WASC INTERIM REPORT

Submitted to
The Accrediting Commission
for Senior Colleges and Universities
Western Association of Schools and Colleges (WASC)

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9   **Prepared**

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11   **by**

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13   **President Mildred García**

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15   **and**

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17   **The CAL STATE FULLERTON WASC Interim Report Committee**

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Name of Institution   California State University, Fullerton

Person Submitting the Report   Peter Nwosu, Ph.D., Accreditation Liaison Officer (ALO)

Report Submission Date   March 1, 2015

California State University, Fullerton, is accredited by the Western Association of Schools and Colleges (WASC).

Many of the academic programs at CSUF are also accredited by discipline-specific accreditation agencies and associations.

This *Interim Report* describes the progress California State University, Fullerton has made on the core issues identified by the WASC Accrediting Commission for Senior Colleges and Universities (the Commission).

The *Interim Report* outlines how Cal State Fullerton has addressed the concerns raised by the Commission and includes:

- A statement on report preparation;
- A list of topics addressed;
- Institutional context;
- A narrative section detailing the university's response to the issues identified by the Commission in its action letter as topics for the *Interim Report*;
- A section on other major changes and issues currently facing the institution; and
- A concluding section that reflects on how the university's responses to the issues raised by the Commission have impacted the institution.

The **statement on report preparation** explains how the Interim Report Committee was formed and conducted its work. The **section on institutional context** provides a background of Cal State Fullerton's history and unique characteristics; its academic programs and accreditation history; and its mission, vision, and values. The **narrative section** contains the university's detailed response to the Commission's request for an *Interim Report*.

In its June 27, 2014 memorandum to Cal State Fullerton's ALO (Appendix I.1), which confirmed the Commission's action letter to President Mildred García dated July 3, 2012 (Appendix I.2), WASC expectations of the *Interim Report*, due March 1, 2015, were identified as follows:

1. Strategic Planning: A Strategic Plan that identifies the university's goals, targets and milestones, and timelines; a process for allocating resources to support implementation, and lines of responsibility; and the current status of CSU Fullerton in achieving its strategic goals and aligning strategic priorities and resource allocation.

2. Assessment: An update on assessment, including a description of the nature and extent of assessment activities on campus, the annual assessment reporting process, and how assessment results are used for improvement of student learning and program outcomes. In addition, please provide an update of CSU Fullerton's Program Performance Review (PPR) process, including a PPR schedule, guidelines and procedures for using the PPR process for quality improvement, and an example of a completed Program Performance Review.

3. Advising: Steps CSU Fullerton has taken to improve academic advising, to augment resources devoted to academic advising, to create closer connections between college advising and the Academic Advisement Center (AAC), to develop initiatives to strengthen advising, and to assess the effectiveness of the university's advising efforts.

4. Finances: An update on the budget and financial plans and information on how CSU Fullerton is allocating resources to ensure that educational effectiveness remains a priority.

The **section on identification of other changes or issues** discusses current issues facing the university. In its exit meeting with President García in 2012, the Commission requested that the university address the issue of faculty diversity. This section of the *Interim Report* therefore highlights the university's action steps and accomplishments in this regard.

In response to the concerns raised by the Commission, Cal State Fullerton has: 1) Developed a Strategic Plan and aligned campus budgetary considerations with its goals; 2) Reinvigorated the Office of Assessment and Educational Effectiveness (OAEE); developed university-wide Learning Goals (ULGs); adopted a uniform six-step assessment process; and implemented an online platform for tracking and documenting assessment activities; 3) emphasized the importance of advising in the Strategic Plan; provided additional resources in the form of professional advisers, Student Success Teams and professional development; instituted mandatory and targeted intrusive advising; developed integrative common communication tools for advisers; and implemented rigorous assessment and evaluation practices for advising; and 4) developed a collaborative budget process involving administrators, faculty and students to align resource allocation to campus priorities; passed the Student Success Initiative (SSI); secured alternative funding streams; and set the foundation for an Outcome Based Funding (OBF) model. In addressing the commission's concerns regarding faculty diversity, Cal State Fullerton has created a Division of Human Resources, Diversity, and Inclusion (HRDI); actively engaged in the recruitment of a diverse faculty and staff; provided diversity training; and developed and

108 administered a campus climate survey. Details regarding these achievements can be found in this
109 document's narrative section.
110
111 Included in various sections of the *Interim Report*, where relevant and appropriate, are specific
112 Criteria for Review (CFR) that demonstrate alignment with WASC Standards.
113
114 A reviewer who has any difficulties with accessing any portions of the content of this *Interim*
115 *Report* may contact:

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123 **List of Acronyms Used in the Interim Report**
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AAC	Academic Advisement Center
AAC&U	American Association of Colleges & Universities
AAPDC	Academic Advisors Professional Development Committee
AEEC	Assessment and Educational Effectiveness Committee
ALO	Accreditation Liaison Officer
AVP	Associate Vice President
AVPRCATT	Associate Vice President for Research, Creative Activities, and Technology Transfer
BA	Bachelor of Arts
CFR	Criteria For Review
CLA	Collegiate Learning Assessment
COMM	College of Communications
COTA	College of the Arts
CSU	California State University

CSUF	California State University, Fullerton
ECS	College of Engineering and Computer Science
EDUC	College of Education
EEO	Equal Employment Opportunity
EER	Educational Effectiveness Review
EOP	Educational Opportunity Program
EPOCHS	Enhancing Postbaccalaureate Opportunities at Cal State Fullerton for Hispanic Students
FTE	Full-Time Equivalent
FTF	Full-Time Freshmen
FY	Fiscal Year
GE	General Education
HHD	College of Health and Human Development
HIP	High Impact Practice
HRDI	Division of Human Resources, Diversity and Inclusion
HSS	College of Humanities and Social Sciences
IRC	Interim Report Committee
IRSC	Interim Report Steering Committee
ISC	Irvine Satellite Campus
MCBE	Mihaylo College of Business and Economics
NSM	College of Natural Sciences and Mathematics
NSSE	National Survey of Student Engagement
OAEE	Office of Assessment and Educational Effectiveness

OBF	Outcome Based Funding
OGS	Office of Graduate Studies
PPR	Program Performance Review
PRBC	Planning, Resources, and Budget Committee
SALO	Student Advising Learning Objective
SLO	Student Learning Outcome
SSI	Student Success Initiative
SSS	Student Support Services
STAR	Strategic Transfer Agreement
TAN	Titan Advisor Network
TDA	Titan Degree Audit
THE COMMISSION	WASC Accrediting Commission for Senior Colleges and Universities
UEE	University Extended Education
ULG	University Learning Goal
UPS	University Policy Statement
WASC	Western Association of Schools and Colleges

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127   **PLEASE NOTE THAT THE APPENDICES ARE CURRENTLY UNDER CONSTRUCTION
128   AND ARE NOT INCLUDED WITH THIS DRAFT OF THE DOCUMENT**

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II. Statement on Report Preparation

145

146 On March 24, 2014, President García convened a meeting of the newly-formed Cal State
147 Fullerton WASC Interim Report Committee (IRC) (Appendix II.1) to develop the university's
148 *Interim Report* for the Commission. At this meeting, the Provost and Vice President for
149 Academic Affairs (who chaired the IRC) and the ALO discussed the IRC's scope of activities,
150 logistics, expectations, and timelines.

151 The WASC *Interim Report* presents the university's response to issues identified by the
152 Commission in its July 3, 2012 action letter to Cal State Fullerton (Appendix I.2).

153 The Commission highlighted four issues that required further attention and requested that the
154 institution submit an *Interim Report* by March 1, 2015. In the Interim Report, the university is
155 expected to provide a description of each issue, the actions taken to address the issue, and an
156 analysis of the effectiveness of these actions.

157
158 The President appointed 36 members to the IRC drawn from all eight colleges, the satellite
159 campus in the City of Irvine, the Division of Academic Affairs, and the other five divisions of
160 the university: University Advancement; Administration and Finance; Student Affairs;
161 Information Technology (IT); and HRDI. Student representatives, recommended by the Division
162 of Student Affairs, also served on the Committee. In this process all efforts were made to ensure
163 that membership reflected the diversity of the university's demographic profile and faculty ranks,
164 and to make sure that tenure track and tenured faculty, as well as contingent faculty, were
165 included.

166
167 The IRC was then organized into two working groups: the WASC Interim Report Sub-
168 committees (the Subcommittees) and the WASC Interim Report Steering Committee (IRSC).
169 Each Subcommittee was charged with addressing one of the four major issues identified in the
170 Commission's action letter (Appendix I.2) and consisted of members with expertise in that area.
171 The President appointed Chairs for the subcommittees as follows: Strategic Planning: Professor
172 Robert W. Mead; Assessment: Professor Emily Bonney; Advising: Professor Lynn Sargeant; and
173 Funding: Vice President Danny Kim.
174
175 The IRSC, chaired by Dr. José Cruz, Provost, and comprised of nine members, provided
176 oversight and leadership for the work of the Subcommittees. These members included: Dr. Sean
177 Walker, Chair, Academic Senate; Dr. Berenecea Johnson Eanes, Vice President for Student
178 Affairs; Dr. Su Swarat, Director, OAEE (as IRSC staff person); Dr. Peter Nwosu, Associate Vice
179 President for Academic Programs and ALO; and the four chairs of the Sub-committees.
180
181 Throughout the remainder of spring and summer 2014, the Subcommittees developed
182 preliminary drafts of the *Interim Report*, with the IRSC and ALO providing guidance, reviewing
183 preliminary drafts of each section of the report, providing feedback to Subcommittees through
184 their chairs, and ensuring that Subcommittees were meeting milestones consistent with the
185 *Interim Report* action steps and timeline as set forth by the ALO. The ALO also provided
186 feedback to the Subcommittees and addressed their questions about the new *2013 WASC*
187 *Handbook* CFRs.
188 At its July 15, 2014 meeting, the IRSC refined its action steps and timeline for the *Interim*
189 *Report* and the expectations from each Sub-committee. Based on this revised timeline,
190 preliminary drafts of the Sub-committee reports were submitted to the ALO on August 15, 2014.
191 The reports were then compiled and organized into a single coherent preliminary document by
192 the ALO, the IRSC Chair, and the IRSC staff person. This single preliminary document was
193 distributed to the IRC on September 24 for members' review. On October 3, 2014, the IRC met
194 to discuss the preliminary draft Report. IRC members provided feedback to strengthen the
195 document and recommended that the ALO have a small group read the document closely with a
196 view to providing a unified voice to the *Interim Report*. Following recommendations, both the
197 ALO and IRSC Chair appointed the following to serve as readers: Dr. Irena Praitis, Professor of
198 English; Dr. Stephen Mexal, Professor of English; Dr. Diana Guerin, Professor of Child and
199 Adolescent Studies; and Ms. Gail Matsunaga, University Catalog Editor. Based on their review
200 and feedback, the preliminary document was then revised. Updates on the *Interim Report* were
201 provided by the ALO to the university's Planning, Resources, and Budget Committee (PRBC);
202 Academic Senate Executive Committee; Council of Deans; and the President and her Cabinet.
203 Feedback received from these groups further informed and strengthened the draft document. In
204 January 2015, a final draft of the *Interim Report* was disseminated to the campus community for
205 additional review and feedback. In late January 2015, the IRSC met to review and finalize the
206 Interim Report. Following the committee's and President's approval of the final report, the ALO
207 successfully submitted it on March 1, 2015, to the Commission. Throughout the process, the
208 IRSC and Subcommittees deliberately involved a diverse group of contributors who utilized a

209 consultative strategy of shared governance to develop the university's response to the
210 Commission.

211

212 **III. List of topics addressed in this Report**

213

214 • Strategic Planning
215 • Assessment
216 • Advising
217 • Finances
218 • Diversity
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221 **IV. Institutional Context**

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223 Cal State Fullerton was established on July 5, 1957, as the 12th campus of what is now a 23-
224 campus California State University (CSU) system. The main campus is located on 236 acres of
225 what was once a vast orange grove in the city of Fullerton, in northwest Orange County. With its
226 Irvine facility, Cal State Fullerton maintains the largest official satellite campus, the Irvine
227 Campus, in the 23-campus CSU System. Led by the university's Office of International
228 Programs and Distance Education the university also has established and maintained a global
229 outlook through international partnerships with universities—the first of which was formalized
230 in 1984, with Fudan University in Shanghai, China.

231 Cal State Fullerton maintains a strong tradition of collegial governance grounded in the notion of
232 the "Fullerton Way," an inclusive, consultative, transparent, and vital system of shared
233 governance. Through this system, faculty, staff, administration, and student groups initiate,
234 review, and/or recommend various university programs, policies, and procedures, with final
235 approving authority vested in the university President. Community leaders, through the
236 Philanthropic Board, also advise the president on community relations and other issues.

237 Since 1957, Cal State Fullerton has grown from a small local college of 452 students to a major
238 comprehensive regional university with a global outlook. Cal State Fullerton's fall 2014
239 enrollment of 38,128 students makes it the largest campus of the CSU, the largest four-year
240 public system of higher education in the United States. Cal State Fullerton is a Hispanic Serving
241 Institution (36 percent), and an Asian American Pacific Islander Serving-eligible Institution (21
242 percent). Twenty-five percent of the student population is white, two percent is African
243 American, while eight percent is international, coming from 81 nations. More than 50 percent of
244 the student population consists of first generation students, and 38 percent receive Pell grants. In
245 terms of impact, Cal State Fullerton awards more than 9,000 degrees annually (>7500

246 undergraduate and 1500 graduate) making it first in the CSU system, third in California, and 23rd
247 in the nation in terms of the number of degrees awarded annually. Cal State Fullerton is first in
248 the CSU system, first in California, and 10th in the nation in the number of degrees awarded to
249 Hispanics with nearly 2000 a year. More than half of the university's degrees are earned by
250 students who are among the first in their families to go to college. One-third of the degrees are
251 earned by first-time freshmen, and undergraduate transfers earn two-thirds of the degrees. Mid-
252 career earnings of Cal State Fullerton's graduates are above the national average. Since its
253 founding in 1957, the university has awarded nearly 231,000 degrees. Cal State Fullerton's
254 current six-year graduation rate is 56 percent, and the retention rate is 90 percent for first to
255 second year first-time bachelor's degree-seeking undergraduate students, both percentages
256 increased from the 2012-2013 data. In fact, the current 56 percent six-year graduation rate is a
257 significant increase from the 51.5 percent graduation rate recorded in 2012-2013 when
258 implementation of the Strategic Plan began. The university's average student age is 24. A 2010
259 impact study shows that Cal State Fullerton generates $1 billion in economic activity annually,
260 including more than $65 million per year in state tax revenue, and sustains nearly 9,000 jobs in
261 the region. Thus, the university is recognized as both a regional and national engine of
262 opportunity.
263
264 **Our academic programs, faculty, and rankings**
265 Since 1957, Cal State Fullerton's degree programs have grown from the single BA in Education
266 to eight separate colleges with 110 degree programs comprising 55 undergraduate and 55
267 graduate degree programs, including a doctorate degree in education, a doctor of nursing
268 practice, and numerous certificate and credential programs.
269
270 Cal State Fullerton has eight colleges as follows:
271 ▪ College of the Arts (COTA) with a School of Music
272 ▪ Mihaylo College of Business and Economics (MCBE) with a School of Risk and
273   Insurance Management
274 ▪ College of Communications (COMM)
275 ▪ College of Education (EDUC)
276 ▪ College of Engineering and Computer Science (ECS)
277 ▪ College of Health and Human Development (HHD) with a School of Nursing
278 ▪ College of Humanities and Social Sciences (HSS)
279 ▪ College of Natural Sciences and Mathematics (NSM)
280
281 The university also has 62 centers and institutes involved in research, service, and community
282 engagement.
283
284 The university has attained the following honors and rankings since 2012:
285
286 • *U.S. News & World Report* (September 2014) ranks Cal State Fullerton No. 9
287   among "Top Public Regional Universities" and No. 1 among "Best Regional
288   Universities in the West for students who graduate with the least debt."
289 • *Washington Monthly* (2013), on economic value, ranks Cal State Fullerton No. 4

290   in the nation on the list of "Best Bang for Your Buck" institutions.
291   • *Diverse Issues in Higher Education* (October 2014) ranks Cal State Fullerton 4th
292   in the nation in terms of baccalaureate degrees awarded to underrepresented
293   students.
294   • *Princeton Review's Best 294 Business Schools* (2015 edition) includes the Steven
295   G. Mihaylo College of Business and Economics, the state's largest accredited
296   business college.
297   • *2014 President's Higher Education Community Service Honor Roll,* names Cal
298   State Fullerton as a recipient of the nation's highest recognition for community
299   engagement, resulting from more than 1.4 million hours of course-related and
300   voluntary service. (Cal State Fullerton has been a recipient of this award for six
301   years in a row).
302   • *The Templeton Guide: Colleges That Encourage Character Development* lists Cal
303   State Fullerton's Student Leadership Institute among "Exemplary Programs" in
304   the student leadership category.
305

Approach to student success at Cal State Fullerton

Cal State Fullerton's reaffirmed approach to student success has been guided by a clear problem statement, a clear vision, an institutional mission, and the completion in 2013 of a Strategic Plan with clear objectives and strategies.

A clear problem statement
- How do we expand access, improve learning, increase degree completion rates, reduce time to degree, narrow achievement gaps, better serve our community, push the frontiers of knowledge, and keep college costs affordable?

A clear vision
- Cal State Fullerton aspires to be a model public comprehensive university nationally recognized for exceptional programs that prepare our diverse student body for academic and professional success.

An institutional mission
- Learning is preeminent at Cal State Fullerton. We aspire to combine the best qualities of teaching and research universities where actively engaged students, faculty, and staff work in close collaboration to expand knowledge.
- Our affordable undergraduate and graduate programs provide students the best of current practice, theory, and research, and integrate professional studies with preparation in the arts and sciences. Through experiences in and out of the classroom, students develop the habit of intellectual inquiry, prepare for challenging professions, strengthen relationships to their communities, and contribute productively to society.
- We are a comprehensive, regional university with a global outlook, located in Orange County, a technologically rich and culturally vibrant area of metropolitan Los Angeles. Our expertise and diversity serve as a distinctive resource and catalyst for partnerships with public and private organizations. We strive to be a center of activity essential to the intellectual, cultural, and economic development of our region.

A robust Strategic Plan: Four goals, 15 objectives (Appendix IV.1)

- **Goal 1**: Develop and maintain a curricular and co-curricular environment that prepares students for participation in a global society and is responsive to workforce needs.
  - **Objectives**:
    - Implement a sustainable university-wide assessment process that includes curricular and co-curricular components.
    - Ensure that at least 75 percent of CSUF students participate in an advising system that integrates academic, career, and personal development components.
    - Increase by 25 percent the number of CSUF students participating in international, service learning, internship, community engagement, or other innovative instructional experiences that prepare students for professional endeavors in a global society.
- **Goal 2**: Improve student persistence, increase graduation rates university-wide, and narrow the achievement gap for underrepresented students.
- **Objectives:**
  - Increase the overall 6-year graduation rate, such that the Fall 2012 cohort of first-time full-time freshmen is at least 10 percentage points higher than that of the Fall 2006 cohort.
  - Increase the 4-year transfer graduation rate such that the Fall 2014 cohort is at least 10 percentage points higher than that of the Fall 2008 cohort.
  - Reduce by at least half the current 12 percent achievement gap between underrepresented and non-underrepresented students.
  - Increase participation in High-Impact Practices (HIPs) and ensure that 75 percent of CSUF students participate in at least two HIPs by graduation.
- **Goal 3**: Recruit and retain a high-quality and diverse faculty and staff.
- **Objectives:**
  - Assess the campus climate and utilize results to identify and implement retention and engagement strategies.
  - Implement effective and systematic faculty and staff recruitment and retention programs.
  - Align CSUF faculty demographics with national pools of appropriately qualified applicants.
  - Provide additional training programs and increase opportunities for professional development available to post-tenure faculty and staff to promote career advancement.
- **Goal 4**: Increase revenue through fundraising, entrepreneurial activities, grants, and contracts.
- **Objectives:**
  - Increase overall philanthropic giving to at least $15 million yearly in order to be in the top third of our CSU Peer Group.
  - Increase by 25 percent overall grants and contracts revenue generated through Principal Investigator applications.
  - Implement support mechanisms and incentive programs to increase entrepreneurial activities at CSUF, such that revenues generated by those activities increase by 50 percent over the life of the plan.

378   o Increase communications and stakeholder engagement by 50 percent over the
379   2011-2012 baseline.
380

381 **A note about our accreditation history and quality assurance efforts**
382 Cal State Fullerton first achieved accreditation from WASC in February 1961 and subsequently
383 has completed 10 successful accreditation cycles. The last Educational Effectiveness Review
384 (EER) was conducted in 2012, and Cal State Fullerton was reaffirmed until 2019. In line with the
385 new accreditation process, the next Offsite Review for Cal State Fullerton will take place in
386 spring 2019, and the Accreditation Visit will take place in spring 2020.
387

388 The university's Office of Academic Programs in the Division of Academic Affairs has campus-
389 wide responsibility for accreditation and quality assurance processes. Consistent with University
390 Policy Statement (UPS) 410.200 (Appendix IV.2), all academic programs at Cal State Fullerton
391 go through a rigorous Program Performance Review (PPR) process every seven years. More
392 information about the PPR process can be found on the university's assessment and educational
393 effectiveness website: http://www.fullerton.edu/assessment/programperformancereview/
394
395

396   **V. Responses to issues identified by the Commission**

397
398 **ENGAGING WITH THE INTEGRATED STRATEGIC PLAN**
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400 **WASC RECOMMENDS:**
401

402   1. **A Strategic Plan that identifies the university's goals, targets and milestones, and**
403   **timelines;**
404   2. **A process for allocating resources to support implementation, and lines of**
405   **responsibility;**
406   3. **A report on the current status of Cal State Fullerton in achieving its strategic**
407   **goals and aligning strategic priorities and resource allocation.**
408   4. **Finalizing and following a plan that engages with the CSU Online Initiative and**
409   **the Irvine Satellite Campus (ISC).**
410

411 **Cal State Fullerton response:**
412   • A robust Strategic Plan with four goals and 15 objectives;
413   • Setting priorities in relation to the Strategic Plan; establishing metrics and indicators of
414   quality and achieving consistency across planning documents by establishing task forces
415   charged with insuring goals are met, involving the campus through town hall meetings,
416   and establishing task forces charged with ensuring goals are met with a website that
417   tracks the Strategic Plan's success;
418   • Alignment of the Strategic Plan with budgetary allocations, and following a Strategic
419   Plan attuned to the institution including revisions to university policy documents that

420		define the role of the PRBC in providing budget recommendations to the President in
421		alignment with the Strategic Plan;
422	•	Identifying the status of the CSU Online Initiative and engaging with the ISC.
423		

Introduction

In its June 27 memo to the university (Appendix I.1), the Commission confirmed its expectations and requested Cal State Fullerton to submit an *Interim Report* demonstrating a completed Strategic Plan (Appendix IV.1) identifying goals, targets, timelines, and milestones; a process for allocating resources to support implementation; and lines of responsibility. The *Interim Report* should also outline the current status of Cal State Fullerton in achieving its strategic goals and aligning strategic priorities with resource allocation. At the time of the 2012 visit by the Commission, Cal State Fullerton had begun but not completed preparation of a Strategic Plan. In its action letter of July 3, 2012, reaffirming Cal State Fullerton's accreditation, the Commission requested the university to finalize and follow a "fully developed Strategic Plan that is dynamic and yet attentive to institutional culture, sets priorities, establishes metrics and indicators of quality, achieves consistency across extant planning documents, and aligns with budgetary allocations." The Commission also requested the university to show how the CSU Online Initiative and growth on Cal State Fullerton's Irvine Campus are related to the Strategic Plan. The following section illustrates the dynamic vision the campus embraced in the development of the Strategic Plan and its initial implementation while simultaneously adhering to the institutional culture of shared governance.

WASC RECOMMENDATION: DEVELOP A STRATEGIC PLAN

Cal State Fullerton response: Strategic Plan development

At the September 11, 2012, Convocation, President García announced the formation of a new Strategic Plan Steering Committee (SPSC) chaired by Robert Mead and Jennifer Faust with Jolene Koester serving as facilitator (Appendix V.1). The SPSC would use recommendations of the PRBC, input from a town hall on October 12, 2012 attended by more than 400 participants from the campus community, and actively solicited feedback from an internet interface to develop a functional Strategic Plan (Appendix IV.1). Based on the input, the SPSC identified four draft goals and shared them with the campus community on November 9, 2012. During the planning process, the SPSC solicited additional feedback from the campus community to further refine these goals (CFR 1.2).

Following the unveiling of the draft goals, workgroups drawn from across the campus, began to develop and refine objectives for the plan goals. Draft objectives were announced to the campus on February 4, 2013, and the campus community provided feedback through the planning website. In addition, two mini town hall presentations of the objectives were held on February 4 and 7. Using the feedback, objectives were revised. Additional feedback was sought through presentations to the Council of Deans (February 6), the Academic Senate (February 21), and the Philanthropic Board (February 22) (CFR.1.7, 3.6).

463	The workgroups then generated strategies for the refined objectives. These strategies were
464	consolidated and aggregated for each goal. The campus was again encouraged to provide
465	feedback when the proposed strategies were rolled out to the campus electronically and at two
466	additional mini town halls on March 7 and 8, 2013 (CFR 1.2).
467	
468	Using the feedback collected throughout the planning process, SPSC members (Appendix V.1)
469	made final revisions to plan goals, objectives, and strategies, added an introduction, and provided
470	context. The SPSC co-chairs then presented a draft of the plan to President García on March 27,
471	2013. On April 12, 2013, at a large town hall meeting, the finished plan was introduced to the
472	campus (http://planning.fullerton.edu/).
473	
474	**WASC RECOMMENDS ESTABLISHING A STRATEGIC PLAN THAT IDENTIFIES**
475	**THE UNIVERSITY'S GOALS, TARGETS AND MILESTONES, AND TIMELINES**
476	**Cal State Fullerton response: setting priorities in relation to the Strategic Plan, establishing**
477	**metrics and indicators of quality, and achieving consistency across planning documents**
478	**Setting priorities**
479	The revised Strategic Plan (Appendix IV.1) acknowledges challenges and identifies
480	opportunities that will strengthen the institution now and in the future. Since the presentation of
481	the plan, individual colleges, divisions, and units (as well as the Associated Students
482	Incorporated and the Cal State Fullerton Auxiliary Services Corporation) have developed, or are
483	developing and completing their own strategic planning activities (CFR 2.3, 2.11). These
484	college, division, and unit-created plans operationalize the goals and objectives of the
485	university's Strategic Plan and address strategic needs within the divisions/entities themselves.
486	Implementation of the Plan's priorities has begun.
487	
488	**Establishing metrics and indicators of quality**
489	The strategies articulated in the Strategic Plan (Appendix IV.1) serve as calls to action and lead
490	toward the objectives. Each objective includes clear metrics and indicators of quality that serve
491	as the basis for assessing the university's progress (CFR 2.6, 4.3). Data, routinely collected
492	through Cal State Fullerton 's operations, will be used and are currently being used to gauge the
493	completion of each objective (http://planning.fullerton.edu/planning/goal1-progress.asp).
494	
495	**Achieving consistency across extant planning documents**
496	The need to align planning documents with governing policies led the 2013-2014 Academic
497	Senate to recommend changes to University Policy Statements (UPSs). The Academic Senate
498	Bylaws, UPS 100.001 (Appendix V.2 or
499	http://www.fullerton.edu/senate/documents/PDF/100/UPS100.001.pdf) (Section C 3 a 2 b), were
500	revised to emphasize the relationship between priorities, mission, and budgeting. The functions
501	of the PRBC now read: "to review, and make recommendations concerning planning, resources,
502	and budgetary matters to the President and the Academic Senate aligned with strategic priorities
503	and the University's mission" (CFR 1.2). Revisions to UPS 100.201 (Appendix V.3), Planning
504	and Budgeting Process, underscored the role of the PRBC in providing budget recommendations

505   to the President based on Cal State Fullerton's mission and Strategic Plan (Appendix IV.1) (CFR
506   3.7).
507
508   Additional efforts to provide consistency across extant planning documents included:
509

510   • Establishing 11 task forces and charging them with ensuring that the established goals of
511   the university Strategic Plan (Appendix IV.1) are met at the end of the 5-year plan;
512   • Implementing uniform reporting across the task forces;
513   • Holding campus-wide town hall meetings for Strategic Plan task force updates; and
514   • Establishing a website (Appendix V.4) dedicated to the Strategic Plan with links to task
515   force reports and campus accomplishments on goals and metrics of the Strategic Plan
516   (CFR 1.2, 1.7, 3.6).
517

518   Moreover, the task forces have shared their updates with the PRBC. Task force
519   recommendations such as those on assessment and advising have also resulted in transfer of
520   implementation responsibilities to administrative units. Budget recommendations made by the
521   PRBC have been based on the Strategic Plan (Appendix IV.1) and informed by updates and
522   recommendations from the task forces and the administrative units with implementation
523   responsibilities. The Director of Strategic Initiatives and University Projects, who reports to the
524   Office of the President, manages the implementation, execution, and coordination of the
525   Strategic Plan.
526

527   Extending beyond planning documents and into planning tools, the customization of the
528   university online platform for planning and assessment, *Compliance Assist*, ensures that student
529   learning and performance outcomes from campus divisions and units assessed through Cal State
530   Fullerton's six-step assessment process (Appendix V.20) are related to university mission and
531   Strategic Plan goals. *Compliance Assist* allows the university to track progress on initiatives from
532   across campus units. The platform generates reports on the extent to which outcomes have been
533   met and plans have been implemented for continual improvement.

534   **WASC RECOMMENDS ALIGNING STRATEGIC PRIORITIES WITH RESOURCE**
535   **ALLOCATIONS, AND FOLLOWING A DYNAMIC PLAN SENSITIVE TO**
536   **INSITUTIONAL CULTURE**

537   **Cal State Fullerton response: alignment of Strategic Plan with budgetary allocations, and**
538   **following a Strategic Plan attuned to the institution**
539

540   With the unveiling of the Strategic Plan (Appendix IV.1), the PRBC moved quickly to include
541   the plan in its recommendations to President García. In its annual letter for the 2013-14 academic
542   year (Appendix V.5), the PRBC noted a number of influences on its recommendation, and then
543   explicitly acknowledged both the Strategic Plan and the long list of detailed strategies produced
544   by the SPSC workgroups (Appendix V.1), which were shared with the PRBC and the division
545   heads. The PRBC tied each of its recommendations to specific goals and objectives within the
546   Strategic Plan.
547

548	In President García's response letter to PRBC Chair Paul Deland dated September 30, 2013
549	(Appendix V.6), budget recommendations were clearly aligned to the Strategic Plan (Appendix
550	IV.1). Out of a total budget of $31,720,350 in reallocated, one time, or new baseline funds
551	available for discretionary uses, a total of $7,326,658 was specifically allocated to the
552	operationalization of the Strategic Plan (CFR 1.2, 1.7, 3.4, 3.6, 3.7). This sum includes: 1)
553	Recruitment and retention of diverse and high quality faculty ($3.95 million), which is linked to
554	Goal 3 and indirectly supports Goals 1, 2, and 4 (CFR 1.4, 3.1); 2) student advising ($766,402),
555	which is linked to Goal 1 of the Strategic Plan and supports Goal 2 (CFR 2.12); 3) development
556	of an effective student learning assessment process ($375,000), which is linked to Goal 1 of the
557	Strategic Plan and supports Goal 2 (CFR 2.6, 4.3); 4) diversification of revenue streams
558	($1,288,000), which is a key element of Goal 4 (CFR 3.4); and 5) Student Success Initiative
559	(SSI) ($1,305,257), which is directly linked to Goal 4 and indirectly supports Goals 1, 2, and 3
560	(CFR 2.5, 2.13, 3.5). In addition, over $20 million of the remaining discretionary funds were
561	allocated to reinvesting in the instructional and support infrastructure and the core operations
562	critical to support student success, helping lay the foundation for launching subsequent plan
563	initiatives. These data are also outlined in the Budget Report for the 2013-14 fiscal year
564	(Appendix V.7).
565	
566	The following offers an example of how the PRBC specifically recommends a budget aligned
567	with the Strategic Plan (Appendix IV.1). A letter from PRBC Chair Paul Deland to the President,
568	dated May 22, 2014 (Appendix V.8), shows Strategic Plan budget recommendation alignment.
569	The recommendations include:

570 571 572 ▪ Strategic Goal 1: Develop and maintain a curricular and co-curricular environment that prepares students for participation in a global society and is responsive to workforce needs.

573 574 575 • Investment in an Academic Master Plan to be completed on or before the end of 2015-16 to guide enrollment plans and to provide a basis on which to establish measurable targets for faculty hiring.

576 577 • Investment in structures, resources, and training to support assessment of student learning and mandatory student advising.

578 579 580 • Examine co-curricular participation through use of the Titan Student Involvement Center; begin to expand co-curricular opportunities and the use of co-curricular transcripts.

581 582 ▪ Strategic Goal 2: Improve student persistence, increase graduation rates university-wide and narrow the achievement gap for underrepresented students.

583 584 585 586 • Investment in practices demonstrated to support student success by examining High Impact Practice (HIP) baselines and planning for HIP expansion and by integration of best practices in bottleneck, gateway, and low success-rate academic courses and programs.

587 588 • Allocation of resources to support areas of need, including funding for a Director of Writing.

589 ▪ Strategic Goal 3: Recruit and retain a high-quality and diverse faculty and staff.

590 | • Investment in the multi-year hiring plan during 2014-15 and 2015-16
591 | academic years in support of Cal State Fullerton's mission and strategic goals
592 | and objectives. Additional recommendations included funding for a robust
593 | recruitment platform and funding for "active recruiting" plans in disciplines
594 | with small pools of qualified, diverse applicants.
595 | • Investment in a plan to improve the professional experience of contingent
596 | faculty to be completed during 2014-15. The plan will be informed by the
597 | results of Cal State Fullerton's 2014 Climate Survey.
598 |
599 | Cal State Fullerton has responded to WASC's concerns by finalizing and following a fully
600 | developed and dynamic plan that remains attentive to the institution's culture. In President
601 | García's first convocation at Cal State Fullerton (Appendix V.9), she laid out the goal of
602 | completing the Strategic Plan (Appendix IV.1). The efforts undertaken in the planning process
603 | and currently underway in the implementation of the Strategic Plan are consistent with Cal State
604 | Fullerton's tradition of shared, collegial governance characterized by discussion, collaboration,
605 | and civility. As previously noted, completing the plan during the 2012-13 Academic Year
606 | involved extensive discussion and campus input.
607 |
608 | **WASC RECOMMENDS FINALIZING AND FOLLOWING A PLAN THAT ENGAGES**
609 | **WITH THE CSU ONLINE INITIATIVE AND THE IRVINE SATELLITE CAMPUS**
|
610 | **Cal State Fullerton response: considering the current status of the Online Initiative and**
611 | **linking the Strategic Plan to developments at the Irvine Satellite Campus**
612 |
613 | **CSU Online Initiative**
614 | The CSU Online initiative began in 2010 as an online learning initiative sponsored by the
615 | system-wide Technology Steering Committee. Although the CSU Online initiative is no longer a
616 | priority for the system, Cal State Fullerton will continue to develop, as appropriate, online
617 | strategies appropriate to its mission and strategic goals that benefit faculty, students, and the
618 | region.
619 |
620 | **Cal State Fullerton's plans for growth on the Irvine campus**
621 | The ISC has been in operation for more than 25 years. The permanent new location at 1 and 3
622 | Banting in Irvine provides an opportunity to expand programs and services to address Cal State
623 | Fullerton student needs in south Orange County.
624 |
625 | The Strategic Transfer Agreement (STAR) (Appendix V.10) signed in August 2013, joined ISC
626 | with Saddleback and Irvine Valley community colleges. STAR facilitates collaboration between
627 | ISC and the signatory community colleges. Aligned with Strategic Plan Goal 2, the partnership
628 | supports student educational trajectories and contributes to the objective Cal State Fullerton of
629 | improving the four year transfer rate Cal State Fullerton (Appendix IV.1).
630 | That ISC appeals to students and offers them options to pursue their educational goals is
631 | evidenced by their attendance. The annual FTE and student headcounts have grown along with
632 | the number of classes and majors available to Cal State Fullerton students. In the 2012-13

633 Academic Year ISC FTE reached 790.5 with a headcount of 2,516. For the 2013-14 Academic
634 Year ISC attained an enrollment of 955 FTE with a headcount of 3,062.5. This represents an
635 increase of 20.81 percent in FTE and 21.7 percent increase in headcount. Lastly, these numbers
636 do not include the graduate programs—the self-support FEMBA (Fully Employed MBA), the
637 Master in Taxation, and the Master in Social Work programs at ISC. Other students not reflected
638 are the hundreds served through concurrent scheduling with Irvine Valley College through
639 STAR.
640
641 ISC has expanded student services through the development of: a Career Center; an Academic
642 Success Center offering advising, tutoring, and supplemental instruction; and the introduction of
643 personal and group counseling with a faculty counselor (CFR 2.13). These changes at ISC align
644 with Strategic Plan goals 1 and 2 that focus on student preparation and success (Appendix IV.1).
645
646 Efforts at strengthening the educational offerings at ISC continue. In early summer of 2013, an
647 open call to the campus community to submit proposals for programs that could be offered at
648 ISC resulted in 24 submissions from a variety of disciplines, offices, and centers (CFR 1.2, 1.7).
649 In fall 2013, a satellite campus consultant was hired to facilitate the planning of the ISC
650 expansion in concord with the university's mission and its Strategic Plan (Appendix IV.1). The
651 firm reviewed thousands of documents related to the ISC, the colleges' and university's Strategic
652 Plans, annual reports, and the 2010 Irvine Campus Task Force Report (Appendix V.11). It also
653 interviewed more than 100 individuals and held focus groups (CFR 4.3). In June 2014, the firm
654 provided its report (Appendix V.12) of the environmental scan, findings, and recommendations
655 to President García and her cabinet.
656
657 Drawing from that report, President García and Provost Cruz established an 11-member
658 committee of upper administration and faculty leaders and charged them to create a final plan in
659 45 days. The committee (Appendix V.13), chaired by Dean Anil Puri of MCBE began work in
660 July 2014, and submitted a report titled "Re-envisioning the Irvine Satellite Campus" (Appendix
661 V.14) to the Provost in September 2014. The recommendations, currently under review, affirmed
662 the mission and vision of the campus, identified a range of programs and opportunities, and
663 established operational and budgetary structures to support the growth and future of the campus
664 (CFR 3.6, 3.7). On December 1, 2014, Provost Cruz released a summary of the task force report
665 (Appendix V.15) to the campus community and invited feedback to help refine strategies and
666 define next steps for the operationalization of the resulting plans. Once final programs for the
667 campus are identified, and the budget established, architects will initiate design plans, which will
668 be followed by renovations to the 1 and 3 Banting buildings at ISC.
669
670 **Section summary**
671 The Strategic Plan (Appendix IV.1) specifies goals for all levels of the campus with challenging,
672 yet achievable, outcomes. Strategic planning permeates the institution and is guided by an
673 intentional operational plan. Colleges and divisions, including auxiliaries and student
674 organizations, have aligned their strategic plans to the university's Strategic Plan and are actively
675 developing and implementing initiatives in collaboration with other colleges and divisions in line

676 with the Strategic Plan. Completion of the plan focused university efforts on four specific goals,
677 shortening the process for evaluating, discussing, and implementing initiatives.
678
679 The Strategic Plan (Appendix IV.1) continues to be a living document as campus leadership
680 works to create a multifaceted approach to achieve goals and objectives. The PRBC made, and
681 will continue to make, its annual budget, strategic priorities, and budget recommendations based
682 on the university mission and the Strategic Plan, considering key performance indicators from
683 each division. The Strategic Plan task forces had a key role in developing objectives and
684 performance indicators to enact the vision encompassed in our mission and Strategic Plan.
685 Together, the PRBC and the Strategic Plan task forces are the ongoing mechanism to link
686 priorities and funding. The objectives developed and funded will enable Cal State Fullerton to
687 measure impact and will guide the university forward towards fulfilling its mission.
688
689 **ASSESSMENT**
690
691 **WASC RECOMMENDS**:
692   1. **An update on assessment, including**
693   a. **a description of the nature and extent of assessment activities on**
694   **campus,**
695   b. **the annual assessment reporting process, and**
696   c. **how assessment results are used for improvement of student learning**
697   **and program outcomes.**
698   2. **Alignment of learning outcomes at all levels.**
699   3. **Development of comprehensive annual assessment reports.**
700   4. **Creation of a mechanism for checking student progress through assessment.**
701   5. **Continued monitoring and support for institution-wide assessment.**
702   6. **An update of CSU Fullerton's Program Performance Review (PPR) process,**
703   **including**
704   a. **a PPR schedule,**
705   b. **guidelines and procedures for using the PPR process for quality**
706   **improvement, and**
707   c. **an example of a completed Program Performance Review.**
708
709 **Cal State Fullerton response:**
710
711   • Adopting university-wide Learning Goals;
712   • Reinvigorating the Office of Assessment and Educational Effectiveness (OAEE);
713   • Articulating assessable GE learning goals and objectives;
714   • Adopting a uniform six-step assessment process;
715   • Implementing an online platform (*Compliance Assist*) for tracking and documenting
716   assessment activities;
717   • Providing the requested PPR update and including the documentation sought by the
718   Commission.
719

Introduction

720
721 In its action letter of July 3, 2012 (Appendix I.2), the Commission noted that the university had
722 made progress with the assessment of student learning, including establishing new institution-
723 wide outcomes. At the time of the 2012 visit Cal State Fullerton had already created the OAEE.
724 The OAEE had conducted several workshops to help departments create assessment plans. In
725 addition the Academic Senate had charged an ad hoc committee with drafting university wide
726 learning outcomes that could serve as the basis for assessment across the campus. The
727 committee had completed a preliminary version of that document. The Commission also noted
728 that "progress was demonstrated as well in the effective use of Program Performance Reviews
729 (PPRs), the development and initial assessment of metrics in writing competency, and the
730 sustained support for a variety of quality assurance processes, especially in Student Affairs."
731 However, the Commission concluded that "significant work" remained in many areas,
732 "including: (1) the alignment of learning outcomes at all levels; (2) the further development of
733 comprehensive annual assessment reports and PPRs; (3) creation of a mechanism for tracking
734 improvements in student learning, pedagogy, and sharing best practices in assessment; and (4)
735 continued coordination, monitoring, and support for institution-wide assessment." In its June 27
736 memo to Cal State Fullerton, the Commission requested the university submit an *Interim Report*
737 that would respond to the following:

738
739   An update on assessment including a description of the nature and extent of assessment
740   activities on campus, the annual assessment reporting process, and how assessment
741   results are used for improvement of student learning and program outcomes. In addition,
742   please provide an update of CSU Fullerton's Program Performance Review (PPR)
743   process, including PPR schedule, guidelines and procedures for using the PPR process for
744   quality improvement, and an example of a completed Program Performance Review.

745
746 Since the WASC visit in 2012, Cal State Fullerton has continued to make considerable headway
747 in developing a culture of assessment critical to meaningful curricular and programmatic review
748 by building on the achievements in this area already discussed in the EER (Appendix V.21).
749 Broader recognition of the centrality of effective and robust assessment to the promotion of
750 student success is embodied both in the Strategic Plan (Appendix IV.1) and in UPS 300.022
751 (Appendix 40 or http://www.fullerton.edu/senate/documents/PDF/300/UPS300.022.pdf),
752 "Assessment of Student Learning Outcomes at California State University, Fullerton." Actions
753 by the Academic Senate and Cal State Fullerton Administration have expanded on prior
754 accomplishments and put in place key components for effective assessment such as: adopting
755 ULGs (UPS 300.003) (Appendix V.17) (CFR 1.2), reinvigorating the OAEE (CFR 3.6, 3.7),
756 articulating assessable GE learning goals (Appendix V.18) and outcomes (Appendix V.19) (CFR
757 2.2a), adopting a uniform six-step assessment process, implementing an online platform
758 (*Compliance Assist*) for tracking and documenting assessment activities (CFR 4.3, 4.6), and
759 providing baseline funding in the 2014-2015 budget for the OAEE (CFR 3.1).

760 Emphasizing the role of assessment in enhancing student success, Goal 1 of the Strategic Plan
761 (Appendix IV.1) asserts that Cal State Fullerton will, "Develop and maintain a curricular and co-
762 curricular environment that prepares students for participation in a global society and is
763 responsive to workforce needs," and provides that as one of the objectives for achieving that

764 goal, the university will, "implement a sustainable University-wide assessment process that
765 includes curricular and co-curricular components" (CFR 2.6, 4.3). Further, Cal State Fullerton
766 would "execute an assessment process that builds upon existing efforts, incorporates recently
767 approved University Learning Goals, provides resources and training, supports program
768 accreditation, and emphasizes the use of assessment to improve student learning." As a
769 demonstration of the continuing buy-in by faculty and other stakeholders at all levels of the
770 university, faculty, staff, and administrators have undertaken a broad array of efforts to achieve
771 these results and in the process, responded to the areas of concern the Commission identified in
772 its 2012 report (Appendix V.21) (CFR 1.8).

773 **WASC RECOMMENDS THE ALIGNMENT OF LEARNING OUTCOMES AT ALL**
774 **LEVELS**

775 **Cal State Fullerton response: approval of ULGs**

776 Adoption of ULGs by the Academic Senate approval of UPS 300.003 (Appendix 17 or
777 http://www.fullerton.edu/senate/documents/PDF/300/UPS300-003.pdf) was essential to
778 development of assessment of all academic programs including GE. Superseding an earlier
779 version, the ULGs align closely with the American Association of Colleges & Universities
780 (AAC&U) LEAP Essential Learning Outcomes. The draft was prepared by a subcommittee of
781 the Academic Senate and shared widely among faculty, students, and staff (CFR 2.4, 4.3, 4.4)
782 prior to a regularly scheduled meeting of the Academic Senate. After an open discussion,
783 proposed ULGs were approved by the senate and are posted on the website of the OAEE,
784 www.fullerton.edu/assessment (CFR 2.4) and on the Academic Senate website
785 (http://www.Fullerton.edu/senate/documents/PDF/300/UPS100-003.pdf)
786
787 In February 2013, the Provost requested preparation of documents that demonstrated alignment
788 between college, program, and department learning outcomes and the ULGs, reflecting the
789 importance of the ULGs in coordinating campus-wide assessment (Appendix V.22). By the end
790 of May 2013, the colleges had completed the alignment documents, and these results have been
791 posted on the OAEE website (CFR 2.4). In addition, the Student Learning Domains and
792 Characteristics (Appendix V.34) prepared by the Division of Student Affairs are mapped onto
793 the ULGs, demonstrating co-curricular integration with academic program outcomes (CFR 2.11).
794
795 **WASC REQUESTS AN UPDATE ON ASSESSMENT INCLUDING A DESCRIPTION**
796 **OF THE NATURE AND EXTENT OF ASSESSMENT ACTIVITIES ON CAMPUS, THE**
797 **ANNUAL ASSESSMENT REPORTING PROCESS, AND HOW ASSESSMENT**
798 **RESULTS ARE USED FOR IMPROVEMENT OF STUDENT LEARNING AND**
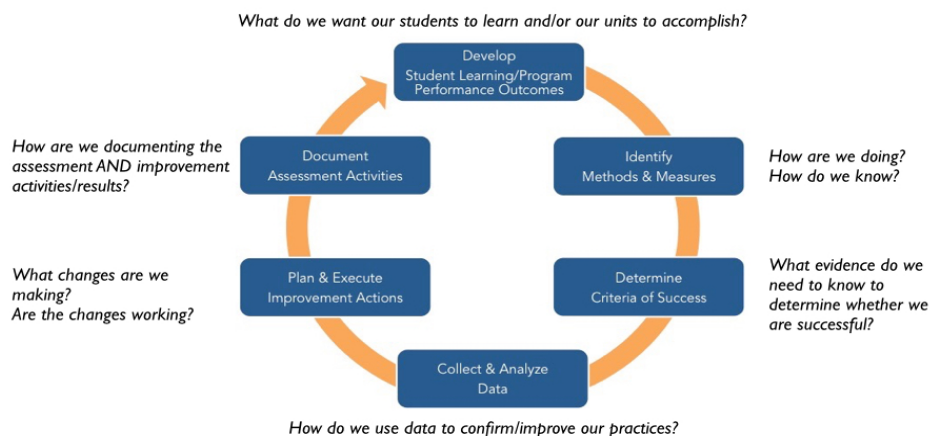799 **PROGRAM OUTCOMES**
800
801 **Cal State Fullerton response:**
802
803 **Assessment Policy and Process**
804 In spring 2013, the Academic Senate charged its Assessment and Educational Effectiveness
805 Committee (AEEC) with reviewing the existing UPS on Assessment (UPS 300.022) (Appendix

806 V.16). The AEEC membership (Appendix V.23) represents different perspectives and expertise
807 on assessment forming a balanced group that ensures the assessment approach meets the needs of
808 all campus constituents. (CFR 4.3) In fall 2013, the AEEC revised UPS 300.022, reflecting the
809 maturation of campus views on assessment. The draft was presented to the Academic Senate and
810 circulated among the members of the campus community, and approved by the Senate in
811 December 2013.The UPS, "Assessment of Student Leaning Outcomes at California State
812 University Fullerton," provides that assessment requires "the collaboration of the campus
813 community, including students, faculty members, staff, and administrators," thereby providing a
814 foundation for the development of a culture of assessment and paving the way for the university-
815 wide six-step assessment process (Appendix V.20) (Figure 1) (CFR 2.4, 4.3), articulated in the
816 working document, "Assessment and Educational Effectiveness Plan," (Appendix V.24) drafted
817 by the AEEC in April 2014 and posted on the OAEE website.
818

What do we want our students to learn and/or our units to accomplish?

Develop
Student Learning/Program
Performance Outcomes

How are we documenting the assessment AND improvement activities/results?

Document
Assessment Activities

Identify
Methods & Measures

How are we doing? How do we know?

What changes are we making? Are the changes working?

Plan & Execute
Improvement Actions

Determine
Criteria of Success

What evidence do we need to know to determine whether we are successful?

Collect & Analyze
Data

How do we use data to confirm/improve our practices?

819

820 Figure 1. University-wide six-step assessment process

821 Cal State Fullerton also revitalized the OAEE, appointing a new director, expanding the office to
822 include a team of staff members, and providing the OAEE dedicated space. The OAEE is
823 charged with: establishing and overseeing the university-wide assessment process and
824 infrastructure; facilitating and supporting assessment development and implementation at the
825 program, department, and college level; fostering the development of assessment expertise and
826 culture on campus; and ensuring compliance with assessment-related requirements of
827 institutional and disciplinary accreditation. Colleges differ in assessment infrastructure.
828 Consequently, 10 Faculty Assessment Liaisons, distributed across the eight colleges, and two

829 assessment liaisons from the Divisions of Student Affairs and Information Technology
830 (Appendix V.25) work closely with the OAEE and the departments/programs to ensure
831 coordinated assessment efforts on campus (CFR 3.3, 4.1, 4.4).
832

833 **Nature and Extent of Assessment Activities on Campus**
834 These advances in policy and process are matched by assessment work taking place. At the
835 university level, approximately 200 students participated in the Collegiate Learning Assessment
836 (CLA) in 2013-2014 (CFR 2.6) (Appendix 26).   Approximately 1,000 freshmen and 3,000
837 seniors also participated in the 2011 National Survey of Student Engagement (NSSE) (Appendix
838 27).
839

840 Student learning also has been assessed at the department or program level. An Assessment
841 Activities and Results Survey (Appendix V.28) administered in spring 2014 to all academic
842 departments captured the results for 2012-2014 (Appendix 29). The survey collected the
843 following information: 1) department/program-level student learning outcomes (SLOs); 2)
844 assessment activities associated with the SLOs in 2012-2014; and 3) examples of the SLO
845 assessment process, including a description of the method(s), criteria for success, assessment
846 findings, and corresponding improvement actions. Sixty completed surveys were received from
847 eight colleges. All have developed SLOs that align with the ULGs (CFR 2.3, 2.4). While some
848 departmental and programmatic SLOs need refinement, strong alignment exists at all levels of
849 the university. Most departments/programs participating in the survey (n=54) rely on direct
850 assessment methods to measure SLOs, but many used direct and indirect methods to triangulate
851 different data sources. The data indicated that programs have been active in assessing student
852 learning (CFR 2.6). Forty-six departments/programs provided actual data, and most of them
853 (n=41) offered sufficient evidence to suggest that the data are of high quality and the data
854 analysis procedures appropriate.

855 **Use of Assessment Results to Improve Student Learning and Program Outcomes**
856 The survey also revealed that many departments/programs (n=47) have plans to use assessment
857 results to improve student learning and program outcomes (CFR 4.3) (Appendix 29) and some
858 have used results for continual improvement. "Closing the loop" is taken seriously and practiced
859 actively at Cal State Fullerton, but, some departments/programs still need to improve their efforts
860 at turning aspirations into concrete, specific action items. Many departments/programs (n=43)
861 have established a sound multi-year assessment plan (CFR 2.6, 4.4). The full report can be
862 found in Appendix 29 or at the following website:
863 http://www.fullerton.edu/assessment/studentlearningassessment/UniversityAssessmentReport_08
864 1814_FINALL.pdf

865 **GE**
866 GE assessment, a focus of some concern in 2012, has made real progress. The Program
867 completed both the written portion of the PPR and the consultation with the internal and external
868 reviewers in fall, 2014. The Provost has supported professional development for faculty and
869 administration engaged in work on GE by providing funding for conference attendance, for an
870 Academic Senate/Academic Affairs (AS/AA) retreat on the development of GE Learning
871 Outcomes; and for participation in the AAC&U GE Institute in July 2014 (CFR 3.3). As a result

872 of the AS/AA retreat, which also included a session on GE assessment, the GE Committee
873 completed and submitted a draft of GE Learning Goals (Appendix V.18) (CFR 2.3) to the
874 Academic Senate in May 2014, and completed and submitted a draft of revised, more readily
875 assessed GE Learning Outcomes (Appendix V.19) to the Academic Senate in fall 2014. At the
876 same time, implementation of a GE Pathways Pilot Program for the fall semester provided an
877 opportunity to pilot a writing assessment plan (CFR 2.6) (Appendix 30).
878
879 **Assessment Reporting**
880 To better document campus assessment activities, Cal State Fullerton has adopted a central
881 assessment management system *Compliance Assist.* Implemented in summer 2014, the system
882 provides a means for uniformly documenting the 6-step assessment process (Appendix V.20) for
883 each department or unit by tracking all student learning outcomes and unit performance
884 outcomes, the relationship of the outcomes to the ULGs (Appendix V.17) and Strategic Plan
885 (Appendix IV.1), the assessment methods and metrics, the results and corresponding
886 improvement plans, and the impact those actions (CFR 4.1, 4.3). Adoption of *Compliance Assist*
887 also streamlined the Annual Assessment Report process. The Annual Assessment Report reflects
888 the Strategic Plan goals, and aligns with the documentation structure in *Compliance Assist.*
889 Using information recorded in *Compliance Assist,* each department and unit will report the extent
890 to which they have met the SLOs and/or performance outcomes, as well as how their practices
891 have contributed to the university's mission and goals. Individual departments and units are
892 required to submit their annual assessment reports by June 15, and the annual university
893 assessment report will be finalized and distributed to the campus by July 15 (CFR 4.1, 4.3).
894
895 A University Assessment Report (Appendix 29), the first in Cal State Fullerton's history, was
896 developed based on the 2012-2014 Assessment Activities and Results Survey (Appendix V.28)
897 of colleges and departments. Provost Cruz disseminated the 14-page report to the campus
898 community on August 20, 2014.
899
900 **Professional Development**
901 In response to the concern expressed by many departments and units for more guidance and
902 support for assessment activities, OAEE offers professional development assessment workshops
903 to help faculty and staff develop expertise and walk the departments and units through the
904 assessment process. In fall 2014, the OAEE offered 14 workshops (Appendix V.31) that were
905 attended by 324 faculty and staff and has since begun to engage instructional and non-
906 instructional units to provide additional expertise to them on the university's assessment process.
907
908 The university assessment website has been revamped (www.fullerton.edu/assessment), and
909 contains assessment resources, including a showcase of Cal State Fullerton departments that used
910 assessment results to improve practice (CFR 2.4, 4.3). The OAEE meets frequently with colleges
911 and departments to provide individualized guidance and support (CFR 3.3), and Cal State
912 Fullerton has also sought external venues to help faculty and staff develop assessment expertise
913 (Appendix 32).   In addition, the Faculty Development Center in 2013-2014 offered several
914 opportunities for faculty to learn about online learning assessment through offerings such as
915 "Create a Quality Online/Hybrid Course: Best Practices in Assessing Student Learning and the

916 Use of Student Feedback" (CFR 3.3, 4.4).

917

918 In addition to professional development efforts, Cal State Fullerton organized a February 2014
919 AS/AA retreat on GE assessment to set the stage for a rigorous assessment agenda. The OAEE
920 received two grants (Appendix V.33) on "Quality Matters" to support development of online
921 course assessment efforts, involving 27 faculty and staff representing all 8 colleges and
922 University Extended Education (UEE). A university assessment forum allowing departments and
923 units to demonstrate their accomplishments and share their experiences in assessment is planned
924 for spring 2015in conjunction with the annual assessment conference hosted by MCBE, thus
925 helping disseminate effective assessment practices at Cal State Fullerton to a wider audience
926 (CFR 3.3, 4.3, 4.6).

927

928 **Institution-wide Assessment**
929 Assessment at Cal State Fullerton traditionally has focused on academic departments. The
930 renewed commitment to excellence and assessment means that all campus units are involved in
931 the effort of producing high-quality graduates. In its action letter to Cal State Fullerton, WASC
932 noted the need for continued coordination, monitoring, and support for institution-wide
933 assessment. In addition to academic departments, Cal State Fullerton is piloting the six-step
934 assessment process (Appendix V.20) with other units in the Divisions of Academic Affairs,
935 Student Affairs, and IT in 2014-2015, with the goal of expanding the assessment process to all
936 campus units the following year.

937

938 Student Affairs has been assessing the efficacy of its programs for several years. The division's
939 learning domains (Appendix V.34) have been mapped onto the ULGs, and recently it completed
940 a consolidation process focused on its assessment efforts. Student Affairs has developed a more
941 comprehensive approach to assessment, replacing the previous program-based assessment. The
942 introduction of *Baseline*, a survey tool from *Campus Labs*, has enabled programs to conduct their
943 assessment based on goals shared across the division and aligned with the ULGs and the
944 Strategic Plan. As assessment is now an ongoing process, the division has begun pre- and post-
945 assessments. In spring 2014, programs completed assessments to gather initial baseline data to be
946 used as a foundation for future semesters (Appendix V.35).

947

948 **ISC**
949 The visiting team expressed concern that Cal State Fullerton did not disaggregate assessment at
950 the ISC. Data from assessment of courses at ISC is not disaggregated because it is a satellite
951 campus, and not a branch campus as defined by WASC. Faculty are appointed by departments at
952 the main campus in Fullerton, and courses taught at ISC also are taught at Fullerton and
953 assessment of those courses occurs within the framework of departmental or programmatic
954 assessment. Because departments and programs typically offer only a single section of a course
955 at the ISC disaggregating the assessment data would allow identification of a particular class at a
956 particular location contrary to the protocol for programmatic assessment.

957

958 **WASC REQUESTS AN UPDATE OF CAL STATE FULLERTON'S PPR PROCESS**
959 **INCLUDING A PPR SCHEDULE, GUIDELINES AND PROCEDURES FOR USING**

THE PPR PROCESS FOR QUALITY IMPROVEMENT, AND AN EXAMPLE OF A COMPLETED PPR

Cal State Fullerton response: description of the PPR Process and the Women and Gender Studies Program PPR as an example

Program Performance Review Description

At Cal State Fullerton, the PPR is governed by UPS 410.200 (Appendix IV.2 or http://www.fullerton.edu/senate/documents/PDF/400/UPS410-200.pdf). Every academic department and program at Cal State Fullerton conducts a PPR every seven years (CFR 2.7, 4.6). The review serves as a reflective self-assessment and an evidence-based planning tool to guide the departments/programs' strategic development and improvement. Departments/programs that undergo disciplinary accreditation may substitute their accreditation report for a PPR, but the university may request additional information that is not addressed in the accreditation report. The PPR is informed by the idea that self-examination is intended to "assure that curricular offerings and instructional methods are meeting the needs of the various constituencies served."

The PPR is a two-stage process. The self-examination, or self-study, is embodied in the PPR Report. The topics to be included in the report are transmitted to each department and program (UPS 410.200.II.A.3) by the Provost, and traditionally include: (1) Department/Program Mission, Goals, and Environment; (2) Department/Program Description and Analysis; (3) Documentation of Student Academic Achievement and Assessment of Student Learning Outcomes; (4) Faculty; (5) Student Support and Advising; (6) Resources and Facilities; (7) Long-term Plans; and (8) Appendices Connected to the Self-Study (Data Needed). Each department and program under review provides an extended, thoughtful, and data- or fact-supported analysis of each of the topics, including a discussion of changes in each area since the last PPR and a statement about the department's improvement plans.

The program description includes curricular changes that have taken place since the last review, possible future curricular changes, enrollment patterns in the major, program structure, and student demand, all supported by evidence. As to assessment, the 2013 guidelines (Appendix V.36) provide: "Because student learning is central to our mission and activities, it is vital that each department or program includes in its self-study a report on how it uses assessment to monitor the quality of student learning in its degree program(s) and/or what plans it has to build systematic assessment into its program(s)." Here the department is to articulate clearly and specifically: (1) how it identifies what students are learning; (2) how it measures that learning; (3) how it has changed assessment strategies; (4) what program changes would enhance student learning; (5) how have assessment findings been used to improve; (6) what means other than assessment the department uses to measure student success; and (7) how assessment is being conducted in any online courses.

The second stage involves a review by multiple parties and a culmination meeting to discuss future steps the unit under review might take. Prior to commencing the self-study the chair/coordinator of the unit under review meets with the dean to identify a team of internal (must be from a different academic unit) and external (at least from equivalent disciplines

1002 preferably at other CSUs) reviewers. The reviewers read the report, make a site visit that usually
1003 includes attending at least one class and meeting with the faculty of the unit and some of the
1004 students who are majors in the field, and preparing a report, which is submitted to the
1005 chair/coordinator, the dean, and the Provost. The chair/coordinator writes a response, followed
1006 by the dean preparing a set of recommendations and meeting with the chair/coordinator to
1007 discuss the report. Subsequently the dean prepares a summary of the self-study report, the
1008 reviewers' recommendations, the chair/coordinator's response and the dean's own
1009 recommendations, and transmits this document to the Provost. At the culmination meeting the
1010 Provost, Deputy Provost, AVP for Academic Programs, Dean, Chair/Coordinator, Director of the
1011 OAEE, and the department/program faculty meet to discuss the report and the recommendations.

1012 The PPR process involves 59 departments and 110 degree programs; the schedule from 2013-
1013 2014 to 2019-2020 can be found at Appendix V.37 or
1014 http://www.fullerton.edu/assessment/programperformancereview/. In 2014-2015, 22
1015 departments and programs are involved with the PPR process.

1016 An example of a completed PPR package is provided in Appendix 38: Women and Gender
1017 Studies (2012-2013) (or can be viewed at
1018 http://www.fullerton.edu/assessment/programperformancereview/departments/womenstudies.asp
1019). Women and Gender Studies conducted its PPR in 2012-2013. At the culmination meeting, the
1020 program was commended for its accomplishments, including creating a Queer Studies minor,
1021 and engaging with assessment to guide curricular decisions. Discussions focused on the
1022 recommendations and resources that had arisen during the process. Program faculty indicated
1023 solid progress on several recommendations. For example, the program revised its advising
1024 structure and participated in undeclared New Student Orientation to increase the number of
1025 majors. The program hired two junior faculty—one in Queer Studies, the other in Global
1026 Feminism—to expand its instructional and research expertise. The program followed the
1027 recommendation of the external reviewers and the dean to take a thoughtful approach to creating
1028 a graduate certificate. To this end, the program revised its curriculum, and is carefully examining
1029 the new curriculum before proceeding with the graduate certificate initiative. Additional PPR
1030 reports can be viewed at
1031 http://www.fullerton.edu/assessment/programperformancereview/reports.asp.

1032 **Section summary**
1033 Since the 2012 WASC visit, Cal State Fullerton has addressed all three areas of concern raised
1034 by the Commission. First, the university has clearly articulated learning goals. Cal State
1035 Fullerton adopted the ULGs (Appendix V.17) after full and open discussion by the university
1036 community demonstrating a commitment to strengthening a foundation for meaningful student
1037 learning assessment. Moreover, within four months of presidential approval of the ULGs, all
1038 departments and programs had documented alignment (Appendix V.22) between programmatic
1039 learning goals and the ULGs. In 2013-2014 the GE Committee prepared a new set of learning
1040 goals that align with the ULGs and with the LEAP Essential Outcomes. Finally, Student Affairs'
1041 Learning Domains (Appendix V.34) have been aligned with the ULGs. Thus Cal State Fullerton
1042 has affirmed the groundwork for assessment across its entire curriculum and aligned co-
1043 curricular activities with the ULGs.

1044 Assessment has become an integral part of campus life. Approval, following a robust debate, of
1045 UPS 300.022 (Appendix V.16) provided a clear statement of the nature and purpose of
1046 assessment at Cal State Fullerton, reflected the importance of assessment to enhancing student
1047 success, and underscored that assessment is the responsibility of all members of the campus
1048 community. The subsequent Assessment and Education Effectiveness Plan (Appendix V.24)
1049 included the 6-step assessment process adopted by the AEEC. At the same time, the
1050 administration revitalized the OAEE to coordinate campus-wide assessment, appointing a
1051 Director of Assessment and providing office staff. In addition baseline funding supports 10
1052 Faculty Assessment Liaisons (Appendix V.25) to assist departments and programs in developing
1053 effective assessment practices. In summer 2014, the OAEE completed the university annual
1054 assessment report (Appendix V.29).

1055 The campus has moved ahead in assessment, both in curricular and co-curricular areas as
1056 described in detail above. Departments have been assessing student learning as the data from the
1057 2012-2014 survey indicate, utilizing both direct assessment and indirect assessment approaches.
1058 The examples cited in the 2014 University Assessment Report (Appendix V.29) demonstrate
1059 some of the ways in which academic units are using assessment data to improve student success.
1060 In fall 2014, the GE program piloted an assessment project (Appendix V.30) in the writing
1061 portion of the Freshman GE Pathways project. Data has been collected and is currently being
1062 analyzed. GE also completed its PPR in October 2014. Assessing programs has continued
1063 through the PPR. That process described above and exemplified by the results of the Women and
1064 Gender Studies PPR, illustrates the kinds of changes that departments can make when given the
1065 opportunity to reflect on the program as a whole.

1066 Cal State Fullerton has taken steps to facilitate assessment reporting and provide opportunities
1067 for professional development. *Compliance Assist* facilitates department recording and accessing
1068 of assessment data. Assessment workshops and events introduced faculty and staff to the
1069 campus-wide expectations and the process of assessment. Additional support from the
1070 Chancellor's Office, as well as training at the Faculty Development Center are equipping faculty
1071 with the tools necessary to engage in assessment. On the Student Affairs side, by consolidating
1072 assessment activities programs can share data, assessment tools, and strategies on how to use the
1073 data meaningfully. In sum, assessment is not a once-a-year or once-a-semester activity, but a
1074 continuous, ongoing process.
1075
1076 **ADVISING**
1077
1078 **WASC REQUESTS THAT THE UNIVERSITY PRESENT:**
1079
1080   **1. Steps Cal State Fullerton has taken to improve academic advising,**
1081   **2. An accounting of resources devoted to academic advising,**
1082   **3. Evidence of closer connections between college advising and the Academic**
1083   **Advisement Center (AAC),**
1084   **4. Initiatives to strengthen advising, and to assess the effectiveness of the**
1085   **university's advising efforts.**
1086

Cal State Fullerton response:
- Providing additional resources in the form of Professional Advisors, Student Success Teams, and Professional Development
- Instituting steps such as mandatory advising and targeted, intrusive advising
- Providing integrative capacities that includes common technology solutions/communication tools
- Developing rigorous assessment and evaluation practices

WASC REQUESTS AN ACCOUNTING OF STEPS CAL STATE FULLERTON HAS TAKEN TO IMPROVE ADVISING

Cal State Fullerton response: *Introduction*

Since 2012, Cal State Fullerton has improved academic advising by instituting changes that formalized and professionalized an advising system that previously had struggled to keep up with the growth of the university. Traditionally students obtained major and career advising from faculty in the major department while they went to the Academic Advisement Center (AAC) for GE. The AAC also advised students who had not declared a major. These resources had been supplemented with a dedicated career advising center and in some colleges by advising centers working with the Assistant Deans.

In the July 3, 2012 action letter (Appendix I.2), the Commission noted that the university "has grappled with problematic student advisement procedures and performance since this issue was self-identified in the University's 2007 Institutional Proposal (Appendix V.39), and the Commission has recognized Cal State Fullerton's diligent work over the last five years to improve advising and reduce lingering student dissatisfaction with these services." Furthermore, the Commission noted "with concern indications of continuing challenges in advisement, especially in general education but also at the department level. Unevenness in the effectiveness of, and support for, student advisement remains," and the team recommended that Cal State Fullerton "should analyze academic advising in the colleges for best practices, create closer connections between colleges and the AAC, and provide more adequate staff and resources at all levels." The Commission requested that Cal State Fullerton address this concern as a high priority, noting that "such initiatives could also improve undergraduate graduation and retention rates, which have been relatively unchanged over the last several entering cohorts." (CFRs 2.6, 2.12-2.14)

In its June 27th memo to Cal State Fullerton (Appendix I.1), the Commission specified that the university should include the following in the *Interim Report:*

> Steps CSU Fullerton has taken to improve academic advising, to augment resources devoted to academic advising, to create closer connections between college advising and the Academic Advisement center, to develop initiatives to strengthen advising, and to assess the effectiveness of the university's advising efforts.

1130 Cal State Fullerton's efforts to improve advising are framed by three documents. The Strategic
1131 Plan (Appendix IV.1), adoption of which is discussed in a separate section, that emphasizes, in
1132 Goal 1, the need to improve student academic and professional outcomes in part, through a
1133 mandatory and integrated advisement system in which at least 75 percent of students participate.
1134 Goal 1 objectives include instituting "a mandatory advisement requirement in addition to
1135 New/Transfer Student Orientation for all Cal State Fullerton students," and providing "training
1136 and resources needed for campus units involved in advisement services [to] ensure a point of
1137 common access to information regarding individual academic, career, and personal development
1138 plans" (CFR 1.2). The Academic Senate revised UPS 300.002 on student advising using input
1139 from the Academic Advisors Professional Development Committee (AAPDC) (Appendix V.41)
1140 and the Student Academic Life Committee to better formalize advising on campus
1141 (http://www.fullerton.edu/senate/documents/PDF/300/UPS300.002.pdf). Additionally, the
1142 document "Advising@CSUF" (Appendix V.54) operationalizes advising and student success
1143 efforts at the university.
1144
1145 **WASC RECOMMENDS AN AUGMENTATION OF RESOURCES DEDICATED TO**
1146 **ADVISING**
1147
1148 **Cal State Fullerton response: investing in human resources to support student success**
1149 Cal State Fullerton has augmented its resources dedicated to advising by both increasing actual
1150 financial investment and by reorganizing the advising staff for more targeted and thus effective
1151 advising. Cal State Fullerton created the AAPDC (Appendix V.41) in 2011 to provide for the
1152 professional development needs of academic advisors. From 2012-2014 Cal State Fullerton took
1153 specific steps to build on this foundation.
1154
1155 Cal State Fullerton's willingness to allocate financial resources to advising is apparent in the
1156 expansion of the advising staff (CFR 2.12, 3.1, 3.3). In fall 2014, with support from the Provost,
1157 eight Graduation Specialists were recruited, trained, and deployed to seven colleges and the ISC
1158 (CFR 3.1). The specialists, among other intervention strategies, review each upper-division
1159 undergraduate student's timely progression towards his or her degree, and support students to
1160 graduation (CFR 2.11, 2.12) by immediately contacting the student when they identify a
1161 deficiency. In February 2014, Cal State Fullerton hired a full-time Advisor Trainer, housed
1162 within the AAC, who trains all AAC in-house advisors, campus academic advisors, and
1163 Graduation Specialists, ensuring that GE advising and graduation requirements are
1164 communicated accurately and consistently across campus. In spring 2015, the university will
1165 recruit 9 additional professional advisors, who will serve as college-based Retention Specialists,
1166 focused mainly on advising support for freshmen and sophomores. An additional five Industry
1167 Specialists (three are currently in place) will be housed in the Career Center (one for each
1168 college).
1169
1170 The Graduation, Retention, and Career specialists will be core members of the Student Success
1171 Teams, formed in each college in Fall 2014, which bring together each college's assistant dean
1172 and associate dean, as well as faculty and staff advisors and Industry or Career Specialists from
1173 the Career Center. Additional resources are being allocated to house the Student Success

1174   Centers in each college, thereby providing an infrastructure for an integrated advising system
1175   (CFR 2.12, 2.13) supplying coordinated support and assistance for already existing departmental
1176   advising efforts within each college and complemented by the Career Center.
1177

1178   The university has responded to the evidence of intensified advising benefits. The Success
1179   Institute for First-Time Freshmen, a program that originated in 2010-2011, increased the number
1180   of students participating in three or more probation intervention strategies from 44% in 2009 to
1181   70% in 2013. That success has inspired in HSS a college-wide probation and risk-intervention
1182   plan that will be rolled out over the course of AY 2014-15. The plan emphasizes connecting at-
1183   risk students, particularly transfer students experiencing a difficult transition from the
1184   community college to Cal State Fullerton, with advising in their major and will provide major
1185   advisors and department chairs with training and support.
1186

1187   The university also has responded to student interest in the integration of academic and career
1188   advising with the work of the Career Center. The Career Center, in addition to participating in
1189   the Student Success Teams, provides in person service and has an online presence through its
1190   Virtual Career Center, used by 14,645 students and recent graduates between July 1, 2013, and
1191   June 30, 2014 for a broad array of post-baccalaureate planning. The Career Center has served
1192   more than 17,000 students in workshops, job fairs, and counseling sessions.
1193

1194   The investment in advising has occurred at the graduate level as well particularly through the
1195   Office of Graduate Studies (OGS) which supplements the work of the graduate program advisors
1196   and thesis and faculty advisors. The colleges provide graduate students with program advising,
1197   academic planning, and career and internship advice, while OGS focuses on specialized advising
1198   and compliance issues, such as graduation requirements, probation, disqualification, and
1199   petitions (http://www.fullerton.edu/graduate/).
1200

1201   A major success in graduate advising was the EPOCHS program (Enhancing Postbaccalaureate
1202   Opportunities at Cal State Fullerton for Hispanic Students), funded by a grant from the US
1203   Department of Education, which focuses on improving graduate student enrollment, retention,
1204   and completion for underrepresented students (Appendix V.45 or
1205   http://www.fullerton.edu/graduate/epochs/). The EPOCH program's success has provided a
1206   model for developing new resources and fostered a more holistic approach to advising for all Cal
1207   State Fullerton graduate students including formalization of a faculty mentor system and the use
1208   of graduate learning specialists (http://www.fullerton.edu/graduate/epochs/gls-schedule.asp). In
1209   October 2014, OGS received another five-year Title V grant in the amount of $2.8 million to
1210   build on the success of the EPOCHs grant. The new grant will also support the development of a
1211   Graduate Student Success Center on campus.
1212

1213   The development of this strong integrated advising infrastructure over the last two years at both
1214   the undergraduate and graduate levels at Cal State Fullerton resulted from collaboration among
1215   Academic Affairs, Student Affairs, and IT, discussed in more detail below.
1216

WASC RECOMMENDS CREATING CLOSER CONNECTIONS BETWEEN COLLEGE ADVISING AND THE AAC

Cal State Fullerton response: implementation of the Titan Advisor Network (TAN) has resulted in an integrated advising system that connects the campus community of advisors
AAC and IT have partnered to make technology a key component of a fully integrated advising system for Cal State Fullerton (CFR 2.12). A critical first step to improving communication and collaboration among faculty and staff advisors, the AAC, the Career Center and those advising special populations, was the development of the Titan Advisor Network (TAN) (Appendix V.47), available to all faculty and staff advisors through Titan Online, and the iFullerton App allowing students, faculty, and staff mobile access to records and services, including advising tools. Based on consultation with students, faculty, IT, and staff (including advisors), TAN was created to store all advising-related information in one virtual space, ensuring "a point of common access to information regarding individual academic, career, and personal development plans" (Strategic Plan Goal 1, Strategy 3).

TAN (Appendix V.47) was piloted by several departments during 2012-2013 and made available to the entire campus in 2013-2014. It provides an easy-access repository of training materials for academic advisors across campus, as well as a comprehensive list of campus resources and offices (CFR 3.5). In 2014, TAN was recognized by the National Academic Advisors Association with an Advising Technology Innovation Award Certificate of Merit (http://www.nacada.ksu.edu/Events-Programs/Awards/Association-Awards/Award-Winners/2014-Award-Winners.aspx).

Campus-wide rollout of TAN (Appendix V.47) in fall 2013 improved the ability of students to access the AAC's services. TAN increases the transparency, accuracy, and consistency of shared advisement information between students and their teams of advisors in their major departments and at the AAC. It increases communication and decreases fragmentation while connecting the campus community of advisors to each other, as well as the students advised.

Through TAN, students, faculty, and staff can easily access the following:

- **Meet Your Advisors** – A directory of faculty and professional advisors who are specific to the student's major (Appendix V.49).
- **Titan Degree Audit (TDA) and Advising Notes** (Appendix V.48) – With a single click, students can generate a TDA, the primary Cal State Fullerton advising tool and graduation check document. The TDA contains GE, major, and graduation requirements. Advisors can enter advising notes directly on the TDA so students and advisors have 24/7 access to individual advisement information (CFR 2.12, 2.13).

The rollout of TAN (Appendix V.47) was paired with the pilot of the Advising Notes function in the TDA designed to improve the "handoff" between GE advising, primarily an AAC service, and major advising at the department and college level. Through workshops provided by the AAC and college-based graduation specialists, faculty advisors and department chairs have

1261 begun to receive training in the use of the Advising Notes System (Appendix V.48), with a goal
1262 that at least 40% of all advising interactions within the major would be entered in TAN by the
1263 end of AY 2014-2015.
1264
1265 TAN (Appendix V.47) also improves communication across divisions. At Cal State Fullerton,
1266 advising for special populations (athletes, President's Scholars, Guardian Scholars, etc.) and
1267 professional purposes (Career Center) is housed within Student Affairs, while academic advising
1268 is primarily conducted within Academic Affairs. By spring 2014, more than 45,000 notes entries
1269 from constituents across advising areas were integrated and posted on TDAs campus-wide
1270 (Appendix V.48). As of fall 2014, with continued training, 50,485 notes have been entered, a
1271 one semester increase of 11.2%.
1272
1273 Feedback from campus users as part of the 2013-14 TAN (Appendix V.47) and Advising Notes
1274 (Appendix V.48) rollouts will be used to make improvements during 2014-2015 to ensure the
1275 system's long-term usefulness in communications among faculty, professional advisors, and
1276 students across units, and training will continue.
1277 Ultimately, TAN (Appendix V.47) and TDA Advising Notes (Appendix V.48) will serve as the
1278 cornerstone of a Common Communication System for the entire campus. The Common
1279 Communication System will function as a "tool box" for advisors. In addition to TAN and TDA
1280 Advising Notes, the system includes the Student Success Dashboards (Appendix V.52) and an
1281 EAB predictive analytics tool (Appendix V.53) that has been piloted with the College of Health
1282 and Human Development. Discussions have begun on a roll out of the EAB tool to the other
1283 colleges during 2014-2015 (CFR 2.10, 4.3).
1284
1285 **WASC RECOMMENDS ASSESSING THE EFFECTIVENESS OF ADVISING**
1286 **EFFORTS**
1287
1288 **Cal State Fullerton response: institution of procedures for assessment of the effectiveness of**
1289 **advising.**
1290 Cal State Fullerton renewed its commitment to assessment, evaluation, and quality assurance
1291 throughout the institution, including advising, with the development of UPS 300.022 (Appendix
1292 V.16 or http://www.fullerton.edu/senate/documents/PDF/300/UPS300.022.pdf). Consequently,
1293 regular, systematic, and ongoing assessment of advising is a critical part of the advising process
1294 at Cal State Fullerton (CFR 2.6, 4.3).
1295
1296 In spring 2014, the OAP, in collaboration with the Division of Student Affairs, completed a
1297 comprehensive review of campus-wide advising efforts, which has become the basis of a
1298 strengthened framework for advising at the university. The framework document titled
1299 "Advising @ CSUF" (Appendix V.54) includes undergraduate and graduate advising.
1300 Consistent with Cal State Fullerton's system of shared collegial governance, the framework has
1301 been presented to the President and her Cabinet, the Academic Senate Executive Committee, the
1302 Council of Deans, Student Affairs Leadership Team, and Graduate Academic Advisors, among
1303 others.

1304 Based on this framework and joining colleges with a practice already in place, the OAP in
1305 collaboration with faculty, colleges, Admissions and Records, IT, and AAC implemented
1306 expanded mandatory advising in fall 2014. This advising was designed to ensure that students
1307 are on track to a timely degree, that their TDAs are accurate, and that they will be able to apply
1308 for the correct graduation term prior to the deadline. As part of this effort, "Graduation
1309 Advisement Holds" were placed for all students who successfully earned 75 to 84 units. Students
1310 received notification of the mandatory advising and a link to register for a workshop. College-
1311 based Graduation Specialists, in collaboration with AAC, offered 106 advising workshops.
1312 Students were notified of the requirement to attend a workshop, with more than 98% of these
1313 students, successfully completing the workshop. Graduation specialists reviewed 4369
1314 graduation candidates and prevented 295 graduation deferrals. Of the students who attended the
1315 workshop, more than 90% evaluated the experience as a valuable one for their success.
1316 Evaluation of student experiences with this phase of mandatory advising will guide the next
1317 phase, expected in fall 2015. Already, though, the level of student participation and the
1318 reduction in graduation deferrals demonstrate the effectiveness of the system.
1319
1320 The AAPDC (Appendix V.41) plays a key role in the ongoing evaluation and improvement of
1321 advising at Cal State Fullerton. It is responsible for quality assurance through the review of TDA
1322 data and the annual Student Advising Survey (Appendix V.55). It also completes an annual
1323 Advising Report to reflect on the effectiveness of our advising structures and processes, and to
1324 recommend areas for improvement (Appendix 56).
1325
1326 Within the colleges and the ISC, the Student Success Teams will provide accountability with
1327 regard to the effectiveness of advising for the majors. The OAP and the Division of Student
1328 Affairs have prepared a report outlining the functions of Student Success Teams, and provided a
1329 professional development workshop in fall 2014that focused on implementing effective Student
1330 Success Teams. The workshop, attended by more than 80 faculty, staff, and administrators, was
1331 facilitated by the U.S. Education Delivery Institute, a non-profit organization that helps
1332 institutions address issues of college completion and narrowing the achievement gap. (See
1333 Appendix 57 for all Student Success Teams report, kick-off, and workshop information.)

1334 The development of Student Advising Learning Objectives (SALO) (Appendix V.58) in 2011
1335 and 2012 as part of the annual Academic Advisors Professional Development Conference also
1336 represented a major step forward in assessing the effectiveness of advising at Cal State Fullerton.
1337 The SALOs identify appropriate measurable outcomes for advising for students at entry, first
1338 year, sophomore, junior, and senior levels, as well as for academic advisors (CFR 2.3, 4.5).

1339 The AAC advised 10,143 students between June 2013 and May 2014. Of these, 7,098 students
1340 (70 percent) completed evaluations of their advising experience. In November 2013, the AAC
1341 revised its evaluation instrument (Appendix V.59) to measure the newly developed SALOs.
1342 Although the data for 2013-2014 (Appendix V.60) is, as a result of this midyear change in the
1343 evaluation instrument, somewhat incomplete, it nevertheless allows Cal State Fullerton to better
1344 understand, and act to address, continuing needs in academic advising.

1345 In particular, the revised evaluation instrument allows the university to assess students'
1346 knowledge of critical campus policies and requirements (CFR 2.6, 2.12). For example, 26
1347 percent of responding first-year students reported that they were undeclared. Of these, 66 percent
1348 understood that they must declare a major before earning 60 units. In contrast, 35 percent of
1349 responding sophomore students reported that they were undeclared, but 84 percent understood
1350 that they must declare a major before earning 60 units. In response to meeting the needs of
1351 undeclared students, the AAC developed a peer-mentoring program for undeclared students in
1352 2013-2014 that launched in 2014-2015 under the leadership of the Coordinator of the Major
1353 Exploration Program. The program collaborates with campus Diversity Education Initiatives to
1354 recruit mentors and mentees from the Cultural Resource Centers to increase outreach to
1355 underrepresented students (CFR 1.4, 2.12, 2.13, 3.1).
1356

1357 **WASC RECOMMENDS THAT CAL STATE FULLERTON DEVELOP INITATIVES**
1358 **TO STRENGTHEN ADVISING**
1359

1360 **Cal State Fullerton response: additional initiatives include redesign of new/transfer student**
1361 **orientation and focused GE advising.**
1362 In addition to the initiatives described above that are focused on student success and are built
1363 around more integrated and robust academic advising (CFR 2.12, 2.14) Cal State Fullerton has
1364 improved advising in the context of new/transfer student orientation and the implementation of
1365 more focused GE advising. Recognizing the critical role of advising for students during
1366 orientation, Cal State Fullerton has begun a two-year-long process of re-engineering New
1367 Student Orientation and Transfer Student Orientation. Revised orientation programs place
1368 greater emphasis on advising and early student attachment to the campus and the major
1369 (Appendix V.61).
1370

1371 The university also developed a pilot program designed for entering first-year students, (CFR
1372 2.14) built around thematic clusters of GE courses. The lower-division GE Pathways pilot
1373 (Appendix V.62) launched in fall 2014. Participating students choose one of four thematic
1374 pathways (Global Studies; Sustainability; Power and Politics; or Food, Health, and Well-Being)
1375 and complete three to five GE courses within it to earn a certificate of completion. Pathways
1376 consist of GE courses related to the theme and optional co-curricular events (CFR 2.11).
1377 Collaboration between faculty, Academic Programs personnel, and Student Affairs personnel has
1378 included in the pilot project a deliberate introduction of these students to essential services such
1379 as the Career Center, the Center for Internships and Community Engagement, and Student
1380 Health Services. In addition, participating students benefitted from increased advising
1381 opportunities, including a pre-New Student Orientation event that allowed them to make a
1382 preliminary first semester schedule and meet with a professional academic advisor and
1383 participating faculty. All students participating in the pilot project received follow-up advising
1384 prior to spring semester registration to keep them both on their pathway and on track to
1385 graduation.
1386

1387 Similarly, the College of HSS has introduced GE advising tracks for upper-division transfer
1388 students who constitute two thirds of the Cal State Fullerton student body. The project

1389 (Appendix V.63) launched in spring 2013 with 128 students enrolled in one of two pathways –
1390 Sustainability or Globalization. Beginning Fall 2014, students have the opportunity to complete
1391 their required 9 units of upper-division GE courses in one of five pathways: Power and Politics,
1392 Sustainability, Globalization, Human Rights and Social Justice, or Innovative Leadership.
1393 Participating students are required to meet with the Pathways advisor, during which they receive
1394 general academic advisement appropriate to upper division students as well as assistance in
1395 selecting their pathway courses. Participating students are also required to attend a linked co-
1396 curricular campus event.
1397
1398 These initiatives encourage students to adopt a more intentional approach to fulfilling their GE
1399 requirements and to help them define and achieve their academic and professional goals. The
1400 Pathways and HSS upper division pilot projects help students select courses that will better serve
1401 their personal, intellectual, and professional needs, as well as provide them with an area of
1402 expertise outside of their major (CFR 2.2a).
1403
1404 **Section summary**
1405 Since 2012, Cal State Fullerton has improved its advising systems and processes. To augment the
1406 strong advising already being provided by faculty and the AAC, it has developed innovative
1407 answers to campus advising challenges. As a result, the campus has not only effectively
1408 addressed all areas of concern raised by the Commission but it has also built a strong
1409 infrastructure to support student success in the future.
1410
1411 First, the university devoted significant new resources to improve both the quality and the
1412 availability of academic advising. The campus invested on multiple levels in the human
1413 resources needed to support academic advisement. In addition to creating Student Success Teams
1414 for each college that bring together faculty, professional advisors, and administrative personnel,
1415 the campus has hired, or committed to hire, Graduation and Retention Specialists for each
1416 college. In addition, creation of the specialized position of Advisor Trainer providing support to
1417 all academic advisors has created a greater consistency of expertise among both professional and
1418 faculty advisors on campus. The ongoing work of the AAPDC (Appendix V.41), moreover,
1419 provides a mechanism for consultation and innovation between faculty, staff, and administrators
1420 with responsibility for advising. A renewed emphasis on the integration of academic and
1421 professional advising for graduate students, as well as a commitment on the part of the campus to
1422 graduate student diversity, has invigorated advising and mentoring for all students. And the work
1423 of each individual has been compounded by an intensified collaboration across the divisions of
1424 Academic Affairs, including the academic departments, colleges, Irvine satellite campus, Student
1425 Affairs, and Information Technology.
1426
1427 Second, with TAN (Appendix V.47) the campus created an integrated system that connects
1428 advising in the colleges, in the AAC, and in Student Affairs. In particular, the Advising Note
1429 System (Appendix V.48) allows advisors across campus, whether housed in an academic
1430 department, Student Affairs, or the AAC, to easily and consistently collaborate to advise Cal
1431 State Fullerton students. Students, in turn, now can easily revisit their advisors' comments and
1432 use them to develop their academic plans. Advising notes, worksheets, and maps are no longer

1433 relegated to filing cabinets in a departmental office but serve as a living guide that provides both
1434 students and advisors with accurate and up-to-date information.
1435
1436 Third, the campus developed a way to assess and evaluate advising structures and processes. It
1437 then used that data to strengthen existing advising practices and to launch new initiatives aimed
1438 at supporting student success. The campus has completed a collaborative and comprehensive
1439 review of current advising practices and has used that data to develop a framework for a
1440 comprehensive and integrated advising system for both undergraduate and graduate students. In
1441 a critical step, the campus committed to launching expanded mandatory advising for students
1442 with 75-84 units in fall 2014. This initiative, which was completed successfully with more than
1443 98% of students in the target group attending a workshop, will be expanded to include additional
1444 student cohorts beginning in spring 2015. On another level, regular and ongoing assessment,
1445 based on the SALOs, now is seen as a necessary and useful tool for improving academic
1446 advisement. The AAC has led the way in developing a data-driven approach to improving
1447 academic advisement as a means to increasing student success.
1448
1449 In addition, both formal and informal assessments of advising at Cal State Fullerton have led to
1450 the development of initiatives that are designed to improve student academic success and student
1451 engagement and attachment to campus. More focused GE advising through the lower division
1452 Pathways project and the HSS advising tracks offer important steps toward a stronger integration
1453 of GE and the academic majors in the degree program. In addition, Student Success Teams will
1454 be the focal point for providing a web of services that enhance student progress toward degrees.
1455 Advising as integrated into the pilot projects, the Student Success Teams, along with that
1456 included in the "reengineered" student orientation process, brings together the academic major,
1457 GE, and co-curricular involvement into a comprehensive introduction to the campus that is
1458 designed to support success for all Cal State Fullerton students.
1459
1460 **FUNDING**
1461
1462 **WASC REQUESTS: An update on the budget and financial plans and information on how**
1463 **CSU Fullerton is allocating resources to ensure that educational effectiveness remains a**
1464 **priority.**
1465
1466 **Cal State Fullerton response: An update on budget and financial plans that highlights the**
1467 **following:**
1468
1469 • A summary of state support and tuition revenue and enrollment information since FY
1470 2007-2008 demonstrating stabilization of funding;
1471 • Passage of the Student Success Initiative (SSI) that funds academic and co-curricular
1472 endeavors in support of the Strategic Plan;
1473 • Development of a collaborative budget process involving all constituencies that aligns
1474 resource allocation decisions with campus priorities as evident in the FY 2013-2014
1475 budget allocations;
1476 • Operationalization of the Strategic Plan

1477   • Securing alternative funding streams through University Advancement and a newly
1478   created position: Associate Vice President for Research, Creative Activities, and
1479   Technology Transfer (AVPRCATT); and
1480   • Setting the foundation for an OBF-inspired framework for the division of Academic
1481   Affairs – a framework that when fully implemented will shift the dependence of
1482   academic budgets on enrollments while strengthening their focus on improving
1483   outcomes.
1484

1485 **Introduction**
1486 In its action letter of July 3, 2012 (Appendix I.2), reaffirming Cal State Fullerton's accreditation,
1487 the Commission noted that, while ongoing state funding challenges in no way reflect on "either
1488 Cal State Fullerton's Educational Effectiveness Review or the University's leadership," the state
1489 budget will have both short- and long-term impacts on the CSU campuses. Concerned about the
1490 potential consequences of funding reductions on educational programs and student learning and
1491 the ability of the CSU campuses to sustain academic quality, the Commission urged the
1492 university to continue to manage "reductions in such a way that educational effectiveness
1493 remains a priority, and to report on the ways in which it is addressing this challenge in the next
1494 interaction with WASC" (CFR 3.5, 4.1, 4.3).
1495

1496 In its June 27 memo to Cal State Fullerton (Appendix I.1), the Commission provided further
1497 confirmation of its expectations and requested the university to submit in its Interim Report the
1498 following:
1499

1500   An update on the budget and financial plans, and information on how CSU Fullerton is
1501   allocating resources to ensure that educational effectiveness remains a priority.
1502

1503 Since the Commission conducted the review of Cal State Fullerton in 2012, and issued the EER
1504 report in March 2012, there have been significant and fundamental changes to higher education
1505 funding in the State of California and to Cal State Fullerton in particular. Specifically, the
1506 campus has a new leadership team, a new Strategic Plan, and a budgetary process that not only
1507 clearly articulates resources, goals, and objectives, but also aligns resource allocation decisions
1508 with campus priorities as outlined in the Strategic Plan (Appendix IV.1) (CFR 3.4). With these
1509 changes, the campus now has a strong budgetary environment that facilitates the university's
1510 ability to achieve its goals and objectives.
1511

1512 At the state level, California voters passed Proposition 30 (Appendix V.64) in November 2012,
1513 which directed the use of temporary taxes to fund education and prevented $6 billion in cuts to
1514 the education budget for California State schools that would have included a $250 million cut to
1515 the CSU system. As the economy improved at the national and state levels, California's governor
1516 established a four-year budget plan for the three higher education segments (CSU, University of
1517 California system [UC], and community colleges) beginning in FY 2012-2013. These two events
1518 created a more consistent and stable budget environment and provided funding for modest
1519 enrollment increases at Cal State Fullerton. Consequently, rather than embarking on additional
1520 budget reductions, as noted in the EER report, the campus experienced a period of growth in

1521 both enrollment and resources. The budget outlook beyond the four-year compact period is
1522 unclear. The one looming issue is the expiration of Prop 30 taxes, which will result in an
1523 estimated average loss of $6 billion in state revenues starting in 2018. Some of the campus
1524 initiatives as described in this document are designed to prepare for future funding challenges
1525 (CFR 4.7). For example, organizational changes affecting the campus research enterprise and
1526 development activities, along with investments in resources in these areas, will assist in
1527 diversifying campus revenues.
1528
1529 The governor approved the FY 2014-2015 budget, which continues the state's commitment to a
1530 stable multi-year funding plan for the CSU and UC systems. The plan provides each higher
1531 education segment up to a 20 percent increase in general fund appropriations over a four-year
1532 period (FY 2013-2014 through FY 2016-2017) representing a 10 percent increase in total
1533 operating funds (includes tuition and fee revenues). The budget also includes a five percent
1534 increase in FY 2014-2015, assuming a freeze on resident tuition for the same four-year period to
1535 avoid contributing to higher education debt and tuition levels. Additionally, the CSU system was
1536 allotted funds to develop and implement effective performance-based funding models for
1537 allocating resources. Cal State Fullerton has accomplished the initial stages of this task with the
1538 FY 2014-2015 budget year as described later in this document.
1539
1540 One significant change for Cal State Fullerton in FY 2014-2015 was the passage of the SSI in
1541 March 2014. Funding from this initiative, totaling $27.7 million in its final year of
1542 implementation in FY 2016-2017, will support the Strategic Plan (Appendix IV.1) components
1543 associated with academic and co-curricular endeavors, as well as enrich the student experience.
1544
1545 **Status of campus resources**
1546 At the time of the EER report, the CSU system had experienced substantial reductions in its
1547 operating budgets and anticipated the cuts to continue into the foreseeable future. From FY
1548 2007-2008 through FY 2011-2012, state support funding for Cal State Fullerton decreased by
1549 $63 million, while the enrollment target decreased by only 457 FTE (28,161 to 27,704 FTE) in
1550 the same period. Although overall state funding is still not at pre-budget reduction levels, the
1551 impact of the cuts was also mitigated by the increases in student tuition (CFR 4.7). Since FY
1552 2007-2008, student tuition revenues to the campus increased by $56.5 million. The increase in
1553 tuition revenues partially offset the state support decline but it was not sufficient to cover
1554 mandatory and operational costs. The following table summarizes state support and tuition
1555 revenue and enrollment information since FY 2007-2008.

Fiscal Year	Student FTE	State Support	Tuition Revenue	Total
2007-2008	29,600	179,133,570	84,767,024	263,900,594
2011-2012	28,484	116,085,961	141,332,530	257,418,491
2014-2015	28,824	136,459,761	145,261,354	281,721,115

1556 NOTE: FY 2014-2015 – Enrollment Target and Tuition Revenue Budget as of July 8, 2014
1557
1558 Beginning in FY 2012-2013, the governor's multi-year budget plan reversed this trend and
1559 allocated additional new state resources. Cal State Fullerton's enrollment target grew to 28,824

1560 FTES in FY 2014-2015, which increased state support funding by $20.4 million. Despite the
1561 state's improved financial outlook, Cal State Fullerton must continue to be diligent in its efforts
1562 to manage resources in order to meet current and future challenges.
1563
1564 **Campus budget process**
1565 As stated in the EER report (Appendix V.21), the campus budget process at the time lacked a
1566 clear linkage between priorities and resources. The Strategic Plan (Appendix IV.1) allows Cal
1567 State Fullerton to utilize a collaborative budget process to clearly align the resource allocation
1568 decisions to campus priorities. As a result, commitment to campus-wide planning involving
1569 administrators, faculty, and students has taken place with the focus of an integrated multi-year
1570 Strategic Plan (CFR 4.5). Highly focused task forces are working diligently to build out each
1571 strategic component for integration into planning and to develop concrete recommendations that
1572 will guide the campus and inform it of the budget process. The budget process and priority
1573 projects are then aligned to the Strategic Plan, not with the intent of restoring cuts from the past,
1574 but to ensure that steps and investments outlined support our mission for students, personnel, and
1575 operations.
1576
1577 This process has been institutionalized in the recently revised UPS 100.201, the campus planning
1578 and budgeting document as shown in Appendix V3. In this document, the PRBC is charged with
1579 providing budget strategy recommendations to the President. These recommendations will be the
1580 work product of an extended planning process in which the PRBC reviews campus progress
1581 toward meeting Strategic Plan goals (Appendix IV.1) and identifies possible budget strategies for
1582 the subsequent fiscal year. Integral to this process is the development of a university-wide budget
1583 strategy proposal by the division heads based on the priorities collectively established by the
1584 PRBC within the Strategic Plan framework for consideration by the committee. The outcomes of
1585 funding allocations are reported back to the PRBC at the end of each academic year. In
1586 summary, the PRBC budget recommendations reflect a transparent process in which resource
1587 allocation proposals reflect the Strategic Plan priorities (CFR 3.4).
1588
1589 **Alignment of campus allocation and resources to university Strategic Plan**
1590 During the budget reduction period leading up to the release of the EER report (Appendix V.21),
1591 Cal State Fullerton utilized one-time funds to preserve the academic core, especially full-time
1592 faculty positions, in order to sustain course availability to allow students to progress toward
1593 degree completion. Beginning in FY 2012-2013, the campus embarked on investing new
1594 resources for FY 2013-2014 in accordance with the new budget process as described earlier.
1595 Allocation decisions were made that aligned resources with the campus Strategic Plan (Appendix
1596 IV.1). Through this process, the PRBC identified the top priorities that would receive funding
1597 consideration; in response to these recommendations, the campus allocated, again through its
1598 budget process, a total of $31,720,350 in baseline funding and one-time funds as shown in the
1599 table below (see Appendix 65 for the PRBC Recommendation memo and Appendix 66 for the
1600 President's Allocation letter). A breakdown of each category appears in Appendix 67.
1601
1602
1603

1604

SUMMARY OF FY 2013-2014 BUDGET ALLOCATIONS

PRBC Recommendation by Category	Baseline	One-Time	Total
Operationalization of the University Strategic Plan	4,429,898	4,292,665	8,722,563
Reinvesting in Instructional and Support Infrastructure	2,225,598	8,931,299	11,156,897
Strategically Addressing Divisional Structural Deficits	723,068	1,374,137	2,097,205
Core Operations Critical to Support Student Success	1,274,946	8,468,739	9,743,685
Total	**8,653,510**	**23,066,840**	**31,720,350**

1605

1606 Operationalizing the Strategic Plan (Appendix IV.1) includes a variety of initiatives that have
1607 been identified to further meet Cal State Fullerton's Strategic Plan goals, especially to ensure
1608 that educational effectiveness remains a priority. For example, $3.95 million was committed to
1609 hire and retain high-quality faculty and staff, including 133 new tenure-track faculty searches
1610 over the subsequent two years (2013-2014 and 2014-2015). Under the category of Reinvesting in
1611 Instructional and Support Infrastructure, $5.2 million was allocated to improve classrooms and
1612 related instructional facilities to further enhance educational effectiveness. Another $3 million
1613 was allocated to fund campus maintenance and facilities improvement projects, which will
1614 enable the university to effectively support instructional activities.

1615

1616 Supporting SSIs, optimizing student advising services, developing an effective learning
1617 assessment process, and improving core operations received $9.74 million to further advance
1618 student success. These allocations are in addition to the subsequent passage of the SSI, which
1619 will significantly increase the resources available as described in the next section.

1620

1621 During the FY 2013-2014 budget process, the campus reported back on the progress made from
1622 the previous years' budget allocations. The process for reporting is codified in the annual campus
1623 budget process as outlined in the Campus Budget Process section.

1624

1625 The FY 2014-2015 PRBC Recommendation memo and President's Allocation letter (Appendix
1626 V.65 and Appendix V.66) continue the efforts to allocate resources to further align with the
1627 implementation of year 2 of the Strategic Plan (Appendix IV.1).

1628

1629 **SSI**
1630 The EER report (Appendix V.21) raised concerns about the extent to which Cal State Fullerton
1631 could successfully promote initiatives related to student success and engagement given
1632 anticipated additional budget reductions. As previously mentioned, these reductions did not
1633 transpire; instead, the campus successfully implemented the Student Success Initiative (SSI)
1634 effective in FY 2014-2015, which will project additional revenues of $4.8 million in FY 2014-
1635 2015, $9.2 million in FY 2015-2016, and $13.7 million in FY 2016-2017. These resources are in
1636 addition to what the campus has invested through its budget processes over the last two years.

1637

1638   The university has committed $5.7 million in FY 2013-2014 to enhance the student education
1639   and learning experience. Along with the SSI fees, these funds will be used to: strengthen
1640   academic advising (CFR 2.12); improve course availability; expand library hours and improve
1641   the library technology environment; upgrade athletics facilities and provide additional
1642   scholarship support for students (CFR 2.13); increase support for learning communities,
1643   internships, the Career Center, supplemental instruction, and service-learning; upgrade
1644   classrooms and provide instructional software; strengthen cultural centers, veterans' services,
1645   and disability support services; and, provide upgraded technology by expanding Wi-Fi coverage
1646   and establishing a new 24/7 IT help desk for students (CFR 3.5). Additionally, the philanthropic
1647   priorities have been aligned with the strategic plan (Appendix IV.1) to support student success
1648   and many of the areas that are included in the SSI.
1649
1650   The SSI allocations for FY 2014-2015 through FY 2016-2017 and the respective revenue
1651   categories are summarized in Appendix 68 and Appendix 69. The counsel of the Cal State
1652   Fullerton Student Fee Advisory Committee, with seven out of 13 seats held by students, was
1653   instrumental in the fee's implementation (CFR 4.5). Further, the success of the new fee will be
1654   measured against defined outcomes, with strict accountability built into its administration and
1655   assessment.
1656

Securing alternative funding streams
1657
1658   One of the Strategic Plan goals (Appendix IV.1) is to diversify additional resource streams to
1659   address, in part, the potential for ongoing funding challenges. University Advancement plays a
1660   significant role in this effort, as well as other segments of the campus that also participate in this
1661   endeavor. For example, Auxiliary Services Corp., campus research activities, enterprise funds,
1662   and other entrepreneurial functions on campus all contribute to successfully diversifying and
1663   increasing revenue to the campus.
1664
1665   University Advancement has aligned external funding efforts with the university's Strategic Plan
1666   (Appendix IV.1) and recently reorganized Advancement Services and Operations to better align
1667   with developing a long-term and stable pipeline of donors to the campus. University
1668   Advancement is committed to securing an annual baseline of $15 million through external, non-
1669   state funds. Similar efforts to bolster Cal State Fullerton's endowment have seen increases in
1670   endowed funds from $34 million in FY 2011-12 to $42 million in FY 2012-13 and $50 million in
1671   FY 2013-14.
1672
1673   The Strategic Plan (Appendix IV.1) also called on the campus to focus on entrepreneurial
1674   activities as a means of potential revenue enhancement. The Division of Academic Affairs
1675   created a new position of AVPRCATT with a focus on opportunities to bolster not only the
1676   number of grants and contracts sought and secured, but also funding that may lie beyond
1677   traditional grants and contracts to support faculty and student research (CFR 2.9).
1678
1679   At the state level, the campus continues to provide advocacy support through the Office of
1680   Government and Community Relations for increased investment in public higher education. This

1681 unit works directly with the CSU on efforts to educate and inform elected officials and the public
1682 about the value of committing to funding the CSU above and beyond the governor's budget.
1683

1684 **Preparing for the OBF model**
1685 In parallel to the PRBC's efforts, the Office of the Provost worked with the Council of Deans,
1686 Associate Deans and Department Chairs to set the foundation for an OBF-inspired framework
1687 for the division of academic affairs–a framework that when fully implemented will weaken the
1688 dependence of academic budgets on enrollments while strengthening their dependence on
1689 outcomes. On July 1, 2014, the Office of the Provost presented the end result of the first phase
1690 of these efforts: a new core budgeting framework for Academic Affairs (Appendix V.70). The
1691 framework addresses the following issues:

1692   •   **Equity**: The cost differences among various types of academic offerings are now
1693   explicitly captured in the division's budget model; budget allocations recognize that some
1694   colleges and departments have more revenue sources than others and should be expected
1695   to cover more of their operational costs (e.g., MCBE vs. HSS); baseline adjustments were
1696   made to level the playing field for units that had previously taken budget cuts in areas
1697   that have yet to be replenished at the university level (e.g., some colleges took cuts in
1698   faculty lines and others in ordinary expenses and equipment, as new monies have flowed
1699   into the university, funding to the former has been largely restored but funding for the
1700   former has not).
1701   •   **Transparency**: The budget framework was presented in a format that provides visibility
1702   into how the overall budget was constructed (baseline and recurring one-time funds from
1703   various funding streams); identified the major elements that contribute to the total state
1704   funding available for faculty, staff, and supplies and services; and surfaced investments in
1705   faculty travel, assessment coordinators, advising, and other areas of strategic importance.
1706   •   **Timeliness**: The budget was presented to colleges and departments on the first day of the
1707   fiscal year, months before it had been presented in the past. This addressed a long-
1708   standing concern that units did not have time to adequately plan and manage their
1709   investments, leading to suboptimal use of the scarce funding available.
1710   •   **Strategic Investments:** As a first step toward reallocating baseline funding to strategic
1711   initiatives, the Office of the Provost developed a progressive-fee structure to establish a
1712   multi-year strategic investment fund to support promising student success-related
1713   proposals from individual faculty members, academic programs, departments, and
1714   colleges.
1715

1716 The work of the PRBC and the division of academic affairs positions the university well for state
1717 and/or system-level OBF policies and financial incentives. It was precisely the prospect of said
1718 policies and incentives that fueled the intentionality with which Cal State Fullerton pursued this
1719 work. During the next academic year, the core budget model developed for academic affairs will
1720 be expanded so that ultimately, the internal allocation of funds will be aligned with the outcomes
1721 contemplated in the state's and CSU's OBF models. Initial division-wide conversations have
1722 surfaced potential metrics in the following areas: student advising, student success, high impact
1723 practices, generation of external revenue, and efficiency of resource utilization. In recognition of

1724 those areas that are important to the institutional mission but not explicitly captured in the state's
1725 key measures for OBF, the metrics that will guide the division's budget allocations will be a
1726 superset of those presented by the state.
1727
1728 **Section summary**
1729 In summary, Cal State Fullerton has addressed concerns raised by the Commission through
1730 strategic actions. Some of the concerns did not materialize as a result of significant changes in
1731 the budgetary environment of the state and university. The Strategic Plan (Appendix IV.1) has
1732 been in place and we are entering the second year of implementation. A solid budget process that
1733 aligns resource allocation decisions with strategies of the campus is in place and has been very
1734 effective in enabling campus leaders to make effective decisions. Measurable improvements
1735 have been realized in terms of enhancing campus infrastructure, hiring additional faculty,
1736 delivering additional classes, creating programs to enhance student success, and providing
1737 resources to other key areas of the campus.
1738

1739 **VI. Identification of other changes and issues currently facing the institution**

1740

1741 **WASC REQUESTS THAT THE UNIVERSITY ADDRESS THE ISSUE OF DIVERSITY,**
1742 **ESPECIALLY FACULTY DIVERSITY**
1743
1744 **Cal State Fullerton response:** Creation of the Division of HRDI that supports the ongoing
1745 recruitment of a diverse faculty and staff, provides diversity training, facilitated the development
1746 and administration of a campus climate survey, and provides support for gender equity.
1747
1748 In its exit meeting with President García, the Commission requested that the university address
1749 the issue of diversity, especially faculty diversity. Cal State Fullerton's efforts in this area focus
1750 on the intersection of diversity and student success.
1751
1752 **Campus initiatives to support diversity**
1753 Upon her arrival in July 2012 President Garcia emphasized the university's renewed
1754 commitment to achieving and retaining greater faculty and staff diversity (CFR 1.4, 3.1) and
1755 acted upon it with the creation of the HRDI division, the first HR division within the CSU
1756 system and one of the few in higher education (CFR 3.6, 3.7). The division's charge is to ensure
1757 the success of the campus diversity initiative, subsequently institutionalized as Strategic Plan
1758 (Appendix IV.1) Goal 3 – the recruitment and retention of a high quality and diverse faculty and
1759 staff. Constituents throughout the university have worked to strengthen recruitment plans, garner
1760 a stronger and more diverse pool of applicants and, ultimately, increase the diversity among new
1761 hires. In fall 2014, Cal State Fullerton welcomed 62 newly recruited tenure-track faculty
1762 members (of the 133 planned for 2014-2015 through 2015-2016) as part of ongoing efforts to
1763 meet the goals and objectives of the Diversity Action Plan (Appendix VI.1) and the campus
1764 Strategic Plan. The Academic Senate approved a revised version of UPS 210.001 (Appendix
1765 VI.2 or http://www.fullerton.edu/senate/documents/PDF/200/UPS210.001.pdf) that was signed

1766 by President García in August of 2014. This revision clarified the tenure-track faculty
1767 recruitment process and heightened equal employment opportunity (EEO) review. In addition,
1768 the Academic Senate similarly revised and the President approved the UPS associated with
1769 temporary faculty recruitment 210.050 (Appendix VI.3 or
1770 http://www.fullerton.edu/senate/documents/PDF/200/UPS210-050.pdf).
1771

Diversity training
1772
1773 To continue to foster fair and open recruiting practices, the campus engages in diversity training.
1774 Annual recruitment training, based upon the aforementioned UPS, is being provided for search
1775 committees at the start of the faculty recruitment cycle (CFR 3.3). National experts in the field
1776 are providing additional diversity training.
1777

Campus climate survey
1778
1779 In March 2014, the university launched a Campus Climate Survey (Appendix VI.4) to assess the
1780 working environment at Cal State Fullerton. The survey assesses the experience and behavior of
1781 faculty, staff, and administrators, and their perceptions of institutional practices, policies, and
1782 academic initiatives. The survey results provide valuable data required to develop Cal State
1783 Fullerton's Diversity Action Plan to improve recruitment and retention and to foster an inclusive
1784 environment. For a summary of the results of the Climate survey, see Appendix VI.4.

Gender equity
1785
1786 Through the provision of extensive training, HRDI works to promote fairness and equitable
1787 practices within the campus community. To educate and re-educate faculty, staff, and students,
1788 HRDI published and distributed 10,000 hard copy notices, entitled *Title IX Report Card – a*
1789 *guide to reporting* (Appendix VI.5), to Cal State Fullerton students and employees. These cards
1790 were developed to reaffirm the university's commitment to maintaining an environment that is
1791 conducive to learning for all students and a professional workplace for employees (CFR 3.3).
1792 The division offers additional training on Title IX compliance.

Section summary
1793
1794 With the creation of the HRDI Division, the campus commitment to actively engaged recruiting
1795 of a diverse faculty and staff, diversity training, the campus climate survey, and the commitment
1796 to gender equity, Cal State Fullerton embraces and supports diversity across campus. Through
1797 the implementation of these initiatives and programs, Cal State Fullerton signals the importance
1798 of creating and maintaining a diverse and inclusive work environment dedicated to supporting
1799 student success. As importantly, data that emerges over time will be instrumental in making the
1800 continued improvements in faculty and staffing necessary to sustain the university's progress on
1801 its mission and on all aspects of its Strategic Plan goals (Appendix IV.1).
1802

1803

1804

1805

Cal State Fullerton has a history that demonstrates a strong commitment to student learning and student achievement. This commitment has resulted in its emergence today as a large comprehensive university with a global outlook. The more than 9,000 degrees awarded annually, with more than half of those degrees earned by students who are among the first in their families to go to college, makes Cal State Fullerton both a regional and national engine of opportunity. Since 2013, the university's approach to student learning and student achievement has been guided by five central elements: a clear problem statement, a clear vision, an institutional mission, a robust Strategic Plan (Appendix IV.1), and an intentional operational plan. Throughout this *Interim Report*, we have demonstrated the linkage of these central elements to the concerns raised by the Commission in its action letter of July 3, 2012 (Appendix I.2). Subsequently, we have provided a full description and discussion of the issues raised by the Commission and the actions we took to address each issue. We have also provided evidence supporting continuing progress on these issues, and where appropriate in the *Interim Report*, we provided an analysis of the effectiveness of Cal State Fullerton's actions on these issues.

First, we completed a Strategic Plan (Appendix IV.1), with four goals, 15 objectives, and strategies to achieve those objectives. Our Strategic Plan represents the collaborative efforts of campus stakeholders to craft a vision that responds to our mission regarding the preeminence of learning and student achievement and identifies and aligns resources toward this strategic vision. Benchmarks for measuring progress, and task forces to ensure accountability and coordination, have been major components of the university's implementation of the Strategic Plan. In the one-and-a-half-years of implementing the plan, we have examined our policies and practices to ensure continuing improvement in institutional quality, and have worked to build a culture of planning and data-informed decision-making at all levels of the university. Colleges and divisions, including auxiliaries and student organizations, have aligned their Strategic Plan to the university's Strategic Plan and are actively developing and implementing initiatives in collaboration with other colleges and divisions in line with the Strategic Plan. Thus, the implementation of the Strategic Plan, as noted in this *Interim Report*, is indicative of a significant change in the mindset, pace, and approach the campus now takes in moving our mission forward and establishing and funding priorities.

Second, we have strengthened the policy, process, and infrastructure for assessing student learning and educational effectiveness at Cal State Fullerton. We now have clearly articulated ULGs (Appendix V.17) and a UPS on assessment adopted by the Academic Senate (Appendix V.16). The AEEC (Appendix V.23) was established to guide the development of uniform protocols for assessment and educational effectiveness. We now have a strengthened OAEE with a director and adequate staffing, and a dedicated space that serves as a resource for faculty and staff on assessment activities. We have implemented an online assessment management system to support tracking, documentation, and reporting of planning and assessment activities at Cal State Fullerton. We have a strong PPR process, incorporating meaningful discussions between degree programs and administration in ways that enhance program improvement. We completed a survey of the "state of" assessment activities at Cal State Fullerton from 2012-2014 (Appendix

1850 V.28) and disseminated the results of the survey in a 14-page report (Appendix V.29) to the
1851 campus community. This public document further demonstrates the transparency of our
1852 assessment process and has provided baseline data for improving the quality of assessment work
1853 throughout the campus. This baseline data has also informed ongoing professional development
1854 efforts at the campus and program levels to enhance faculty and staff capacity to conduct
1855 meaningful assessment. In total, these specific actions are evidence of Cal State Fullerton's
1856 strong commitment to quality assurance as a continual process, and to the operationalization of
1857 the Strategic Plan (Appendix IV.1) goal to "implement a sustainable University-wide assessment
1858 process that includes curricular and co-curricular components."
1859
1860 Third, with a dedicated effort to re-imagine and improve advising at the undergraduate and
1861 graduate levels, Cal State Fullerton has developed an integrated and comprehensive advising
1862 system. The AAC connects more meaningfully with faculty advising in the colleges, and
1863 partnerships between Academic Affairs, Student Affairs, and IT have developed an advising
1864 infrastructure that pointedly directs resources and information where it's most needed to those
1865 who need it most. Student Success Teams, created for each college, bring together faculty,
1866 professional advisors, and administrative personnel. The work of these teams will be further
1867 augmented by Graduation and Retention specialists for each college and additionally supported
1868 by an Advisor Trainer who will inform all academic advisors and who will further ensure
1869 consistency and expertise among all advisors who support the work of students. The
1870 development of the TAN (Appendix V.47) and the Advising Note System (Appendix V.48) also
1871 supports the push toward an integrated, consistent advising system as it serves to connect
1872 advisors in the colleges, the AAC, and Student Affairs. The notes advisers make through the
1873 Advising Note System are available to other advisers as well as to students who can then refer to
1874 the notes as they plot out the completion of their degree programs.   The ongoing assessment of
1875 these new developments, especially through the use of the SALOs (Appendix V.58), will
1876 continue to ensure that the campus will strive to find the best ways to support students and to
1877 direct them toward the achievement of their academic goals.
1878
1879 Fourth, even though some of the major state budgetary concerns did not materialize, Cal State
1880 Fullerton has not rested on that fact and has instead pro-actively moved toward ensuring that a
1881 strong campus budget will support the achievement of the goals outlined in the Strategic Plan
1882 (Appendix IV.1). A solid budget process aligns resource allocation with the goals and vision of
1883 the campus. The SSI provides resources for programs that support Cal State Fullerton's unique
1884 student populations as they pursue their academic goals. The pursuit and acquisition of
1885 alternative funding streams also supports the vitality of campus programs, and the campus has
1886 deliberately initiated planning for the OBF model to be adopted within the CSU system. With
1887 these strategic decisions and careful planning, the campus infrastructure has been enhanced,
1888 additional faculty have been hired or are in the process of being hired, additional programs have
1889 been created to ensure student success, and resources are provided to key areas of the campus.
1890
1891 Finally, on the issue of diversity, Cal State Fullerton has moved to create an active and multi-
1892 faceted response to ensuring a campus climate that welcomes all. The creation of the HRDI
1893 Division and the campus-wide support for maintaining an active, informed, and engaged

1894 recruitment process directs the campus toward achieving the Strategic Plan (Appendix IV.1) goal
1895 of hiring highly-qualified and diverse faculty and staff. Additionally, Cal State Fullerton is
1896 committed to continuing the process of educating the campus on issues of diversity, celebrating
1897 the diverse nature of the campus and the many benefits of that diversity, and working toward a
1898 campus environment that not only appreciates all of its constituents but that also acknowledges
1899 how all of the members of the campus community are vital in their contributions to ensuring the
1900 success of students.

Appendix

Numbering format comprises two components, beginning with the section number where document is referenced (Roman numeral), separated by a dot, and ending with an Arabic number beginning at one and proceeding sequentially within a section.

1940	V.19.	General Education Learning Outcomes
1941	V.20.	Six-Step Assessment Process
1942	V.21.	The Commission's 2012 Educational Effectiveness Review (EER) Report
1943	V.22.	Program Learning Outcomes and University Learning Goal Alignment
1944	V.23.	Assessment and Educational Effectiveness Committee
1945	V.24.	Assessment and Educational Effectiveness Plan
1946	V.25.	Faculty Assessment Liaison members
1947	V.26.	CLA+ 2014 Institution Report
1948	V.27.	NSSE 2012 Frequency Distributions Report
1949	V.28.	2012-2014 Assessment Activities and Results Survey
1950	V.29.	2014 University Assessment Report
1951	V.30.	GE Pathways Pilot Writing Assessment Plan
1952	V.31.	Fall 2014 Assessment Workshops
1953	V.32.	2014-2015 Faculty and Staff Professional Development Attendance List
1954	V.33.	CSU "Quality Matters" Grants
1955	V.34.	Student Affairs Learning Domains
1956	V.35.	Student Affairs Baseline Data (Spring 2014)
1957	V.36.	Program Performance Review Guideline (April 2013)
1958	V.37.	Program Performance Review Schedule: 2013-2014 to 2019-2020
1959	V.38.	Program Performance Review Example: Women and Gender Studies
1960	V.39.	CSUF 2007 Institutional Proposal
1961	V.40.	UPS 300.002: Academic Advising Policy
1962	V.41.	Academic Advisors Professional Development Committee
1963	V.42.	HSS Success Institute for First Time Freshmen
1964	V.43.	HSS Student Success Intervention Plan
1965	V.44.	Network of Advising Services for CSUF Students
1966	V.45.	Enhancing Postbaccalaureate Opportunities at Cal State Fullerton for Hispanic
1967		Students Program
1968	V.46.	Integrated Advising Model for Graduate Students
1969	V.47.	Titan Advisor Network
1970	V.48.	Titan Degree Audit Advising Notes
1971	V.49.	Directory of Faculty and Staff Advisors
1972	V.50.	Titan Advisor Network Resources
1973	V.51.	2014-2015 Advising Workshops
1974	V.52.	Student Success Dashboard
1975	V.53.	EAB Predictive Analytics Tool
1976	V.54.	"Advising @ CSUF" Framework
1977	V.55.	Annual Student Advising Survey
1978	V.56.	Annual Advising Report