

CALIFORNIA STATE UNIVERSITY, FULLERTON

Charting Our Campus Future Spring 2007 All-Campus Survey

Welcome!

Charting Our Campus Future: Spring 2007 All-Campus Survey

The WASC Steering Committee is soliciting your input to help identify issues to be addressed in our upcoming WASC re-accreditation process.

- What matters most for our campus future?
- What are some things we could do to ensure a bright future?



This survey is voluntary. After you submit your completed survey, your personal information for logging in will be separated from your survey responses permanently. Therefore, your responses will be completely anonymous. In addition, the information gathered (including comments) will be shared in aggregate form, only.

The survey has seven (7) brief sections, and it takes approximately 15 minutes to complete. A partially completed survey cannot be saved, so try to finish it in one session, unless you want to start over. You can only press "Submit" once, so please go back over your responses and make any changes you want before you press "Submit." When you are satisfied, please be sure to press "Submit" because that is the only way your responses will be included in the data base.

We hope that you will complete this survey and help us determine the themes that will guide our campus reaccreditation review process over the next 3-5 years. Thank you in advance for your participation.

Take survey

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Campus Role

Please identify your primary campus role:

Full-time Faculty **Part-time Faculty** **Staff** **Administrator** **Student**

Please identify your primary campus role

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Section 1 of 7

1) Consider the theme **"Addressing the Needs of Students"** and rate each specific area below as follows:

Questions	How well is the campus doing in this area?	How important is it to address this area now?
Students have access to quality academic advising	<input type="radio"/> Very well <input type="radio"/> Somewhat well <input type="radio"/> Not well <input type="radio"/> No opinion / Don't know	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not important now <input type="radio"/> No opinion / Don't know
Quality financial aid advising is provided to students	<input type="radio"/> Very well <input type="radio"/> Somewhat well <input type="radio"/> Not well <input type="radio"/> No opinion / Don't know	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not important now <input type="radio"/> No opinion / Don't know
Campus information is easily accessible	<input type="radio"/> Very well <input type="radio"/> Somewhat well <input type="radio"/> Not well <input type="radio"/> No opinion / Don't know	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not important now <input type="radio"/> No opinion / Don't know
Quality career counseling is available to students	<input type="radio"/> Very well <input type="radio"/> Somewhat well <input type="radio"/> Not well <input type="radio"/> No opinion / Don't know	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not important now <input type="radio"/> No opinion / Don't know
Quality services for all different kinds of students are provided	<input type="radio"/> Very well <input type="radio"/> Somewhat well <input type="radio"/> Not well <input type="radio"/> No opinion / Don't know	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not important now <input type="radio"/> No opinion / Don't know
Our campus is a welcoming place for students	<input type="radio"/> Very well <input type="radio"/> Somewhat well	<input type="radio"/> Very important <input type="radio"/> Somewhat important

	<input type="radio"/> Not well <input type="radio"/> No opinion / Don't know	<input type="radio"/> Not important now <input type="radio"/> No opinion / Don't know
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2) Consider the theme "Ensuring Student Learning" and rate each specific area below as follows:

Questions	How well is the campus doing in this area?	How important is it to address this area now?
Degree programs have clear learning outcomes for students	<input type="radio"/> Very well <input type="radio"/> Somewhat well <input type="radio"/> Not well <input type="radio"/> No opinion / Don't know	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not important now <input type="radio"/> No opinion / Don't know
Student learning is monitored and assessed	<input type="radio"/> Very well <input type="radio"/> Somewhat well <input type="radio"/> Not well <input type="radio"/> No opinion / Don't know	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not important now <input type="radio"/> No opinion / Don't know
Students are engaged with faculty in research/scholarship	<input type="radio"/> Very well <input type="radio"/> Somewhat well <input type="radio"/> Not well <input type="radio"/> No opinion / Don't know	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not important now <input type="radio"/> No opinion / Don't know
Students are engaged in out-of-classroom learning experiences	<input type="radio"/> Very well <input type="radio"/> Somewhat well <input type="radio"/> Not well <input type="radio"/> No opinion / Don't know	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not important now <input type="radio"/> No opinion / Don't know
Undergraduate degree programs ensure the development of:		
<ul style="list-style-type: none"> Writing skills 	<input type="radio"/> Very well <input type="radio"/> Somewhat well <input type="radio"/> Not well <input type="radio"/> No opinion / Don't know	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not important now <input type="radio"/> No opinion / Don't know

<ul style="list-style-type: none"> • Critical thinking 	<input type="radio"/> Very well <input type="radio"/> Somewhat well <input type="radio"/> Not well <input type="radio"/> No opinion / Don't know	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not important now <input type="radio"/> No opinion / Don't know
<ul style="list-style-type: none"> • Information literacy 	<input type="radio"/> Very well <input type="radio"/> Somewhat well <input type="radio"/> Not well <input type="radio"/> No opinion / Don't know	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not important now <input type="radio"/> No opinion / Don't know
<ul style="list-style-type: none"> • Civic engagement 	<input type="radio"/> Very well <input type="radio"/> Somewhat well <input type="radio"/> Not well <input type="radio"/> No opinion / Don't know	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not important now <input type="radio"/> No opinion / Don't know

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3) Consider the theme "Faculty Excellence and Effectiveness" and rate each specific area below as follows:

Questions	How well is the campus doing in this area?	How important is it to address this area now?
The number of full-time tenure track faculty is sufficient	<input type="radio"/> Very well <input type="radio"/> Somewhat well <input type="radio"/> Not well <input type="radio"/> No opinion / Don't know	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not important now <input type="radio"/> No opinion / Don't know
Faculty teaching is actively supported	<input type="radio"/> Very well <input type="radio"/> Somewhat well <input type="radio"/> Not well <input type="radio"/> No opinion / Don't know	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not important now <input type="radio"/> No opinion / Don't know
Faculty research is actively supported	<input type="radio"/> Very well <input type="radio"/> Somewhat well <input type="radio"/> Not well <input type="radio"/> No opinion / Don't know	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not important now <input type="radio"/> No opinion / Don't know
Faculty promote student success	<input type="radio"/> Very well <input type="radio"/> Somewhat well <input type="radio"/> Not well <input type="radio"/> No opinion / Don't know	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not important now <input type="radio"/> No opinion / Don't know
Faculty engage students in their scholarship and creative activities	<input type="radio"/> Very well <input type="radio"/> Somewhat well <input type="radio"/> Not well <input type="radio"/> No opinion / Don't know	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not important now <input type="radio"/> No opinion / Don't know
Faculty use assessments of student learning to improve programs	<input type="radio"/> Very well <input type="radio"/> Somewhat well	<input type="radio"/> Very important <input type="radio"/> Somewhat important

	<input type="radio"/> Not well <input type="radio"/> No opinion / Don't know	<input type="radio"/> Not important now <input type="radio"/> No opinion / Don't know
New faculty are welcomed and oriented to campus	<input type="radio"/> Very well <input type="radio"/> Somewhat well <input type="radio"/> Not well <input type="radio"/> No opinion / Don't know	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not important now <input type="radio"/> No opinion / Don't know

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4) Consider the theme "**Staff Excellence and Effectiveness**" and rate each specific area below as follows:

Questions	How well is the campus doing in this area?	How important is it to address this area now?
The number of staff is sufficient	<input type="radio"/> Very well <input type="radio"/> Somewhat well <input type="radio"/> Not well <input type="radio"/> No opinion / Don't know	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not important now <input type="radio"/> No opinion / Don't know
The campus actively supports staff professional development	<input type="radio"/> Very well <input type="radio"/> Somewhat well <input type="radio"/> Not well <input type="radio"/> No opinion / Don't know	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not important now <input type="radio"/> No opinion / Don't know
Job classifications are aligned with the use of advancing technology	<input type="radio"/> Very well <input type="radio"/> Somewhat well <input type="radio"/> Not well <input type="radio"/> No opinion / Don't know	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not important now <input type="radio"/> No opinion / Don't know
Staff are partners with the faculty in supporting student learning	<input type="radio"/> Very well <input type="radio"/> Somewhat well <input type="radio"/> Not well <input type="radio"/> No opinion / Don't know	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not important now <input type="radio"/> No opinion / Don't know
New staff are welcomed and oriented to campus	<input type="radio"/> Very well <input type="radio"/> Somewhat well <input type="radio"/> Not well <input type="radio"/> No opinion / Don't know	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not important now <input type="radio"/> No opinion / Don't know

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5) Consider the theme "Campus Planning and Vision" and rate each specific area below as follows:

Questions	How well is the campus doing in this area?	How important is it to address this area now?
Campus priorities and goals are clearly communicated to all	<input type="radio"/> Very well <input type="radio"/> Somewhat well <input type="radio"/> Not well <input type="radio"/> No opinion / Don't know	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not important now <input type="radio"/> No opinion / Don't know
The Mission, Goals and Strategies statement conveys campus priorities	<input type="radio"/> Very well <input type="radio"/> Somewhat well <input type="radio"/> Not well <input type="radio"/> No opinion / Don't know	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not important now <input type="radio"/> No opinion / Don't know
The campus has a clear message about educational quality	<input type="radio"/> Very well <input type="radio"/> Somewhat well <input type="radio"/> Not well <input type="radio"/> No opinion / Don't know	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not important now <input type="radio"/> No opinion / Don't know
Campus planning for enrollment is adequate	<input type="radio"/> Very well <input type="radio"/> Somewhat well <input type="radio"/> Not well <input type="radio"/> No opinion / Don't know	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not important now <input type="radio"/> No opinion / Don't know
Campus planning balances quality and enrollment	<input type="radio"/> Very well <input type="radio"/> Somewhat well <input type="radio"/> Not well <input type="radio"/> No opinion / Don't know	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not important now <input type="radio"/> No opinion / Don't know
Campus planning processes (academic, facilities, budget) are integrated	<input type="radio"/> Very well <input type="radio"/> Somewhat well	<input type="radio"/> Very important <input type="radio"/> Somewhat important

	<input type="radio"/> Not well <input type="radio"/> No opinion / Don't know	<input type="radio"/> Not important now <input type="radio"/> No opinion / Don't know
Academic program development responds to changing local and state needs	<input type="radio"/> Very well <input type="radio"/> Somewhat well <input type="radio"/> Not well <input type="radio"/> No opinion / Don't know	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not important now <input type="radio"/> No opinion / Don't know
Program performance review is an effective planning tool	<input type="radio"/> Very well <input type="radio"/> Somewhat well <input type="radio"/> Not well <input type="radio"/> No opinion / Don't know	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not important now <input type="radio"/> No opinion / Don't know
The campus technology infrastructure is sufficient	<input type="radio"/> Very well <input type="radio"/> Somewhat well <input type="radio"/> Not well <input type="radio"/> No opinion / Don't know	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not important now <input type="radio"/> No opinion / Don't know
CSUF facilities reflect the educational values of the campus	<input type="radio"/> Very well <input type="radio"/> Somewhat well <input type="radio"/> Not well <input type="radio"/> No opinion / Don't know	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not important now <input type="radio"/> No opinion / Don't know
CSUF facilities support a sense of community on campus	<input type="radio"/> Very well <input type="radio"/> Somewhat well <input type="radio"/> Not well <input type="radio"/> No opinion / Don't know	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not important now <input type="radio"/> No opinion / Don't know

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6) Consider the theme "Campus Community and Partnerships" and rate each specific area below as follows:

Questions	How well is the campus doing in this area?	How important is it to address this area now?
Campus climate is collegial	<input type="radio"/> Very well <input type="radio"/> Somewhat well <input type="radio"/> Not well <input type="radio"/> No opinion / Don't know	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not important now <input type="radio"/> No opinion / Don't know
The campus assesses and serves the needs, interests and expectations of:		
<ul style="list-style-type: none"> • Orange County and the region 	<input type="radio"/> Very well <input type="radio"/> Somewhat well <input type="radio"/> Not well <input type="radio"/> No opinion / Don't know	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not important now <input type="radio"/> No opinion / Don't know
<ul style="list-style-type: none"> • Prospective students 	<input type="radio"/> Very well <input type="radio"/> Somewhat well <input type="radio"/> Not well <input type="radio"/> No opinion / Don't know	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not important now <input type="radio"/> No opinion / Don't know
The Irvine Campus serves the community well	<input type="radio"/> Very well <input type="radio"/> Somewhat well <input type="radio"/> Not well <input type="radio"/> No opinion / Don't know	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not important now <input type="radio"/> No opinion / Don't know
Faculty are engaged with the campus beyond teaching	<input type="radio"/> Very well <input type="radio"/> Somewhat well <input type="radio"/> Not well <input type="radio"/> No opinion / Don't know	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not important now <input type="radio"/> No opinion / Don't know

Staff are engaged with the campus community	<input type="radio"/> Very well <input type="radio"/> Somewhat well <input type="radio"/> Not well <input type="radio"/> No opinion / Don't know	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not important now <input type="radio"/> No opinion / Don't know
Students are engaged with the campus beyond their classes	<input type="radio"/> Very well <input type="radio"/> Somewhat well <input type="radio"/> Not well <input type="radio"/> No opinion / Don't know	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not important now <input type="radio"/> No opinion / Don't know
Faculty are engaged with community partners	<input type="radio"/> Very well <input type="radio"/> Somewhat well <input type="radio"/> Not well <input type="radio"/> No opinion / Don't know	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not important now <input type="radio"/> No opinion / Don't know
Students are engaged with community partners	<input type="radio"/> Very well <input type="radio"/> Somewhat well <input type="radio"/> Not well <input type="radio"/> No opinion / Don't know	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not important now <input type="radio"/> No opinion / Don't know
Campus communicates effectively with alumni	<input type="radio"/> Very well <input type="radio"/> Somewhat well <input type="radio"/> Not well <input type="radio"/> No opinion / Don't know	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not important now <input type="radio"/> No opinion / Don't know
Campus promotes the impact of our alumni on the region	<input type="radio"/> Very well <input type="radio"/> Somewhat well <input type="radio"/> Not well <input type="radio"/> No opinion / Don't know	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not important now <input type="radio"/> No opinion / Don't know

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Of the following six themes you have just responded to, please check your top three (the three you would most like to see the campus focus on)

- Addressing the Needs of Students**
- Ensuring Student Learning**
- Faculty Excellence and Effectiveness**
- Staff Excellence and Effectiveness**
- Campus Planning and Vision**
- Campus Community and Partnerships**

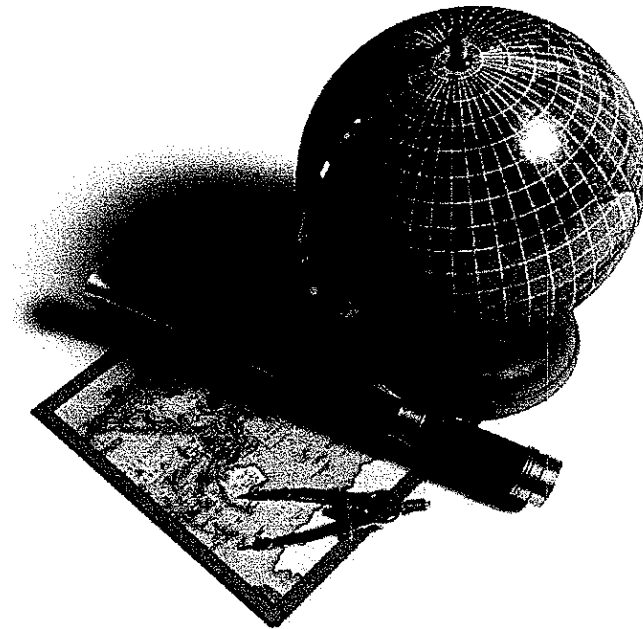
Maximum of three(3)

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Please give us any additional comments you have in this box:



Please remember that you can only press "Submit" once. Also, remember that your responses will not be saved unless you do press "Submit" when you are finished.

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Thank you.

