY 2014-2015: Enrollment Target and Tuition Revenue Budget as of July 8, 2014

Beginning in FY 2013-2014, the governor’s multi-plan budget reversed this trend and allocated additional new state resources. Cal State Fullerton’s enrollment target grew to 28,824 FTES in FY 2014-2015, which increased state support funding by \$36 million (\$21.6 million in FY 2013-2014 and \$14.4 million in FY 2014-2015) over two years. Despite the state’s improved financial outlook, Cal State Fullerton must continue to be diligent in its efforts to manage resources in order to meet current and future challenges.

Campus budget process

As stated in the EER report, the campus budget process at the time lacked clear linkage between priorities and resources. The Strategic Plan allows Cal State Fullerton to utilize a collaborative budget process to align clearly the resource allocation decisions to campus priorities. As a result, campus-wide planning involving administrators, faculty, and students has taken place within the framework of an integrated multi-year Strategic Plan. Highly focused task forces are working diligently to build out each strategic component for integration into planning and to develop concrete recommendations that will guide the campus and inform it of the budget process. The budget process and priority projects are then aligned to the Strategic Plan, not with the intent of restoring cuts from the past, but to ensure that steps and investments outlined support our mission for students, personnel, and operations.

This process has been institutionalized in the recently revised campus “Planning and Budgeting Process” policy (UPS 100.201) (Appendix VI.57). In this document, the PRBC is charged with providing budget strategy recommendations to the President. These recommendations will involve an extended planning process in which the PRBC reviews campus progress toward meeting Strategic Plan goals and identifies possible budget strategies for the subsequent fiscal year. A university-wide budget strategy proposal by the division heads based on the priorities collectively established by the PRBC will be developed for consideration by the committee. The outcomes of funding allocations are reported back to the PRBC at the end of each academic year. In summary, the PRBC budget recommendations reflect a transparent process in which resource allocation proposals reflect the Strategic Plan priorities.



Alignment of resource allocation with the Strategic Plan

During the budget reduction period leading up to the release of the EER report, Cal State Fullerton utilized one-time funds to preserve the academic core, especially full-time faculty positions, in order to sustain course availability to allow students to progress toward degree completion. Beginning in FY 2012-2013, the campus embarked on investing new resources for FY 2013-2014 in accordance with the new budget process and the campus Strategic Plan. Through this process, the PRBC identified the top priorities that would receive funding consideration; in response to these recommendations, the campus allocated, again through its budget process, a total of \$31,720,350 in baseline funding and one-time funds as shown in the table below (see Appendix VI.2 for the PRBC Recommendation memo and Appendix VI.58 for the President's Allocation letter). A breakdown of each category appears in table below.

SUMMARY OF FY 2013-2014 BUDGET ALLOCATIONS

PRBC Recommendation by Category	Baseline	One-Time	Total
Operationalization of the University Strategic Plan	4,429,898	4,292,665	8,722,563
Reinvesting in Instructional and Support Infrastructure	2,225,598	8,931,299	11,156,897
Strategically Addressing Divisional Structural Deficits	723,068	1,374,137	2,097,205
Core Operations Critical to Support Student Success	1,274,946	8,468,739	9,743,685
Total	8,653,510	23,066,840	31,720,350

Operationalizing the Strategic Plan includes a variety of initiatives that have been identified to meet further Cal State Fullerton's Strategic Plan goals, especially to ensure that educational effectiveness remains a priority. For example, \$3.95 million was committed to hire and retain high-quality faculty and staff, including 133 new tenure-track faculty searches over the subsequent two years (2013-2014 and 2014-2015). Under the category of Reinvesting in Instructional and Support Infrastructure, \$5.2 million was allocated to improve classrooms and related instructional facilities to further enhance educational effectiveness. Another \$3 million was allocated to fund campus maintenance and facilities improvement projects, which will enable the university to effectively support instructional activities.

Optimizing student advising services, developing an effective learning assessment process, and improving core operations received \$9.74 million to further advance student success. These allocations are in addition to the subsequent passage of the SSI, which will significantly increase the resources available as described in the next section.

During the FY 2013-2014 budget process, the campus reported back on the progress made from the previous years' budget allocations. The process for reporting is codified in the annual campus budget process as outlined in the Campus Budget Process section.



The FY 2014-2015 PRBC Recommendation memo and President's Allocation letter continue the efforts to allocate resources to align further with the implementation of year two of the Strategic Plan.

The Student Success Initiative (SSI)

The EER report raised concerns about the extent to which Cal State Fullerton could successfully promote initiatives related to student success and engagement given anticipated additional budget reductions. As previously mentioned, these reductions did not transpire; instead, the campus successfully implemented the SSI effective in FY 2014-2015, which will result in additional revenues of \$4.8 million in FY 2014-2015, \$9.2 million in FY 2015-2016, and \$13.7 million in FY 2016-2017. Designed to provide financial support to new programs and existing efforts that have the greatest impact on student retention and graduation, the SSI was adopted after feedback from students and approval from the Fee Advisory Committee on which students hold the majority. The recommendation was then forwarded to the President and the Chancellor, both of whom supported the campus decision to move forward with the SSI. SSI resources augment what the campus has invested through its budget processes over the last two years.

The university has committed \$5.7 million in FY 2013-2014 to enhance the student education and learning experience. Along with the SSI fees, these funds will be used to: strengthen academic advising; improve course availability; expand library hours and improve the library technology environment; upgrade athletics facilities and provide additional scholarship support for students; increase support for learning communities, internships, the Career Center, supplemental instruction, and service-learning; upgrade classrooms and provide instructional software; strengthen cultural centers, veterans' services, and disability support services; and, provide upgraded technology by expanding Wi-Fi coverage and establishing a new 24/7 IT help desk for students. Additionally, the philanthropic priorities have been aligned with the Strategic Plan to support student success and many of the areas that are included in the SSI. The SSI allocations for FY 2014-2015 through FY 2016-2017 and the respective revenue categories are summarized in Appendix VI.59 and Appendix VI.60. Further, the success of the new fee will be measured against defined outcomes built into its administration and assessment. For more details, please see the SSI Progress Dashboard at <http://success.fullerton.edu/progress.asp>.

Securing alternative funding streams

One of the goals of the Strategic Plan is to diversify additional resource streams to address, in part, potential and ongoing funding challenges. University Advancement plays a significant role in this effort, as well as other segments of the campus that also participate in this endeavor. For example, Auxiliary Services Corp., campus research activities, enterprise funds, and other entrepreneurial functions on campus all contribute to successfully diversifying and increasing revenue to the campus.

University Advancement has aligned external funding efforts with the university's Strategic Plan and recently reorganized Advancement Services and Operations to better align with the development of a long-term and stable pipeline of donors to the campus. University



Advancement is committed to securing an annual baseline of \$15 million through external, non-state funds. Similar efforts to bolster Cal State Fullerton's endowment have seen increases in endowed funds from \$34 million in FY 2011-2012 to \$42 million in FY 2012-2013 and \$50 million in FY 2013-2014.

The Strategic Plan also called on the campus to focus on entrepreneurial activities as a means of potential revenue enhancement. The Division of Academic Affairs created a new position, the Associate Vice President for Research, Creative Activities, and Technology Transfer (AVPRCATT), with a focus on opportunities to bolster not only the number of grants and contracts sought and secured, but also funding that may lie beyond traditional grants and contracts to support faculty and student research.

At the state level, the campus continues to provide advocacy support through the Office of Government and Community Relations for increased investment in public higher education. This unit works directly with the CSU on efforts to educate and inform elected officials and the public about the value of committing to funding the CSU above and beyond the governor's budget.

Preparing for outcomes-based funding (OBF)

In parallel to the PRBC's efforts, the Office of the Provost worked with the Council of Deans, Associate Deans, and Department Chairs to set the foundation for an OBF-inspired framework for the division of academic affairs—a framework that when fully implemented will weaken the dependence of academic budgets on enrollments while strengthening their dependence on outcomes. On July 1, 2014, the Office of the Provost presented the end result of the first phase of these efforts: a new core budgeting framework for Academic Affairs (Appendix VI.61). The framework addresses the following issues:

- **Equity:** The cost differences among various types of academic offerings are now explicitly captured in the division's budget model; budget allocations recognize that some colleges and departments have more revenue sources than others and should be expected to cover more of their operational costs (e.g., business vs. humanities); baseline adjustments were made to level the playing field for units that had previously taken budget cuts in areas that have yet to be replenished at the university level (e.g., some colleges took cuts in faculty lines and others in ordinary expenses and equipment; as new monies have flowed into the university, funding to the former has been largely restored but funding for the latter has not).
- **Transparency:** The budget framework was presented in a format that provides visibility into how the overall budget was constructed (baseline and recurring one-time funds from various funding streams); identified the major elements that contribute to the total state funding available for faculty, staff, and supplies and services; and surfaced investments in faculty travel, assessment coordinators, advising, and other areas of strategic importance.
- **Timeliness:** The budget was presented to colleges and departments on the first day of the fiscal year, months before it had been presented in the past. This addressed a long-standing concern that units did not have time to adequately plan and manage their investments, leading to suboptimal use of the scarce funding available.



- **Strategic Investments:** As a first step toward reallocating baseline funding to strategic initiatives, the Office of the Provost developed a progressive-fee structure to establish a multi-year strategic investment fund to support promising student success-related proposals from individual faculty members, academic programs, departments, and colleges.

The work of the PRBC and the Division of Academic Affairs positions the university well for state and/or system-level OBF policies and financial incentives. It was precisely the prospect of said policies and incentives that fueled the intentionality with which Cal State Fullerton pursued this work. During the next academic year, the core budget model developed for academic affairs will be expanded so that ultimately, the internal allocation of funds will be aligned with the outcomes contemplated in the state's and CSU's OBF models. Initial division-wide conversations have surfaced potential metrics in the following areas: student advising, student success, HIPs, generation of external revenue, and efficiency of resource utilization. In recognition of those areas that are important to the institutional mission but not explicitly captured in the state's key measures for OBF, the metrics that will guide the division's budget allocations will be a superset of those presented by the state.

Summary

Cal State Fullerton has addressed financial concerns raised by the Commission through strategic actions. Some of the concerns did not materialize due to significant changes in the budgetary environment of the state and university. Cal State Fullerton established a clearly articulated Strategic Plan providing a roadmap to align effectively campus priorities in support of these initiatives. Consequently, this has also allowed us to develop a more defined and efficient budget process that is consultative and transparent. As we enter the second year of the Strategic Plan, a solid budget process that aligns resource allocation decisions and accountability with the mission and goals of the university has been very effective in enabling campus leaders to make informed decisions. Measureable improvements have been realized in terms of enhancing campus infrastructure, hiring additional faculty, delivering additional classes, creating programs to improve student success, and providing resources to other key areas of the campus in an effort to address educational effectiveness. Although the Governor's budget calls for minimal funding to the CSU through 2017-2018 and funding beyond 2018 is uncertain, we are confident that Cal State Fullerton is well-positioned with our planning and processes to address effectively potential budget challenges while maintaining a strong commitment to our students.



VII. Identification of Other Changes and Issues Currently Facing the Institution

DIVERSITY

In its meeting with President García, the Commission requested that Cal State Fullerton address the issue of diversity, especially:

- Recruitment of a diverse faculty; and
- The intersection of diversity and student success.

In response, Cal State Fullerton has:

- Created the Division of Human Resources, Diversity, and Inclusion (HRDI);
- Provided diversity training; and
- Facilitated development of a campus climate survey.

Campus initiatives to support diversity

Upon her arrival in July 2012, President García emphasized the university's renewed commitment to achieving greater faculty and staff diversity and acted upon it with the creation of the HRDI division, the first Human Resources division within the California State University (CSU) system and one of the few in higher education. The division's charge is to ensure the success of the campus diversity initiative, subsequently institutionalized as Strategic Plan (Appendix V.1) Goal 3—the recruitment and retention of a high quality and diverse faculty and staff. Constituents throughout the university have worked to strengthen recruitment plans, garner a stronger and more diverse pool of applicants, and ultimately, increase the diversity among new hires. In fall 2014, 29 of the 62 newly recruited tenure-track faculty members came from underrepresented groups (Appendix VII.1). These 62 new faculty members represent the beginning of a hiring push to bring 133 tenure-track faculty members to Cal State Fullerton between 2014-2015 and 2015-2016 as part of ongoing efforts to meet the goals and objectives of the Strategic Plan. The Academic Senate approved a revised version of the policy statement on “Recruitment and Appointment of Tenure-Track Faculty (UPS 210.001) (Appendix VII.2 or <http://www.fullerton.edu/senate/documents/PDF/200/UPS210.001.pdf>) that was signed by President García in August of 2014. This revision clarified the tenure-track faculty recruitment process and heightened equal employment opportunity (EEO) review. In addition, the Academic Senate similarly revised and the President approved the policy associated with temporary faculty recruitment “Recruitment and Appointment of Temporary Faculty” (UPS 210.050) (Appendix VII.3 or <http://www.fullerton.edu/senate/documents/PDF/200/UPS210-050.pdf>).

Diversity training

To continue to foster fair and open recruiting practices, the campus engages in diversity training. Annual recruitment training, based upon the aforementioned UPS, is being provided for search committees at the start of the faculty recruitment cycle. National experts in the field such as



psychologist Daryl G. Smith of Claremont Graduate University are providing additional diversity training (Appendix VII.4).

Campus climate survey

In March 2014, the university launched a Campus Climate Survey to assess the working environment at Cal State Fullerton. The survey assesses the experience and behavior of faculty, staff, and administrators, and their perceptions of institutional practices, policies, and academic initiatives. The survey results provide valuable data. For example, the findings reveal that 71 percent of all respondents reported that they were “comfortable” or “very comfortable” with the climate at Cal State Fullerton. In contrast, 27 percent of respondents believed that they had personally experienced exclusionary, intimidating, offensive, and/or hostile conduct. It is clear from the data that the university must enhance or institute programs, activities, training, and education pertaining to compliance, diversity and inclusion. Well defined assessment metrics will help the university gauge its progress and achieve its goal of providing a welcoming, supportive, and inclusive campus community for all students, staff, and faculty. These findings provide the context for including, within the Diversity Action Plan, strategies that serve to minimize or eliminate attitudes, conduct, or institutional practices that foster feelings of exclusion or other negative impressions. The Plan is in initial stages of development with a projected completion of summer 2015. For a summary of the results of the Climate survey, see Appendix VII.5.

Gender equity

Through the provision of extensive training, HRDI works to promote fairness and equitable practices within the campus community. To educate and re-educate faculty, staff, and students, HRDI published and distributed 10,000 hard copy notices, entitled *Title IX Report Card – a guide to reporting* (Appendix VII.6), to Cal State Fullerton students and employees. These cards were developed to reaffirm the university’s commitment to maintaining an environment that is conducive to learning for all students and a professional workplace for employees. The division in collaboration with Student Affairs is leading the cross-divisional implementation of the Title IX requirements set forth in the CSU Executive Order 1095, which will include the launch of several campus-wide educational and awareness programs for both students and employees in spring 2015. In addition, during the 2015-2016 academic year (AY), a campus climate survey for students will be developed to assess the experience and behavior of students as well as their perceptions of institutional practices, policies, and initiatives. With respect to employees, Cal State Fullerton is committed to ensuring gender equity in its recruitment, hiring and compensation processes.

Summary

The creation of the HRDI Division, the active recruitment of a diverse faculty and staff, diversity training, the campus climate survey, the commitment to gender equity—in all these ways the university is enacting its values as it embraces and supports diversity across campus. Through the implementation of these initiatives and programs, Cal State Fullerton signals the importance of creating and maintaining a diverse and inclusive work environment dedicated to supporting student success. Research has long confirmed that underrepresented students are more likely to persist academically and graduate when there are faculty role models available to mentor them



and encourage their progress. Given the extensive diversity of the Cal State Fullerton student community, it is critical to recruit and retain a highly qualified and diverse faculty and staff. As importantly, data that emerge over time will be instrumental in making the continued improvements in faculty and staffing necessary to sustain the university's progress on its mission and on all aspects of its Strategic Plan goals. The data should reveal the extent to which Cal State Fullerton has hired the next generation of faculty already and the extent to which our underrepresented faculty hires mirror the nationally available pool of Ph.D.s. Ultimately, the achievement of greater faculty diversity requires the engagement of faculty, chairs, deans, and other responsible administrators. Faculty diversity recruitment and retention training, identifying resources and strategies, is essential to that engagement. Additionally, there must be a willingness among search committees to recognize that proactive efforts are required so that tangible gains can be recognized and sustained. That willingness to be intentional and strategic about our diversity hiring poses one of our greatest challenges.



VIII. Concluding Statement

Cal State Fullerton's history demonstrates its commitment to student learning and achievement. Of the more than 9,000 degrees awarded annually more than half are earned by students who are among the first in their families to attend college. Throughout this *Interim Report*, we have tried to provide a full description and discussion of the issues raised by the Commission and the actions we took to address them. We have provided evidence supporting continuing progress on these issues, and where appropriate, we provided an analysis of the effectiveness of Cal State Fullerton's actions on these issues.

The four goals, fifteen objectives and strategies of our Strategic Plan (Appendix V.1) represent the collaborative efforts of campus stakeholders to craft a vision that responds to our mission regarding the preeminence of learning and student achievement, and identifies and aligns resources in support of this vision. Benchmarks for measuring progress, and task forces to ensure accountability and coordination, have been major components of the university's implementation of the Strategic Plan, a process that demonstrates a significant change in the mindset, pace, and approach the campus now takes in moving our mission forward and establishing and funding priorities.

We have clearly articulated University Learning Goals (ULGs) (Appendix VI.13) and a policy statement on assessment (Appendix VI.12). The Assessment and Educational Effectiveness Committee (AEEC) (Appendix VI.18) guides the development of uniform assessment and educational effectiveness protocols. The Office of Assessment and Educational Effectiveness (OAAEE), with a director, adequate staffing, and a dedicated space, serves as a resource for faculty and staff. An online assessment management system supports tracking, documentation, and reporting of planning and assessment activities. The Program Performance Review (PPR) process incorporates meaningful discussions between degree programs and administration that enhances program improvement. The campus completed a survey of the "state of" assessment activities from 2012-2014 (Appendix VI.23) and disseminated the results in a University Assessment Report (Appendix VI.24). This transparent, public document has provided baseline data for improving the quality of assessment work and has informed professional development efforts to enhance faculty and staff capacity to conduct meaningful assessment. Cal State Fullerton's commitment to quality assurance is a continual process that operationalizes the Strategic Plan goal to "implement a sustainable University-wide assessment process that includes curricular and co-curricular components."

The Academic Advisement Center (AAC) connects with departmental faculty advising. Partnerships between Academic Affairs, Student Affairs, and Information Technology (IT) have developed an advising infrastructure that directs resources and information where it's most needed to those who need it most. College-based Student Success Teams bring together faculty, professional advisors, and administrative personnel to work with Graduation and Retention



specialists. An Advisor Trainer informs all academic advisors to ensure consistency and expertise. Titan Advisor Network (TAN) and the Advising Notes system support integrated consistent advising by connecting advisors in the colleges, the AAC, and Student Affairs. Advising Notes system comments are available to all advisors as well as to students. The ongoing assessment of these new developments ensures that the campus will strive to support students and to direct them toward the achievement of their academic goals.

Cal State Fullerton has pro-actively moved toward ensuring that a strong campus budget will support the Strategic Plan. The budget process aligns resource allocation with the goals and vision of the campus. The Student Success Initiative (SSI) provides resources for programs that support Cal State Fullerton's diverse student populations. The pursuit and acquisition of alternative funding streams supports the vitality of campus programs and the campus has deliberately initiated planning for outcomes-based funding (OBF). With strategic decisions and careful planning, the campus infrastructure has been enhanced, additional faculty have been hired or are being hired, additional programs have been created to ensure student success, and resources are provided to key areas of the campus.

The creation of the Human Resources, Diversity, and Inclusion (HRDI) Division and the campus-wide support for maintaining an active, informed, and engaged recruitment process directs the campus toward achieving the Strategic Plan goal of hiring highly-qualified and diverse faculty and staff. Cal State Fullerton continues educating the campus on issues of diversity, celebrating the campus' diverse nature and the many benefits of that diversity, and working toward a campus environment that appreciates all of its constituents and acknowledges how all members of the campus community are vital in their contributions to ensuring student success.

Cal State Fullerton administrators, faculty, staff, and students have developed a Strategic Plan that provides a foundational vision and attainable and measurable goals. The campus community has bolstered institution-wide assessment to ensure a commitment to excellence and also improved advising to support student academic progress and graduation as well as strengthened the financial outlook and addressed issues of diversity. As evidenced by the steps taken and the progress made, Cal State Fullerton has accepted the challenge to improve in all areas identified by the WSCUC accrediting committee. The foundation has been laid for a structure that better prepares the university for the future and for challenges facing higher education. Most importantly, the university is better positioned to improve learning and achieve its educational mission. The energy is high and the commitment is strong. Cal State Fullerton will continue to serve students, improve graduation rates, narrow achievement gaps, and make the dream of a college education a reality for those students who seek it.



IX. Appendix Index

All 73 appendices are numbered using the following format. The numbering format comprises two components, beginning with the section number where document is referenced (Roman numeral), separated by a dot, and ending with an Arabic number beginning at one and proceeding sequentially within a section.

- I. Introduction to the Interim Report
 - I.1. The Commission's 07/03/12 Action Letter
 - I.2. The Commission's 06/27/14 Memorandum
- II. List of Acronyms Used in the Report
- III. Statement on Report Preparation
 - III.1. CSUF WSCUC Interim Report Committee (Steering Committee and Sub-Committees)
 - III.2. Interim Report Preparation Action Steps and Timeline
- IV. List of Topics Addressed in the Report
- V. Institutional Context
 - V.1. CSUF Strategic Plan
 - V.2. UPS 410.200: Program Performance Review Policy
- VI. Responses to Issues Identified by the Commission
 - VI.1. Strategic Planning Steering Committee (SPSC)
 - VI.2. PRBC Annual Recommendation Letter for 2013-2014
 - VI.3. President García 09/20/13 Response Letter to PRBC
 - VI.4. Budget Report for 2013-2014 Fiscal Year
 - VI.5. PRBC 05/22/14 Letter to President García
 - VI.6. President García's First Convocation Address at CSUF
 - VI.7. Strategic Transfer Agreement (STAR) (2013)
 - VI.8. Irvine Satellite Campus Consultant Report (2014)
 - VI.9. Irvine Satellite Campus Committee Report (2014)
 - VI.10. Provost Cruz 12/01/14 Summary of the Irvine Campus Task Force Report
 - VI.11. The Commission's 2012 Educational Effectiveness Review (EER) Report
 - VI.12. UPS 300.022: Assessment of Student Learning at California State University, Fullerton
 - VI.13. UPS 300.003: University-wide Student Learning Goals



- VI.14. General Education Learning Goals and Outcomes
- VI.15. Six-Step Assessment Process
- VI.16. Program Learning Outcomes and University Learning Goal Alignment (2013)
- VI.17. Student Affairs Learning Domains
- VI.18. Assessment and Educational Effectiveness Committee (AEEC)
- VI.19. Assessment and Educational Effectiveness Plan
- VI.20. Faculty Assessment Liaison Members
- VI.21. CLA+ 2014 Institution Report
- VI.22. NSSE 2012 Frequency Distributions Report
- VI.23. 2012-2014 Assessment Activities and Results Survey
- VI.24. 2014 University Assessment Report
- VI.25. GE Pathways Pilot Writing Assessment Plan
- VI.26. GE Pathways Survey
- VI.27. Fall 2014 Assessment Workshops
- VI.28. 2014-2015 Faculty and Staff Professional Development Attendance List
- VI.29. CSU *Quality Matters* Grants
- VI.30. Student Affairs Baseline Data (2014)
- VI.31. Program Performance Review (PPR) Guidelines (2013)
- VI.32. Program Performance Review (PPR) Schedule: 2013-2014 to 2019-2020
- VI.33. Program Performance Review (PPR) Example: Women and Gender Studies
- VI.34. UPS 300.002: Academic Advising Policy
- VI.35. “Advising @ CSUF” Framework
- VI.36. Academic Advisors Professional Development Committee (AAPDC)
- VI.37. CSUF Success Institute for First Time Freshmen
- VI.38. HSS Student Success Intervention Plan
- VI.39. Career Center Post-Graduation Employment Survey
- VI.40. Career Center Employer Survey
- VI.41. Enhancing Post-baccalaureate Opportunities at Cal State Fullerton for Hispanic Students Program (EPOCHS)
- VI.42. Directory of Faculty and Staff Advisors
- VI.43. Student Success Dashboard
- VI.44. EAB Predictive Analytics Tool
- VI.45. 2014-2015 Advising Workshops
- VI.46. Annual Academic Advisement Needs Survey
- VI.47. Annual Advising Report
- VI.48. Student Success Team Report, Kick-Off, and Workshop Information
- VI.49. Student Advising Learning Objectives
- VI.50. AAC Revised Evaluation Instrument (2013)
- VI.51. 2013-2014 AAC Evaluation Results



- VI.52. New Student Orientation Programs
- VI.53. Transfer Student Orientation Program
- VI.54. Lower-Division GE Pathways Pilot Project
- VI.55. HSS Thematic GE Program for Upper-Division Transfer Students Pilot Project
- VI.56. Proposition 30 (2012)
- VI.57. UPS 100.201: Planning and Budgeting Process
- VI.58. President García's Allocation Letter for 2014-2015
- VI.59. 2014-2015 Student Success Initiative Allocations
- VI.60. 2014-2015 Student Success Initiative Revenue Categories
- VI.61. Academic Affairs Core Budgeting Framework (2014)

- VII. Identification of Other Changes and Issues Currently Facing the Institution
 - VII.1. Demographic Statistics of 2013-2014 Faculty Hires
 - VII.2. UPS 210.001: Recruitment and Appointment of Tenure-Track Faculty
 - VII.3. UPS 210.050: Recruitment and Appointment of Temporary Faculty
 - VII.4. Diversity Training Workshop Information (2014)
 - VII.5. Campus Climate Survey Report
 - VII.6. Title IX Report Card

- VIII. Concluding Statement

- IX. Appendix Index

