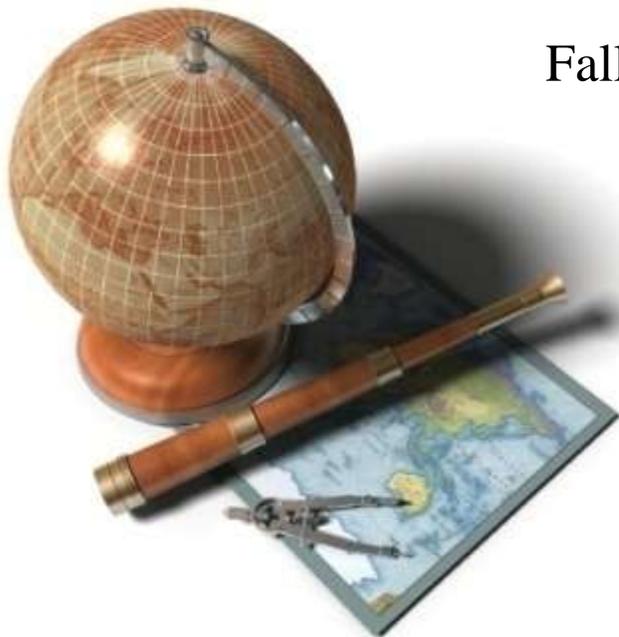


# *Charting Our Campus Future*

California State University, Fullerton  
Capacity and Preparatory Review Report

Submitted to the  
Western Association of Schools and Colleges

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## CHAPTER ONE: AN INTRODUCTION

In fall 2007, the WASC Commission accepted Cal State Fullerton's **Institutional Proposal**. This Proposal positioned us to begin immediately the work of collecting data for the Capacity and Preparatory Review (CPR).

Through the extensive campus research reported in the Proposal, the WASC Steering Committee identified the three themes that provide focus for our self study: Campus-Wide Planning (CWP), Student Learning and Its Assessment (SLA), and Promoting Student Engagement and Success (SE). These themes and their related research questions, as they will appear in the next chapter, determined what data were to be collected in order to conduct our forthcoming Educational Effectiveness Review (EER) and, more importantly, to achieve the educational outcomes that we have identified for ourselves. This CPR report is intended to 1) document the ongoing and completed data collection that prepares us for the next step in our reaccreditation process, 2) give evidence of a fair and accurate process of data collection and presentation, 3) demonstrate our preparedness for conducting and completing the EER, and 4) serve as a touchstone for those colleagues who will conduct our site visit.

### *Collecting Data for the Capacity and Preparatory Review*

The Institutional Proposal identifies 12 task forces responsible for CPR and EER outcomes. Once the Proposal was accepted, the Steering Committee wrote a charge for each task force under each theme (**CWP**, **SLA**, and **SE**) and determined the combination of faculty, staff, administrative, and student seats that constitute each task force. Most of the task forces were newly defined teams, but some were pre-existing groups whose work had already paralleled that of our self-study. Once the Steering Committee reviewed the themes and research questions, it became clear that a number of campus resources, structures, and processes could provide information and means for assessing our capacity as it relates to our identified themes. Moreover, accomplishing the data collection necessary for the CPR and sustaining campus engagement throughout the reaccreditation process so far has been a consequence of our ability to build on our sound infrastructure. We drew on the synergy of existing resources—challenging ourselves to integrate and coordinate their current knowledge and expertise.

In order to determine the membership of the task forces, the Steering Committee sought the advice of campus leaders in identifying the particular individuals who would be invited to fill the seats, each of whom received a letter of invitation from the University President. By the end of the spring 2008, the **10 initial task forces** had been charged, populated, and begun meeting. (The remaining task forces were scheduled to begin their work in subsequent semesters.) This CPR report is the direct result of the sustained and professional work of these task forces.

### *Major Changes Since Acceptance of the Institutional Proposal*

No matter how carefully the Institutional Proposal was prepared or how cautiously the **Steering Committee** sought to anticipate the events between the acceptance of our Proposal and the completion of our WASC review in 2011, we could not have predicted the internal and external shifts that have taken place in the short time since our Proposal was approved. First, the new



academic year in 2008 began with the departure (through retirement and job changes) of three of the five administrators on our Steering Committee of 11. Although all members of our Committee are valuable, these three had particular significance: our WASC Liaison, the Associate Vice President for Undergraduate Programs, and the Assistant Vice President for Institutional Research and Analytical Studies. Thus, we welcomed three new Steering Committee members—a new Associate Vice President for Graduate Programs and Research (and new WASC liaison), Acting Associate Vice President for Undergraduate Programs, and Acting Assistant Vice President for Institutional Research and Analytic Studies. The new group members each brought accreditation experience and, once they reviewed the growing archive of WASC materials, quickly joined into the ongoing work of the Steering Committee.

The second event that occurred is one over which we have much less control and whose destructive impact will likely continue for some time. As a result of a world-wide economic crisis, our state and, in turn, our campus, face a fiscal reduction of incomparable proportions. In the course of the 2008-2009 academic year, the California State University Chancellor's office mandated three budget cuts. As we write this report, consequences of the recently signed State budget—one that necessitates another \$584 million cut for the California State University system and \$22.6 million cut for Cal State Fullerton—are only beginning to become clear. Faculty and staff have agreed to a two-day per month furlough plan; students have seen a 32% fee (tuition) increase; hiring is severely limited; travel funds have been cut; part-time faculty have lost positions; class size has increased, and the number of course sections has decreased. From fall 2009 to fall 2010, our FTES will decline by approximately 5,000. Needless to say, these far-reaching budget cuts will have tremendous impact on the data we collect and on the ways we achieve our educational outcomes, not to mention the willingness and ability of faculty, staff, and administrators to devote time to the lengthy review process.

### ***Context at the Time of Our Institutional Proposal***

Since it was established by an act of the California Legislature in 1957, California State University, Fullerton (CSUF or Cal State Fullerton) has grown to become a 236-acre main campus with the largest official off-site center in the CSU, Cal State Fullerton's Irvine Campus. As part of the CSU system, the CSUF is subject to the policies of the California Legislature and the CSU Board of Trustees. As is painfully apparent in the current economic times, California public universities are severely limited by the budgets that are established by the Legislature and Governor. The campus president is vested with final authority. But in light of the current economic situation, the strong tradition of shared collegial governance developed at CSUF is especially significant as the campus struggles to respond to current and anticipated economic changes. A number of faculty and student groups initiate, review, and/or recommend various university programs, policies, and procedures. The Academic Senate, primarily composed of teaching faculty, recommends curriculum and professional policies. The President's Administrative Board (PAB), composed of vice presidents and chief officers of all divisions, meets weekly to assist the president by reviewing and coordinating campus initiatives as well as relations with the community and the CSU Chancellor's Office. Additionally, the Interim Director of University Planning sits in the PAB meetings as a special guest of the President and participates in the President's administrative retreat in July.



In fall 2007, CSUF reported a headcount **enrollment** of 37,130 (28,132 FTES) and, at that time, had become the CSU campus with the largest headcount. Indeed, we had increased by close to 8,000 students since our last WASC reaccreditation, and in 2007 we became the second largest public institution of higher education in the state. During the 2006-2007 academic year, 6,295 undergraduates earned baccalaureate degrees and 1,430 students earned **master's degrees** from Cal State Fullerton; additionally, CSUF recommended 1,180 students to receive an education credential.

Student diversity continues to be among the campus' most distinctive characteristics. From fall 1990 to 2000 to 2006, the percentage of the student body classified as ethnically diverse increased from 31.2% to 47.8% to 52.5% respectively. In June 2006, *US News and World Report* ranked Cal State Fullerton eighth nationally for number of baccalaureate degrees awarded to minority students, and in May 2007 *Hispanic Outlook in Higher Education* ranked our university second in California and sixth in the nation in its listing of the top 100 colleges and universities awarding bachelor's degrees to Hispanics, based on 2006 data from the U.S. Department of Education.

In addition to its **ethnic diversity**, our student body is also characterized by diversity in age and **educational goals**. Students include young, traditional freshmen; a mix of traditional and nontraditional undergraduate transfers; and master's, teaching credential, and Ed.D. students. Since 1998, our campus has been the **number one destination** for California community college transfer students. A substantial percentage of our students balance their academics with work and family responsibilities.

Since our last WASC reaccreditation, the number of **full-time tenure-track/tenured faculty** has grown from 576 (fall 2000) to 722 (fall 2006), an increase of 146. With President Gordon's commitment to search for 100 full-time faculty campus-wide each year for five years (initiated in fall 2005), the full-time/part-time ratio has continued to shift favorably toward full-time.

The growth in students and faculty that occurred since our last accreditation review was paralleled by a growth in the number of colleges on campus. The College of Human Development and Community Service separated into two colleges, bringing our total to eight: **Arts; Steven G. Mihaylo College of Business and Economics; Communications; Education; Engineering and Computer Science; Health and Human Development; Humanities and Social Sciences; and Natural Sciences and Mathematics**. The University has also received approval for five new master's programs and a doctorate in Educational Leadership. These degree programs expand our total offerings to 55 bachelor's, 50 master's, one doctorate degree, as well as eight credentials, and a wide variety of certificates both within and separate from academic programs.

As the number of students, faculty, and administrators grew, so too did the number and quality of many campus facilities. They include dormitory space, additions to the Kinesiology and Health Science Building, two new parking structures, faculty-staff housing, the Arboretum Visitor Center, the Performing Arts Center, and several renovations and seismic upgrades.



## ***Recent Changes to the Institutional Context***

There are several structural changes that have occurred since the completion of our Institutional Proposal. First, in the past year, two more major building projects have been completed: the \$40.6 million Student Recreation Center project that received the “Best Overall Sustainable Design” as part of the 2007 Best Practice Awards for the University of California/California State University Energy Efficiency Partnership Program and Steven G. Mihaylo Hall, a 195,000-square-foot building that brings together, for the first time, all of the faculty, students, and research centers in the College of Business and Economics. A new police station has recently opened and it contains an upgraded communications center and a full-time dedicated Emergency Operations Center. Additionally, a parking structure and a student housing/cafeteria complex are currently under construction. The University expects to break ground later this year on a new building Children’s Center.

The second structural change occurred when the existing campus computer software systems were replaced with the **Common Management System (CMS)**, a multi-million dollar product of PeopleSoft designed in the **CSU Chancellor’s Office** and mandated throughout the 23 campuses. This system is intended to facilitate management of CSUF data: financial; class registration materials; student and personnel information; student transcripts; and academic records. Along with the arrival of CMS came the need for data input and manipulation assistance and extensive amounts of training of staff, administration, and faculty. It is also important to note that the mandated implementation of this new system has come with great financial expense to the campus—an expense that would have been less draining to our University budget in more optimistic financial times.

The economic difficulties of the state, system, and campus have resulted in other, more troubling changes to the institutional context. Since reporting a clear growth trajectory in our Institutional Proposal, we now find that campus enrollment patterns have become more complex, impacted directly by loss of funding. In February 2008, the CSU Chancellor's Office required all campuses to close transfer applications for fall 2008. Traditionally, the transfer application window would extend into the summer months. The result of the closure was a decrease of 900 transfer students. Although the campus experienced an increase of nearly 600 first-time freshmen, there was a decline in high school transitory student enrollments. In fall 2008, as a result of these enrollment changes—more first time freshmen (who tend to enroll as full-time students), fewer upper division transfers (who traditionally take fewer units than first-time freshmen) and fewer high school transitory students (who traditionally enroll in only three units)—the campus FTES increased to 28,362, even though **headcount** declined to 36,996.

Due to continuing budget concerns for the 2009-2010 academic year, the CSU Chancellor's Office has mandated that all CSU campuses not exceed budgeted FTES targets. The CSU Chancellor's Office’s current directive is to decrease new student enrollments, a change that will severely impact access to Cal State Fullerton. In the meantime, the number and kind of summer school classes we offered in 2009 was reduced to mainly those courses that served matriculating, upper division students and, thus, moved them toward graduation. This resulted in nearly 50% fewer summer session offerings. At this point, the Chancellor’s Office has communicated a 10.8% baseline FTES reduction for all large CSU campuses for 2010-2011 (approximately 3,000 FTES across the college year at CSUF). Furthermore, state-supported summer session will be



eliminated in 2010 and replaced with a self-support summer session with an enrollment target similar to summer 2008.

Faced with unprecedented budget reductions and fully aware of the campus commitment to maintaining the existing student-faculty ratio and improving the full-time/part-time faculty ratio, the University Planning, Resource, and Budget Committee (PRBC) recommended in 2008-2009 continued but reduced support of the President's faculty hiring initiative. The 2008/09 AY search process was necessarily slowed as the campus awaited budget information, resulting in 43 new faculty hires. Recognizing the need for a strong tenured/tenure track faculty, the President has approved 60 tenure track faculty searches in 2009-10.

The university baseline funding for non-faculty positions was reduced by \$5,817,206 in 2009-10 and \$ 3,296,476 in 2008-09, and those reductions will continue in response to ongoing budget limitations.

### ***Strengths and Challenges***

At the time we completed our Proposal, our most significant strengths were the steady growth of our University and the high standard of educational quality that we were able to maintain in the course of such growth. Our transfer population had continued to be among the strongest in the state, graduating at an impressive success rate. Our University President made a commitment to growing the faculty commensurately with the growth in the student body. The healthy expansion of our faculty led to a corresponding increase in our course offerings and revisions to curricular programs. As noted above, our campus facilities had also grown considerably in the past few years as we added buildings and parking structures. Concurrently, there was a parallel increase in our technological infrastructure.

In our Proposal, in the face of our identified challenges, we had aspired to improving graduation rates of our freshman, increasing opportunities for review of and reflection on the University curriculum, improving the ways by which faculty and staff obtain and keep up with the information needed in order to accomplish accurate and effective undergraduate/graduate student advising, and maintaining the close student-faculty interaction that distinguishes us from the research-focused campuses in the University of California system. We identified and described each of these challenges in relation to the growth of our campus.

However, the current national, state, and regional financial crisis has put an immediate and jarring end to that growth. Indeed, the CSU Chancellor has mandated that we reduce enrollments by 20% in the next three years, and the effect of this reduction on program and faculty numbers is yet to be determined. So, as we complete this second portion of our WASC reaccreditation, the trends we highlighted—the ones from which our challenges emerged and to which our capacity research responded—have reversed direction. Growth is not only stopped, but has been replaced by an enforced diminishing of our student, staff, faculty, and administrative population. However, demand for our academic programs remains strong. In fall 2009, the university denied admission to 5,000 qualified undergraduate applicants in order to ensure quality academic opportunities for our existing student body. Also, applications for fall 2010 are significantly more robust than previous years.



Ironically, the challenges themselves have not changed, only the context within which they are occurring. Improving—even maintaining—graduation rates, maintaining a consistent, goal-driven curriculum, providing effective advising, and increasing student/faculty interaction all continue to be challenges we face. Now, however, those challenges exist in an environment of diminishing resources. As we move into this portion of our reaccreditation, the quality and efficacy of the CPR process we have engaged and the goals of the EER are new strengths that we can draw upon. The campus-wide plans we create, the learning goals and review processes we establish, and the means by which we promote student success and engagement will prove as useful in the current environment of loss as they would have been had the period of growth continued.

### ***Campus-Wide Engagement***

Our commitment to and demonstration of institutional involvement in the development of our Institutional Proposal was commended in the **response to our Proposal**, and the Steering Committee continued its commitment to constituency involvement in preparation for the CPR. The members of the **10 initial task forces** numbered more than 150 individuals, including students, faculty, staff, and administrators. As will be delineated in the next chapter, several of the task forces conducted additional surveys or interviews of specific individuals, groups (e.g., students, advisors, staff supervisors) or the campus as a whole. The Steering Committee apprised the campus of progress in implementing the Institutional Proposal through newsletters published in **spring/summer 2008**, **spring 2009**, and **fall 2009**. Dr. Dorota Huizinga (our WASC ALO) **updated the Academic Senate** on campus progress in March 2009. We organized a **campus appreciation event** and provided **task force updates** in May 2009. In fall 2009, members of the Steering Committee met with **various campus groups** (e.g., ASI Board of Directors, Academic Senate Executive Committee, the Council of Deans and Directors) to provide an **update** and seek their comments on the CPR draft. The entire campus was also invited to comment on the CPR draft in November 2009 on the Campus Bulletin and a featured item on the campus website. Thus, through the membership and activities of our task forces, our Steering Committee outreach activities, and our communications to the campus, we have continued to involve the entire campus community—students, faculty, staff, and administrators—in the CPR review and report preparation.

### ***Distance and Online Education and Off-Campus Sites***

CSUF began offering online courses 10 years ago. Students have access to **nearly 100 fully online courses** each semester in addition to blended classroom/online instruction with Blackboard as the Learning Management System. These courses further our charge to provide students of diverse learning styles and personal/professional situations access to quality programs.

In 2002, the university offered its first of three online graduate programs—the **Master of Science in Instructional Design and Technology** (MSIDT). The MSIDT program is designed for professionals who wish to further their education in direct applications of instructional technology for teaching, learning, and curriculum development. This was followed in 2004 by the **Master of Science in Software Engineering** (MSE) and by the **Master of Science in Information Technology** (MSIT) in 2005. The MSE program prepares individuals for careers as software engineers and software process managers in industry and government agencies, and the MSIT program prepares individuals for careers in the field of information technology.



Upon the successful approval of our WASC Fast Track proposal in September 2009, online program development will be expanded over the next four years to facilitate the needs of Cal State Fullerton's diverse student body. This includes more than a dozen degree programs at the undergraduate and graduate levels. As of fall 2009, a one-stop instructional design, multimedia production and IT support service is offered which is a collaborative effort between the Faculty Development Center and the **University Extended Education's (UEE)** Distance Education unit. This **Online Academic Strategies and Instructional Support (OASIS)** facility was created to help faculty develop, deliver, and maintain their online courses.

**Irvine Campus.** The original South County Campus was located in Mission Viejo on the Saddleback College campus in 1989. The campus was moved to the former El Toro Marine Corps Air Station in 2002, and officially became the Irvine Campus in 2005. Campus buildings are leased from Lennar. As explained in the **annual report**, the current lease is effective until August 2010. Face to face, online, and interactive video classes originate from the Irvine Campus. Dr. Susan M. Cooper was named the Dean of the Irvine Campus effective July 1, 2008.

The **Strategic Transfer Acceleration Resources Initiative** is a collaborative effort between CSUF Irvine and Irvine Valley College (IVC) allowing IVC classes to be taught at CSUF Irvine and lower division courses to be taught by Cal State Fullerton. A concerted effort has been made to work directly with Deans and Associate Deans to insure that required classes are not cancelled and that seats are filled to capacity at Irvine. Traditionally, low enrolled classes are removed from the schedule and replaced by those that will yield higher enrollments. All efforts are being made to insure retention leading to graduation for Irvine campus students. A CSUF task force has been created by Vice Presidents Hagan and Smith to identify the mission and future goals of the Irvine Campus by January 2010.

**CSUF Garden Grove Center.** Both certificate and degree credit classes are offered in the heart of Orange County at CSUF Garden Grove Center, which opened in fall of 1998 as part of UEE's mission to extend the resources of Cal State Fullerton into the community. Certificate classes are offered in the areas of Business and IT Integration, Engineering, Geographic Information Systems, Leadership, Six Sigma, Management, Urban Planning and Meeting Planning. Degree credit classes are also available at the center, including a Master of Science in Counseling degree program with evening classes. In addition, Interactive Televised Instruction degree credit classes are broadcast from the Fullerton campus to Garden Grove, providing a more convenient location for students who live or work in central Orange County.

### ***Responding to the CFRs and Tables A and B***

The Institutional Proposal includes the careful analysis of the **Criteria for Review** (CFRs) completed by the WASC Steering Committee. Soon after our Proposal was accepted, WASC provided a "Supplemental Report on 2008 Changes to the CFRs." Reviewing that document, the Steering Committee determined that five items "need[ed] our attention" and qualified as being "high priority." As indicated in the **Supplemental Report**, criteria in CFR 1.2 are being met by the work of Student Learning and Its Assessment task forces. Criteria in the revised CFR 2.3 are being met by the work of our campus General Education Committee and by designated task forces that are guiding all departments to complete their Student Learning Outcomes. In spring



2009, the campus met criteria identified in CFR 2.10 by administering the National Survey of Student Engagement (NSSE) and, for the second consecutive year, the Collegiate Learning Assessment. The program for New Faculty Orientation provides a thorough introduction to the campus and its place in the system (CFR 3.3). Following a **special investigation** (04-91) released by the CSU Auditor in 2006, **University financial practices** have become stronger (CFR 1.8) and significantly more **transparent to the campus community** (CFR 3.5). All **findings** in the investigation were cleared by March 2007. Before the effects of the current budget crisis had begun to take place, the campus Chief Financial Officer, after discussions with the Planning, Resource, and Budget Committee, recommended to the President budget cuts of approximately \$5 million to eliminate a structural deficit the University had been carrying for several years and, as such, to result in a healthier and steadily balanced budget.

### ***Study of Graduation Rates***

In February 2009, a subgroup of our Steering Committee conducted a **study** to identify the institutions against which we should compare our graduation rates. The Committee concluded that the most appropriate comparison group for our campus was the subset comprising our six most similar sister CSU campuses: San Diego State University, CSU Long Beach, San Francisco State University, CSU Sacramento, San Jose State University, CSU Northridge. Using 150% of time to degree as a marker, the subcommittee subsequently **reported** in our Academic Senate newsletter, which is distributed to the entire campus, that our freshman graduation rates across four cohorts (1998-2001) ranged from 48% to 50%; rates of the transfer students across five cohorts (2000-2004) were steady at 55% or 56%. Relative to our six CSU sister comparison institutions, our freshman graduation rate was either the highest or second highest, although our transfer graduation rate ranged from highest to fourth highest.

More recent analyses prepared for our CPR report showed a six-year graduation rate for first-time, full-time **freshman students** of between 48% and 50% for cohorts beginning in fall 1998 through 2002. Analyses conducted by our **Office of Institutional Research and Analytical Studies** on the **predictors of graduation rates for freshman students** showed that graduating in six years or fewer was associated with higher GPA; female gender; initial enrollment in the College of Communication, College of Humanities and Social Sciences, or College of Health and Human Development; White or Asian ethnicity; **local service area high school attendance**; higher SAT scores; and higher socio-economic status.

Our analysis of **transfer students** across 1998-2002 for our CPR report showed *six-year* graduation figures of 71% to 74%. **Prediction analyses** comparing those who graduated in *four* years compared to those who did not showed that those who graduated had these characteristics: attended full-time during their first semester at CSUF; had higher GPAs at transfer; had majors in the Colleges of Communications, Humanities and Social Sciences, or Health and Human Development; and were female. Among transfer students, Native Americans and Black/African American ethnic groups had lower graduation rates (58% and 55%, respectively) compared to Hispanic, Asian, and White groups (63%, 61%, and 67%, respectively). As planned in our Institutional Proposal, these data are among those under current review by our Academic Senate standing committee on Student Academic Life and will be reported as part of the EER.



Although we would, of course, want to improve graduation rates of all of our students, it is difficult to predict the short term impact of budget cuts on progress to degree of our continuing student body. As a result of the budget cuts, classes will be reduced, and our graduation rates for our current cohorts of freshmen and transfers will likely remain in traditionally seen ranges. Conversely, several majors on our campus have recently been declared impacted, thereby raising admissions standards of many incoming students; this may positively influence graduation rates for students entering in 2009 and later. Additionally, the CSU Chancellor's Office has asked campuses to begin development of plans to increase campus graduation rates for the fall 2009 entering first-time full-time freshman cohort by six percentage points from the level seen for the most recently reported freshman cohort (fall 2002 cohort).

### ***Continued Response to the 2000 Action Letter***

Following our **2000 WASC** review, the Commission acted to reaffirm our accreditation and commended the University for having taken up "previous concerns about University planning" and having understood "planning as a high priority to accommodate current and future growth." Furthermore, the University was commended for its work to identify learning outcomes and to improve its student support services. The Commission also identified several areas the University should address further: 1) refining the definition and improving evidence of learning; 2) continuing to strengthen general education; 3) improving the program performance review process; and 4) supporting faculty learning and development. As reported in our Institutional Proposal, since this Action Letter was received, the University has made steady progress toward improving each of these areas, progress that continues today.

With respect to improving evidence of student learning, we identified this as a priority in our Institutional Proposal. Our progress is described in Chapter Two under "Student Learning and Its Assessment (SLA)." The General Education Committee has recently completed and published its revised student learning objectives (**UPS 411.201**). Additional progress in strengthening GE is addressed in SLA Outcome 2.1 in Chapter Two. Improvements in our annual report and program performance review processes continue to be honed in conjunction with the work of SLA Outcome 2.3. As described in our Institutional Proposal, the **Faculty Development Center** is an integral and critical component providing extensive training and support to the faculty. A wide variety of **workshops**, grant programs, and training opportunities are offered regularly.

### ***Conclusion***

Drawing on the data portfolio created by our Office of Institutional Research and Analytical Studies and on the work of the representative task forces, we will in the remainder of this document present the data and outcomes for each of the three themes. In doing so, we will also anticipate adjustments that have been or will be made in the work that we outlined in our original Institutional Proposal and, most importantly, we will point to the ways in which this current work will guide us as we move toward our Educational Effectiveness Review in 2011.



## CHAPTER TWO: REFLECTIVE ESSAYS

Three themes and related research questions provide the framework for the inquiry and outcomes of our accreditation process. The themes clearly emerged from the various lines of inquiry we have pursued, data from Office of Institutional Research and Analytical Studies, the **Preliminary Self-Review Under the Standards of Accreditation**, review of the **WASC 2000 Letter**, and our own campus-wide outreach activities and **survey**.

### Theme 1: Campus-Wide Planning

The questions leading our campus-wide investigation on the Campus-Wide Planning (CWP) theme included the following:

- In the face of enrollment pressures and system-wide expectations, how does each campus unit define and assess indicators of quality and their contributions to the academic mission of the University?
- How do we integrate and prioritize these indicators of quality with campus-wide planning?

In preparation for the CPR, we sought to achieve three outcomes delineated in our Institutional Proposal:

- Outcome 1.1. An institutionalized process to identify and prioritize indicators of quality within the context of enrollment-driven funding.
- Outcome 1.2. A universal assessment of faculty and staff needed to optimize quality as a big university.
- Outcome 1.3. A “fit/gap analysis” of all current planning processes: where they intersect, what’s missing, and how each one relates to enrollment.

Three Campus-Wide Planning task forces composed of individuals from across campus and constituencies were subsequently launched to work toward collecting information to accomplish each of these three outcomes, as delineated in the Institutional Proposal and **task force charges**. **Members** were invited by President Gordon to participate in the task forces focused on outcomes 1.1 and 1.3 in spring 2008; the task force for outcome 1.2 was launched in fall 2008.

#### ***CWP Outcome 1.1: Indicators of Quality***

During spring semester 2008, a search for an external consultant to facilitate the efforts of the Campus-Wide Planning task forces was conducted. Dr. T. Gilmour Reeve (formerly Director of Strategic Planning at Texas Tech University, currently at Louisiana State University) was selected and brought to campus in May to lead the initial meetings of Campus-Wide Planning Task Forces 1 and 3 (CWP 1 and CWP 3). President Gordon convened the meeting of CWP 1, and Dr. Reeve made a presentation on strategic planning in higher education and its relationship to assessment. In preparation for the next meeting, he asked members to respond to the following items as a summer assignment:



- (1) What is quality?
- (2) What are indicators of quality within the planning process?
- (3) Give a specific example of an indicator of quality within the context of enrollment-driven funding.

In fall 2008, Dr. Reeve moderated the second meeting of CWP 1, beginning the process of leading the group toward consensus regarding defining and identifying “indicators of quality” on our campus. Dr. Reeve **summarized the responses** that task force members had submitted to the summer assignment. In terms of quality, members asserted that “quality” is a subjective characteristic that varies by levels in the organization. Furthermore, in an academic context, members stated that “quality” should be defined as objectively and reliably as possible and tied to valid performance indicators. Dr. Reeve shared a list of potential indicators of quality submitted by CWP 1 members and led an evaluation of each suggested indicator.

Although the Steering Committee originally recommended that CWP 1 focus on annual reports and program performance review documents, the task force members instead linked potential indicators of quality to the **Mission, Goals, and Strategies statement** that the campus had established in 1993 to guide planning. Dr. Reeve discussed the use of indicators of quality in the strategic planning process, pointing out that indicators are used to demonstrate progression toward or success with a given strategic goal. He then reviewed the eight university strategic goals and led the CWP 1 members in identifying potential indicators of quality for the eight strategic goals.

Dr. Michael Parker, appointed Interim Director of University Planning during fall 2008, continued the work initiated by Dr. Reeve and convened the three remaining CWP 1 Task Force meetings over fall 2008 and spring 2009. The final product of the CWP 1 Task Force was a compilation of more than 150 potential **indicators of quality** (see pages 9-22) for the eight strategic goals of the university. Preliminary analysis of these indicators of quality suggested that the strategies attached to each goal vary greatly in their level of abstraction and prompted further analysis.

Dr. Parker also developed an online survey to assess opinions of the campus community regarding indicators of quality. The survey was administered in the first week of April 2009, and 335 responses were received. The top four indicators for each goal endorsed by community members are displayed in Table 1. The full tabulation of survey results was shared with the University Planning Committee (CWP 3) at its meeting in April 2009.



Table 1. Summary of Online Survey Results: Most Strongly Endorsed Indicators of Quality

Goal	Indicators with highest endorsement (%)
<b>1. Ensure the preeminence of learning.</b>	<ul style="list-style-type: none"> <li>◆ Curriculum (75.2%)</li> <li>◆ Faculty qualifications (55.5%)</li> <li>◆ Programs and projects (26.6%)</li> <li>◆ Faculty and staff retention (24.2%)</li> </ul>
<b>2. Provide high quality programs that meet the evolving needs of our students, community, and region.</b>	<ul style="list-style-type: none"> <li>◆ Accreditation and program certifications (26.9%)</li> <li>◆ Student preparation (23.6%)</li> <li>◆ Employment rates of graduates (21.5%)</li> <li>◆ Employer perceptions (20.3%)</li> </ul>
<b>3. Enhance scholarly and creative activity.</b>	<ul style="list-style-type: none"> <li>◆ Faculty professional presentations, publications, exhibits, and performances (56.1%)</li> <li>◆ Student participation in research (45.1%)</li> <li>◆ Research grants submitted and funded (41.8%)</li> <li>◆ Research facilities, equipment, and enabling technologies (40.3%)</li> </ul>
<b>4. Make collaboration integral to our activities.</b>	<ul style="list-style-type: none"> <li>◆ Collaborative presentations, publications, projects, exhibitions, and performances (69.3%)</li> <li>◆ Disciplinary and joint programs (46.6%)</li> <li>◆ Projects with the CSU and other CSU campuses (36.7%)</li> <li>◆ Supervised internships (28.4%)/Service learning activities (26.0%)</li> </ul>
<b>5. Create an environment where all students have the opportunity to succeed.</b>	<ul style="list-style-type: none"> <li>◆ Student faculty ratios (39.4%)</li> <li>◆ Qualified applicants (34.8%)</li> <li>◆ Faculty/student collaborations (25.4%)</li> <li>◆ Scholarships and grants (24.8%)</li> </ul>
<b>6. Increased external support for University programs and priorities</b>	<ul style="list-style-type: none"> <li>◆ Gifts, pledges, and bequests (64.2%)</li> <li>◆ Grants submitted and funded (59.7%)</li> <li>◆ Alumni participation (39.1%)</li> <li>◆ Public perceptions (33.4%)</li> </ul>
<b>7. Expand connections and partnerships with our region.</b>	<ul style="list-style-type: none"> <li>◆ Public partnerships and special relationships (70.7%)</li> <li>◆ Business participation with CSUF (60.0%)</li> <li>◆ Public participation with CSUF (51.6%)</li> <li>◆ Private partnerships and special relationships (46.9%)</li> </ul>
<b>8. Strengthen institutional effectiveness, collegial governance, and our sense of community.</b>	<ul style="list-style-type: none"> <li>◆ Successful relationships between faculty, students, staff, and administration (77.0%)</li> <li>◆ Shared sense of values and mission (43.9%)</li> <li>◆ Efficient use of resources (38.2%)</li> <li>◆ Campus climate (30.4%)</li> </ul>

***CWP Outcome 1.2: Assessment of Faculty and Staff Needed***

In fall 2008, the CWP 2 Task Force was launched to investigate the optimum number of faculty and staff needed to meet institutional purposes and educational objectives in a large, publicly supported university. The WASC Steering Committee identified three criteria in our **Preliminary Self-Review Under the Standards** pertaining to staffing. The rapid growth in student enrollment raised concerns about whether the institution “employs personnel in sufficient number” (CFR 3.1); “employs a faculty with substantial and continuing commitment to the institution sufficient in number...” (CFR 3.2); and aligns “faculty and staff recruitment, workload, incentive, and evaluation practices with institutional purposes...” (CFR 3.3). Staffing



concerns were also evident in the results of the **campus-wide survey** reported in our Institutional Proposal, particularly items 2 and 3 of Campus Vision and Planning (Theme 1).

To identify the optimum number of staff needed, CWP 2 Task Force members reviewed existing campus data from a range of sources including Institutional Research and Analytical Studies, campus forum events, and campus data on headcounts, job classification, and salary levels. The Staffing Equity Program, a process in which each staff member's position is reviewed every three years to ensure appropriate classification, was also examined. Comparing our campus data to those of other CSU campuses, the task force concluded that our campus staffing patterns are not significantly different from other large CSU campuses. A survey of campus managers and coordinators was conducted to identify needs and potential efficiencies in staffing. The recommendations of CWP 2 were as follows: 1) staffing levels be among the top priorities for improvement once the economic situation improves; 2) technology staff, particularly staff working with large scale equipment and applications, needs particular attention; and 3) efforts should be made to examine continually ways to streamline and reduce paperwork and bureaucracy.

A **comprehensive study** on increasing the percentage of permanent faculty across the CSU system completed by the Academic Senate of the California State University (ASCSU), the California Faculty Association (CFA), and the Office of the Chancellor, provided guidance to the campus in setting a target for faculty hiring and recruitment. Assembly Concurrent Resolution 73, passed by the California State Assembly in 2001, led to an agreement among the ASCSU, CFA, and Chancellor that set a goal of raising the percentage of tenured and tenure-track faculty in the CSU to 75%.

In fall 2005, a longitudinal **analysis of the quantity and diversity of our faculty corps** at CSUF was reported at the annual retreat hosted jointly by the Vice President for Academic Affairs and the Academic Senate; the presentation was distributed campus-wide in the newsletter of the Academic Senate, the *Senate Forum* (pages 6-9). The authors' finding was that the percentage of permanent faculty of 53% was a threat to quality, and that the campus needed to recruit aggressively while at the same time limiting faculty losses to address this threat. Following this report, President Gordon unveiled an ambitious plan to conduct 100 tenure track faculty searches per year for the next five years (2006-07 through 2010-11). A **mid-program analysis** (pages 9-12) concluded that the initiative was achieving its intended goals.

The number of full-time **permanent faculty** who are tenure-track or tenured has increased over the past five years from 568 to 708, improving the ratio of permanent faculty from 50.5% in 2004-2005 to 56.8% in 2008-2009. These data also demonstrate progress in achieving a more diverse faculty in terms of gender, with the percentage of female tenure-track or tenured faculty rising from 39.1% to 44.1% over the past five years. In terms of ethnicity, the ratio of faculty members from ethnic minority groups has remained constant at approximately 25% from 2004-2005 to 2008-2009; some progress in the number of Black, Non-Hispanic faculty (increasing from 13 to 23 tenure-track/tenured faculty) and Hispanic faculty (increasing from 34 to 42 tenure-track/tenured faculty) is evident, although the number of Asian faculty members has held steady at 106.



Although state budget cuts to the CSU in 2008-2009 and 2009-2010 necessitated reductions in faculty recruitment goals from the original five-year program, our commitment to increasing the number of tenure-track and tenured faculty at CSUF remains strong. Indeed, the ratio of tenured/tenure-track faculty to full-time equivalent faculty positions may improve this year and next even without significant numbers of new tenure-track hires, due to reductions in faculty positions associated with reduced enrollments as a result of cuts in state funding. However, in his 2009 **Convocation Address** this fall, President Gordon affirmed his commitment to the tenure track hiring initiative and continuing efforts to recruit and retain a diverse faculty in terms of gender and ethnicity (Convocation Slide 46), stating that over the past five years our campus has appointed a total of 343 faculty to tenure-track positions, the second highest record in the CSU system (Convocation Slide 44).

### ***CWP Outcome 1.3: Analysis of Current Planning Processes***

Our initial consideration of the criteria for review and results of our campus survey showed concern regarding campus planning processes. For example, in our **Preliminary Self-Review Under the Standards**, we identified the following criteria as priority items: 1) the extent to which “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” (CFR 3.5); “The institution’s organizational structure and decision-making processes are clear, consistent with its purposes, and sufficient to support effective decision making” (CFR 3.8). In our **campus-wide survey**, significant percentages of all constituencies (students, administration, staff, part-time faculty, full-time faculty) emerged as urgent items: “Campus planning for enrollment is adequate,” “Campus planning balances quality and enrollment,” and “Campus planning processes (academic, facilities, budget) are integrated.”

In 1993, President Gordon established the University Planning Committee (UPC) to develop the university’s **Mission, Goals, and Strategies statement**. Since that time, the UPC has organized campus-wide events to discuss issues facing the campus on an as-needed basis. The committee also reviewed and re-affirmed the campus Mission, Goals, and Strategies statement. Given the historical role of the UPC in campus planning and our commitment to using existing campus resources, this committee was ideally suited to carry out the charge of the CWP 3 Task Force—to conduct an analysis of all current planning processes to determine how they intersect and relate to enrollment. The UPC has as its core the members of the Planning, Resource, and Budget Committee (PRBC) which meets approximately every other week during the academic year and also during the summer, if required. The PRBC is comprised of members of all campus constituencies, including students, staff, faculty, and administration (including the President’s Administrative Board). The UPC also includes deans and other administrators beyond the PRBC members.

In spring 2008, President Gordon convened CWP 3 and charged the task force to begin its work on the analysis of current planning processes. The external planning consultant, Dr. Gil Reeve, briefed the UPC on strategic planning as a tool to advance the mission of the institution. Some of the issues discussed by the UPC were:

- Looking at all planning processes, including PRBC, accreditation reviews, annual reports, and program performance reviews;



- Linking planning and assessment processes;
- Developing a five-year plan to provide flexibility with annual refinement, as needed;
- Reflecting on incentives for planning so that the benefits are visible;
- Assigning responsibilities for campus strategies/objectives.

As a follow-up assignment, Dr. Reeve asked task force members to submit their reflections on 1) observations about the current state of planning at CSUF, 2) strengths and benefits of the current processes, 3) areas of concern or needing improvement, and 4) critical next steps.

At the next meeting in **fall 2008**, Dr. Reeve summarized the UPC members' responses regarding the four follow-up questions. With regard to the current state of planning on our campus, comments included that planning documents provide the top priorities, and that PRBC develops priorities to guide budget recommendations. On the other hand, however, planning processes were viewed as "uncoordinated disconnects" across divisions, and the need to integrate planning and budgeting—particularly in periods of fiscal constraints—was mentioned. In terms of strengths of our current processes, comments focused on the President's responsiveness and support, the process being collegial and inclusive, positive outcomes being evident, and the initial steps to engage in comprehensive planning having been taken. Concerns included lacking an integrated, cohesive institution-wide perspective with benchmarks, having too many priorities, and overemphasizing growth. UPC members believed the critical next steps included continuing to involve the campus community in decision making, conducting an inventory of existing planning processes, and launching a formal strategic planning process.

As noted earlier, in fall 2008 Interim Director of University Planning Dr. Michael Parker was appointed. Dr. Parker led the spring 2009 meeting of the UPC, in which members identified numerous issues that must be considered as the campus develops a university-wide strategic plan. The work of CWP 1 on indicators of quality was shared with the UPC. Dr. Parker subsequently provided a **report summarizing strategic planning activities** to date and to provide the starting point for the UPC in fall 2009. Emphasizing the importance of understanding strategic themes from multiple perspectives (service, internal business process, funding/budgeting, and expertise/human resources) and incorporating a measurement/feedback orientation in strategic planning, Dr. Parker proposed the following strategic themes or issues:

- Finding new efficiencies and new ways to be effective in the context of on-going state support
- Creating a clearer sense of campus aspirations, identity, and image
- Addressing the changing needs and interests of our students
- Continuing to promote relevant new programs and curricula
- Addressing faculty and staff aspirations and workload
- Harnessing technology for the future
- Making planning more effective

The work of the University Planning Committee and subsequently of the President's Administrative Board suggested that a more extensive analysis of planning was needed in order



to ensure that every office in every division is aligned not only with the mission and goals, but also fiscally, with business processes, and with appropriate staffing levels to ensure that our services are provided to maximum effect. This process is ongoing as of fall 2009.

Concurrent with the work of our CWP task forces, our Planning, Resource, and Budget Committee (PRBC) proposed **revisions to UPS 100.201** in spring 2009 to clarify timelines, roles, and responsibilities in the annual planning and budgeting process. Given the complexity of the university planning and budgeting processes, the Academic Senate also made changes to its by-laws to strengthen faculty participation. First, terms of faculty representatives on PRBC were increased from two years to three. Additionally, a practice of electing a PRBC vice chair who will then serve as chair the following year was instituted. Finally, in addition to our “State of the University” address given by the President, the Chief Financial Officer is now invited to give a “Fiscal State of the University” address each term.

The activities of the CWP task forces as planned in our Institutional Proposal have provided opportunities for our community members to engage in reflection and planning (CFR 4.1) on multiple occasions. As we move forward with our analysis of planning processes, our CWP 3 Task Force under the guidance of Dr. Michael Parker will focus on aligning our planning processes with campus needs (CFR 4.2), building upon the work on assessment provided by CWP 1 on indicators of quality (CFR 4.3).

## **Theme 2: Student Learning and Its Assessment**

The primary questions that guide our inquiry for the second theme, Student Learning and Its Assessment are:

- What are the student learning goals that we hold in common across baccalaureate degree programs?
- How are these learning goals articulated and achieved through curricular and co-curricular experiences?
- How can we improve the use of quality review processes such as the program performance reviews, annual reports, and discipline-based accreditation so as to assist departments in assessing student learning and using the results to improve their programs?
- How can student and faculty conceptions about what constitutes “effective writing skills” be aligned, and what existing and potential means of support would assist in developing such skills?

In our Institutional Proposal, five outcomes were established for the CPR review:

- Outcome 2.1. A central database on the university website designating student learning outcomes for each degree program.
- Outcome 2.2. An institutionalized process to identify and prioritize indicators of academic and co-curricular quality and link them to resources.
- Outcome 2.3. An infrastructure framework to support and coordinate the work of the individual units in their assessment and improvement of student learning outcomes.



- Outcome 2.4. A process involving students and faculty to identify shared views of effective writing within and across disciplines.
- Outcome 2.5. A process involving students and faculty to develop a set of descriptive rubrics for effective writing.

To address the first three questions and companion outcomes, two task forces—Student Learning and Its Assessment 1 and 2 (**SLA 1 and SLA 2**)—were created. After initial meetings in the spring of 2008, SLA 1 and 2 were combined for efficiency. The committee divided itself into three subcommittees with precise charges: 1) to collect Student Learning Outcomes (SLOs) from other universities (as a first step in evaluating department/program SLOs and developing campus-wide SLOs) and to develop a database of SLOs employed by individual departments/programs at CSUF; 2) to investigate the indicators of quality for academic and co-curricular SLOs, including a review of annual reports, program performance review, and the Student Affairs self-studies; and 3) to determine the contact people for department/program assessment, to develop a framework for supporting departments and programs, and to establish a procedure for evaluating the SLOs of each department/program.

To address the last question and outcomes, Writing 1 and 2 (W 1 and W 2) Task Forces were designated in our Institutional Proposal; subsequently, the work of the W 1 and W 2 Task Forces was combined and taken on by W 1.

### ***SLA Outcome 2.1: Central Database of Student Learning Outcomes***

Student learning outcomes have been addressed at the levels of courses, General Education categories, programs and departments (CFR 2.2), and university-wide (CFR 1.2, CFR 2.3). Per **UPS 300.004**, instructors are required to include course objectives and learning goals, course assignments and activities, and grading policies in syllabi (CFR 2.5). In addition, the faculty retention, tenure, and promotion (RTP) process includes review of instructor pedagogy and assessment practices (**UPS 210.000**, pages 9 and 10). In UPS 210.000, teaching is explicitly identified as weighing most heavily in the RTP process.

For courses that meet General Education requirements for the University, syllabi must contain a statement of the specific requirement(s) that are met and must also include the learning goals for the General Education category or categories in which the course carries credit (**UPS 300.004**). In spring 2007, the General Education (GE) Committee completed a review and recertification of all General Education courses which included the alignment of all courses with the GE student learning goals. The following year (spring 2008 through fall 2009), the GE Committee was granted a one-year course review moratorium by the Academic Senate to allow time to begin writing the program performance review. Concurrently, the CSU system issued Executive Order 1033, which was a revision of the system-wide **General Education Breadth Requirements**, creating the opportunity to revise and update the campus GE student learning goals.

After extensive campus involvement, including a survey to the campus community, numerous department and college meetings, a campus-wide GE Forum, establishment of a **GE website**, and several revisions, the new **General Education: Goals for Student Learning** (UPS 411.201) were presented to the Academic Senate in May 2009. They were approved with no opposing



votes. Several next steps are necessary to implement UPS 411.201. In addition to the mechanical logistics (e.g., changing the catalog, updating the Titan Degree Audit, etc.), major considerations include bringing current GE courses into alignment as well as designing and implementing an appropriate assessment system. A method of assessing student learning pertaining to the goals of GE needs to be created, implemented, and used as a means of ongoing enhancement of the GE program. It is anticipated that the program performance review for General Education will be completed and reflected in the EER.

**University Policy Statement (UPS) 300.022**, a document that has been adopted by our Academic Senate and is under continual review as our campus grows and evolves, provides the guidelines for assessment plans. Faculty in each department and program have been charged with developing and implementing assessment plans (CFR 4.6). An initial **inventory of assessment practices** for all departments and programs was conducted with the June 2007 annual report process, and it has been repeated in the annual reports for 2008 and 2009. Continued development has taken place each year, and the Director of Assessment and Educational Effectiveness has created a **central repository** on the university website showing student learning goals and student learning outcomes (CFR 2.4) for degree programs.

Work has begun to align University-wide student learning outcomes with the **Cal State Fullerton Mission, Goals, and Strategies**. The items chosen from the CSUF Mission, Goals, and Strategies directly relate to academic and co-curricular assessment (CFR 2.6). As an initial step, the student learning outcomes developed by the Anthropology Department were consulted. We expect to polish this draft in spring 2010; as identified in our Institutional Proposal timetable, we will fine tune these University-wide SLOs through fall 2010 as needed.

***SLA Outcome 2.2: Indicators of Academic and Co-Curricular Quality***

Numerous institutionalized processes that document indicators of academic and co-curricular quality are in place. In the academic arena, a number of periodic reports and related activities require academic departments and administrative units to 1) report on learning goals and learning outcomes, 2) implement assessment strategies and measures, 3) identify indicators of quality, and 4) report on the ways in which assessment results are used to improve programs, curriculum, departments, and colleges. A sample of these reports/processes is displayed in Table 2.

Table 2. Reports/Processes Monitoring Indicators of Academic Quality

Report/Process	Units	Frequency
<b>Academic Affairs Annual Report</b>	All departments (instructional and non-instructional)	Annually
<b>Program Performance Review</b>	Academic departments/programs	Every 7 years
<b>Disciplinary Accreditation</b>	Various colleges and departments	Varies
<b>English Writing Proficiency Exam (EWP)</b>	All students must demonstrate writing ability acceptable for graduation	Periodically

In the co-curricular arena, similar reports focus on goals, accomplishments, strategic planning, and best practices. They also include a focus on **learning outcomes in the co-curriculum**. Co-



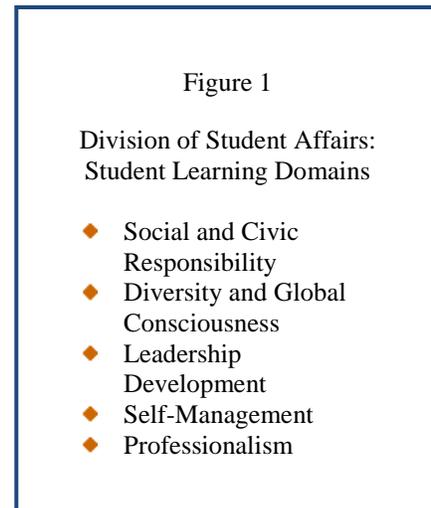
curricular activities are assessed regularly, leading to further improvement of student support programs and services. A sample of these reports/processes is shown in Table 3. In 2007, Student Affairs established a division-wide Assessment Committee charged with the development and implementation of strategies to assess student learning outcomes from programs and services across the division. Student Affairs (co-curricular activities) partnered with Institutional Research and Analytical Studies to create the **College Portrait** (CFR 1.7), the deliverable of the nationwide Voluntary System of Accountability. As a part of this project, a series of **assessment reports** of student experiences and perceptions related to co-curricular programs has been posted at the Division of Student Affairs website.

Table 3. Reports/Processes Monitoring Indicators of Co-Curricular Quality

Report/Process	Units	Frequency
<b>Student Affairs Annual Report</b>	All departments	Annually
<b>Student Affairs Self-Study</b>	Departments/program areas	Every 5 years
<b>Student Affairs Assessment Committee Reports</b>	Assessment Committee	Periodically

In addition to the assessment reports from various programs and service areas, the Student Affairs Division periodically conducts a self-study based on criteria from the Council on the Advancement of Standards, which includes comprehensive standards for student affairs function areas. In spring 2009, the committee finalized a list of **Student Learning Domains** sufficiently broad to encompass the breadth of learning opportunities available to students through the co-curriculum at CSUF, as shown in Figure 1.

Corresponding characteristic statements for each learning domain were created by the Student Affairs Assessment Committee, shared with divisional leadership, and finalized. Development of department-level learning outcomes, mapped to one or more of the divisional learning domains, will commence during the 2009-2010 academic year followed by assessment efforts at the department and program level.



Co-curricular programs are regularly reviewed with reference to stated outcomes (CFR 2.11, CFR 4.6) via the Student Affairs Annual Report process implemented during the 1997-1998 academic year. Reporting guidelines were expanded for the 2007-2008 annual report to include student learning outcomes assessment activities conducted by select departments in the division. As the division-wide learning domains are adopted and aligned with department/program level learning objectives, the reporting on student learning outcomes assessment activities within the annual report will be greatly enhanced.



### ***SLA Outcome 2.3: Framework to Support Assessment and Improvement of Student Learning Outcomes***

As a basis for taking any needed action vis-à-vis academic program curricula, the CSU Trustees have mandated that all bachelor's programs have in place formal statements of goals, formal assessments of student learning in terms of those goals, and appropriate means for providing faculty with the information gained from assessments. In an effort to assist departments in assessing student learning and using the results to improve their programs, the SLA Task Force has reviewed the use of quality review processes such as the annual reports, program performance reviews, and discipline-based accreditation practices. The goal is to create an infrastructure framework to support and coordinate the work of departments and programs in assessment and improvement of student learning outcomes.

To this end, enhancements were made to the annual report guidelines for **2008** and **2009** to require details on assessment practices. At an initial level, this requirement highlights the importance of the issue of assessment to each department. Each program is accountable for its assessment plans and procedures on an annual basis.

Additionally, in accordance with **UPS 410.200**, every seventh year each program must submit a program performance review (CFR 2.7, CFR 4.4). With the 2006-2007 program performance review (PPR) cycle, a special focus on assessment was added. This focus was enhanced, beginning with the 2007-2008 cycle, to include a table to document the stage of development (planning, emerging, developed, or highly developed) of a program's assessment plan, including mission statement, student learning goals, student learning outcomes, assessment strategies, and utilization for improvement. The information in this table is then discussed in a self-study narrative (**PPR Guidelines, 2009-2010**). A follow-up action letter from the Director of Assessment and Educational Effectiveness is provided to each program to assist in identifying areas of success and issues of concern.

Through review of the annual reports and PPRs, the Director of Assessment and Educational Effectiveness is able to identify if assistance is needed by departments and programs in developing their assessment plans. The PPR process includes opportunities for written responses and in-person meetings with department chairs, faculty, students, deans, the Director of Assessment, and the Vice-President for Academic Affairs. This review process has also identified departments that are exemplars in assessment.

In 2008, the Department of Biology was acknowledged for its success in creating and implementing an assessment plan. Inspired by this success, the Advancement in Assessment Award (AAA) was instituted and awarded to the Department of Anthropology in 2009. It provides a monetary grant to the department for its exemplary work in improving its assessment plan. Additionally, the award recipient presents a summary of its work at the annual **Summer Institute** on Program Performance Review and Assessment for faculty of departments and programs scheduled to begin a PPR in the next two or three cycles. Presentations include practical experiences of using indirect, direct, formative, and summative assessment practices as well as using data from assessment measures to improve the effectiveness of teaching and learning. The Summer Institutes have also featured keynote speakers on assessment, Swarup E. Wood and Mary J. Allen. In addition, at these events the Office of Institutional Research and



Analytical Studies has provided extensive presentations on how to interpret the data that will be provided to each program for completion of the PPR (CFR 4.5).

Also in conjunction with the Director of Assessment and Educational Effectiveness, the SLA Task Force created an interactive workshop employing PowerPoint and an audience response system (clickers). This workshop was piloted in January 2009 for chairs and other faculty in the College of Humanities and Social Sciences, and in April 2009 for the College of Communications and the College of Engineering and Computer Science. The workshop provides an overview of all components of assessment (from creation of a mission statement and aligned learning goals and measurable student learning outcomes, to measuring indicators of quality, to “closing the loop” by utilizing assessment results to improve student learning and success). It allows departments to reflect upon their current practices. The workshop will be presented to additional colleges in 2009-2010.

The Faculty Development Center (FDC) continues to provide quality workshops that not only support creative and scholarly development, but also promote and improve student learning (CFR 3.4). The FDC has long been a co-sponsor of the **Annual Western Assessment Conference** held at CSUF.

Twenty-five campus programs are **accredited by outside national, state, or specialized accrediting regional agencies** that require identification of key performance indicators. Per **UPS 410.200**, such accreditation reports may be accepted as a substitution for a full PPR, subject to approval from the appropriate Dean and the Vice President for Academic Affairs (or designee such as the Director of Assessment and Educational Effectiveness), and with the submission of additional information, such as the direct assessment of student learning, that is particularly required by our campus. Most programs have identified student learning outcomes as well as the key performance indicators required by the agencies. Some have created extensive web presentations of their assessment plans, such as the **Mihaylo College of Business and Economics** and the **College of Education**, including its **Assessment System Document**. Others provide listings of learning goals, such as the **Department of Visual Arts** and the **Department of Civil and Environmental Engineering**. Many of these programs utilize alumni surveys, exit interviews, and the views of other stakeholders to provide information to assess educational effectiveness (CFR 4.8).

### ***SLA Outcomes 2.4 & 2.5: Shared Views of Effective Writing and Descriptive Rubrics***

In fall 2008, the Writing 1 (W 1) Task Force completed its work of identifying shared views of effective writing within and across disciplines and began a process to develop a set of descriptive rubrics that would provide characteristics of good writing.

The first step toward this goal was to collect rubrics from each college. More than 20 rubrics were collected, from which a list of shared qualities grouped into larger sets of characteristics was created. This list of writing outcomes, titled “**Student Writing Assessment**,” is intended to provide faculty and students with a place to explore what is expected in good academic writing and how these qualities can be adjusted and expanded for particular disciplines and assignments.



In spring 2009, the Writing 2 (W 2) Task Force accomplished two major tasks. First, the task force created a series of flexible, descriptive rubrics to suggest how the outcomes discussed in “Student Writing Assessment” might be translated into actual assessment materials. To this end, committee members from different disciplines created sample rubrics, which serve as examples of how instructors across campus might apply and adjust the list of desired writing outcomes for their particular disciplinary practices while simultaneously retaining its cross-disciplinary integrity. Second, the task force designed two surveys—one for faculty members and one for students—that seek to determine two issues: 1) how well “Student Writing Assessment” represents the expectations of the campus across colleges and 2) what sort of differences exist between faculty and student perceptions of “effective writing.” Pending approval by the Institutional Review Board, the final versions of these surveys will be administered in fall 2009 or spring 2010.

### **Theme 3: Promoting Student Engagement and Success**

The overarching question that guides the inquiry for the third theme, Promoting Student Engagement and Success, is:

- How can we better promote student engagement and success by means of our teaching, mentoring, and advising and make the best use of our resources in order to achieve this objective?

For the Capacity and Preparatory Review, it was determined that the following outcomes would be essential components:

- Outcome 3.1. Assess student, faculty, and staff experiences and perspectives regarding advising.
- Outcome 3.2. Establish and support an all-university community of advisors and implement a professional development system for them.
- Outcome 3.3. Review and improve the use of Titan Degree Audits as a tool for facilitating graduation.
- Outcome 3.4. Assess the extent and ways in which CSU Fullerton students engage in the academic and co-curricular aspects of the campus.
- Outcome 3.5. Provide more accessible information about student-faculty research and scholarship by expanding the annual compendium of faculty research to include and profile student-faculty research projects.

These five outcomes became the bases for five initial Promoting Student Engagement and Success (SE) **task forces**. For each task force, we sought appropriate and campus-wide membership, including staff, faculty, students, and administrators.

#### ***SE Outcome 3.1: Student, Faculty, and Staff Experiences with Advising***

Task Force SE 1 began in spring 2008 to review existing academic advising practices, relevant campus documents (e.g., **Facilitating Time to Degree**; **GE Survey Results**), and to create a



**matrix** of all academic advising services. SE 1 created a **survey** on student perceptions of advising and distributed it electronically in spring 2009. The data will be reviewed beginning in fall 2009.

Pending review of the student survey, preliminary recommendations include to:

- Enhance the initial orientation for students (New Student Orientation [NSO] for freshmen and Transfer Student Orientation [TSO] for students entering from community colleges or other four-year institutions) by creating a Student Guidebook that addresses requirements for graduation, a degree progress checklist, information about advising processes for GE and the major, and GE requirements. To assist incoming students, pre-advisement tutorials would provide an introduction to basics. Having a Student Guidebook and pre-advisement tutorials will increase the quality of advising and the consistency of information provided to students.
- Address the gap of timely advising that may occur when students declare or change their major. Procedures should be established to provide consistent tracking of students who change from an undeclared major, any changes to major requirements, and an effective intake/exit process for all students within a given major to assist with information about the major and graduation requirements. The process to change a major should be available and implemented online.
- Implement a campus-wide professional advisement training program for advisors, similar to SE Outcome 3.2.
- Encourage departments to administer student exit surveys to ascertain students' experiences of advising within the major.

Work will continue through the 2009-2010 academic year to analyze survey **results** in more detail, to decide if further research is necessary, and to make additional recommendations.

### ***SE Outcome 3.2: Professional Development System for Advisors***

Through initial work as identified in the Institutional Proposal, it was determined that the availability and quality of advising services are uneven and fragmented. To address this concern, the charge for SE 2 was to propose a professional development system to support an all-university community of advisors after reviewing current and possible practices.

An extensive **list of what advisors need to know** was created, and SE 2 members extensively discussed differences in levels of necessary knowledge. Some colleges (e.g., Mihaylo College of Business and Economics) have their own centers for advising with staff who are familiar with critical details such as probation or policies on repeating courses, whereas some departments rely on faculty who are very familiar with the particular requirements for a major but not necessarily with overall graduation requirements or how to use the **Titan Degree Audit (TDA)**. The task force also determined that training should be made available for all advisors and that a continually updated list of advisors was necessary.

Further recommendations include:



- Continue support of the already established community of advisors on Blackboard that is part of the Academic Advising Certificate in Excellence. The Certificate program was created through a University Mission and Goals Initiative Grant and includes several online training modules. Financial support will be necessary to continue the Academic Advising Certificate in Excellence program.
- Monitor, update, and maintain a Blackboard learning community for advisors.
- Create an on-going Advisor Professional Development Committee composed of representatives from the following departments: Grad Check, TDA, Evaluations, Academic Advising, Center for Careers in Teaching, Honors Program, Freshman Programs, Business advising, Communications advising, the AVP of Undergraduate Programs, and the Associate Deans for each college.
- Conduct a university-wide study concerning graduation deferrals to identify problematic areas and ascertain what processes or procedures could be implemented to reduce the number of deferrals.
- Have the Academic Advising Center handle advising for units to graduation, probation, and disqualifications so faculty advisors can focus on major and career advising within their discipline.

### ***SE Outcome 3.3: Titan Degree Audits***

The campus instituted a new software system that “went live” in spring of 2008 after several years of pilot testing in two colleges. Part of the new DARwin interface with CMS includes a Titan Degree Audit (TDA) to facilitate major, minor, and general education requirement tracking initially. Later, features will be added to assist students in investigating a change of majors, create wait lists for sections that are already closed, and establish wish lists for desired courses. The task of SE 3 was to review the newly implemented TDA in order to explore ways to increase and improve its use in order to become a tool for facilitating graduation. As a result of their review and final report, five themes emerged:

- *Advisor Training and Responsibilities.* The use of the TDA is inconsistent across campus by students and advisors. Specific recommendations include providing training to all advisors on using the TDA, creating an Advisor community on Blackboard that includes links to critical information, establishing advising timelines, and informing students about the TDA.
- *Reliability and Resources.* It is essential that the TDA be accurate for all students. The TDA office must be notified of any changes or corrections to individual TDAs.
- *Student Responsibilities.* Students need to view the “How to Read the TDA” tutorial; review their TDA each semester and report changes or errors; and declare majors and minors in a timely manner so that TDAs can accurately reflect the requirements for graduation.
- *Suggestions for Future Improvements.* SE 3 identified **17 suggestions for improvement**, ranging from items that have recently been accomplished (e.g., standardize the CSUF GE program to conform to a new Executive Order) to more challenging, yet highly desirable opportunities (e.g., add area for advisement notes, create a TDA for graduate programs).



- *Advising Community.* SE 3 strongly supported the charge of SE 2 to create a viable and sustained electronic advising community with a core committee responsible for the on-going updates and dissemination of training and information.

### ***SE Outcomes 3.1, 3.2, and 3.3***

At the outset of the task force meetings of SE 1, SE 2, and SE 3, it was apparent that although each group had distinctive responsibilities, academic advising is a highly integrated process that cannot easily be compartmentalized. The chairs of each of the three task forces and the WASC Steering Committee liaisons met to share and coordinate efforts. The task force chairs continued to meet regularly to keep each other informed about their respective work and to seek input from the other groups. Their efforts resulted in all three task forces contributing to the design of the student advising survey, the professional development system, and enhancement of the TDA process. As such, the three task forces addressed CFRs pertaining to advisement: “the organization and delivery of advisement” (CFR 2.3), “students understand the requirements of their academic programs and receive timely, useful, and regular information and advising about relevant academic requirements” (CFR 2.12), support services are designed to meet student needs (CFR 2.13), and the special issues facing transfer students are considered (CFR 2.14).

As specified in our Institutional Proposal, a combined SE 1, SE 2, and SE 3 Task Force, now called SE 6, will create an improved advisement system that demonstrably facilitates student success. To support academic advising, SE 6 will be responsible to develop a permanent Advisor Professional Development Committee charged with supporting the already-established Blackboard community of advisors currently maintained by the Academic Advising Center.

### ***SE Outcome 3.4: Assessment of Academic and Co-Curricular Student Engagement***

The task of SE 4 was to assess the extent and kinds of student engagement via survey in coordination with our participation in the Voluntary System of Accountability (VSA). After considering four possible choices, the task force determined that the university should use the National Survey of Student Engagement (NSSE), to assist in identifying “the characteristics of its students and assesses their needs, experiences and levels of satisfaction” (CFR 2.10).

CSUF participated in the 2009 NSSE administration in order to gain a better understanding of our students. Five thousand CSUF students were invited to participate in a web-based version of the NSSE survey administered in spring 2009. The invited sample had 2,500 freshmen and 2,500 seniors. The survey had a 37.3% response rate (842 freshmen and 1,025 seniors). Data were collected and summary results were prepared by NSSE.

In October 2009, a presentation of CSUF **NSSE scaled score data** was made by the Office of Institutional Research and Analytical Studies to the Academic Senate Student Academic Life Committee. The scaled score data covered Level of Academic Challenge, Active and Collaborative Learning, Student Faculty Interaction (SFI), Enriching Educational Experiences (EEE), and Supportive Campus Environment. The discussion primarily focused on the EEE and SFI scales and items that were used to create them because in both cases the scaled scores lagged peer scores.



### ***SE Outcome 3.5: Compendium of Student-Faculty Research and Scholarship***

Task Force SE 5 addressed the goal of enhancing student engagement with faculty research (CFR 2.9, CFR 2.10, CFR 2.11) by providing more accessible information about student-faculty research, creative activity, and collaborative scholarship through creating an **expanded annual compendium of faculty research** that also includes student-faculty research and collaboration. Data on student-faculty research activities were compiled based on 1) annual reports from departments and programs in 2009, 2) Faculty Development Center faculty-student research and creative activities grants, 3) a report from all Colleges and a special report from the College of Natural Sciences and Mathematics, and 4) grants to faculty and students through the CSU Program for Research in Biotechnology. SE 5 members made the following recommendations:

- Ask on grant routing forms if the grant involves students.
- Encourage faculty to work with students on grants.
- Ensure that faculty get credit for doing research with students.
- Credit faculty, in the post-tenure review process, who have grant activity and research.
- Include a section in the annual report for student/faculty collaboration.
- Create a university-wide data base of student-faculty research/scholarly/creative activities.
- Highlight courses offered, centers, institutes housed on campus that provide research opportunities for students.
- Provide opportunities for undergraduate students to learn research methods.

### ***SE Outcomes 3.4 and 3.5***

To continue the work outlined in our Institutional Proposal, the SE 7 Task Force—composed of the Student Academic Life Committee—will review the student engagement and success data amassed during the CPR and recommend to the President’s Administrative Board strategies to improve the graduation rates, research opportunities, and co-curricular experiences of our students. The review and recommendation process will become part of the committee’s ongoing responsibilities and will be reported as part of our EER.



## CHAPTER THREE: EDUCATIONAL EFFECTIVENESS REVIEW

Looking toward the next phase of our reaccreditation process, the Educational Effectiveness Review, we have focused our attention on each of the three themes, their task forces, and the work as outlined on the Milestones/Work Plan Chart (pages 12-14) in our **Institutional Proposal**. The state's financial crisis leading to **employee furloughs** and a reduction in staff has negatively impacted our progress this year. To complete the work as originally envisioned in our Institutional Proposal, we respectfully request to adjust our Work Plan timeline so that there are 24 months between the CPR and EER visits. This will allow us to compensate for meetings lost to reduced work schedules of our employees this year, permitting us to complete our inquiry processes and fully address the research questions planned in our Institutional Proposal. We expect that the long-term sustainability of our efforts at improving campus-wide planning, student learning and its assessment, and student engagement will be enhanced by this adjustment.

In keeping with our "Timetable for CPR and EER Work Plan" in our Institutional Proposal, charges for the task forces launched in fall 2009 (referenced below) have been developed to guide our progress toward a successful EER. Most (but not all) of the task forces have their members appointed and are making progress toward the planned objectives.

### ***Campus-Wide Planning***

As one of 23 institutions in the publicly supported California State University system, our campus has a degree of independence in determining its strategic objectives. However, campus goals are bound by parameters established by the California State Legislature and the Chancellor and Board of Trustees of the CSU. For example, the state's financial crisis resulting in severe budget cuts to the CSU system abruptly shifted our campus focus from concerns about how to deal with enrollment growth to how to provide access to our currently enrolled students and those seeking enrollment in the coming years. The work of our CWP task forces established in the process of developing our Institutional Proposal provides a solid basis for the outcomes to be reported in the EER.

As shown in the **CWP 3 Task Force charge** for 2009-2010, the University Planning Committee (which includes representatives from our three CWP task forces) is scheduled to develop a concept map of all planning processes and their relation to the university strategic plan. A subcommittee is currently working on drafting the map, with work to be completed next year.

In spring 2010, CWP 3 is scheduled to initiate efforts to develop a long-term integrated university strategic plan that has consensus and widespread understanding of the various campus constituencies. To facilitate this work, Dr. Michael Parker was appointed Interim Director of University Planning in fall 2008. As detailed in Chapter 2 herein, the work of the CWP task forces and Dr. Parker's careful stewardship provide a firm foundation for the strategic plan to be developed and communicated to all constituencies for our EER. CWP 3 will meet in either December or January. As noted above, however, the priorities in the long-term strategic plan will be impacted significantly by recent state budget priorities in response to a very different context than that contemplated in our Institutional Proposal.



## ***Student Learning and Its Assessment***

Working toward completing their own set of EER outcomes, the task forces on Student Learning and Its Assessment and on Writing will be creating and making public various guidelines for the campus community. **SLA Task Force** will provide a preliminary set of student learning goals that are held in common campus-wide and accessible evidence of ongoing processes of assessment and improvement of student learning outcomes at the program and campus level.

The **Writing Task Force** will develop and publish a set of campus-wide student learning goals for writing; a coordinated set of faculty and student resources and programs for writing to learn, writing pedagogy, and writing assessment; and a public statement that articulates how we expect student writing to develop throughout progress toward the baccalaureate degree.

There are several ways in which the current budget crisis will impact the proposed work on this theme. First, due to the current slowdown on faculty hiring, it is unlikely that a new campus position, Director of Writing in the Disciplines, will be established at a time when existing positions are already in jeopardy. Second, there is concern regarding the budgetary and staffing commitment necessary for web support. Once the task forces have created the sets of guidelines, they, along with the Steering Committee, may have to seek alternative methods for making the information easily and effectively available to the campus community. Finally, given the recently instituted campus furlough plan and the related pay reduction, faculty and staff will be challenged to take on the additional work that would result were we to establish other standing campus committees.

## ***Promoting Student Engagement and Success***

For their part in completing the work of the Educational Effectiveness Review, the various task forces related to Promoting Student Engagement and Success will move forward on two initiatives. First, **SE 6** will further enhance the professional development and support system for advisors in efforts to facilitate student success. Second, **SE 7** charges an established standing committee to review research findings on student engagement, propose interventions, and monitor the extent to which such campus strategic initiatives promote student engagement and success.

However, due to the current budget crisis, vacant staff positions are likely to remain empty and release time for faculty has been cut back—directly affecting the availability of advising and mentoring of students. The desired funding for the Certificate Program for professional development for advisors and on-going training is questionable. With the imposed furlough days, the available time for task forces to meet to continue their work will be gravely hampered, especially when trying to coordinate staff and faculty schedules. Although much has already been accomplished, the extended time frame will allow us to complete our planned research.



## **CHAPTER FOUR: INTEGRATIVE ESSAY**

In the time since the approval of our Institutional Proposal, our campus community has dedicated resources, time, and considerable effort to address our initial research questions. As a result of the extensive work of the task forces, established campus committees, and the WASC Steering Committee, we now have a greater understanding of the capacity of our campus to further enhance the university and its mission.

### ***Theme 1: Campus-Wide Planning***

The questions leading our campus-wide investigation on the Campus-Wide Planning (CWP) theme included the following:

- In the face of enrollment pressures and system-wide expectations, how does each campus unit define and assess indicators of quality and their contributions to the academic mission of the University?
- How do we integrate and prioritize these indicators of quality with campus-wide planning?

The Campus-Wide Planning outcomes established in the Institutional Proposal for the CPR have been accomplished and provide a sound foundation for achieving the subsequent outcomes outlined for the EER. The CWP 1 Task Force has created an inventory of potential indicators of quality that span the University's current goals and that can be incorporated into the University's long-term strategic plan to be developed by fall 2011. Campus constituencies have provided input as to their view of the most appropriate indicators.

In terms of determining the appropriate composition of faculty and staff for our institution, the CWP 2 Task Force has concluded that our campus staffing patterns are not significantly different from those of other CSU large campuses. Recent campus efforts to increase the number of tenured and tenure-track faculty have succeeded in a significant increase in the ratio of tenured/tenure-track faculty over the past few years. The current budget climate and working conditions (for example, most CSU employees are currently working under a system-wide furlough reducing their work hours and earnings approximately 10%; positions are vacant due to severely reduced hiring) are challenges to addressing campus staffing issues.

Given the rapid deterioration in the conditions affecting public higher education, effective strategic planning is even more critical than in the recent past. Work on improving planning processes and revising the campus strategic plan is well underway. An interim Director of University Planning has been hired to coordinate efforts and CWP 3 and the University Planning Committee has been appointed. The CWP 3 Task Force has received input on indicators of quality to assess campus strategies from CWP 1, reviewed campus planning processes, and identified themes to guide strategic planning efforts next year.

### ***Theme 2: Student Learning and Its Assessment***

The primary questions that guide our inquiry for the second theme, Student Learning and Its Assessment are:



- What are the student learning goals that we hold in common across baccalaureate degree programs?
- How are these learning goals articulated and achieved through curricular and co-curricular experiences?
- How can we improve the use of quality review processes such as the program performance reviews, annual reports, and discipline-based accreditation so as to assist departments in assessing student learning and using the results to improve their programs?
- How can student and faculty conceptions about what constitutes “effective writing skills” be aligned, and what existing and potential means of support would assist in developing such skills?

Progress remains on schedule and on task for the theme of Student Learning and Its Assessment as delineated in our Institutional Proposal. A central database on the University website has been created that designates student learning goals and outcomes for each degree program. We have begun an institutionalized process to identify and prioritize indicators of academic and co-curricular quality. The annual reports—and especially program performance reviews, summer institutes, and workshops—have been developed to supply a framework to support and coordinate the work of departments and programs in assessment and improvement of student learning outcomes. The Division of Student Affairs has established a set of Student Learning Domains and Characteristics, and is working on an assessment plan for each department that matches the overall schema. A process involving students and faculty has begun to identify shared views of effective writing within and across disciplines and has begun to develop a set of descriptive rubrics for effective writing skills.

### ***Theme 3: Promoting Student Engagement and Success***

The overarching question that guides the inquiry for the third theme, Promoting Student Engagement and Success, is:

- How can we better promote student engagement and success by means of our teaching, mentoring, and advising and make the best use of our resources in order to achieve this objective?

Since the acceptance of the Institutional Proposal, the establishment and operation of the five individual SE task forces proceeded in a timely and effective manner and all five have completed their work for the CPR. Two new SE task forces have been established and are moving toward engaging in the efforts outlined for the EER. High quality advising—a result of further enhancement of professional development opportunities for academic advisors and further development of the Titan Degree Audit—will assist in more timely and accurate advising for all students. We will also better promote student engagement through student-faculty collaborative projects, research, and other co-curricular experiences.

### ***Final Thoughts***

In the process of writing this report, our goal has been two fold. Most importantly, we have sought to showcase the extensive work that has already been completed toward reaching the CPR



outcomes that we set for ourselves in the Institutional Proposal. Each task force, by means of our hard working and well-focused task force members, has accomplished the charges assigned and, consequently, reached the intended outcomes.

Our second goal in writing this report has been to provide an honest assessment of the way in which our planned work and anticipated outcomes for the EER will necessarily be impacted by the incomparably challenging budget crisis we face. The state budget situation is constantly shifting, making even short-term planning extremely difficult. As a campus, we fully expect further reductions to come from the Chancellor's Office at some point this year. We cannot know the size or the resulting scope of these reductions. Our campus is working with admirable collegiality—in the face of pay cuts, furloughs, tuition increases, and lost classes—to continue providing the high quality education that defines Cal State Fullerton.

Although we value the work required for our campus reaccreditation and are already seeing the benefits of having reached nearly all the intended outcomes proposed for our CPR, we find ourselves in an historical moment that forces us to make choices between the daily work to be done in order to maintain a high quality academic institution and the work to be done in order to achieve the long-term success of our University. We are grateful for the guidance that the Western Association of School and Colleges provides as we move forward.



## INDEX OF CRITERIA FOR REVIEW

The following index shows the page of the CPR on which specific criteria for review are referenced.

“IP-SRS” refers to the Self-Review Under the Standards (institution-wide) included in our Institutional Proposal; these items were rated as lower priority and/or not requiring attention in the Self-Review.

Asterisked items were rated as needing attention or significant development and high in priority in the Self-Review.

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