OFFSITE REVIEW (OSR) SUMMARY OF LINES OF INQUIRY

**Directions:** This form is to be completed by the team at the conclusion of its daylong Offsite Review of the institutional report and supporting materials. The form will be sent to the institution within one week by the WSCUC liaison, and a response to section IV will be sent back from the institution eight weeks in advance of the Accreditation Visit. This form can be in a bulleted list, outline or narrative format. Please do not delete this first page, i.e., this cover page. Instead complete information as requested and submit it with the Lines of Inquiry.

**OFFSITE REVIEW (OSR)**

Institution under Review: CSU Fullerton

Date of Offsite Review: April 29-30, 2019

Team Chair: Chancellor Dorothy Leland, UC Merced

The Offsite Review team recommends the following actions be taken:

__X__ Proceed with the Accreditation Visit scheduled in: __September 30 – October 3, 2019__

__ __ Reschedule the Accreditation Visit to: ________________________________________

The reason(s) the Team recommends rescheduling the visit is/are:

______________________________________________________________________________

Due date for institutional response to Section IV (specify exact date):

__July 23, 2019__

______________________________________________________________________________
I. **Overview of the lines of inquiry.**

This document identifies four lines of inquiry for the Accreditation Visit (AV) that are derived from the institution’s report. In addition, this document includes questions or issues the team discussed during the Offsite Review (OSR) that may be pursued during the visit. The team does not expect or invite a written response to these questions before the Accreditation Visit. The only written materials that the team expects from the institution before the visit are those listed in Section IV.

II. **Commendations.** The team commends CSUF for the following accomplishments and practices:

a. Widely disseminating through its website and catalog, learning outcomes, educational objectives, and meaning of degree information.
b. Investing significant resources in the student success and graduation initiative that is leading to improvements in student retention and graduation rates.
c. Investing significant resources in data collection systems and institutional research that provides meaningful information to help inform decision-making.
d. Managing enrollment targets to effectively align with its strategic and budget planning.
e. Putting in place a robust assessment infrastructure and assessment processes.
f. Investing major resources in the recruitment and retention of faculty in support of the university’s curricular programs.

III. **Lines of inquiry.** The team has identified the following lines of inquiry for the Accreditation Visit:

a. **Quality Assurance Processes/Assessment/Institutional Learning**
   - How are faculty regularly engaged with the Faculty Development Center? What has been the impact on teaching and learning as a result of assessment training?
   - What are the roles, responsibilities, and authority in decision-making of assessment liaisons and how effective is this model? How are assessment liaisons trained and equipped for their role?
   - How are standards of performance set for undergraduate versus graduate programs?
   - How are grades calibrated with respect to student learning outcomes?
   - How are the core competencies mapped to program curriculum or to the GE program?
   - How is data disseminated and shared internally? Who has access to data and how is it being used to inform teaching and learning within academic programs?
   - What is currently working in the assessment infrastructure and what is not working?
b. Holistic Student Success
- Who are CSUF students?
- How are student success teams created, organized and assessed for efficiency and effectiveness (at the institutional level)?
- How are co-curricular programs evaluated, assessed? In what ways are the evaluations and assessments used to improve co-curricular programs?
- How will the university gather data to identify practices that support student success versus those that don’t?
- What is the nature of collaboration and data sharing between Academic Affairs and Student Affairs?
- In what ways are student success initiatives and HIPS aligned with decision-making -- specifically strategic planning and budget allocations?
- What is the long-range plan (i.e. priorities for investment) in student success?

c. Diversity, Equity and Inclusion
- How has faculty composition diversified as a result of recent efforts to recruit and retain diverse candidates?
- What survey data has been collected concerning campus climate, diversity issues, transfer students, LGBTQ+, veterans, students with disabilities, first generation, URMs, etc., and how has data been used to improve campus climate?
- In what ways are student success initiatives indexed or aligned to diverse segments of the university’s student population (graduate students, transfer students, veterans, online learners, LGBTQ+, students with disabilities, URMs, etc.)?

d. Sustainability
- What are the institution’s priorities for long term planning in the area of student success?
- How does the institution intend to plan for potential fluctuations in future budget allocations?
- What are the greatest concerns in relation to deferred maintenance challenges?
- What are the fiduciary expectations and training for local budget managers?
- What future developments in higher education are anticipated that may positively or negatively impact the institution without compromising educational quality?

IV. Request for additional documents and information. The team requests that the institution supply the following additional documents and information before the Accreditation Visit, if available. The only written documents and information the team expects before the visit is listed in this section. The team does not expect or invite a written response to any of the questions posed or issues raised in other
sections of this form. If a particular document is not available, simply indicate “Not Available.” Please provide:

a. Disaggregated data relevant to student retention and graduation (e.g., by URMs, first generation, veterans, students with disabilities, and other variables of interest to the university).
b. Participation rates for student success initiatives disaggregated by student demographics/variables of interest to the university.
c. Analyses of the effectiveness of student success initiatives vis a vis these student populations.
d. Surveys of the campus community regarding campus climate.
e. Results of the March 2019 Customer Satisfaction Survey.

V. **Individuals and groups to meet during the visit.** The team requests that the following groups and individuals holding the specified positions be included on the schedule for the Accreditation Visit.

- President
- President’s Cabinet
- Provost & Vice President for Academic Affairs
- Vice President for IT/CIO
- WSCUC Steering Committee
- Director, Diversity Initiatives & Resource Centers
- Resource Centers leadership & staff
- Executive Director, Special Populations Team
- Assistant Vice President, Institutional Effectiveness
- Executive Director, Academic Finances & Space Management
- Associate Vice President, Academic Programs
- Director, Academic Resources & Finance Operations
- Vice President, Human Resources, Diversity & Inclusion
- Director, Faculty Development Center
- Assistant Vice President, Academic Advisement Center
- Deans
- Department Chairs
- Faculty Senate leadership
- ASI leadership
- Associate Vice President, Strategic Initiatives
- Associate Vice President, Student Engagement
- Associate Vice President, Student Retention
- Associate Vice President, Student Transitions
- Assessment Liaisons
- Student Success Teams
- Associate Vice President, South County Operation & Initiatives
- Chief of Operations
- Director, Disability Support Services
● Vice President & Executive Director, CSFPF
● Vice President for Student Affairs
● Director, Student Life & Leadership
● Project Manager, Academic Resources
● Open meeting of students
● Open meeting of faculty
● Open meeting of staff

In developing the schedule for the visit, the team may identify additional individuals or groups with whom they wish to speak.