California State University, Fullerton
Final Report
Self Study for Reaffirmation of WASC Accreditation
January 1999

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Part I: Introduction

> In our discussions, the staff at WASC asked the Self-Study Steering Committee, "What kind of story do you want the Self Study to tell the Cal State Fullerton campus? You've been collecting data about learning for nearly two years. What have you discovered?"
>
> No strangers to the Socratic method, we said, "You've read our draft documents…how would you describe us?" "This is a campus that is engaged," we heard.

For the past two years, the Task Force that was convened to prepare materials for CSUF's ten year reaccreditation by the Western Association of Schools and Colleges has collected data to document the University's mission of insuring the preeminence of learning. We have talked with scores of members of the campus community. We have read volumes of materials and circulated volumes of our own. We have analyzed existing data and collected new information to fill in gaps in our understanding. We wanted to tell the "story" of Cal State Fullerton both to meet the expectations of our accrediting agency and to assess how well we were meeting the needs of our community. With over 27,000 students and more than 3,000 employees, we knew there were at least 30,000 stories that could be told. Could we convey what our campus is about in one document?

This document summarizes that effort. It is a record of a growing campus that has taken its mission statement to heart, that promotes learning among all of its members, that enjoys a prominent place in the larger community, and that is involved in a continuing process of self improvement. It is a campus that is distinctive for its diversity, distinguished by the excellence of its faculty and staff, and notable for its integration of services and support. It is a campus that responds positively to criticism and is not afraid to adapt and change. The campus does not claim to be perfect. However, it has built in mechanisms for reflection and self correction.

We have discovered that Cal State Fullerton's students, faculty, and staff are indeed engaged in a myriad of efforts that enhance the University's mission to create a learning-centered institution. We note especially that

- The University supports all of its members in learning endeavors. Its Employee Training and Development program and its Faculty Development Center have supported learning initiatives for hundreds of faculty and staff.

- Through coordination and collaboration, the major divisions of the University offer academic, professional and personal support services to its students that are resources for successful learning.

- Our student population is among the most ethnically diverse in the country, and our record of successful graduation of these students makes us a national leader.

- Our technological infrastructure is among the most sophisticated in the country with wide access provided to the whole campus community.

- Our library is a center for campus learning particularly with regard to making information competency a feasible goal for our students.

- We have identified the strengths and challenges of maintaining quality classrooms and a supportive physical environment for learning.

- By establishing clear goals for our General Education program, we are building assessment of learning goals into our curriculum to ensure that our students leave our campus equipped with fundamental skills to engage in life-long learning.

- We have modified processes for self-evaluation, such as periodic Program Performance Reviews, that will lead to improvement in areas such as long and short-range planning, educational innovation, curricular reform, and staff and faculty development.

- We have initiated new programs, such as the Fullerton First Year and an expanded Honors Program, and supported existing ones, such as President's Scholars and the University Mentor Program, that promote student excellence and high achievement.

The Plan of our Self-Study Effort

Our Self Study is focused around three themes that reflect the University mission of learning: student learning; faculty and staff learning; and the campus environment for learning. Our Task Force was divided into three subcommittees, each focusing on one of our themes.

The Self Study itself was conducted in two stages. During Phase I, we amassed and reviewed data that were already in existence on campus, as presented through Program Performance Reviews, accreditations by external agencies, annual reports, and other studies. For Phase II, we collected new data from surveys and studies that helped us "fill in the gaps" that we uncovered in Phase I. The complete texts of Phase I and Phase II are available on the Internet (http://wasc.fullerton.edu).

In the course of the Self Study, we came to realize that the three themes were not distinct and that our focus on learning uncovered elements in each of the themes that transcended the initial focus of our Subcommittees. We found significant connecting strands that seemed to tie the issues of learning to one another. These included

- the library as a campus learning center focused on issues related to information competency.
- technology and how it is shaping our learning skills.
- assessment, which permeated all of the data we collected.

This document attempts to put these elements and issues into context, focusing on the links among the themes and using the themes themselves to organize our data.

This Final Report first provides the background for the Self Study, laying out our three themes of learning and providing a context that shows how the Self Study is integrated into the campus's planning efforts. The document then summarizes the findings from both Phases of the Self Study and provides links to materials that support the "culture of evidence" that informed the efforts of the Self Study Task Force. Finally, the Self Study ends with conclusions and recommendations about issues where further improvement is anticipated. Appendices to the document include links to data consisting of studies and surveys conducted for Phase II as well as updates on progress in nine key areas noted by

WASC in its comments in 1990 and 1994. Appendices to the document provide detailed evidence and electronic links to our data portfolio that has been "cross-walked" with the University's Mission statement and WASC's standards to provide a comprehensive evidentiary aggregation of information to support reaffirmation of our accreditation.

Part II: Background

As described in the initial self-study proposal which was approved by WASC in Fall, 1997[1], the process for drafting the self-study report was a unique project for the campus. Stressing assessment based on the reflective analysis of existing and newly gathered information, the Self Study appraises progress in accomplishing the University's *Mission, Goals and Strategies*, and documents the strengths of the University in key areas related to its Mission. The study's three themes are drawn directly from the campus *Mission, Goals and Strategies*: Student Learning, Faculty and Staff Learning and the Campus Environment for Learning, aiming through thoughtful self-assessment to develop a clearer sense of the University's future directions and a campus-wide understanding of the implications of those directions. Tied directly to the University's mission and intended above all to be of value for campus planning, the Self Study aims as well to satisfy with distinction the requirements for reaffirmation of the University's WASC accreditation.

What made it possible for the University to undertake the theme-based, mission-directed Self Study, rather than a Self Study like all such previous studies, focused on and organized according to the nine accreditation standards of WASC's *Handbook of Accreditation* (1988) and its predecessors? A full answer is complex, yet it can be summarized simply: WASC *invited and encouraged* us to conduct such an experimental Self Study. Among the reasons for WASC's change in emphasis are the following:

- Like other regional accrediting agencies, WASC is in the midst of tremendous change. It is responding to stringent new U.S. Department of Education regulations, and working on a new accreditation *Handbook*.

- With institutions like Fullerton, whose reaccreditation is not in question, WASC has encouraged experimental self studies and visits.

- The old model of accreditation dated from the 1950s. Although over the years it became more comprehensive and linked to strategic planning, it needed to become even more

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[1] The planning team that created the proposal consisted of Judith Anderson, Executive Vice President; Joe Arnold, Associate Dean of the School of the Arts; Tom Klammer, Associate Vice President for Academic Programs; Mike Parker, Chief Information/Technology Officer; Jerry Samuelson, Dean of the School of the Arts; and Dolores Vura, Director of Analytical Studies.

responsive to the needs of each campus. With WASC support, several CSUs, UCs and private institutions have conducted experimental self studies that focused on campus missions in innovative models.

- In an emerging model for campus self studies, WASC's existing standards serve as a continually present background. However, institutions that are in "good standing" with WASC, that is, have neither been placed on probation nor given only preliminary accreditation, have been encouraged to design self studies that explore themes and topics tied to the campus's mission and that contribute to its planning efforts.

Goals of CSUF's Self Study

Two documents set the context for our Self Study and shape the questions that it seeks to answer: The University's *Mission, Goals and Strategies*[2] and the CSU's *Cornerstones*[3]. Of these two, the first is most important. The campus's articulation of its mission has now been in place for almost six years. It has shaped our discussions and guided our priorities. The timing of our Self Study is opportune: we need to assess how well we are doing in implementing the campus goals and strategies we have agreed upon. For the CSU as a whole, *Cornerstones* establishes goals for the new decade that have an immediate impact on individual campus priorities. *Cornerstones* promises to be important to the future of the CSU and therefore to CSUF.

Summary of the Self Study Goals

1. To assess progress in accomplishing the University's *Mission, Goals and Strategies* and thereby to document the strengths of the University in key areas related to its mission.
2. Through reflective self-assessment, to develop a clearer sense of the University's future directions and a campus-wide recognition of the implications of those directions.
3. To satisfy with distinction the requirements for reaffirmation of the University's WASC accreditation.

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[2] A copy of the *Mission, Goals and Strategies* may be found in the Data Portfolio, Standard 1, Appendix A.
[3] A copy of the *Cornerstones* document may be found at the Chancellor's Office Website at http://www.calstate.edu/cornerstones

Themes of CSUF's Self Study

Taking the *Mission, Goals and Strategies* as centrally important to CSUF's Self Study, the themes of the Self Study are tied directly to the University's overriding goal of being and becoming a place *where learning is preeminent*. What does it mean to us "to make learning preeminent," to what extent have we succeeded, and what further steps can we take to achieve this aspiration? What are the key indicators of learning that can offer us guidance into the future?

For many years, CSUF has striven to combine the best qualities of a teaching university and a research university. By tradition, as well as by emphasis in CSUF's *Mission*, the University stresses not just student learning, but faculty and staff learning as well, believing that the three are integrally linked. In focusing on learning, the Self Study explores three closely related themes: A. Focus on Student Learning; B. Focus on Faculty and Staff Learning; and C. Focus on the Campus Environment for Learning.

A. Focus on Student Learning

Using information derived from surveys, tests, focus groups, and other sources, the Self Study describes four facets of the student learning environment: 1) characteristics of the student body and its exceptional diversity; 2) factors that influence student learning on campus, including programs that meet students' diverse needs; 3) progress in making explicit the learning goals of our academic programs; and 4) strategies of assessment that link learning goals to student achievement.

Data for this theme came from a survey of incoming freshmen conducted by the University of California, Los Angeles Higher Education Research Institute (HERI) and from the five year CSU Student Needs and Priorities Survey (SNAPS). Most of the descriptive material came from reports generated by faculty about their activities, from faculty and staff responses to an RFP to document program assessments, and from periodic reports published on campus including Program Performance Reviews and annual reports. Our theme directed our attention not just to what students know and can do, but to how we go about documenting our

students' learning, thereby leading us to reconsider the methods we employ in assessing student learning and in determining program effectiveness.[4]

B. Focus on Faculty and Staff Learning

Using information derived from surveys, focus groups, and other sources, the Self Study explores the University's contributions to

a) the professional accomplishments and achievements of faculty and staff;

b) the professional development of faculty and staff and institutional support for it; and

c) faculty and staff satisfaction with support for learning on the campus.

The assumptions underlying this second focus are that student learning is linked inextricably with faculty and staff learning and that campus conditions fostering faculty and staff learning are an important part of what is required for the creation and support of powerful student learning communities.[5] Data for this theme were garnered from a second HERI survey that included CSUF in its nation-wide sample, a similar survey designed by the Subcommittee and distributed to staff members, and published campus reports.

C. Focus on the Environment for Learning

Using data from all available sources, including surveys and focus groups, the Self Study explores the quality of the University's environment for learning, both internal to the campus and in the external community, for students, faculty and staff. The Subcommittee on the Environment for Learning conducted a major survey using a cross-section of classrooms and contacting over 1,600 students. The goals of the Subcommittee were to document the "campus climate," including our facilities, technology, and other infrastructure as well as the interrelations of the social and physical contexts that provide the setting for learning at the University.[6]

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[4] See Kim Cameron, A Study of Organizational Effectiveness and Its Predictors, *Management Science*, 32.1 (1986), pp. 92-93, #1,2,3,4.
[5] Cameron, 1986, pp. 92-93, #5, 6.
[6] Cameron, 1986, pp. 92-93, #7, 8, 9.

Organization of the Self Study

The Task Force to direct the Self Study was organized in Fall 1997 from among all campus constituencies, including faculty, staff, administration, students, alumni and the community. Thirty members organized themselves into three subcommittees, each centered around one of the major Self Study learning themes. Members elected subcommittee chairs,[7] and a Steering Committee was formed from the chairs of each subcommittee with "technical" support provided from the Vice President for Academic Affairs.[8] Each major division on campus was asked for a budget contribution. Staff were hired, an office established, and equipment supplied. Procedures were established for on-going communication with the campus at large, including periodic newsletters, open information sessions, and wide distribution of drafts of studies and findings.[9]

Members of the WASC Task Force (particularly members of the Steering Committee) responded to invitations to present their self-study plans and progress reports to interested

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[7] The members of the Task Force and their subcommittee affiliations are: **Subcommittee on Student Learning:** Patricia Szeszulski, Department of Child and Adolescent Studies, Chair. Members include Joe Arnold, Associate Dean, School of the Arts, Professor of Theater and Dance; Marilyn Powell Berns, Community Member; Kristine Buse, student; David Fromson, Associate Dean, Natural Science and Mathematics, and Professor of Biology; Richard Pollard, University Librarian; Judy Ramirez, Chair, Child, Family and Community Services Division, and Professor of Child and Adolescent Studies (now Acting Assistant Vice-President for Academic Programs); Ephraim Smith, Vice President of Academic Affairs; Darlene Stevenson, Director, Housing and Residential Life; and Dolores Vura, Director of Analytical Studies.
Subcommittee on Faculty and Staff Learning: David DeVries, Department of Communications, Chair. Members include Rhonda Allen, Assistant Professor of Political Science and Criminal Justice; Friedhild Brainard, Office Manager, Financial Aid; Don Castro, Dean of Humanities and Social Sciences; David Falconer, Associate Dean, Engineering and Computer Science and Associate Professor of Computer Science; Harry Gianneschi, Vice President of University Advancement; Willie Hagan, Vice President of Administrative Affairs; Jessica Medina, student; Sandra Sutphen, Professor of Political Science; and Larry Zucker, Associate Vice President of University Advancement. The membership of the Subcommittee and Task Force changed slightly in Fall, 1998. Bill Barrett, Associate Vice President for Administrative Affairs replaced Vice President Hagan, and Barbara Esmark, Associate Vice President for University Advancement, replaced Vice President Gianneschi and Larry Zucker. Dean Castro left the University in summer, 1999.
Subcommittee on Campus Environment for Learning: Ray Young, Department of Geography (now acting Associate Dean of Humanities and Social Sciences), Chair. Members include Judith Anderson, Executive Vice President; Dorothy Edwards, Human Resources; Tom Klammer, Associate Vice President for Academic Programs (now acting Dean of Humanities and Social Sciences); John Lawrence, Professor, Management Science and Information Systems; Jeff Newell, student; Robert Palmer, Vice President for Student Affairs; Melinda White, Physical Plant; Colleen Wilkins, Environmental Health and Safety.

[8] In addition to Szeszulski, DeVries and Young, the Steering Committee includes Klammer, Sutphen and Vura.

[9] Copies of the periodic WASC Newsletters are available on the CSUF WASC site: http://www.wasc.fullerton.edu.

audiences on and off-campus.[10] On campus, the University Planning Committee (the main facilitators for the campus's discussion that resulted in the new mission statement) met with the WASC Task Force to coordinate preparation of the Self Study with campus planning efforts. On-going close communication between the Self-Study Task Force and the University Planning Committee will help to ensure that the results of the Self Study and the WASC visit are fully integrated into campus planning.

The timing of the Self Study was fortunate in that it could both benefit from and reinforce a number of reforms and innovations on campus. Capitalizing on the creation of a Faculty Development Center (FDC) in December 1997, team members participated in newly invigorated discussions of teaching pedagogy and technological innovation. The FDC appointed an Assessment Coordinator[11] and the Academic Senate created an assessment committee. The Senate's General Education Committee completed a multi-year process begun in 1994 to define learning outcomes for the GE program. For their 1998 annual reports, individual schools were asked to provide an analysis of their progress in assessing academic programs. Completion of a major campus infrastructure renovation in 1997-1998 linked every office into an electronic network, provided new computer equipment, and required training on that equipment for all faculty and staff.

In short, the WASC Self Study occurred in the context of a host of changes that were happening on the campus. Most of the changes reflect campus-wide efforts to strengthen support for learning and to build a true "learning community." Others are occurring as a result of rapidly evolving information technology and a strong economy that has allowed funds to flow to innovation. Our Self Study has enabled us to view and assess these developments as a whole in relation to our campus mission.

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[10] Including the WASC Annual Meeting in April 1999, a statewide CSU Institute for Teaching and Learning held in Long Beach in January 1998, and an American Association of Higher Education conference in San Diego in January, 1999.

[11] Who is also Chair of the Self-Study Task Force Subcommittee on Student Learning.

Part III: Major Indicators of Learning: Centers, Technology and Assessment

The University's Mission statement was adopted just as California and the CSU system were emerging, slowly, from the effects of a nation-wide recession that hit California particularly hard. Resources were scarce; in 1994, the surrounding community (Orange County) declared the largest municipal bankruptcy in the history of the United States; the University curtailed services and maintenance; faculty and staff went without pay raises. Things could have been better and, fortunately, rather rapidly became so. In the past three years, Orange County "recovered" from its bankruptcy, salary raises were reinstituted, and a healthy California economy permitted the Legislature and Governor to increase resources. Cal State Fullerton emerged as the campus with the greatest absolute enrollment growth in the CSU system, as reported this past December in the *Los Angeles Times.*

Los Angeles Times
latimes.com

Friday, December 10, 1999
CSUF Enrollment at Record High
Cal State Long Beach's increase is a close second. The state university system is struggling to cope with the boom.

By JEFF GOTTLIEB, Times Staff Writer
    Enrollment at Cal State Fullerton climbed to its highest level ever this year: 27,167 students, an increase of 5.8% over 1998.
    In addition, CSUF's gain of 1,492 students was the largest among California State University's 22 campuses. Nearby Cal State Long Beach had the next largest gain, 1,374. Nineteen of the state universities showed increases in enrollments.
    Because of baby boomers' babies going to college, what is known as Tidal Wave II, the number of students in the Cal State system has increased for the fifth consecutive year. During that period, enrollment has increased by 40,000, a 12.6% gain. …
        To accommodate the current increase, state university campuses are resorting to teaching more classes off campus, on closed circuit TV and during year-round sessions.
    CSUF, for example, has satellite campuses in Mission Viejo, Irvine, Garden Grove and Santa Ana. …

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Thus, the context for our Self Study is a time of growth and change. Like universities nation-wide, CSUF is responding to new demands for accountability for its expenditure of public dollars and new pressures to document the outcomes of its programs, courses, and

instructional strategies. It has responded by changing the procedures for its own periodic program reviews and by supporting initiatives that are designed to measure learning outcomes with systematic program assessment.

Data unifying and integrating the three learning-related themes of our Self highlight three distinct areas: centers for learning; the impact of technology; and the process of assessment.

Centers for Learning

Three centers emerged as particularly important from data collected by the subcommittees: the Pollack Library, the Faculty Development Center and the Employee Training and Development Program. Through these centers, we found that the University's capacity to provide technological improvements, coupled with education and training, have stimulated the creation of assessment programs and new approaches to delivering information and measuring student competencies.

The library as a learning center

The opening of Library North in the summer of 1996 more than doubled the physical space devoted to library activities, and the library has become a magnet for the community of campus users. Located at the geographical center of the University campus, the Library houses a collection of 700,000 books and bound periodicals, and one and a half million other resources such as government documents, archival materials, and special collections. The library offers comfortable study carrels and work tables sufficient to accommodate 3,000 persons, along with 18 rooms for group study, many of which overlook a serene green space. That seating capacity represents a more than four-fold increase over what was available at the beginning of the 1990s. An extensive seismic renovation of the original structure (Library South) has resulted in a stronger, safer, and more functional facility.

Completion of the new library included installation of more than 500 computers with full Internet capability. These provide users access to onsite collections and open a vast array of remote resources that may be navigated through a customized gateway of Library Web pages. Much of the basement of the new building wing is devoted to the Titan Lab, a

computer center for students to conduct research, complete course assignments, access library materials, use electronic mail, and engage in "on-line chats" with instructors and other students.

The Library's staff does not consider the facility to be a passive environment for learning but rather views its various instructional programs as their highest service priority. A broad range of approaches are offered, including individualized tutoring as well as small group classes, e-mail reference service, interactive kiosk information, Web-based subject research guides, and self-paced videotape introductions to available services. The formal instructional program is given priority with the use of four dedicated rooms, each equipped with state-of-the-art technology. Disciplinary faculty's endorsement of library instruction is clearly evident in the pattern of growth in the number of faculty-requested sessions: 432 sessions in 1996/97, which was double the number of previous years; 471 in 1997/98; and a 12 percent increase in 1998-99 to 528 instruction sessions serving approximately 11,500 students in 42 different disciplines.

Library faculty subscribe to a reference and teaching philosophy that encourages critical thinking and active involvement to prepare students for future research and writing assignments--both during the collegiate years and during the longer lifetime of professional and avocational experiences. A fundamental element of the learning goals associated with Library instruction is the concept of Information Competence, the ability to

- formulate and state a research question, problem or issue not only within the conceptual framework of a discipline, but also in a manner in which others can readily understand and cooperatively engage in the search.
- determine the information requirements for a research question, problem or issue in order to formulate a search strategy that will use a variety of resources.
- locate and retrieve relevant information, in all its various formats, using, when appropriate, technological tools.
- organize information in a manner that permits analysis, evaluation, synthesis, and understanding.
- create and communicate information effectively using various media.

- understand the ethical, legal, and socio-political issues surrounding information.
- understand the techniques, points of view and practices employed in the presentation of information from all sources.

The Library is exploring ways of assessing the effects of its instruction activities upon student learning. Several projects reported in our Phase II report teamed library faculty with discipline-based faculty to develop information competency courses with built-in assessment tools. In yet another way to ensure information competence, librarians schedule and hold individual in-depth research consultations. This service is available to both undergraduate students working on term papers or projects and graduate students who are beginning work on thesis projects. The sessions generally last from one to three hours, depending on the research needs of the individual. During the spring 1999 semester, librarians scheduled and held a total of 92 research consultation appointments.

Discussion

Information competency has emerged as a critical learning goal in general education and discipline-based studies. Working cooperatively with teaching faculty, the library staff has defined its objectives for information competency and created programs to implement those learning strategies. Its success is measured by data collected in ongoing assessment studies. We surveyed students enrolled in capstone courses and asked these students about their experiences with library courses. Our survey showed that 91 percent of capstone students had attended library workshop courses, compared to 81 percent in the general undergraduate student population. Of those who attended sessions, 41 percent said the sessions contributed "very much or much" to competing assignments in courses; 33 percent said they contributed "moderately"; so a total of 74 percent found the sessions useful. Only six percent of capstone students, compared to 14 percent of non-seniors and 8 percent of seniors have *never* used a library to do research. We conclude that the library is well used but that multiple approaches (like culminating experiences such as capstone courses) improve students' exposure to the needed resources and further the library's goals of developing students' skills in handling information competently.

The Impact of Technology

To enable the campus community to take full advantage of new technologies for teaching and learning, Cal State Fullerton has committed extensive resources to develop and implement a state-of-the-art information infrastructure to support curricular innovation and the educational process. The high-speed digital infrastructure now in place provides the entire university with universal, 24-hour access to its technology resources, including e-mail for all students, faculty and staff as well as access to the Internet and to the library's online services.

Computer Rollout

Upgrading of the campus technology infrastructure took place in 1997, preceding the Computer Rollout project. The project put an identical new computer with software on the desk of every full-time faculty and staff member. The project also supported the establishment of an on-campus 81-hour-per-week help desk as well as a software-training program jointly offered by Employment Training and Development (ETD) and the Office of Information Technology (OIT)

Faculty and Staff Use of Technology

Staff and faculty attended mandatory software-training programs before receiving the new rollout computers. At a minimum, personnel were required to attend *Utilizing Windows NT/Outlook E-Mail* classes (or *Utilizing Macintosh OS8/Outlook E-Mail).* While the Computer Rollout project is still ongoing for new employees, most of the training took place between November 1997 and May 1998. Since that time ETD has continued to offer version upgrades to various software such as Outlook 98. Cycle two of the rollout is scheduled to begin in 2000 with equipment upgrades for approximately one-third of CSUF's employees.

Computer Rollout workshop summaries are as follows:

FISCAL YEAR	# CLASSES	# PARTICIPANTS
1997/98 *	394	3,398
1998/99	236	1,121
TOTAL	630	4,519

* Starting January 1998.

Course evaluations were conducted for each class using a five-point scale. These workshops scored 4.8 or better on average.

In January 1999, ETD hired a computer trainer as a full-time employee to support Computer Rollout training. One result of ETD is that CSUF staff are becoming technologically proficient in a variety of areas. Our survey of the staff found that staff respondents use the computer for a variety of tasks, particularly e-mail with approximately 90% using this mode of communication daily. Word processing is also used daily by three-fourths (75%) of the respondents. The computer is used to a lesser extent by staff for other tasks such as Internet research, data analysis, and creating presentations.

Preliminary analyses of a comprehensive survey of technology use in classroom instruction conducted by the Faculty Development Center in Spring 1999 indicate widespread use of information technologies, including e-mail, multimedia, spreadsheets and presentation programs in all seven schools. Prior to summer 1998, only two courses used web-based learning applications. The FDC's data show that now one out of five faculty members (or 476 courses, involving approximately 10,000 students) use sites on the internet for instruction, a dramatic increase. Other evidence of the diffusion of technological innovations on campus is available from both the faculty and staff surveys taken during the 1998-99 academic year. Those included questions about the frequency of computer activity for various educational tasks. Among many faculty and staff, e-mail has virtually replaced the use of the telephone for all but the most urgent communications. Many standard clerical forms (e.g., requisitions, scheduling, and travel) are now available electronically. The percentage of respondents who used computers at work at least twice a week, or more often, not surprisingly revealed a hierarchy of activities:

	Faculty	Staff
Communicate using e-mail	91.2%	95.9%
Use Computer to Write Memos & Letters	88.1	87.9
Use Internet Resources	43.9	54.9
Conduct Scholarly Research	58.8	N.A.
Use Computer to Create Presentations	42.5	24.7
Conduct Data Analysis	34.6	42.9

Preliminary evidence on the adoption of computer usage and associated information technologies suggests that these have quickly become ingrained as marks of the campus culture. The Titan Help Desk, for example, typically receives between 600 and 900 phone calls per week, plus another 300 e-mail inquiries. Its manager reports that both the volume and complexity of inquiries have expanded since the original rollout. The Faculty Development Center, during the 1998-99 academic year, sponsored some 140 technology workshops as part of their monthly series and held another four dozen events focusing on technological integration into teaching and learning activities. The most popular topics have been Power Point for Instructors, FrontPage, WebCT, and Blackboard. In total, these FDC technology workshops attracted roughly 850 participants[12] in that twelve-month period.[13]

Student Use of Technology

Student access is furnished on campus during regular hours of operation in Titan Computer Center, a general access lab in the Pollack Library with 240 work stations (230 PC; 10 Mac) equipped with a standard package of Microsoft Windows NT, Netscape, and Microsoft Office 97 as well as faculty requested course-specific software, and in more than 40 teaching labs located within each of the seven schools. Remote access provides students with the option of learning on their own schedule and has opened the doors to increased contact with faculty via electronic mail and course-specific Web sites. This is a critical component in meeting the diverse educational needs of students on our commuter campus. To facilitate asynchronous electronic interchange of information among students and between students and faculty, each student is provided with a Microsoft Exchange e-mail address on campus and an option to purchase Titan Access, an Internet service provider that allows access to online research services of the library.

Although California State University does not yet require students to have their own computers, a survey distributed at a New Student Orientation in Summer 1998 showed that 71 percent of the freshmen sampled (n=301) entered the University owning a computer. In addition to ownership the survey addressed perceptions of current level of computer-skill

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[12] The 850 figure represents "repeat" customers as well as single-time users.
[13] The assessment of outcomes linked to technological initiatives is an ongoing process; examples exist in each of the Subcommittee reports in Self-Study Phase II (on the Web site).

proficiency of entering freshmen. The percentage of freshmen that reported at least basic level proficiency on general computer skills is reported below in descending order of perceived expertise.

Word Processing Software	91%
Internet	83%
E-mail	73%
Spreadsheet Software	64%
Presentation Software	62%
Database Software	60%

The campus is currently engaged in discussions of ways to ensure basic computer-skill competence in preparation for technology-based learning activities that range from admission prerequisites to a required freshmen-level course.

Discussion

This analysis highlights two important facts. First, faculty and staff have engaged in learning the new technology as shown by their participation rates in workshops. That learning has reached, for all practical purposes, everyone on campus. At the same time, assessment about the ability of faculty and staff to promote *increased student learning* as a result of new skills has been effectively documented in only a few contexts such as information competency. The new technology has increased campus communication and sharing of information. The next step is to build in assessment tools that measure the effect on student learning outcomes. That process is underway (see below) in several programs on campus and needs as well to be incorporated into the adoption of technological (particularly electronic) teaching tools.

Building Assessment of Learning Outcomes Into the Curriculum

The process of building assessment into the curriculum represents the third major unifying data theme uncovered in the Self Study. The data come from the process of "reinventing" learning outcomes for General Education; faculty reports about their own efforts; specific

assessment projects commissioned by the Self Study team; and evidence of student learning assessments drawn from Program Performance Reviews;

General Education

In summer 1998, President Gordon approved the Goals for Student Learning (UPS 411.201)[14] recommended by the campus Academic Senate after more than three years of work by the Senate's General Education Committee. The preamble of this document states

> General education is central to a university education, and should
> enhance students' awareness of themselves in a complex universe,
> drawing upon multiple points of view. As a result of general
> education experience, students should acquire knowledge of diverse
> disciplinary and cultural perspectives and skill in comparing,
> contrasting, applying, and communicating effectively these
> perspectives in tasks considered appropriate to particular courses.

The General Education Program at Cal State Fullerton is divided into four major categories.

I.   Core Competencies

II.   Historical and Cultural Foundations

III.   Disciplinary Learning

IV.   Lifelong Learning

These four areas consist of lower division (100- and 200-level) courses in areas fundamental to a university education and upper division (300- and 400-level) courses that draw upon, integrate, apply, and extend the knowledge and skills that are the goals of the lower division courses. A fifth category includes goals for learning in the area of cultural diversity. Student work in categories I through IV must include at least one three-unit course that meets the learning goals for category V, Cultural Diversity.

Following approval of UPS 411.201, the Academic Senate charged the General Education Committee to begin an ongoing review of the program, whereby approximately 20 percent of the curriculum will be reviewed each year, to ensure that the curriculum of the General Education Program is designed to bring about the student learning called for in UPS 411.201.

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[14] A copy of UPS 411.201 can be found in the WASC library display.

In the spring of 1999 the General Education Committee for the first time used its new learning goals for the task of reviewing and approving courses. The committee commenced its work by asking departments to forward course syllabi and respond via memorandum to nine key questions[15], either documenting the contributions that a new course might make to the program of general education or justifying the continued inclusion of a course in the General Education program. Of the 39 courses reviewed for Category IV, Life-Long Learning, 15 were approved without revision, 9 were not approved and/or withdrawn by department, and departments were asked to make small revisions to a number of courses. Nineteen courses were carried over for review in academic year 1999/00.

Following the first year of implementation, Keith Boyum, Chair of the General Education Committee, concluded:

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[15] The nine questions raised by the GE Committee:

1. NEED. Why is the course under review important to the General Education program? That is, why is it needed or appropriate in GE?
2. AUDIENCE. What is the intended General Education student audience for the course under review? How is the course appropriate for this audience?
3. LEARNING GOALS. What should students know and/or be able to do as a result of what they learn in this course? Explain how the course does (or will, if it is being revised) achieve each goal in the General Education category for which it is proposed, including any "overall goals" for that category. In demonstrating how the course achieves or will achieve specific goals, refer to relevant portions of the current or revised course syllabus.
4. COHERENCE and INTEGRATION. What is the relation of the course to the overall GE curriculum? How is the course intended to increase coherence and integration in the GE program?
5. WRITING. How does or will this course meet the General Education writing requirement? ". . . General Education courses will include student writing assignments appropriate to the course. Writing assignments in General Education courses should involve the organization and expression of complex data or ideas and careful and timely evaluations of writing so that deficiencies are identified and suggestions for improvement and/or for means of remediation are offered"
6. GRADING. Explain how the evaluation of writing skills is or will be included as a basis for assigning grades. "Assessments of the student's writing competence shall be used in determining the final course grade"
7. ASSESSMENT. How does or will the course gather evidence of students' progress toward the goals for student learning specified for the appropriate GE category? How will this evidence be used to improve learning in the course?
8. PREREQUISITES. Does the course have appropriate prerequisites? Courses in categories III.A.3, Implications and Explorations in Mathematics and Natural Sciences, III.B.3, Implications, Explorations, and Participatory Experience in the Arts and Humanities III.C.2, Implications, Explorations, and Participatory Experience in the Social Sciences, require completion of appropriate courses in the corresponding introductory categories as prerequisites to enrollment.
9. SCHEDULING Are the program/department and school committed to offering the course regularly so that it is available to students, and on days of the week and at times of the day and evening that meet student needs?

The members of the GE Committee were largely satisfied with the process, believing that the learning goals made helpfully explicit key criteria by which to judge the worthiness of courses for participation in the program. An expected outcome of working with our goals is that the community would focus on them and from time to time refine them. All of this is a gratifying indicator that faculty have found the goals helpful, that faculty take them seriously, and that faculty are ready to make learning goals a part of their approach to general education for the indefinite future.

Assessment Projects

In Spring 1999, the WASC Self Study team commissioned 15 assessment reports from nearly 30 proposals submitted in response to an RFP issued in January. They include results from an analysis of small group learning by a Speech Communication professor, a History professor's use of WebCT, a collaboration between professors in English and Women's Studies using student peer assessments, to name just three. These studies constitute Appendix C (on the WASC Website) of the Phase II report. In this section, we highlight one of those projects, the report on the Fullerton First Year program.

Fullerton First Year Program

An example of one initiative that combines an integrated general education curriculum with co-curricular and community experiences was launched in Fall 1997 as the Fullerton First Year (FFY) program. FFY is a yearlong program for first-time freshman that combines curricular and co-curricular learning experiences in an effort to enhance learning, improve the quality of students' first-year University experience, and improve rates of retention and graduation through effective advising, career counseling, and mentoring. A joint project of Academic Affairs and Student Affairs, Fullerton First Year reflects a holistic view of student development that attempts to balance best classroom practices with the significant contributions of the co-curricular environment. It fosters the highest level of collegiate learning in students who are often the first in their families to attend a university and who have chosen a commuter campus that heretofore has lacked many of the support systems typically found at more expensive, residential institutions. With a cohort of 115 first-time freshman self-selected from an entering class of 2,205 students, the program was piloted in 1997-98, and expanded to include 150 students in subsequent years (1998/99, 1999/00).

Responses from students and faculty and staff about this effort to develop an assessed learning community have been enthusiastic.

From students:

"the connections I have made have really given me self-esteem and self-motivation"

"with the FFY program . . . I can learn about careers and my major and also take time to get involved in college and learn about me and how I fit into the world."

From a faculty participant:

"I have learned a lot this year about the possibilities of how a university, as a community, can define what it means to be an educated person."

Systematic assessment is an integral part of the program.[16] Institutional data were used to compare the academic achievement and retention rates of the FFY students and all other first time freshmen. As can be seen in the table below, significantly higher grade-point averages were achieved by FFY for fall 1997, spring 1998, and fall 1998 semesters.

Student Grade-Point Averages for FFY Participants and Comparison Group (Based upon traditional 4-point scale)

Semester	FFY	Comparison Group	Significance
Fall 1997	2.62 (SD .88) n=115	2.29 (SD 1.0) n=2,203	p<.001[*]
Spring 1998	2.68 (SD .84) n=108	2.38 (SD .92) n=2,203	p<.001[*]
Fall 1998	2.67 (SD .64) n=150	2.53 (SD.71) n=1,718	p<.05[*]

[*]*Statistically significant*

Similar significant differences favoring FFY students were obtained on comparisons of the percentage of students in good academic standing. To be in good academic standing, a student must have a cumulative grade-point average above 2.00 on a four-point scale. The results presented below indicate that involvement in the FFY program has a positive effect on student academic achievement.

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[16] Report, "Using Assessment to Improve the Freshman Year Experience" can be found in Appendix B.

Percentage of Students in Good Academic Standing for FFY Participants and Comparison Group

Semester	FFY	Comparison Group	Significance
Fall 1997	82.6%	69.4%	p<.002[*]
Spring 1998	75.2%	65.0%	p<.010[*]

[*]*Statistically significant*

Learning outcomes of the service learning component were measured two ways. First, a 40-item questionnaire was administered to assess student attitudes about Social and Personal Responsibility, Social Welfare, Duty, Competence, Efficacy, and Performance of Responsible Acts at the outset of the freshman year and repeated following completion of the 30-hour service learning experience. Comparisons of pre- and posttest scores displayed in the table below show students reported significantly higher levels of agreement on four of the five sub-scales on the posttest.

Pre- and Post-comparisons of Student Attitudes on Social Responsibility and Service to Community

	September 1997			May 1998			
Attitudes	Mean	SD	n	Mean	SD	n	Significance
Social Welfare	18.77	4.62	88	21.60	4.40	76	p<.001[*]
Duty	16.44	4.62	88	19.29	5.24	76	p <.01[*]
Competence	13.59	4.31	88	15.89	4.17	76	p<.001[*]
Efficacy	20.14	3.78	88	20.96	3.32	76	p<.10 NS
Performance	13.30	3.92	.88	15.51	3.92	76	p<.001[*]

[*]*Statistically significant*

The analysis also noted the value of "systemic connections," including students' learning that not only do multiple communities exist but that each student is a member of multiple

communities. In formal assessments, the FFY students scored higher than non-FFY students in terms of personal/life skills, intellectual development, and personal sense of responsibility. Consonant with the program theme—Education, Social Responsibility, and Community—the FFY students endorsed statements that reflect a sense of civic responsibility and commitment to society. In addition, the value of the service learning experience was assessed using focus groups and written feedback forms completed by the FFY students. The focus groups revealed that many of the students described their service learning experiences in terms of contributing to society and making a difference in the world. Overall, the positive effects on academic achievement and attitudes about social and personal responsibility support the use of learning communities to improve the educational experience of first-time freshmen.

Assessment data drawn from Program Performance Reviews

The periodic review of academic programs has undergone a significant reform in the past three years (see our detailed account reported in Phase I). Assessment was not an isolated topic, prior to 1997, yet programs systematically reported a wide variety of procedures for evaluating student learning in their disciplines. The spreadsheet that follows summarizes the tools and uses of various assessment strategies reported by twenty-six programs that conducted Reviews between 1993 and when changes were introduced in 1998.

What is notable about the spreadsheet below is the wide variety of assessment tools that were reported to measure student and faculty learning. Since itemization of specific measures was *not* required in the PPRs, programs evidently generated these data because they find the measures useful.

	Program Performance Reviews Prior to 1998					
	Documented in PPR	Percentage of 26 PPRs	No Mention in PPR	Percentage of 26 PPRs	Not clear in PPR	Percentage of 26 PPRs
General PPR Components						
Accreditation	11	42.3%	15	57.7%		
Department Mission/Goal Statement	24	92.3%	2	7.7%		
Goals from Previous Review Achieved	17	65.4%	3	11.5%	6	23.1%
New Seven-Year Goals	20	76.9%	3	11.5%	3	11.5%
Strategies in Place to Attain Goals	6	23.1%	18	69.2%	2	7.7%
Nat'l Rankings, Recognitions, Awards	13	50.0%	12	46.2%	1	3.8%
External Evaluator	20	76.9%	5	19.2%	1	3.8%
Cross-Disciplinary Collaboration	19	73.1%	7	26.9%		
Student Learning						
Standardized Test	2	7.7%	24	92.3%		
Comprehensive Exams	10	38.5%	9	34.6%	7	26.9%
Performance Statistics	25	96.2%	1	3.8%		
Capstone Seminar	5	19.2%	17	65.4%	4	15.4%
Portfolios	4	15.4%	22	84.6%		
Internships/Field Experience	14	53.8%	11	42.3%	1	3.8%
Thesis or Senior Project	15	57.7%	8	30.8%	3	11.5%
Attended/Presented at Conferences	11	42.3%	10	38.5%	5	19.2%
Publications	6	23.1%	20	76.9%		
Student/Faculty Collaboration	8	30.8%	15	57.7%	3	11.5%
"External" Scholarships	4	15.4%	22	84.6%		
Student Surveys	18	69.2%	5	19.2%	3	11.5%
Alumni Surveys	17	65.4%	6	23.1%	3	11.5%
Exit Interviews	1	3.8%	24	92.3%	1	3.8%
Employer Surveys	1	3.8%	24	92.3%	1	3.8%
Alumni Pursuing Graduate Degrees	14	53.8%	9	34.6%	3	11.5%
Careers, Placement of Students	16	61.5%	7	26.9%	3	11.5%
Faculty & Staff Learning						
Publications	23	88.5%			3	11.5%
Attended/Presented at Conferences	24	92.3%			2	7.7%
Participation in the Community	25	96.2%			1	3.8%
Participation in University Service	21	80.8%			5	19.2%
External Research Grants	23	88.5%	2	7.7%	1	3.8%
Staff Learning/Assistance Recognized						
Campus Environment for Learning						
Departmental Community Outreach	22	84.6%	2	7.7%	2	7.7%
Commentary on Physical Conditions:						
Classrooms & Offices						
Library						

Beginning in 1998, programs completing their reviews under the new guidelines were asked for a different set of assessment measurements designed to incorporate short and long term planning. In addition to a "SWOT" analysis,[17] programs linked their own goals to the University mission statement. Results from the eleven programs that have completed this new form of analysis appear in the following spreadsheet.

As is evident by comparing the spreadsheets, there is some unevenness in departmental responses to the old and new guidelines. Under the new guidelines, all programs conducted the SWOT analyses, but similarities end with that step. Programs differ greatly, of course, and those differences are fundamental to the rich diversity of the campus. Programs frequently feel overburdened by a continual demand for (frequently redundant) reports, or for collecting data when the purpose is not clearly obvious. Under the old PPR guidelines, many programs reported student outcomes because they found the exercise useful. Under the new guidelines, departments have performed the SWOT analyses, but they differ in regard to other assessments they report. Our goal should be to identify other common measures, or practices, that departments will find similarly useful so that future reports may provide more comparable data.

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[17] **S**trenths, **W**eaknesses, **O**pportunities and **T**hreats

Program Performance Reviews Since 1998

Department Program Performance Review Date	Documented in PPR	Percentage of 11 PPRs	No Mention in PPR	Percentage of 11 PPRs
Mission and Goals				
Mission, Goals & Strategy Statement for Department or Unit	9	81.8%	2	18.2%
Unit Goals in Relation to the University's MSG	6	54.5%	5	45.5%
SWOT Analysis				
Strengths	11	100.0%	0	0.0%
Weaknesses	11	100.0%	0	0.0%
Opportunities	11	100.0%	0	0.0%
Threats	11	100.0%	0	0.0%
Leverage (Strengths + Opportunities)	8	72.7%	3	27.3%
Constraints (Weaknesses + Opportunities)	8	72.7%	3	27.3%
Vulnerabilities (Strengths + Threats)	8	72.7%	3	27.3%
Problems (Weaknesses + Threats)	8	72.7%	3	27.3%
Outcomes				
Indicators of Quality:				
Goals Regarding Student Learning	6	54.5%	5	45.5%
Criteria for Assessing what has been Achieved	6	54.5%	5	45.5%
Marks of a Graduate from this Unit or Program	7	63.6%	4	36.4%
Measures of Productivity:				
Efficiency (Time/Cost/Productivity) of Achieving Outcome	5	45.5%	6	54.5%
Assessment				
PPR Based on Evidence from Ongoing Assessment	3	27.3%	8	72.7%
ARs as a Source of Evidence/Analysis cited in PPR	1	9.1%	10	90.9%
Evidence that "Internal Scan" of Data Collection Reviewed	7	63.6%	4	36.4%
Evidence that "External Scan" of Data Collection Reviewed	4	36.4%	7	63.6%
Planning				
Analysis of Past Results in View of Previously Set Plans	5	45.5%	6	54.5%
New Long-Term Plan:	7	63.6%	4	36.4%
How Long-Term Plan Implements the University's MSG	3	27.3%	8	72.7%
How Long-Term Plan Implements the Unit's Goals	3	27.3%	8	72.7%
Budget/Expenditure in Relation to Long-Term Plan	4	36.4%	7	63.6%
Reviewer(s)				
Internal	2	18.2%	8	72.7%
External	10	90.9%		

Note: Review of Physics PPR did not uncover comments
from internal or external reviewers.

Discussion

We find that the three connecting links—learning support centers, technology, and assessment—highlight the changes that CSUF has experienced in the years that have elapsed between our WASC accreditation Self Studies. Using its mission statement, the University has put the concept of learning at the center of its activities. Learning has, of course, always been the University's mission with respect to its students. What has changed since 1990 is that the University is now expending resources to make learning an objective for all of its community members. It has created new programs and centers for faculty and staff that offer increased opportunities to upgrade skills and develop new learning strategies. Technology, or rather, the dedication of resources to support technological innovation and instructional support, has provided the opportunity to initiate many changes. Building on assessment sessions offered by the FDC and in University-wide workshops, the University is beginning to adopt assessment strategies that will tie program analysis and development into planning strategies, as documented with the new Program Performance Review evidence.

These are three important links that document changes in the University's culture. The links are based upon the research and analysis that the three subcommittees of the WASC Task Force conducted for the Self Study. The summary of the major findings from this two year process constitutes Part IV of this report.

Part IV: Summary of Research Findings

Student Learning

Progress in Phase I

As a result of its work in Phase I, the Subcommittee on Student Learning isolated four questions that guided its research for the remainder of the Self Study.

- *Who Are Our Student Learners***?** Data that answered this question included student demographics and responses to two survey/questionnaires. CSUF participated in the Higher Education Research Institute (HERI) survey of incoming freshmen for the Fall 1998 semester as well as the Students Needs and Priorities Survey (SNAPS) conducted in Spring 1999 across the CSU system.

- *Factors That Influence Learning*. In addition to identifying academic and technological resources, the Subcommittee examined the level of student/faculty collaboration and community-based and co-curricular experiences. Data included student perceptions (assessed by the HERI and SNAPS surveys) as well as material included in Program Performance Reviews, annual reports, and accreditation studies.

- *Learning Goals*. The subcommittee used the adoption and implementation of General Education Learning Goals as one example that defined the process of consultation, collaboration and feedback in setting learning objectives**.**

- *Assessment of Learning*. In January 1999, the Steering Committee issued an RFP to the campus to solicit reports on projects that demonstrated course and program assessment. A modest stipend was offered to members of the campus community who, as part of their "normal" teaching or co-curricular assignments, were engaging in assessment and evaluation. Data from these projects, as well as other campus assessment programs, constituted the evidence collected by the Subcommittee in preparation for Phase II of the Self Study.

The Subcommittee was interested in what these research areas would reveal about students' experience in the University with respect to their own learning and their relationship to other learners. Finally, the Subcommittee sought to understand how CSUF's focus on learning

influenced what faculty do in the classroom and the curriculum and how assessment of learning goals informed University planning.

Findings in Phase II

The complete analysis and discussion may be found in the Student Learning section of Phase II (Web site). What follows are the highlights from the major findings of the Subcommittee. That is: Who are our student learners? What are the CSUF factors that influence student learning? How do students and faculty define learning goals? (The fourth question, how learning is assessed, was discussed in Part III, preceding.)

*Who are our students***?**

The Cal State Fullerton student body is very large, numbering 27,167 for fall 1999, fifth in size among the 22 CSU campuses. It is a very diverse student body, with an unusual mix of traditional and nontraditional characteristics. Among undergraduates, students enter the university as first-time freshmen (2,637 in F99) or as upper division community college transfers (3,163 in F99, with an additional 1,900 new transfers expected in spring, 2000). Transfers to CSUF annually outnumber first-time freshmen by 2:1. Graduate and postbaccalaureate students (the latter primarily in teaching credential programs) number 4,718 in F99, or 17 percent of the 27,167 students on campus.

Ninety-six percent of first-time freshmen are full-time (taking 12 or more units) with an average unit load of 13.2. New transfers this year are 68 percent full-time and average 11.3 units per student. Undergraduate transfers have already developed the habit of part-time school combined with other responsibilities, a habit that is later developed by our first-time freshmen as well.

Women are 59.2 percent of total students this year, which is a slight but not significant increase from last year. Women have been a majority at CSUF since the late 1970's. Race/ethnic diversity is a hallmark of our student body. Overall, 48 percent of our students are "minority" ethnicities (the sum of 3 percent African American/Black, 21 percent Hispanic/Latino, and 23 percent Asian/Pacific Islander), with an additional 38 percent white,

5 percent international/visa, and 10 percent of unknown ethnicity. This distribution is not statistically significantly different from last year, but over the past twenty years ethnic diversity has profoundly increased (from 16 percent "minority" in fall 1980 to the present 48 percent). *Forty-eight percent of CSUF students spoke a language other than English at home when they were growing up!* Of the third of our students who originally came from other countries, 82 percent initially spoke a language other than English. In addition, 32 percent of those who were born in the U.S. also originally spoke a language other than English.

The largest clusters of enrollment of undergraduates by program are 28 percent majoring in business administration and economics, followed by 23 percent in the humanities or social sciences. The average elapsed time from entry as a freshmen to graduation is between five and one half and six years. Eighty-five percent of those who graduate have changed their majors at least once.

Perhaps the most important characteristic of our students is their pervasive employment. Overall, 76 percent of students are employed, with an additional 11 percent looking for work. Thus only 13 percent are not employed or seeking employment. The typical undergraduate, who is enrolled in three or four courses, works 24.7 hours a week! This poses a major constraint on their priorities and time organization.

"Commuter students" is a term frequently used to describe CSUF students because only about 300 (1% of total students) live on campus. Nearly two thirds of CSUF students live in the neighborhoods and communities immediately surrounding our campus and only three percent of CSUF students spend one hour or longer commuting to campus.

Details, the "University Profile at a Glance" and "Student Profiles at a Glance," appear in the spreadsheets below. These reports were prepared by the Office of Analytical Studies, based on Fall 1999 figures and the SNAPS data. The discussion here is much abbreviated, and our readers are urged to examine the following tables as well as the report in Phase II under Student Learning.

Student Profile At-A-Glance: Fall, 1999

	NUMBER	FULL TIME %	AVERAGE UNITLOAD	AVERAGE AGE	WOMEN %	SPECIAL ADMIT %
FIRST-TIME FRESHMEN	2,637	96%	13.2	17.9	60%	9%
NEW UNDERGRADUATE TRANSFERS	3,163	68%	11.3	24.7	61%	1% *
ALL UNDERGRADUATES	22,449	70%	11.5	23.3	58%	5% **
ALL GRAD/POSTBACS	4,718	25%	8.3	32.7	64%	- - -
ALL STUDENTS	27,167	63%	11.0	25.0	59%	4%

*   1% of new undergraduate transfers are classified as "S" admissions basis (upper division transfer, with one or more of the 4 Basic Subjects not yet completed).
**   All undergraduate % special admit includes both freshman special admits and upper division transfers classified as "S".

	"MINORITY" *** %	BLACK %	HISPANIC %	ASIAN %	WHITE %	INTERNATIONAL VISA %
FIRST-TIME FRESHMEN	58%	4%	28%	25%	30%	2%
NEW UNDERGRADUATE TRANSFERS	45%	2%	21%	21%	39%	5%
ALL UNDERGRADUATES	51%	3%	23%	25%	35%	4%
ALL GRAD/POSTBACS	30%	2%	13%	14%	52%	8%
ALL STUDENTS	48%	3%	21%	23%	38%	5%

***   "Minority" includes American Indian, Black, Chicano, Other Hispanic, Asian, Pacific Islander & Filipino.

STUDENTS MAJORING IN EACH SCHOOL	ARTS	BAE	COMM	ECS	HDCS	HSS	NSM	OTHER	TOTAL
UNDERGRADUATES	7%	28%	10%	6%	10%	23%	5%	12%	100%
GRADUATES/POSTBACS	4%	12%	4%	7%	20%	16%	5%	32% ****	100%

**** Includes credential only postbacs.

SEE NEXT PAGE FOR ADDITIONAL CHARACTERISTICS FROM STUDENT NEEDS AND PRIORITIES SURVEY, SPRING 1999.

Employment
- Overall, 76% are employed; 11% are not employed but are looking for work; 13% are not employed and are not looking.
- Overall, 8% work on campus; 65% work off campus, and 3% work <u>both</u> on- and off-campus.

	Percent Employed			
	Lower Division	Upper Division	All Under-graduates	Graduate Students
Employed	72%	75%	74%	86%
Not, but looking	15%	11%	12%	6%
Not, not looking	13%	14%	14%	8%
	Average Hours Worked Per Week			
Employed	21.6	26.1	24.7	31.7

Family Educational Background
- First high school graduate: 13% come from families in which neither parent has a high school diploma.
- First generation college student: 26% come from families in which neither parent had <u>any</u> college.
- First college graduate: 51% come from families in which neither parent <u>graduated</u> from college.

Students Who Were Born in Other Countries
- 33% originally came from other countries (11% are permanent residents; 5% are international/visa students, and 17% are naturalized citizens).
- 6% have been in the U.S. for less than 6 years; 11% for 6-10 years; 12% for 11-20 years; and 4% for 21 years or more.

Language Spoken at Home When Growing Up
- 48% spoke a language other than English at home when they were growing up.
- 82% of those who originally came from other countries, and 32% of those who were born in the U.S., spoke a language other than English.

Multi-Ethnic Identification
- 40% consider themselves to be multi-ethnic.
- In terms of response to the single-choice question of ethnic identification, 56% of Blacks, 56% of Hispanics/Latinos, 58% of Asians, 15% of whites, and 28% of international/visa students consider themselves to be multi-ethnic. (Unknown ethnicity category = 54% multi-ethnic).

Financial Dependents
- 21% have one or more dependents (10% with one only and 11% with two or more).
- 17% of undergraduates have one or more dependents; 39% of graduate students have one or more.

Re-entry Students
- 20% identify themselves as re-entry students; 16% of undergraduates and 38% of graduate students.

Commute Time
- 64% commute from home or work to CSUF in less than 30 minutes.
- For undergraduates, that figure is 65%, while for graduate students, it is 59%.

Day/Night Classes
- 52% of students consider themselves to be day-only students; 20% identify as night-only students; and 28% identify as both day and night students.
- Undergraduates are 61% day only and 10% night only.
- Graduate students are 11% day only and 67% night only.

University Profile-At-A-Glance

	NEW FIRST-TIME FRESHMEN	UNDERGRAD TRANSFERS	ALL UNDERGRAD	ALL GRADUATE	ALL STUDENTS
NUMBER	2637	3163	22449	4718	27167
% FULL TIME	96.5%	67.7%	70.4%	25.2%	62.6%
AVERAGE UNIT LOAD	13.2	11.3	11.5	8.3	11.0
AVERAGE AGE	17.9	24.7	23.3	32.7	25.0
% WOMEN	60.1%	60.6%	58.1%	64.5%	59.2%
% SPECIAL ADMITS	9.3%	0.9%	5.4%	----	4.5%
% MINORITY	57.9%	44.7%	51.3%	29.5%	47.5%
% AMERICAN INDIAN	0.6%	0.7%	0.7%	0.6%	0.7%
% BLACK	4.3%	2.4%	2.9%	1.9%	2.7%
% CHICANO	22.3%	16.1%	17.7%	9.4%	16.2%
% CENTRAL AMERICAN	1.6%	1.0%	1.3%	0.6%	1.2%
% SOUTH AMERICAN	0.7%	1.2%	1.1%	1.1%	1.1%
% CUBAN	0.3%	0.3%	0.4%	0.4%	0.4%
% PUERTO RICAN	0.3%	0.4%	0.4%	0.2%	0.3%
% OTHER HISPANIC	2.8%	2.0%	2.3%	1.2%	2.1%
% CHINESE	4.5%	3.5%	4.4%	4.4%	4.4%
% JAPANESE	1.0%	0.6%	1.2%	1.1%	1.2%
% KOREAN	2.8%	1.3%	2.1%	1.8%	2.1%
% ASIAN INDIAN	1.7%	1.0%	1.5%	1.0%	1.4%
% OTHER ASIAN	0.8%	0.4%	0.7%	0.8%	0.7%
% CAMBODIAN	1.5%	0.2%	0.6%	0.1%	0.5%
% LAOTIAN	0.2%	0.2%	0.2%	0.0%	0.2%
% VIETNAMESE	6.1%	9.3%	8.9%	2.7%	7.8%
% THAI	0.4%	0.3%	0.4%	0.2%	0.3%
% OTHER SE ASIAN	0.2%	0.1%	0.2%	0.2%	0.2%
% GUAMANIAN	0.1%	0.1%	0.1%	----	0.1%
% HAWAIIAN	0.1%	0.2%	0.1%	0.1%	0.1%
% SAMOAN	----	----	----	----	----
% OTHER PAC ISLANDER	----	0.1%	0.1%	0.2%	0.2%
% FILIPINO	5.5%	3.5%	4.1%	1.3%	3.6%
% WHITE	29.6%	38.9%	35.1%	51.9%	38.0%
% UNKNOWN	10.4%	10.9%	9.8%	10.0%	9.9%
% INTERNATIONAL	2.1%	5.4%	3.7%	8.5%	4.6%

Minority includes all ethnicities except for WHITE, UNKNOWN, and INTERNATIONAL

What are the Factors That Influence Learning?

The Subcommittee identified a wide variety of influences on student learning, and presented its findings under the following categories:

- ***University Resources That Support Learning***, including the library and instructional technology (discussed in Part III, above).

- ***Academic Programs***, including General Education and programs targeting specific groups, such as the Fullerton First Year program (both are discussed in Part III above). Additional programs included the Blended Teacher Education program, the Undergraduate Reform Initiative (funded by the National Science Foundation), and departmental level changes in selected programs.

- ***Internships and Fieldwork Experiences***. At Cal State Fullerton seventy-seven percent of the degree programs offer internship opportunities to students. Internships augment classroom instruction by providing students a sustained opportunity to use their classroom knowledge as a probe to explore a challenging set of new experiences. Students also use those same internship experiences as a means to explore and evaluate their classroom learning from a new, practical perspective. The historical and theoretical constructs from the classroom environment come face-to-face with the immediate and concrete practices of the work environment.

The University's Center for Internships & Cooperative Education, which serves as administrative support to students and the departmental internship programs, provides students with potential internship sites and faculty with specific guidelines and risk management information to insure quality related to the off-campus element of internships.

At the present time there is no university-wide assessment activity related specifically to internship programs. However, there is great potential for the development of stronger, more consistent internship assessment activities at Cal State Fullerton. Our internship programs can be models for other academic programs since the use of multiple data collection methods

is fairly easy to achieve. Faculty, departments and internship administrative offices can employ a variety of evaluation instruments to assess both student learning and program quality. Assessment points that exist within internship courses, such as student learning objectives, on-site visits, supervisors' evaluations, student self-evaluations, summary papers and student critiques can and should be used to assess learning outcomes, build the student's portfolio and evaluate the internship programs.

- *Off-Site Programs*. Successful collaborations between the University and stakeholders from educational institutions and the community have resulted in the recent creation of four off-site programs in the fields of elementary education, human services/counseling, and business to respond to immediate needs of the surrounding community. Among the ones reviewed by the Subcommittee were the following: CALSTATE TEACH, a program for training teachers currently teaching with emergency credentials; a collaborative program between the County of Orange and HDCS to offer Human Services and Counseling degrees; an MBA program at the Irvine Spectrum Center; and various programs at the Garden Grove Off-site facility.

- *Faculty-Student Collaborative Learning Opportunities*. The Subcommittee asked schools to indicate the kinds and amount of faculty-student collaboration that occurred in 1999.   The table below is an attempt to quantify some of the material that was submitted to the Subcommittee in a qualitative format. For this table, we isolated those faculty-student collaborations that resulted in concrete products, such as joint publications, books, and book chapters, and joint performances, such as theatrical productions or poster presentations at conferences. The table underestimates the number of students who have participated in this productive collaboration. For example, a number of faculty reported that their "class" assisted in compiling data that later was used in a submitted proposal or publication, but no precise number of students was reported by the faculty member. Thus this table is a partial representation of the complete level of collaboration, but it has the advantages of being simple to understand and providing a quick summary of complicated material.

Faculty-Student Collaboration, 1999

School	Faculty	Departments	Students	Project
Arts	Most	All	70+	Performances; music/theater/dance productions; recitals; touring shows; exhibitions; competitions
Business	4	3	3	Conference presentations; publishable paper submitted
Comm	10+	2	100	Production of campus newspaper and other publications; conference papers, competitions
ECS	3+	4	30+	Funded grants; projects leading to publishable research
HDCS	5	2	13+	Presentations; publishable articles submitted; publications
H & SS	22	8	64+	Research competitions; publishable articles submitted; published articles; conference presentations; workshops; book chapters; grants submitted and funded
NSM	14	4	99+	Conference Presentations; poster presentations; publishable articles submitted; papers published; book; book chapter; encyclopedia entry

We repeat our caution that the table above reports only actual *products* that emerged from faculty-student collaboration, and does that superficially. Faculty-student collaboration is also found in outreach programs to local high schools where CSUF students serve as mentors under faculty direction, career days, debates and other activities by student organizations. Please see the more extensive discussion under "Student Learning" in Phase II for a more extensive treatment of this important component of student learning.

- *Advisement and Mentoring*. The Subcommittee gathered evidence on specific initiatives that used advisement and mentoring to improve student learning opportunities. These included a revised (spring 1999) University Policy Statement on Academic Advising (UPS 300.002)[18] that emphasized a campus-wide responsibility for the accurate and effective advisement of students. The most noteworthy revision mandates that all first time freshmen receive academic advisement prior to registration for their first semester.

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[18] A copy of UPS 300.002 can be found in Appendix A.

A second initiative relative to retention, timely graduation, and effective advisement is the Advisement Center's January Intervention Program for first time freshmen on academic probation, which will be done for the third time this January. Between 25 and 30 percent of each year's first time freshman class is on academic probation as a result of their grades from the first semester. These students are invited to advisement sessions prior to the start of their second semester. Data show that students who attend the workshops and follow recommendations regarding class selection and schedule changes had a lower rate of probation and disqualification, i.e. a higher retention rate, than those who did not.

A third initiative, the Educational Opportunity Program, is open to students with a family history of low income and who need admissions and/or counseling services to succeed in college. The number of students enrolled in EOP for the past five years has averaged just over 2,000 (2053 in 1995, 2137 in 1996, 2087 in 1997, and 2022 in 1999) except for 1998 when enrollment dropped to 1660. The program is dedicated to the retention and graduation of EOP students, and therefore seeks to aid their educational development by offering pre-admission counseling, admission assistance, referrals for tutorial and learning assistance, career guidance, financial aid advisement, and other student services. Students admitted to EOP are required to meet with a counselor at least three times each semester during their first year at Cal State Fullerton and during any semester they are on probation. Accordingly, program success is measured by student retention and graduation rates.

- ***Programs That Support Diverse Needs of Students.*** Data collected by the Subcommittee focused on programs offered by campus offices, many located in the Division of Student Affairs, that support the establishment of learning communities among diverse populations. These include the Women's Center, the Adult Reentry Center, the Honors program, and several programs designed for at-risk students, including the Guardian Scholars program and the remediation program. Data indicate that all of these programs have a significant impact on student learning opportunities, as exemplified by the success of the remediation program. Compared to all other CSU campuses, Cal State Fullerton had the third highest success rate in remediating its students who were deficient in entry-level math and/or English, qualifying

99% of those students by the end of their first year. (Data are available at the CSU website at *http://www.asd.calstate.edu/performance/remediation.htm*.)

Students' Views of Learning at Cal State Fullerton

The discussion up to this point has focused upon how the University endeavors to support its goals for student learning, but also of great interest are answers to questions about the educational expectations of students and how they view their learning experiences at CSUF. To address these issues, a short survey was developed by the WASC Self-Study Subcommittee on Student Learning and added to the spring 1999 administration of the Student Needs and Priorities Survey (SNAPS).[19] To simulate an "exit survey," the student learning survey was administered to a separate sample comprising 398 students enrolled in 23 capstone courses. While no claims can be made about the capstone sample in terms of how representative it is of the general population of exiting seniors, it does offer access to the unique perspectives of students whose undergraduate education at CSUF is almost complete.

Why are students studying at Cal State Fullerton? While slightly more than one-fifth of the students indicated either "becoming a well-educated person" (18%) or "preparing to become a life-long learner" (3.7%) as the most important reason, three-quarters of students selected choices related to future careers. Indeed, the modal choice (43%) was "to acquire knowledge and skills for a career", followed by "earning a degree to qualify for a good job" (31%).

Given that a substantial number of students attend CSUF to learn something, what are students' views on how much General Education courses and courses in the major increase the breadth and depth of their understanding? Of the 97 percent of students that have taken general education courses at CSUF, 48 percent reported that the courses had increased their breadth of understanding "very much or much" and the categories "little or none" were selected by only 13 percent. In contrast, more than two-thirds thought the courses in their major increased their depth of understanding of their chosen field "very much or much," but

the contrast between general education and courses in the major was substantially greater for seniors compared to non-seniors. Only 5 percent of seniors indicated major courses contributed little or none compared to 15 percent of other undergraduates and 73 percent of seniors and 58 percent of non-senior undergraduates chose "much or very much."

One of the questions in the system-wide SNAPS survey tapped perceptions of difficulty on six tasks related to information competence.[20] Of the undergraduate respondents, two-thirds *rated formulating a topic or research question* as "not difficult or slightly difficult" and 75 percent of students gave the same difficulty ratings to *locating and retrieving information*, and *evaluating the accuracy and validity of the information*. Significant class level differences were found on tasks relating to organizing information and presenting it in written and oral formats. As can be seen below, a smaller percentage of seniors have not been assigned the tasks compared to other undergraduates and a greater percentage of seniors rate the tasks as less difficult than their non-senior counterparts.

Task	Not Assigned Task		Not or Slightly Difficult	
	Non-Senior	Seniors	Non-Senior	Seniors
Organizing and Using Information	7.4	3.7	75%	84%
Writing a Term Paper	5.9	3.4	62%	67%
Preparing & Delivering an Oral Presentation	9.5	3.4	52%	83%

Discussion

The implications for who our students are, and how that affects learning, are many.

1) Diversity across many dimensions, for example, race/ethnicity, sex, age, country of birth, citizenship, and first language spoken, is perhaps the most compelling characteristic of our student body. Our numbers have received nation-wide recognition by a number of organizations and publications, including *Black Issues in Higher Education*, *Hispanic Outlook in Higher Education*, and *U.S. News and World Report* for the high proportion of

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[19] The questions and full analysis may be found in the table entitled "Student Needs & Priority (SNAPS) Spring 1999" that can be found in Appendix A, the data portfolio.

[20] Complete analyses are presented in the table entitled Student Needs & Priority Survey (SNAPS) Spring 1999 Learning Questions that can be found in the appendix.

ethnic minority students that it graduates and its overall campus diversity. In 1998-99, CSUF received the following national rankings:

- Ranked 2nd in granting communications degrees to Asian Americans
- Ranked 3rd in granting business management bachelor's degrees to Asian Americans
- Ranked 4th in granting education degrees to Asian Americans
- Ranked 6th in granting area and ethnic studies degrees to Latinos
- Ranked 3rd in granting communication degrees to Latinos
- Ranked 7th in visual and performing arts degrees to Latinos
- Placed among the top 25 in awarding degrees to Latinos in business, public administration (masters degrees), and psychology

We need to continue to develop a new definition of multiculturalism that includes an understanding of group differences as well individual differences. To educate a profoundly diverse student body has important implications for faculty and staff learners. Faculty and staff are the ones who bear the responsibility of transmitting this new definition to students, and the faculty is notably less diverse than the students. Multiculturalism has implications for the curriculum, since what is called for are approaches to learning across the curriculum, and not just in certain majors or particular classes.

2) Student employment is pervasive and consists of a relatively high number of average hours worked. This presents obstacles because it limits the hours available to spend time on campus outside of class. Further, a student body that has concurrent experience with the world of work is likely to be keenly interested in applying learning to real-world problems. This suggests that problem-based learning modules and other applied projects could be considered as a featured part of all kinds of coursework.

3) Students' changing their majors is probably as important in lengthening their time to obtain a degree as stopping out or cutting back to part-time enrollment. How students are advised, and how the differences in direction of change in major (from a hierarchical major to a flat major, or the reverse) are explained to them up front could save students some time.

4) We need to come to terms with the fact that two thirds of our undergraduate students come to us as upper division transfers, and not native freshmen. While they are quite successful in terms of earning their degrees with us, concerns persist that they may not be as

well prepared as our native juniors and thus may also not have as high quality learning with us, either. These concerns need to be put to the test via assessment of transfers at entry and at exit, with comparisons to students who entered Fullerton as freshmen.

Faculty and Staff Learning

Progress in Phase I

Early in its deliberations on indicators of faculty and staff learning, the WASC Sub-committee on Faculty and Staff Learning identified three categories as especially important:

> 1. The professional accomplishments and achievements of faculty and staff
>
> 2. Institutional support for faculty and staff professional development
>
> 3. Faculty and staff satisfaction with the support for learning.

The underlying assumption of these indicators is that student learning is linked inextricably with faculty and staff learning. It follows, then, that a campus culture that fosters faculty and staff learning is essential in the creation and support of powerful student learning communities. A fourth indicator emerges from this assumption:

> 4. How faculty and staff learning has enhanced student learning.

These are not necessarily discrete and separate categories. They overlap, considering, for example, that institutional support for professional development directly impacts what faculty and staff are then able to achieve and accomplish. Faculty and staff satisfaction (or dissatisfaction) with campus support influences how and what programs are instituted or kept alive by the University. And, it is a composite of the first three themes that affects how student learning is enhanced.

Because of the inherent difficulties in discretely classifying the main indicators of faculty and staff learning, the decision was made to illustrate this learning through various programs and centers active on campus. Data were collected during Phase II that documented the activities of these centers as well as assessing faculty and staff responses to the programs. The topics that were covered included the following:

- ETD – Employee Training & Development
- FDC – Faculty Development Center

- Staff Development and Training Grant Center
- Staff Members Earning Degrees While Working at CSUF
- Faculty and Staff Grants

Findings from Phase II

Training, development and education: The Subcommittee documented efforts to expand training, development and education of faculty and staff using data supplied by the Employment Training and Development program (ETD), the Faculty Development Center (FDC), and various grant programs for faculty and staff.

Responding to the 1990 WASC evaluation, CSUF initiated a staff development program and, in its first full year of operation, 1,714 employees took advantage of the workshops presented by Human Resources. In January 1993, Human Resources lost the training program due to budget reductions. However, despite the loss of a formal training program, 55 workshops were developed and presented by Human Resources during the period January 1991 to September 1994, attended by 1,406 employees.

The Employee Training & Development (ETD) program was officially established as a separate unit in the summer of 1997, utilizing a $100,000 University grant to initiate training programs. Core offerings of the ETD include workshops focusing on customer service, facilitating, and team building. Four certificate programs are currently available through the center: a nine-part Customer Service Certificate; a two-part Facilitating Team Meetings Certificate; a seven-part High Performance Work Teams Certificate; and a sixteen-part Effective Supervisor Certificate. New certificate programs are planned.

By all accounts, ETD is considered an unqualified success. The number of employees who have participated in the certificate programs, other ETD workshops, and the Computer Rollout workshops (table below) is evidence of this. Evaluations indicate workshop scorings of 4.7 or better on average using a five-point scale, with one being the lowest rating and five being the highest.

ETD Workshops (excluding Computer Rollout)

Fiscal Yr.	Certificate Programs		Other Workshops		Total	
	# Classes	# Learners	# Classes	# Learners	# Classes	# Learners
1997/98*	36	314	134	1,464	170	1,778
1998/99	96	865	152	1,478	248	2,343
TOTAL	132	1,179	286	2,942	418	4,121

Starting September 1997

Following on the heels of the ETD, the Faculty Development Center (FDC) was formally established in January 1998.   The FDC was created to support many of the University's Mission, Goals, and Strategies. In a sense, the FDC can be considered a "sister" center to the ETD. FDC programs are geared toward faculty members, although just as with the ETD, both staff and faculty are invited to attend events and activities.

The FDC offers a comprehensive program of support for all instructional faculty across a broad spectrum of professional activities. These activities include seminars on teaching and learning, use of instructional technologies, scholarly research and creative activities, class organization and implementation, professional and service activities, and other campus-wide intellectual and community-building events.

Between the time the FDC first opened its doors in January 1998 and mid-August 1999, the Center had sponsored or hosted 247 events and workshops. Of that total, 80 percent (198) were technology-centered activities. Titles of workshops range from "CSUF Intramural & Extramural Grant Opportunities for Research, Teaching & More" to "Teaching & Assessing Student Learning in New Ways" to "Diversity Across the Curriculum: Incorporating Multicultural & Diversity Materials into Your Classes" to "New Faculty Orientation". Additionally, there are a number of technology class offerings every month. The number of

technology workshops has increased dramatically from a total of 23 workshops for Fall 1998 to an average of 25 *per month* since April 1999.

Both faculty and staff participate in grant programs, located in various divisions throughout the institution. For example, in January 1999, Willie Hagan, Vice President for Administration, announced the creation of a Staff Development and Training Grant Program. The program provides the opportunity for full-time staff members to take up to sixty days to participate in a professional development opportunity. A maximum per grant award of $15,000 is allowed.

The number and amount of grants received are traditional indicators of faculty learning. Upon reviewing Program Performance Reviews (PPRs), it is safe to say that all departments use this statistic as evidence of faculty learning. What these reports leave out are the grants received by staff members in departments such as the Social Science Research Center (SSRC) and the Center for Demographic Research (CDR).

As seen in the table below, total amount of annual grants obtained by faculty and staff averages between $8 million and $9.5 million. Of this total, the SSRC receives approximately $150,000 to $200,000 in grants yearly and the CDR receives approximately $300,000 to $350,000 in grants yearly.
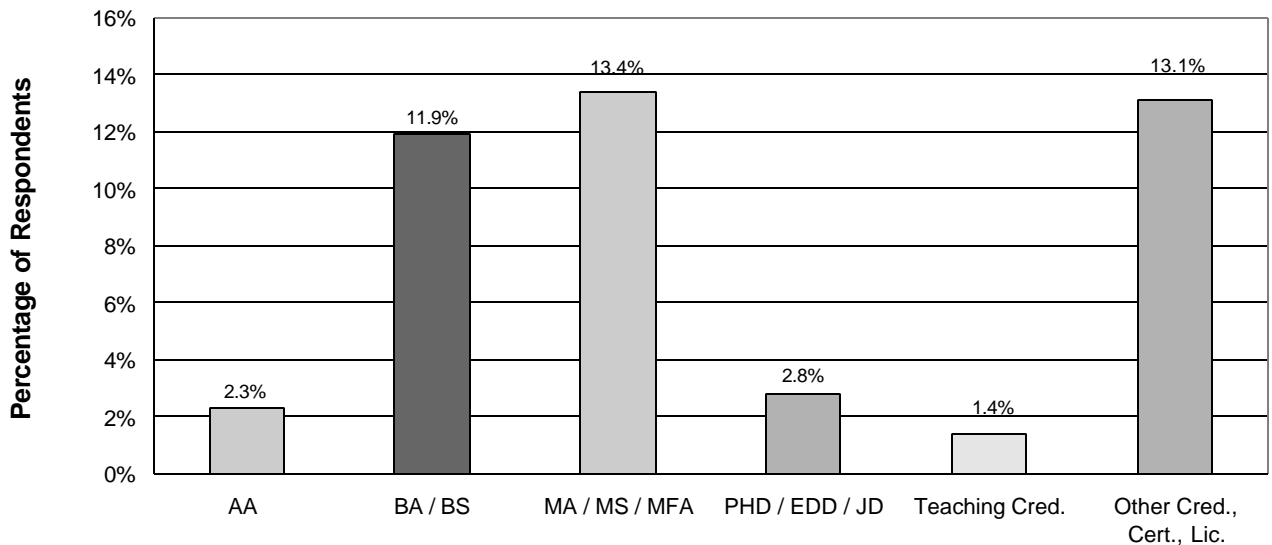
Faculty and Staff Grants

Schools	93-94	94-95	95-96	96-97	97-98	98-99
						(as of 6/15)
ARTS	3,660	0	0	0	0	131,500
BAE	497,879	290,725	143,531	230,267	234,092	269,501
COMM	326,622	514,210	304,206	222,144	136,097	236,286
ECS	529,337	664,850	301,472	146,892	360,014	557,974
HDCS	835,447	1,070,789	1,245,477	1,369,258	1,436,678	492,841
H&SS	508,369	1,964,570	1,053,855	1,213,057	1,579,158	940,558
NSM	3,145,291	2,938,963	3,976,434	4,036,154	4,938,845	4,014,647
ADM*	2,328,310	2,079,928	1,023,496	1,198,994	1,028,682	1,009,455
TOTAL	$8,174,915	$9,524,035	$8,048,471	$8,416,766	$9,713,566	$7,652,762
SSRC /CDR**	211,602	147,947	515,348	536,545	907,656	503,760
Notes:						
* "ADM" includes VPAA and VPSA offices – e.g., Abrego's grants from US Department of Education and Kim-Han's grants from Campus Compact.						
** SSRC & CDR data are included in the H&SS data totals above. CDR instituted in 95/96 Academic Year						

Source: Cal State Fullerton Office of Grants & Contracts, 1999.

Finally, many staff members take advantage of the University's policy on fee waivers, which allows staff to enroll in regularly scheduled courses, working both toward degree objectives as well as employment related education. The Subcommittee's staff survey found that CSUF staff are very active in pursuing higher education with almost one-third (30%) currently enrolled in specific degree programs. Three-quarters of our staff (76%) reported that their supervisor gives released time to take courses toward a degree or certificate and slightly less

than three-quarters (73%) took a CSUF class or extended education course in the last two years.[21] In fact, nearly one-fifth of our current staff (18%) earned a degree in this way while employed by the University. These figures reflect a culture that is highly supportive of staff learning in a demonstrable and measurable way.

CSUF Full-Time Staff Employees: Current School Enrollment

Survey of the Faculty

The Faculty and Staff Subcommittee reviewed existing campus literature and data relating to faculty and staff learning in 1997-98. To supplement the existing material and gather new information, the committee decided to survey the faculty and chose an instrument developed by the Higher Education Research Institute (HERI). During the fall and winter of 1998-99 we participated in a HERI national survey of college and university faculty, the fourth in a series of such surveys administered on a triennial basis. The HERI survey results aid us in

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[21] It is possible that some of the data are not dependable. The item asked staff members: *"During the past 2 years have you attended or enrolled in any of the following? Mark all that apply. Conference, seminar, Employee Training and Development course, Extended Education course, CSUF course."* Perhaps some staff members were confused by these terms. For example, 75% said that they had attended or enrolled in a conference. We suspect that some staff are mixing ETD opportunities with conferences as this number seems

defining and adapting the concept of faculty learning while adding to the University's ongoing assessment of itself.

This year's questionnaire focused on how faculty members spend their time, how they interact with students, their preferred methods of teaching students, their perceptions of the institutional climate, their primary sources of stress and satisfaction, and their experiences with information technology. In addition to the standardized survey form developed by HERI, each institution was given the opportunity to include issues pertinent to its particular campus. Fullerton added eleven local questions covering such topics as professional conferences, computer technology in the classroom, campus climate, and the university's faculty reward system. Survey forms were distributed to 602 full-time CSUF faculty members during the Fall 1998 semester. A total of 260 forms were returned for a response rate of 43 percent, much higher than the usual mailed questionnaire. A total of 33,785 full-time college and university faculty members at 378 institutions nationwide, including Cal State Fullerton, comprised the survey sample. These responses were weighted and analyzed by HERI to provide a normative profile of the American faculty population.

Overview of HERI National Faculty Survey Findings

The HERI national survey provides normative demographics and background characteristics of faculty members. One key finding from this year's survey is that the aging of American college and university faculty continues. This so-called "graying of the American professoriate" is clearly illustrated by the numbers: 32 percent of all faculty are age 55 or older compared with 24 percent in 1989, while the percent who are younger than 45 has declined from 41 percent in 1989 to 34 percent today.

The gender composition of American faculty has also changed in the past ten years. Even though women faculty are still in the minority, their numbers have increased from 29 percent in 1989 to 36 percent in 1998. Significantly fewer women faculty members experience stress today from "subtle discrimination" (35%) as compared to ten years ago (48%). Women

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very high. Likewise, it is possible that the 32% who marked "attended or enrolled in Extended Education course" and the 41% who checked "attended or enrolled CSUF course" are similarly confused by these terms.

faculty feel stress more acutely than men from the review and promotion process (52 percent among women, 43 percent among men) and are more likely to consider leaving academe for another job (39 percent among women, 33 percent among men). Additionally, women are less likely than men to believe that female faculty at their institution are treated fairly (74 percent among women, 91 percent among men).

Faculty diversity is one background characteristic that has not changed in the last ten years. The overall racial/ethnic composition of American college/university faculty is virtually the same as it was in 1989.

CSUF Faculty

Gender distribution on our campus (men 62%, women 38%) is very similar to the national norms reported by HERI (men 64%, women 36%). There is a difference, though, in the racial/ethnic distribution of faculty at CSUF from the national norms. Fully nine-tenths (91.7%) of the HERI sample list their racial background as "White." In comparison, 78 percent of CSUF faculty are "White."

The "graying of the American professoriate" is strongly evident on our campus. In contrast to the normative national HERI sample, 45 percent of CSUF respondents are 55 or older. Only 22 percent of CSUF respondents are under the age of 45. The year that faculty members earned their highest degree can also be used as a rough correlate for age. Almost half of CSUF faculty (48.6 %) received their highest degree by 1975 or earlier, or twenty-three years before this survey was administered.

Faculty Learning: Research Productivity

By all of the "traditional" measures, CSUF faculty are more "productive" than what is suggested by the national norm (see table below). Although the hours spent weekly on research and scholarly writing appear comparable for both groups, upon closer inspection there is a greater concentration of CSUF faculty spending "1 to 4" hours and "5 to 8" hours on research than the national norm. A greater percentage of CSUF faculty have had writings published or accepted for publication in the last two years than the national norm.

Significant differences are especially evident when comparing the number of books, manuals, or monographs published by CSUF faculty (61.9%) to the national norm (42.6%). Our faculty members are also more productive than the national norm as evidenced by the number of articles published in professional journals. This is especially true of faculty who have published between three and twenty articles (63.9 percent of CSUF faculty, 50.4 percent of the national norm).

Research Productivity of CSUF Faculty Compared to National Norms (Percentage)

	CSUF	HERI NORM
Hours Spent Weekly on		
Research and Scholarly Writing		
None	9.5	16.6
1 to 4	39.8	37.2
5 to 8	24.5	20.5
9 to 12	11.2	12.2
13 to 16	7.5	6.3
Professional Writings Published/Accepted		
for Publication in Last Two Years		
None	27.0	35.2
1 to 2	37.5	34.1
3 to 4	22.3	19.9
5 to 10	11.7	9.0
11 to 20	1.6	1.4
Number of Books, Manuals, or		
Monographs Published		
None	38.1	57.2
1 to 2	36.9	27.9
3 to 4	15.2	8.5
5 to 10	8.2	4.7
11 to 20	1.2	1.3
Number of Articles in		
Professional Journals Published		
None	7.5	18.3
1 to 2	12.9	18.8
3 to 4	19.2	15.8
5 to 10	28.6	21.4
11 to 20	16.1	13.2

In addition to the questions designed by HERI, CSUF faculty were asked to respond to local inquiries about attending or presenting at professional conferences during the last two years.

Almost all of our faculty have attended a conference during that time (95.3%). A large percentage of CSUF faculty have also presented at a conference (74.9%) with more than half of our group presenting at two or more conferences (53.3%). Therefore, on top of the hours spent conducting research, our faculty are busy presenting their research as well as learning about other colleagues' research.

Other Examples of Faculty Learning

Conventional methods of faculty appraisal tell us part of the story of faculty learning, but they do not tell it all. An individual's willingness to incorporate technology into research or to try innovative techniques in the classroom are also indicative of what is being learned by our faculty.

An example of what can be termed "learning" is found in how often our faculty conduct scholarly research on the Internet. Just a couple of years ago, very few faculty members knew much about the Internet, let alone had access to it. With the computer roll-out, all of our faculty members are wired to the Internet and have been instructed rollout classes on how to use it. A large majority of CSUF respondents (85.7%) report that they use the computer at least once a week to conduct scholarly research on the Internet. In comparison, the national norm for such research is 70.8 percent. Perhaps more striking is that 41.5 percent of our faculty conduct such research on a *daily* basis. Again, this compares favorably to the national average of 34.6 percent. By using technology on such a regular basis, our faculty demonstrate they are willing to learn and use new skills.

Our faculty are also beginning to use information technology within their classrooms. Almost two-fifths of CSUF respondents (39.6%) report that they have put or collected assignments on the Internet. While this rate is comparable to the national norm (35.6%), it again establishes the fact that faculty are willing to use new knowledge they have gained.

Faculty learning is also evident through the "untraditional" methods used in teaching activities. In the last two years our faculty have taught interdisciplinary courses, team-taught courses, taught service learning courses, and worked with students on research projects.

CSUF faculty participation in these activities is comparable to their cohorts across the nation. Again, the responses indicate that our faculty are learning and utilizing new approaches to teaching. This ties in with the main reason why our faculty have chosen this career: for the intellectual challenge.

Faculty Opinions about Student Learning

While we have determined three sub-themes for our WASC Self-Study, it is important to realize that these categories do not exist in a vacuum. Faculty learning is intertwined with the campus environment for learning, and both directly affect student learning. Ascertaining what our students learn, how they learn, and how faculty learning and the campus environment affect the process is perhaps the most important aspect of our Self-Study.

Faculty members have strong opinions about what enhances or aids student learning. One method that most faculty members agree enhances student learning is the use of computers (CSUF faculty 88.3%, national norm 88.0%). Professors are embracing information technology as a tool by which to connect better with students and to make coursework more relevant for them. Our faculty believe that computer use is beneficial for a student's education and are willing to include technology in their classes. One of our local questions asked our faculty to pick only one of five choices on what would motivate them to incorporate more computer technology into courses. Two selections accounted for seven-tenths of the responses. The answer with the most responses is "better equipped classrooms" (36.8%) followed closely by "released time for incorporating technology into courses" (33.2%). However, they want classrooms that can be adapted to today's technology, a matter more fully covered in the Self-Study report entitled *The Classrooms of Cal State Fullerton* (on the WASC Web site). And, they want to be allowed the *time* to develop material that is relevant and workable with today's new technologies.

By far the highest number of responses for the "instructional method used in most/all undergraduate classes" is "class discussions." Fully three-fourths of CSUF faculty chose this response (76.9%) compared to two-thirds of the national sample (68.0%). In both cases, the

selection with the second highest response is "extensive lecturing" (chosen by 45.3 percent of CSUF faculty and by 48.0 percent of the national sample). For both groups, a larger percentage of women use class discussions than men, while a larger percentage of men use extensive lecturing than women.

A large percentage of our faculty (87.0%) do not think that Cal State Fullerton students are strongly committed to community service. Even so, CSUF faculty members, in particular women and "older" faculty, place a high priority on students getting involved in community service as a means of amplifying their learning. This is somewhat ironic as the national HERI survey found that community service by faculty has been in a decline over the past years, with Cal State Fullerton faculty involved in community service to about the same relatively low degree as their national cohorts. Perhaps what can be concluded from this is that community service is highly recommended by our professors as a means for students to learn and expand their horizons while participating in such programs. However, although participating in community service is valued, faculty may feel that they are already under great pressure from time constraints and are not able to contribute more time than they do.

Counseling and Advising Students

The time faculty members spend advising students contributes to students' educational success. As shown in the table below, our faculty spend many hours per week conferring with students, a number far greater than their national cohorts. A smaller percentage of CSUF faculty members apportion one to four hours per week counseling students when compared to the national norm. However, a much larger percentage of Cal State Fullerton faculty than the national sample allocate five to eight hours weekly towards advising students. Cal State Fullerton is often thought of as a commuter campus, which makes it difficult to create connections. Perhaps this notion can be dispelled when one examines the large blocks of time our faculty devote to meeting with our students outside of class.

Weekly Hours Spent Advising/Counseling Students (Percentage)

	CSUF	NATIONAL NORM
None	3.6	3.1
1 to 4	42.6	57.7
5 to 8	41.8	29.3
9 to 12	10.4	6.9

The Contribution of Faculty Rewards to Student Learning

Almost all faculty members across the nation believe their institution places a "high priority" or the "highest priority" on promoting "the intellectual development of students." While this is also true of our campus, CSUF faculty do not believe that the "university's faculty reward system promotes student learning." In response to this local question more than half of Cal State Fullerton respondents disagreed (53.2%) with the statement. A third (33.2%) of our faculty selected "strongly disagree" as their choice. Conversely, one-sixth of our faculty (16.0%) opted for "agree" or "strongly agree" as their response. The remaining 30.8 percent elected to remain "neutral" on the issue.

It is apparent that the rewards in place now do not have the "seal of approval" from our faculty. Although our survey was conducted before the process was implemented, we suspect that the recent Faculty Merit Increase review has done little to improve the situation. The survey did not include a query into what type of faculty recognition *would* advance student learning. Perhaps now is the time for a discourse to start as a means to an end: to create a faculty reward system that fosters the intellectual growth of our students.

Comparisons between the Faculty and Staff Surveys

In February and March of 1999 a parallel survey to the HERI faculty instrument was sent to all full-time staff and administrators, or in other words, all non-faculty employees. The survey was sent to 970 individuals, with completed forms received from 378 for a 39 percent rate of return. While full results from that survey can be found in the Phase II report, inferences can be drawn from comparing and contrasting the Staff and Faculty Surveys on the question of student learning.

Views on Student Learning

Faculty and staff were asked to mark the importance of "education goals for undergraduate students." Far and away the goal most often rated as "essential" or "very important" by both groups (100% of the faculty!) is for students to "develop the ability to think clearly" (see table below). The second highest rated educational goal for faculty respondents is to "prepare for employment," an option that was not on the staff survey. Faculty and staff are in fairly close agreement as to the importance of "enhancing self-understanding" as an educational goal. However, there are discrepancies, some of which are rather significant, between the two groups on the importance of other education goals. Perhaps faculty members believe that once a student is able to lucidly cogitate, the other outcomes will naturally fall into place. On the other hand, staff members may believe that greater emphases should be placed on other instructional objectives as a means of turning out more versatile, adaptable, and well-rounded graduates.

Education Goals for Undergraduate Students Deemed "Essential" or
"Very Important" (Percentage)

	FACULTY	STAFF
Develop Ability to Think Clearly	100.0	96.1
Prepare for Employment*	73.0	N/A
Prepare for Responsible Citizenship	65.5	80.6
Enhance Self-Understanding	63.1	69.3
Enhance Knowledge of Racial/		
Ethnic Groups	60.9	76.3
Prepare for Post-Graduate Education	57.6	65.8
Help Develop Personal Values	55.3	66.8
Help Develop Moral Character	48.6	69.7

* Staff respondents did not have this option on their survey.

Both sets of respondents were asked their level of agreement with the statement "the chief benefit of a college education is that it increases one's earning power." More than half of the staff (54.9%) "strongly agree" or "somewhat agree" with the remark. Yet, only two-tenths of faculty members (20.9%) believe this to be true. While a large percentage of faculty deem it important to prepare undergraduates for employment, they do not think the main value of a college education is to receive a higher salary. The assumption can be made that faculty

believe "thinking clearly" is what a university education supplies, which in and of itself may increase one's earning power.

Discussion

Results of the HERI faculty survey supply us with a snapshot of our faculty's perceptions and how they compare to the HERI national norms. This depiction allows us to further define faculty learning and how that impacts student learning. By examining the image, differences and similarities between faculty and staff members are also discovered.

The picture that emerges is of an engaged and committed faculty. Our group is *strongly* interested in intellectual challenges as shown by data measuring their research activities. On the survey, faculty indicated that a top goal is to be a proficient teacher. This is tied inextricably to fostering student learning, a platitude put into action by the number of hours faculty spend counseling students.

There is not much time to spare in the busy days of our faculty. The greatest source of stress for faculty members, both at Cal State Fullerton and throughout the country, is pressure from time constraints. Data[22] show that our group feels this pressure even more acutely than their national colleagues. This is certainly understandable when seen in light of the additional time invested by our faculty advising and interacting with students. Feeling tension from time demands is also an inevitable outcome given that our faculty are more productive research-wise, both in hours spent and quantity generated, than what is suggested by the national norms for public colleges and universities. With this in mind, it should not come as a surprise that receiving released time would help motivate our faculty to incorporate technology more often into classrooms. It is interesting to note here that a key concern of incoming freshmen who participated in a 1998 HERI student survey was if they could handle stress generated from the increased time pressures of university life. What becomes clearly evident for both our faculty and students is that those who are especially active and involved in many activities are the ones who will experience the greatest challenges from time limitations.

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[22] The full data analysis is in Phase II, "Faculty and Staff Learning," available on the Web site.

While CSUF faculty members agree that our campus places a high priority on promoting the intellectual development of students, they do not think that faculty rewards contribute to student learning.   Additionally, many of our faculty do not perceive that they are rewarded and recognized for what has been termed faculty learning. It may be time to start a dialogue between faculty members and administrators as to what type of faculty reward system will better advance student learning and exactly how our professors would like to be recognized for faculty learning. One constraint on such discussions, of course, is that in regard to salary and workload, practices at CSUF are largely determined by CSU-systemwide collective bargaining agreements.

Over the past decade, our campus has instigated numerous dialogues on such issues as planning and Mission and Goals. Both our faculty and staff populations have felt the effects of this and believe that CSUF has experienced significant changes in its overall mission and purpose. There is also agreement between the two groups that the most important goal our campus should foster for its undergraduates is the "ability to think clearly." This is especially true of our faculty as *all* of our respondents marked this goal as "essential" or "very important."

An upcoming challenge that our campus faces is found in the so-called "graying of the American professoriate." This is an issue of special concern for Cal State Fullerton as our faculty tend to be even "grayer" than the national norm established by HERI. In general, our campus needs to prepare for the impending retirement of many of our older faculty. While a full quarter of our faculty plan to work past the age of seventy, another two-thirds have considered taking early retirement. These facts raise a plethora of other questions centered on hiring practices. How can the University use this transitional period to strengthen its programs and enhance student learning? How can the University successfully recruit outstanding new faculty in an increasingly competitive academic job market? How can the University take best advantage of this opportunity to diversify the faculty so that its ethnic and gender mix comes to resemble more closely the diversity of our students?   A more subtle topic to ponder is how these retirements and new appointments will affect the commitment to creating a community of learners at CSUF.

The Campus Environment for Learning

Progress in Phase I

The campus environment for learning is a deceptively straightforward construct. To many observers the first environments which come to mind are the meso-scale "bricks and mortar" of the campus such as particular buildings or their component classrooms and offices, and the infrastructure necessary to make those function effectively. Yet, our learning environments reach far beyond that while also operating in more subtle, behavioral domains. A full assessment of the environment for learning must include macro-level components literally from "A" (the arboretum) to "Z" (Desert Studies Center at Zzyzx, near Baker, California).

The Subcommittee on the Campus Environment for Learning in Fall 1998 prioritized some 18 components of the campus environment as subjects for further inquiry. Leading the themes on the list were classrooms and general campus "aura," matters that can facilitate or confound student learning. While there were various sources of evidence to paint a clear picture of some of these components, the subcommittee foresaw considerable research to determine how users (various groups of learners) rate the importance of, and their satisfaction with, other elements. The subcommittee conducted further research, including focused surveys, during the next months to expand knowledge about many of these themes. A reexamination of existing evidence, coupled with new perspectives, provides a more thorough assessment to the campus and to the WASC reviewers but, just as importantly, will offer planning guidance to on-campus decision-makers long after the formal WASC process concludes.

Findings from Phase II

The instructional core of Cal State Fullerton consists of some 20 classroom buildings, which also contain faculty and academic program offices. While the majority of those were constructed between 1963 and the close of the 1970s, three major additions to the instructional space occurred during the early and mid-1990s. Those included the Science Laboratory Center, the attractive four-story addition to the University Library (renamed as

the Pollak Library in 1998), and University Hall, providing classrooms, offices, and student support services.

Less visible but perhaps even more significant modifications to the physical environment appeared with multi-million dollar investments in the campus technological infrastructure. Major features of that launching into the information age were fiber optic wiring of all classrooms and offices, completed in 1997, the creation of several "smart classrooms," and the "rollout" of standardized computer workstations for faculty, staff, and administrators.

Customer Satisfaction Survey

In 1997 the CSU Chancellor's Office sponsored a "Customer Satisfaction Survey of Selected Campus Services." Responses were obtained from over 1,140 members of the Cal State Fullerton community, including 459 students, 410 staff/administrators, and 273 faculty. These individuals rated sixteen elements of the campus physical environment in terms of "importance" and "satisfaction." Not surprisingly, students gave the highest levels of importance (in priority order) to classroom conditions, restrooms, and both indoor and outdoor lighting. (Specific types of buildings such as the library and specialized forms of instructional space were not called out in the survey.)   Based on those services or attributes having the largest differences between importance and satisfaction, one could infer that what students want most from their campus environment are (1) comfort in the classrooms, (2) clean restrooms, (3) a sense of security outside after dark.

Similar responses were voiced by the faculty and by staff and administrators. The faculty noted the greatest disparities between importance and satisfaction in terms of classroom conditions and indoor climate/temperature control, and the overall condition of buildings in which their time is spent. Staff and administrators expressed their strongest concerns about restroom conditions, room climate/temperature control, and ability to respond to emergency situations. Noteworthy is the finding that the importance/satisfaction gap with regard to custodial care was lower than the gaps for the above attributes. In short, the custodial staff is recognized for their solid contributions.

Classroom survey

Most formal collective student learning on campus takes place within the confines of the classroom. Three factors prompted an assessment of the classroom environment for learning at Cal State Fullerton. First, a majority of those rooms are now well into their third or even fourth decade of service. Some have received major investments in technological upgrading while others have benefited from wholesale renovations. A much larger number, however, have been given only modest attention beyond normal maintenance. Secondly, as increased funding is being allocated to such renovations, it is instructive to obtain baseline ratings of our classroom inventory. Just how "problematic" are the rooms to which investment is being directed? Once the upgrades are completed, how strongly does that alter student perceptions of room quality? Third, the expanding scale and variety of active learning strategies now being used would imply that reconfigured and flexible spaces are required to accommodate new instructional equipment and clustering of student work groups. Hence, we need to identify what matters most to students in different types of classroom settings.

How positively or negatively do Cal State Fullerton students regard the quality of the classrooms? What is the relative importance and quality assigned to specific room attributes? What factors need increased attention in the classroom? Do classroom evaluations vary significantly across room types? Are the newer classrooms and/or those receiving major renovation investment being perceived as substantially better than the older classrooms? Those represent the primary questions asked by the Subcommittee on the Campus Environment through an extensive classroom survey distributed during November 1998.
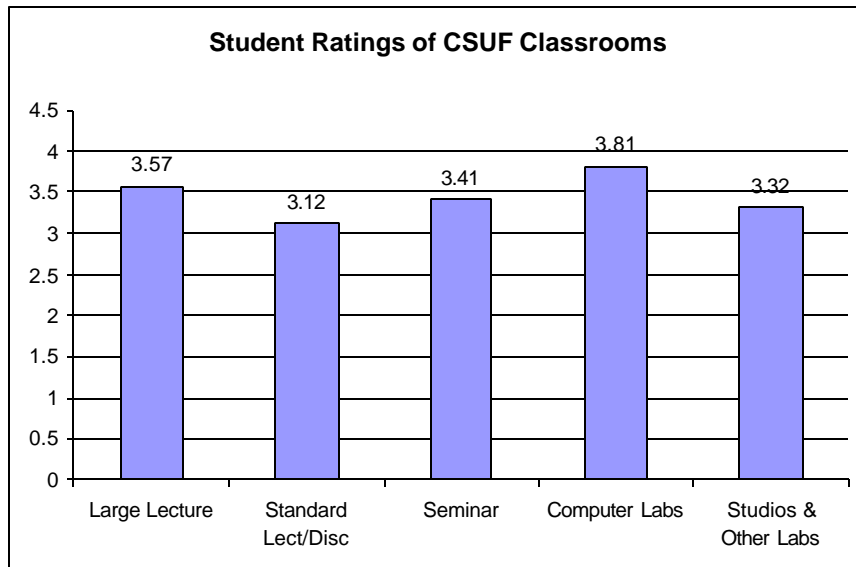
With more than 370 classrooms in use by more than 27,000 students, clearly some type of sampling is necessary to obtain a stratified cross-section of those rooms. A call for potential rooms to be considered not unexpectedly generated a lengthy list of known "problem cases" and a few "exemplary models" of the best we have to offer. To balance those polar opposites, we included an even larger number of classrooms about which little was known or which seemed to represent "average" conditions. The final cross-section by room type is summarized below:

|	Number	Student Respondents
Large Lecture (70+ seats)	8	469
Standard Lecture/Discussion	24	583
Seminar (<25 seats)	7	104
Computer Laboratories	10	196
Other Labs & Studio Rooms	17	302

The results of the survey are, thus, based on a final sample of 66 classrooms, with assessments by over 1,650 student respondents. Bear in mind that our primary interest centered on the room or particular types of rooms as the unit of observation, not on various subgroups of students.

A five-point rating scale was used to determine how positively students felt about overall room quality for each of the five major types of instructional environments. Instructional computer labs are rated highest, with a mean scaled score of 3.81. This is followed closely by the 3.57 composite score for the eight large lecture halls included in the study. At the low end of the spectrum is the 3.12 rating for standard lecture/discussion classrooms. Smaller, seminar-type rooms, fine arts studios, and science laboratories as a rule are rated between these extremes. The graph below summarizes the findings.

Student Ratings of CSUF Classrooms

| Room Type	Rating
Large Lecture	3.57
Standard Lect/Disc	3.12
Seminar	3.41
Computer Labs	3.81
Studios & Other Labs	3.32

Higher than average ratings for the classrooms which are configured as computer labs should come as no surprise since that group has been the recipient of careful planning and substantial investment in their micro-geographies during the 1990s. The relatively strong showing for large lecture rooms seems counter-intuitive at first, given their disrepute among a large segment of the student body and many faculty members. However, it should be noted that the sample included University Hall 252 and McCarthy Hall 121, two facilities endowed with new seating and investment in other upgrades. It appears that the traditional 25-45 seat standard classroom now should be in line for commensurate attention.

Cal State Fullerton prides itself on furnishing accessible, affordable, quality experiences for students who have wide-ranging educational and professional goals. Part of the accessibility dimension is manifest through an emphasis on small class sizes, with direct access to faculty who hold terminal degrees in their respective fields. While the delivery of instruction in small classes is a luxury at many public universities, it has remained a priority on this campus. The university has just nine classrooms that hold more than 100 students. Fully 85 percent of the 12,000-plus seats for instruction at Cal State Fullerton may be found in classrooms of fewer than 50 seats. The fact that our students value this commitment is obvious from the importance ratings displayed in the following graph. Small class sizes are overwhelmingly regarded as essential or very important at all levels, with the exception of introductory courses. Even at that level, nearly half of the students polled felt class size to be at least "very important."
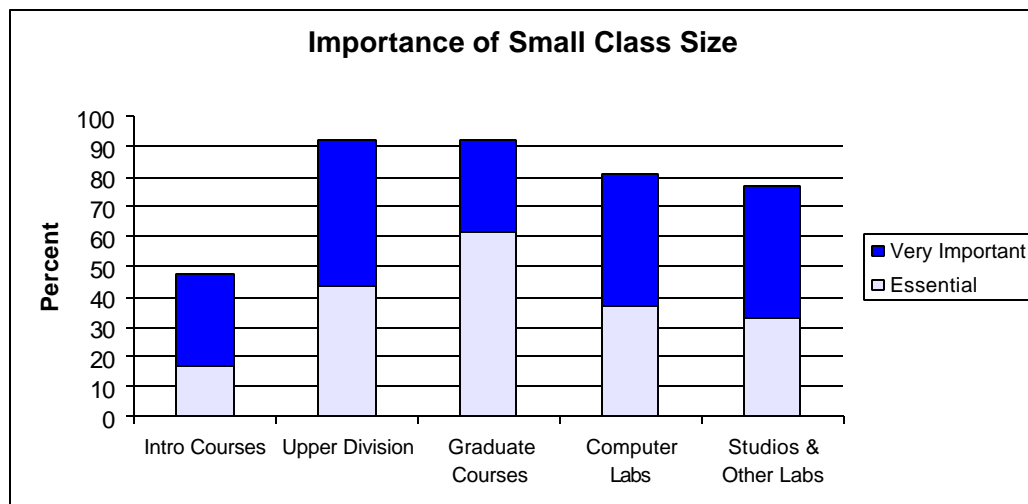
Inputs to student learning

To put the entire classroom study into the multi-dimensional context of the learning environment, the questionnaire further asked respondents to indicate the relative significance of seven different "inputs" to student learning. As summarized the graph below, the most highly regarded factors in order are: quality of teaching, course content, and individual student effort or commitment to learning (each rated as "essential" or "very important" by more than 96 percent of students). Personal engagement in learning through discussion and collaboration with other students was viewed as of slightly lesser importance, although interaction between students and faculty members received a 90 percent rating. The exceptional value placed on individual effort is an encouraging sign, revealing that students overwhelmingly take personal responsibility for the outcomes of their university learning.

Importance of Learning Factors
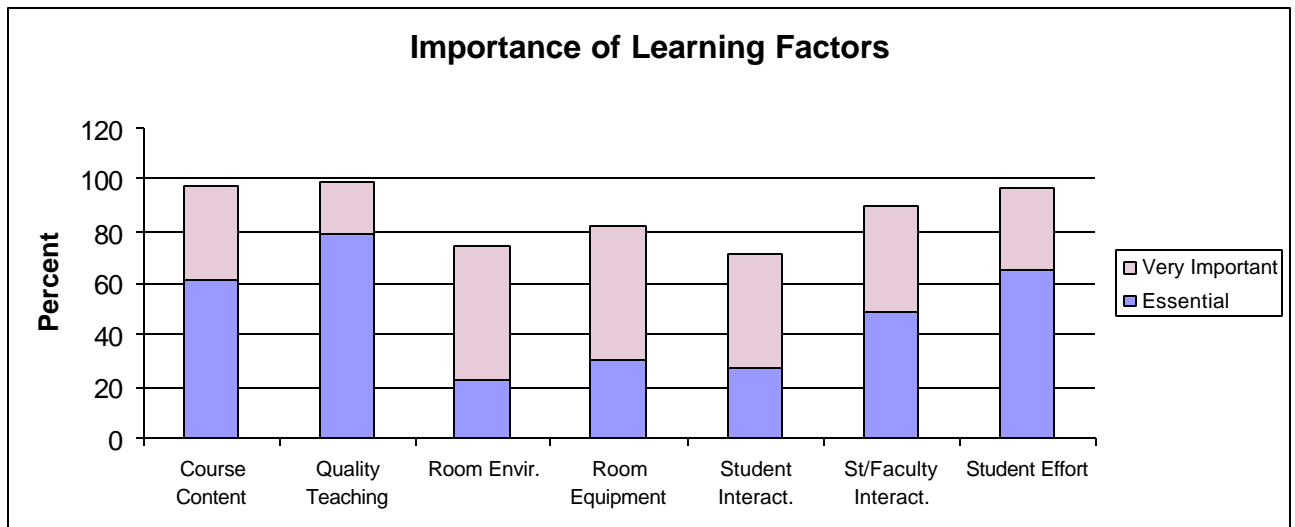
Discussion

The data reveal that the physical environment of the classroom, including the quality of classroom equipment, occupies a highly valued position in terms of perceived inputs to overall learning. Quality classrooms, adequately equipped and well maintained, are a vital ingredient in fostering positive results in the university setting. Even so, they cannot substitute for the merits of course content, effective instruction, and a strong level of commitment on the part of the learner. Attractive and inviting classrooms, appropriately

configured for the subject matter and instructional level, are a necessary, though obviously not a sufficient, condition to produce learning success.

The Campus "Aura"

Every educational institution strives to build and maintain a special identify which appeals to students and which sets it apart from other institutions. What type of "aura" or distinctive feeling does our campus have for its students as well as for the region it serves? Given our location within a highly mobile region and the fact that virtually all of our students commute to the campus, how strong is the sense of campus community within this commuting region?

Our Social Science Research Center has conducted telephone interviews regarding community perceptions of Cal State Fullerton asking about its distinctive features, special strengths, and the image of the university. Based on responses from more than 360 of our alumni, three factors stand out. In order, these features are (1) the quality and accessibility of the faculty and staff, (2) preparation for real world situations, and (3) the quality of specific academic programs. Nationally, we are known for our diversity. From our alumni's point of view, a national reputation seems less important (apart from our championship baseball team, mentioned frequently by our alumni) than our accessibility, affordability, and quality faculty.

We are a community of scholars and learners, but that does not automatically translate into solid and lasting social communities. Many options exist for students to develop social communities while also sharing in the learning process. More than 180 student clubs and organizations, for example, are registered with the campus' Office of Student Life. Social community for most students and many of the faculty emerges from family, friendship circles, and religious affiliation. Even as competing demands make it problematic for many to participate regularly in campus activities, an elastic sense of community is very real at Cal State Fullerton.

V. Conclusions and Recommendations

The purpose of our Self Study was to explore the University's progress in implementing its mission statement. What does it mean to say that Cal State Fullerton is an institution where "learning is preeminent"? How does that statement about ourselves distinguish us from other institutions? What do we need to do in the future to align our activities more closely with the Mission and Goals? How can we work most effectively toward continual improvement of our learning environment? The evidence that we have collected allows us to conclude that our emphasis on learning has reached beyond our students and involves our faculty and staff in meaningful endeavors. Our efforts to assess our learning-support programs involve not just the instructional faculty but relevant units in all Divisions of the University.

In this context, where are we now, and where do we want to go? What should be our priorities? Among the many directions we could take, the WASC Task Force suggests that the following may be appropriate paths.

- We need to align the campus culture more closely with our learning mission. Most of the self reported evidence we accumulated from annual reports and department performance reviews indicates that faculty believe that publication and research are valued more highly than effective teaching. If, as we believe, faculty learning is integral to student learning, then emphasis on scholarly and creative activities should not be diminished when it comes to faculty review. Furthermore, achieving Cal State Fullerton's aspiration to become the "finest comprehensive University in the country,[23]" requires a prestigious and creative faculty. However, the University is clearly very serious about its Mission to make learning preeminent, and that requires excellent teaching on the part of the faculty. Consequently, effective teaching and learning, as well as assessment that includes more than student opinion surveys, need to assume a more visible presence in reports and documents, and a more significant role in rewards.
- We need to keep assessment firmly rooted in program improvement. Adopting assessment practices must be viewed as a positive approach to continual improvement and

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[23] A goal announced by President Gordon at the 1998 Convocation in September.

not seen as means of making faculty and staff accountable. Assessment of learning is essentially a risk-taking behavior. Does the campus support risk-taking? Do institutional obstacles exist that inhibit the experimentation that is necessary for meaningful program assessment and improvement? If so, those obstacles should be removed. If they cannot be removed—that is, if they are the result of CSU system or state-wide policies--than local implementation of these policies on campus must be flexible. What obstacles do we mean? The following are some possibilities:

1. Faculty (particularly probationary and part-time faculty) often feel a responsibility to earn above-average student evaluations every single semester. Obviously, everyone can't be "above average," yet personnel standards may seem to require it. We suggest that those who interpret student evaluations of teaching take due account of the innovation and experimentation that faculty should and do carry out as they seek to increase student learning and establish appropriately high standards for student performance.

2. Academic departments, schools, colleges, in fact the whole University is driven by the need to achieve enrollment targets, since FTES is the primary force that determines state funding. But experimentation in a course may be contrary to maintaining strong subscription to courses and programs, particularly if the experimentation means making students accountable to higher standards of quality learning. We need to sort out this conflict in a way that continues to achieve enrollment goals, but that does not require that individual classes become more and more crowded. Desirable experimentation and innovation might benefit from flexibility in enrollment requirements at the individual course level.

3. The campus should distinguish between program assessments and faculty evaluations, keeping the former clearly in the domain of program improvement, and the latter clearly defined in the retention, tenure and promotion process. Staff evaluations should also distinctly separate assessment of programs and practices from individual performance. In order to expand its role as the University's *modus operandi*, assessment must take place within a safe environment where a failed experiment is not punished, but the results of assessment are used for improvement.

- We have made a good start on establishing, through wide-spread consensus, learning goals for General Education that stress subject-matter competence, as well as writing and communication skills. We are moving toward a fuller consensus about more broadly based learning goals with our discussions about the "marks" of a Fullerton student. We still need to establish a more universal bridge from merely having learning goals to assessing achievement, not just in General Education, but throughout the curriculum. We need to finish the process of establishing clear statements of desired outcomes in all of our academic programs and then ensure that all programs systematically employ assessment data to improve student learning.

- Bureaucratic paperwork tends to burgeon. In such a context, the need for planning may become just another bureaucratic requirement if it is perceived as an "add-on." We may need a "red tape committee" to examine ways to replace old paperwork with new, more useful planning processes and documents. In any case, documenting the outcomes of our efforts to improve our programs and increase student learning should supplant less important reports without direct relevance to that goal. Of current concern in this regard, the CSU system planning document *Cornerstones*, and particularly its proposed "Accountability" process, should not duplicate the accountability campuses already establish through WASC reaccreditation and self-study processes.

- We need to acknowledge that while we are quite good at collecting data, we are less skilled in analyzing it and USING it for planning. The institutional impulse (not unique to us) is to hope to solve problems by collecting more/new data, instead of looking again, analytically, at what we already have. Much work needs to be done to routinize and institutionalize the interpretation and use of analyzed information.

- The latest implementation guidelines for Annual Reports and Program Performance Reviews are a great improvement over past guidelines because they challenge us to focus on outcomes and goals and to assess progress toward those goals. However, the responses by various units to these guidelines—that is, the reports they actually submit—are uneven, with some lacking in substance, in particular, failing to focus on documenting the outcomes of academic programs. Does this mean that the guidelines need to be improved? Are there other ways that programs can be supported to engage in richer substantive discussion and planing for their futures?

- The latest PPR guidelines were written to apply to support units in addition to academic units, but the process has not yet begun for support units. Mindful of our concern with red tape and bureaucratic paperwork, above, we believe that the five- to seven-year frame for PPRs is a critical opportunity to share planning strategy with support units. We need to begin this process for all units engaged in learning efforts (which means, all Divisions of the University).

- We need to continue funding for technological improvement and innovation, particularly with support structures and services. Computers need to be replaced and updated on a regular basis, and technical systems need to be maintained. Just as importantly, those campus centers that facilitate the use of the technology—particularly the Pollak Library, the Faculty Development Center and the Employee Training and Development program—need sustained support. This document contains myriad examples of how the Library, the FDC and ETD have improved the ability of instructors to deliver material effectively and for staff to interact with faculty and students more successfully. In order to capitalize on these gains, equipment must be in excellent condition, and assistance and support must be readily available.

- We need to broaden physical access to instructional technology. Considerable investments were made during the 1990s to renovate, refurbish and upgrade the quality of selected large lecture halls, computer classrooms, and specialized instructional lab facilities. Faculty and students become excited about the learning alternatives made available through technology and become frustrated when computers in the student laboratories are all in use, when classrooms have not been outfitted to utilize the technology, or when training programs are not readily available. Specifically, we recommend that the classroom renovation program be extended to include standard classrooms and to upgrade smaller seminar areas. Perhaps most importantly, techniques of assessment that measure effectively how technology improves student learning need to be incorporated throughout courses and programs that rely on instructional technology tools. The University has been conscientious about such outreach efforts to students as supplying them with free email and making low cost Internet services available. These efforts should be evaluated and analyzed to determine their effectiveness in enhancing communication and, subsequently, learning.

- Increasing support for students in our University who are non-native speakers of English (which, in fall1999 means 48 percent of our students!) must become a priority. We need to meet the challenge of our demographic environment, and this includes not only instruction in language competency but a renewed emphasis on culture, socialization, and civic values. Our diversity is one of our greatest strengths and we must take advantage of the opportunities our students' backgrounds affords. With approximately half of our students originally speaking a language other than English at home, we have committed ourselves to implementing the requirement that all GE courses include a substantial writing component. One implication may be that strategies from the field of Teaching English as a Second Language become as important for assisting our student body as traditional approaches to teaching English for first-language users was in the past. At a minimum, expectations of faculty for grading and giving feedback on written work, no matter what their home discipline, need to be carefully thought out. There are many implications for faculty learning here.

- We believe our students profit from their exposure to "real-world" learning situations like internships, community-based service learning, and practica, but we have not built good assessment tools into many of these experiences. We also need to work harder on structuring student advisement to be effective. We have documented that, as a campus, we do spend more hours in counseling students than the national norm. Now we need to know about both the effectiveness of our advisement process and our ability to direct students to important learning opportunities. We could begin by building an assessment into our newly adopted policy of requiring freshmen advising.

- We sense a problem with our definition of "community." Our various surveys frequently show a high degree of satisfaction with our "community"; at the same time, many criticize a lack of community-enhancing activities. Do we need to define more clearly what notions of "community" are relevant for a complex, metropolitan campus such as CSUF? Might we not engage in a campus-wide discussion of "community," taking into account the actual conditions of campus life here instead of continuing to compare ourselves to an idealized, residential, small liberal arts college? There are distinctive features of our campus that spell "community" to some; these need to be assessed, and we need to move toward a

better campus-wide understanding of the nature of Cal State Fullerton as a learning community.

As we complete this two year process of preparing for reaffirmation of our accreditation by WASC, we suggest that we have documented that this university is, indeed, an academic community distinguished by its commitment to making learning preeminent among students, faculty, and staff, and throughout the environment of the campus.