WASC Interim Report

**Submitted to**

**The Accrediting Commission**

**for Senior Colleges and Universities**

**Western Association of Schools and Colleges (WASC)**

 

**Prepared**

**by**

**President Mildred García**

**and**

**The CAL STATE FULLERTON WASC 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** March 1, 2015

**I. Introduction to the Interim Report**



This *Interim Report* describes the progress California State University, Fullerton has made on the core issues identified by the WASC Accrediting Commission for Senior Colleges and Universities (the Commission)*.*

The *Interim* *Report* outlines how Cal State Fullerton has addressed the concerns raised by the Commission and includes:

* A statement on report preparation;
* A list of topics addressed;
* Institutional context;
* A narrative section detailing the university’s response to the issues identified by the Commission in its action letter as topics for the *Interim Report*;
* 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.

The **statement on report preparation** explains how the Interim Report Committee was formed and conducted its work. The **section on institutional context** provides a background of 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.*

In its June 27, 2014 memorandum to Cal State Fullerton’s ALO (Appendix I.1), which confirmed the Commission’s action letter to President Mildred García dated July 3, 2012 (Appendix I.2), WASC expectations of the *Interim Report*, due March 1, 2015, were identified as follows:

1. Strategic Planning: A Strategic Plan that identifies the university's goals, targets and milestones, and timelines; a process for allocating resources to support implementation, and lines of responsibility; and the current status of CSU Fullerton in achieving its strategic goals and aligning strategic priorities and resource allocation.
2. Assessment: An update on assessment, including a description of the nature and extent of assessment activities on campus, the annual assessment reporting process, and how assessment results are used for improvement of student learning and program outcomes. In addition, please provide an update of CSU Fullerton’s Program Performance Review (PPR) process, including a PPR schedule, guidelines and procedures for using the PPR process for quality improvement, and an example of a completed Program Performance Review.
3. Advising: Steps CSU Fullerton has taken to improve academic advising, to augment resources devoted to academic advising, to create closer connections between college advising and the Academic Advisement Center (AAC), to develop initiatives to strengthen advising, and to assess the effectiveness of the university’s advising efforts.
4. Finances: An update on the budget and financial plans and information on how CSU Fullerton is allocating resources to ensure that educational effectiveness remains a priority.

The **section on identification of other changes or issues** discusses current issues facing the university. In its exit meeting with 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 Outcome Based Funding (OBF) model. In addressing the commission’s concerns regarding faculty diversity, Cal State Fullerton has created a Division of Human Resources, Diversity, and Inclusion (HRDI); actively engaged in the recruitment of a diverse faculty and staff; provided diversity training; and developed and administered a campus climate survey. Details regarding these achievements can be found in this document’s narrative section.

Included in various sections of the *Interim Report,* where relevant and appropriate, are specific Criteria for Review (CFR) that demonstrate alignment with WASC Standards.

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

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**List of Acronyms Used in the Interim Report**

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| 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 |
| AVP | Associate Vice President |
| AVPRCATT | Associate Vice President for Research, Creative Activities, and Technology Transfer |
| BA | Bachelor of Arts |
| CFR | Criteria For Review |
| CLA | Collegiate Learning Assessment |
| COMM | College of Communications |
| COTA | College of the Arts |
| CSU | California State University |
| CSUF | California State University, Fullerton |
| ECS | College of Engineering and Computer Science |
| EDUC | College of Education |
| EEO | Equal Employment Opportunity |
| EER | Educational Effectiveness Review |
| EOP | Educational Opportunity Program |
| EPOCHS | Enhancing Postbaccalaureate Opportunities at Cal State Fullerton for Hispanic Students |
| FTE | Full-Time Equivalent |
| FTF | Full-Time Freshmen |
| 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 |
| 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 | Outcome Based Funding |
| OGS | Office of Graduate Studies |
| PPR | Program Performance Review |
| PRBC | Planning, Resources, and Budget Committee |
| SALO | Student Advising Learning Objective |
| SLO | Student Learning Outcome |
| SSI | Student Success Initiative |
| SSS | Student Support Services |
| STAR | Strategic Transfer Agreement |
| TAN | Titan Advisor Network |
| TDA | Titan Degree Audit |
| THE COMMISSION | WASC Accrediting Commission for Senior Colleges and Universities |
| UEE | University Extended Education |
| ULG | University Learning Goal |
| UPS | University Policy Statement |
| WASC | Western Association of Schools and Colleges |

*\*\*PLEASE NOTE THAT THE APPENDICES ARE CURRENTLY UNDER CONSTRUCTION AND ARE NOT INCLUDED WITH THIS DRAFT OF THE DOCUMENT\*\**

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**II. Statement on Report Preparation**

On March 24, 2014, President García convened a meeting of the newly-formed Cal State Fullerton WASC Interim Report Committee (IRC) (Appendix II.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 ALO discussed the IRC’s scope of activities, logistics, expectations, and timelines.

The WASC *Interim Report* presents the university’s response to issues identified by the Commission in its July 3, 2012 action letter to Cal State Fullerton (Appendix I.2).

The Commission highlighted four issues that required further attention and requested that the institution submit an *Interim Report* by March 1, 2015. In the Interim Report, the university is expected to provide a description of each issue, 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 satellite campus in the City of Irvine, the Division of Academic Affairs, and the other five divisions of the university: University Advancement; Administration and Finance; Student Affairs; Information Technology (IT); and 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 WASC Interim Report Sub-committees (the Subcommittees) and the WASC 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.2) and consisted of members with expertise in that area. The President appointed Chairs for the subcommittees as follows: Strategic Planning: Professor Robert W. Mead; Assessment: Professor Emily Bonney; Advising: Professor Lynn Sargeant; and Funding: Vice President Danny Kim.

The IRSC, chaired by Dr. José Cruz, Provost, and comprised of nine members, provided oversight and leadership for the work of the Subcommittees. These members included: Dr. Sean Walker, Chair, Academic Senate; Dr. Berenecea Johnson Eanes, Vice President for Student Affairs; Dr. Su Swarat, Director, OAEE (as IRSC staff person); Dr. Peter Nwosu, Associate Vice President for Academic Programs and ALO; and the four chairs of the Sub-committees.

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 Subcommittees through their chairs, and ensuring that Subcommittees were meeting milestones consistent with the *Interim Report* action steps and timeline as set forth by the ALO. The ALO also provided feedback to the Subcommittees and addressed their questions about the new *2013 WASC Handbook* CFRs.

At its July 15, 2014 meeting, the IRSC refined its action steps and timeline for the *Interim Report* and the expectations from each Sub-committee. Based on this revised timeline, preliminary drafts of the Sub-committee reports were submitted to the ALO on August 15, 2014. The reports were then compiled and organized into a single coherent preliminary document by the ALO, the IRSC Chair, and the IRSC staff person. This single preliminary document was distributed to the IRC on September 24 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*. Following recommendations, both the ALO and IRSC Chair appointed the following to serve as readers: Dr. Irena Praitis, Professor of English; Dr. Stephen Mexal, Professor of English; Dr. Diana Guerin, Professor of Child and Adolescent Studies; and Ms. Gail Matsunaga, University Catalog Editor. 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; Council of Deans; and the President and her Cabinet. Feedback received from these groups further informed and strengthened the draft document. In January 2015, a final draft of the *Interim Report* was disseminated to the campus community for additional review and feedback. In late January 2015, the IRSC met to review and finalize the Interim Report. Following the committee’s and President’s approval of the final report, the ALO successfully submitted it on March 1, 2015, to the Commission. Throughout the process, the IRSC and Subcommittees deliberately involved a diverse group of contributors who utilized a consultative strategy of shared governance to develop the university’s response to the Commission.

**III. List of topics addressed in this Report**

* Strategic Planning
* Assessment
* Advising
* Finances
* Diversity

**IV. Institutional Context**

Cal State Fullerton was established on July 5, 1957, as the 12th campus of what is now a 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 facility, Cal State Fullerton maintains the largest official satellite campus, the Irvine Campus, in the 23-campus CSU System. Led by the university’s Office of International Programs and Distance Education the university also has established and maintained a global outlook through 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 grounded in the notion of the “Fullerton Way,” an inclusive, consultative, transparent, and vital system of shared governance. Through this 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 makes it the largest campus of the CSU, the largest four-year public system of higher education in the United States. 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, while eight percent is international, coming from 81 nations. More than 50 percent of the student population consists of first generation students, and 38 percent receive Pell grants. In terms of impact, Cal State Fullerton awards more than 9,000 degrees annually (>7500 undergraduate and 1500 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, and undergraduate transfers earn two-thirds of the degrees. Mid-career earnings of Cal State Fullerton’s graduates are above the national average. Since its founding in 1957, 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 bachelor’s degree-seeking undergraduate students, both percentages increased from the 2012-2013 data. In fact, the current 56 percent six-year graduation rate is a significant increase from the 51.5 percent graduation rate recorded in 2012-2013 when implementation of the Strategic Plan began. 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**

Since 1957, Cal State Fullerton’s degree programs have grown from the single BA in Education to eight separate colleges with 110 degree programs comprising 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 has eight colleges as follows:

* 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)
* College of Natural Sciences and Mathematics (NSM)

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

The university 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).
	+ *The Templeton Guide: Colleges That Encourage Character Development* lists Cal State Fullerton’s Student Leadership Institute among “Exemplary Programs” in the student leadership category.

**Approach to student success at Cal State Fullerton**

Cal State Fullerton’s reaffirmed approach to student success has been guided by a clear problem statement, a clear vision, an institutional mission, and the completion in 2013 of a Strategic Plan with clear objectives and strategies.

**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 robust Strategic Plan: Four goals, 15 objectives** (Appendix IV.1)

* **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 10 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.

**A note about our accreditation history and quality assurance efforts**

Cal State Fullerton first achieved accreditation from WASC in February 1961 and subsequently has completed 10 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 in the Division of Academic Affairs has campus-wide responsibility for accreditation and quality assurance processes. Consistent with University Policy Statement (UPS) 410.200 (Appendix IV.2), all academic programs at Cal State Fullerton go through a rigorous Program Performance Review (PPR) process every seven years. More information about the PPR process can be found on the university’s assessment and educational effectiveness website: <http://www.fullerton.edu/assessment/programperformancereview/>

**V. Responses to issues identified by the Commission**

**ENGAGING WITH THE INTEGRATED STRATEGIC PLAN**

**WASC RECOMMENDS:**

1. **A Strategic Plan that identifies the university’s goals, targets and milestones, and timelines;**
2. **A process for allocating resources to support implementation, and lines of responsibility;**
3. **A report on the current status of Cal State Fullerton in achieving its strategic goals and aligning strategic priorities and resource allocation.**
4. **Finalizing and following a plan that engages with the CSU Online Initiative and the Irvine Satellite Campus (ISC).**

**Cal State Fullerton response:**

* A robust Strategic Plan with four goals and 15 objectives;
* Setting priorities in relation to the Strategic Plan; establishing metrics and indicators of quality and achieving consistency across planning documents by establishing task forces charged with insuring goals are met, involving the campus through town hall meetings, and establishing task forces charged with ensuring goals are met with a website that tracks the Strategic Plan’s success;
* Alignment of the Strategic Plan with budgetary allocations, and following a Strategic Plan attuned to the institution including revisions to university policy documents that define the role of the PRBC in providing budget recommendations to the President in alignment with the Strategic Plan;
* Identifying the status of the CSU Online Initiative and engaging with the ISC.

**Introduction**

In its June 27 memo to the university (Appendix I.1), the Commission confirmed its expectations and requested Cal State Fullerton to submit an *Interim Report* demonstrating a completed Strategic Plan (Appendix IV.1) identifying goals, targets, timelines, and milestones; a process for allocating resources to support implementation; and lines of responsibility. The *Interim Report* should also outline the current status of Cal State Fullerton in achieving its strategic goals and aligning strategic priorities with resource allocation. 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, 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 the CSU Online Initiative and growth on Cal State Fullerton’s Irvine Campus are related to the Strategic Plan. The following section illustrates the dynamic vision the campus embraced in the development of the Strategic Plan and its initial implementation while simultaneously adhering to the institutional culture of shared governance.

**WASC RECOMMENDATION: DEVELOP A STRATEGIC PLAN**

**Cal State Fullerton response: Strategic Plan development**

At the September 11, 2012, Convocation, President García announced the formation of a new Strategic Plan Steering Committee (SPSC) chaired by Robert Mead and Jennifer Faust with Jolene Koester serving as facilitator (Appendix V.1). 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 actively solicited feedback from an internet interface to develop a functional Strategic Plan (Appendix IV.1). Based on the input, the SPSC identified four draft goals and shared them with the campus community on November 9, 2012. During the planning process, the SPSC solicited additional feedback from the campus community to further refine these goals (CFR 1.2).

Following the unveiling of the draft goals, workgroups drawn from across the campus, began to develop and refine objectives for the plan goals. Draft objectives were announced to the campus on February 4, 2013, and the campus community provided feedback through the planning website. In addition, two mini town hall presentations of the objectives were held on February 4 and 7. Using the feedback, objectives were revised. Additional feedback was sought through presentations to the Council of Deans (February 6), the Academic Senate (February 21), and the Philanthropic Board (February 22) (CFR.1.7, 3.6).

The workgroups then generated strategies for 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 (CFR 1.2).

Using the feedback collected throughout the planning process, SPSC members (Appendix V.1) made final revisions to plan 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, the finished plan was introduced to the campus (<http://planning.fullerton.edu/>).

**WASC RECOMMENDS ESTABLISHING A STRATEGIC PLAN THAT IDENTIFIES THE UNIVERSITY’S GOALS, TARGETS AND MILESTONES, AND TIMELINES**

**Cal State Fullerton response: setting priorities in relation to the Strategic Plan, establishing metrics and indicators of quality, and achieving consistency across planning documents**

**Setting priorities**

The revised Strategic Plan (Appendix IV.1) 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 developing and completing their own strategic planning activities (CFR 2.3, 2.11). 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. Implementation of the Plan’s priorities has begun.

**Establishing metrics and indicators of quality**

The strategies articulated in the Strategic Plan (Appendix IV.1) 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 (CFR 2.6, 4.3). 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>).

**Achieving consistency across extant planning documents**

The need to align planning documents with governing policies led the 2013-2014 Academic Senate to recommend changes to University Policy Statements (UPSs). The Academic Senate Bylaws, UPS 100.001 (Appendix V.2 or <http://www.fullerton.edu/senate/documents/PDF/100/UPS100.001.pdf>) (Section C 3 a 2 b), were revised to emphasize the relationship between priorities, mission, and budgeting. The functions of the PRBC now read: “to review, and make recommendations concerning planning, resources, and budgetary matters to the President and the Academic Senate aligned with strategic priorities and the University’s mission” (CFR 1.2). Revisions to UPS 100.201 (Appendix V.3), Planning and Budgeting Process, underscored the role of the PRBC in providing budget recommendations to the President based on Cal State Fullerton’s mission and Strategic Plan (Appendix IV.1) (CFR 3.7).

Additional efforts to provide consistency across extant planning documents included:

* Establishing 11 task forces and charging them with ensuring that the established goals of the university Strategic Plan (Appendix IV.1) are met at the end of the 5-year plan;
* Implementing uniform reporting across the task forces;
* Holding campus-wide town hall meetings for Strategic Plan task force updates; and
* Establishing a website (Appendix V.4) dedicated to the Strategic Plan with links to task force reports and campus accomplishments on goals and metrics of the Strategic Plan (CFR 1.2, 1.7, 3.6).

Moreover, the task forces have shared their updates with the PRBC. Task force recommendations such as those on assessment and advising have also resulted in transfer of implementation responsibilities to administrative units. Budget recommendations made by the PRBC have been based on the Strategic Plan (Appendix IV.1) and informed by updates and recommendations from the task forces and the administrative units with implementation responsibilities. The Director of Strategic Initiatives and University Projects, who reports to the Office of the President, manages the implementation, execution, and coordination of the Strategic Plan.

Extending beyond planning documents and into planning tools, the customization of the university online platform for planning and assessment, *Compliance Assist*, ensures that student learning and performance outcomes from campus divisions and units assessed through Cal State Fullerton’s six-step assessment process (Appendix V.20) are related to university mission and Strategic Plan goals. *Compliance Assist* allows the university to track progress on initiatives from across campus units. The platform generates reports on the extent to which outcomes have been met and plans have been implemented for continual improvement.

**WASC RECOMMENDS ALIGNING STRATEGIC PRIORITIES WITH RESOURCE ALLOCATIONS, AND FOLLOWING A DYNAMIC PLAN SENSITIVE TO INSITUTIONAL CULTURE**

**Cal State Fullerton response: alignment of Strategic Plan with budgetary allocations, and following a Strategic Plan attuned to the institution**

With the unveiling of the Strategic Plan (Appendix IV.1), the PRBC moved quickly to include the plan in its recommendations to President García. In its annual letter for the 2013-14 academic year (Appendix V.5), the PRBC noted a number of influences on its recommendation, and then explicitly acknowledged both the Strategic Plan and the long list of detailed strategies produced by the SPSC workgroups (Appendix V.1), 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 response letter to PRBC Chair Paul Deland dated September 30, 2013 (Appendix V.6), budget recommendations were clearly aligned to the Strategic Plan (Appendix IV.1). 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 (CFR 1.2, 1.7, 3.4, 3.6, 3.7). 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 (CFR 1.4, 3.1); 2) student advising ($766,402), which is linked to Goal 1 of the Strategic Plan and supports Goal 2 (CFR 2.12); 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 (CFR 2.6, 4.3); 4) diversification of revenue streams ($1,288,000), which is a key element of Goal 4 (CFR 3.4); and 5) Student Success Initiative (SSI) ($1,305,257), which is directly linked to Goal 4 and indirectly supports Goals 1, 2, and 3 (CFR 2.5, 2.13, 3.5). 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 2013-14 fiscal year (Appendix V.7).

The following offers an example of how the PRBC specifically recommends a budget aligned with the Strategic Plan (Appendix IV.1). A letter from PRBC Chair Paul Deland to the President, dated May 22, 2014 (Appendix V.8), shows Strategic Plan budget recommendation alignment. 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 2015-16 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 High Impact Practice (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 2014-15 and 2015-16 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 2014-15. The plan will be informed by the results of Cal State Fullerton’s 2014 Climate Survey.

Cal State Fullerton has responded to WASC’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 V.9), she laid out the goal of completing the Strategic Plan (Appendix IV.1). The efforts undertaken in the planning process and currently underway in the implementation of the Strategic Plan are consistent with Cal State Fullerton’s tradition of shared, collegial governance characterized by discussion, collaboration, and civility. As previously noted, completing the plan during the 2012-13 Academic Year involved extensive discussion and campus input.

**WASC RECOMMENDS FINALIZING AND FOLLOWING A PLAN THAT ENGAGES WITH THE CSU ONLINE INITIATIVE AND THE IRVINE SATELLITE CAMPUS**

**Cal State Fullerton response: considering the current status of the Online Initiative and linking the Strategic Plan to developments at the Irvine Satellite Campus**

 **CSU Online Initiative**

The CSU Online initiative began in 2010 as an online learning initiative sponsored by the system-wide Technology Steering Committee. Although the CSU Online initiative is no longer a priority for the system, Cal State Fullerton will continue to develop, as appropriate, online strategies appropriate to its mission and strategic goals that benefit faculty, students, and the region.

**Cal State Fullerton’s plans for growth on the Irvine campus**

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

The Strategic Transfer Agreement (STAR) (Appendix V.10) 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 the objective Cal State Fullerton of improving the four year transfer rate Cal State Fullerton (Appendix IV.1).

That ISC appeals to students and offers them options to pursue their educational goals is evidenced by their attendance. The annual FTE and student headcounts have grown along with the number of classes and majors available to Cal State Fullerton students. In the 2012-13 Academic Year ISC FTE reached 790.5 with a headcount of 2,516. For the 2013-14 Academic Year ISC attained an enrollment of 955 FTE with a headcount of 3,062.5. This represents an increase of 20.81 percent in FTE and 21.7 percent increase in headcount. Lastly, these numbers do not include the graduate programs—the self-support FEMBA (Fully Employed MBA), the Master in Taxation, and the Master in Social Work programs at ISC. Other students not reflected are the hundreds served through concurrent scheduling with Irvine Valley College through STAR.

ISC has expanded student services through the development of: a Career Center; an Academic Success Center offering advising, tutoring, and supplemental instruction; and the introduction of personal and group counseling with a faculty counselor (CFR 2.13). These changes at ISC align with Strategic Plan goals 1 and 2 that focus on student preparation and success (Appendix IV.1).

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 (CFR 1.2, 1.7). In fall 2013, a satellite campus consultant was hired to facilitate the planning of the ISC expansion in concord with the university’s mission and its Strategic Plan (Appendix IV.1). The firm reviewed thousands of documents related to the ISC, the colleges’ and university’s Strategic Plans, annual reports, and the 2010 Irvine Campus Task Force Report (Appendix V.11). It also interviewed more than 100 individuals and held focus groups (CFR 4.3). In June 2014, the firm provided its report (Appendix V.12) 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 to create a final plan in 45 days. The committee (Appendix V.13), chaired by Dean Anil Puri of MCBE began work in July 2014, and submitted a report titled “Re-envisioning the Irvine Satellite Campus” (Appendix V.14) 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 (CFR 3.6, 3.7). On December 1, 2014, Provost Cruz released a summary of the task force report (Appendix V.15) to the campus community and invited feedback to help refine strategies and define next steps for the operationalization of the resulting plans. Once final programs for the campus are identified, and the budget established, architects will initiate design plans, which will be followed by renovations to the 1 and 3 Banting buildings at ISC.

**Section summary**

The Strategic Plan (Appendix IV.1) 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 to 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. Completion of the plan focused university efforts on four specific goals, shortening the process for evaluating, discussing, and implementing initiatives.

The Strategic Plan (Appendix IV.1) continues to be a living document as campus leadership works to create a multifaceted approach to achieve goals and objectives. The PRBC made, and will continue to make, its annual budget, strategic priorities, and budget 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 our mission and Strategic Plan. Together, the PRBC and the Strategic Plan task forces are the ongoing mechanism to link priorities and funding. The objectives developed and funded will enable Cal State Fullerton to measure impact and will guide the university forward towards fulfilling its mission.

**ASSESSMENT**

**WASC RECOMMENDS**:

* 1. **An update on assessment, including**
		1. **a description of the nature and extent of assessment activities on campus,**
		2. **the annual assessment reporting process, and**
		3. **how assessment results are used for improvement of student learning and program outcomes.**
	2. **Alignment of learning outcomes at all levels.**
	3. **Development of comprehensive annual assessment reports.**
	4. **Creation of a mechanism for checking student progress through assessment.**
	5. **Continued monitoring and support for institution-wide assessment.**
	6. **An update of CSU Fullerton’s Program Performance Review (PPR) process, including**
		1. **a PPR schedule,**
		2. **guidelines and procedures for using the PPR process for quality improvement, and**
		3. **an example of a completed Program Performance Review.**

**Cal State Fullerton response:**

* Adopting university-wide Learning Goals;
* Reinvigorating the Office of Assessment and Educational Effectiveness (OAEE);
* Articulating assessable GE learning goals and objectives;
* Adopting a uniform six-step assessment process;
* Implementing an online platform (*Compliance Assist*) for tracking and documenting assessment activities;
* Providing the requested PPR update and including the documentation sought by the Commission.

**Introduction**

In its action letter of July 3, 2012 (Appendix I.2), 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 OAEE. The OAEE 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 outcomes 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, “including: (1) the alignment of learning outcomes at all levels; (2) the further development of comprehensive annual assessment reports and PPRs; (3) creation of a mechanism for tracking improvements in student learning, pedagogy, and sharing best practices in assessment; and (4) continued coordination, monitoring, and support for institution-wide assessment.” In its June 27 memo to Cal State Fullerton, the Commission requested the university submit an *Interim Report* that would respond to the following:

An update on assessment including a description of the nature and extent of assessment activities on campus, the annual assessment reporting process, and how assessment results are used for improvement of student learning and program outcomes. In addition, please provide an update of CSU Fullerton’s Program Performance Review (PPR) process, including PPR schedule, guidelines and procedures for using the PPR process for quality improvement, and an example of a completed Program Performance Review.

Since the WASC visit in 2012, Cal State Fullerton has continued to make considerable 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 EER (Appendix V.21). Broader recognition of the centrality of effective and robust assessment to the promotion of student success is embodied both in the Strategic Plan (Appendix IV.1) and in UPS 300.022 (Appendix 40 or <http://www.fullerton.edu/senate/documents/PDF/300/UPS300.022.pdf> ), “Assessment of Student Learning Outcomes at California State University, Fullerton.” 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 ULGs (UPS 300.003) (Appendix V.17) (CFR 1.2), reinvigorating the OAEE (CFR 3.6, 3.7), articulating assessable GE learning goals (Appendix V.18) and outcomes (Appendix V.19) (CFR 2.2a), adopting a uniform six-step assessment process, implementing an online platform (*Compliance Assist*) for tracking and documenting assessment activities (CFR 4.3, 4.6), and providing baseline funding in the 2014-2015 budget for the OAEE (CFR 3.1).

Emphasizing the role of assessment in enhancing student success, Goal 1 of the Strategic Plan (Appendix IV.1) 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,” and provides that as one of the objectives for achieving that goal, the university will, “implement a sustainable University-wide assessment process that includes curricular and co-curricular components” (CFR 2.6, 4.3). Further, Cal State Fullerton would “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 (Appendix V.21) (CFR 1.8).

**WASC RECOMMENDS the alignment of learning outcomes at all levels**

**Cal State Fullerton response: approval of ULGs**

Adoption of ULGs by the Academic Senate approval of UPS 300.003 (Appendix 17 or [http://www.fullerton.edu/senate/documents/PDF/300/UPS300-003.pdf)](http://www.fullerton.edu/senate/documents/PDF/300/UPS300-003.pdf) 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. The draft was prepared by a subcommittee of the Academic Senate and shared widely among faculty, students, and staff (CFR 2.4, 4.3, 4.4) 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 OAEE, [www.fullerton.edu/assessment](http://www.fullerton.edu/assessment) (CFR 2.4) and on the Academic Senate website

(<http://www.Fullerton.edu/senate/documents/PDF/300/UPS100-003.pdf> )

In February 2013, the Provost requested preparation of documents that demonstrated alignment between college, program, and department learning outcomes and the ULGs, reflecting the importance of the ULGs in coordinating campus-wide assessment (Appendix V.22). By the end of May 2013, the colleges had completed the alignment documents, and these results have been posted on the OAEE website (CFR 2.4). In addition, the Student Learning Domains and Characteristics (Appendix V.34) prepared by the Division of Student Affairs are mapped onto the ULGs, demonstrating co-curricular integration with academic program outcomes (CFR 2.11).

**WASC REQUESTS An update on assessment including a description of the nature and extent of assessment activities on campus, the annual assessment reporting process, and how assessment results are used for improvement of student learning and program outcomes**

**Cal State Fullerton response:**

**Assessment Policy and Process**

In spring 2013, the Academic Senate charged its Assessment and Educational Effectiveness Committee (AEEC) with reviewing the existing UPS on Assessment (UPS 300.022) (Appendix V.16). The AEEC membership (Appendix V.23) represents different perspectives and expertise on assessment forming a balanced group that ensures the assessment approach meets the needs of all campus constituents. (CFR 4.3) In fall 2013, the AEEC revised UPS 300.022, reflecting the maturation of campus views on assessment. The draft was presented to the Academic Senate and circulated among the members of the campus community, and approved by the Senate in December 2013.The UPS, “Assessment of Student Leaning Outcomes at California State University Fullerton,” provides that assessment requires “the collaboration of the campus community, including students, faculty members, staff, and administrators,” thereby providing a foundation for the development of a culture of assessment and paving the way for the university-wide six-step assessment process (Appendix V.20) (Figure 1) (CFR 2.4, 4.3), articulated in the working document, “Assessment and Educational Effectiveness Plan,” (Appendix V.24) drafted by the AEEC in April 2014 and posted on the OAEE website.



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, and college 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, 10 Faculty Assessment Liaisons, distributed across the eight colleges, and two assessment liaisons from the Divisions of Student Affairs and Information Technology (Appendix V.25) work closely with the OAEE and the departments/programs to ensure coordinated assessment efforts on campus (CFR 3.3, 4.1, 4.4).

**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 (CFR 2.6) (Appendix 26). Approximately 1,000 freshmen and 3,000 seniors also participated in the 2011 National Survey of Student Engagement (NSSE) (Appendix 27).

Student learning also has been assessed at the department or program level. An Assessment Activities and Results Survey (Appendix V.28) administered in spring 2014 to all academic departments captured the results for 2012-2014 (Appendix 29). 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 for success, assessment findings, and corresponding improvement actions. Sixty completed surveys were received from eight colleges. All have developed SLOs that align with the ULGs (CFR 2.3, 2.4). While some departmental and programmatic 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 different data sources. The data indicated that programs have been active in assessing student learning (CFR 2.6). 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.

**Use of Assessment Results to Improve Student Learning and Program Outcomes**

The survey also revealed that many departments/programs (n=47) have plans to use assessment results to improve student learning and program outcomes (CFR 4.3) (Appendix 29) and some have used results for continual improvement. “Closing the loop” is taken seriously and practiced actively at Cal State Fullerton, but, some departments/programs still need to improve their efforts at turning aspirations into concrete, specific action items. Many departments/programs (n=43) have established a sound multi-year assessment plan (CFR 2.6, 4.4). The full report can be found in Appendix 29 or at the following website: <http://www.fullerton.edu/assessment/studentlearningassessment/UniversityAssessmentReport_081814_FINALL.pdf>

**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 (CFR 3.3). As a result of the AS/AA retreat, which also included a session on GE assessment, the GE Committee completed and submitted a draft of GE Learning Goals (Appendix V.18) (CFR 2.3) to the Academic Senate in May 2014, and completed and submitted a draft of revised, more readily assessed GE Learning Outcomes (Appendix V.19) to the Academic Senate in fall 2014. At the same time, implementation of a GE Pathways Pilot Program for the fall semester provided an opportunity to pilot a writing assessment plan (CFR 2.6) (Appendix 30).

**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 6-step assessment process (Appendix V.20) for each department or unit by tracking all student learning outcomes and unit performance outcomes, the relationship of the outcomes to the ULGs (Appendix V.17) and Strategic Plan (Appendix IV.1), the assessment methods and metrics, the results and corresponding improvement plans, and the impact those actions (CFR 4.1, 4.3). Adoption of *Compliance Assist* also streamlined the Annual Assessment Report process. The Annual Assessment Report reflects the Strategic Plan goals, and aligns with the documentation structure in *Compliance Assist.* Using information recorded in *Compliance Assist,* each department and unit will report the extent to which they have met the SLOs and/or performance outcomes, as well as how their 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 will be finalized and distributed to the campus by July 15 (CFR 4.1, 4.3).

A University Assessment Report (Appendix 29), the first in Cal State Fullerton’s history, was developed based on the 2012-2014 Assessment Activities and Results Survey (Appendix V.28) of colleges and departments. Provost Cruz disseminated the 14-page report to the campus community on August 20, 2014.

**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 V.31) that were attended by 324 faculty and staff and has since begun to engage instructional and non-instructional units to provide additional expertise to them on the university’s assessment process.

The university assessment website has been revamped ([www.fullerton.edu/assessment](http://www.fullerton.edu/assessment)), and contains assessment resources, including a showcase of Cal State Fullerton departments that used assessment results to improve practice (CFR 2.4, 4.3). The OAEE meets frequently with colleges and departments to provide individualized guidance and support (CFR 3.3), and Cal State Fullerton has also sought external venues to help faculty and staff develop assessment expertise (Appendix 32). 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” (CFR 3.3, 4.4).

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 V.33) on “Quality Matters” to support development of online course assessment efforts, involving 27 faculty and staff representing all 8 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 2015in conjunction with the annual assessment conference hosted by MCBE, thus helping disseminate effective assessment practices at Cal State Fullerton to a wider audience (CFR 3.3, 4.3, 4.6).

**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, WASC 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 (Appendix V.20) with other units in the Divisions of Academic Affairs, Student Affairs, and 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 (Appendix V.34) 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, replacing the previous program-based assessment. 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 to be used as a foundation for future semesters (Appendix V.35).

**ISC**

The visiting team expressed concern that Cal State Fullerton did not disaggregate assessment at the ISC. Data from assessment of courses at ISC is not disaggregated because it is a satellite campus, and not a branch campus as defined by WASC. Faculty are appointed by departments at the main campus in Fullerton, and courses taught at ISC also are taught at Fullerton and assessment of those courses occurs 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 protocol for programmatic assessment.

**WASC REQUESTS AN UPDATE OF CAL STATE FULLERTON’S PPR PROCESS INCLUDING A PPR SCHEDULE, GUIDELINES AND PROCEDURES FOR USING THE PPR PROCESS FOR QUALITY IMPROVEMENT, AND AN EXAMPLE OF A COMPLETED PPR**

**Cal State Fullerton response: description of the PPR Process and the Women and Gender Studies Program PPR as an example**

**Program Performance Review Description**

At Cal State Fullerton, the PPR is governed by UPS 410.200 (Appendix IV.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 (CFR 2.7, 4.6). 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 (Data Needed). 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 V.36) 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 OAEE, and the department/program faculty meet to discuss the report and the recommendations.

The PPR process involves 59 departments and 110 degree programs; the schedule from 2013-2014 to 2019-2020 can be found at Appendix V.37 or <http://www.fullerton.edu/assessment/programperformancereview/>. In 2014-2015, 22 departments and programs are involved with the PPR process.

An example of a completed PPR package is provided in Appendix 38: Women and Gender Studies (2012-2013) (or can be viewed at <http://www.fullerton.edu/assessment/programperformancereview/departments/womenstudies.asp>). 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>.

**Section summary**

Since the 2012 WASC visit, Cal State Fullerton has addressed all three areas of concern raised by the Commission. First, the university has clearly articulated learning goals. Cal State Fullerton adopted the ULGs (Appendix V.17) after full and open discussion by the university community demonstrating a commitment to strengthening a foundation for meaningful student learning assessment. Moreover, within four months of presidential approval of the ULGs, all departments and programs had documented alignment (Appendix V.22) between programmatic learning goals and the ULGs. In 2013-2014 the GE Committee prepared a new set of learning goals that align with the ULGs and with the LEAP Essential Outcomes. Finally, Student Affairs’ Learning Domains (Appendix V.34) have been aligned with the ULGs. Thus Cal State Fullerton has affirmed the groundwork for assessment across its entire curriculum and aligned co-curricular activities with the ULGs.

Assessment has become an integral part of campus life. Approval, following a robust debate, of UPS 300.022 (Appendix V.16) provided a clear statement of the nature and purpose of assessment at Cal State Fullerton, reflected the importance of assessment to enhancing student success, and underscored that assessment is the responsibility of all members of the campus community. The subsequent Assessment and Education Effectiveness Plan (Appendix V.24) included the 6-step assessment process adopted by the AEEC. At the same time, the administration revitalized the OAEE to coordinate campus-wide assessment, appointing a Director of Assessment and providing office staff. In addition baseline funding supports 10 Faculty Assessment Liaisons (Appendix V.25) to assist departments and programs in developing effective assessment practices. In summer 2014, the OAEE completed the university annual assessment report (Appendix V.29).

The campus has moved ahead in assessment, both in curricular and co-curricular areas as described in detail above. Departments have been assessing student learning as the data from the 2012-2014 survey indicate, utilizing both direct assessment and indirect assessment approaches. The examples cited in the 2014 University Assessment Report (Appendix V.29) demonstrate some of the ways in which academic units are using assessment data to improve student success. In fall 2014, the GE program piloted an assessment project (Appendix V.30) in the writing portion of the Freshman GE Pathways project. Data has been collected and is currently being analyzed. GE also completed its PPR in October 2014. Assessing programs has continued through the PPR. That process described above and exemplified by the results of the Women and Gender Studies PPR, illustrates the kinds of changes that departments can make when given the opportunity to reflect on the program as a whole.

Cal State Fullerton has taken steps to facilitate assessment reporting and provide opportunities for professional development. *Compliance Assist* facilitates department recording and accessing of assessment data. Assessment workshops and events introduced faculty and staff to the campus-wide expectations and the process of assessment. Additional 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. On the Student Affairs side, by consolidating assessment activities programs can share data, assessment tools, and strategies on how to use the data meaningfully. In sum, assessment is not a once-a-year or once-a-semester activity, but a continuous, ongoing process.

**ADVISING**

**WASC REQUESTS THAT THE UNIVERSITY PRESENT:**

1. **Steps Cal State Fullerton has taken to improve academic advising,**
2. **An accounting of resources devoted to academic advising,**
3. **Evidence of closer connections between college advising and the Academic Advisement Center (AAC),**
4. **Initiatives to strengthen advising, and to assess the effectiveness of the university’s advising efforts.**

**Cal State Fullerton response:**

* Providing additional resources in the form of Professional Advisors, Student Success Teams, and Professional Development
* Instituting steps such as mandatory advising and targeted, intrusive advising
* Providing integrative capacities that includes common technology solutions/communication tools
* Developing rigorous assessment and evaluation practices

**WASC REQUESTS AN ACCOUNTING OF STEPS CAL STATE FULLERTON HAS TAKEN TO IMPROVE ADVISING**

**Cal State Fullerton response: *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 Academic Advisement Center (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 (Appendix I.2), the Commission noted that the university “has grappled with problematic student advisement procedures and performance since this issue was self-identified in the University’s 2007 Institutional Proposal (Appendix V.39), and the Commission has recognized Cal State Fullerton’s diligent work over the last five years to improve advising and reduce lingering student dissatisfaction with these services.” Furthermore, the Commission noted “with concern indications of continuing challenges in advisement, especially in general education but also at the department level. Unevenness in the effectiveness of, and support for, student advisement remains,” and the team recommended that Cal State Fullerton “should 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 have been relatively unchanged over the last several entering cohorts.” (CFRs 2.6, 2.12-2.14)

In its June 27th memo to Cal State Fullerton (Appendix I.1), the Commission specified that the university should include the following in the *Interim Report:*

Steps CSU Fullerton has taken to improve academic advising, to augment resources devoted to academic advising, to create closer connections between college advising and the Academic Advisement center, to develop initiatives to strengthen advising, and to assess the effectiveness of the university’s advising efforts.

Cal State Fullerton’s efforts to improve advising are framed by three documents. The Strategic Plan (Appendix IV.1), adoption of which is discussed in a separate section, that 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 objectives 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” (CFR 1.2). The Academic Senate revised UPS 300.002 on student advising using input from the Academic Advisors Professional Development Committee (AAPDC) (Appendix V.41) and the Student Academic Life Committee to better formalize advising on campus (<http://www.fullerton.edu/senate/documents/PDF/300/UPS300.002.pdf> ). Additionally, the document “Advising@CSUF” (Appendix V.54) operationalizes advising and student success efforts at the university.

**WASC RECOMMENDS AN AUGMENTATION OF RESOURCES DEDICATED TO ADVISING**

**Cal State Fullerton response: 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 AAPDC (Appendix V.41) in 2011 to provide for the professional development needs of academic advisors. From 2012-2014 Cal State Fullerton took specific steps to build on this foundation.

Cal State Fullerton’s willingness to allocate financial resources to advising is apparent in the expansion of the advising staff (CFR 2.12, 3.1, 3.3). In fall 2014, with support from the Provost, eight Graduation Specialists were recruited, trained, and deployed to seven colleges and the ISC (CFR 3.1). The specialists, among other intervention strategies, review each upper-division undergraduate student’s timely progression towards his or her degree, and support students to graduation (CFR 2.11, 2.12) 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 9 additional professional advisors, who will serve as college-based Retention Specialists, focused mainly on advising support for freshmen and sophomores. An additional five Industry Specialists (three are currently in place) will be housed in the Career Center (one for each college).

The Graduation, Retention, and Career specialists will be core members of the Student Success Teams, formed in each college in Fall 2014, which 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 house the Student Success Centers in each college, thereby providing an infrastructure for an integrated advising system (CFR 2.12, 2.13) supplying coordinated support and assistance for already existing departmental advising efforts within each college and complemented by the Career Center.

The university has responded to the evidence of intensified advising benefits. The Success Institute for First-Time Freshmen, a program that originated in 2010-2011, increased the number of students participating in three or more probation intervention strategies from 44% in 2009 to 70% in 2013. That success has inspired in HSS a college-wide probation and risk-intervention plan that will be rolled out over the course of AY 2014-15. The plan emphasizes connecting at-risk students, particularly transfer students experiencing a difficult transition from the community college to Cal State Fullerton, 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 with the work of the Career Center. 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 investment in advising has occurred at the graduate level as well particularly through the Office of Graduate Studies (OGS) which 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/>).

A major success in graduate advising was the EPOCHS program (Enhancing Postbaccalaureate Opportunities at Cal State Fullerton for Hispanic Students), funded by a grant from the US Department of Education, which focuses on improving graduate student enrollment, retention, and completion for underrepresented students (Appendix V.45 or <http://www.fullerton.edu/graduate/epochs/>). The EPOCH 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.

**WASC RECOMMENDS CREATING CLOSER CONNECTIONS BETWEEN COLLEGE ADVISING AND THE AAC**

**Cal State Fullerton response: implementation of the Titan Advisor Network (TAN) has resulted in an integrated advising system that connects the campus community of advisors**

AAC and IT have partnered to make technology a key component of a fully integrated advising system for Cal State Fullerton (CFR 2.12). 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 Titan Advisor Network (TAN) (Appendix V.47), 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 (Appendix V.47) 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 (CFR 3.5). 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 (Appendix V.47) 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 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 V.49).
* **Titan Degree Audit (TDA) and Advising Notes** (Appendix V.48) **–** 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 (CFR 2.12, 2.13).

The rollout of TAN (Appendix V.47) 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 (Appendix V.48), with a goal that at least 40% of all advising interactions within the major would be entered in TAN by the end of AY 2014-2015.

TAN (Appendix V.47) 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 (Appendix V.48). As of fall 2014, with continued training, 50,485 notes have been entered, a one semester increase of 11.2%.

Feedback from campus users as part of the 2013-14 TAN (Appendix V.47) and Advising Notes (Appendix V.48) 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 (Appendix V.47) and TDA Advising Notes (Appendix V.48) 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 V.52) and an EAB predictive analytics tool (Appendix V.53) that has been piloted with the College of Health and Human Development. Discussions have begun on a roll out of the EAB tool to the other colleges during 2014-2015 (CFR 2.10, 4.3).

**WASC RECOMMENDS ASSESSING THE EFFECTIVENESS OF ADVISING EFFORTS**

**Cal State Fullerton response: institution of procedures for 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 UPS 300.022 (Appendix V.16 or <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 (CFR 2.6, 4.3).

In spring 2014, the 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” (Appendix V.54) includes undergraduate and graduate advising. Consistent with Cal State Fullerton’s system of shared collegial governance, the framework has been presented to the President and her Cabinet, the Academic Senate Executive Committee, 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. Students were notified of the requirement to attend a workshop, with more than 98% of these students, successfully completing the workshop. Graduation specialists reviewed 4369 graduation candidates and prevented 295 graduation deferrals. Of the students who attended the workshop, more than 90% 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. Already, though, the level of student participation and the reduction in graduation deferrals demonstrate the effectiveness of the system.

The AAPDC (Appendix V.41) 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 Student Advising Survey (Appendix V.55). 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 56).

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 2014that 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 issues of college completion and narrowing the achievement gap. (See Appendix 57 for all Student Success Teams report, kick-off, and workshop information.)

The development of Student Advising Learning Objectives (SALO) (Appendix V.58) 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 (CFR 2.3, 4.5).

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 V.59) to measure the newly developed SALOs. Although the data for 2013-2014 (Appendix V.60) is, as a result of this midyear change in the evaluation instrument, somewhat incomplete, it nevertheless allows 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 (CFR 2.6, 2.12). 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. In response to meeting the needs of undeclared students, the AAC developed a peer-mentoring program for undeclared students in 2013-2014 that launched in 2014-2015 under the leadership of the Coordinator of the Major Exploration Program. The program collaborates with campus Diversity Education Initiatives to recruit mentors and mentees from the Cultural Resource Centers to increase outreach to underrepresented students (CFR 1.4, 2.12, 2.13, 3.1).

**WASC RECOMMENDS THAT CAL STATE FULLERTON DEVELOP INITATIVES TO STRENGTHEN ADVISING**

**Cal State Fullerton response: additional initiatives include redesign of new/transfer student orientation and focused GE advising.**

In addition to the initiatives described above that are focused on student success and are built around more integrated and robust academic advising (CFR 2.12, 2.14) Cal State Fullerton has improved advising in the context of new/transfer student orientation and the implementation of 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 V.61).

The university also developed a pilot program designed for entering first-year students, (CFR 2.14) built around thematic clusters of GE courses. The lower-division GE Pathways pilot (Appendix V.62) 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 (CFR 2.11). 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.

Similarly, the College of 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 V.63) 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 9 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 (CFR 2.2a).

**Section summary**

Since 2012, Cal State Fullerton has improved its advising systems and processes. To augment the strong advising already being provided by faculty and the AAC, it has developed innovative answers to campus advising challenges. As a result, the campus has not only effectively addressed all areas of concern raised by the Commission but it has also built a strong infrastructure to support student success in the future.

First, the university devoted significant new resources to improve both the quality and the availability of academic advising. The campus invested on multiple levels in the human resources needed to support academic advisement. In addition to creating Student Success Teams for each college that bring together faculty, professional advisors, and administrative personnel, the campus has hired, or committed to hire, Graduation and Retention Specialists for each college. In addition, creation of the specialized position of Advisor Trainer providing support to all academic advisors has created a greater consistency of expertise among both professional and faculty advisors on campus. The ongoing work of the AAPDC (Appendix V.41), moreover, provides a mechanism for consultation and innovation between faculty, staff, and administrators with responsibility for advising. A renewed emphasis on the integration of academic and professional advising for graduate students, as well as a commitment on the part of the campus to graduate student diversity, has invigorated advising and mentoring for all students. And the work of each individual has been compounded by an intensified collaboration across the divisions of Academic Affairs, including the academic departments, colleges, Irvine satellite campus, Student Affairs, and Information Technology.

Second, with TAN (Appendix V.47) the campus created an integrated system that connects advising in the colleges, in the AAC, and in Student Affairs. In particular, the Advising Note System (Appendix V.48) allows advisors across campus, whether housed in an academic department, Student Affairs, or the AAC, to easily and consistently collaborate to advise Cal State Fullerton students. Students, in turn, now can easily revisit their advisors’ comments and use them to develop their academic plans. Advising notes, worksheets, and maps are no longer relegated to filing cabinets in a departmental office but serve as a living guide that provides both students and advisors with accurate and up-to-date information.

Third, the campus developed a way to assess and evaluate advising structures and processes. It then used that data to strengthen existing advising practices and to launch new initiatives aimed at supporting student success. The campus has completed a collaborative and comprehensive review of current advising practices and has used that data to develop a framework for a comprehensive and integrated advising system for both undergraduate and graduate students. In a critical step, the campus committed to launching expanded mandatory advising for students with 75-84 units in fall 2014. This initiative, which was completed successfully with more than 98% of students in the target group attending a workshop, will be expanded to include additional student cohorts beginning in spring 2015. On another level, regular and ongoing assessment, based on the SALOs, now is seen as a necessary and useful tool for improving academic advisement. The AAC has led the way in developing a data-driven approach to improving academic advisement as a means to increasing student success.

In addition, both formal and informal assessments of advising at Cal State Fullerton have led to the development of initiatives that are designed to improve student academic success and student engagement and attachment to campus. More focused GE advising through the lower division Pathways project and the HSS advising tracks offer important steps toward a stronger integration of GE and the academic majors in the degree program. In addition, Student Success Teams will be the focal point for providing a web of services that enhance student progress toward degrees. Advising as integrated into the pilot projects, the Student Success Teams, along with that included in the “reengineered” student orientation process, brings together the academic major, GE, and co-curricular involvement into a comprehensive introduction to the campus that is designed to support success for all Cal State Fullerton students.

**FUNDING**

**WASC REQUESTS: An update on the budget and financial plans and information on how CSU Fullerton is allocating resources to ensure that educational effectiveness remains a priority.**

**Cal State Fullerton response: An update on budget and financial plans that highlights the following:**

* A summary of state support and tuition revenue and enrollment information since FY 2007-2008 demonstrating stabilization of funding;
* Passage of the Student Success Initiative (SSI) that funds academic and co-curricular endeavors in support of the Strategic Plan;
* Development of a collaborative budget process involving all constituencies that aligns resource allocation decisions with campus priorities as evident in the FY 2013-2014 budget allocations;
* Operationalization of the Strategic Plan
* Securing alternative funding streams through University Advancement and a newly created position: Associate Vice President for Research, Creative Activities, and Technology Transfer (AVPRCATT); and
* Setting the foundation for an OBF-inspired framework for the division of Academic Affairs – a framework that when fully implemented will shift the dependence of academic budgets on enrollments while strengthening their focus on improving outcomes.

**Introduction**

In its action letter of July 3, 2012 (Appendix I.2), 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 WASC” (CFR 3.5, 4.1, 4.3).

In its June 27 memo to Cal State Fullerton (Appendix I.1), the Commission provided further confirmation of its expectations and requested the university to submit in its Interim Report the following:

An update on the budget and financial plans, and information on how CSU Fullerton is allocating resources to ensure that educational effectiveness remains a priority.

Since the Commission conducted the review of Cal State Fullerton in 2012, and issued the EER report in March 2012, there have been significant and fundamental 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 (Appendix IV.1) (CFR 3.4). 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 V.64) in November 2012, which directed the use of temporary taxes to fund education and prevented $6 billion in cuts to the education budget for California State schools that would have included a $250 million cut to the 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 2012-2013. 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 Prop 30 taxes, which will result in an estimated average loss of $6 billion in state revenues starting in 2018. Some of the campus initiatives as described in this document are designed to prepare for future funding challenges (CFR 4.7). 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 10 percent increase in total operating funds (includes 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 education debt and tuition levels. Additionally, the CSU system was allotted funds to develop and implement effective performance-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 Strategic Plan (Appendix IV.1) components 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 FTE (28,161 to 27,704 FTE) 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 (CFR 4.7). 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 state support and tuition revenue and enrollment information since FY 2007-2008.

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

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

Beginning in FY 2012-2013, the governor’s multi-year budget plan 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 $20.4 million. 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 (Appendix V.21), the campus budget process at the time lacked a clear linkage between priorities and resources. The Strategic Plan (Appendix IV.1) allows Cal State Fullerton to utilize a collaborative budget process to clearly align the resource allocation decisions to campus priorities. As a result, commitment to campus-wide planning involving administrators, faculty, and students has taken place with the focus of an integrated multi-year Strategic Plan (CFR 4.5). 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 UPS 100.201, the campus planning and budgeting document as shown in Appendix V3. In this document, the PRBC is charged with providing budget strategy recommendations to the President. These recommendations will be the work product of an extended planning process in which the PRBC reviews campus progress toward meeting Strategic Plan goals (Appendix IV.1) and identifies possible budget strategies for the subsequent fiscal year. Integral to this process is the development of a university-wide budget strategy proposal by the division heads based on the priorities collectively established by the PRBC within the Strategic Plan framework 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 (CFR 3.4).

**Alignment of campus allocation and resources to university Strategic Plan**

During the budget reduction period leading up to the release of the EER report (Appendix V.21), 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 as described earlier. Allocation decisions were made that aligned resources with the campus Strategic Plan (Appendix IV.1). 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 65 for the PRBC Recommendation memo and Appendix 66 for the President’s Allocation letter). A breakdown of each category appears in Appendix 67.

 **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 (Appendix IV.1) includes a variety of initiatives that have been identified to further meet 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.

Supporting SSIs, 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 (Appendix V.65 and Appendix V.66) continue the efforts to allocate resources to further align with the implementation of year 2 of the Strategic Plan (Appendix IV.1).

**SSI**

The EER report (Appendix V.21) 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 Student Success Initiative (SSI) effective in FY 2014-2015, which will project 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. These resources are in addition to 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 (CFR 2.12); improve course availability; expand library hours and improve the library technology environment; upgrade athletics facilities and provide additional scholarship support for students (CFR 2.13); 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 (CFR 3.5). Additionally, the philanthropic priorities have been aligned with the strategic plan (Appendix IV.1) 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 68 and Appendix 69. The counsel of the Cal State Fullerton Student Fee Advisory Committee, with seven out of 13 seats held by students, was instrumental in the fee's implementation (CFR 4.5). Further, the success of the new fee will be measured against defined outcomes, with strict accountability built into its administration and assessment.

**Securing alternative funding streams**

One of the Strategic Plan goals (Appendix IV.1) is to diversify additional resource streams to address, in part, the potential for 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 (Appendix IV.1) and recently reorganized Advancement Services and Operations to better align with developing 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 2011-12 to $42 million in FY 2012-13 and $50 million in FY 2013-14.

The Strategic Plan (Appendix IV.1) 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 of 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 (CFR 2.9).

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 the OBF model**

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 V.70). 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., MCBE vs. HSS); 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 former 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, high impact practices, 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.

**Section summary**

In summary, Cal State Fullerton has addressed concerns raised by the Commission through strategic actions. Some of the concerns did not materialize as a result of significant changes in the budgetary environment of the state and university. The Strategic Plan (Appendix IV.1) has been in place and we are entering the second year of implementation. A solid budget process that aligns resource allocation decisions with strategies of the campus is in place and has been very effective in enabling campus leaders to make effective decisions. Measurable improvements have been realized in terms of enhancing campus infrastructure, hiring additional faculty, delivering additional classes, creating programs to enhance student success, and providing resources to other key areas of the campus.

**VI. Identification of other changes and issues currently facing the institution**

**WASC REQUESTS THAT THE UNIVERSITY ADDRESS THE ISSUE OF DIVERSITY, ESPECIALLY FACULTY DIVERSITY**

**Cal State Fullerton response:** Creation of the Division of HRDI that supports the ongoing recruitment of a diverse faculty and staff, provides diversity training, facilitated the development and administration of a campus climate survey, and provides support for gender equity.

In its exit meeting with President García, the Commission requested that the university address the issue of diversity, especially faculty diversity. Cal State Fullerton’s efforts in this area focus on the intersection of diversity and student success.

**Campus initiatives to support diversity**

Upon her arrival in July 2012 President Garcia emphasized the university’s renewed commitment to achieving and retaining greater faculty and staff diversity (CFR 1.4, 3.1) and acted upon it with the creation of the HRDI division, the first HR division within the CSU system and one of the few in higher education (CFR 3.6, 3.7). The division’s charge is to ensure the success of the campus diversity initiative, subsequently institutionalized as Strategic Plan (Appendix IV.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, Cal State Fullerton welcomed 62 newly recruited tenure-track faculty members (of the 133 planned for 2014-2015 through 2015-2016) as part of ongoing efforts to meet the goals and objectives of the Diversity Action Plan (Appendix VI.1) and the campus Strategic Plan. The Academic Senate approved a revised version of UPS 210.001 (Appendix VI.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 UPS associated with temporary faculty recruitment 210.050 (Appendix VI.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 (CFR 3.3). National experts in the field are providing additional diversity training.

**Campus climate survey**

In March 2014, the university launched a Campus Climate Survey (Appendix VI.4) 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 required to develop Cal State Fullerton’s Diversity Action Plan to improve recruitment and retention and to foster an inclusive environment. For a summary of the results of the Climate survey, see Appendix VI.4.

**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 VI.5)*,* 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 (CFR 3.3). The division offers additional training on Title IX compliance.

**Section summary**

With the creation of the HRDI Division, the campus commitment to actively engaged recruiting of a diverse faculty and staff, diversity training, the campus climate survey, and the commitment to gender equity, Cal State Fullerton 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. As importantly, data that emerges 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 (Appendix IV.1).

**VII. Concluding statement**

Cal State Fullerton has a history that demonstrates a strong commitment to student learning and student achievement. This commitment has resulted in its emergence today as a large comprehensive university with a global outlook. The more than 9,000 degrees awarded annually, with more than half of those degrees earned by students who are among the first in their families to go to college, makes Cal State Fullerton both a regional and national engine of opportunity. Since 2013, the university’s approach to student learning and student achievement has been guided by five central elements: a clear problem statement, a clear vision, an institutional mission, a robust Strategic Plan (Appendix IV.1), and an intentional operational plan. Throughout this *Interim Report*, we have demonstrated the linkage of these central elements to the concerns raised by the Commission in its action letter of July 3, 2012 (Appendix I.2). Subsequently, we have provided a full description and discussion of the issues raised by the Commission and the actions we took to address each issue. We have also provided evidence supporting continuing progress on these issues, and where appropriate in the *Interim Report*, we provided an analysis of the effectiveness of Cal State Fullerton’s actions on these issues.

First, we completed a Strategic Plan (Appendix IV.1), with four goals, 15 objectives, and strategies to achieve those objectives. Our Strategic Plan represents 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 toward this strategic 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. In the one-and-a-half-years of implementing the plan, we have examined our policies and practices to ensure continuing improvement in institutional quality, and have worked to build a culture of planning and data-informed decision-making at all levels of the university. Colleges and divisions, including auxiliaries and student organizations, have aligned their Strategic Plan to 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. Thus, the implementation of the Strategic Plan, as noted in this *Interim Report*, is indicative of a significant change in the mindset, pace, and approach the campus now takes in moving our mission forward and establishing and funding priorities.

Second, we have strengthened the policy, process, and infrastructure for assessing student learning and educational effectiveness at Cal State Fullerton. We now have clearly articulated ULGs (Appendix V.17) and a UPS on assessment adopted by the Academic Senate (Appendix V.16). The AEEC (Appendix V.23) was established to guide the development of uniform protocols for assessment and educational effectiveness. We now have a strengthened OAEE with a director and adequate staffing, and a dedicated space that serves as a resource for faculty and staff on assessment activities. We have implemented an online assessment management system to support tracking, documentation, and reporting of planning and assessment activities at Cal State Fullerton. We have a strong PPR process, incorporating meaningful discussions between degree programs and administration in ways that enhance program improvement. We completed a survey of the “state of” assessment activities at Cal State Fullerton from 2012-2014 (Appendix V.28) and disseminated the results of the survey in a 14-page report (Appendix V.29) to the campus community. This public document further demonstrates the transparency of our assessment process and has provided baseline data for improving the quality of assessment work throughout the campus. This baseline data has also informed ongoing professional development efforts at the campus and program levels to enhance faculty and staff capacity to conduct meaningful assessment. In total, these specific actions are evidence of Cal State Fullerton’s strong commitment to quality assurance as a continual process, and to the operationalization of the Strategic Plan (Appendix IV.1) goal to “implement a sustainable University-wide assessment process that includes curricular and co-curricular components.”

Third, with a dedicated effort to re-imagine and improve advising at the undergraduate and graduate levels, Cal State Fullerton has developed an integrated and comprehensive advising system. The AAC connects more meaningfully with faculty advising in the colleges, and partnerships between Academic Affairs, Student Affairs, and IT have developed an advising infrastructure that pointedly directs resources and information where it’s most needed to those who need it most. Student Success Teams, created for each college, bring together faculty, professional advisors, and administrative personnel. The work of these teams will be further augmented by Graduation and Retention specialists for each college and additionally supported by an Advisor Trainer who will inform all academic advisors and who will further ensure consistency and expertise among all advisors who support the work of students. The development of the TAN (Appendix V.47) and the Advising Note System (Appendix V.48) also supports the push toward an integrated, consistent advising system as it serves to connect advisors in the colleges, the AAC, and Student Affairs. The notes advisers make through the Advising Note System are available to other advisers as well as to students who can then refer to the notes as they plot out the completion of their degree programs. The ongoing assessment of these new developments, especially through the use of the SALOs (Appendix V.58), will continue to ensure that the campus will strive to find the best ways to support students and to direct them toward the achievement of their academic goals.

Fourth, even though some of the major state budgetary concerns did not materialize, Cal State Fullerton has not rested on that fact and has instead pro-actively moved toward ensuring that a strong campus budget will support the achievement of the goals outlined in the Strategic Plan (Appendix IV.1). A solid budget process aligns resource allocation with the goals and vision of the campus. The SSI provides resources for programs that support Cal State Fullerton’s unique student populations as they pursue their academic goals. The pursuit and acquisition of alternative funding streams also supports the vitality of campus programs, and the campus has deliberately initiated planning for the OBF model to be adopted within the CSU system. With these strategic decisions and careful planning, the campus infrastructure has been enhanced, additional faculty have been hired or are in the process of being hired, additional programs have been created to ensure student success, and resources are provided to key areas of the campus.

Finally, on the issue of diversity, Cal State Fullerton has moved to create an active and multi-faceted response to ensuring a campus climate that welcomes all. The creation of the HRDI Division and the campus-wide support for maintaining an active, informed, and engaged recruitment process directs the campus toward achieving the Strategic Plan (Appendix IV.1) goal of hiring highly-qualified and diverse faculty and staff. Additionally, Cal State Fullerton is committed to continuing the process of educating the campus on issues of diversity, celebrating the diverse nature of the campus and the many benefits of that diversity, and working toward a campus environment that not only appreciates all of its constituents but that also acknowledges how all of the members of the campus community are vital in their contributions to ensuring the success of students.

**Appendix**

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.

1. Introduction to the Interim Report
	1. The Commission’s 06/27/14 memorandum
	2. The Commission’s 07/03/12 Action Letter
2. Statement on Report Preparation
	1. CSUF WASC Interim Report Committee (Steering Committee and Sub-Committees)
	2. Interim Report Preparation Action Steps and Timeline
3. List of Topics Addressed in This Report
4. Institutional Context
	1. CSUF Strategic Plan
	2. UPS 410.200: Program Performance Review Policy
5. Responses to Issues identified by the Commission
	1. UPS 100.001: Academic Senate Bylaws
	2. UPS 100.201: Planning and Budgeting Process
	3. Strategic Plan website
	4. Strategic Plan Steering Committee
	5. PRBC Annual Letter for 2013-2014
	6. President García 09/30/13 Response Letter to PRBC
	7. Budget Report for 2013-2014 Fiscal Year
	8. PRBC 05/22/14 Letter to President García
	9. President García’s First Convocation Speech at CSUF
	10. Strategic Transfer Agreement (August 2013)
	11. 2010 Irvine Campus Task Force Report
	12. Irvine Satellite Campus Consultant Report (June 2014)
	13. Irvine Satellite Campus Committee
	14. Irvine Satellite Campus Committee Report (September 2014)
	15. Provost Cruz 12/01/14 Summary of the Irvine Campus Task Force Report
	16. UPS 300.022: Assessment of Student Learning at California State University, Fullerton
	17. UPS 300.003: University-wide Student Learning Goals
	18. General Education Learning Goals
	19. General Education Learning Outcomes
	20. Six-Step Assessment Process
	21. The Commission’s 2012 Educational Effectiveness Review (EER) Report
	22. Program Learning Outcomes and University Learning Goal Alignment
	23. Assessment and Educational Effectiveness Committee
	24. Assessment and Educational Effectiveness Plan
	25. Faculty Assessment Liaison members
	26. CLA+ 2014 Institution Report
	27. NSSE 2012 Frequency Distributions Report
	28. 2012-2014 Assessment Activities and Results Survey
	29. 2014 University Assessment Report
	30. GE Pathways Pilot Writing Assessment Plan
	31. Fall 2014 Assessment Workshops
	32. 2014-2015 Faculty and Staff Professional Development Attendance List
	33. CSU “Quality Matters” Grants
	34. Student Affairs Learning Domains
	35. Student Affairs Baseline Data (Spring 2014)
	36. Program Performance Review Guideline (April 2013)
	37. Program Performance Review Schedule: 2013-2014 to 2019-2020
	38. Program Performance Review Example: Women and Gender Studies
	39. CSUF 2007 Institutional Proposal
	40. UPS 300.002: Academic Advising Policy
	41. Academic Advisors Professional Development Committee
	42. HSS Success Institute for First Time Freshmen
	43. HSS Student Success Intervention Plan
	44. Network of Advising Services for CSUF Students
	45. Enhancing Postbaccalaureate Opportunities at Cal State Fullerton for Hispanic Students Program
	46. Integrated Advising Model for Graduate Students
	47. Titan Advisor Network
	48. Titan Degree Audit Advising Notes
	49. Directory of Faculty and Staff Advisors
	50. Titan Advisor Network Resources
	51. 2014-2015 Advising Workshops
	52. Student Success Dashboard
	53. EAB Predictive Analytics Tool
	54. “Advising @ CSUF” Framework
	55. Annual Student Advising Survey
	56. Annual Advising Report
	57. Student Success Team Report, Kick-Off, and Workshop Information
	58. Student Advising Learning Objectives
	59. AAC Revised Evaluation Instrument (November 2013)
	60. 2013-2014 AAC Evaluation Results
	61. New Student Orientation and Transfer Student Orientation Programs
	62. Lower-Division GE Pathways Pilot Project
	63. HSS Thematic GE Program for Upper-Division Transfer Students Pilot Project
	64. Proposition 30 (November 2012)
	65. PRBC Recommendation Memo
	66. President García’s Allocation Letter
	67. 2013-2014 Budget Category Breakdown
	68. 2014-2015 Student Success Initiative Allocations
	69. 2014-2015 Student Success Initiative Revenue Categories
	70. Academic Affairs Core Budgeting Framework (July 2014)
6. Identification of Other Changes and Issues Currently Facing the Institution
	1. Diversity Action Plan
	2. UPS 210.001: Recruitment and Appointment of Tenure-Track Faculty
	3. UPS 210.050: Recruitment and Appointment of Temporary Faculty
	4. Campus Climate Survey Report
	5. Title IX Report Card
7. Concluding Statement