

Cal State Fullerton

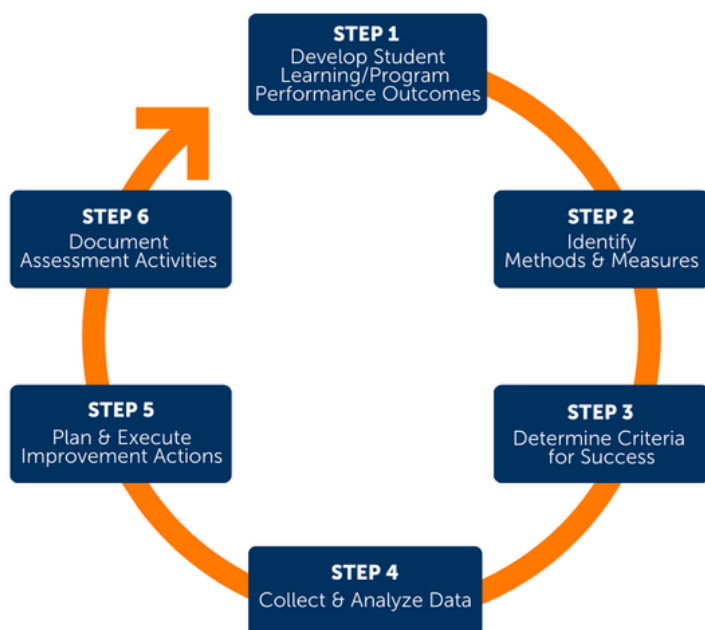
2023-2024 University Assessment Report



Assessment at CSUF

California State University, Fullerton (CSUF) is committed to improving and expanding the assessment of student learning and success, faculty and staff experiences, operational effectiveness, and university progress toward our strategic plan goals. At CSUF, assessment is a campuswide 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 program/unit shares its annual assessment effort through the Assessment Management System (AMS) as part of the university's six-step assessment process. Operational units submit their assessment reports in the spring, and academic programs in the fall every year. The two different reporting dates align with the natural operation cycles of the programs/units and are the result of previous reflections on the annual assessment process. Individual program/unit assessment reports are carefully reviewed by a team of Assessment Liaisons who represent the diverse colleges, divisions, and programs/units on campus. Feedback from this peer-review process is returned to the program/unit to help improve their assessment practices.

Information presented in this university Assessment Report draws primarily upon the results from the Assessment Liaisons' reviews. This annual assessment report provides an overview of the assessment status across the university and presents a snapshot of how well CSUF is achieving learning goals and operational outcomes.



Six-Step Assessment Process

- 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.

2023-2024 Assessment Status

Assessment Engagement

A total of 184 programs/units, consisting of 137 academic programs (degree programs and applicable non-degree programs) and 47 operational units, participated in the 2023-2024 annual assessment reporting process through the AMS. This equates to 96% campuswide participation in assessment.

96%

universitywide participation in assessment in 2023-2024

99% AY 22-23
99% AY 21-22
95% AY 20-21

95%

academic program participation in assessment in 2023-2024

99% AY 22-23
99% AY 21-22
94% AY 20-21

100%

operational unit participation in assessment in 2023-2024

100% AY 22-23
100% AY 21-22
100% AY 20-21

Resources and Support

The Office of Institutional Effectiveness and Planning (OIEP) provides a wealth of resources for various university quality assurance processes, including learning and performance outcome assessment. The resources and support are provided through step-by-step guides, workshops, and consultations.

The [assessment support guides](#) on the OIEP website include detailed instructions on conducting every step of the assessment process, from outcome development to assessment report completion. The website also provides assessment examples such as the annual “[showcases](#)” highlighting best practices on campus. Other assessment resources on the website include summary results of institution-level assessment (e.g., GE assessment), large-scale survey data, and institutional data on students, faculty, and staff.

Check out the annual assessment showcases!



6 assessment workshops

154 participants

99%

of participants “agreed” or “strongly agreed” the workshops were effective in introducing them to the six-step assessment process.

99%

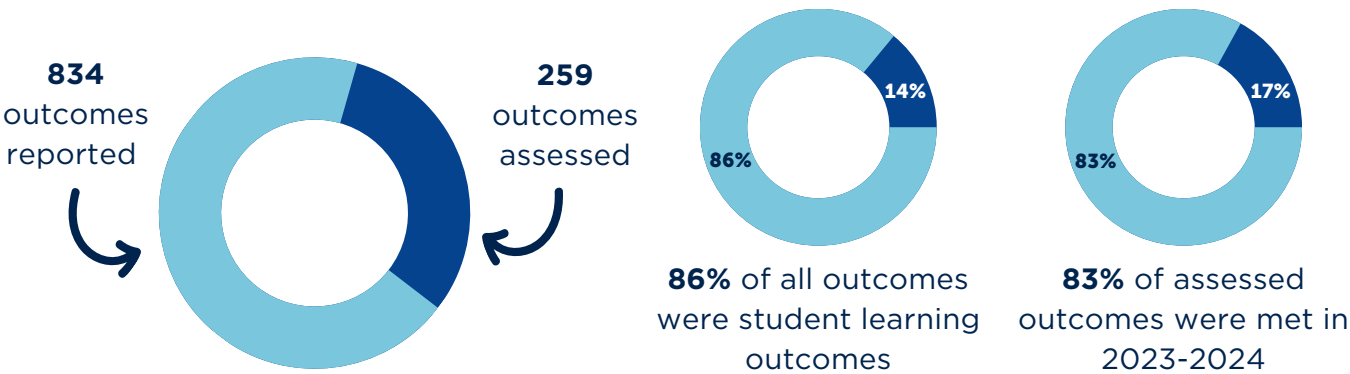
of participants “agreed” or “strongly agreed” the workshops were effective in strengthening their knowledge of how to conduct assessment.

Outcomes Overview

Assessment at CSUF is a campuswide endeavor and aligns with the university's Strategic Plan. Undergraduate and graduate programs primarily focus on student learning outcomes (SLO), and operational units often examine performance outcomes (PO) that aim to improve operational effectiveness and the campus culture. 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](#) for degree programs can be found on the OIEP website.



Since degree programs comprise most of the units participating in assessment, 86% of the outcomes reported were SLOs. Among all the outcomes, 31% of the outcomes (259 out of 834) were assessed in 2023-2024; the same percent of outcomes were assessed in 2022-2023 (31% - 253 out of 816). Among the assessed outcomes, 83% of outcomes were "Assessed and Met" in this cycle, compared to 85% in 2022-2023.



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. Alignment with WSCUC Core Competencies is required only for undergraduate programs.

PROGRAM UNIT/OUTCOMES

2018-2023 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
- Global Community

WSCUC Core Competencies

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

*The 2023-2024 assessment cycle was largely conducted prior to the launch of the new strategic plan and thus was guided by the 2018-2023 plan.



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." Compared to last year, the number of outcomes aligned to SPG 2 increased (82 in 2022-2023).

Strategic Plan Goal	Aligned Outcomes	Percent of Outcomes "Assessed and Met"
SPG 1 - Transformative educational experience and environment	704	82%
SPG 2 - Student completion and graduation	100	84%
SPG 3 - High quality and diverse faculty and staff	20	100%
SPG 4 - Financial and physical growth	11	100%

Alignment with WSCUC Core Competencies

Many of the reported outcomes aligned with Critical Thinking and Information Literacy. Most assessed outcomes aligned with each Core Competency are "Met"; however, the percentage of "Assessed and Met" decreased slightly from last year, with a notable decrease for Oral Communication (88% were "Assessed and Met" in 2022-2023).

Core Competency	Aligned Outcomes	Percent of Outcomes "Assessed and Met"
Critical Thinking	222	77%
Information Literacy	198	80%
Oral Communication	106	64%
Quantitative Reasoning	101	78%
Written Communication	113	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 "Assessed and Met." Compared to last year, the percentage of "Assessed and Met" outcomes decreased slightly. Interestingly, a similar decrease is noted with outcomes aligned to the WSCUC Core Competencies.

University Learning Goal	Aligned Outcomes	Percent of Outcomes "Assessed and Met"
ULG 1 - Intellectual Literacy	152	80%
ULG 2 - Critical Thinking	134	79%
ULG 3 - Communication	104	88%
ULG 4 - Teamwork	40	93%
ULG 5 - Community Perspective	52	80%
ULG 6 - Global Community	51	74%

Alignment with University Graduate Learning Goals (GLGs)

GLG 1, 2, and 3 have more aligned outcomes than GLG 4, 5, and 6. Most of the assessed outcomes aligned with each GLG are "Met." The number of outcomes aligned with GLG 5 and 6 increased from last year, and the percentage "Assessed and Met" outcomes aligned with GLG 1 and GLG 2 increased.

University Learning Goal	Aligned Outcomes	Percent of Outcomes "Assessed and Met"
GLG 1 - Intellectual Literacy	154	89%
GLG 2 - Critical Thinking	138	90%
GLG 3 - Communication	110	84%
GLG 4 - Teamwork	70	83%
GLG 5 - Community Perspective	73	87%
GLG 6 - Global Community	54	87%



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, such as whether the outcomes are measurable, whether the measures are valid and reliable, and whether any improvement plans are developed or implemented.

Check out the common feedback rubric here.



Assessment Liaisons reviewed each program's/unit's assessment report and provided simple feedback 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 is generally sound but needs improvement in some areas, or 3) a **"Good"** assessment practice that demonstrates reasonable effort but has issues that require significant improvement. The overall ratings provide a consistent measure to gauge the quality of assessment across the university.

The percentage of programs/units receiving "Excellent" assessment ratings decreased from 2022-2023, from 43% to 25%; Correspondingly, the percentage of programs/units receiving "Solid" ratings increased from 54% to 66%. The percentage of programs/units that received "Good" also increased from 3% to 9%. The shift in the assessment rating distribution, in particular the decrease in "Excellent" ratings could be due to changes in the feedback rubric this year. For example, Assessment Liaisons agreed to change criteria 4.3 to more clearly outline the need to interpret and reflect on findings in an effort to enhance the continuous improvement culture on campus. From a university perspective, we are witnessing faculty and staff anticipate or strive for more sophisticated assessment practices than previous years. As such, the observed change this year could indicate the "maturity" or progress of the state of university assessment in general.

Assessment Ratings

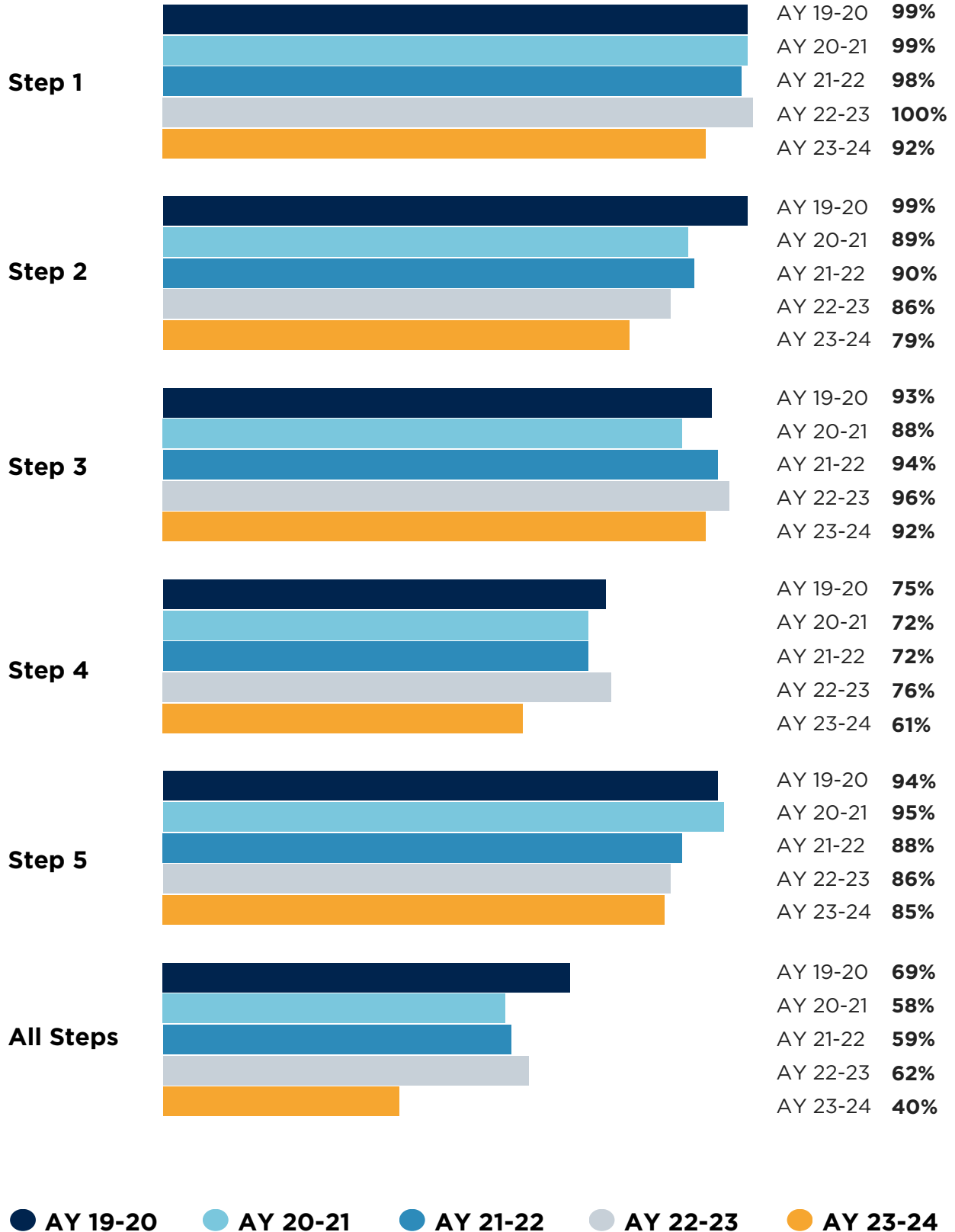
AY 23-24



AY 22-23



% of Programs/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 acknowledge the academic programs and operational units that achieved an “Excellent” rating on their 2023-2024 Assessment Feedback Report.

Division of Academic Affairs

- Faculty Development Center
- Office of Research and Sponsored Projects
- Pollak Library
- Writing Across the Curriculum

College of the Arts

- Art, BFA
- Dance, B.A.

College of Business and Economics

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

College of Education

- Curriculum and Instruction, M.S.
- Educational Leadership and Administration, M.S.
- Higher Education, M.S.
- Literacy and Reading, M.S.

College of Health and Human Development

- Child and Adolescent Studies, B.S.
- Counseling, M.S.
- Public Health, MPH
- Social Work, MSW

College of Humanities and Social Sciences

- Environmental Studies, M.S.
- Geography, B.A.
- Geography, M.A.
- History, B.A.
- Liberal Studies, B.A.
- Religious Studies, B.A.

Office of the President

- Office of Institutional Effectiveness and Planning

Division of Student Affairs

- Office of the Vice President for Student Affairs
- Athletics Academic Services
- Basic Needs Center
- Career Center
- Counseling and Psychological Services
- Dean of Students Office and Care Services
- Outreach, Recruitment, and Orientation
- Student Conduct
- Student Health Center
- Transfer, Adult, Re-Entry, Parenting, and Pregnant Student Center
- Veterans Resource Center



Check out
more
examples
here!



Assessment Best Practices

Many examples of “best practices” were observed in the review of the 2023-2024 assessment reports, a small number of which are briefly described in this report.

COLLEGE OF THE ARTS – ART BFA

In the 2023-2024 academic year, 110 ART BFA students were assessed across fall, spring, and summer sessions on their written communication skills as appropriate for an art professional. Of the 43 students assessed in fall 2023, the class average was 0.84 with 86% of the students scoring 0.7 or higher. The lowest scores observed were in the rubric criterion “creating dynamic narratives.” In spring 2024, 50 students were assessed and demonstrated a similar class average, but “structure” and “layout” were identified as the weakest areas. In the summer session, 76% of the 17 students assessed scored 0.7 or higher, with an overall average score of 0.79. A peer review component was introduced in 2023-2024, allowing students to evaluate each other’s work using the same rubric. This approach aimed to promote critical thinking and deeper engagement, requiring students to complete at least two peer reviews to foster a stronger understanding of key concepts and an analytical perspective on their writing. Overall, 100 out of 110 students scored above 0.7, meeting the criteria for success for the outcome.





COLLEGE OF BUSINESS AND ECONOMICS – BUSINESS ADMINISTRATION B.A.

The assessment of students' ability to identify ethical issues and recommend appropriate solutions in the field was conducted using an assignment with four essay questions for BABA students enrolled in eight sections of a course taken at the end of their academic career. Essay questions were designed to capture students' ability to analyze ethical issues and identify appropriate actions. The questions were consistent with those used in the 2021 assessment of the outcome, allowing for comparison, and used a rubric measuring five aspects of ethical thinking on a 4-point scale from "Inadequate" to "Mastering."


Overall, students met the criteria for success with 84% scoring at least at the level of "Developing" (3.0). Achievement across all five rubric criteria revealed students excelling in Item 3: Facts (93%), Item 4: Identifying Consequences (89%), Item 2: Stakeholders (88%), and Item 1: Identifying Ethical Dilemmas (82%) – each meeting the threshold for success. However, only 68% met the standard for Item 5: Ethical Action, although improvement was noted from 2021, where only 57% of students had met the standard. Indirect assessment via an exit survey showed that 80% of students rated their ethical proficiency as "Excellent" or "Good." The program concluded the need for improvement in evaluating ethical actions (Item 5), and developed improvement actions including revising assessment questions, enhancing rater training, and evaluating the curriculum to better integrate ethical discussions and applications.



COLLEGE OF EDUCATION – CURRICULUM AND INSTRUCTION M.S.

The Curriculum and Instruction M.S. program in the Department of Elementary and Bilingual Education used multiple measures, both direct and indirect, to assess an SLO focused on students' ability to reflect on their own assumptions and teach using an anti-racist lens. Signature assignments from four core courses were assessed in 2023-2024 and revealed that 100% of students in three out of four courses met or exceeded the criteria for success; in the fourth course, 98% met or exceeded the criteria for success. Additionally, the exit surveys demonstrated that over 90% of students felt well-prepared in key areas, including the application of culturally and linguistically relevant strategies, exploring systems of oppression, and utilizing technology for teaching. Additional analysis of score distribution on the survey highlighted areas for improvement, particularly around students' understanding of systems of oppression, which received the lowest percentage of "Strongly Agree" ratings. To address these gaps, the program plans to refine course assignments and

activities to provide additional opportunities for students to a) analyze, create, and implement anti-bias curriculum and b) integrate inclusive, equitable, humanizing, and culturally and linguistically sustaining elements in diverse learning environments, as well as strengthen the program by including more diverse class offerings.

COLLEGE OF HEALTH AND HUMAN DEVELOPMENT – COUNSELING M.S.

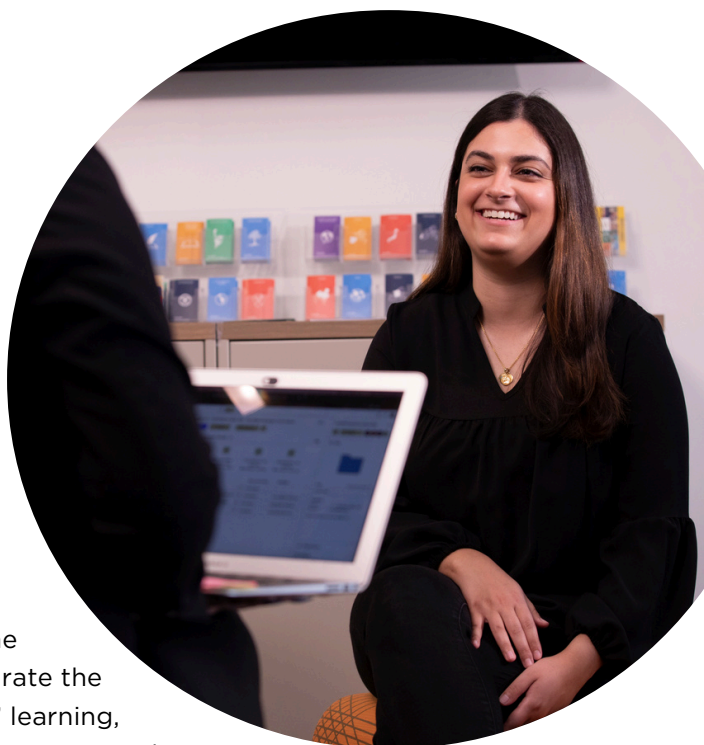
The Counseling M.S. program's comprehensive assessment process uses multiple measures to assess student learning using a range of direct and indirect measures, such as exams, signature assignments, professor ratings, and site supervisor feedback. In most areas, students met or exceeded the criteria for success. For example, signature assignments in courses showed strong performance, with mean scores ranging from 4 to 5.54 (out of 6), well within the department's criteria for success. In practicum courses, students demonstrated satisfactory growth, and results in these courses showed a slight improvement compared to the previous year, indicating positive trends in clinical competencies. The program identified case conceptualization and treatment planning as areas for improvement, while also acknowledging that these skills take time to refine.

Likewise, specific feedback from faculty, supervisors, and students also suggested a continued need for more training in these areas. The program plans to revise its mission goals, and SLOs to better address this gap, incorporating more trauma-informed and feminist theoretical approaches. The program also plans to gather more detailed feedback through focus groups with students, alumni, site supervisors, and employers to help ensure the curriculum remains aligned with industry demands and best practices.



COLLEGE OF HUMANITIES AND SOCIAL SCIENCES – AMERICAN STUDIES B.A.

The American Studies B.A. program used both direct and indirect methods to assess students' ability to interpret and critically analyze documents and expressive forms in relation to the field. For direct assessment, a rubric developed by the Assessment Committee was applied to essays from a capstone research seminar which requires students to design and conduct original research projects that demonstrate critical analysis using primary and secondary sources within cultural and historical contexts. Overall, the assessment results were positive, revealing 73% of students meeting the expected performance level, slightly below the 75% target. Indirect assessment included memos from faculty teaching the course reflecting on the critical analysis strengths and weaknesses of the cohort. An exit survey was also administered asking students to rate the department's effectiveness in teaching and developing students' learning, including critical thinking. Survey results revealed 100% of students reported improvement in critical thinking, which exceeded the 75% target. Although overall results were positive, the committee plans to share results with faculty and discuss ways to more consistently and overtly incorporate opportunities for critical analysis into curriculum and assignments to further support student learning.





ACADEMIC AFFAIRS – GENERAL EDUCATION

Led by the Academic Senate GE Committee, the Office of Undergraduate Studies and General Education, and the Office of Institutional Effectiveness and Planning, CSUF has piloted and implemented a multi-year assessment plan for the General Education Program since the 2015-16 academic year. The intention is to assess GE as an integral program as opposed to assessing individual courses. In 2023-2024, student learning outcomes aligned with GE Learning Goal 5 Diversity (local/global community) were assessed, focusing on students' "cultural competence" and "understanding of power" – outcomes that aim to help students identify and develop a critical understanding of how power, privilege, and oppression intersect in local and global contexts. A Faculty Learning Community, consisting of faculty teaching upper-level GE courses collaborated throughout the year to review each other's assignments, develop comparable assignments, and create a common rubric to assess student performance. Data were

collected from five courses across five colleges involving 214 students. Faculty scored students across 5 rubric criteria with students achieving the established criteria for success for 3 of the 5 rubric criteria. Further analysis was performed to determine any differences based on student demographic characteristics. No differences were found based on first-generation or Pell status, though differences based on gender and class level were observed. Students (n=30) also self-reported their perception of learning on a survey comprising five questions mirroring the faculty rubric criteria. Across all five questions, students reported high levels of competence, with averages ranging from 3.9 to 4.2 (out of 5). Improvement actions include considering a pre/post measure as well as considering a portfolio approach to include more than one assignment to capture students' learning more comprehensively.



ACADEMIC AFFAIRS – OFFICE OF RESEARCH AND SPONSORED PROJECTS

The Undergraduate Research Opportunity Center (UROC), part of the Office of Research and Sponsored Projects, focuses on providing high-impact experiential student learning opportunities through faculty-mentored student research, scholarship, and creative activities. UROC provides support through a variety of means, from workshops, conference registration fees, travel funds, and hourly wages for working with faculty mentors. The UROC tracked key events including the Southern California Conference on Undergraduate Research (SCCUR), the National Conference on Undergraduate Research (NCUR), and the CSU Student Research Competition. It also introduced three new programs: the UROC Fellowship, UROC travel grant, and EG-RSCA grant, in addition to the existing Summer Undergraduate Research Academy (SUREA). In 2023-2024, the UROC engaged 559 students, far exceeding their established criteria for success (100). The impact of these efforts was measured via a student satisfaction survey that revealed 100% satisfaction in meeting student research needs, providing clear information, and promoting research opportunities, while satisfaction in student financial support and skill enhancement was 90%. The UROC plans to continue to obtain student feedback to best support student research and creative activities.



STUDENT AFFAIRS – ATHLETICS ACADEMIC SERVICES



CSUF's Athletics Academic Services provides comprehensive support to student-athletes, collaborating with various stakeholders to ensure academic and athletic requirements are met. Two key surveys, the End of Season Survey and the DEGREE Program survey, were used to assess the quality of services. The End of Season Survey, completed by 357 student-athletes from 18 teams, rated their experiences on a scale of 0-5. Ten teams scored a mean of 4.0 or higher, indicating a positive experience. However, four teams scored below 4.0, with Women's Basketball notably scoring a mean of 2.85. The DEGREE survey, aimed at students with specific academic challenges, revealed that 93% of participants felt the program helped them organize assignments and 96% felt it guided them to appropriate resources. While the overall experience was positive, gaps in service quality were noted due to staff transitions and resource allocation challenges. Additionally, the DEGREE Program experienced mentoring and tutoring gaps due to turnover and the need for new staff training. To address these challenges, the unit plans to increase the frequency of academic advising meetings, enhance DEGREE Program training, and implement more consistent tutoring techniques. Surveys will also be conducted at the end of each semester to better track progress. The unit aims to improve service quality and ensure equitable experiences for all student athletes, particularly focusing on bridging the gap between men's and women's team experiences.

Program Performance Review

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 student learning outcomes (SLOs) is an important component of this process.

Check out the PPR website for details about the PPR process, including guidelines and schedule.



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, with the program going through the review process in year one, followed by the culmination meeting in year two. The thorough nature of PPR provides opportunities to assess the university's general state of operation. Each year, PPR documents are analyzed by the Office of Institutional Effectiveness and Planning (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.

A total of 14 programs completed their PPR process in 2023-2024. A thematic analysis of the PPR reports revealed the following **commendations**: Reputation and Community Relations; Program and Student Resources; and Curriculum and Pedagogical Practices. Although not universal themes, some programs were also praised for their Positive Program Culture, Enrollment Management, Faculty and Staff Support and Development, Assessment, Diverse Student Population, and Alignment to Campus and Discipline Values. The common **recommendations** were in the following areas: Program and Student Resources; Curriculum and Pedagogical Practices; Faculty Recruitment and Support; Assessment; Program Reputation and Community Relations; and Enrollment Management. Interestingly, many of these recommendations are also commendations, suggesting promising progress has been made but more work is needed in these areas.

Same as last year, Curriculum and Pedagogical Practices, and Program Reputation and Community Relations were both areas of strength and areas of improvement, highlighting their importance in academic programs' operations and continuous improvement efforts. Program and Student Resources and Enrollment Management emerged as both areas of strength and areas of improvement this year, signaling the commitment to student success beginning with access to higher education. These two themes are also highlighted in the Fullerton Forward Strategic Plan.

Regarding **resource requests**, the common themes concentrated on Faculty and Staff Recruitment and Support; Program and Student Resources; and Physical Space, Equipment, and Technology. Additional themes included Curriculum and Pedagogical Practices, Budget Clarity, and Reputation and Community Relations.

2023-2024 TOP PROGRAM PERFORMANCE REVIEW THEMES

Commendations

- Reputation and Community Relations
- Program and Student Resources
- Curriculum and Pedagogical Practices

Recommendations

- Program and Student Resources
- Curriculum and Pedagogical Practices
- Faculty Recruitment and Support

Resource Requests

- Faculty and Staff Recruitment and Support
- Program and Student Resources
- Physical Space, Equipment, and Technology

Assessment Liaisons 2023-2024

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



Scott Annin
Natural
Sciences &
Mathematics



Darren Banks
Engineering &
Computer
Science



Ioakim Boutakidis
Health & Human
Development



Gabby Burns
Office of the
Provost



Devin Carrillo
Office of the
Provost



Kim Case
Education



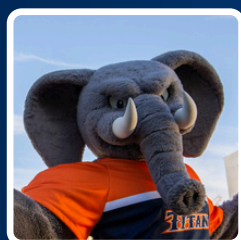
**Dhusdee
Chandswang**
Information
Technology



**Emily
Depoorter**
Office of the
President



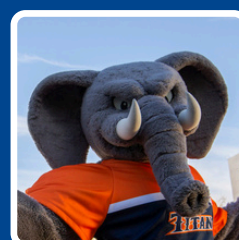
Daniella Ennis
Office of the
President



**Danielle
Flores**
University
Extension



**Afsaneh
Hamedani**
Information
Technology



Alice Hernandez
Research &
Sponsored
Projects



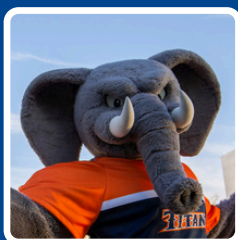
Eric Karkhoff
Pollak Library



**Andrea
Kelligrew**
University
Advancement



Sergio Lizarraga
Arts



Shari Merrill
Extension &
International
Programs



Sinjini Mitra
Business &
Economics



**Ariana
Mora Mero**
Student Affairs



Christine Muriel
Administration
& Finance



Debra Noble
Arts



Aimee Nelson
Graduate Studies



**Heather
Osborne-
Thompson**
Communications



Carter Rakovski
Humanities &
Social Sciences



**Farifteh
Shahbazian**
Student
Academic
Support



Phillip Vasquez
Human
Resources &
Inclusive
Excellence



Lei Xu
Humanities &
Social Sciences



**Rohanna
Ylagan-Nicanor**
Education

Closing the Loop

Summary and Next Steps

With almost 100% of campuswide participation in assessment over the last ten years, CSUF has established a sustainable campuswide assessment infrastructure. Although academic programs and operational units continue examining student learning and success, faculty and staff experiences, and operational efficiency through thoughtful and impactful assessment processes, the campus is looking at ways to strengthen the quality of assessment practices further. During this 2023-2024 assessment cycle, the percentage of programs/units that received an “Excellent” rating decreased, most likely due to the collective agreement from the Assessment Liaisons to increase the rigor of the rubric used to determine assessment quality. Despite this change, over 90% of programs/units were found to have high-quality assessment practices that could continue with little to no modification. As a large institution, we are proud of the broad participation and high quality of assessment at all university levels.



Acknowledgment

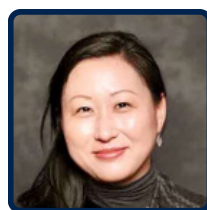
We sincerely thank the Assessment Liaisons for their hard work throughout the year, reviewing many annual assessment reports and providing feedback to the individual programs/units. Their review serves as the foundation of this report. We would also like to thank all the programs, units, colleges, and 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 from the Academic Senate's Assessment and Educational Effectiveness Committee and their ongoing promotion of assessment as a top priority on campus.

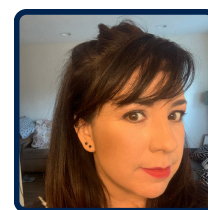
For questions or comments, please contact the Office of Institutional Effectiveness and Planning at data@fullerton.edu.



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