

WSCUC Interim Report

INSTRUCTIONS

Interim Reports are limited in scope, not comprehensive evaluations of the institution. The report informs the Interim Report Committee about the progress made by the institution in addressing issues identified by the Commission.

The Interim Report consists of two sections:

- Interim Report Form and Appendices

Please respond completely to each question on the following pages and do not delete the questions. Appendices should be uploaded as separate attachments.

Institutions will use Box.com to upload the report. Instructions for the Box.com account and uploading the report will be provided by email.

REPORT GUIDELINES AND WORD LIMITS

Because the number of issues reported on varies among institutions (the average is four to six issues), the length of a report will vary. However, a typical interim report ranges from 20 to 60 pages, not including appendices. Narrative essays responding to each issue should be no more than five pages each. **The total number of pages of appendices supporting the report should be no more than 200 pages** unless agreed upon in advance with the institution's staff liaison. Be sure that all attachments follow a consistent naming convention and are referenced the same way at appropriate places within the narrative. Please name them so that it is clear what they are and what section they refer to, with cross referencing in the narrative. For example, "Attachment 2-1: Mission Statement". Attachments are preferred as PDFs.

Institutions that provide excessive information in their report will be asked to resubmit. You may wish to consult with your staff liaison as you prepare your report.

Some tips for providing evidence to support your findings:

- Put yourself in the place of a reviewer: What is the story that you need to tell? What evidence supports your story? What is extraneous and can be left out?
- Provide a representative sample of evidence on an issue, rather than ALL of the evidence.
- Consider including an executive summary or the most relevant points of supporting evidence, rather than the entire document.
- If you are referring to a specific page or set of pages in a document, include only those pages, not the entire document.
- If you are providing an excerpt of a document, include the title of the document, and a table of contents and/or a brief narrative to put the excerpt in context.
- If you provide a hyperlink to a web page, make sure the link takes the viewer directly to the relevant information on the page. Do not make your reviewer search for it.

REVIEW PROCESS

A panel of the WSCUC Interim Report Committee (IRC) and member(s) of the previous review team will review the report, typically within 90 days of receipt. Representatives of your institution will be invited to participate in the conference call review to respond to questions from the panel. Your WSCUC staff liaison will contact you after the call with the outcome of the review, which will also be documented in a formal action letter.

OUTCOMES OF THE REVIEW

After the review, the panel will take one of the following actions.

- **Receive the Interim Report** with recommendations and commendations—No follow up required.
- **Defer action** pending receipt of follow-up information—The panel has identified limited information that may be submitted in a short period of time, such as audited financial statements or the outcome of an upcoming meeting of the board. The panel may authorize the WSCUC staff liaison to review these materials without the full panel being brought together again, depending on the nature of the supplemental information.
- **Request an additional Interim Report**—Issues reported on were not adequately resolved or need continued monitoring.
- **Request a Progress Report**—A progress report is less formal than an Interim Report and is reviewed only by the WSCUC staff liaison. A progress report may be requested when institutional follow-up on one or two relatively minor areas is desired.
- **Receive the Interim Report with a recommendation that the Commission sends a site visit evaluation team**—Serious, ongoing issues involving potential non-compliance with WSCUC’s Standards and Criteria for Review may require follow-up in the form of a Special Visit. Note that the IRC panel makes a recommendation for a visit, and the Executive Committee of the Commission or the full Commission decides on whether or not to require the visit.

Interim Report Form

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

Name of Institution:

California State University, Fullerton (CSUF)

Person Submitting the Report:

Su Swarat, ALO

Report Submission Date:

February 26, 2026

Statement on Report Preparation

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

The Interim Report preparation began in spring 2025, when the CSUF President Ronald Rochon tasked Dr. Amir Dabirian, Provost and Vice President for Academic Affairs, and Dr. Su Swarat, Senior Associate Vice President for Institutional Effectiveness and Planning and Accreditation Liaison Officer, to form a committee of diverse campus constituents to address the focus of this Interim Report – 1) give increased attention and development to Graduate Learning Goal #6; and 2) continue to address obstacles hindering graduate students from completing their degrees, with a particular focus on students' personal health and wellness.

The committee comprised the following individuals (in alphabetical order by last name):

- Darren Banks, Associate Professor of Mechanical Engineering; College Assessment Liaison representative
- Mary Becerra, Director of TitanHEALTH
- Amir Dabirian, Provost and Vice President for Academic Affairs (Committee Co-Chair)
- Yessica De La Torre Roman, Director of Assessment
- Sarah Hill, Professor of Political Science; Former Director of Graduate Studies
- Matthew Jarvis, Academic Senate Chair
- Lisa Kirtman, Dean, College of Education
- Aimee Nelson, Executive Director of Graduate Studies
- Su Swarat, Senior Associate Vice President for Institutional Effectiveness and Planning; Accreditation Liaison Officer (Committee Co-Chair)
- Kevin Thacker Thomas, Senior Associate Director of Counseling and Psychological Services (CAPS)

The committee worked collaboratively to prepare the Interim Report. Committee members reviewed past reports, discussed WSCUC recommendations, and drafted sections of the report over summer 2025. A preliminary draft report was developed by early fall 2025, which was reviewed by the following constituency groups for feedback throughout fall 2025 and early spring 2026:

- Academic Senate, Graduate Education Committee
- Academic Senate, Executive Committee
- President's Cabinet
- Council of Deans
- College Assessment Liaisons from all colleges

- Graduate student representatives

The committee incorporated the campus feedback into the draft and finalized the report in early 2026. President Ronald Rochon and his Cabinet reviewed and approved the final report. The report's development process reflects CSUF's core values of shared governance and student success, namely our commitment to providing quality education through a holistic and inclusive approach that supports the academic and professional success of all students.

List of Topics Addressed in this Report

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

The Commission action letter dated June 10, 2023 requested an Interim Report to be submitted by March 1, 2026 to address the following recommendations:

1. Give increased attention and development to Graduate Learning Goal #6: Students demonstrate social responsibility within diverse communities and in an interdependent global community (CFRs 2.2b, 2.3, 2.4, 2.6).
2. Continue to address obstacles hindering graduate students from completing their degrees, with a particular focus on students' personal health and wellness (CFRs 2.10, 2.13).

Institutional Context

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

California State University, Fullerton (CSUF) was founded in 1957 as the 12th campus of the now 22-campus California State University (CSU) system. CSUF was first accredited by the Western Association of Schools and Colleges in 1961. Serving as an intellectual and cultural catalyst and a driver of workforce and economic development for Southern California, CSUF is a comprehensive regional university that expands access to higher education for all student populations through transformational learning experiences and holistic support programs.

CSUF offers 121 degree programs, 56 undergraduate and 65 graduate (including 4 blended BS/MS programs and doctorates in education and nursing practice), through its eight colleges: College of the Arts, College of Business and Economics, College of Communications, College of Education, College of Engineering and Computer Science, College of Health and Human Development, College of Humanities and Social Sciences, and College of Natural Sciences and Mathematics. A list of graduate programs and links to their websites can be found at: <https://www.fullerton.edu/graduate/advising.html>

CSUF is a leading institution in the CSU system with the largest enrollment for the past few years. In fall 2025, 45,863 students¹ enrolled at CSUF, which include 5,158 graduate and postbaccalaureate students, reflecting a slight increase from 5,065 in fall 2024. Designated as a Hispanic-Serving Institution (HSI) and an Asian American and Native American Pacific Islander-Serving Institution (AANAPISI), CSUF has a diverse student population with 56.3% Hispanic students and 59.2% underrepresented² students. With student success as our guiding principle, CSUF has continued to engage with a variety of student success strategies at the undergraduate and graduate levels to improve timely graduation. As a result, the 4-year graduation rate for first-time freshmen has increased 5.7 percentage points to 41.9% from 2021 to 2025, and the 3-year graduate rate for master's students has increased 2.9 percentage points to 78.7% in the same time period. In 2024-25, CSUF awarded 10,773 degrees, including 1,616 master's degrees and 87 doctoral degrees.

Upholding faculty and staff success as another value of the university, CSUF strives to recruit and retain highly qualified faculty and staff. With nearly 22% of faculty and over 47% of staff coming from underrepresented backgrounds in fall 2025, CSUF continues to pursue the goal of increasing faculty and staff diversity.

CSUF launched its new 2024-2029 strategic plan, *Fullerton Forward*, in February 2024. The updated mission statement affirms our commitment to supporting the success of all students – undergraduate and graduate – and the communities we serve:

California State University, Fullerton transforms lives through innovative and quality education, research, and creative activities. We inspire all members of the Titan community to engage in their lifelong pursuit of critical inquiry and societal advancement; to become catalysts for empowerment and inclusivity; and to advance the intellectual, cultural, and economic growth of Orange County and beyond.

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

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

CSUF's institutional values were also updated to include student success, faculty and staff success, inclusive excellence, scholarly and creative activities, shared governance, and civic and community engagement.

The 2024-2029 strategic plan identified five goals that guide the realization of our mission and values:

- Enhance support for student access, learning, and academic success
- Foster student engagement and wellbeing
- Recruit, develop, and retain high-quality faculty and staff
- Expand and strengthen physical and financial capacity and community relations
- Innovate and improve campus operations

The [strategic plan implementation](#) is well underway, with promising progress shared through the Year 1 report ([Appendix 1](#)). With the entire CSUF community united around our core values, we continue to move *Fullerton Forward*.

Response to Issues Identified by the Commission

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

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

ISSUE 1: Give increased attention and development to Graduate Learning Goal #6 (GLG6): Students demonstrate social responsibility within diverse communities and in an interdependent global community (CFRs 2.2b, 2.3, 2.4, 2.6).

Graduate Learning Goal #6 (GLG6): Program Learning Outcome (PLO) Development and Assessment

With 65 graduate programs (including 4 blended BS/MS programs), graduate education is a significant part of CSUF's offerings. Graduate education at CSUF is guided by a set of university-wide Graduate Learning Goals (GLGs), developed and approved by the Academic Senate as the University Policy Statement (UPS) 300.041. The latest update to UPS 300.041 led by the Academic Senate Graduate Education Committee edited the languages of GLG 5 (The ability to determine and apply appropriate methods and technologies to address problems that affect their communities) to emphasize the expectation of critical thinking and application, and the language of GLG 6 (A commitment to social justice and ethical leadership within diverse communities and an interdependent global community) to reflect a broader commitment to the tenets of social justice beyond "social responsibilities" (see [Appendix 2](#) for the Graduate Education Committee memo on UPS 300.041).

These GLGs summarize shared expectations for graduate student success and identify skills that are essential for future careers. Specifically, students who complete a graduate degree at CSUF are expected to gain competency in intellectual literacy, critical thinking, communication, and teamwork, as well as enhance their capacity to address problems in their local communities and demonstrate "a commitment to social justice, diversity, equity and inclusion, and ethical leadership within intersecting diverse communities and an interdependent global community" (i.e., GLG #6).

UPS 300.041 states that "each graduate program is expected to establish its own program-level learning outcomes that further delimit, extend, and/or elaborate upon these goals." As such, each graduate program has program-specific learning outcomes (PLOs) that are aligned with these GLGs and attuned to the program's unique curriculum and context. The graduate program PLOs are documented through the university-wide Assessment Management System (AMS), published in an online repository managed by the Office of Institutional Effectiveness and Planning, and linked in the university catalog.

For the 2023-2024 academic year, there were 54 PLOs aligned with GLG6 across all graduate programs. Some examples of these PLOs are:

- **Counseling MS:** Students will be able to demonstrate awareness of the social and cultural influences on human behavior; demonstrate effective counseling skills; evaluate clients' progress; and recognize and mitigate countertransference.
- **Curriculum and Instruction MS:** Candidates analyze, create, and implement anti-bias curriculum, including digital curriculum and materials, that develops academic content knowledge and disrupts

oppressive practices by integrating inclusive, equitable, humanizing, anti-racist, and culturally and linguistically sustaining elements in diverse learning environments.

- **Environmental Engineering MS:** Understanding contemporary pollution management issues and ability to conduct conceptual design of sustainable treatment processes: (a) Understanding contemporary environmental issues related to pollution management (air, water, wastewater, solid waste, stormwater runoff, and/or site contamination); (b) Ability to conduct conceptual design of sustainable treatment processes (air, water, wastewater, solid waste, stormwater runoff, and/or site remediation).
- **Public Administration MPA:** Students will be able to identify and assess ethical problems in public administration, and create appropriate solutions based on moral reasoning and public service values.
- **Public Health MPH:** Students describe the means by which structural biases, such as racism and social inequities, undermine health.

All graduate programs measure their students' mastery of the PLOs by participating in the university assessment process.

Governed by [University Policy Statement \(UPS\) 300.022](#), all academic programs at CSUF follow the university's Six-Step Assessment Process (Figure 1). Faculty are in control of how the process is implemented at the program level.

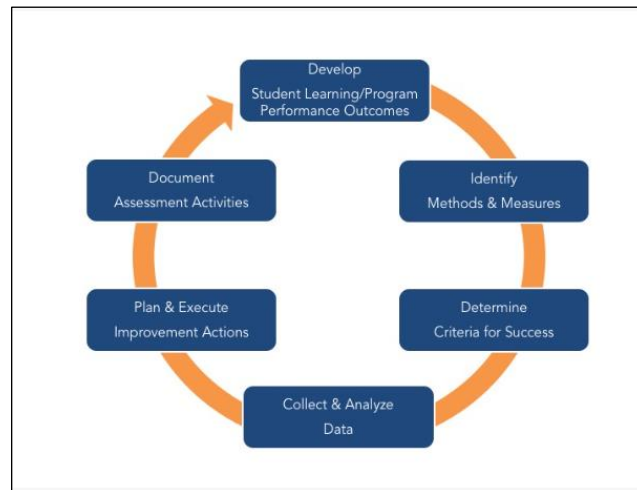


Figure 1: CSUF's Six-Step Assessment Process

For example, the Public Health MPH program developed a GLG6-aligned outcome on social justice and health equity, where students will “describe the means by which structural biases, such as racism and social inequities, undermine health.” This outcome is assessed with direct measures using a research paper embedded in a final graduate course and indirect measures in the form of an exit survey shortly after graduation. The program’s assessment results in 2023-2024³ led to changes to the curriculum, strategies to increase participation in the survey, and development of post-graduation assessment to gauge students’ learning application after graduation. Another example is the Educational Leadership and Administration MS program, which has a GLG6-aligned outcome on anti-racist policy and advocacy – “Students affirm and empower educational partners to harness the resources needed to navigate and dismantle an unjust world with empathy, savvy, and agency to create an educational system that is just, equitable, and inclusive.” The program also uses both direct and indirect measures to assess this outcome, consisting of key projects both in the fall and spring courses and an exit survey administered to graduating students. Findings from 2023-2024 assessment showed that all but one project across two semesters achieved a score of either “Good” or “Excellent.” Additionally, the indirect data showed that students responded as “agreeing” or “strongly agreeing” to

³ Please note that the academic program assessment reporting is due on Nov. 15 in the following academic year to allow time for faculty reflection and improvement action planning. As such and given the report peer feedback review process, the university-level report is finalized in the spring following the report year. Our most current assessment report is for 2023-2024. The 2024-2025 report will finalize in Spring 2026.

all assessment items. Despite the positive results, the program is continuing to review SLOs for clarity and measurability and to improve advising structures and faculty responsiveness to the signature assignments based on the exit survey feedback. The expected impact is that these actions will sustain strong student performance in anti-racist leadership while addressing recurring gaps in advising and technology use.

Each program, undergraduate and graduate, reports its assessment activities and findings through CSUF’s centralized Assessment Management System (AMS). The university requires every program to assess at least one outcome per year. The AMS collects information for each step of the Six-Step Assessment Process and documents PLO alignment with institution-level goals, such as the GLGs. This centralized reporting and alignment structure allows the university to aggregate assessment results across all programs annually to gauge how learning outcomes are achieved at the institution level. The [annual University Assessment Reports](#) and the [Assessment Dashboard](#) (Figure 2) summarize and communicate institution-level assessment results. Because graduate program PLOs are aligned with the GLGs, the university aggregates the program-level information to identify whether the GLGs are met at both the program and the institution level, helping the university to identify opportunities for improvement to best support specific GLGs. As Figure 2 illustrates, in 2023-24, 54 PLOs across graduate programs were reported as aligned with GLG6, and 87% of these assessed PLOs were judged by the faculty as “assessed and met”.

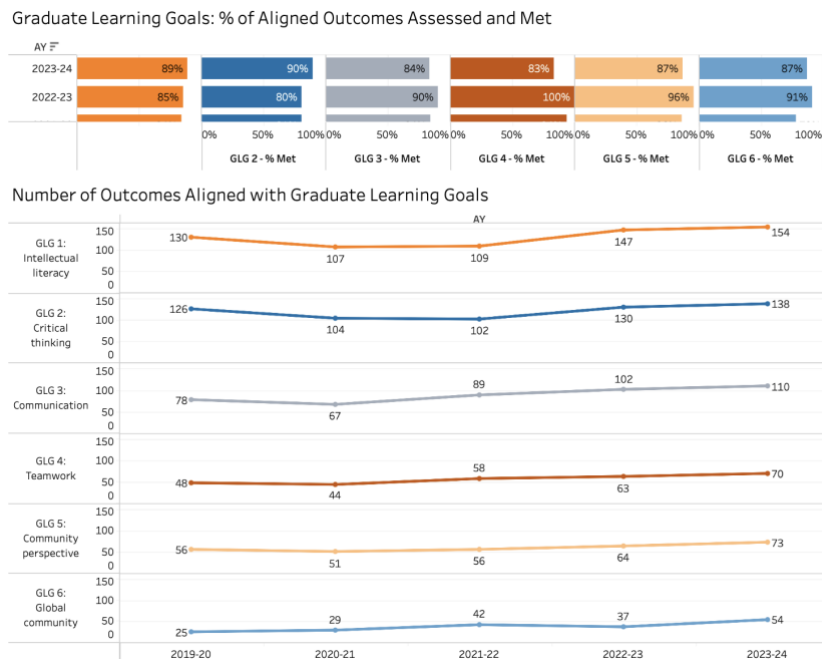


Figure 2: CSUF’s Assessment Dashboard: Showing GLG Alignment and “Assessment and Met” Status

In the spirit of continuous improvement, programs’ assessment reports are reviewed annually by the Assessment Liaisons. The Assessment Liaisons, representing all colleges, serve as the bridge between the university and the programs, facilitate the implementation of the Six-Step Assessment Process, and provide support to faculty on program-specific assessment issues. Following the submission of the annual assessment reports, the Assessment Liaisons provide feedback on the reports using a detailed rubric, which provides improvement suggestions on each step of the assessment process and an “overall rating” for the quality of a program’s assessment practice – “Excellent,” “Solid,” or “Good.” As an example, [Appendix 3](#) shows the 2023-2024 assessment rating results for graduate programs. Through this peer review process, the Assessment Liaisons also identify “best practices” for PLO assessment (see examples on pages 9-15 in the [University Assessment 2023-24 Report](#) and the [Assessment Showcases website](#)).

Since spring 2021, as a follow-up to the annual Assessment Liaisons' feedback review, the Office of Institutional Effectiveness and Planning (OIEP) has been meeting individually with programs that did not receive an overall rating of "Excellent" in their assessment reports, with the goal of helping them improve their assessment practices. In each meeting, the Director of Assessment from OIEP provides a summary of the program's assessment plan (e.g., number of outcomes, curriculum map), a history of assessment results over the last three years, an examination of the differentiation between graduate-level from undergraduate-level PLOs (if applicable), and a feedback report that summarizes the implementation of the Six-Step Assessment Process and overall strengths and areas for improvement (see [Appendix 4](#) for example feedback reports). Using these materials, the program faculty (e.g., department chair, program coordinator, faculty assessment leads), the applicable college Assessment Liaison, and the Director of Assessment engage in in-depth discussions to improve the assessment and in turn, the effectiveness of the program on student learning and success.

A positive impact has been seen as a result of these in-depth reviews. The percentage of graduate programs that received the lowest possible rating of "Good" in their feedback reports has decreased from 21.0% in 2017-2018 to 7.5% in 2023-2024. Additionally, as mentioned earlier, 54 PLOs across graduate programs were aligned with GLG6 in 2023-2024. While this number is low relative to other GLGs, it reflects a 315% increase from 13 aligned PLOs in 2017-2018. This increase reflects the programs' commitment to global awareness, and diversity, equity, and inclusion efforts, and also serves as a testament to the impact of the joint efforts between OIEP and college/program faculty in strengthening assessment of outcomes aligned with GLG6.

The commitment to deepen GLG6 assessment goes beyond OIEP. The College of Education (COE) has implemented a framework "Just, Equitable and Inclusive Education" (JEIE) to promote anti-bias and anti-racism practices. JEIE is integrated into all aspects of the college's programs, available on all course syllabi and posted in all college-owned classrooms and offices. Starting 2022, all COE graduate students are required to participate in a JEIE orientation workshop to engage in discussions on social justice, privilege, systemic racism, and anti-bias and anti-racist teaching, reinforcing the college's ongoing commitment to equity and excellence in education. These intentional efforts have led to clear and measurable improvements. The 2024 Advanced Employer Survey, which was distributed to employers of the master's and doctoral graduates, revealed a 15% increase on question "My employee is prepared to implement instruction for diverse learners" from the previous year, and a 9 % increase to the question gauging the employee's ability to use culturally and lingually relevant practices. Furthermore, the Advanced Year Out Graduate Survey, which was administered to graduates who had completed their program one year prior, also indicated improvement – a 12% increase in those who indicated they are "committed to working towards dismantling systems of oppression" and an 8% increase in those who reported they are able to teach using culturally relevant strategies. Additionally, in the College of Engineering and Computer Science, various graduate programs have embedded outcomes that align with GLG 6. For example, the Software Engineering MS program includes the SLO "Students will understand and weigh possible social impacts of their work." Students in two key courses are asked to identify a disciplinary area of interest, analyze the key issues or problems it faces, and provide solutions to the problems. Assessment results from 2023-2024 demonstrated that 100% of students reached "Developing" or "Satisfactory" levels, which surpassed the program's expectation of 70%. The program continues to monitor this outcome annually and to use the findings to inform practice.

Most recently in 2024, the Academic Senate's Assessment and Educational Effectiveness Committee (ASAECC) facilitated a review of the alignment between existing graduate program student learning outcomes and GLG6. The ASAECC's review was intended to complement the in-depth reviews by the Assessment Liaisons and to highlight existing departmental practices that could foster further development of these outcomes. Specifically, the ASAECC surveyed programs that did not have any PLOs aligned with GLG6 to solicit barriers and support needed. Survey results suggested that most of these programs are in the process of developing aligned outcomes and corresponding assessment practices, while some programs expressed struggles in identifying ways to align with GLG6. Upon discussing the survey results, ASAECC asked OIEP to continue and intensify the in-depth reviews and consultations

with a focus on GLG6, and develop focused workshops tailored for graduate programs. Both of these efforts are ongoing.

Aside from GLG6-focused support, OIEP regularly provides university-wide professional development opportunities to enhance faculty assessment expertise in graduate programs. For example, OIEP has added assessment workshops for graduate programs to address topics specifically related to graduate PLOs. In addition, a breakout session addressing specific issues in graduate program assessment was added in the 2025 University Assessment Forum titled “Data Collection, Interpretation, and Closing the Loop in Undergraduate and Graduate Programs,” which engaged participants to unpack the similarities and differences in implementing the CSUF’s Six-Step Assessment Process within the unique context of undergraduate and graduate programs.

ISSUE 2: Continue to address obstacles hindering graduate students from completing their degrees, with a particular focus on students’ personal health and wellness (CFRs 2.10, 2.13).

Graduate Student Support: Timely Graduation and Personal Health and Wellness

Multiple campus-wide efforts have been implemented since 2023 to bolster graduate student success, led by the Office of Graduate Studies (OGS), the colleges, Counseling and Psychological Services (CAPS), and TitanHEALTH.

Efforts Led by the Office of Graduate Studies (OGS) and the Colleges

We shared in the spring 2023 interim report that OGS administered graduate student surveys in fall 2021 and fall 2022 to capture student experiences and identify service gaps. During spring and summer 2023, OGS worked with two graduate assistants to create reports detailing not only the university-wide results ([Appendix 5](#)) but also customized reports for all colleges (see [Appendix 6](#) for an example), broken down by graduate program. OGS then met with the leadership of each college throughout 2023-2024 to review their specific reports and discuss opportunities for graduate student success initiatives.

The university-wide results were used in a variety of ways. The Academic Senate Graduate Education Committee, comprising graduate faculty from all colleges, took on the task of reviewing the results and generating recommendations to address barriers in graduate education at CSUF. The committee conducted a thorough review of the survey findings, considered feedback from a focus group of current graduate students, and discussed their own experiences as graduate advisors. The final list of recommendations was completed in fall 2024 and shared with campus leadership. Primary among the committee’s recommendations is the need to extend the availability of campus services to match the times when graduate students can be on campus (nights and weekends). The committee also emphasized the need to decrease the financial burden on graduate students, as well as to increase course availability and flexibility in scheduling ([Appendix 7](#)).

OGS also spearheaded the move of the Graduate Studies Center (GSC) to a more central, welcoming space for graduate students to find community, study space, and academic support. During the 2024-2025 academic year, the GSC developed programming focused on graduate students' professional development and wellbeing. Examples of workshops and events include the Resume and Cover Letter workshop, the Let’s Get Financially Fit workshop, Graduate Student Mental Health Drop-In Hours, and multiple activities to celebrate National Graduate and Professional Student Appreciation Week. The GSC plans to continue these programs due to their success.

Due to the varied needs of graduate programs, each college was also tasked to determine their own strategies for graduate student success based on the findings in the graduate student surveys. Every college responded with multiple strategies, such as curricular innovations and advising improvements. Examples of the colleges’ progress are briefly described below:

- **College of the Arts (COTA)** – COTA launched a redesigned website that delivers clear, targeted information for prospective graduate students and adopted enhancements to simplify portfolio and document submissions during the application process. The college also partnered with Grand Central Art Center to share admission information with their wider artistic network. The MFA application requirements were revised to eliminate unnecessary barriers and to center artistic potential and inclusivity. Additionally, COTA revised ART 497, the MFA Thesis Exhibition course, to offer a more transparent structure with defined milestones to facilitate a smooth pathway to graduation.
- **College of Business and Economics (CBE)** – CBE increased mentoring opportunities and professional development activities dedicated to supporting graduate students, with new events and activities beginning in fall 2025. These included a Graduate Student and Alumni Mixer and a collaborative event with the College of Engineering and Computer Science for current graduate students to meet with representatives from Boeing. In addition, the college is working to offer more online and hybrid graduate programs to better meet student needs in specific disciplines.
- **College of Communications (CCOM)** – CCOM is focused on removing scheduling barriers for graduate students, as well as providing greater support for faculty who supervise theses. The Communications MA program is optimizing hybrid course offerings to reduce student commute without compromising learning quality. Both the Communications MA and Communications Studies MA programs are working on a structure for students to identify their thesis committees earlier in the process, including improved faculty support. In addition, both the Communications MA and Screenwriting MFA programs are improving new student orientation to better support students in addressing time management and other challenges they may face in graduate school.
- **College of Education (EDU)** – Every program in EDU considered ways to address the concerns regarding family/life/work balance expressed in the graduate student survey. The Higher Education MS program reduced fieldwork hour requirements (from 200 to 150 hours per semester), and integrated wellness check-ins into orientation, core courses (e.g. EDAD 521 History and Philosophy of Higher Education), and advising. The Special Education MS program included a series of integrated support modules in SPED 501 (Introduction to Graduate Studies) to help students engage with campus resources and explore university support services.
- **College of Engineering and Computer Science (ECS)** – All four ECS departments engaged in a thorough review of historical graduate enrollment data and course offerings to identify key trends and persistent bottlenecks in course sequencing. From this analysis, Civil and Environmental Engineering plans to develop a two-year course offering plan so that students can better plan their course schedules. In addition, every ECS department conducted, or is in the process of conducting, an assessment of their advising and mentoring services for graduate students, with action plans anticipated during the 2025-26 academic year. Improvements being implemented include expanding advisor availability, increasing personalized mentoring opportunities, streamlining communication to students, and integrating professional development guidance into academic advising.
- **College of Health and Human Development (HHD)** – Each graduate program in HHD developed specific strategies for supporting graduate student success. The Counseling MS program improved self and community care by including more consistent events outside of campus to build program community. To address student concerns about the heavy workload, the program also redesigned courses to place more emphasis on the *quality* of student work over the quantity. The Kinesiology MS program developed a planned rotation of graduate courses for the next two years to help students better plan their course of study. The faculty of the Nursing MSN with a concentration in School Nursing collaborated to lessen student workload by reducing assignment overlap and distributing the workload evenly across terms.
- **College of Humanities and Social Sciences (HSS)** – HSS appointed a faculty Director of Graduate Programs who developed a plan to improve support for graduate programs. Based on graduate student survey data and meetings with each HSS graduate program, this plan includes college-wide strategies, as well as individualized strategies for each program. As a highlight, the college is now convening a Graduate Council of graduate program coordinators and advisors to share best practices, discuss common problems, and review important graduate student policy updates. The HSS programs are also actively working on their individual strategies, such as developing plans to mentor students through completion of their projects and theses.

- **College of Natural Sciences and Mathematics (NSM)** – Every graduate program in NSM developed specific strategies for supporting graduate student success. For instance, Biological Science created a regular workshop where the Graduate Program Advisor presents to the department faculty to review processes and expectations for students in the Biology MS program. Chemistry and Biochemistry restructured their core seminar courses to provide Chemistry MS students with a scaffolded approach for their thesis research; Their students are also now required to complete an individual development plan, which improves graduation rates and time to degree.

As detailed above, all colleges and graduate programs at CSUF are continuing to assess their programs and improve their strategies for graduate student success. These program/college-specific efforts, together with the university-wide initiatives, are all expected to remove barriers for graduate students and lead to measurable improvements in their success. OGS continues to capture the impact of these strategies including the administration of another survey in fall 2025, the findings of which are currently being analyzed.

Efforts Led by the Counseling and Psychological Services (CAPS) and TitanHEALTH

Counseling and Psychological Services (CAPS):

[CAPS](#) is one of the key units that support student mental and emotional wellness, and provides many services tailored to the graduate student community, including a variety of self-help options, emotional wellbeing opportunities, individual treatment, psychiatric care, crisis support, and group support services.

Graduate students receive personal counseling, psychiatric care, and crisis support, in-person or via HIPPA-compliant Zoom, by scheduling an appointment or making use of a walk-in system. After-hour support can be reached by visiting CAPS [HelpCompass website](#) for helpful resources, connecting with Mobile Crisis Team for urgent in-person assistance, or speaking with a live counselor any time after hours through the Protocol partnership. CAPS also offers a wide range of self-help and therapy groups, including open process groups (e.g., the Graduate Student Support Group) and focused groups on topics such as grief and loss, healthy relationships, and academic thriving.

As an adjunct to counseling services, CAPS also offers a Massage Therapy program for students who may benefit from body-focused work to manage mental health concerns, as well as a Wellness Room where students can make use of a self-help library, massage chairs, yoga classes, coloring books, and sand-tray activities in a warm and calming environment. Further, CAPS offers case management support for students in accessing off-campus and specialized therapy services, as well as wellness coaching by a certified Master Health and Wellness Coach. CAPS has an identified staff clinician who is the liaison to the Office of Graduate Studies (OGS) and as such, serves as a direct source of education, consultation, and support for graduate students. Targeted outreach to graduate students was created for relevant CAPS events and posted on campus such as the Graduate Studies Center (GSC), included in OGS newsletters, and disseminated via social media (see [Appendix 8](#) for sample outreach materials).

During 2024-2025, CAPS observed positive engagement from graduate students through its stepped care service delivery model. For example, the mental health orientation programs in summer and early fall 2025 reached a live audience of 255 students and faculty across all departments, 240 students in the Master's Early Transition & Access (META) Summer Bridge Program, and 45 incoming students within the Doctor of Education program. Graduate students comprised 14% (1,314 out of 9,340) of the total number of students who received psychiatric support through CAPS, and 22% of students who used the Massage Therapy program (212 visits). Specialized workshops such as Stress Management in Graduate School and Decolonizing Therapy: Culturally Responsive Strategies for Historically Marginalized Clients attracted many graduate students.

CAPS carefully tracks the impact of these programs via multiple measures, results of which suggest positive improvement in participants' wellbeing. For example, 103 graduate students completed 322 Counseling Center Assessment of Psychological Symptoms or CCAPS surveys (an assessment tool of clinically meaningful changes) during 2024-2025, and reported statistically significant difference on five of the ten subscales (Depression,

Generalized Anxiety, Frustration/Anger, Alcohol Use, and Distress), indicating meaningful distress reduction through treatment. Beyond the level of distress, CAPS measured students' overall wellbeing using a Flourishing Scale⁴ (Diener, et al., 2009). The graduate student participants, accounting for 18% of participants, reported an overall Flourishing score that indicates they were feeling well-balanced in general. Similarly, graduate students who responded to the Client Satisfaction Survey overwhelmingly (94%) recommend CAPS services to their peers and reported finding the services "helpful" and feeling welcomed, heard, and empowered. Lastly, CAPS is engaged in the Healthy Minds Study (HMS), a widely used, web-based survey that measures mental health status, service utilization, help-seeking behavior, stigma regarding mental health concerns, and academic outcomes among college students across both undergraduate and graduate populations. This survey allows the unit to access information about students who may not attend any CAPS services and provides a broad perspective on the entire CSUF student population (see [Appendix 9](#) for HMS Report of Data).

TitanHEALTH:

[TitanHEALTH](#) provides basic medical care, health education, and confidential advocacy to all CSUF students, including graduate students. Accredited by the Accreditation Association for Ambulatory Health Care (AAAHC), TitanHEALTH offers primary care, reproductive and sexual health services, immunizations, laboratory services, pharmacy, x-ray, and physical rehabilitation services within its medical clinic. Educational programs on substance use prevention and safer use, sexual health, nutrition and joyful movement are also available. Additionally, confidential advocacy services and empowerment healing programs are available for any student who has experienced sexual assault, domestic or dating violence, stalking, and sexual harassment. Campus-based advocates provide support during business hours and early evening hours, and a partner community-based organization provides support overnight and on weekends.

To provide flexible access to graduate students, especially those who are not on campus until evening hours, TitanHEALTH offers services through several modalities, including in-person, phone, and video and web-based appointments and programs. Fifteen-minute appointments with nurses or medical providers are offered via phone and video, and students can also access free medical advice through a nurse advice line outside of business hours and on weekends. All calls to the nurse advice line also result in follow-up care by a campus medical provider. Clinical case management is also available for students who need support in enrolling for medical insurance services, referrals to advanced care off campus, or referrals to basic needs services. Throughout the semester, mobile health clinics are offered both during the day and evening hours. These clinics provide flu vaccines, health screenings, compression therapies, HIV testing, and enrollment for free sexual health services through the Family PACT program. Mobile clinics also provide students with access to nurses and medical providers and opportunities to schedule appointments for more advanced care needs.

Similarly, health education programs are offered at varying times and via varying modalities. Graduate students can meet one-on-one with a health educator in-person or web-based to discuss health goals and action plans. Cooking demonstrations, naloxone training, and podcasts are available online for all students. Empowerment healing programs are available both in-person and web-based as well.

All of the aforementioned services are marketed across campus to all students via email, webpage, YouTube channel, and social media. In 2025, a monthly e-newsletter was implemented that reaches all enrolled students via campus email. The e-newsletter, TitanHEALTH Hub, includes information on upcoming events, health education and empowerment healing programs, seasonal health information, and spotlights on TitanHEALTH staff. Like CAPS, TitanHEALTH participates in graduate student orientation, and partners with OGS and the Dean of Students to distribute information about services to students enrolled in graduate programs.

⁴ Diener, E., Wirtz, D., Tov, W., Kim-Prieto, C., Choi, D., Oishi, S., & Biswas-Diener, R. (2009). New measures of well-being: Flourishing and positive and negative feelings. *Social Indicators Research*, 39, 247-266.

With these efforts, graduate student utilization of medical services has increased by 47% over the past four years, from 458 in 2020-2021 to 675 in 2024-2025. This increase may be attributed to focused marketing, increased partnership with the Office of Graduate Studies (OGS) and graduate-level academic programs, and the implementation of mobile health clinics. A continued increase in graduate student utilization of services is anticipated with the launch of the TitanHEALTH Liaison Program – similar to CAPS – where an identified TitanHEALTH team member partners with OGS and graduate programs to determine and address specific needs for graduate students.

Identification of Other Changes and Issues Currently Facing the Institution

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

As mentioned earlier, CSUF embarked on a data-driven process to develop and launch the new 2024-2029 university strategic plan, Fullerton Forward. Guided by the updated mission, vision, and strategic plan goals, all campus divisions, colleges, and programs/units have identified aligned outcomes within their specific context and are implementing a broad range of strategies to achieve these outcomes. Graduate students are explicitly and clearly identified and included in all strategic plan priorities related to student success, from access and curricular offerings to learning experiences and academic support.

CSUF has experienced multiple senior leadership changes at the university level since 2023. President Fram Virjee retired in summer 2023. Interim President Sylvia Alva led the university, including the *Fullerton Forward* development and launch, from July 2023 to July 2024. President Ronald Rochon joined CSUF in July 2024. At the cabinet level, we welcomed a new Vice President of Student Affairs and Strategic Enrollment Management, Dr. Khalilah Doss, a new Vice President of Information Technology, Chris Manriquez, and a new Vice President of Human Resources and Inclusive Excellence, Phenicia McCullough. Dr. Amir Dabirian, who served as the Provost and Vice President for Academic Affairs for the last three years, will retire in mid-March. The campus is engaged in the process of identifying a new Provost, while Dr. Sean Walker, the Deputy Provost, will serve as the Executive-in-Charge until the new incumbent is identified. Additionally, two vice president positions are interim, including the Vice President for Administration and Finance and the Vice President for University Advancement. We are also in the process of searching for permanent incumbents for these positions. Despite the personnel changes, CSUF's commitment to student success – for both undergraduate and graduate students – remains unwavering. With the strategic plan as our guiding blueprint, all efforts detailed in this report will continue and are expected to improve graduate student learning experiences and outcomes.

Concluding Statement

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

Since the 2023 WSCUC interim report, CSUF has undertaken a variety of promising approaches to strengthen the development of the Graduate Learning Goal 6 (GLG6) and enhance holistic support to foster graduate student success. The multi-pronged efforts to develop and integrate GLG6 in the curriculum, the systematic approach to assess student mastery of related learning outcomes, the expansion of graduate student success initiatives, and the comprehensive support structure put in place to support student mental health and wellbeing are beginning to show positive impact on graduate student educational experiences. The intentional and explicit inclusion of graduate students in every student success goal in the university strategic plan marks our continued commitment to improving graduate student success.

Building upon our progress, CSUF will continue to pursue diverse strategies and adopt an agile approach based on regular assessment findings to strengthen programs and services for graduate students. Our next steps include continuing to deepen the development, alignment, and assessment of graduate program learning outcomes, implementing more recommendations as supported by data sources such as the graduate student surveys and focus groups, expanding access to and increasing graduate student utilization of mental health and wellbeing services to build a comprehensive “wrap-around” support infrastructure for graduate students’ academic journey.