

Cal State **Fullerton**

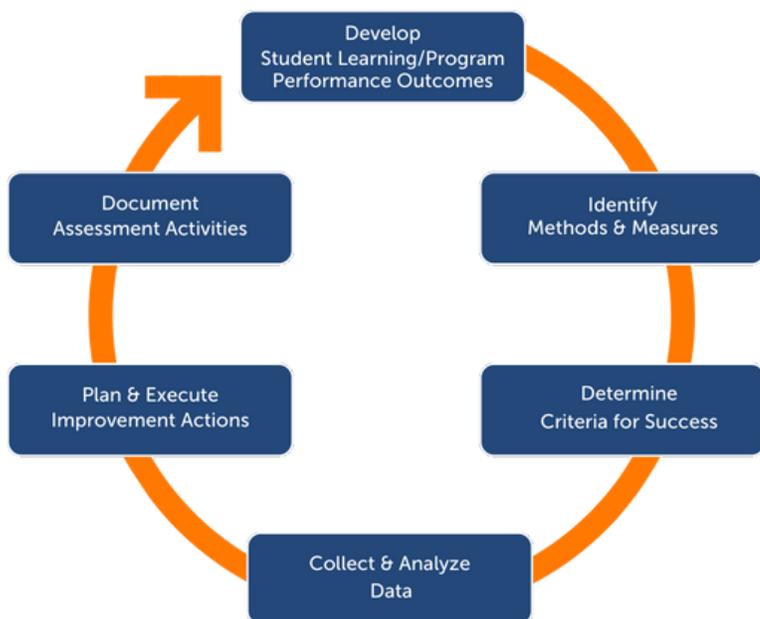
2022-23 UNIVERSITY ASSESSMENT REPORT



ASSESSMENT AT CSUF

California State University, Fullerton (CSUF) is committed to improving and expanding the assessment of student learning and success, faculty and staff experiences, operational effectiveness, and university progress toward our strategic plan goals. At CSUF, assessment is a campuswide endeavor involving all colleges and divisions. Assessment is coordinated through the alignment of outcomes at the program or unit level and goals at the institution level. Each unit shares its annual assessment effort through the Assessment Management System (AMS) as part of the university's six-step assessment process. Operational units complete their assessment reports by July 15, and academic units by November 15 every year. The two different reporting dates align with the natural operation cycles of the units and are the result of previous reflections on the annual assessment process. Individual unit assessment reports are carefully reviewed by a team of Assessment Liaisons who represent the diverse colleges, divisions, and units on campus. Feedback from this peer-review process is returned to the units to help improve their assessment practices.

Information presented in this University Assessment Report relies primarily upon the results from the Assessment Liaisons' reviews. This annual assessment report provides an overview of the assessment status across the university, presents a snapshot of how well CSUF is achieving learning goals and outcomes, and summarizes how our university is meeting its priorities.



Six-Step Assessment Process

- Assessment at CSUF is governed by [UPS 300.022](#) and the Academic Senate's Assessment and Educational Effectiveness Plan.
- Assessment at CSUF is conducted following a six-step process.
- Assessment at CSUF is documented through an online management system known as AMS.

2022-23 ASSESSMENT STATUS

Assessment Engagement

A total of 186 units, consisting of 142 academic units (degree programs and applicable non-degree programs) and 44 operational units, submitted 2022-23 annual assessment reports through the AMS. This equates to 99% campuswide participation in assessment.

99%

universitywide participation in assessment in 2022-23

99% AY 21-22
95% AY 20-21
95% AY 19-20

99%

academic unit participation in assessment in 2022-23

99% AY 21-22
94% AY 20-21
93% AY 19-20

100%

operational unit participation in assessment in 2022-23

100% AY 21-22
100% AY 20-21
100% AY 19-20

Resources and Support

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

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



Check out the annual assessment showcases here!

6

assessment workshops

100%

of participants "agreed" or "strongly agreed" the workshops were effective in introducing them to the Six-Step Assessment Process.

89 participants

100%

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

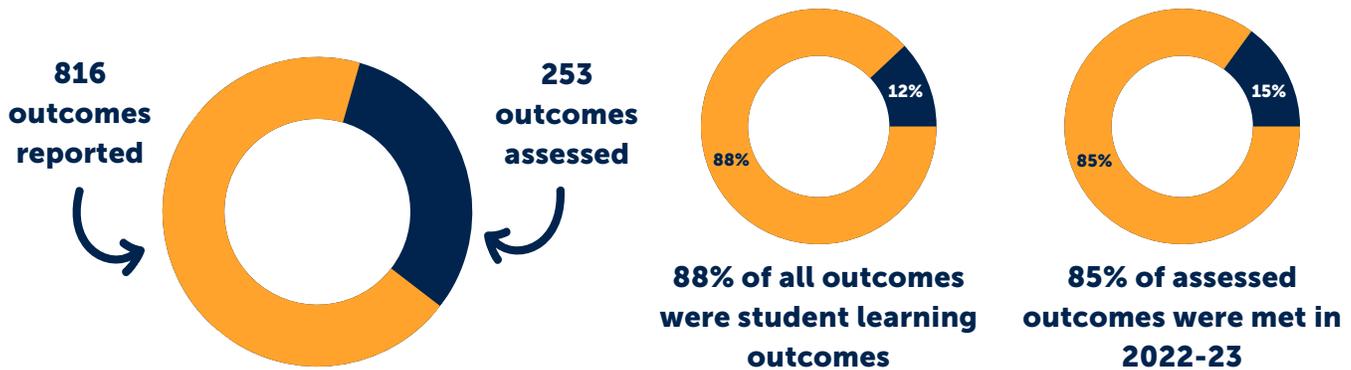
OUTCOMES OVERVIEW

Assessment at CSUF is a campuswide endeavor. Undergraduate and graduate degree programs primarily focus on student learning outcomes (SLO), and operational units often examine performance outcomes that aim to improve operational effectiveness. Each program/unit is recommended to prioritize and include a reasonable number of outcomes (e.g., 5-7) in its assessment plan. The program/unit is required to assess at least one outcome per year and rotate through all outcomes within the duration of the assessment plan. Curriculum maps can be found on the [OIEP website](#).

View curriculum maps here.



Since degree programs comprise most of the units participating in assessment, 88% of the outcomes reported were SLOs. Among all the outcomes, 31% of the outcomes (253 out of 816) were assessed in 2022-23 compared to 50% (282 out of 564) in 2021-22. The decrease in the percentage of outcomes assessed seems to be partially due to the increase in total SLOs reported. The increase in SLOs report could be due to OIEP's efforts to ensure all programs' SLOs are included in the AMS system, programs developing more SLOs that reflect their full curricular intentions, and new units joining the assessment process. Among the assessed outcomes, 85% of outcomes were assessed and "met" in this 2022-23 cycle, compared to 79% in 2021-22.



The university coordinates and integrates assessment activities of individual programs/units by aligning outcomes at program/unit and university levels. Programs/units align student learning and performance outcomes with the university strategic plan goals, undergraduate and graduate learning goals, and WASC Senior College & University Commission (WSCUC) Core Competencies, where applicable. It is reasonable to expect SLOs to align closely with university learning goals. Alignment with WSCUC Core Competencies is required only for undergraduate programs.

PROGRAM UNIT/OUTCOMES

2018-23 Strategic Plan Goals

- Transformative Educational Experience and Environment
- Student Completion and Graduation
- High-quality and Diverse Faculty and Staff
- Financial and Physical Growth

Undergraduate/Graduate Learning Goals

- Intellectual Literacy
- Critical Thinking
- Communication
- Teamwork
- Community Perspective
- Global Community

WSCUC Core Competencies

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



Alignment with University Strategic Plan Goals (SPGs)

SPG 1 has more aligned outcomes than SPG 2, 3, and 4. Most of the assessed outcomes aligned with each SPG are "Met."

Strategic Plan Goal	Aligned Outcomes	Percent of Outcomes "Assessed and Met"
SPG 1 - Transformative educational experience and environment	698	87%
SPG 2 - Student completion and graduation	82	93%
SPG 3 - High quality and diverse faculty and staff	21	90%
SPG 4 - Financial and physical growth	10	100%

Alignment with WSCUC Core Competencies

Many of the reported outcomes aligned with Critical Thinking and Information Literacy. Most assessed outcomes aligned with each Core Competency are "Met."

Core Competency	Aligned Outcomes	Percent of Outcomes "Assessed and Met"
Critical Thinking	218	85%
Information Literacy	193	88%
Oral Communication	105	88%
Quantitative Reasoning	100	86%
Written Communication	114	92%

Alignment with University Undergraduate Learning Goals (ULGs)

ULG 1, 2, and 3 have more aligned outcomes than ULG 4, 5, and 6. Most of the assessed outcomes aligned with each ULG are "Met."

University Learning Goal	Aligned Outcomes	Percent of Outcomes "Assessed and Met"
ULG 1 - Intellectual Literacy	152	95%
ULG 2 - Critical Thinking	135	86%
ULG 3 - Communication	106	100%
ULG 4 - Teamwork	41	100%
ULG 5 - Community Perspective	50	93%
ULG 6 - Global Community	50	85%

Alignment with University Graduate Learning Goals (GLGs)

GLG 1, 2, and 3 have more aligned outcomes than GLG 4, 5, and 6. Most of the assessed outcomes aligned with each GLG are "Met."

University Learning Goal	Aligned Outcomes	Percent of Outcomes "Assessed and Met"
GLG 1 - Intellectual Literacy	147	85%
GLG 2 - Critical Thinking	130	80%
GLG 3 - Communication	102	90%
GLG 4 - Teamwork	63	100%
GLG 5 - Community Perspective	64	96%
GLG 6 - Global Community	37	91%

ASSESSMENT QUALITY

Check out the common feedback rubric here.



The annual assessment reports were reviewed by teams of Assessment Liaisons shortly after the reports were submitted. A common feedback rubric, complemented by a rubric review and calibration session, was used to ensure consistency among the reviewers. The rubric examines essential areas for each of the six assessment process steps, such as whether the outcomes are measurable, whether the measures are valid and reliable, and whether any improvement plans are developed or implemented.

Assessment Liaisons reviewed each program/unit's assessment report and provided simple feedback (e.g., "yes," "no," "partial/some outcomes," "unclear") for each of the rubric criteria, as well as constructive feedback to elaborate. To give the programs/units a general sense of the state of their assessment practices, an "overall rating" was also provided. The "overall rating" suggests to the programs/units whether they have 1) an "excellent" assessment practice that should be continued, 2) a "solid" assessment practice that has a solid foundation but needs improvement in some areas, or 3) a "good" assessment practice which indicates reasonable effort but has issues that require significant work. The overall ratings provide a consistent measure to gauge the quality of assessment across the university.

The percentage of units receiving "Excellent" assessment ratings increased slightly from 2021-22, rising from 40% to 43%; Correspondingly, the percentage of units receiving "Solid" ratings decreased from 57% to 54%. The percentage of units that received "Good" remained the same at 3%. Individualized efforts to improve assessment practice, particularly in graduate programs (per our latest university WSCUC recommendation), were in place over the last couple of years and could be the reason for the slight shift in the assessment rating distribution.

Assessment Ratings



% of Units that Completed the Six-Step Assessment Process Appropriately





EXCELLENT ASSESSMENT

In collaboration with the Academic Senate Assessment and Educational Effectiveness Committee, we would like to acknowledge the academic programs and operational units that achieved an “Excellent” rating on their 2022-23 Assessment Feedback Report.

Division of Academic Affairs

- Registration and Records
- Supplemental Instruction
- University Library
- Writing Across the Curriculum

Division of Administration and Finance

- Office of the Vice President for Administration and Finance

College of the Arts

- Art, B.A.
- Art, M.A.
- Art, M.F.A.
- Dance, B.A.

College of Business and Economics

- Accountancy, M.S.
- Business Administration, B.A.
- Business Administration, M.B.A.
- Information Systems, M.S.
- International Business, B.A.

College of Communications

- Communicative Disorders, M.A.

College of Health and Human Development

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

College of Humanities and Social Sciences

- American Studies, B.A.
- American Studies, M.A.
- English, M.A.
- Environmental Studies, M.S.
- Ethnic Studies, B.A. (African American Studies)
- Geography, M.A.
- History, B.A.
- Religious Studies, B.A.
- French, B.A.
- Japanese, B.A.
- Psychology, B.A.
- Psychology, M.A.
- Sociology, B.A.
- Translation: Spanish to English/English to Spanish Certificate
- Women and Gender Studies, B.A.

College of Natural Sciences and Mathematics

- Biochemistry, B.S.
- Chemistry, B.A.
- Chemistry, B.S.
- Computational Applied Mathematics, M.S.
- Earth Science, B.A.
- Geology, B.S.
- Mathematics, B.A.
- Mathematics, M.A. (Teaching Math Option)
- Physics, B.S.
- Statistics, M.S.

Office of the President

- Institutional Effectiveness and Planning

Division of Student Affairs

- Athletic Academic Services
- Career Center
- Dean of Students Office
- Disability Support Services
- Diversity Initiatives and Resource Centers
- Housing and Residential Engagement
- Student Health Center

ASSESSMENT BEST PRACTICES

Many examples of “best practices” were observed in the review of the 2022-23 assessment reports, a small number of which are briefly described in this report.



Check out more examples here!

College of the Arts – Dance B.A.

Multiple student learning outcomes (SLOs) were assessed using embedded assessment measures, both direct and indirect, to capture comprehensive dimensions of student achievement in the discipline. SLOs assessed included dance technique and performance, students’ ability to demonstrate communication about works in the arts, comprehensive knowledge in dance history, and the teaching of dance materials. Students’ creativity, an important and inherent aspect of the discipline, underpinned all methods used to assess the outcomes, including teaching a dance lesson plan to students in a local district classroom, evaluating dance from a theoretical perspective, or conducting individual research that spoke to the students’ work and interest in the dance world. For each outcome, 95% of the students performed at the level of “meets” or “exceeds” expectations, with only one outcome reporting more than 5% of the students as “needing improvement”. Students also participated in assessment by providing peer feedback in the classroom teaching project, and self-reporting their acquisition of technical and performance skills in dancing – both suggested mastery of the SLOs.

College of Business and Economics – International Business B.A.

International Business B.A. assessed students on two SLOs – functional knowledge of specific business disciplines and oral presentation skills – using direct and indirect measures. For functional knowledge, an instrument specific to International Business (IB) was developed by the program that included five core IB functions: Information System, Internal Management, International Marketing, International Economy, and International Finance. For each functional area, instructors with subject matter knowledge developed concept-appropriate questions of suitable rigor to be used in a capstone course. These questions were piloted by two business professors before they were administered to students in capstone course

MGMT 480. The assessment results demonstrated that students successfully met the criteria for success; yet still, the program identified two IB functional areas, International Economy and International Marketing, where student improvement is warranted. The program plans to provide additional support in these areas. For oral communication, the IB B.A. program assessed students on five core traits using a pre- and post-approach in BUAD 301 and MGMT 480. Students also self-reported their mastery of the learning outcome via a survey. Overall, the assessment results were positive.





College of Health and Human Development – MSW

The Master of Social Work (MSW) program employed multiple methods, including both direct and indirect measures, to assess student performance in seven learning outcomes and one performance outcome, which resulted in robust data identifying areas of student achievement and areas for improvement. In addition, the program introduced a new performance outcome focused on diversity, equity, and inclusion (DEI), which aims to gauge MSW students' experiences within an "implicit learning environment and climate that respects and affirms diversity, equity and inclusion". The department's Diversity and Equity Committee conducted a literature review on assessing "diversity climate in schools and human service organizations" and identified appropriate questions to best capture students' perceptions. Five DEI related questions were developed and incorporated into an existing exit survey. With an impressive 62% response rate, students reported positive responses that exceeded the program's criteria for success in three of the five questions, while their responses were less positive in the remaining two items.

Recognizing that "social workers are expected to work with clients with diverse backgrounds and it is critical to prepare students to engage with diversity and difference in practice", the program planned specific actions to address the areas for improvement. These improvement actions include strengthening anti-racism diversity, equity and inclusion (ADEI) in "both explicit and implicit curriculum", expanding assessment of ADEI related outcomes, continuing to hold "trainings focused on the implementation of various teaching and mentorship strategies that promote ADEI in the program", and other activities to promote student engagement and sense of belonging.





College of Humanities and Social Sciences – American Studies M.A.

To assess the student learning outcome, “Theories and Methods of Cultural Studies”, the American Studies M.A. program examined students’ understanding of how scholars approach cultural evidence, critically evaluating scholarly theories and methods. The assessment was conducted using both direct and indirect measures in a capstone course. As a graduate program typically with small cohorts, the program combined three years’ worth of comprehensive exam data (fall 2020 to summer 2023) to create a decent sample size. Direct assessment was done through written exams collectively scored by three faculty members who underwent a rubric calibration session to ensure inter-rater reliability; Indirect assessment data were based on the “completion memo” summarizing student performance written by each student’s Committee Chair. Score distribution on the exam revealed a nearly equal spread between the “outstanding” (44%) and “acceptable” (47%) performance levels, which collectively suggests that 91% of the students achieved the SLO. The program also supplemented their findings with students’ self-reported perceptions of learning via a survey aligned to the outcome, with 83% of students responding that the curriculum had a positive impact on improving their understanding of SLO “Theories and Methods of American Studies”.

College of Communications – Communicative Disorders M.A .

As an externally accredited program, Communicative Disorders M.A. leverages the comprehensive written examinations of Knowledge and Skills Acquisition (KASA), delineated by the American Speech-Language-Hearing Association, to assess students’ competency in diagnosing and treating core communicative disorders. There are 10 written KASA exams (e.g., fluency disorders, phonological disorders, and alternative/augmentative communication (AAC) system). Initial pass rates are examined, and at the same time, comprehensive remediation plans are developed to address specific elements of the exam where students did not demonstrate appropriate achievement. Two of the KASA learning outcomes were met with 100% of students achieving a final pass rate, while the third was met by 93% of the students (with a few students receiving planned remediation). Although the overall results were positive, the program identified pedagogically based improvements. For example, it was noted that a high percentage of students initially missed exam question 3-P (Predisposing, Precipitating, and Perpetuating) factors and theories of stuttering, the program thus plans to review whether the “content of the theories is difficult for students to understand and/or how was the information presented that made it difficult” for students.

College of Natural Sciences and Mathematics – Geology B.S.

To assess the learning outcome “related field skills”, faculty in Geology B.S. program utilized direct measures to capture students’ ability to apply math, chemistry, biology and/or physics to clarify the mechanisms behind major geological systems. An indirect measure was also used to capture additional evidence of student learning. Four courses (GEOL 303A, 381, 470, and 406) served as the site for assessment. The assessment results revealed that on average, students achieved 85% on their assignments on related field skills. The program noted that students were most proficient in biology and chemistry, whereas opportunities to provide additional support are needed in the fields of physics and math. Students also self-reported their level of confidence in applying the various fields in relation to major earth/geological systems, as well as in interpreting, reading, and constructing graphical or spatial representation of data. 92% of students reported positive confidence level (3 or 4 on a four-point scale), suggesting the program successfully met the SLO.



Registration and Records – Office of the Registrar

The Office of the Registrar used direct and indirect measures to assess its operational effectiveness in supporting the university with accurate and timely information related to enrollment, retention, degree verification, and transfer credit and graduation evaluation, all critical in “guiding student registration practices” and “helping faculty understand the implications of curricular policies.” The Office of the Registrar uses ServiceNow to monitor the volume and variety of campus requests alongside their resolution times. To better understand the satisfaction level and guide future enhancement, a follow-up survey was distributed through Qualtrics in spring 2023. Survey results revealed a majority of campus clientele either “strongly agreed” or “agreed” that their issues were resolved or addressed appropriately, though the survey’s low response rate may not have fully reflected all users’ experiences. The assessment revealed that the department fell short of its targeted two-week maximum response time. Deeper reflection suggests limitations with ServiceNow’s ability to account for how often a requester (e.g. a student) was transferred from unit to unit to find the answer to the inquiry, which adds significant time from the initiation to the conclusion of a request. The Office of the Registrar will conduct additional analysis on the nature of inquiries received to pinpoint specific training needs aimed at reducing response times. Communication and outreach efforts are also planned to increase survey response rates to collect more meaningful data to facilitate continuous improvement.



Student Affairs - Diversity Initiative & Resource Center (DIRC)

The performance outcome by the Diversity Initiative & Resource Center (DIRC), “Engage in Community”, is intended to support students’ sense of belonging through creating “engagement opportunities that empower, educate, and activate students in the areas of social justice, equity, and anti-racism”. DIRC offers many engagement opportunities across its six identity-based centers: African American Resource Center (AARC), Asian Pacific American Resource Center (APARC), Latinx Community Resource Center (LCRC), LGBT Queer Resource Center (LGBTQRC), Titan Dreamers Resource Center (TDRC), and Women’s Resource Center (WRC). To expand its reach, DIRC implements a comprehensive mix of both virtual and in-person strategies and programs, and increased programming from the prior year by adding mentoring and social justice educational programming in the Titan Dreamers Resource Center and Justice League, respectively. Student attendance was captured using TitanLink check-ins and social media viewership and “likes.” Of the 286 engagement opportunities hosted by DIRC in the 2022-23 academic year, 62 were selected to collect quantitative and qualitative data of students’ direct experiences via post-event surveys. Overall, almost all students reported they “feel welcomed”

(99%) and “feel they are a part of a community” (96%) and agreed that DIRC experiences contributed to their “sense of belonging” (98%). The positive impact on students is exemplified by the qualitative data collected such as this student’s response: “This program made me feel less alone and allowed me to see myself staying here until I graduate”. DIRC’s planned improvement actions include deepening its efforts to document student experiences specific to the various centers and tailored programs, as well as implementing focus groups with frequent attendees to obtain more detailed qualitative data to inform future programming.

PROGRAM PERFORMANCE REVIEW

Program Performance Review (PPR) is a reflective assessment and forward-looking, evidence-based planning tool that can guide an academic program's strategic actions and strengthen its capacity to implement program improvements. All academic programs complete the PPR process at least once every seven years. The assessment of SLOs is an important component of this process.

The PPR process begins with preparing a self-study and completes with a culmination meeting between the program, college, and university. The entire process typically takes two academic years to complete, with the program going through the review process in year one, followed by the culmination meeting in year two. The thorough nature of PPR provides opportunities to assess the university's general state of operation. Each year, PPR documents are analyzed by OIEP to identify common themes that apply to a significant portion of the programs reviewed. These themes are organized into Commendations, Recommendations, and Resource Requests.

A total of 12 programs completed their PPR process in 2022-23. Reflected in the themes that emerged from the PPRs, the following themes reflect the strengths of the programs: Curriculum and Pedagogical Practices; Commitment to DEI; Assessment; and Positive Program Culture. Additionally, Program Reputation and Community Relations, Student Success and Satisfaction, and Enrollment Management were also areas of commendation in this year's PPRs. Although not common themes, some programs were also praised for their Alignment to Campus and Discipline Values, Faculty and Staff Support and Development, and Faculty Scholarly Productivity.

The common Recommendations were in the following areas: Curriculum and Pedagogical Practices; Assessment; Program Reputation and Community Relations; Commitment to DEI; Faculty Support and Development; Alignment to Campus and Discipline Values; Advising and Student Resources; and Enrollment Management. Interestingly, many of these recommendations are also commendations. Same as last year, Assessment and Curriculum and Pedagogical Practices were both areas of strengths and areas of improvement, highlighting the importance of these areas in an academic program's operation and its continuous efforts to improve them. Commitment to DEI and Program Reputation and Community Relations emerged as both areas of strengths and areas of improvement this year, signaling the commitment to be more inclusive and embedded in our communities, two values in our strategic plan.

Regarding resource requests, the themes concentrated on Faculty Recruitment and Support; Physical Space, Equipment, and Technology; Staff Recruitment and Support for the Program/Department; and Budget Clarity.



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

2022-23 Top Program Performance Review Themes

Commendations

- Curriculum and Pedagogical Practices
- Positive Climate
- Reputation and Community Relations

Recommendations

- Curriculum and Pedagogical Practices
- Assessment
- Reputation and Community Relations

Resource Requests

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

ASSESSMENT LIAISONS 2022-23

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



Scott Annin
Natural Sciences
& Mathematics



Darren Banks
Engineering &
Computer
Science



Ioakim Boutakidis
Health & Human
Development



Gabby Burns
Office of the
Provost



Christina Cardenas
Academic
Programs



Kim Case
Education



Dhusdee Chandswang
Information
Technology



Emily Depoorter
Office of the
President



Alice Hernandez
Research &
Sponsored
Projects



Eric Karkhoff
Pollak Library



Andrea Kelligrew
University
Advancement



Sergio Lizarraga
Arts



Shari Merrill
Extension &
International
Programs



Sinjini Mitra
Business &
Economics



**Ariana Mora
Mero**
Student Affairs



Christine Muriel
Administration &
Finance



Debra Noble
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**Heather
Osborne-
Thompson**
Communications



Carter Rakovski
Humanities &
Social Sciences



**Farifteh
Shahbazian**
Student
Academic
Support



Phillip Vasquez
Human Resources,
Diversity, &
Inclusion



Lei Xu
Humanities &
Social Sciences



**Rohanna Ylagan-
Nicanor**
Education

CLOSING THE LOOP

Summary

With almost 100% of campuswide participation in assessment over the last five years, one could argue that CSUF's goal of a sustainable campuswide assessment infrastructure is achieved. Academic programs and operational units continue examining student learning and success, faculty and staff experiences, and operational efficiency through thoughtful and impactful assessment processes. During this 2022-23 assessment cycle, there was an increase in outcomes reported, in the percentage of outcomes "Assessed and Met," and in the percentage of programs/units that received an "Excellent" rating. As a large institution, we are proud of the broad participation in assessment at all university levels and the continued improvement efforts that are resulted from assessment.

Next Steps

Although almost all programs and units participate in assessment every year, in the nature of assessment, there is always room to improve. CSUF's new strategic plan, [Fullerton Forward: 2024-2029](#) emphasizes the importance of assessment for the continuous improvement of learning and experiences. With a network of assessment-savvy faculty and staff and a continued commitment to a culture of data-informed decision-making, CSUF will undoubtedly continue to improve our support for assessment across the campus.



Check out CSUF's new strategic plan, Fullerton Forward: 2024-2029.

Acknowledgment

We sincerely thank the Assessment Liaisons for their hard work throughout the year, reviewing many annual assessment reports and providing feedback to the individual programs/units. Their review serves as the foundation of this report. We would also like to thank all the programs, units, colleges, and divisions for participating in the assessment effort and the faculty, staff, and administrators for engaging in this critical endeavor. Our deep appreciation also goes to the assessment committee members and coordinators at various levels across the university.

The commitment and support of the President's Office, the Provost's Office, and the leadership teams from all the colleges and divisions are instrumental in making assessment possible at CSUF. We are also grateful for the continued support from the Academic Senate's Assessment and Educational Effectiveness Committee and their ongoing promotion of assessment as a top priority on campus.

For questions or comments, please contact OIEP at data@fullerton.edu.



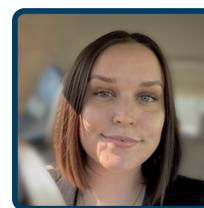
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