

Interim Report Form

Please respond to each question. Do not delete the questions. Insert additional pages as needed.

Name of Institution:

California State University, Fullerton

Person Submitting the Report:

Su Swarat, ALO

Report Submission Date:

February 14, 2023

Statement on Report Preparation

Briefly describe in narrative form the process of report preparation, providing the names and titles of those involved. Because of the focused nature of an Interim Report, the widespread and comprehensive involvement of all institutional constituencies is not normally required. Faculty, administrative staff, and others should be involved as appropriate to the topics being addressed in the preparation of the report. Campus constituencies, such as faculty leadership and, where appropriate, the governing board, should review the report before it is submitted to WSCUC, and such reviews should be indicated in this statement.

In spring 2022, CSUF President Fram Virjee initiated Interim Report preparation by asking Dr. Carolyn Thomas, Provost and Vice President for Academic Affairs, and Dr. Su Swarat, Senior Associate Vice President for Institutional Effectiveness and Planning and Accreditation Liaison Officer, to gather a committee of diverse campus constituents to engage with the focus of this interim report – graduate student success and aligned assessment processes. The committee comprised the following individuals:

- Emily Bonney, Dean of the Pollak Library
- Greg Childers, Associate Professor of Physics; College Assessment Liaison representative
- Yessica De La Torre Roman, Associate Director of Assessment
- Elaine Frey, Assistant Vice President for Graduate Studies
- Lisa Kirtman, Dean of the College of Education
- Irena Praitis, Professor of English
- Sam Stone, Associate Professor of Public Administration; Academic Senate Graduate Education Committee representative
- Adela Tapia, Graduate student representative

The committee, supported by staff from the Office of Institutional Effectiveness and Planning and from the Office of Graduate Studies, collaboratively prepared the Interim Report. Committee members developed and reviewed the preliminary draft by early fall 2022 and solicited feedback from the following additional constituencies:

- Academic Senate, Graduate Education Committee
- Academic Senate, Assessment and Educational Effectiveness Committee
- President's Cabinet
- Council of Deans
- College Assessment Liaisons from all colleges
- College of Education (which offers graduate degree programs only)
- Graduate student advisory group
- Graduate student representatives

The committee reviewed the campus feedback and incorporated comments into the draft throughout the fall 2022 semester, finalizing the report in early 2023. President Fram Virjee and the Cabinet reviewed and approved the final draft. The report's creation process reflects CSUF's guiding principle embedded in the university mission and strategic plan that educational success is every student's right and every campus employee's responsibility.

List of Topics Addressed in this Report

Please list the topics identified in the action letter(s) and that are addressed in this report.

The Commission action letter dated February 26, 2020, requested an Interim Report to be submitted by March 1, 2023, to address the topic below:

- The development of appropriate graduate student learning outcomes, graduate student success initiatives, and aligned assessment processes.

Institutional Context

Very briefly describe the institution's background; mission; history, including the founding date and year first accredited; geographic locations; and other pertinent information so that the Interim Report Committee panel has the context to understand the issues discussed in the report.

Founded in 1957 as the 12th campus of the now 23-campus California State University (CSU) system, California State University, Fullerton (CSUF) was first accredited by the Western Association of Schools and Colleges in 1961. An intellectual and cultural catalyst for Southern California and a driver of workforce and economic development, CSUF has become a comprehensive university that supports the success of a diverse student population through a wide range of transformational curricular and co-curricular programs.

CSUF offers 119 degree programs, 55 undergraduate and 64 graduate (including doctorates in education and nursing practice), through its eight colleges: College of the Arts, College of Business and Economics, College of Communications, College of Education, College of Engineering and Computer Science, College of Health and Human Development, College of Humanities and Social Sciences, and College of Natural Sciences and Mathematics. A list of graduate programs and links to their websites can be found here: <https://www.fullerton.edu/graduate/admissions/programs.php>

CSUF is a leading institution in the CSU system, regularly having the largest enrollment among the 23 campuses. In fall 2022, 40,386 students¹ enrolled at CSUF, which included 5,147 graduate and postbaccalaureate students, reflecting a slight increase from 5,056 in fall 2019. Designated as a Minority Serving Institution (MSI), a Hispanic Serving Institution (HSI), and an Asian American, Native American and Pacific Islander Serving Institution (AANAPISI), CSUF embraces [a diverse student population](#) with 50.2% Hispanic students and 52.7% underrepresented² students. Since the 2019 reaffirmation visit, CSUF has continued to develop and implement a wide range of student success strategies at the undergraduate and graduate levels aimed at improving timely graduation and eliminating equity gaps. As a result, the 4-year graduation rate for first-time freshmen has increased 10 percentage points from 29% to 39%, and the 3-year graduate rates for Master's students remain stable around 75% despite the COVID-19 pandemic. In 2021-22, CSUF awarded 1,567 Master's degrees and 80 Doctoral degrees, the latter of which is the highest in the university's history. In 2021, in recognition of its commitment to supporting students, CSUF received the [Seal of Excelencia](#) from Excelencia in Education.

High-quality faculty and staff are key to student success. The recruitment and retention of highly qualified, diverse faculty and staff are held as critical goals for the strategic plan. With nearly 20% of faculty and over 40% of staff coming from underrepresented backgrounds, CSUF continues to pursue the goal of increasing faculty and staff diversity.

CSUF's mission statement announces that the core of the institution's mission and values is to support the success of our diverse undergraduate and graduate student populations and the communities we serve:

California State University, Fullerton enriches the lives of students and inspires them to thrive in a global environment. We cultivate lifelong habits of scholarly inquiry,

¹ Enrollment includes both state- and self-support students.

² "Underrepresented student" is defined as any student who has identified their race/ethnicity as American Indian/Native American, Black/African American, Hispanic, and Native Hawaiian/Pacific Islander.

critical and creative thinking, dynamic inclusivity, and social responsibility. Rooted in the strength of our diversity and immersive experiences, we embolden Titans to become intellectual, community, and economic leaders who shape the future.

CSUF's institutional ideals include promoting student success; developing and supporting scholarly and creative activities; celebrating diversity, equity, and inclusion; and committing to civic engagement, collegial governance, integrity, and service to the region. The four goals of CSUF's 2018-2023 strategic plan direct the institution's realization of these ideals:

- Provide a transformative educational experience and environment for all students,
- Strengthen opportunities for student completion and graduation,
- Recruit and retain high-quality and diverse faculty and staff, and
- Expand and strengthen our financial and physical capacity.

As the current 2018-2023 strategic plan approaches its chronological end point, CSUF has already begun developing the next strategic plan. The same values will undoubtedly guide the university's continuing dedication to student educational attainment and its commitment to serving the communities' needs.

Response to Issues Identified by the Commission

This main section of the report should address the issues identified by the Commission in its action letter(s) as topics for the Interim Report. Each topic identified in the Commission’s action letter should be addressed. The team report (on which the action letter is based) may provide additional context and background for the institution’s understanding of issues.

Provide a full description of each issue, the actions taken by the institution that address this issue, and an analysis of the effectiveness of these actions to date. Have the actions taken been successful in resolving the problem? What is the evidence supporting progress? What further problems or issues remain? How will these concerns be addressed, by whom, and under what timetable? How will the institution know when the issue has been fully addressed? Please include a timeline that outlines planned additional steps with milestones and expected outcomes. Responses should be no longer than five pages per issue.

Development of Appropriate Graduate Student Learning Outcomes

California State University, Fullerton (CSUF), has worked strategically to strengthen graduate education learning outcomes and assessment. In 2017, the Academic Senate approved [University Policy Statement \(UPS\) 300.041](#) that articulates university-wide Graduate Learning Goals (GLGs). Subsequently, individual graduate programs developed Student Learning Outcomes that align with those goals. With learning goals and outcomes in place, graduate programs each year participate in the university assessment process, and assess at least one Student Learning Outcome. Additionally, the programs undergo in-depth assessment reviews with the Office of Institutional Effectiveness and Planning as a means to strengthen the quality of graduate education.

Graduate Program Student Learning Outcomes (SLOs) Assessment

The Academic Senate’s approval of the Graduate Learning Goals (GLGs) in [UPS 300.041](#) expressed shared expectations for Graduate Student Success. The GLGs identify the skills that are essential for participation in dynamic working environments. Specifically, students who complete a graduate degree at CSUF will gain enhanced competency in intellectual literacy, critical thinking, communication skills, teamwork skills, and the ability to engage as socially responsible participants in local communities and the global arena. Per UPS 300.041, “each graduate program is expected to establish its own program level learning outcomes that further delimit, extend, and/or elaborate upon these goals.” Linked in the [university catalog](#) and [posted online](#), program-specific SLOs of every graduate program were developed in relation to the GLGs and attuned to each program’s unique approaches to addressing and meeting them. All graduate programs measure their students’ mastery of the SLOs by participating in the university’s assessment processes.

University Assessment Process

Assessment is a central element of California State University, Fullerton’s efforts to ensure the quality of educational practices in supporting student learning. Governed by [University Policy Statement \(UPS\) 300.022](#), and operationalized following the [University Assessment and Educational Effectiveness Plan](#), each academic program follows the university’s [Six-Step Assessment Process](#) (Figure 1). The program faculty are in control of how the process is implemented at the program level.

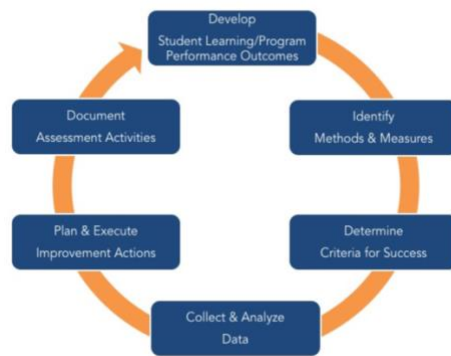


Figure 1. CSUF Six-Step Assessment Process

The programs report their assessment activities and findings through CSUF’s centralized assessment management system (AMS). The university requires each program to assess at least one outcome per year. The AMS collects information for each step of the Six-Step Assessment Process and documents program outcome alignment with institution level goals, such as the GLGs. This centralized reporting and alignment structure allows the university to aggregate assessment results across diverse programs annually to gauge how learning outcomes are achieved at the institution level. The [annual University Assessment Reports](#) and the [Assessment Dashboard](#) summarize and communicate these assessment results.

Graduate programs follow the university-wide Six-Step Assessment Process. Because each graduate program’s SLOs align with the GLGs, the university can aggregate the program-level information to identify whether the GLGs are met at both the program and the institution level, helping the university to identify opportunities for improvement to best support specific GLGs. Results from 2020-21, summarized in that year’s [University Assessment Report](#), indicate that most graduate programs have SLOs aligned with GLG 1 (Intellectual Literacy, n=107) and GLG 2 (Critical Thinking, n=104), whereas fewer programs have SLOs that align with GLG 6 (Diversity-Global Community, n=29). A review of the aggregated data suggests that graduate programs should examine their curricula to develop and place more emphasis on SLOs that address students’ competency in engaging in global communities and concomitant considerations of diversity. The sustained practice of assessment and reporting of results has led programs to update curricula and to develop SLOs that better reflect the GLGs. So, while the number of SLOs that align with GLG 6 is still on the low side, that number has increased by more than 30% since 2017-18. This increase reflects the programs’ commitment to global awareness, as well as to diversity, equity, and inclusion efforts. As an example, the College of Education (COE) has developed the framework “[Just, Equitable and Inclusive Education](#)” (JEIE) to promote anti-bias and anti-racism. JEIE is integrated into all aspects of the college’s programs, available on all course syllabi, and posted in all college-owned classrooms and offices. All COE graduate students are required to participate in a JEIE workshop to engage in discussions on social justice, privilege, systemic racism, anti-bias and anti-racist teaching, and more.

To ensure quality, graduate programs’ assessment practices are reviewed annually by the Assessment Liaisons. The Assessment Liaisons, representing all colleges, serve as the bridge between the university and the programs, facilitate the implementation of the Six-Step Assessment Process, and provide support to faculty on program-specific assessment issues. In addition, the Assessment Liaisons provide feedback on programs’ annual assessment reports using a detailed [rubric](#) that enables them to provide suggestions on each step of the assessment process and to assign an “overall rating” of the quality of a

program's assessment practice – “Excellent,” “Solid,” or “Good.” As an example, [Appendix 1](#) shows the graduate programs' assessment rating results from 2020-21 (the 2021-22 assessment report feedback review is currently being finalized). Through this peer review process, the Assessment Liaisons also identify “best practices” for program-level assessment (see the graduate program examples on pages 11-12 in the University Assessment [2020-21 Report](#) and the [Assessment Showcases](#) website).

Graduate Program In-Depth Assessment Review

As a follow-up to the annual Assessment Liaisons' feedback review, the Office of Institutional Effectiveness and Planning (OIEP) provided in-depth feedback and customized support to graduate programs who did not receive an overall rating of “Excellent” in their assessment reports. The goal of the in-depth review was to help the program improve all aspects of its assessment process ranging from SLO refinement to utilization of data to “close the loop.” The reviews began in spring 2021, and by the end of Fall 2022, all 35 programs that did not receive an “Excellent” rating in the 2019-20 assessment cycle received their in-depth feedback review (see [Appendix 2](#) for the review schedule).

In each review, the Associate Director of Assessment from OIEP provided a feedback report that contained a summary of the program's assessment plan (e.g., number of outcomes, curriculum map), a history of assessment results over the last three years, an examination of the differentiation of graduate-level SLOs from undergraduate-level ones (if applicable), an implementation of each step of the Six-Step Assessment Process, and overall strengths and areas for improvement (see [Appendix 3](#) for example reports). The program faculty (e.g., department chair, program coordinator, faculty assessment leads), the applicable college Assessment Liaison, and the Associate Director of Assessment discussed the in-depth feedback report with the goal of helping the program improve its assessment and, in turn, improving the effectiveness of the program on student learning and success.

Although the in-depth reviews just took place, we have already begun to see positive impact on program assessment efforts. For example, after the in-depth review, the MS-Educational Administration program revised its SLOs and its curriculum map to ensure curricular integrity. It modified its SLO on “Social Justice and Advocacy” to: “Higher Education Master's students will become social justice advocates who are able to draw upon a deepened understanding of their own cultures, the cultures and characteristics of college students, and institutional structures in order to develop educational programs that promote educational access and success for all students, especially those from historically underrepresented populations.” The SLO statement, while still not perfect, is much more concrete, specific, and reflective of the program's core. Similarly, previously, the MS-Electrical Engineering program only employed student self-assessment as evidence of student learning. After the in-depth review, the program improved its assessment process by collecting both direct and indirect data for the SLOs, adopted a peer-developed rubric in the comprehensive exam as a direct assessment of student learning, and perfected methodology to collect self-assessment from graduates at the end of the program to gauge student perceptions of how the program supported them in achieving the stated learning outcomes. CSUF will continue the in-depth assessment feedback reviews, and plans to expand the reviews to all programs in 2023 to ensure the continuous improvement of student learning and assessment.

At the institution level, the OIEP has provided targeted professional development opportunities to enhance faculty assessment expertise in graduate programs. For example, OIEP has added [assessment workshops](#) for graduate programs to address specific topics in examining graduate SLOs and included a breakout session dedicated to graduate program assessment in the 2021 University Assessment Forum.

CSUF also has [20 graduate programs that are subject to the review of discipline-specific accreditation](#) agencies such as ABET and the Association to Advance Collegiate Schools of Business. The discipline accreditation standards require rigorous student learning outcome assessment. Following the university assessment process and supported by the university assessment infrastructure, these programs are able to demonstrate compliance with the demanding professional standards, and successfully achieve or maintain accreditation status.

Update on Graduate Student Success Initiatives and Aligned Assessment

In addition to improving graduate program learning outcomes and assessment efforts, CSUF has made a concerted effort to bolster support for graduate students to enhance their educational experiences. These efforts include a change in leadership, more comprehensive advising, enhanced learning support, graduate student success initiatives, and attention to addressing administrative barriers.

Leadership and Organizational Changes

At the time of the 2019 WSCUC visit, graduate education leadership resided with a Director of Graduate Studies who reported to the Associate Vice President of Academic Programs. In 2020, to better align the structure of graduate leadership with that of other CSU campuses, CSUF designated an Assistant Vice President (AVP) of Graduate Studies. In July 2022, the Office of Graduate Studies became an independent unit within the Division of Academic Affairs, and the AVP of Graduate Studies now reports to the Provost. In addition, the duties of the Faculty Director of Graduate Studies have been changed in 2022 to focus mostly on graduate student success initiatives. This transformation underscores the university's commitment to increased attention, support, and advocacy for Graduate Studies.

Graduate Student Advising

Since 2019, to provide support and ensure that students have a clear sense of program expectations, CSUF has increased the professionalism and effectiveness of graduate advising by drawing on the experience and knowledge of graduate studies faculty. As of 2022, tenured/tenure-track faculty serve as the primary advisors for graduate students. Advisors are provided with multiple venues to access relevant information. For example, both new and continuing advisors attend the New Advisor Orientation that familiarizes them with graduate program policies and advising procedures. In addition, a course in Canvas (CSUF's Learning Management System) dedicated to graduate advisors – "CSUF Graduate Advisors: Grad 101" – hosts all training materials, recordings of trainings and meetings, video tutorials, contact information, deadlines, policies, and procedures. This course provides a readily accessible, centralized location for graduate advisors to establish a knowledge baseline. Over the past year alone, 60 advisors viewed this course 467 times. The Office of Graduate Studies also hosts a Graduate Advisor Retreat each semester, where policy changes and best advising practices are discussed. Finally, the Office of Graduate Studies regularly emails graduate advisors and campus partners with updates to ensure prompt communication of important information.

Graduate Student Support

The Office of Graduate Studies has addressed space and staffing issues to increase both in-person and virtual support for graduate students. Following the virtual support provided throughout the COVID-19 campus closure, the Graduate Student Success Center (GSSC) re-opened for in-person use in November 2021 with part-time, temporary employees. The lack of full-time staff limited the GSSC's ability to provide original programming, workshops, or other support. Acting upon student feedback, in March 2022, the GSSC moved to a new, easy-to-find location on campus, and hired a dedicated full-time staff member (Senior Program Coordinator). As a sign of the change, the center was re-branded as the

Graduate Studies Center (GSC). The dedicated staff made it possible to extend GSC hours to accommodate working students (10am-7pm Monday-Thursday), and to provide a welcoming individual and group study space for the entire day. In its new and more robust form, the GSC successfully hosted the return of a university-wide Graduate Student Orientation in August 2022 with 584 attendees. In fall 2022, the GSC offered 7 workshops and 135 1-hour writing appointments. The GSC is well poised to provide a variety of services that support graduate student learning and success.

The Office of Graduate Studies conducts annual assessment focused on outcomes related to the aforementioned student services. These outcomes include effective orientation, meaningful workshops, supportive writing activities, and active student utilization of the GSC. The assessment results suggest that most students who use the services are satisfied with the service quality. While all graduate students receive a newsletter twice a semester, the assessment data demonstrate the need for improved outreach to students so they are aware of the resources and services available.

Graduate Student Success Initiatives

With an increased focus on student success in 2020, the Office of Graduate Studies adopted a data-driven approach to developing initiatives geared towards advancing student success. Recognizing the lack of regular opportunities to identify the obstacles graduate students confront and the strategies that would support them, the Office of Graduate Studies partnered with the Academic Senate Graduate Education Committee to develop a survey in spring 2021. The survey asked students about factors that support degree completion, make university services and advising more effective, and enhance their experiences in their programs (see [Appendix 4](#) for the survey instrument).

For the fall 2021 administration, all 4,647 active graduate students were invited to participate, and 1,385 Master's and Doctoral students responded (a 29.8% response rate). The survey revealed 5 "major obstacles" that prevent students from completing their degrees – working off-campus, personal health and wellness, family obligations, lack of financial assistance, and program difficulty, as well as 5 "very helpful resources" for degree completion – faculty support, advisor knowledge, quality of teaching, peer support, and library services. The survey also highlighted course availability as a barrier to progress for many students. The Office of Graduate Studies has disseminated some findings to the campus community, and plans to refine the instrument and repeat its administration annually, with the latest administration in fall 2022. The survey results are being used to support the Academic Senate Graduate Education Committee's current effort of developing reasonable graduate education benchmarks. Further analysis of the fall 2022 survey data is underway, which is expected to lead to more broad data-driven recommendations to improve graduate student success.

Administrative Barriers and Online Advising Tools

The final measures the Office of Graduate Studies adopted to support graduate student success comprise eliminating administrative barriers and adopting online advising tools. In fall 2020 and spring 2021, all required forms (e.g., Change of Study Plan, Request for Excess Units) were converted to Adobe Sign to expand student access and streamline workflow. All forms are now found on the office's website, making it easier for students to locate relevant information.

In the same spirit, in fall 2022, the Office of Graduate Studies implemented a complete digital transition of paper-based documents, including study plans, official records, and degree audits for all graduate programs. This transition helps advisors by providing a clearer and easy-to-access picture of a student's status with regards to degree requirements and program completion. A digital degree planner (TitanNet) will be piloted in spring 2023 with a small group of graduate advisors to improve course

planning for the students, with the goal of having the planner available to all graduate students by fall 2024. The utilization of online advising tools will provide students with better information about their progress to degree and reduce barriers that arise from a lack of reliable information.

In summary, led by the Office of Graduate Studies, CSUF has enhanced success initiatives in graduate education by strengthening leadership; increasing support, training, and communications for graduate advisors; increasing staffing and programming in the Graduate Studies Center; taking a data-driven approach to improve student success; removing administrative barriers; and implementing online advising tools.

Identification of Other Changes and Issues Currently Facing the Institution

***Instructions:** This brief section should identify any other significant changes that have occurred or issues that have arisen at the institution (e.g., changes in key personnel, addition of major new programs, modifications in the governance structure, unanticipated challenges, or significant financial results) that are not otherwise described in the preceding section. This information will help the Interim Report Committee panel gain a clearer sense of the current status of the institution and understand the context in which the actions of the institution discussed in the previous section have taken place.*

Key senior leadership changes at the university level since 2019 include a new Provost and Vice President of Academic Affairs, Dr. Carolyn Thomas (who joined CSUF in 2020), a new Vice President of Student Affairs, Dr. Tonantzin Oseguera (who was promoted from her previous leadership role at CSUF), and a new Vice President for Administration and Finance and Chief Finance Officer, Mr. Alex Porter (who joined CSUF in 2022), resulting in a fully staffed cabinet. Like other institutions, the COVID-19 pandemic has also led CSUF to make many adaptations to meet changing student needs. Most recently, President Fram Virjee announced his retirement on July 31, 2023, signaling an upcoming transition period under a new President. Despite the past and upcoming changes, CSUF's commitment to student success, including that of both undergraduate and graduate students, remains unwavering. All efforts detailed in this report are intended and expected to improve the student learning and success outcomes of graduate students.

Concluding Statement

Instructions: Reflect on how the institutional responses to the issues raised by the Commission have had an impact upon the institution, including future steps to be taken.

Since the 2019 WSCUC visit, CSUF has undertaken multiple promising approaches to enhance and assess the quality of graduate programs and to improve graduate student learning and success. The establishment and alignment of graduate learning goals and outcomes at institution and program levels, the changes in graduate education leadership, the expansion of graduate student success initiatives, and the robust assessment processes associated with these developments mark the continuing university commitment to improving graduate programs and supporting student educational experiences.

Encouraged by the positive impact of these efforts, CSUF will build upon its progress, and continue to pursue a dynamic and evolving process of strengthening programs and services for graduate students. Our future centralized goals include strengthening graduate program learning outcome assessment, implementing recommendations driven by our current data collection efforts (such as assessment and surveys), improving the use of online graduate advising tools in partnership with the Division of Information Technology, and expanding graduate student services to provide comprehensive guidance for their entire academic journey.

Appendix 1: Graduate Programs' Assessment Rating Results from 2020-21¹

Overall Rating Categories:

- **Excellent:** "Excellent assessment practice: Keep up the good work!"
- **Solid:** "Solid assessment practice: Please continue to work with your college/division assessment liaison for fine-tuning"
- **Good:** "Good assessment effort, but needs improvement: Please contact the Office of Institutional Effectiveness and Planning for assistance (data@fullerton.edu)."

Overall Ratings for Graduate Programs' 2020-2021 assessment reports:

- Excellent = 16 programs
- Solid = 32 programs
- Good = 2 programs

College	Program	Overall Rating
College of Business & Economics	Accountancy, MS	Excellent
College of Business & Economics	Economics, MA	Solid
College of Business & Economics	Information Systems, MS	Solid
College of Business & Economics	Information Technology, MS	Solid
College of Business & Economics	MBA	Solid
College of Business & Economics	Taxation, MS	Solid
College of Communications	Screenwriting, MFA	Solid
College of Communications	Communicative Disorders, MA	Solid
College of Engineering & Computer Science	Civil Engineering, MS	Excellent
College of Engineering & Computer Science	Computer Engineering, MS	Excellent
College of Engineering & Computer Science	Computer Science, MS	Excellent
College of Engineering & Computer Science	Electrical Engineering, MS	Solid
College of Engineering & Computer Science	Environmental Engineering, MS	Excellent
College of Engineering & Computer Science	Mechanical Engineering, MS	Excellent
College of Engineering & Computer Science	Software Engineering, MS	Solid
College of Education	Education, MS (Elementary Curriculum and Instruction)	Solid
College of Education	Education, MS (Literacy and Reading)	Solid
College of Education	Education, MS (Secondary Education)	Solid
College of Education	Education, MS (Special Education)	Solid
College of Education	Educational Administration, MS	Solid
College of Education	Educational Administration, MS (Higher Education)	Solid
College of Education	Educational Leadership, Ed.D. (Community College)	Solid
College of Education	Educational Leadership, Ed.D. (P-12)	Solid

¹ 2021-22 annual assessment report feedback review is currently being finalized.

College of Education	Educational Technology Online, MS	Solid
College of Education	Instructional Design and Technology, MS	Solid
College of Health & Human Development	Counseling, MS	Excellent
College of Health & Human Development	Nursing, MS	Solid
College of Health & Human Development	Nursing Practice, DNP	Solid
College of Health & Human Development	Public Health, MPH	Excellent
College of Health & Human Development	Social Work, MSW	Excellent
College of Humanities & Social Sciences	American Studies, MA	Excellent
College of Humanities & Social Sciences	Anthropology, MA	Solid
College of Humanities & Social Sciences	Education, MS (TESOL)	Solid
College of Humanities & Social Sciences	English, MA	Solid
College of Humanities & Social Sciences	Environmental Studies, MS	Excellent
College of Humanities & Social Sciences	Geography, MA	Solid
College of Humanities & Social Sciences	Gerontology, MS	Solid
College of Humanities & Social Sciences	History, MA	Solid
College of Humanities & Social Sciences	Linguistics, MA	Good
College of Humanities & Social Sciences	Political Science, MA	Solid
College of Humanities & Social Sciences	Psychology, MA	Good
College of Humanities & Social Sciences	Psychology, MS	Solid
College of Humanities & Social Sciences	Public Administration, MPA	Solid
College of Humanities & Social Sciences	Sociology, MA	Excellent
College of Humanities & Social Sciences	Spanish, MA	Excellent
College of Natural Sciences & Mathematics	Chemistry, MS	Excellent
College of Natural Sciences & Mathematics	Computational Applied Mathematics, MS	Solid
College of Natural Sciences & Mathematics	Mathematics, MA (Teaching Math Option)	Solid
College of Natural Sciences & Mathematics	Physics, MS	Excellent
College of Natural Sciences & Mathematics	Statistics, MS	Excellent

Appendix 2: Graduate Program In-Depth Assessment Feedback Review Schedule
(Feedback reviews are continuing to take place in spring 2023 and beyond.)

College	Program	Meeting Date
College of Business & Economics	Accountancy, MS	2/4/21
College of Business & Economics	Economics, MA	9/22/21
College of Business & Economics	MBA	1/14/21
College of Business & Economics	Taxation, MS	2/4/21
College of Communications	Communications, MA	3/10/22
College of Communications	Communicative Disorders, MA	3/9/22
College of Communications	Screenwriting, MFA	1/15/21
College of Education	Educational Administration, MS (Higher Education)	2/23/22
College of Engineering & Computer Science	Computer Engineering, MS	2/11/21
College of Engineering & Computer Science	Computer Science, MS	1/11/21
College of Engineering & Computer Science	Civil Engineering, MS	9/22/21
College of Engineering & Computer Science	Electrical Engineering, MS	5/19/22
College of Engineering & Computer Science	Environmental Engineering, MS	9/22/21
College of Engineering & Computer Science	Software Engineering, MS	3/1/22
College of Health & Human Development	Kinesiology, MS	1/15/21
College of Health & Human Development	Public Health, MPH	2/10/21
College of Health & Human Development	Nursing Practice, DNP	3/21/22
College of Health & Human Development	Nursing, MS	3/21/22
College of Humanities & Social Sciences	Education, MS (TESOL)	3/10/22
College of Humanities & Social Sciences	English, MA	9/6/22
College of Humanities & Social Sciences	Linguistics, MA	1/21/21
College of Humanities & Social Sciences	Political Science, MA	1/25/21
College of Humanities & Social Sciences	Psychology, MA	3/15/22
College of Humanities & Social Sciences	Psychology, MS	4/12/22
College of Humanities & Social Sciences	Public Administration, MPA	2/16/21
College of Natural Sciences & Mathematics	Biology, MS	3/22/22
College of Natural Sciences & Mathematics	Chemistry, MS	3/10/22
College of Natural Sciences & Mathematics	Mathematics, MA (Applied Math Option)	3/22/22 & 9/27/22
College of Natural Sciences & Mathematics	Mathematics, MA (Teaching Math Option)	3/22/22 & 9/27/22
College of Natural Sciences & Mathematics	Statistics, MS	3/22/22 & 9/27/22
College of the Arts	Art, MA	2/5/21
College of the Arts	Art, MFA	2/5/21
College of the Arts	Music, MA	2/11/21
College of the Arts	Music, MM	2/11/21
College of the Arts	Theatre Arts, MFA	3/10/22 & 4/14/22

**Appendix 3: In-Depth Assessment Feedback Report Examples –
MS Educational Administration (Higher Education) & MA Economics**

**Educational Administration MS (Higher Education):
In-Depth Assessment Feedback Report**

Purpose

As a result of the 2019 WSCUC accreditation re-affirmation, the 2019 WSCUC Commission Action Letter to President Virjee, dated February 14, 2020, requests CSUF to “address the development of appropriate graduate student learning outcomes, graduate student success initiatives, and aligned assessment processes” in an Interim Report to be submitted by March 1, 2023. As such, the purpose of this report is to provide in-depth feedback to graduate programs about their assessment practices for the program’s reflection and action. This report contains a summary of the program’s assessment structure (number of outcomes and inventory of curriculum map), history of assessment results over the last three years, execution of steps 1-5 of the University assessment process for most recent assessment activity, overall strengths and weaknesses of the program’s assessment activity, and suggestions for improvement.

Summary of Assessment Structure

- 3 outcomes in assessment plan
- Has a curriculum map on file with the Office of Assessment and Institutional Effectiveness (OAIE)

History of Assessment Results

2019-20: 3 outcomes assessed (0% met)

2018-19: 3 outcomes assessed (67% met)

2017-18: 3 outcomes assessed (67% met)

In-Depth Feedback of Execution of Steps 1-5

Feedback based on 2019-20 Assessment Report.

Step 1: Outcomes

The outcome statements are not written following the university guidelines. In general, outcome statements should be one sentence that describes the expectations for student knowledge, skill, attitude, or performance. Statements should be clear and easy to understand by students and faculty, measurable, concise, and learner centered. The outcome statements need to be rewritten and unpacked into discrete concepts to be measured.

Step 2: Methods & Measures

The methods and measures section should describe what learning is being measured (e.g., application of theory), how the learning is being measured (e.g., set of exam questions), where the measurement is being taken (e.g., course), how the measurement will be scored (rubric), and by whom (i.e., individual faculty or committee). All SLOs are missing critical elements of this step. The use of course grades for assessment is discouraged as course grades are not specifically focused on only what is in the outcome statement and are therefore too broad to be of use for an individual outcome. We suggest using assignments or other performance indicators instead.

Step 3: Criteria for Success (CFS)

The thresholds appear to be set appropriately high, but because the outcome statements and the methods and measures are ill-defined, it is not possible to determine if the CFS are properly aligned with the measures.

Step 4: Data Analysis

Step 4 should contain a summary narrative describing the data collection process, such as when data were collected, where, size, use of sampling, type of data, assessment method (e.g., concept inventory, short-answer question, final project), and scoring method (e.g., instructors, semester, class, sample size, sampled 30% of students, essay question, rubric). The analyses of the data should also be described in terms of summarizing the results (e.g., average class score; % of students scoring 3 out of 5 on rubric; etc.) and presenting major findings, including interpretation of the results. What does the evidence offer? How are the data meaningful (e.g., criteria for success were met but scores are lower than prior years; student performance is strong or weak in a certain area; etc.)? Do the results answer questions regarding students' mastery of content or application of skills for the outcome?

Step 4 should be written succinctly and not repeat information found in other steps. Background and rubric information belongs in Step 2. While there are elements of the data collection and analysis present, the interpretation of findings is misplaced in Step 5.

Step 5: Improvement Actions

The interpretation of findings belongs in Step 4. The improvement actions follow a best practice of disseminating assessment results among faculty, tying actions to results, and making comparison to prior years, although the comparison could be more robust. However, the improvement actions are not very specific for improving deficient areas. Step 5 could be improved by being more specific, including a timeline for actions and closing the loop, and stating who will carry out actions.

Overall Strengths

The program has three outcomes and a curriculum map that serves as a foundation of assessment practice. Assessment results are widely disseminated, improvement actions are tied to data and based on a comparison to prior years.

Overall Weaknesses

A holdover from accreditation standards, outcomes are not written in conformance with university guidelines making it difficult to evaluate assessment activity and if the outcomes comprehensively assess the objectives of the program. Steps 2 and 4 are vague or lacking critical elements as discussed. The use of course grades is discouraged because they are not typically a fine enough instrument for measuring a specific aspect of student learning. In general, the program is encouraged to write succinctly; assessment reports are read as a whole, so there is no need to repeat discussion elements in subsequent steps.

Suggestions for Improvement

OAIE suggests the following actions be taken in 2021-22:

- Rewrite all SLOs to be concise and discreet measurements.
- Revise Step 2 for all outcomes to align with SLOs.

- Make a 5-year assessment schedule describing which SLOs will be assessed each year and in which classes.
- Provide more detail about data collection and interpretation of the findings in Step 4 in future assessment.
- Refer to the [Guidelines for Reporting Learning Assessment Activity in the AMS](#) for help with structuring assessment reports.

Economics MA:

In-Depth Assessment Feedback Report

Purpose

As a result of the 2019 WSCUC accreditation re-affirmation, the 2019 WSCUC Commission Action Letter to President Virjee, dated February 14, 2020, requests CSUF to “address the development of appropriate graduate student learning outcomes, graduate student success initiatives, and aligned assessment processes” in an Interim Report to be submitted by March 1, 2023. As such, the purpose of this report is to provide in-depth feedback to graduate programs about their assessment practices for the program’s reflection and action. This report contains a summary of the program’s assessment structure (number of outcomes and inventory of curriculum map), history of assessment results over the last three years, an examination of the differentiation of graduate-level learning outcomes from undergraduate-level learning outcomes, execution of steps 1-5 of the University assessment process for most recent assessment activity, overall strengths and weaknesses of the program’s assessment activity, and suggestions for improvement.

Summary of Assessment Structure

- 3 outcomes in assessment plan
- Has a curriculum map on file with the Office of Assessment and Institutional Effectiveness (OAIE)

History of Assessment Results

2019-20: 3 outcomes assessed (100% met)

2018-19: 3 outcomes assessed (0% met)

2017-18: 3 outcomes assessed (100% met)

Differentiation of graduate-level from undergraduate-level learning outcomes

The graduate-level SLOs reflect the correct level of specificity and are substantially different than the undergraduate-level SLOs.

In-Depth Feedback of Execution of Steps 1-5

Feedback based on 2019-20 Assessment Report.

Step 1: Outcomes

Overall, the three outcomes are measurable, clear, and concise. Implied by the sentence structure, the SLOs are student-centered.

Step 2: Methods & Measures

All three outcomes have the same text for Step 2. Where the measurement is being taken is clear, the capstone course. It is unclear what learning is being measured. How will the capstone assignment demonstrate student learning? How will the capstone project be graded? Is there a rubric?

Step 3: Criteria for Success (CFS)

None of the SLOs are written appropriately. The CFS should contain just the statement of threshold that corresponds with the measurement(s) in Step 2. Please remove the extraneous verbiage. Some of the verbiage may belong in Step 2, but should be written at the correct level of specificity. For example, it would not be appropriate to include due dates for assignments. Steps 2 and 3 are to be written as a plan for conducting assessment, not in the past tense as if describing data collection that has already happened.

Step 4: Data Analysis

Two of the SLOs (02 & 05) describe where the data were collected and for how many students. The interpretation of findings is excellent in that student performance in the multiple areas being measured is clear. However, what is not clear is how these conclusions were arrived at. Is this anecdotal evidence or were the early semester scores and comments evaluated against the end of semester scores? Excellent “closing the loop” by discussing the results of actions taken in previous cycles.

Step 5: Improvement Actions

The improvement actions are clearly defined and tied to the data interpretations. The improvement actions could be strengthened by disseminating to program faculty and mentioning when improvements will be measured to close the loop.

Overall Strengths

The program has three outcomes that comprehensively assess student performance. The outcome statements are clear, concise, and measurable. The SLOs appear to comprehensively assess the objectives of the program as described in the catalog. Strong elements of the program’s assessment practice include making comparisons to the prior year’s data, providing rich detail in the interpretation of the findings, and linking improvement actions to findings.

Overall Weaknesses

Steps 2 and 3 are not written at the correct level of specificity and/or do not include appropriate information. Data analysis appears to be more anecdotal than empirical evidence. Assessment and its results should be widely distributed among the faculty.

Suggestions for Improvement

OAIE suggests the following actions be taken in 2021-22:

- Revise Step 2 for all outcomes.
- Revise Step 3 for all outcomes.
- Provide more detail about data collection and analysis in Step 4.
- Disseminate assessment results with program faculty.
- Refer to the [Guidelines for Reporting Learning Assessment Activity](#) in the AMS for help with structuring assessment reports.

Appendix 4: Graduate Student Survey Instrument

Start of Block: Default Question Block

Q1 CSUF Graduate Student Success Survey

Q2 Which of the following culminating experiences do you expect to complete as part of your degree requirements?

- Comprehensive exam (1)
- Project (portfolio, capstone, case study, creative activity) (2)
- Thesis (3)
- Dissertation or doctoral requirement (4)

Q3 Does your program have a cohort of students that all move through the program together?

- Yes (1)
 - No (2)
-

Q4 How would you characterize your graduation time frame expectations?

- I am on track to graduate in the time frame that I expect. (1)
- I am not on track to graduate in the time frame that I expect. (2)
- I am not certain if I am on track to graduate in the time frame that I expect. (3)
- I am not certain if I will graduate. (4)

Q5 How helpful are each of the following to earning your degree?

	Very helpful (1)	Helpful (2)	Not Helpful (3)
Graduate advisor's knowledge of program requirements (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate advisor's availability (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty support (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
One-on-one writing support services (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic support workshops offered by the university (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library services (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of space to study on campus (i.e., independent study, completing assignments, group work, etc.) (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of teaching (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer support (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On-campus employment (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Off-campus employment (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employer's support for my educational goals (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counseling services (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disabled student services (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6 Please indicate any other factors that are helpful to earning your degree.

Q7 How much of an obstacle are each of the following to earning your degree?

	Major obstacle (1)	Minor obstacle (2)	Not an obstacle (3)
Difficulty of program (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family obligations (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal health and wellness (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Caregiving of others (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Off-campus employment (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of availability of required courses (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prerequisite/deficiency courses needed for enrollment (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of or delayed program information (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of study space (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of financial assistance (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of support for research or creative activities (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of support for writing (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of graduate advisor availability (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of faculty availability (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of peer support in the program (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q8 Please indicate any other factors that are an obstacle to earning your degree.

Q9 Which of the following issues have you encountered regarding course availability? Select all that apply.

- A required course I needed is not frequently offered. (1)
- An elective course I wanted is not frequently offered. (2)
- A required course I needed is not offered at a time that I can take it. (3)
- An elective course I wanted is not offered at a time that I can take it. (4)
- A course that I was enrolled in was cancelled. (5)
- I do not know which courses I need to complete my degree. (6)
- I do not have enough information about course availability to plan my future courses. (7)
- I have taken fewer classes in a semester because courses I needed were not available. (8)
- Course availability issues will delay my graduation. (9)
- Other (please specify): (10) _____
- None. I have not had any course availability issues. (11)

Q10 If you are currently employed, how many hours do you typically work per week?

- 0-10 hours (1)
- 11-20 hours (2)
- 21-30 hours (3)
- 31-40 hours (4)
- More than 40 hours (5)
- Not applicable/ Not employed (6)

Skip To: Q12 If Q10 = 6

Q11 Which of the following type of position do you currently hold? (check all that apply)

- Off-campus employment (1)
 - On-campus employment as a Teaching Assistant (2)
 - On-campus employment as a Graduate or Research Assistant (3)
 - On-campus employment that is not affiliated with my field of study (4)
-

Q12 Please rate your level of satisfaction with each experience listed below	Satisfied (1)	Neutral (2)	Dissatisfied (3)	Not applicable (4)
Orientation provided by my program or college (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International Student Services (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate advisor's responsiveness to my questions (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of faculty for questions (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of timely information regarding program and university requirements (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of staff in university offices for questions (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of program or department staff for questions (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of internship or practicum support (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Office of Graduate Studies services (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing support through the Graduate Student Success Center (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q13 Please rate your level of agreement with each of the following statements.

	Agree (1)	Neutral (2)	Disagree (3)
The university/program values diversity. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel a sense of belonging at CSUF. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel my unique background and identity (i.e. my differences) are valued at CSUF. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People from all backgrounds and with a range of identities have equitable opportunities to advance their learning at CSUF. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe CSUF is a safe and supportive learning environment for BIPOC (Black, Indigenous, and People of Color) individuals. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable talking about issues of racism in the classroom. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q14 Please rate your level of agreement with each of the following statements.	Agree (1)	Neutral (2)	Disagree (3)
My program has the level of academic rigor appropriate for a graduate program in my field. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There was more work than I expected in my degree program. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My undergraduate degree prepared me well for graduate study. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My program is providing me with the knowledge and skills I need to succeed in my field. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My program challenges me to think in new and more complex ways about my field. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peers in my program are friendly and supportive. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I have an academic issue, I know who to ask for assistance. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My CSUF graduate degree is worth the time and money I am investing. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty provide adequate support for research or creative activities with students in my program. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff in my department are helpful and supportive. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Based on my experience, I would recommend my program to others. (11)

I feel well supported by the university as a graduate student. (12)

I feel that I belong in my program. (13)

Faculty are supportive of students in my program. (14)

Q15 Please feel free to share any thoughts or reflections about your graduate experience at CSUF that you think would help us serve current and future students.

Q16 Do you want to enter a drawing to win one of 15 \$25 Amazon gift cards?

Yes (1)

No (2)

*Display This Question:
If Q16 = 1*

Q17 Please enter your CSUF email address so we may contact you if you are a winner of the \$25 Amazon gift card.

Q18 Thank you for your participation! Please click Submit for your responses to be recorded.

End of Block: Default Question Block