



2021-22 UNIVERSITY ASSESSMENT REPORT

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Cal State **Fullerton**

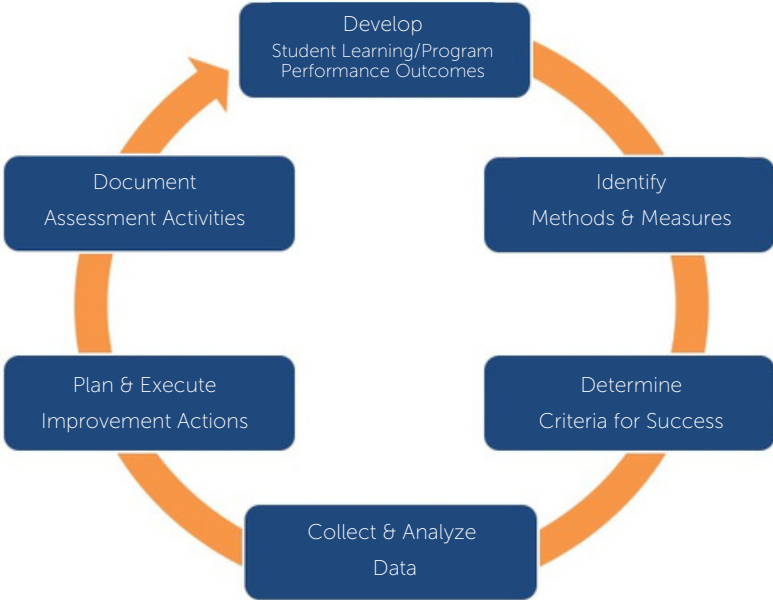
Assessment is a campus-wide endeavor involving all colleges and divisions.

California State University, Fullerton (CSUF) continues to strengthen and expand the assessment of student learning and success, faculty and staff experiences, operational effectiveness, and university progress toward strategic plan goals. At CSUF, assessment is a campus-wide endeavor involving all colleges and divisions. Assessment is coordinated through the alignment of outcomes at the program or unit level and goals at the institution level. Each unit shares its annual assessment effort through the Assessment Management System (AMS) as part of the university six-step assessment process. Operational units complete their assessment reports by July 15, and academic units by November 15 every year. The two different reporting dates align with the natural operation cycles of the units and are the result of previous reflections on the annual assessment process. Individual unit assessment reports are carefully reviewed by a team of Assessment Liaisons who represent the diverse colleges, divisions, and units on campus. Feedback from the peer-review process is returned to the units to help improve their assessment practices.

Information presented in this University Assessment Report relies primarily upon the results from the Assessment Liaisons' reviews. This annual assessment report provides an overview of the status of assessment across the university, presents a snapshot of how well CSUF is achieving learning goals and outcomes, and summarizes how our university is meeting its priorities.

Principles	Process	Platform
Assessment at CSUF is governed by UPS 300.022 and the Academic Senate's Assessment and Educational Effectiveness Plan.	Assessment at CSUF is conducted following a six-step process.	Assessment at CSUF is documented through an online management system known as AMS.

Six-Step Assessment Process



ASSESSMENT LIAISONS (2021-22)

Assessment at CSUF is impossible without the hard work of faculty, staff, and administrators. Among them, the Assessment Liaisons play a vital role in facilitating assessment efforts.



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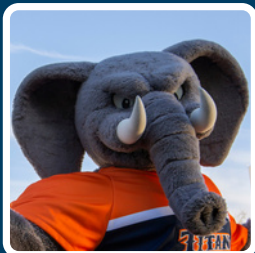
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ASSESSMENT STATUS

Resources

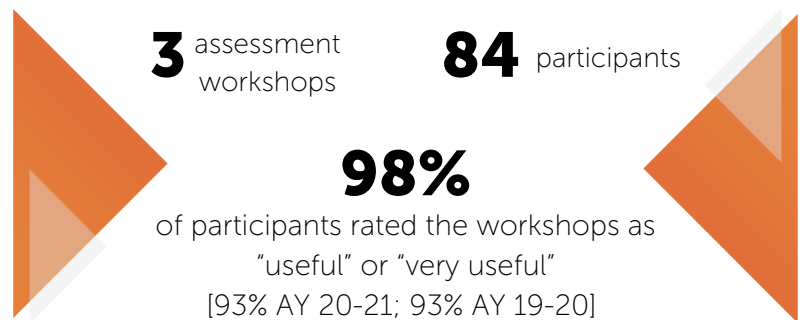
The [Office of Institutional Effectiveness and Planning \(OIEP\) website](#) hosts a wealth of resources for various university quality assurance processes, including learning and performance outcome assessment and program performance review. Detailed instructions on conducting every step of the assessment process and completing assessment reporting are provided. The website also serves as a central repository for evidence of CSUF's commitment to quality. This includes [assessment "showcases"](#) that highlight best practices on campus, summary results of institution-level assessment (e.g., GE, large-scale surveys), and relevant documents demonstrating the transparency of various quality assurance processes. Important institutional data on students and faculty are also on the website.

Dissemination

In addition to internal communication, faculty, staff, and administrators disseminate assessment and research efforts and findings with external colleagues to share positive experiences and seek constructive feedback. In 2021-22, the Office of Institutional Effectiveness and Planning alone delivered 12 conference presentations.

Support

Multiple professional development opportunities were provided in 2021-22 to help faculty and staff develop expertise related to assessment.



Assessment Engagement

A total of 183 units, consisting of 140 academic units (degree programs and applicable non-degree programs) and 43 operational units, submitted 2021-22 annual assessment reports through the Assessment Management System (AMS). This equates to 98.91% campuswide participation in assessment. The participation percentage is slightly higher than last year, which may be due to the engagement efforts held by the OIEP assessment staff and the Assessment Liaisons.

98.9%

university wide participation in assessment in 2021-22

95% AY20-21
95% AY 19-20

98.6%

academic unit participation in assessment in 2021-22

94% AY 20-21
93% AY 19-20

100%

operational unit participation in assessment in 2021-22

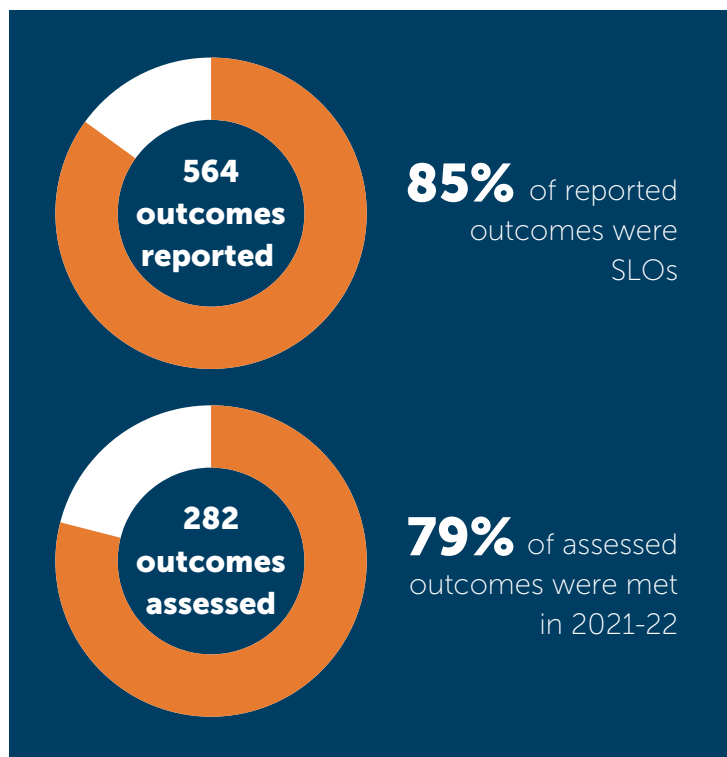
100% AY 20-21
100% AY 19-20

OUTCOMES OVERVIEW

Assessment at CSUF is a campuswide endeavor. Undergraduate and graduate degree programs primarily focus on student learning outcomes (SLO), and operational units often examine performance outcomes that aim to improve operational effectiveness. To make assessment manageable, each program/unit is recommended to prioritize and include a reasonable number of outcomes (e.g., 5-7) in its assessment plan. The program/unit is required to assess at least one outcome per year and rotate through all outcomes within the duration of the assessment plan. Curriculum maps can be found on the [OIEP website](#).

Since degree programs comprise most of the units participating in assessment, 85% of the outcomes reported were SLOs. Many programs/units surpassed the minimum assessment requirement, resulting in 50% of outcomes (282 out of 564) assessed in 2021-22, a continued increase from the previous years (45% in 2020-21 and 38% in 2019-20). Although slightly lower than last year (82%), the number of assessed outcomes that are "met" (79%) continues to be high.

The university coordinates and integrates assessment activities of individual programs/units by aligning outcomes at program/unit and university levels. Programs/units align student learning and performance outcomes with the university strategic plan goals, undergraduate and graduate learning goals, and WASC Senior College & University Commission (WSCUC) core competencies, where applicable. It is reasonable to expect SLOs to align closely with university learning goals. WSCUC core competencies are required only for undergraduate programs.



Program/Unit Outcomes

2018-23 Strategic Plan Goals

- Transformative Educational Experience and Environment
- Student Completion and Graduation
- High-quality and Diverse Faculty and Staff
- Financial and Physical Growth

Undergraduate/Graduate Learning Goals

- Intellectual Literacy
- Critical Thinking
- Communication
- Teamwork
- Community Perspective (Diversity)
- Global Community (Diversity)

WSCUC Core Competencies

- Critical Thinking
- Information Literacy
- Oral Communication
- Quantitative Reasoning
- Written Communication

Alignment with University Strategic Plan Goals (SPGs)

SPG 1 has more aligned outcomes than SPG 2, 3, and 4.

Most of the assessed outcomes aligned with each SPG are "Met."

Strategic Plan Goal	Aligned Outcomes	Percent of "Assessed and Met"
SPG 1 - Transformative educational experience and environment	454	80%
SPG 2 - Student completion and graduation	46	94%
SPG 3 - High quality and diverse faculty and staff	23	75%
SPG 4 - Financial and physical growth	8	67%

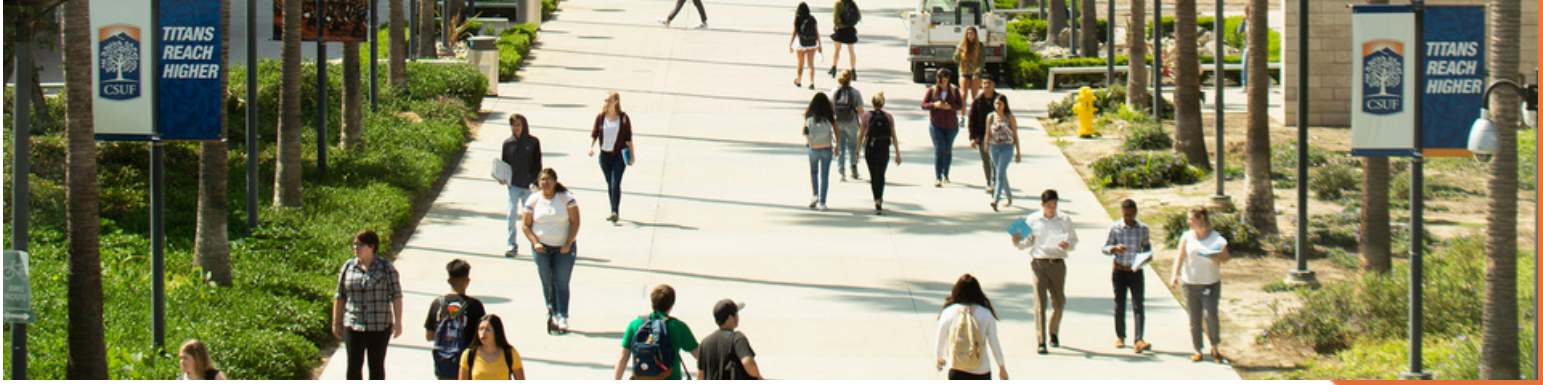
Alignment with WSCUC Core Competencies

Many of the reported outcomes aligned with Critical Thinking and Information Literacy.

A majority of assessed outcomes aligned with each Core Competency are "Met."

Core Competency	Aligned Outcomes	Percent of "Assessed and Met"
Critical Thinking	132	80%
Information Literacy	126	85%
Oral Communication	60	85%
Quantitative Reasoning	75	86%
Written Communication	71	81%





Alignment with University Undergraduate Learning Goals (ULGs)

ULG 1, 2, and 3 have more aligned outcomes than ULG 4, 5, and 6.

Most of the assessed outcomes aligned with each ULG are "Met."

University Learning Goal	Aligned Outcomes	Percent of "Assessed and Met"
ULG 1 - Intellectual Literacy	109	88%
ULG 2 - Critical Thinking	87	82%
ULG 3 - Communication	68	87%
ULG 4 - Teamwork	26	83%
ULG 5 - Community Perspective (Diversity)	38	93%
ULG 6 - Global Community (Diversity)	35	100%

Alignment with University Graduate Learning Goals (GLGs)

GLG 1, 2, and 3 have more aligned outcomes than GLG 3, 4, 5, and 6.

Most of the assessed outcomes aligned with each GLG are "Met."

University Learning Goal	Aligned Outcomes	Percent of "Assessed and Met"
GLG 1 - Intellectual Literacy	109	84%
GLG 2 - Critical Thinking	102	81%
GLG 3 - Communication	89	84%
GLG 4 - Teamwork	58	94%
GLG 5 - Community Perspective (Diversity)	56	86%
GLG 6 - Global Community (Diversity)	42	78%

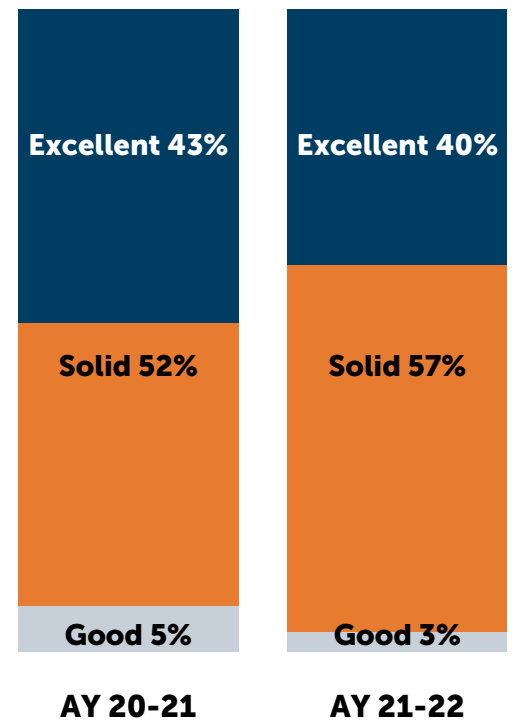
ASSESSMENT QUALITY

The annual assessment reports were reviewed by teams of Assessment Liaisons shortly after the reports were submitted. A common feedback rubric, complemented by a rubric review and calibration session, was used to ensure consistency among the reviewers. The rubric examines essential areas for each of the six assessment process steps. Areas include whether the outcomes are measurable, whether the measures are valid and reliable, and whether any improvement plans are developed or implemented.

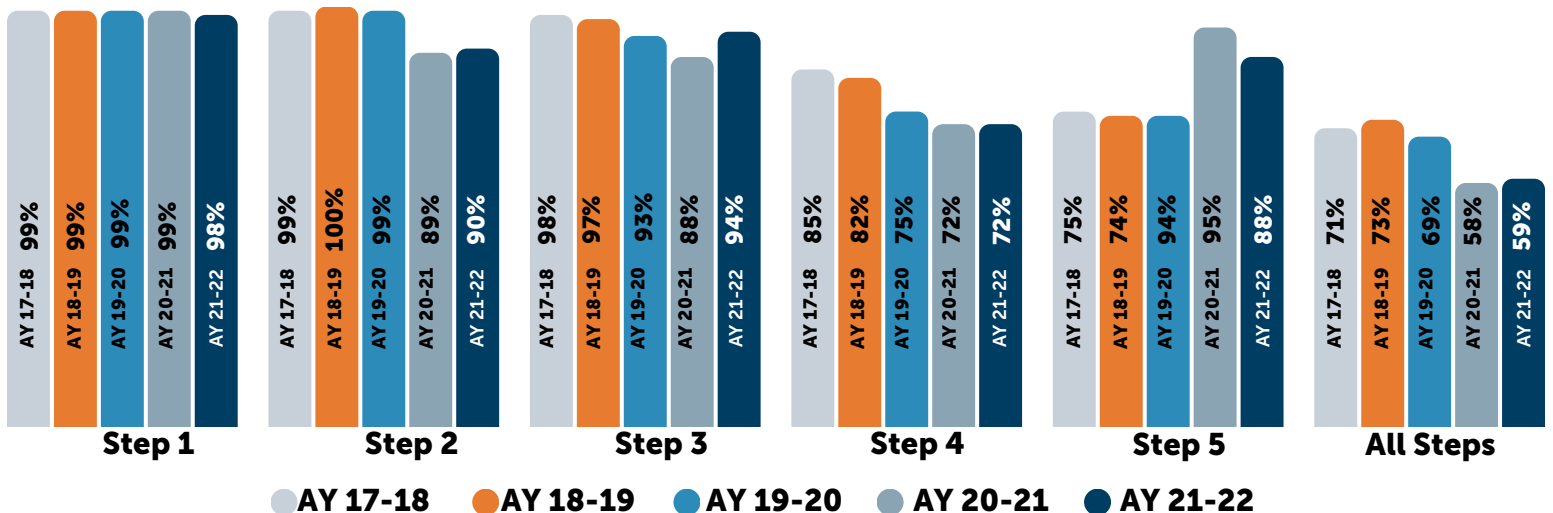
Assessment Liaisons reviewed each program/unit's assessment report and provided simple feedback (e.g., "yes," "no," "partial," "unclear") for each of the rubric criteria as well as constructive feedback to elaborate. To give the programs/units a general sense of the state of their assessment practices, an "overall rating" was also provided. The "overall rating" suggests to the programs/units whether they have 1) an "excellent" assessment practice that should be continued; 2) a "solid" assessment practice that has a solid foundation but needs improvement in some areas; or 3) a "good" assessment practice which indicates good effort but has issues that require significant work. The overall ratings provide a consistent measure to gauge the quality of assessment across the university.

The distribution of the assessment ratings in 2021-22 shifted slightly from 2020-21. The percentage of units that received the "Excellent" rating decreased slightly from 43% to 40%. This decrease may still be due to the challenges associated with the COVID-19 pandemic and from the newly added rubric criterion in 2020-21 (interpretation of findings). Although efforts to alleviate this are in place, it could take a few years to see changes reflected in the reporting practices.

Assessment Ratings



% of Units that Completed the Six-Step Assessment Process Appropriately



EXCELLENT ASSESSMENT

In collaboration with the Academic Senate Assessment and Educational Effectiveness Committee, we would like to particularly acknowledge the academic programs and operational units that achieved an excellent rating on their 2021-22 Assessment Feedback Report.

Division of Academic Affairs

- Pre-Health Professions Postbaccalaureate Program
- Office of Assessment and Institutional Effectiveness
- Academic Programs and Enrollment
- Extension and International Program

College of Business and Economics

- Business Administration, B.A.
- Economics, B.A.
- International Business, B.A.
- Business Administration, M.B.A.
- Professional Certificate in Personal Financial Planning

College of the Arts

- Dance, B.A.
- Theatre Arts, M.F.A.

College of Communications

- Screenwriting, M.F.A.

College of Engineering and Computer Science

- Computer Science, M.S.

College of Education

- Education, M.S. (Elementary Curriculum and Instruction)

College on Health and Human Development

- Athletic Training, M.S.
- Child and Adolescent Studies, B.S.
- Counseling, M.S.
- Kinesiology, B.S.
- Kinesiology, M.S.
- Nursing, B.S.
- Nursing, M.S.
- Nursing Practice, DNP
- Public Health, B.S.
- Public Health, M.P.H.
- School Nurse Services Credential
- Social Work, M.S.W.

College of Humanities and Social Sciences

- American Studies, B.A.
- Anthropology, B.A.
- Anthropology, M.A.
- Comparative Literature, B.A.
- Education, M.S. (TESOL)
- English, B.A.
- English, M.A.
- Environmental Studies, M.S.
- Ethnic Studies, B.A. (African American Studies)
- Ethnic Studies, B.A. (Asian American Studies)

- French, B.A.
- History, B.A.
- History, M.A.
- Humanities and Social Sciences, B.A.
- Linguistics, B.A.
- Philosophy, B.A.
- Religious Studies, B.A.
- Sociology, B.A.
- Sociology, M.A.
- Women and Gender Studies, B.A.

College of Natural Sciences and Mathematics

- Biochemistry, B.S.
- Chemistry, B.A.
- Chemistry, B.S.
- Chemistry, M.S.
- Computational Applied Mathematics, M.S.
- Mathematics, M.A. (Teaching Math Option)
- Physics, B.S.
- Physics, M.S.
- Statistics, M.S.

Division of Information Technology

Division of Student Affairs

- Athletic Academic Services
- Career Center
- Center for Internships and Community Engagement
- Counseling and Psychological Services
- Dean of Students Office
- Disability Support Services
- Housing and Residential Engagement



Assessment Best Practices

Many examples of “best practices” were observed in the review of the 2021-22 assessment reports, a small number of which are briefly described in this report. More examples may be viewed on the [OIEP Assessment Showcase website](#).

College of Communications - Communication Sciences and Disorders Multicultural Certificate

The certificate program used both direct and indirect measures to assess students’ ability to “devise a research project structured by a clearly articulated analytical framework appropriate to the field of study”. Direct assessment was measured using a research project focused on culturally-linguistically diverse populations/multicultural issues in a multicultural seminar. For the indirect assessment, students completed a Multicultural Certificate Exit Survey capturing their perceptions of learning with respect to research, evidence-based clinical practice, cultural sensitivity, and awareness of diversity, equity, and inclusion as it relates to individuals from diverse cultural and linguistic backgrounds. The survey also yielded qualitative data indicating students felt “encouraged to meet with faculty on a regular basis to enhance their overall learning associated with their project”. While students successfully met the learning outcome through both direct and indirect measures, the program acknowledged a small sample size, and developed an improvement plan to include all Communicative Disorders MA students in the exit survey. This improvement strategy will not only increase sample size, but also allow for disaggregation and examination of any “differential impact of the COMD Multicultural Certificate” on students’ learning within the program.

College of Natural Sciences and Mathematics – Mathematics MA (Teaching Option)

To assess students’ ability to “communicate mathematics in written and oral forms”, the program used embedded measures to capture “mathematical correctness” and “communicative effectiveness” across six graduate level courses. Recognizing that the grading styles of course instructors may vary, the program aggregated data for all six courses over the last three years, creating a bigger sample. Student performance from individual courses as well as aggregated across courses was examined. The results allowed the program to identify one particular course where student performance was lower, which prompted the faculty to formulate an improvement plan. Specifically, the program will implement additional scoring calibration to reduce faculty scoring variation and has begun exploring the possibility that students’ confidence may be impacting performance in “communicative effectiveness”.



College of Humanities and Social Sciences - Sociology MA

Analytical training is an important focus in sociology. Students were assessed on their ability to “apply core concepts in an area of research specialization through the interpretation of sociological data, using such concepts”. To capture students’ cumulative learning on this learning outcome, written samples from theses, projects, and comprehensive exams were selected as the direct measure of this outcome. Two faculty members reviewed each student’s work using a rubric designed to capture students’ knowledge and application of sociological theory and analysis techniques. Students exceeded the established criteria for success overall, and the results suggested that at the completion of the program, students were “doing an excellent job identifying and explaining key sociological concepts”, are “able to articulate and discuss sociological concepts when applying them to data”, and “are thinking critically about core sociological concepts”. The program noted that students were more likely to achieve “excellent” ratings on theses than on comprehensive exams. To address this, the program will continue to monitor the support provided to students who opt for the comprehensive exam option. The program also plans to conduct additional reflection and comparison when the outcome is reassessed.



College of Health and Human Development - Doctor of Nursing Practice (DNP)

The DNP program focused on the SLO “clinical scholarship and analytical methods for evidence-based practice” this year, which assessed students’ ability to “appraise literature in order to implement best practices, apply relevant findings to develop practice guidelines, and disseminate findings from practice through scholarship”. Student achievement was captured using both direct and indirect measures: doctoral final defense (direct) and Skyfactor Exit survey at graduation (indirect). The final project defense was scored using a rubric on both the written and presentation components. The criteria for success in successfully completing the final defense was met by 100% of students, but the program was able to identify specific criteria within the rubric where improvement was needed. Items on the Skyfactor survey, “Essentials of Nursing”, were used to capture students’ self-reported perceptions of learning connected to the SLO. Students demonstrated high achievement on the measure, which was also consistent with prior years’ data. The program will continue to monitor and reassess the outcome, as well as to implement improvements tied to the disaggregated results of the doctoral final defense project.



College of the Arts - Dance BA

Thorough and rigorous assessment was used to capture students' ability to "adequately demonstrate the technique, performance skills and movement vocabulary required of performing artists". The program integrated assessment in regular curricular practices, engaged faculty in both direct and indirect assessment, and utilized a scoring rubric to collect and disaggregate robust data to inform their improvement actions. Same as prior years' assessment, direct measures included Performance Reviews which focused on student application of skills. For the 2021-22 assessment cycle, the program added an indirect measure – a student Self-Assessment Survey was administered to Juniors and Seniors in the program to capture students' perceptions of their acquisition and demonstration of skills. Overall, student performance on both measures exceeded the criteria for success. The program took one step further to disaggregate data by rubric criteria and student level (Junior and Senior) to identify areas for improvement. The analysis revealed that students demonstrated expected progression of skills, though specific areas for improvement such as dance techniques were identified through both measures. These findings have informed the program's improvement actions, and have already prompted instructors to emphasize the identified skillsets in courses, and to add elements of mindful practices to better prepare students.

College of Business and Economics - Business Administration BA (BABA)

Assessing four SLOs this assessment cycle, the BABA program engaged in a comprehensive and rigorous assessment practice that included solid faculty involvement, attention to inter-rater reliability through rubric calibration, and use of both direct and indirect measures. Students were assessed on discipline-focused communication skills, use and interpretation of economic literature and data, employing statistical methods for estimation and evaluation, and application of various quantitative methods used in economic theory. Across all SLOs, direct assessment data were collected through embedded measures such as written tests, essay questions on the final exam, and case analysis assignments. Indirect assessment was captured by questions aligned with the SLOs on an Exit Survey administered in MGMT 449. Students achieved the criteria for success across all outcomes for both direct and indirect measures. The program also compared results to prior years' findings, and trends were noted where student performance increased significantly. The assessment results were shared with faculty, and improvement actions were identified in areas such as students' ability to use economic concepts to analyze issues and to improve organization of written work. Additional improvement actions are centered on the assessment process itself, including adjustment to an instrument where a 'double-barreled' question was identified, and improvement of inter-rater reliability through additional training and calibration.

Division of Information Technology (IT)

IT's Performance Outcome (PO) "Next-Gen Cyber Infrastructure" aims to ensure that the university will "experience a robust and secure next-gen cyber infrastructure". A key component of laying the foundation for this infrastructure is to mitigate the cybersecurity risk towards the end users. The division used both direct and indirect measures to assess its effort to educate the campus community and to create a culture of cyber security risk awareness. In 2021-22, approximately 6,482 users were assigned the Data Security and Family Educational Rights and Privacy Act (FERPA) training designed to help increase and/or reinforce user knowledge of cybersecurity. Over 73% of users completed the training, which not only met the established criteria of success but also exceeded previous years' completion rates. Driven by the prior year's assessment results, comprehensive cyber security events (e.g. Women in Cybersecurity, Cyber Threats to Higher Education, Cyber Security Awareness) were held throughout the year, which attracted 569 attendees. The post-event surveys revealed that a majority of attendees found the sessions as "Very" or "Extremely" engaging. The division plans to build upon this success, continue to foster a culture of risk awareness, and increase the completion rate of trainings, all of which will directly strengthen the infrastructure and lessen the risk to the university's cyber security.



Counseling and Psychological Services (CAPS) - Division of Student Affairs

The Performance Outcome (PO) "CAPS Mental Health Barrier Reduction" is intended to capture students' ability "to successfully overcome mental health-related barriers to completing their educational goals in a timely manner". Collecting clinical assessment data is integral to "treatment planning, monitoring progress, and evaluating treatment response" of students. An external standardized instrument, developed for use with college counseling center clients and designed to provide a multidimensional assessment of psychological symptoms, was used to assess the following domains: depression, generalized anxiety, social anxiety, academic distress, eating concerns, family distress, hostility, and substance abuse. CAPS collected data on students who had completed at least two administrations of the instrument for the purpose of "analyzing clinical change over time and common patterns of change". In 2021-22, data from 776 students were analyzed, and results across all domains were reviewed for change. Data analysis revealed that at least 75% of students demonstrated a decrease in symptoms across specific domains. While the criteria for success were achieved, CAPS also reviewed national trends to comprehensively assess students' needs, which suggested that "trauma was most likely to show up in the distress scales". In response, CAPS plans to better prepare staff with additional trauma training to assist students. This thorough "closing the loop" effort allowed CAPS to directly tie improvement actions to data to better serve students.

PROGRAM PERFORMANCE REVIEW

A program performance review (PPR) is a reflective assessment and forward-looking, evidence-based planning tool that can guide an academic program's strategic actions and strengthen its capacity to implement program improvements. All academic programs complete the PPR process at least once every seven years. The assessment of SLOs is an important component of this process.

The PPR process begins with preparing a self-study and completes with a culmination meeting between the program, college, and university. The entire process typically takes two academic years to complete. Details about the PPR process, including the guidelines and schedule, can be found on the [OIEP PPR website](#). The thorough nature of PPRs provides opportunities to assess the university's general state of operation. Each year, PPR documents are analyzed by the OIEP to identify common themes that apply to a significant portion of the programs reviewed. These themes are organized into commendations, recommendations, and resource requests.



2021-22 PPR Themes

Commendations

- Assessment
- DEI Commitment
- Curriculum and Pedagogy
- Program Climate
- Research and Service

Recommendations

- Assessment
- Pedagogy and Curriculum

Resource Requests

- Physical Space
- Resources and Staffing Support

A total of 22 programs completed their PPR process in 2021-22. Reflected in the themes that emerged from the 18 PPRs that held their culmination meetings by March 2023, PPR's curriculum and pedagogy and commitment to diversity, equity, and inclusion (DEI) remain strengths of the programs. In addition, assessment, program climate, and research and service were also found as areas of commendations in this year's PPRs. Interestingly, the prevalent recommendations were in the areas of assessment, and pedagogy and curriculum. Assessment and pedagogy and curriculum were found to be both areas of strengths and areas of improvement, highlighting the importance of these areas in an academic program's operation and its continuous efforts to improve them. Similar to the previous year, themes emerged in terms of resource requests concentrated on physical space and resources, and staffing support.



CLOSING THE LOOP

Summary

With 98.9% of campuswide participation in assessment, CSUF's goal of a sustainable campuswide assessment infrastructure is close to reality. Both academic programs and operational units continued examining student learning, and success, faculty and staff experiences, and operational efficiency through thoughtful and sophisticated assessment processes. Although there was a slight decrease in the percentage of programs and units that appropriately engaged with "Step 5 - Improvement actions" (from 95% in 2020-21 to 88% in 2021-22), campus engagement in assessment is going strong as seen in the almost 100% campuswide participation and an increase in the number of outcomes assessed (50% assessed in 2021-22 compared to 45% in 2020-21 and 38% in 2019-20). For a large institution, the broad participation of diverse faculty and staff in assessment at all levels of the university is inspiring, but maintaining quality remains challenging. Despite the challenges, participants from the 2022 annual University Assessment Forum reported the continuation of a positive culture of assessment at CSUF.

Next Steps

The assessment process continues to grow at CSUF. The 2021-22 assessment report indicates campuswide commitment and engagement in using data to improve teaching, learning, and operation, and suggests an opportunity for growth in assessment quality. As the campus works towards a new strategic plan, the focus on improvement must remain at the center. With a network of assessment-savvy faculty and staff and a culture of data-informed decision-making, CSUF will undoubtedly continue to improve.

Acknowledgment

We would like to express sincere gratitude to the Assessment Liaisons for their hard work in reviewing a large number of annual assessment reports and providing feedback to the individual programs/units. Their review served as the foundation of this report. We would also like to thank all the programs, units, colleges, and divisions for participating in the assessment effort and the faculty, staff, and administrators for engaging in this critical endeavor. Our deep appreciation also goes to the assessment committee members and coordinators at various levels across the university.

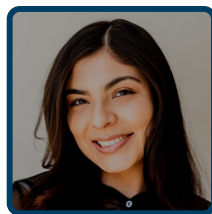
The commitment and support of the President's Office, the Provost's Office, and the leadership teams from all the colleges and divisions are instrumental in making assessment possible at CSUF. We are also grateful for the continued support of the Academic Senate's Assessment and Educational Effectiveness Committee and their ongoing promotion of assessment as a top priority on campus.

For questions or comments, please [contact](#) the Office of Institutional Effectiveness and Planning.



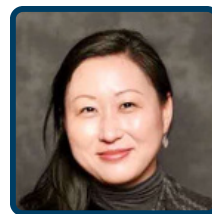
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