



CALIFORNIA STATE UNIVERSITY  
**FULLERTON**<sup>TM</sup>

# 2017-18 University Assessment Report



STEVEN G. MIHAYLO HALL

California State University, Fullerton (CSUF) continued its efforts in 2017-18 to strengthen and expand the assessment of student learning, student experiences, faculty/staff satisfaction, operational effectiveness, and university progress toward strategic plan goals.

Guided by the university-wide six-step assessment process, academic and non-academic units at CSUF design their own assessment plans, develop appropriate learning or performance outcomes, implement direct and/or indirect measures, and interpret and act upon the results. At CSUF, assessment is a campus-wide endeavor involving all colleges and divisions and is coordinated through the alignment of outcomes at the program/unit level and goals at the institution level.

Facilitated by the Office of Assessment

and Institutional Effectiveness, CSUF continued the General Education (GE) Faculty Learning Community to assess how the GE curriculum is preparing students to meet the GE learning goals and outcomes. The cross-disciplinary effort has proven an effective strategy to engage faculty across diverse departments in institution-wide assessment. More details about this effort are available on page 8.

As part of the six-step assessment process, each unit reports its annual assessment effort through *Compliance Assist*, which was collected July 15, 2018, for non-academic units and November 15, 2018, for academic units. The two different reporting dates align with the natural operation cycles of the different units and are the result of previous reflections of 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. To help the units further improve their assessment practices, feedback from the review is provided back to the units.

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

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

### Assessment Structure

#### Principles

Assessment at CSUF is governed by UPS 300.022 and the Academic Senate's Assessment and Educational Effectiveness Plan.

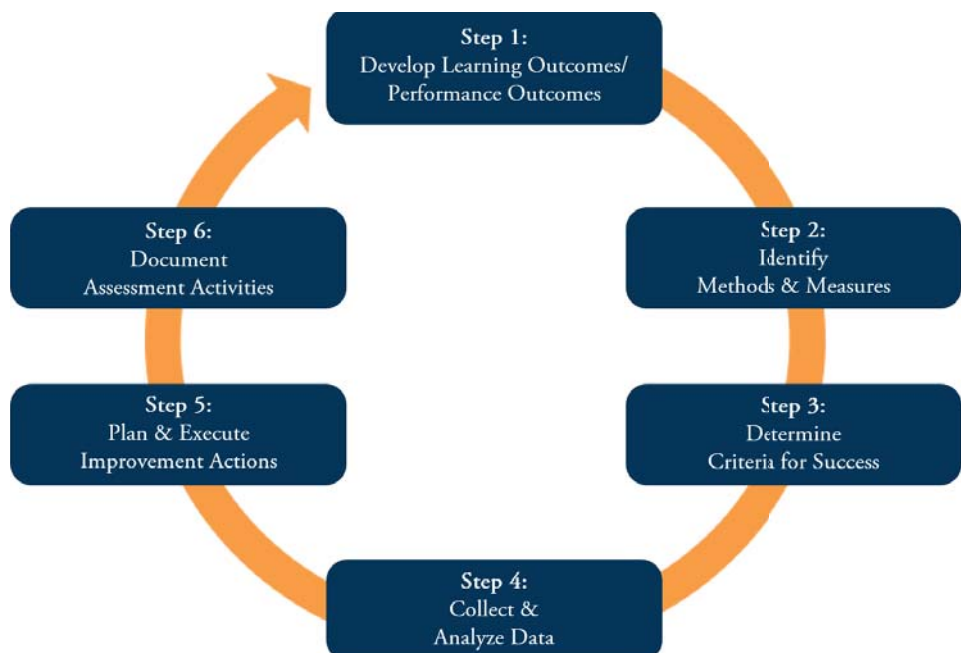
#### Process

Assessment at CSUF is conducted following a six-step process.

#### Platform

Assessment at CSUF is documented through an online management system, *Compliance Assist*.

### Six-Step Assessment Process



**People**

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

## 2017-18 Assessment Liaisons



**Elahe Amani**  
IT



**Ioakim Boutakidis**  
HHD



**Caroline Carpenter**  
EIP



**Greg Childers**  
NSM



**Richard Cho**  
Library



**Teresa Crawford**  
EDU



**Yessica De La Torre**  
Student Affairs



**Danielle Garcia**  
Office of the  
President



**Tara Garcia**  
HRDI



**Arnold Holland**  
COTA



**Sinjini Mitra**  
MCBE



**Christine Muriel**  
Administration &  
Finance



**Rachel Nilsson**  
University  
Advancement



**Carter Rakovski**  
HSS



**Binod Tiwari**  
ECS



**Lisa Tran**  
HSS



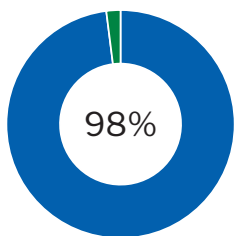
**Ying-Chiao Tsao**  
CCOM



**Steve Walk**  
Irvine Center

## Support

Multiple professional development opportunities were provided in AY 17-18 to help faculty and staff develop expertise related to assessment.



of participants rated the workshops as “useful” or “very useful”

[93% AY 16-17]  
[96% AY 15-16]

## Resources

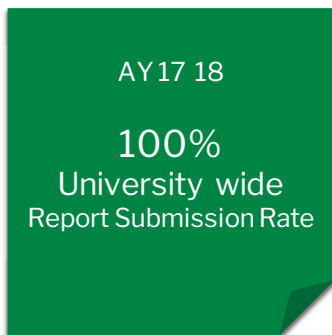
A website ([www.fullerton.edu/data](http://www.fullerton.edu/data)) provides descriptions of and resources for various quality assurance processes of the university, including learning outcome and performance outcome assessment, program performance review, and center and institute review. Detailed instructions on how to conduct every step of the assessment process, and how to complete assessment reporting are provided. The website also serves as a central depository for evidence that demonstrates CSUF’s commitment to quality, including assessment “showcases” that highlight best practices on campus, summary results of institution-level assessment (e.g., GE, large-scale surveys), and relevant documents that demonstrate the transparency of various quality assurance processes. Important institutional data on student and faculty can be found at the website as well.

## Dissemination

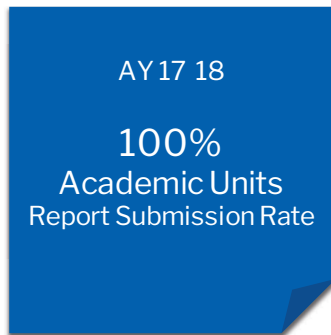
In addition to internal communication, faculty, staff, and administrators shared our assessment efforts and findings with external colleagues to disseminate positive experiences and gain constructive feedback. In AY 17-18, the Office of Assessment and Institutional Effectiveness delivered nine presentations at regional and national conferences including the CAIR Annual Conference, CSUF Mihaylo Assessment Conference, and the WSCUC Academic Resource Conference. Three staff members collaborated on two articles: “Enhancing learning power through first-year experiences for students majoring in STEM disciplines” and “Dreamers accessing the American Dream: Their academic and civic engagement outcomes.”

## Assessment Status

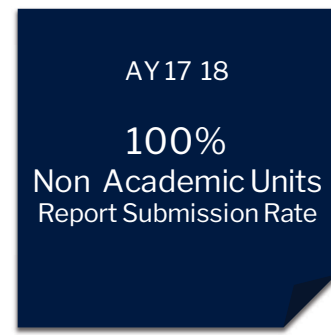
A total of **163** units, 120 academic units (degree programs and applicable concentrations) and 43 non-academic units, submitted an AY 17-18 annual assessment report through *Compliance Assist*. This equates to **100%** of the units in the six divisions that participate in assessment.



[100% AY 16-17]  
[99% AY 15-16]



[100% AY 16-17]  
[98% AY 15-16]



[100% AY 16-17]  
[100% AY 15-16]

# Outcomes Overview

Assessment at CSUF is a campus-wide endeavor. While the undergraduate and graduate degree programs primarily focus on student learning outcomes, the non-academic units often engage in the examination of 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 set an appropriate schedule to rotate through all outcomes within the duration of the assessment plan. Curriculum maps and assessment plans can be found at [www.fullerton.edu/data/assessment/](http://www.fullerton.edu/data/assessment/).

Since the degree programs make up the majority of the units participating

in assessment, 89% of the outcomes reported are student learning outcomes. Many of the programs/units surpassed the minimum assessment requirement — nearly 50% of the reported outcomes were assessed in AY 17-18. Among these assessed outcomes, a significant portion (81%) of them were “met” which is consistent with previous years (82% AY 16-17, and 79% AY 15-16).

**89%** of the reported outcomes are student learning outcomes.



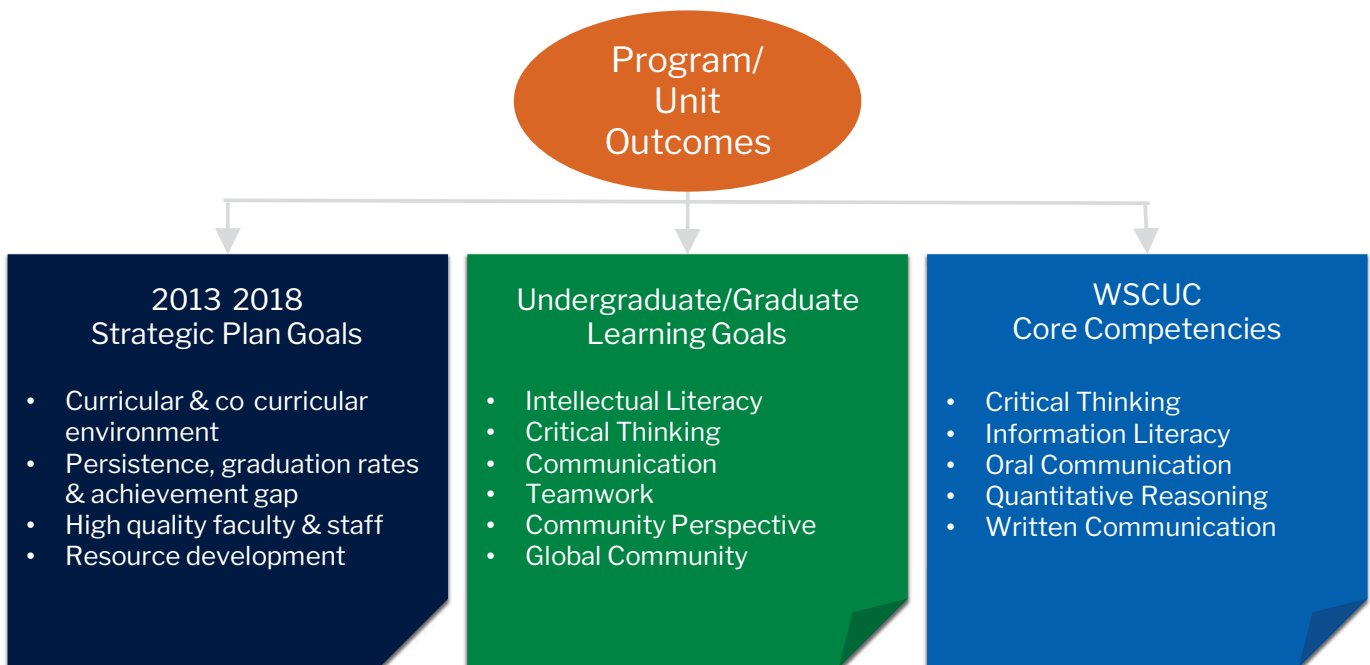
- Learning Outcomes
- Performance Outcomes

**81%** of the assessed outcomes are met in AY 17-18.



- Assessed and Met
- Assessed and Not Met





The university coordinates and integrates assessment activities of individual programs/units through alignment of outcomes at multiple levels — program/unit and the university. A program’s or unit’s outcomes, both student learning outcomes and performance outcomes, are aligned with the university strategic plan goals, the undergraduate and graduate learning goals, and the WSCUC core competencies, where applicable. It is reasonable to expect student learning outcomes align closely with university learning goals. WSCUC core competencies are required only for undergraduate programs.



## Alignment with University Strategic Plan Goals (SPGs)

**SPG 1** is the focus of most outcomes.







A **majority** of the assessed outcomes aligned with each SPG are “Met.”

Strategic Plan Goal	Aligned Outcomes	Percent “Assessed and Met”
<b>SPG 1</b> Curricular & co-curricular environment	615	 83%
<b>SPG 2</b> Persistence, graduation rates & achievement gap	53	 76%
<b>SPG 3</b> High quality faculty & staff	13	 71%
<b>SPG 4</b> Resource development	10	 75%

## Alignment with University Undergraduate Learning Goals (ULGs)

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

A **majority** of the assessed outcomes aligned with each ULG are “Met.”

University Learning Goal	Aligned Outcomes	Percent “Assessed and Met”
<b>ULG 1</b> Intellectual literacy	136	 83%
<b>ULG 2</b> Critical thinking	138	 78%
<b>ULG 3</b> Communication	98	 90%
<b>ULG 4</b> Teamwork	44	 78%
<b>ULG 5</b> Community perspective	51	 75%
<b>ULG 6</b> Global community	45	 67%

## Alignment with University Graduate Learning Goals (GLGs)

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

A **majority** of the assessed outcomes aligned with each GLG are “Met.”

University Learning Goal	Aligned Outcomes	Percent “Assessed and Met”
<b>GLG 1</b> Intellectual literacy	108	85%
<b>GLG 2</b> Critical thinking	94	92%
<b>GLG 3</b> Communication	77	87%
<b>GLG 4</b> Teamwork	40	93%
<b>GLG 5</b> Community perspective	36	95%
<b>GLG 6</b> Global community	22	85%

## Alignment with WSCUC Core Competencies

Significant number of the reported outcomes are aligned with **Critical Thinking** and **Information Literacy**.

A **majority** of the assessed outcomes aligned with each Core Competency are “Met.”

Core Competency	Aligned Outcomes	Percent “Assessed and Met”
<b>Critical Thinking</b>	220	75%
<b>Information Literacy</b>	183	81%
<b>Oral Communication</b>	103	84%
<b>Quantitative Reasoning</b>	107	79%
<b>Written Communication</b>	125	84%

## Assessment Quality

The annual assessment reports were reviewed by teams of 3-4 Assessment Liaisons immediately after the reports were submitted. A common feedback rubric was used to ensure consistency among the reviewers (see rubric at [www.fullerton.edu/data/\\_resources/pdfs/assessment\\_at\\_csuf/2017-18\\_assessment\\_rubric\\_example.pdf](http://www.fullerton.edu/data/_resources/pdfs/assessment_at_csuf/2017-18_assessment_rubric_example.pdf)). The rubric examines important issues for each of the six steps of the assessment process. Issues include, for example, whether the outcomes are measurable, whether the measures are valid and reliable, and whether any improvement plans are developed or implemented.

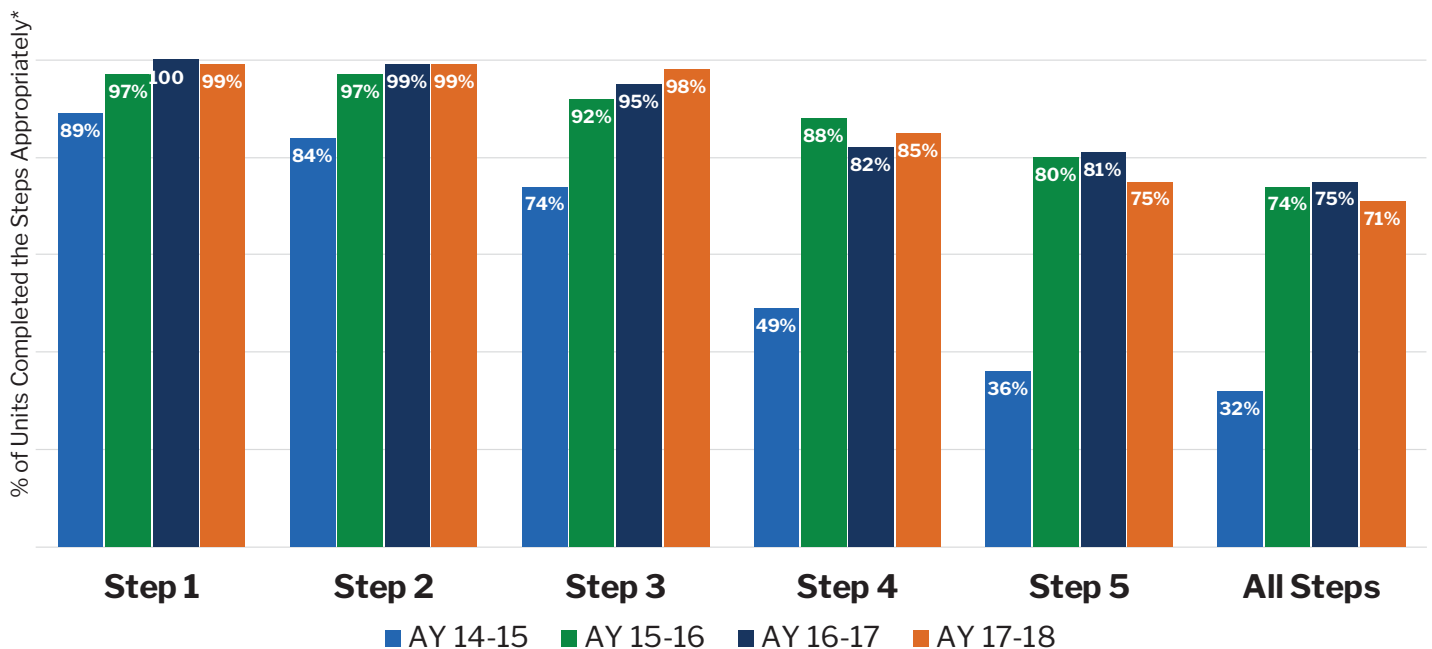
When reviewing each program/unit's assessment report, the review team provided simple feedback (e.g., "yes," "no," "partial," "unclear") for each of the rubric criteria with constructive feedback to elaborate.

An "overall rating" was added to the feedback rubric in 2016-2017, with the goal of providing the programs/units a general sense of the state of their assessment practices. The "overall rating" suggests to the programs/units whether they have 1) an "excellent" assessment practice which should be continued; 2) a "solid" assessment practice, though needing a few areas of improvement; or 3) a "good" foundation upon which significant work needs to build. The overall ratings provide a consistent measure to assess assessment across the university.

## Assessment Ratings



*The programs/units' appropriate implementation of the six-step assessment process improved significantly in AY 15-16 and remains stable through AY 17-18.*



\*Based on simple feedback for rubric items 1.1, 2.2, 2.3, 3.1, 4.2 & 5.1. \*\*Step 6 is inherently reflected in longitudinal data documented in Steps 4-5.



# GE Assessment

With the support of the Academic Senate GE Committee, the GE assessment effort continued in 2017-2018 with the GE Faculty Learning Community (GE FLC) model. Facilitated by the Office of Assessment and Institutional Effectiveness, the GE FLC focused on the Teamwork GE learning goal in 2017-2018.

The GE FLC consisted of faculty from multiple disciplines who teach upper-level GE courses that address student skill development related to the Teamwork learning goal. These courses were chosen because they offer a place to observe student skill development at the end of the GE program. The lead faculty – full-time or part-time – who taught these courses were identified by the colleges and worked together throughout the year to develop and implement the assessment plan.

The FLC went through a series of working meetings in the fall semester to identify comparable course-embedded assignments, create a common rubric, and complete rubric calibration. In the spring semester, the lead faculty trained the instructors who taught other sections of the same course on the use of the assignment and rubric. Student

performance data were collected in late spring using the comparable assignments and common rubric. Data analysis, interpretation and improvement planning took place in the summer.

The GE FLC in 2017- 2018 engaged 7 courses from 6 colleges, consisting of 13 faculty (7 lead faculty and 6 instructors). They worked closely throughout the year to determine the behavior or performance indicators that suggest student mastery of Teamwork skills, develop or adjust course-embedded assignments to emphasize these skills, and develop and apply a common scoring rubric (see partial rubric below) to the assignments. The FLC also collectively developed indirect

## Participating Faculty

Course	Coordinator
ART 380	Marsha Judd
ASAM 301	Eric Reyes
CHIC 305	Gabriela Nunez
CPSC 313	Sara Hariri
EDSC 320	Debra Ambrosetti
GEOL 333	Joe Carlin
HUSR/ COUN 350	Ginamarie Scherzi

assessment measures via a student survey to gauge students' self-perception of Teamwork skills. Through these efforts, assignments from 809 students were assessed, the results of which confirmed satisfactory achievement of Teamwork skills.

### Results: Summary

	Faculty score of "Proficient" or "Advanced" (%)	Student rating of "Agree" or "Strongly Agree" (%)
Goal setting	93.6%	94.3%
Clear expectations	91.5%	89.1%
Constructive feedback	89.1%	92.3%
Met goals (set by instructor)	83.4%	90.7%
Team contributions	88.5%	91.4%
Courtesy & respect	91.3%	94.5%

#### Criteria for success:

70% of students receive scores/ratings of 3 ("proficient"/"agree") or higher on each criterion

Rubric Criteria	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	N/A
	Below Basic	Basic	Proficient	Advanced	
A) Team identifies and sets goals for the group. (UNIT OF ASSESSMENT: TEAM)	Team fails to formulate clear goals, or formulated goals that are unachievable. Not all team members are committed to goal.	Team established the goals, but some are too general. Priorities may be unclear and/or some goals are unachievable.	Team established achievable goals that are agreed upon by the group; Team has a shared understanding of priorities.	Team established achievable goals that are agreed upon by the group; Team identified clear priorities that are well documented and organized.	
B) Team has clear expectations for each member's roles and responsibilities. (UNIT OF ASSESSMENT: TEAM)	Team does not establish roles for each member and/or the workload is unequally distributed.	Team establishes informal roles for each other. The workload could be distributed more equally.	Team establishes formal roles for each member, and distributes the workload equally most of the time.	Team establishes clearly documented formal roles for each member, and distributes the workload equally.	
C) Team welcomes constructive feedback and resolves conflict. (UNIT OF ASSESSMENT: TEAM)	Team is unable to resolve conflicts. Team members demonstrate non-constructive/destructive behaviors, and is in disagreement for most tasks.	Team ignores conflicts. Team disregards members' feedback without reasonable examination.	Team resolves conflicts by asking team members to offer feedback and to reach consensus through discussion.	Team views conflicts as opportunities for innovation to advance the project; Team identifies processes to solicit and discuss feedback.	
D) Team produces an output/result that meets the ● ● ●	Team does not produce an output/result at all or	Team produces an output/result that	Team produces an output/result that	Team produces an output/result that	

Contact [data@fullerton.edu](mailto:data@fullerton.edu) for full rubric.

## Best Practices

Many examples of “best practices” were observed in the review of the AY 17-18 assessment reports, a small number of which are briefly described here. More examples may be viewed at <http://www.fullerton.edu/data/assessment/showcase/> and are also shared at the annual University Assessment Forum.

### Step 2: Methods & Measures

Measures should be **valid** and **reliable**. The units are encouraged to use both **direct and indirect** measures where appropriate.

## Academic Programs – Writing Across the Curriculum

Writing Across the Curriculum (WAC) focused its assessment effort on the performance outcome (PO) “Faculty, staff, and administrators who participate in WAC professional development programs apply WAC best practices to their academic work.” WAC assessed this outcome by surveying workshop participants immediately after workshops and again at the end of the academic year. The post-workshop surveys included quantitative questions that rated the “usefulness” and “effectiveness” of the workshops on a four-point scale, as well as qualitative questions to collect detailed feedback from the attendees. The end-of-year survey asked attendees one question – “Have you incorporated any of the practices, strategies, or ideas you learned at a Writing Across the Curriculum workshop into any of your classes or other workplace tasks (e.g., teaching, writing, prompts, assignments, etc.)?” The results indicated that 100% of the workshop attendees found the WAC offerings useful and effective, and more encouragingly, all of them reported that they had already applied WAC practices to their work by the end of the academic year. Even though the PO was met, WAC continues to improve its program by implementing changes in response to the attendees’ feedback, including more active promotion of the WAC workshops and offering more varied workshop dates/times.

### Step 1: Outcomes

Sound outcomes are **specific, clear, concise, measurable** and **sustainable** for the unit.

## College of Health and Human Development – Health Science, B.S.

The ability to identify and access evidence-based information sources relevant to specific health issues is one of the student learning outcomes (SLOs) for the BS-Health Science program. A multi-method approach was used by the program to collect direct and indirect assessment data. An embedded assignment in the internship capstone course was used as the direct measure, which was scored using a 4-point rubric. A question in the student exit survey specifically focused on the SLO was used to collect indirect evidence of student learning. Both measures yielded positive results, and more encouragingly, *the results suggested the improvement actions implemented two years ago worked!* The program thus will continue the same strategies, and implement additional curricular changes to close the loop.

## Student Affairs – Veteran Student Services

For Veteran Student Services, the performance outcome (PO) that “student veterans receive quality support that assists in their successful transition into CSUF” is critical. To achieve this PO, the Veterans Ambassador Program was launched in fall 2017 to ease student veterans’ and other military-connected individuals’ transition into CSUF. The program visits Orange County community colleges, participates in educational access events on military installations (i.e. Camp Pendleton), hosts a welcome dinner for incoming student veterans, and facilitates the Peer Transition Leader Program that provides peer support for transitioning student veterans. The impact of this program was assessed by examining the number of working relationships the Veterans Ambassador Program fostered with local community colleges and other community resources, and with campus partners during the 2017-2018 academic year. In addition, all students who received VA educational benefits were surveyed at the end of the year to gauge their experience transitioning into CSUF. The assessment data suggested a positive impact of the Veterans Ambassador Program, which established working relationships with 12 local community colleges and other community resources (e.g. Fullerton College), as well as 9 partners on campus (e.g. Mihaylo Advising). However, the data from the end-of-year survey pointed out areas for improvement in order to better facilitate the first-semester transition for veteran students. Informed by the data, Veteran Student Services is implementing the following changes: 1) increase welcome dinner outreach; 2) better identify and support military-connected population; 3) provide additional campus and veteran support (e.g. vocational rehabilitation counselors); 4) implement a comprehensive communication plan; and 5) maintain and highlight the commitment to inclusivity.

### Step 3: Criteria for Success

Every measure should have a **predetermined** criterion for success that sets **sufficiently high** performance expectations.

## Step 4: Data Collection & Analysis

The units are encouraged to document **sufficient details** of data collection and analysis, particularly important information such as sampling strategies and rubric calibration.

### College of Natural Sciences and Mathematics – Statistics, M.S.

For the MS-Statistics program, one of the SLOs is “students will be able to decipher and solve real world problems.” This SLO was assessed in MATH 539 (Statistical Consulting), where students indeed engaged in a real-world problem-solving experience. Specifically, students must communicate with an industrial client, formulate a statistical problem, recommend design protocols, select appropriate statistical methods, perform data analysis, interpret results, and generate reports. To enhance sample size, student grades (as determined by the course instructors) in three consecutive years were aggregated and analyzed. Of the 48 students assessed, 95.8% received an A in the course, suggesting the SLO was met.

### College of Humanities and Social Sciences – Sociology, B.A.

The BA-Sociology program focused on assessing an SLO on critical thinking – “Students will demonstrate critical thinking from various sociological perspectives, such as reflecting on their social location, evaluating the implicit assumptions of everyday life, challenging commonsense understandings, and assessing the structure of an argument.” To do so, the program used a “theory application” paper assignment embedded in SOCI 410 as the direct measure and a “student success and critical thinking” survey of all enrolled majors as the indirect measure. The papers were scored using a calibrated rubric that assessed five dimensions of critical thinking (e.g. “influence and analysis of context”), and the survey collected student self-evaluation on three dimensions of critical thinking (e.g. “analysis of sociological context”). The results suggested that while students demonstrated satisfactory performance on some dimensions, their ability, as a group, needs improvement in other dimensions. As such, the faculty recommended more classes in the program adopt the teaching of critical thinking skills and instructors clearly and explicitly explain sociological critical thinking and its various dimensions to students.

### Student Affairs – Athletic Academic Services

One focus of operation for Athletic Academic Services (AAS) is that “student athletes will receive quality academic support services.” To achieve this performance outcome (PO), student athletes are provided with a variety of academic support services that include life skills programming, tutoring, academic counseling, and mentorship opportunities. These services aim to support student athletes to ensure academic success and encourage timely graduation. To assess the PO, athletes complete an End-of-Season Survey that examines student experience in and satisfaction with the academic support services. In 2017-2018, 242 student athletes from 15 teams completed the End-of-Season Survey, and the results revealed that overall, students had a positive experience and received good quality of service from AAS. For example, 82.4% of student athletes rated their experience with general education advisement as “the best” or “excellent,” 80.3% rated academic support counseling as “the best” or “excellent,” and 87.1% rated the availability of the study hall facility as “the best” or “excellent.” Detailed analysis was also conducted on the qualitative feedback student athletes provided in the survey, and corresponding improvement actions are currently underway. For instance, student athletes requested a broader range of content/subject areas for tutoring be accessible within the AAS for the convenience of scheduling.

### College of Humanities and Social Sciences – Environmental Studies, M.S.

For the MS-Environmental Studies program, students’ ability to “utilize information resources and technology to organize and evaluate environmental research” is an important SLO. A triangulated strategy was used to assess student mastery of this SLO. For direct assessment, faculty members who teach ENST 500 (Environmental Issues and Approaches) scored student research essays using a calibrated rubric and deemed the SLO achieved if 75% of the essays are rated as “acceptable” or “outstanding.” For indirect assessment, students who completed their capstone experience (thesis, project, or comprehensive exam) were asked to rate the impact of the program on improving their competencies related to the SLO in an exit survey, for which the criteria for success is 75% or more students responded with “moderate” to “outstanding” improvement. The assessment results indicated that 95% of the student essays were deemed satisfactory, though the student self-reported ratings did not meet the criteria for success. As such, the program has decided to add more specific questions in the exit survey to better understand why the students think positively or negatively about the impact of the program on their learning.

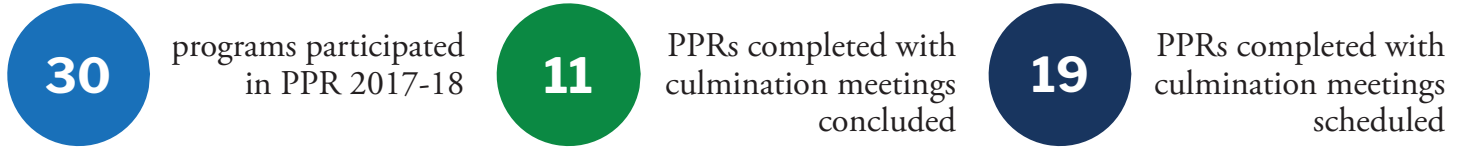
## Step 5: Improvement Actions

**Improvement** is the ultimate purpose of assessment. Assessment findings should be discussed among faculty and staff to develop and implement improvement actions. The unit should also consider how to capture the **impact** of the improvement actions.

# Program Performance Review

Program performance review (PPR) serves both as a reflective assessment and forward-looking, evidence-based planning tool that can guide an academic unit’s strategic actions and strengthen its capacity to affect program improvements. All academic programs complete the PPR process once at least every seven years. The assessment of student learning outcomes is an important component of this process.

The PPR process begins with the preparation of a self-study and completes with a culmination meeting between the program, the college, and the university. The entire process typically takes two academic years to complete. Details regarding the PPR process, including the guidelines and schedule, can be found at <http://www.fullerton.edu/data/quality/ppr/>.



The thorough nature of PPRs makes them wonderful opportunities to assess the university’s general state of operation. Each year, the PPR documents are reviewed and analyzed to identify common themes that apply to a significant portion of the programs reviewed. These themes are organized into three areas: commendations, recommendations, and resource requests. As shown below, AY 2017-18 PPRs included a strong presence of curriculum, community partnerships, student success and satisfaction, and teaching as strengths of the programs. The most prevalent recommendations were in the areas of advising, curriculum, enrollment management, faculty support, and planning. Themes emerging in terms of “resource requests” concentrated on issues of equipment and facilities, as well as resources for staff hiring.

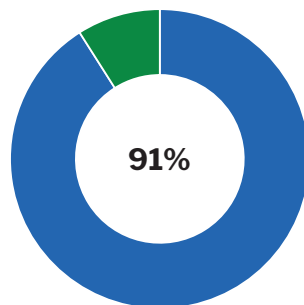
## 2017-18 PPR Themes

Commendations	Recommendations	Resource Requests
Curriculum Community Partnerships Student Success/Satisfaction Teaching	Advising Curriculum Improvements Enrollment Management Faculty Recruitment Faculty Support Planning	Equipment/Facilities Support Staff Hiring

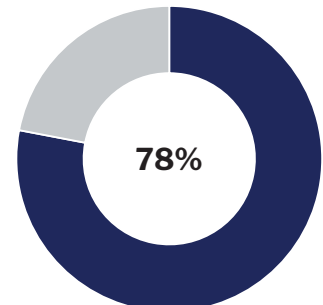
## Summary

CSUF’s progress toward a sustainable campus-wide assessment infrastructure continued in AY 17-18. Both academic programs and non-academic units continued examining student learning, student experiences, faculty/staff satisfaction, and operational efficiency through thoughtful and sophisticated assessment processes. For a large institution, the wide participation of diverse faculty/staff in assessment at all levels of the university is particularly exciting. Accompanying these promising statistics is the positive perception of assessment on campus.

At the annual University Assessment Forum in spring 2018, participants were asked to rate whether CSUF has a sustainable assessment process and whether it has an assessment-friendly culture. The responses from more than 74 participants clearly indicated the continuation of a positive culture of assessment at CSUF.



of participants agreed that the university has a **sustainable assessment process**



of participants agreed that the university has an **assessment-friendly campus culture**

## Next Steps

The assessment process continues to stabilize and deepen at CSUF. The AY 17-18 assessment reports indicated campus-wide commitment and engagement in using data to improve teaching and learning. As the campus strives to reach the Graduation Initiative 2025 goals, the assessment process ensures that student learning and experiences remain equally prominent in the discussion of indicators of student success. With a network of assessment savvy faculty/staff and a culture of data-informed decision making, it is our hope that our students will graduate not only in a timely manner but also with the knowledge and skills that will position them well for future success.



**Jyenny Babcock**  
Associate Director,  
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**Su Swarat**  
Assistant  
Vice President,  
Institutional Effectiveness



**Esperanza Villegas**  
Administrative  
Analyst

## Acknowledgment

We would like to express sincere gratitude to the assessment liaisons for their hard work in reviewing the annual assessment reports and providing feedback to the individual 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 all the faculty, staff, and administrators for engaging in this important 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, the Office of Academic Programs, 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 effort of the senate's Assessment and Educational Effectiveness Committee and the GE Committee to promote assessment as a top priority on campus.

For questions or comments, please contact the *Office of Assessment and Institutional Effectiveness at [data@fullerton.edu](mailto:data@fullerton.edu)*.

**California State University, Fullerton**  
**Office of Assessment & Institutional Effectiveness**

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