

April 30, 2007

TO: Council of Deans

FROM: Ephraim P. Smith, Vice President
Academic Affairs

RE: ANNUAL REPORT GUIDELINES 2007

Annual Reports for 2006-2007 are to be submitted in two parts. **Section A, “Departmental Goals for 2007-2008,” is due June 8, 2007.** That portion must be submitted electronically to Davida Hopkins-Parham, with an electronic copy also to be sent to Ray Young, Associate Vice President for Academic Programs. This early date is in order to present your priority needs to the President’s Advisory Board at its retreat on June 27th. **The remainder of the Annual Report is due in my office no later than Friday, June 29, 2007.** Please set earlier deadlines from the chairs and coordinators of academic divisions, departments, and programs and unit directors who report to you so that you can draw upon their reports in preparing your own.

In recent years, the Annual Reports covered various standard themes that were described in the document “Annual Reports and Program Performance Reviews (March 1998),” as well as special topics. The instructions are now integrated into this single memo. The sequence of standard, required themes and special topics for this year’s reports are outlined below. The revised format of the annual reports requires units to become more attentive to matters that include candid, ***reflective reviews of on-going activities that define our Educational Effectiveness***, as individual academic programs and academic support units. Presenting summaries of those activities display our commitment to meeting the standards for accreditation that have been set by federal regulations, our regional agency -- the Western Association of Schools and Colleges (WASC), and by the several discipline-based accrediting bodies that certify program integrity and quality.

Section A: Departmental / Unit Goals & Priorities for 2007--08

Outline the departmental or program goals for the coming academic year and refine those in terms of *measures of productivity* and *indicators of quality*. These should exclude lists of the “standard givens,” such as “Hire X number of new tenure-track faculty” or “Create Y number of faculty offices.” Be sure to include at least two goals related to activities to be undertaken in terms of measuring the Effectiveness of Student Learning. Other goals should be related to curricular review, faculty scholarly and creative activities, major program change or implementation, and maintaining or enhancing service to the campus and community. Then ***highlight the top three goals*** of your college. College-level goals will be presented to President Gordon and discussed at the PAB retreat in late June.

For the non-instructional units or special areas in Academic Affairs (e.g., Academic Advisement, Admissions & Records, Irvine Branch Campus, Faculty Affairs & Records, Faculty Development Center, Graduate Studies, Grants & Contracts, Internships & Service Learning, Institutional Research & Analytical Studies, University Library, University

Outreach, etc.) please submit your operational goals and priorities for the 2007-08 Academic Year. Where possible, phrase these in terms of *measures of productivity* and *indicators of quality*.

The discussion of goals should not exceed two pages in total length. Be sure to explain how each goal is linked to the University's Mission, Goals, and Strategies statements. Remember that the statement of ***"Goals for 2007-2008" is due June 8, 2007 in order to be ready for discussion at the summer PAB Retreat. That portion must be submitted electronically to Davida Hopkins-Parham electronically, with an electronic copy also to be sent to Ray Young.***

Section B: Other Topics to be Addressed

1. Progress Report on Goals for AY 2006-07 -- Academic Departments & Programs And Non-Instructional Cost Centers

Describe the results and outcomes that your college, department, or unit achieved in terms of the goals that it set in the annual report for last year. Present these accomplishments in terms of *measures of productivity* (efficiency in meeting goals within available resources) and *indicators of quality* (evidence of how effective the college or unit is). You should use both qualitative and quantitative evidence for this progress report. Specific project-related case examples and anecdotal narratives are welcome.

2. Inventory of Educational Effectiveness Indicators in Degree Programs

As you know, the University has begun its activities for the process of reaccreditation through the Western Association of Schools and Colleges (WASC). This October we must submit our ***Institutional Proposal*** that will outline the kinds of information that is to be collected and analyzed in the course of the next three-to-four years which will demonstrate the quality of student learning, along with our processes and activities that support that central objective. As part of the proposal we must submit our preliminary self-assessment of certain ***"Indicators of Educational Effectiveness."*** This information will be compiled from this year's Annual Report process.

Specifically, your reports are to include in a concise bullet-style format, individually-lettered responses to the following questions **for each degree offered by your department or program** (i.e., listed separately for the BA, BFA, BSN, MA, MBA, MFA, MPA, MS, MM, EdD)

- a. Have formal student learning outcomes been developed?
- b. Where are these learning outcomes published or listed? (Please specify)
- c. Other than GPA, what data/evidence is used to determine that graduates have achieved the stated learning outcomes for the degree? (e.g., capstone courses, portfolio review, juried exhibition or performance, senior project, comprehensive exams, licensure pass rates, etc.)
- d. Who interprets this evidence of student educational effectiveness at the departmental or program level? What is the process of that interpretation – for setting program improvement activities as well as determining individual student achievement?
- e. How are the findings used, either to modify processes or to make curricular changes (or both)?

- f. What was the year of the most recent program performance review for this particular degree program?

The above information should be presented in a *concise* manner -- bullet form, not lengthy philosophical essays. Because these are to be compiled into a grid template for the WASC Institutional Proposal, you should not exceed one-half page length for each degree program.

3. Concurrent Professional Accreditation

Roughly one-third of all degree programs at Cal State Fullerton are monitored by discipline-based, specialty accrediting bodies. For example, NCATE in teacher education, AACSB in business fields, and ABET in engineering and computer science are among the best known accrediting associations. Evidence and actions from those accreditations must be integrated with our general institution-wide WASC accreditation.

If a degree program in your department is accredited by a professional organization, specialty body, or by the State of California then please include the following in your annual report:

- a) Date of most recent accreditation action by the agency or organization;
- b) Summary (“bullet points”) of key issues for continuing attention identified in the accreditation action letter or report;
- c) Key performance indicators as required by that agency or selected by your degree program as “measures of educational effectiveness” (e.g., licensure, board, or bar pass rates; admissions to doctoral programs; employment rates of alumni three- or five-years after graduation; etc.)
- d) For at least one indicator for each program, provide up to three years of trend data, if available or indicate plans to systematically acquire such evidence.

4. Faculty (and Staff) Scholarly and Creative Activities

Please provide a report from each **full-time** department faculty member and active staff members *listing her or his scholarly and creative activities completed during the period between July 1, 2006 and June 30, 2007*. Works and activities should be cited in APA (American Psychological Association) format or another format common to your field or discipline. Please organize those materials into the following categories:

Published Books and Monographs (but not self-published or course packs)

Published Book Chapters

Refereed Journal articles

Juried or refereed Exhibitions and Performances

Also provide a listing of all *newly-awarded externally-funded grants and contracts* received during the same time frame as indicated above. Please include these details: (1) Names of principal investigator(s) or awardees(s); (2) Title of the Grant or Contract Activity; (3) Name of granting entity; (4) Dollar amount of grant --- If multiple institutions, also indicate the dollar portion that comes to Cal State Fullerton; (5) Duration of the grant or contract. If intra-mural grants such as the Junior/Senior faculty or FDC grants or assigned time were used as leverage to obtain this external funding, please indicate that with a brief footnote.

5. **Activities of Research Centers, Specialty Centers & Institutes**

The CSU Board of Trustees and Chancellor's Office continues to show interest in named campus centers that are engaged in research, fund raising, public awareness, and similar activities on behalf of our colleges, departments, and programs. An annual review of those centers and institutes is now required under a Chancellor's Office Executive Order and auditor compliance mandate. ***Provide a one-page maximum discussion of each center's activities during AY 2006-07.***

- a. Name of Center and Contact information [Director(s)]
- b. List of ***Major*** Projects undertaken during 2006-07 [not all projects if numerous]
Show project title, funding source (if externally funded),
Intellectual product and/or special presentations, events
- c. Funds Received --- amounts and sources
- d. Planned projects or major activities anticipated for 2007-08

If there have been no projects this past year, please indicate all major projects completed during the past three years. If none, then indicate whether the center will be discontinued. If the center has been inactive since Fall 2004, then provide a compelling rationale for the center's continuance.