

# Worksheet for Preliminary Self-Review Under the Standards---Institution Wide

<p style="text-align: center;"><b>Suggested Rating for Columns in the Worksheet:</b></p> <p><b><u>Self Review Rating</u></b>                  1= We do this well; area of strength for us                  2= Aspects of this need our attention                  3= This item needs significant development                  0= Does not apply or not enough evidence to address</p>	<p><b><u>Importance to address at this time</u></b>                  A= High priority                  B= Lower priority                  C= Does not need to be addressed at this time</p>
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**Standard 1. Defining Institutional Purposes and Ensuring Educational Objectives.**

*The institution defines its purposes and establishes educational objectives aligned with its purposes and character. It has a clear and conscious sense of its essential values and character, its distinctive elements, its place in the higher educational community and its relationship to society at large. Through its purposes and educational objectives, the institution dedicates itself to higher learning, the search for truth, and the dissemination of knowledge. The institution functions with integrity and autonomy.*

Criteria for Review	Guideline	Self-Review Rating	Importance to address at this time	Evidence/Evaluation
<b>Institutional Purposes</b>				
1.1 The institution's formally approved statements of purpose and operational practices are appropriate for an institution of higher education and clearly define its essential values and character.	The institution has a published mission statement that clearly describes its purposes. The institution's purposes fall within recognized academic areas and/or disciplines, or are subject to peer review within the framework of generally recognized academic disciplines or areas of practice.	<b>1</b>	<b>C</b>	<ul style="list-style-type: none"> <li>• The CSUF Mission Statement was reaffirmed in 2002 and is posted on our website at <a href="http://www.fullerton.edu/aboutcsuf/mission.asp">http://www.fullerton.edu/aboutcsuf/mission.asp</a> .</li> <li>• The mission statement makes clear the university's purpose and conforms to the traditions of teaching, scholarship, and service:</li> <li>• "Learning is preeminent at California State University, 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."</li> <li>• The Mission and Goals are referenced in planning and processes regularly, thus ensuring regular review by campus community (i.e., the annual Mission and Goals Initiative Program).</li> </ul>

Criteria for Review	Guideline	Self-Review	Importance to address at this time	Evidence/Evaluation
1.2 Educational objectives are clearly recognized throughout the institution and are consistent with stated purposes. The institution has developed indicators and evidence to ascertain the level of achievement of its purposes and educational objectives.	The institution has published educational objectives that are consistent with its purposes	2	A	<ul style="list-style-type: none"> <li>• Learning objectives and assessment procedures are components of all course proposal forms.</li> <li>• University Policy Statement (UPS) 300.022, Assessment of Student Learning at CSUF, affirms commitment to professionally recognized standards of assessment.</li> <li>• Learning goals are established for each component of the General Education Program. Courses in the General Education (GE) Program have been reviewed by the GE Committee to ensure consistency with GE learning goals.</li> <li>• Several programs make learning goals publicly evident: for examples, see websites of departments of Computer Engineering, Mechanical Engineering, Journalism, Educational Leadership (Ed.D) or Secondary Education.</li> <li>• The Faculty Development Center provides workshops on syllabus development, learning goals, and assessment.</li> <li>• The Academic Senate established an ad hoc Vision Committee on Academic Quality to explore how various constituencies view evidence of academic quality.</li> <li>• A Director of Assessment and Educational Effectiveness was hired in spring 2007.</li> </ul>
1.3 The institution's leadership creates and sustains a leadership system at all levels that is marked by high performance, appropriate responsibility, and accountability.	The institution has a formal review process for all MPPs and administrators.	2	B	<ul style="list-style-type: none"> <li>• Those in MPP positions are reviewed annually by the administrator to whom they report.</li> <li>• Those in MPP positions are reviewed every three years by faculty and administrative colleagues (UPS 210.200)</li> <li>• We have a policy statement, UPS 100.620, Review of Administrative Units, which has not been implemented for some time, however.</li> </ul>

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<b>Integrity</b>				
1.4 The institution publicly states its commitment to academic freedom for faculty, staff, and students, and acts accordingly. This commitment affirms that those in the academy are free to share their convictions and responsible conclusions with their colleagues and students in their teaching and in their writing.	The institution has published or has readily available policies on academic freedom. For those institutions that strive to instill specific beliefs and world views, policies clearly state conditions, and ensure these conditions are consistent with academic freedom. Due process procedures are disseminated, demonstrating that faculty and students are protected in their quest for truth.	<b>1</b>	<b>C</b>	<ul style="list-style-type: none"> <li>• Numerous University Policy Statements (UPS) affirm commitment to academic freedom, including               <ul style="list-style-type: none"> <li>○ UPS 230.000, Reaffirmation of Statement of Professional Responsibility;</li> <li>○ UPS 300.000, Student Rights and Responsibilities; and</li> <li>○ UPS 100.006, A Commitment to Civility at CSUF.</li> </ul> </li> </ul>
1.5 Consistent with its purposes and character, the institution demonstrates an appropriate response to the increasing diversity in society through its policies, its educational and co-curricular programs, and its administrative and organizational practices.	The institution has demonstrated institutional commitment to the principles enunciated in the WASC Statement on Diversity.	<b>1</b>	<b>C</b>	<ul style="list-style-type: none"> <li>• An extensive description of Diversity and Equity Programs on campus can be found at <a href="http://www.fullerton.edu/diversity/">http://www.fullerton.edu/diversity/</a></li> <li>• CSUF recruitment and hiring policies adhere to the policies in the WASC Statement on Diversity.</li> <li>• Our Mission, Goals, and Strategies statement speaks to these issues.</li> <li>• A plethora of student clubs and organizations reflect the open/affirming spirit of our campus.</li> <li>• The curriculum reflects attention to diverse cultures and communities.</li> <li>• CSUF is a top educator of Latino students.</li> <li>• Campus students, staff, faculty, and administration groups are increasingly diverse.</li> </ul>
1.6 Even when supported by or affiliated with political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy.	The institution has no history of interference in substantive decisions or educational functions by political, religious, corporate or other external bodies outside the institution's own governance arrangements.	<b>1</b>	<b>C</b>	<ul style="list-style-type: none"> <li>• The campus has hosted speakers with a range of political and religious orientations.</li> </ul>

Criteria for Review	Guideline	Self-Review	Importance to address at this time	Evidence/Evaluation
<p>1.7 The institution truthfully represents its academic goals, programs, and services to students and to the larger public; demonstrates that its academic programs can be completed in a timely fashion and treats students fairly and equitably through established policies and procedures addressing student conduct, grievances, human subjects in research and refunds.</p>	<p>The institution has published or readily- available policies on student grievances and complaints, refunds, etc., and has no history of adverse findings against it with respect to violation of these policies. Records of student complaints are maintained for a six-year period. The institution clearly defines and distinguishes between the different types of credits it offers and between degree and non-degree credit, and accurately identifies the type and meaning of the credit awarded in its transcripts.</p>	<p><b>1</b></p>	<p><b>C</b></p>	<ul style="list-style-type: none"> <li>Information on academic goals, programs, and student services is available on the campus website and catalog.</li> <li>Judicial affairs on campus is very transparent in its work for both faculty and students.</li> <li>The Academic Appeals Board (UPS 300.031) hears student complaints following the process delineated in UPS 300.030.</li> <li>Workshops on handling plagiarism, etc., are conducted through FDC (<a href="http://www.fullerton.edu/deanofstudents/Judicial/">http://www.fullerton.edu/deanofstudents/Judicial/</a>) and other venues, such as the Writing Center and University Learning Center.</li> <li>CSUF received laudatory feedback on its actions to facilitate graduation last year from the CSU team (<a href="http://www.fullerton.edu/academicprograms/forumsanddocuments/facilitatinggrad/CSU%20Fullerton%20Facilitating%20Graduation.pdf">http://www.fullerton.edu/academicprograms/ for umsanddocuments/facilitatinggrad/CSU%20Fullert on%20Facilitating%20Graduation.pdf</a>)</li> </ul>
<p>1.8 The institution exhibits integrity in its operations as demonstrated by the implementation of appropriate policies, sound business practices, timely and fair responses to complaints and grievances, and regular evaluation of its performance in these areas.</p>	<p>The institution has published or readily-available grievance procedures for faculty, staff, and students. Its finances are regularly audited by external agencies.</p>	<p><b>2</b></p>	<p><b>A</b></p>	<ul style="list-style-type: none"> <li>Grievance procedures for faculty and staff employees are bargained by their respective unions in their collective bargaining agreements. Procedures for student grievances are published in aforementioned policy statements on student rights and responsibilities and appeals.</li> <li>Campus finances are regularly audited as directed by the Chancellor’s Office and State of California. An audit report released last year has led to an expansion of staff and strengthening of financial processes on campus.</li> </ul>

## Synthesis/Reflections on Standard One

1. After completing this analysis, what are the 2 or 3 most important issues that should be emphasized in the Review under this Standard?
  - CFR 1.2, because we note inconsistent progress in the integration of educational objectives throughout all units of the university. In terms of educational objectives, our institutional capacity on a micro level (program by program) is much stronger than on a macro level (as a large, institutional unit). An assessment coordinator was hired in May 2007 to facilitate this work.
  - CFR 1.8, in view of the audit report from October 2006; however, the deficiencies identified in the audit report have now been addressed.
  
2. Looking overall at the quality and effectiveness of the institution's data gathering and systems to support the review process, what are institutional **strengths** for the Preparatory Review? For the Educational Effectiveness Review?
  - The campus infrastructure is strong, including a long history of shared collegial governance ("the Fullerton Way"), university policies, standing committees that include faculty, administrators, staff, and students, and accurate university data available on the Internet.
  - We now have a Director of Assessment to coordinate assessment activities. We can find ample data from our website and departmental documents to document the issues listed above. We can use those programs/colleges that have integrated assessment into their practice and enlist their assistance in supporting other programs.

3. Looking again at the overall quality and effectiveness of the institution's data gathering and systems, what are **areas to be addressed or improved** for the Preparatory Review? For the Educational Effectiveness Review?
- Campus commitment to assessment at the institutional or macro level.
  - Infrastructure/resources to support development and implementation of high quality assessment practices in all programs and colleges.

**Standard 2. Achieving Educational Objectives Through Core Functions**

*The institution achieves its institutional purposes and attains its educational objectives through the core functions of teaching and learning, scholarship and creative activity, and support for student learning. It demonstrates that these core functions are performed effectively and that they support one another in the institution's efforts to attain educational effectiveness.*

Criteria for Review	Guideline	Self-Review	Importance to address at this time	Evidence/Evaluation
<b>Teaching and Learning</b>				
2.1 The institution's educational programs are appropriate in content, standards, and nomenclature for the degree level awarded, regardless of mode of delivery, and are staffed by sufficient numbers of faculty qualified for the type and level of curriculum offered.	The content, length, and standards of the institution's academic programs conform to recognized disciplinary or professional standards and are subject to peer review.	<b>1</b>	<b>A</b>	<ul style="list-style-type: none"> <li>• All newly proposed courses and those that have gone through GE review have been reviewed by curriculum committees at one or more levels. Courses are reviewed with professional standards in mind. Several units are externally accredited or certified.</li> <li>• A large percentage of courses are currently taught by part-time faculty. The campus is currently in year 3 of a five-year program to search for 100 new faculty each year to address this concern.</li> </ul>

Criteria for Review	Guideline	Self-Review	Importance to address at this time	Evidence/Evaluation
<p>2.2 All degrees—undergraduate and graduate—awarded by the institution are clearly defined in terms of entry-level requirements and in terms of levels of student achievement necessary for graduation that represent more than simply an accumulation of courses or credits.</p>	<p>Competencies required for graduation are reflected in course syllabi for both General Education and the major.</p>	<p><b>2</b></p>	<p><b>A</b></p>	<ul style="list-style-type: none"> <li>• The EWP (English Writing Proficiency) exam is required for graduation.</li> <li>• Graduation checks include successful completion of the general education program and major as well as overall grade points.</li> <li>• Syllabi included educational objectives.</li> <li>• Beyond the EWP, we are uncertain of the extent to which competencies are required to be demonstrated beyond the course level.</li> </ul>
<p>◆ Baccalaureate programs engage students in an integrated course of study of sufficient breadth and depth to prepare them for work, citizenship, and a fulfilling life. These programs also ensure the development of core learning abilities and competencies including, but not limited to, college-level written and oral communication; college-level quantitative skills; information literacy; and the habit of critical analysis of data and argument. In addition, baccalaureate programs actively foster an understanding of diversity; civic responsibility; the ability to work with others; and the capability to engage in lifelong learning.</p>	<p>The institution has a program of General Education that is integrated throughout the curriculum, including at the upper division level, consisting of a minimum of 45 semester credit hours (or the equivalent), together with significant study in depth in a given area of knowledge (typically described in terms of a major).</p>	<p><b>2</b></p>	<p><b>A</b></p>	<ul style="list-style-type: none"> <li>• Undergraduates complete a 51-unit GE program and at least one major to earn the baccalaureate degree.</li> <li>• A review of courses in all GE areas was recently completed, and we are now initiating a review of the GE program. The competencies are fairly broad and there is the recent inclusion of writing across the curriculum in upper division GE courses.</li> <li>• All of the areas listed in the first column are included in lower and/or upper division GE.</li> <li>• Given the large infusion of new faculty, we may need to provide faculty development regarding the GE program and baccalaureate-level learning goals.</li> </ul>
<p>Baccalaureate programs also ensure breadth for all students in the areas of cultural and aesthetic, social and political, as well as scientific and technical knowledge expected of educated persons in this society. Finally, students are required to engage in an in-depth, focused, and sustained program of study as part of their baccalaureate programs.</p>		<p><b>1</b></p>	<p><b>B</b></p>	<ul style="list-style-type: none"> <li>• These learning goals are included in the GE program and also supported through extracurricular activities.</li> <li>• Students complete a major program in addition to the GE program for the baccalaureate.</li> </ul>

Criteria for Review	Guideline	Self-Review	Importance to address at this time	Evidence/Evaluation
<p>◆ Graduate programs are consistent with the purpose and character of their institutions; are in keeping with the expectations of their respective disciplines and professions; and are described through nomenclature that is appropriate to the several levels of graduate and professional degrees offered. Graduate curricula are visibly structured to include active involvement with the literature of the field and ongoing student engagement in research and/or appropriate high-level professional practice and training experiences. Additionally, admission criteria to graduate programs normally include a baccalaureate degree in an appropriate undergraduate program.</p>	<p>The institution employs at least one full-time faculty member for each graduate degree program offered.</p>	<p><b>1</b></p>	<p><b>C</b></p>	<ul style="list-style-type: none"> <li>• UPS 270.102 outlines committees and advisors required for each graduate program as well as their responsibility to develop written policies for the graduate programs.</li> <li>• UPS 270.103 sets standards for staffing of graduate programs.</li> <li>• The Academic Senate Graduate Education standing committee reviews and evaluates graduate courses and programs as well as recommends policy regarding criteria for courses and programs.</li> <li>• UPS 410.106 sets academic standards for graduate students.</li> <li>• Prospective and current graduate students can access information regarding admissions and curricula in the university catalog, which is available in print or on the university website.</li> <li>• Programs undergo regular peer review through our program performance review process; many are externally accredited.</li> <li>• UPS 330.163 addresses culminating experiences for graduate programs.</li> </ul>

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<p>2.3 The institution's expectations for learning and student attainment are clearly reflected in its academic programs and policies. These include the organization and content of the institution's curricula; admissions and graduation policies; the organization and delivery of advisement; the use of its library and information resources; and (where applicable) experience in the wider learning environment provided by the campus and/or co-curriculum.</p>	<p>The use of information and learning resources beyond textbooks is evidenced in syllabi throughout the undergraduate and graduate curriculum.</p>	<p><b>2</b></p>	<p><b>A</b></p>	<ul style="list-style-type: none"> <li>• Programs set expectations for learning in descriptions provided in the university catalog, on websites, and in view sheets distributed for prospective students.</li> <li>• Course syllabi provide evidence required learning resources beyond textbooks. Library faculty and staff provide workshops on library resources and their use.</li> <li>• Admissions and graduation policies are written in university policy statements, in the catalog, and/or in the schedule of classes.</li> <li>• Academic advisement is provided at the department level (a notable exception is the College of Business and Economics, which has a college level advisement center). The Academic Advisement Center provides advising for the general education program. We are concerned that academic advisement may be uneven across units and that students may not always receive uniform information from different advisors.</li> <li>• Each student can also access the Titan Degree Audit (TDA) online. The TDA which shows each student which requirements have been met, are in progress, or remain to be completed for the degree.</li> <li>• Students have access to learning opportunities beyond the university through internships, service learning, and study abroad programs.</li> <li>• A strong co-curricular program is available on campus, for example, Student Leadership Institute.</li> </ul>

Criteria for Review	Guideline	Self-Review	Importance to address at this time	Evidence/Evaluation
<p>2.4 The institution's expectations for learning and student attainment are developed and widely shared among its members (including faculty, students, staff, and where appropriate, external stakeholders). The institution's faculty takes collective responsibility for establishing, reviewing, fostering, and demonstrating the attainment of these expectations.</p>		<b>3</b>	<b>A</b>	<ul style="list-style-type: none"> <li>• This is true for GE—but beyond that, on an institutional level, there is unevenness across programs.</li> <li>• We cannot locate information documenting a macro level collective sense of our curriculum or our university's expectations.</li> <li>• The recently-hired Director of Assessment and Educational Effectiveness has proposed a standing committee to advocate for and facilitate the development of widely-shared expectations.</li> </ul>
<p>2.5 The institution's academic programs actively involve students in learning, challenge them to achieve high expectations, and provide them with appropriate and ongoing feedback about their performance and how it can be improved.</p>		<b>2</b>	<b>A</b>	<ul style="list-style-type: none"> <li>• Instructors' instructional pedagogies and assessment practices are examined on new course proposals, included on course syllabi, and reviewed by peers in the RTP process.</li> <li>• Student opinion data are collected in every course to assess students' perceptions of the instruction they experience.</li> <li>• The Faculty Development Center provides workshops to support faculty in the areas of instruction and assessment.</li> </ul>
<p>2.6 The institution demonstrates that its graduates consistently achieve its stated levels of attainment and ensures that its expectations for student learning are embedded in the standards faculty use to evaluate student work.</p>		<b>2</b>	<b>A</b>	<ul style="list-style-type: none"> <li>• Course proposals and program performance review processes involve peer review that examines methods of assessing student learning. Course syllabi also state student learning expectations.</li> <li>• However, courses and faculty members who have been on campus for some time are reviewed less frequently.</li> <li>• The English Writing Proficiency examination is a university-wide assessment required of all graduates.</li> <li>• Evidence that the skills that we want students to achieve are assessed across all students is lacking at the macro level.</li> </ul>

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2.7 In order to improve currency and effectiveness, all programs offered by the institution are subject to review, including analyses of the achievement of the program's learning objectives and outcomes. Where appropriate, evidence from external constituencies such as employers and professional societies is included in such reviews.	The institution incorporates it its assessment of educational objectives results with respect to student achievement, including program completion, license examination, and placement rates results.	<b>1</b>	<b>C</b>	<ul style="list-style-type: none"> <li>• All programs complete a program performance review each 7 years.</li> <li>• Several departments and programs undergo external peer review.</li> <li>• Graduation rates are monitored annually at the institution, but not clear is the extent to which programs and departments monitor such outcomes.</li> <li>• The Career Center regularly surveys alumni.</li> <li>• Uncertain of the evenness of such data across all programs.</li> </ul>

**Scholarship and Creative Activity**

2.8 The institution actively values and promotes scholarship, curricular and instructional innovations, and creative activity, as well as their dissemination at levels and of the kinds appropriate to the institution's purposes and character.		<b>1</b>	<b>B</b>	<ul style="list-style-type: none"> <li>• All of these are considered in the review of faculty, as evident in UPS 210.000 and relevant department personnel standards.</li> <li>• However, faculty find balancing teaching, scholarship and creative activities, and service expectations challenging, given the teaching loads in the CSU.</li> <li>• Campus website, magazines, and publications feature faculty activities.</li> <li>• These activities are recognized in annual events, such as author's lunch, outstanding faculty recognition, college recognitions, etc.</li> <li>• Intramural grant programs support scholarly and creative activities and instructional innovations.</li> <li>• Leaves and sabbaticals are available to eligible faculty.</li> <li>• Given the extensive recruitments of the past two years, these programs, particularly grants and sabbaticals, will require expansion in the near future.</li> <li>• Faculty are supported and encouraged to seek external grants and contracts.</li> </ul>
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2.9 The institution recognizes and promotes appropriate linkages among scholarship, teaching, student learning and service.		<b>1</b>	<b>C</b>	<ul style="list-style-type: none"> <li>Personnel policies support this, and the Faculty Development Center offers grants and programs to encourage such linkages.</li> </ul>
<b>Support for Student Learning</b>				
2.10. Regardless of mode of program delivery, the institution regularly identifies the characteristics of its students and assesses their needs, experiences and levels of satisfaction. This information is used to help shape a learning-centered environment and to actively promote student success.	The institution's policy on grading and student evaluation is clearly stated, and provides opportunity for appeal as needed; and periodic analyses of grades and evaluation procedures are conducted to assess the rigor and impact of these policies.	<b>2</b>	<b>B</b>	<ul style="list-style-type: none"> <li>Policies on grading are available on the website and regularly updated. UPS 300.020 was recently updated to allow plus/minus grading for courses.</li> <li>Student opinion data are considered in faculty review for retention/tenure/promotion. Faculty members discuss in their teaching narratives how they respond to student opinion data and qualitative comments. Student opinions are collected in every section of credit-bearing courses at CSUF.</li> <li>Grade point averages by department and instructional level are computed each term and distributed to department chairs (also posted on website of Institutional Research and Analytical Studies (<a href="http://www.fullerton.edu/analyticalstudies/grades_academic/index.html">http://www.fullerton.edu/analyticalstudies/grades_academic/index.html</a>))</li> <li>Grading practices (grade distribution, average section GPA) are included in faculty reviews for retention/tenure/promotion.</li> </ul>
2.11 Consistent with its purposes, the institution develops and implements co-curricular programs that are integrated with its academic goals and programs, and supports student professional and personal development.		<b>1</b>	<b>B</b>	<ul style="list-style-type: none"> <li>Co-curricular programs abound at Fullerton. (<a href="http://www.fullerton.edu/catalog/student_affairs/student_life/index.asp">http://www.fullerton.edu/catalog/student_affairs/student_life/index.asp</a>)</li> <li>Co-curricular and academic programs are integrated through student services and faculty partnerships, the role of the Assistant Deans in the Colleges, and leadership, coordination between the divisions of Academic and Student Affairs.</li> <li>Student professional development is supported by a full service Career Center and by programs such as the Center for Internships and Service Learning and the Center for Careers in Teaching.</li> </ul>

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2.12. The institution ensures that all students understand the requirements of their academic programs and receive timely, useful, and regular information and advising about relevant academic requirements.	Recruiting and admission practices, academic calendars, publications, and advertising are accurate, current, disclosing, and are readily available to support student needs.	<b>2</b>	<b>A</b>	<ul style="list-style-type: none"> <li>• Information regarding admission, academic calendars, etc., is maintained on the website, university catalog, class schedule, and on department view sheets, which are all updated regularly.</li> <li>• Advising may be uneven on a departmental level; general education advising is provided by the Academic Advisement Center.</li> <li>• On an institutional level, the sheer number of students to be advised is a problem; information is made available in various ways. The Titan degree audit, which shows progress toward meeting general education and requirements for major (as well as other graduation requirements) is available to all undergraduates.</li> <li>• Advisement of graduate students is uneven; more faculty training is needed for graduate student advising.</li> </ul>
2.13. Student support services—including financial aid, registration, advising, career counseling, computer labs, and library and information serves—are designed to meet the needs of the specific types of students the institution serves and the curricula it offers.		<b>1</b>	<b>C</b>	<ul style="list-style-type: none"> <li>• Services such as Registration and Financial Aid are stream-lined and available online 24/7. Campus website, student portal, and Titan Online provide students with excellent access to on-line information and services. Career Center is state-of-the-art for on-line services.</li> <li>• Library has re-visioned the common areas, aligning itself with the goals of the curriculum and the concept of student learning. All University learning assistance programs have relocated to the new Library Commons.</li> <li>• Most students support services assess student satisfaction continuously and use assessment results to improve services.</li> <li>• Demographic student profiles (IR&amp;AS website) are used to plan services for students.</li> </ul>

<p>2.14. Institutions that serve transfer students assume an obligation to provide clear and accurate information about transfer requirements, ensure equitable treatment for such students with respect to academic policies, and ensure that such students are not unduly disadvantaged by transfer requirements.</p>		<p><b>1</b></p>	<p><b>C</b></p>	<ul style="list-style-type: none"> <li>• The CSU Lower Division Transfer Program (LDTP) is assisting in this area. Many departments have articulation agreements with community colleges in the local area.</li> </ul>
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## Synthesis/Reflections on Standard Two

**1. After completing this analysis, what are the 2 or 3 most important issues that should be emphasized in the Review under this Standard?**

CFR items 2.2, 2.3, 2.4, 2.5, 2.6, and 2.12: With respect to learning goals, there is concern that departments/units are uneven in the identification and assessment of learning goals. Additionally, recent interest on campus related to assessing the academic quality across the institution raise concerns about how we might employ assessment at the institution-wide or macro-level. The consistency of the quality of advisement across units at both the undergraduate and graduate levels is also a concern.

**2. Looking overall at the quality and effectiveness of the institution's data gathering and systems to support the review process, what are institutional strengths for the Preparatory Review? For the Educational Effectiveness Review?**

Data are available at the department/program level in annual reviews, program performance reviews, and (for some departments/programs) from external reviews. The campus website has extensive data that can be examined. A Director of Assessment and Educational Effectiveness is now aboard to support assessment activities.

**3. Looking again at the overall quality and effectiveness of the institution’s data gathering and systems, what are areas to be addressed or improved for the Preparatory Review? For the Educational Effectiveness Review?**

Infrastructure to support and coordinate development and assessment of learning outcomes within departments and across the campus.  
Campus conversation on campus-wide learning goals. Improved accessibility of information about learning goals and assessment.

**Standard 3. Developing and Applying Resources and Organizational Structures to Ensure Sustainability**

**The institution sustains its operations and supports the achievement of its educational objectives through its investment in human, physical, fiscal and information resources and through an appropriate and effective set of organizational and decision-making structures. These key resources and organizational structures promote the achievement of institutional purposes and educational objectives and create a high quality environment for learning.**

Criteria for Review	Guidelines	Self-Review	Importance to address at this time	Evidence/Evaluation
<b>Faculty and Staff</b>				
3.1 The institution employs personnel sufficient in number and professional qualifications to maintain its operations and to support its academic programs, consistent with its institutional and educational objectives.		<b>2</b>	<b>A</b>	<ul style="list-style-type: none"> <li>• Concerns that faculty recruitment has not kept pace with enrollment growth and losses due to retirements/resignations, etc. The President’s five-year hiring initiative is addressing this concern (2007-08 is year 3).</li> <li>• Concerns that the number of support staff also has not kept pace with growth.</li> <li>• Also, non-competitive salaries for both faculty and staff are recognized as a problem.</li> <li>• Staff classifications do not recognize increasing technology skills required.</li> </ul>

Criteria for Review	Guidelines	Self-Review	Importance to address at this time	Evidence/Evaluation
3.2. The institution demonstrates that it employs a faculty with substantial and continuing commitment to the institution sufficient in number, professional qualifications, and diversity to achieve its educational objectives, to establish and oversee academic policies, and to ensure the integrity and continuity of its academic programs wherever and however delivered.	The institution has an instructional staffing plan that includes a sufficient number of full-time faculty with appropriate background by discipline and degree levels.	<b>3</b>	<b>B</b>	<ul style="list-style-type: none"> <li>• The percentage of tenure/tenure-track faculty compared to faculty positions has declined, thus leading to an increased reliance on lecturers, both full- and part-time.</li> <li>• Many lecturers do not possess the terminal degree.</li> <li>• The five-year recruitment plan for faculty is increasing the number of tenured/tenure-track faculty; however, coupled with continued growth, progress is slow in spite of two highly-successful years of hiring.</li> </ul>
3.3. Faculty and staff recruitment, workload, incentive, and evaluation practices are aligned with institutional purposes and educational objectives. Evaluation processes are systematic, include appropriate peer review, and, for instructional faculty and other teaching staff, involve consideration of evidence of teaching effectiveness, including student evaluations of instruction.		<b>2</b>	<b>A</b>	<ul style="list-style-type: none"> <li>• Many faculty consider workload expectations unrealistic; teaching load is heavy, yet expectations for scholarly/creative activities and service are also quite heavy.</li> <li>• Grant opportunities, travel money, and release time incentives are available, especially for junior faculty.</li> <li>• The majority of departments have their own personnel standards setting expectations for teaching, research, and service.</li> <li>• Some concern that evaluation processes for part-time faculty are uneven across campus.</li> <li>• Student opinion data are collected in every credit-bearing course.</li> <li>• What about part time and adjunct—there seems to be unevenness across campus and lack of clarity within some departments</li> <li>• Staff members are regularly and systematically reviewed.</li> </ul>
3.4. The institution maintains appropriate and sufficiently supported faculty development activities designed to improve teaching and learning consistent with its educational objectives and institutional purposes.		<b>1</b>	<b>C</b>	<ul style="list-style-type: none"> <li>• Faculty Development Center provides workshops and certificates to improve teaching and learning.</li> <li>• Grants, sabbaticals and professional leaves are available.</li> <li>• Travel to conferences is also supported on a limited basis.</li> </ul>

Criteria for Review	Guideline	Self-Review	Importance to address at this time	Evidence/Evaluation
<b>Fiscal, Physical, and Information Resources</b>				
<p>3.5. Fiscal and physical resources are effectively aligned with institutional purposes and educational objectives, and are sufficiently developed to support and maintain the level and kinds of educational programs offered both now and for the foreseeable future.</p>	<p>The institution has a history of financial stability, appropriate independent audits, and realistic plans to eliminate any accumulated deficits and to build sufficient reserves to support long-term viability.</p>	<b>2</b>	<b>A</b>	<ul style="list-style-type: none"> <li>• The campus has had some troubling audits in the past, although the financial position of the campus is stable. As a result of an audit initiated several years ago and completed in 2006, the financial operations of the campus have been expanded and reorganized.</li> <li>• The Planning, Resources, and Budget Committee made recommendation to eliminate structural budget deficit. A reserve account is being established.</li> <li>• Accumulating amount of unaddressed deferred maintenance is a concern.</li> </ul>
<p>3.6. The institution holds, or provides access to, information resources sufficient in scope, quality, currency, and kind to support its academic offerings and the scholarship of its members. For on-campus students and students enrolled at a distance, physical and information resources, services, and information technology facilities are sufficient in scope and kinds to support and maintain the level and kind of education offered. These resources, services and facilities are consistent with the institution's purposes, and are appropriate, sufficient, and sustainable.</p>		<b>1</b>	<b>C</b>	<ul style="list-style-type: none"> <li>• The campus is recognized for its strong instructional technology infrastructure.</li> <li>• Strong infrastructure to support IT.</li> <li>• All classrooms are "smart."</li> </ul>
<p>3.7. The institution's information technology resources are sufficiently coordinated and supported to fulfill its educational purposes and to provide key academic and administrative functions.</p>		<b>1</b>	<b>C</b>	<ul style="list-style-type: none"> <li>• This is an area the university has put much time and money into—recently, it has been integrating itself more with the academic part of campus</li> <li>• The CSU's "Common Management System" implementation has been ongoing on our campus for a number of years. The student module is currently under development.</li> </ul>

Criteria for Review	Guideline	Self-Review	Importance to address at this time	Evidence/Evaluation
<b>Organizational Structures and Decision- Making Processes</b>				
3.8. The institution's organizational structures and decision-making processes are clear, consistent with its purposes, and sufficient to support effective decision making.	The institution has an organization chart that clearly depicts positions, associated responsibilities, and lines of authority.	<b>2</b>	<b>B</b>	<ul style="list-style-type: none"> <li>The structure is there, but the transparency to the members of the University is not. This is not posted on the website.</li> </ul>
3.9. The institution has an independent governing board or similar authority that, consistent with its legal and fiduciary authority, exercises appropriate oversight over institutional integrity, policies, and ongoing operations, including hiring and evaluating the chief executive officer.		<b>1</b>	<b>C</b>	<ul style="list-style-type: none"> <li>The Board of Trustees and the Chancellor provide oversight to the CSU.</li> </ul>
3.10. The institution has a chief executive whose full-time responsibility is to the institution, together with a cadre of administrators qualified and able to provide effective educational leadership and management at all levels.		<b>1</b>	<b>C</b>	<ul style="list-style-type: none"> <li>Yes.</li> </ul>
3.11. The institution's faculty exercises effective academic leadership and acts consistently to ensure both academic quality and the appropriate maintenance of the institution's educational purposes and character.		<b>1</b>	<b>C</b>	<ul style="list-style-type: none"> <li>CSUF Academic Senate comprises faculty, staff, students, and administrators. Recommends policies to the president.</li> </ul>

## Synthesis/Reflections on Standard Three

1. After completing this analysis, what are the 2 or 3 most important issues that should be emphasized in the Review under this Standard?

CFR items 3.1, 3.3 and 3.5: Adequacy of the number of faculty and staff, workload, and financial/physical resources.

2. Looking overall at the quality and effectiveness of the institution's data gathering and systems to support the review process, what are institutional **strengths** for the Preparatory Review? For the Educational Effectiveness Review?

Institutional Research and Analytical Studies, Human Resources, and Division of Administration can provide high quality data to address status and progress.

3. Looking again at the overall quality and effectiveness of the institution’s data gathering and systems, what are **areas to be addressed or improved** for the Preparatory Review? For the Educational Effectiveness Review?

Planning processes to identify campus priorities and develop a long-term integrated strategic plan.

**Standard 4. Creating an Organization Committed to Learning and Improvement**

*The institution conducts sustained, evidence-based, and participatory discussions about how effectively it is accomplishing its purposes and achieving its educational objectives. These activities inform both institutional planning and systematic evaluations of educational effectiveness. The results of institutional inquiry, research, and data collection are used to establish priorities at different levels of the institution, and to revise institutional purposes, structures, and approaches to teaching, learning, and scholarly work.*

Criteria for Review	Guidelines	Self-Review	Importance to address at this time	Evidence/Evaluation
<b>Strategic Thinking and Planning</b>				
4.1. The institution periodically engages its multiple constituencies in institutional reflection and planning processes which assess its strategic position; articulate priorities; examine the alignment of its purposes, core functions and resources; and define the future direction of the institution. The institution monitors the effectiveness of the implementation of its plans and revises them as appropriate.	A clear charge to planning bodies with a regular schedule and the existence of an understandable and coherent plan for assessing the attainment of educational objectives must be developed. Evidence of the ways the results of planning and evaluation are linked to decision-making is demonstrable.	<b>2</b>	<b>A</b>	<ul style="list-style-type: none"> <li>• The University Planning Committee convenes campus conversations on issues as they arise.</li> <li>• The campus does not have a publicly-available strategic plan at this time.</li> <li>• Annual planning takes place within divisions, but it is not clear to the campus how these are integrated and prioritized.</li> <li>• We seem to have problems articulating priorities. The current five-year faculty recruitment plan is well-known on campus and regularly monitored.</li> </ul>
4.2. Planning processes at the institution define and, to the extent possible, align academic, personnel, fiscal, physical, and technological needs with the strategic objectives and priorities of the institution.		<b>2</b>	<b>A</b>	<ul style="list-style-type: none"> <li>• The linkage between planning processes and strategic objectives across the divisions is not widely known, if it occurs.</li> </ul>

Criteria for Review	Guideline	Self-Review	Importance to address at this time	Evidence/Evaluation
4.3. Planning processes are informed by appropriately defined and analyzed quantitative and qualitative data, and include consideration of evidence of educational effectiveness, including student learning.		2	A	<ul style="list-style-type: none"> <li>• Planning at the micro (department/program) level may be linked to evidence of educational effectiveness; it is not clear that this happens at the macro (institutional) level.</li> </ul>
4.4. The institution employs a deliberate set of quality assurance processes at each level of institutional functioning, including new curriculum and program approval processes, periodic program review, ongoing evaluation, and data collection. These processes involve assessments of effectiveness, track results over time, and use the results of these assessments to revise and improve structures, and processes, curricula, and pedagogy.		2	B	<ul style="list-style-type: none"> <li>• This is uneven across departments/programs.</li> <li>• Quality assurance processes are in place (curriculum committees, program performance reviews, etc.), but the extent to which they are linked to assessments of student learning beyond the department is unclear.</li> <li>• Departments with external review employ assessment that is used to revise curricula, but the extent to which this occurs in other units is not known.</li> <li>• Quality assurance processes are stronger than those linking assessment with curricular revision and improvement.</li> </ul>
<b>Commitment to Learning and Improvement</b>				
4.5. Institutional research addresses strategic data needs, is disseminated in a timely manner, and is incorporated in institutional review and decision-making processes. Included among the priorities of institutional research function is the identification of indicators and the collection of appropriate data to support the assessment of student learning consistent with the institution's purposes and educational objectives. Periodic reviews of institutional research and data collection are conducted to develop more effective indicators of performance and to assure the suitability and usefulness of data.	The institution exhibits existence of clear institutional research capacities with appropriate reporting lines and support appropriate to the institution's size and scope. Institutional research or equivalent databases are developed that are sufficient to meet all external reporting needs (e.g. IPEDS), and there are appropriate ways to access or disseminate this information through publications, reports, or widely-accessible databases.	1	B	<ul style="list-style-type: none"> <li>• Institutional Research and Analytical Studies tracks a range of data to inform decision making and meet all external reporting needs.</li> <li>• Data are disseminated in regular reports and widely available through the campus website.</li> <li>• Direct assessments of student learning outcomes beyond measures such as grade point average or degree completion are not collected at the institutional level.</li> <li>• After the last accreditation review, changes have occurred to expand data collection at the department/program level.</li> <li>• The campus has recently hired a Director of Assessment and Educational Effectiveness to support these efforts.</li> </ul>

Criteria for Review	Guideline	Self-Review	Importance to address at this time	Evidence/Evaluation
<p>4.6 Leadership at all levels is committed to improvement based on the results of the processes of inquiry, evaluation and assessment used throughout the institution. The faculty take responsibility for evaluating the effectiveness of the teaching and learning process and use the results for improvement. Assessments of the campus environment in support of academic and co-curricular objectives are also undertaken and used, and are incorporated into institutional planning.</p>	<p>The institution has clear, well-established policies and practices for gathering and analyzing information that leads to a culture of evidence and improvement.</p>	<p><b>2</b></p>	<p><b>B</b></p>	<ul style="list-style-type: none"> <li>• We have a history of gathering and analyzing data and using data to make decisions.</li> <li>• The policy on assessment (UPS 300.022) calls for high-quality assessment practices. The extent to which individual faculty participate in assessment-revision processes is unknown.</li> <li>• Is there a systematic, regular gathering of evidence regarding co-curricular activities (Student Affairs).</li> <li>• We may be more inconsistent departmentally and university-wide, but divisionally we may be more successful.</li> </ul>
<p>4.7. The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, as well as into the conditions and practices that promote the kinds and levels of learning intended by the institution. The outcomes of such inquiries are applied to the design of curricula, the design and practice of pedagogy, and to the improvement of evaluation means and methodology.</p>		<p><b>1</b></p>	<p><b>C</b></p>	<ul style="list-style-type: none"> <li>• Inquiry, at this point, happens mostly on an individual level —except for those departments and programs that undergo external accreditation/certification.</li> <li>• It is not clear to what extent this inquiry process occurs across all departments.</li> <li>• Training is available at the Faculty Development Center.</li> </ul>
<p>4.8. Appropriate stakeholders, including alumni, employers, practitioners, and others defined by the institution, are involved in the assessment of the effectiveness of the educational programs.</p>		<p><b>2</b></p>	<p><b>B</b></p>	<ul style="list-style-type: none"> <li>• A number of departments and the Career Center survey alumni and/or employers, but it is uneven across programs and departments.</li> </ul>

## Synthesis/Reflections on Standard Four

1. After completing this analysis, what are the 2 or 3 most important issues that should be emphasized in the Review under this Standard?

CFR items 4.1, 4.2, and 4.3: The university lacks a long-term integrated strategic plan.

2. Looking overall at the quality and effectiveness of the institution's data gathering and systems to support the review process, what are institutional **strengths** for the Preparatory Review? For the Educational Effectiveness Review?

Quality data are available in numerous units. There is wide interest in developing an integrated strategic plan, particularly due to the campus growth pattern over the past several years.

3. Looking again at the overall quality and effectiveness of the institution's data gathering and systems, what are **areas to be addressed or improved** for the Preparatory Review? For the Educational Effectiveness Review?

Data sources and planning processes need to be inventoried and integrated.

### **Summative Questions**

1. Who participated in preparing this self inventory? What approach was used in completing the worksheet?

The Steering Committee members completed the inventory individually and then discussed each item to arrive at a consensus.

2. What areas were identified as issues or concerns to be addressed before the review?

Planning for campus growth.

3. What areas emerged as either institutional strengths or topics for further exploration that might be targeted as themes or topics to be explored in the review?

Campus planning and continuing development of the assessment of student learning outcomes.

4. What are the next steps in preparing for the accreditation review?

Consulting with campus constituencies and conducting a campus-wide electronic survey.