

Cal State **Fullerton**

2024-2025 University **Assessment** Report

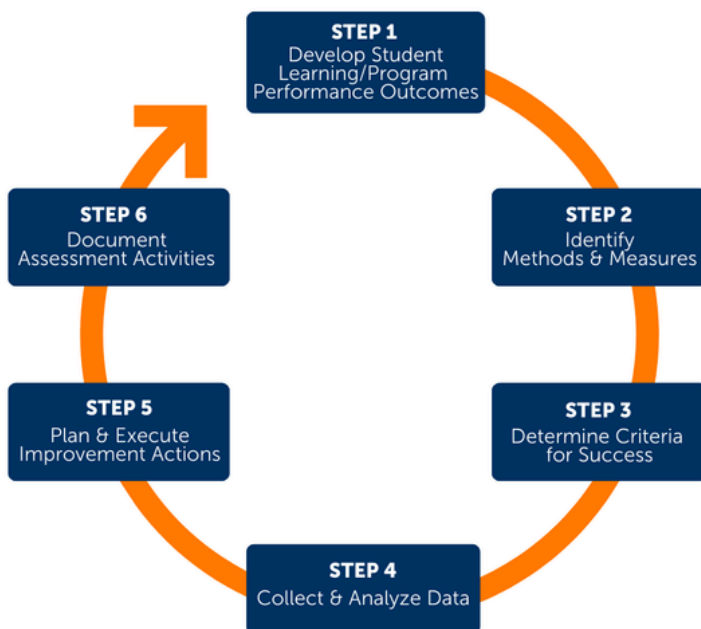




Assessment at CSUF

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 new [Fullerton Forward Strategic Plan](#) goals. At CSUF, assessment is a universitywide endeavor involving all colleges and divisions. Assessment is coordinated through the alignment of outcomes at the program or unit level and goals at the division and institution level. Each program/unit reports its annual assessment effort through the Assessment Management System (AMS) as part of the University's Six-step Assessment Process. Academic programs submit their assessment reports in the fall every year. Operational units submit their assessment reports in the fall and spring in alignment with strategic plan reporting needs. The different reporting dates align with the natural operation cycles of the programs/units and are the result of previous reflections on the annual assessment process, as well as emerging needs for the strategic plan. Individual program/unit assessment reports are carefully reviewed by a team of Assessment Liaisons who represent the diverse colleges, divisions, and programs/units on campus. Feedback from this peer-review process is returned to the program/unit to help improve their assessment practices.

Information presented in this University Assessment Report draws primarily upon the results from the Assessment Liaisons' reviews of the academic programs' fall reports and operational units' spring (e.g., year-end) reports. This annual assessment report provides an overview of the assessment status across the university and presents a snapshot of how well CSUF is achieving its learning goals and advancing the strategic plan.



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.

2024-2025 Assessment Status

Assessment Engagement

A total of 227 programs/units, consisting of 148 academic programs (degree programs and applicable non-degree programs) and 79 operational units, participated in the 2024-2025 annual assessment reporting process through the AMS. This equates to 99% universitywide participation in assessment.

99%

universitywide participation in assessment in 2024-2025

96% AY 23-24
99% AY 22-23
99% AY 21-22

99%

academic program participation in assessment in 2024-2025

95% AY 23-24
99% AY 22-23
99% AY 21-22

100%

operational unit participation in assessment in 2024-2025

100% AY 23-24
100% AY 22-23
100% AY 21-22

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, targeted workshops, and individualized consultations.

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" that highlight 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.

In 2024-2025, two assessment workshops were held along with many consultations throughout the year. There was a strong focus on individual consultations given the launch of the new Fullerton Forward Strategic Plan.

Check out the annual assessment showcases!



100%

of participants "agreed" or "strongly agreed" the workshops helped them understand how assessment supports continuous improvement of teaching and learning.

100%

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

100%

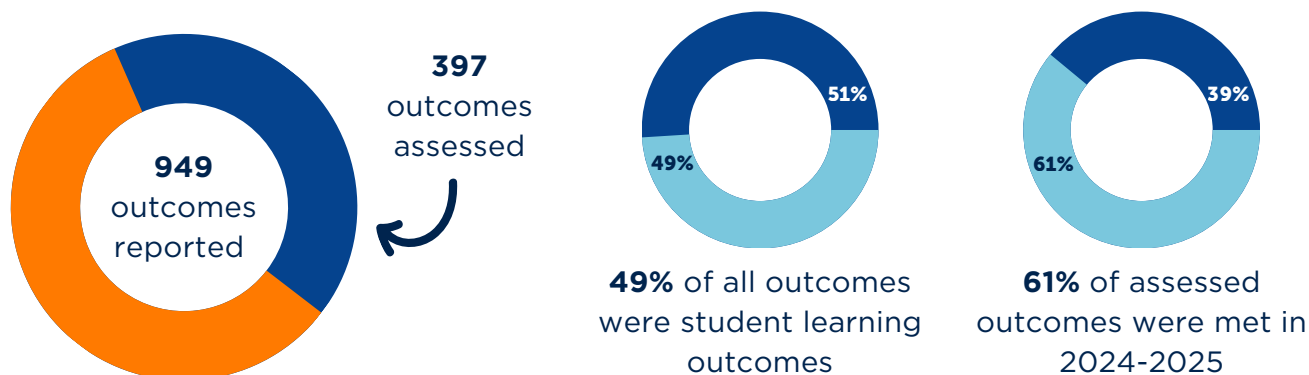
of participants "agreed" or "strongly agreed" the workshops were effective in strengthening their knowledge of how to conduct assessment.

Outcomes Overview



Assessment at CSUF is a universitywide endeavor and aligns with the University’s Fullerton Forward Strategic Plan. Undergraduate and graduate programs primarily focus on student learning outcomes (SLO), while operational units examine performance outcomes (PO) to improve operational effectiveness and track strategic plan progress. Each program/unit is recommended to prioritize and include a reasonable number of outcomes (e.g., 5-7) in its assessment plan. Units are required to report on all of their outcomes every semester. Programs are required to assess at least one outcome per year and rotate through all outcomes within the duration of the assessment plan. Curriculum maps for degree programs are available on the [OIEP website](#).

Before the launch of the new Fullerton Forward Strategic Plan, SLO assessment comprised the majority of annual assessment activities. However, since the launch of the strategic plan, the number of POs has increased. In 2024-2025, 51% of the outcomes reported were POs, whereas in 2023-2024, 14% were POs. Among all outcomes, 42% (397 out of 949) were assessed in 2024-2025, which is an increase from 31% (259 out of 834) the previous year. Among the assessed outcomes, 61% of outcomes were "Assessed and Met", compared to 83% in 2023-2024. This decline is likely due to the large number of new POs assessed for the first time under the new strategic plan, as initial assessment of newly implemented outcomes typically provides significant opportunities for improvement.



The university coordinates and integrates assessment activities of individual programs/units by aligning outcomes at program/unit and division/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 and 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

Fullerton Forward Strategic Plan Goals

- Enhance Support for Student Access, Learning, and Academic Success
- Foster Student Engagement and Well-Being
- Recruit, Develop, and Retain High-Quality Faculty and Staff
- Expand and Strengthen Physical and Financial Capacity and Community Relations
- Innovate and Improve Campus Operations

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, 4, and 5, as almost all learning outcomes align with SPG 1. Compared to last year, there is a decrease in assessed outcomes aligned with each SPG being "Assessed and Met", due to 2024-2025 being the first year new performance outcomes were implemented and assessed.

Strategic Plan Goal	Aligned Outcomes	Percent of Outcomes "Assessed and Met"
SPG 1 - Support for student access, learning, and academic success	815	70%
SPG 2 - Student engagement and well-being	110	63%
SPG 3 - Recruit, develop, and retain high-quality faculty and staff	45	30%
SPG 4 - Physical and financial capacity and community relations	48	38%
SPG 5 - Innovate and improve campus operations	40	38%

Alignment with WSCUC Core Competencies

Many of the reported outcomes align with Critical Thinking and Information Literacy. The percentage of "Assessed and Met" outcomes increased for all Core Competencies compared to last year, with a notable increase for Oral Communication (64% were "Assessed and Met" in 2023-2024). These increases could be attributable to "closing the loop" efforts by the programs based on previous assessment results.

Core Competency	Aligned Outcomes	Percent of Outcomes "Assessed and Met"
Critical Thinking	228	86%
Information Literacy	201	89%
Oral Communication	111	93%
Quantitative Reasoning	106	79%
Written Communication	118	85%

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 "Assessed and Met." Compared to last year, the percentage of "Assessed and Met" outcomes aligned with ULG 2, 5, and 6 increased. This echoes a similar increase for GLG 5 and 6.

University Learning Goal	Aligned Outcomes	Percent of Outcomes "Assessed and Met"
ULG 1 - Intellectual Literacy	149	80%
ULG 2 - Critical Thinking	136	90%
ULG 3 - Communication	103	85%
ULG 4 - Teamwork	37	92%
ULG 5 - Community Perspective	51	93%
ULG 6 - Global Community	47	80%

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 "Assessed and Met." The number of outcomes aligned with GLG 5 and 6 has increased for a fourth year in a row, and the percentage of "Assessed and Met" outcomes aligned with these GLGs increased this year. These increases could be due to the university's recent dedicated efforts to enhance the integration and assessment of GLG 5 and 6.

University Learning Goal	Aligned Outcomes	Percent of Outcomes "Assessed and Met"
GLG 1 - Intellectual Literacy	163	82%
GLG 2 - Critical Thinking	143	85%
GLG 3 - Communication	117	85%
GLG 4 - Teamwork	77	89%
GLG 5 - Community Perspective	81	93%
GLG 6 - Global Community	63	95%



Assessment Quality

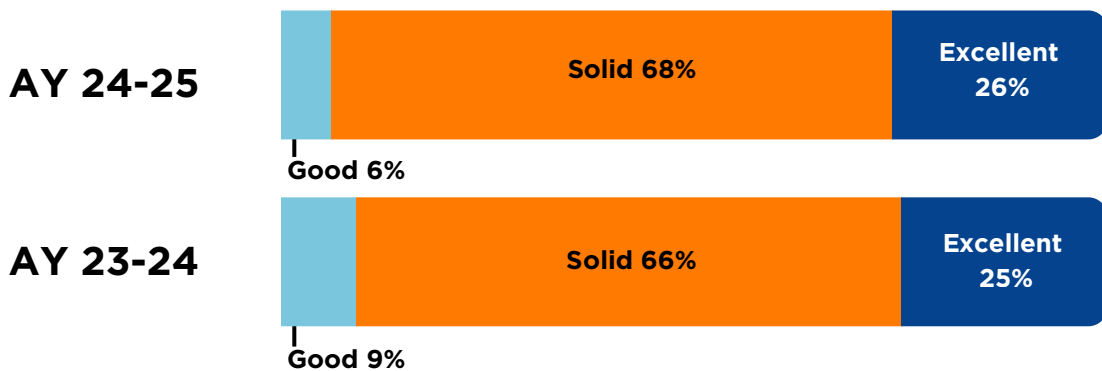
The annual assessment reports were reviewed by Assessment Liaison teams shortly after submission. A [common feedback rubric](#), complemented by a rubric review and calibration session, was used to ensure consistency among the reviewers. The rubric examines essential areas for each step of the Six-Step Assessment Process, including whether the outcomes are measurable, whether the measures are valid and reliable, and whether improvement plans are developed and implemented.

Check out the common feedback rubric here.

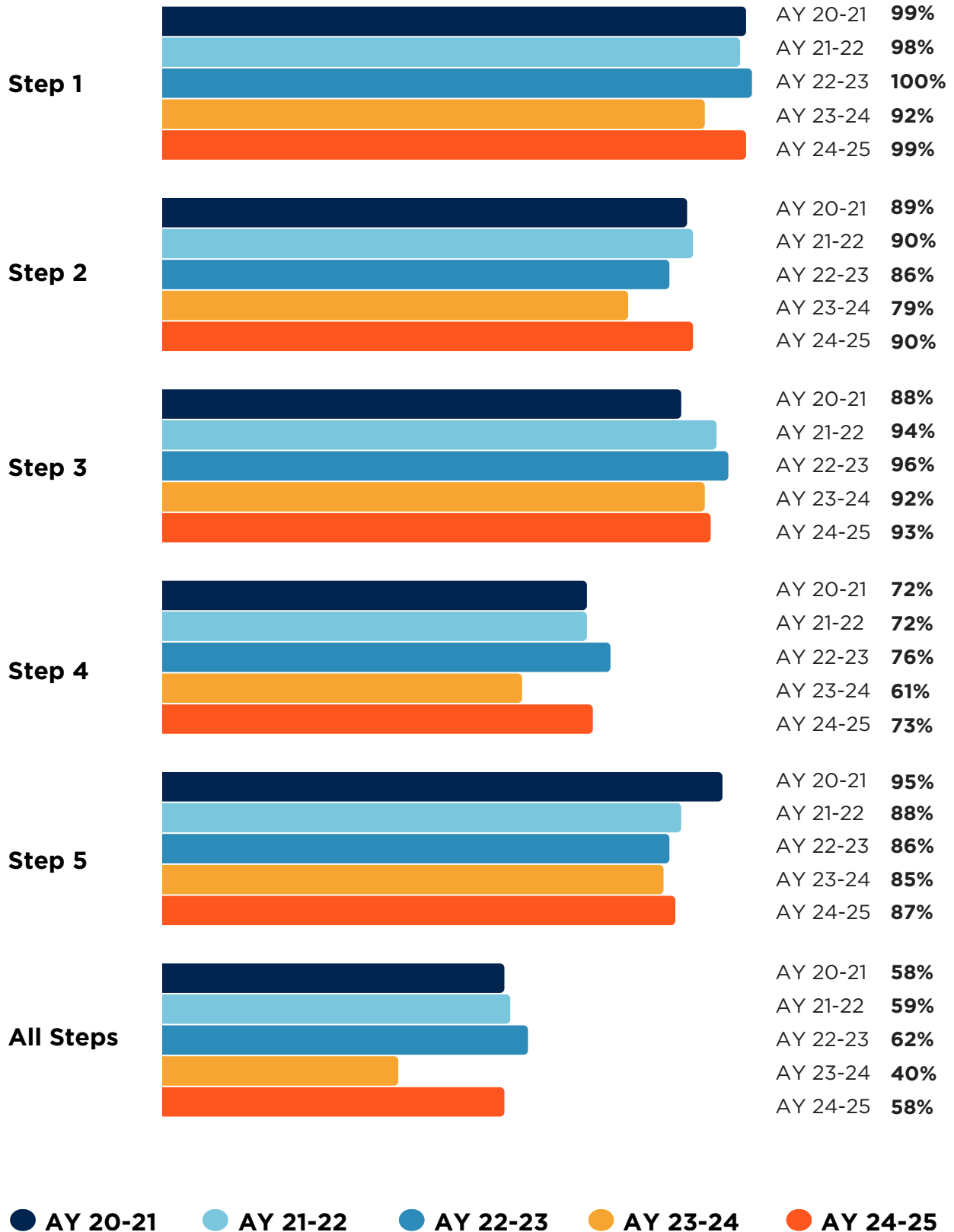
Assessment Liaisons reviewed each program's/unit's assessment report and provided simple feedback on all rubric criteria, as well as constructive feedback to elaborate. To give the programs/units a general sense of the state of their assessment practices, an "overall rating" was also provided. The "overall rating" suggests to the programs/units whether they have 1) an **"Excellent"** assessment practice that should be continued, 2) a **"Solid"** assessment practice that is generally sound but needs improvement in some areas, or 3) a **"Good"** assessment practice that demonstrates reasonable effort but has issues that require significant improvement. The overall ratings provide a consistent measure to gauge the quality of assessment across the university.

The percentage of programs/units receiving **"Excellent"** assessment ratings increased from 2023-2024, from 25% to 26%; the percentage of programs/units receiving **"Solid"** ratings also increased from 66% to 68%. The percentage of programs/units that received **"Good"** ratings correspondingly decreased from 9% to 6%. The slight shift in the assessment rating distribution, in particular the decrease in the **"Good"** rating, indicates a positive impact of the support provided to programs/units, despite the changes made to the feedback rubric in 2023-2024. Specifically, Assessment Liaisons agreed to change criterion 4.3 to more clearly outline the need to interpret and reflect on findings in an effort to enhance the continuous improvement culture on campus. As a result, the support and resources offered also shifted to emphasize more the importance of interpreting findings. These efforts have resulted in a significant increase in the percentage of programs/units that completed Step 4 (Data Collection and Analysis) appropriately, as well as all steps of the Six-Step Assessment Process. However, this is an area for improvement for the campus, and one that the Office of Institutional Effectiveness and Planning will continue to focus on.

Assessment Ratings



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





Excellent Assessment

We would like to acknowledge the academic programs and operational units that achieved an “Excellent” rating on their 2024-2025 Assessment Feedback Report.

Division of Academic Affairs

- Faculty Development Center
- University Honors Center
- College of Humanities and Social Sciences: Dean’s Office
- College of Natural Sciences and Mathematics: Dean’s Office

Division of Administration and Finance

- Audit Office
- CSUF Police Department
- Financial Services

College of Business and Economics

- Business Administration, B.A.
- Business Administration, MBA
- International Business, B.A.

College of Education

- Curriculum and Instruction, M.S.
- Educational Leadership and Administration, M.S.
- Educational Technology, M.S.
- Higher Education, M.S.
- Instructional Design and Technology, M.S.
- Literacy and Reading, M.S.
- Special Education, M.S.
- Transformative Teaching in Secondary Education, M.S.

College of Health and Human Development

- Child and Adolescent Studies, B.S.
- Clinical Mental Health Counseling & Marriage and Family Therapy, M.S.
- Public Health, B.S.
- Public Health, MPH
- Social Work, MSW

College of Humanities and Social Sciences

- African American Studies, B.A.
- American Studies, B.A.
- Asian American Studies, B.A.
- Anthropology, B.A.
- Anthropology, M.A.
- Environmental Studies, M.S.
- Geography, B.A.
- Gerontology, M.S.
- Liberal Studies, B.A.
- Religious Studies, B.A.
- Public Administration, MPA
- Sociology, B.A.

College of Natural Sciences and Mathematics

- Physics, M.S.

Office of the President

- Office of Institutional Effectiveness and Planning

Division of Student Affairs and Strategic Enrollment Management

- Admissions
- Athletic Academic Services
- Career Center
- Counseling and Psychological Services
- Disability Support Services
- Transfer, Adult Re-Entry, Parenting, and Pregnant Student Center
- TRIO

Division of University Advancement

- Administration and Finance
- Central Development



Check out more examples here!



Assessment Best Practices

Many examples of “best practices” were observed in the review of the 2024-2025 assessment reports, a small number of which are briefly described in this report.

COLLEGE OF BUSINESS AND ECONOMICS – BUSINESS ADMINISTRATION B.A.

The Business Administration B.A. program employed a pre-post assessment design to examine students’ ability to deliver effective oral presentations, capturing skill development from the beginning to the end of the degree program. Direct assessment was conducted using the SPEAKS rubric – a validated, discipline-adapted instrument evaluating five traits (Structure, Personal Appearance, Eye Contact, Articulation, and Kinetics) on a 3-point scale. The rubric was administered to 340 students across 21 sections of two courses: BUAD 301 (pre-test, n=229) and MGMT 449, the capstone course (post-test, n=111). Trained graduate student evaluators scored all presentations, and data were collected across multiple instructional formats (face-to-face, online, and hybrid), enabling meaningful disaggregation by modality.

Results exceeded the program’s criteria for success (e.g., 70% of students meet or exceed the performance standard of an overall score of 2.0) at both pre- and post-assessment points: 93.9% of BUAD 301 students and 97.3% of MGMT 449 students received an overall score of 2.0 or higher. SPEAKS rubric criteria revealed that post-test scores improved in “Eye Contact” and “Kinetics” relative to pre-test, while “Articulation” and “Structure” showed marginal declines, providing an area for future improvement. Indirect assessment via an undergraduate exit survey (n=815) corroborated direct findings, with 81.6% of students rating their oral communication skills as “Excellent” or “Good,” surpassing the 70% criteria for success. Some differences were noted between face-to-face (F2F) versus online modalities, (e.g., 92% of F2F students vs. 100% of online students in BUAD 301 met or exceeded the performance criteria.)

In response to these findings, the program identified three targeted improvement actions: 1) addressing the limited growth observed between pre- and post-test scores by engaging department chairs and faculty across disciplines to embed oral communication skill development more intentionally throughout the curriculum, 2) continuing to share assessment results with individual departments and solicit feedback as an ongoing collaborative activity, and 3) revisiting the performance standard threshold in a future cycle to determine whether a score of 2.0 remains sufficiently aspirational given the consistently high achievement observed.



COLLEGE OF EDUCATION – INSTRUCTIONAL DESIGN AND TECHNOLOGY M.S.

The Instructional Design and Educational Technology M.S. program used a comprehensive mixed-methods assessment approach to evaluate candidates' ability to apply appropriate software design strategies in the development and implementation of digital instructional technologies that support diverse communities. Using both direct and indirect measures, the program assessed all 39 graduating students through a signature master's project evaluated across four criteria: 1) application of Just, Equitable, and Inclusive Education/Universal Design for Learning principles, 2) design for diverse learner needs, 3) alignment between *project goals* with the diverse needs of the target audience, and 4) alignment between *project learning objectives* with the diverse needs of the target audience. Students applied Web Content Accessibility Guidelines (WCAG) as a global standard for digital accessibility, self-assessed their projects against these benchmarks, and reflected on modifications made – demonstrating both applied competency and continued development in this area. Additionally, students developed evaluation instruments and shared their digital projects with instructional design and subject-matter experts in the field, receiving direct external feedback that informed their final reflections of the master's project.

Analysis of the master's project confirmed that 100% of the students met all four assessment criteria, demonstrating readiness for professional practice. Indirect assessment via an exit survey (n=12; 31% response rate) corroborated these findings, with mean ratings ranging between 3.00 and 3.82 (on a 4.0 scale) for the eleven survey questions related to the learning outcome. The question with the greatest mean (3.82) was, "using culturally relevant and sustaining strategies for designing instruction through an anti-racist lens." As the highest performing area, this is accurate given the master's program focuses on design and development. The question with the lowest mean (3.0) was, "I am able to create learning experiences or resources that reflect principles of anti-racist education." While these topics are addressed in the curriculum, given these findings, the program plans to expand their integration more systematically across the program.



COLLEGE OF HEALTH AND HUMAN DEVELOPMENT – CHILD AND ADOLESCENT STUDIES B.S.

The Child and Adolescent Studies B.S. program employed a rigorous, multi-layered assessment approach to examine students' ability to describe and explain relevant theories, concepts, and related research findings, using CAS 325B as the site of assessment. With 100% instructor and section participation (six instructors across ten sections, n=202), the program collected data from both in-person and online sections, reflecting the full range of instructional modalities offered. To ensure scoring consistency, the program established inter-rater reliability, then scored a random analytic sample of 56 students' assignments (~27% of total number of students). The rubric scores indicated that 48% of students "Met" or "Exceeded" competency, which fell below the 70% criteria for success pre-determined by the program faculty. Disaggregated analysis across the three essay components revealed meaningful variation: More than 70% of students met competency on the identifying and describing a particular theory or stage of development component, while performance declined on higher-order components requiring explanation of key concepts pertinent to the theory/stage (44% Met/Exceeded) and describing the theory within the context of relevant research findings (33% Met/Exceeded).

These findings pinpoint higher-order theoretical reasoning as the primary area of challenge. Further disaggregation by modality revealed that online students outperformed in-person students (62% vs. 39% Met/Exceeded), a finding the program interpreted with appropriate caution given that online students likely had access to notes, textbooks, and internet resources. Notably, these results reflected only modest improvement over the last assessment of this SLO in AY 2013-14 (48% vs. 45% Met/Exceeded), underscoring the persistence of this challenge. In response, the program identified three targeted improvement actions: 1) renewing curricular focus on higher-order theoretical concepts and related research findings, 2) establishing an AI Working Group to develop faculty guidance on ethical AI literacy and to reconsider how SLOs should be assessed in light of students' AI tool use, and 3) administering a faculty AI use and perspectives survey to inform next steps with a full improvement plan to be finalized at the Department Spring Retreat.



COLLEGE OF HUMANITIES AND SOCIAL SCIENCES – RELIGIOUS STUDIES B.A.

The Religious Studies B.A. program applied a robust mixed-methods assessment approach to examine students' ability to express their understanding of religion as a global phenomenon across multiple spheres of life. The program used both direct and indirect measures across seven course sections in fall 2024 and spring 2025, collecting data from two embedded short essay exam questions (direct), two critical reflection papers (direct), open-ended self-assessment reflections (indirect), and Likert-scale exit surveys (indirect). Overall, direct assessment results indicated that an average of 80% of students scored at a "B" or higher across the four direct measures (ranging from 72% to 89%), exceeding the program's criteria for success of 75%. Indirect measures further corroborated these findings. Open-ended reflections were coded using an AI-assisted "affirmative response" schema for the question, "To what extent has this course helped you express how religion as a global phenomenon impacts different spheres of life?" The analysis (n=25) suggested 96% of students reported affirmative responses, well above the 75% target. Additionally, Likert-scale survey results across four course sections consistently revealed that 95% to 100% of students responded "Strongly Agree" or "Agree" that the course helped them understand religion's global impact.

Although student performance across courses consistently revealed satisfactory findings, meaningful variations were noted in how the different courses interpreted the SLO through distinct pedagogical lenses. For example, RLST 250 emphasized doctrinal and cultural practices, while RLST 110 foregrounded social justice and comparative analysis. In response to these observations, the program identified three areas for improvement: 1) clarifying the scope of "global impact" to more explicitly invite both global and global-local perspectives in course materials and prompts, 2) developing shared rubrics or framing language to unify assessment criteria across courses, and 3) refining indirect measures by incorporating more structured prompts for open-ended reflections to deepen student engagement with the SLO.



COLLEGE OF NATURAL SCIENCES AND MATHEMATICS – PHYSICS M.S.

The Physics M.S. program used a structured, multi-rater direct assessment approach to examine graduating students' ability to clearly and concisely report research results and analysis through oral presentations. All ten M.S. students who completed their degree via the project option in AY 2024–25 were assessed using a nine-dimension rubric organized across three categories – scientific content, organization, and presentation – with each dimension scored on a 0–3 scale (0 = criteria not satisfied; 3 = criteria fully satisfied). Each presentation was independently evaluated by seven faculty members and postdoctoral research fellows, with scores averaged first within each evaluator and then across all evaluators, yielding a robust multi-rater composite score per student. The rubric itself was adapted from the Oral Communication AAC&U VALUE rubric and refined through prior assessment cycles to reflect the program's discipline-specific expectations, ensuring both validity and contextual relevance. Results demonstrated strong performance across the cohort: All ten students (100%) met the program's benchmark of receiving an average score of 2.0 or higher, with individual scores ranging from 2.16 to 2.88 (out of 3.0) – indicating that all students performed well above the minimum threshold. Despite the positive findings, the program identified one targeted improvement action: proactively sharing the assessment rubric with faculty mentors early in the academic year so that mentors may, at their discretion, share with students to better prepare them for the expectations of scientific oral communication.



DIVISION OF ADMINISTRATION AND FINANCE - CSUF POLICE DEPARTMENT

In support of Fullerton Forward Strategic Plan Goal 2, Foster Student Engagement and Wellbeing, the CSUF Police Department proactively collaborated with Counseling and Psychological Services (CAPS) to develop an outcome and action plan intended to ensure students, staff, and faculty receive tiered programs and services to address their mental health needs through the introduction of a new CSUF Crisis Response Team (CRT). CSUF PD, in collaboration with CAPS, applied for and received a \$550k Grant from the Department of Justice to further Holistic Mental Health Services and develop a tiered safety response system at CSUF from October 2024 through September 2027. The CRT is now led by two full-time CAPS licensed clinical social workers, paired with a CSUF PD full-time unarmed civilian Campus Safety Specialist (CSS) to provide safety response for Titans experiencing non-violent behavioral health crises. From July 1, 2024, through May 31, 2025, eight CSS team members provided 24/7 safety service and handled 4,840 total incidents; CAPS clinicians responded to 100% (n=31) of calls for service during their operational hours; and the CSUF PD team responded to 125 “welfare checks” and 5,150 calls. The CSUF PD plans to evaluate the potential need to expand the hours of operation for the CRT to respond to Titans in crisis after hours and on weekends.

DIVISION OF STUDENT AFFAIRS AND STRATEGIC ENROLLMENT MANAGEMENT – CAREER CENTER

The Career Center developed and implemented an outcome and action plan focused on supporting students’ post-graduation success through high-quality career services in alignment with Fullerton Forward Strategic Plan Goal 1, Enhance Support for Student Access, Learning, and Academic Success. To ensure that students receive the highest level of support in their career development journey, the center’s action plan focused on Career Specialists and Career Coaches’ preparation and ability to provide resources and answers to students’ career development questions and concerns, with the goal of increasing students’ career readiness within a supportive learning environment. The center defines career readiness as the attainment and demonstration of essential competencies that broadly equip college graduates for a successful transition into the workforce.

A post-appointment survey was used to collect student experience data (n= 1,397 out of 4,429, resulting in a response rate of 33%). The survey results indicated that career counseling appointments—including major and career exploration, personal statement guidance, resume and cover letter assistance, mock interviews, job and internship searches, and graduate school preparation—facilitated by College Career Specialists and Career Coaches significantly surpassed students’ expectations. Students consistently reported feeling more career-ready after meeting with their counselors (98%) and would recommend their peers to attend a career counseling session or appointment (99%).

The findings reaffirm the effectiveness of the methods and strategies employed by specialists and career coaches, demonstrating their ability to equip students with the necessary tools and support for professional growth. Additionally, the data suggest that students feel well-supported in their career development and receive exceptional customer service from their assigned Career Specialist or Coach. The center is committed to maintaining these positive results and will continue to provide ongoing training for specialists and coaches, reinforcing a commitment to excellence in both content and delivery.



Program Performance Review

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

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



The PPR process begins with preparing a self-study and concludes with a culmination meeting between the program, college, and university. The entire process typically takes two academic years to complete, with the program undergoing review in year one, followed by the culmination meeting taking place 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 the Office of Institutional Effectiveness and Planning (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 11 programs completed their PPR process in 2024-2025. A thematic analysis of the PPR reports revealed the following top **Commendations**: Curriculum and Pedagogical Practices; Student Support and Services; Faculty Excellence; and Alignment with the University's Mission and Values. Additional themes identified in the Commendations included: Community Relations; and Assessment and Continuous Improvement. The top **Recommendations** observed were: Curriculum and Pedagogical Practices; Student Support and Services; Enrollment and Recruitment; and Assessment. Three additional Recommendations were also identified: Alumni and Stakeholder Engagement; Faculty Development; and Equity and Social Justice Integration. Interestingly, many of the Recommendations are also Commendations, suggesting promising progress has been made, but more work is needed in these areas. Regarding **Resource Requests**, the common themes were Faculty and Staff Recruitment and Support; Program and Student Resources; Student Enrollment and Recruitment; and Physical Space, Equipment, and Technology.

For the third year in a row, Curriculum and Pedagogical Practices has been an area of strength and improvement, highlighting its importance in academic programs' operations and continuous improvement efforts. This year, Student Support and Services was identified as both a strength and an area for improvement, signaling a commitment to student success, as outlined in the strategic plan. Faculty, staff, and student resources continue to be a prominent Resource Request this year, with Student Enrollment and Recruitment emerging as a new theme under Resource Requests and Recommendations. The emergence of Student Enrollment and Recruitment echoes the growing initiatives in student enrollment in higher education, as seen in CSUF's and CSU's strategic plans.

2024-2025 TOP PROGRAM PERFORMANCE REVIEW THEMES

Commendations

- Curriculum and Pedagogical Practices
- Student Support and Services
- Faculty Excellence
- Alignment with University's Mission and Values

Recommendations

- Curriculum and Pedagogical Practices
- Student Support and Services
- Student Enrollment and Recruitment
- Assessment

Resource Requests

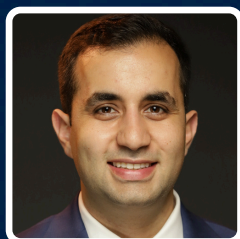
- Faculty and Staff Recruitment and Support
- Program and Student Resources
- Student Enrollment and Recruitment
- Physical Space, Equipment, and Technology

Assessment Liaisons 2024-2025

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 and
Mathematics



Matt Badal
Information
Technology



Darren Banks
Engineering
and Computer
Science



**Ioakim
Boutakidis**
Health
and Human
Development



Gabby Burns
Office of the
Provost



**Patricia
Calimquim**
Administration
and Finance



Devin Carrillo
Office of the
Provost



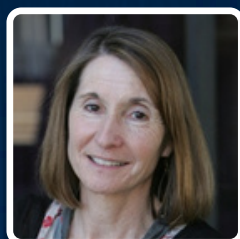
**Bex
Conran-
Dunham**
Administration
and Finance



Robin Crew
Office of the
Provost



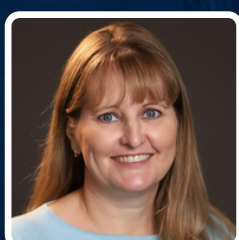
Alisa Flowers
Student Affairs
and Strategic
Enrollment
Management



**Sheryl
Fontaine**
Office of the
Provost



**Afsaneh
Hamedani**
Information
Technology



Chalea Forgues
Student Affairs
and Strategic
Enrollment
Management



**Barbara
Kabala**
Human
Resources
and Inclusive
Excellence



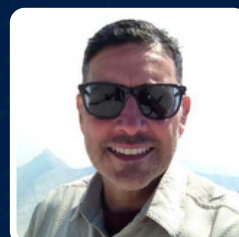
Pauline Knox
Information
Technology



Andrea Kelligrew
University
Advancement



Stefanie Light
University
Advancement



Sergio Lizarraga
Arts



Daniel Martin
Human
Resources
and Inclusive
Excellence



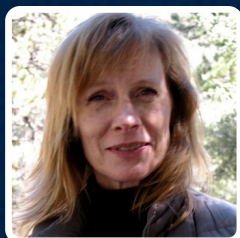
Sinjini Mitra
Business and
Economics



Ariana Mora Mero
Student Affairs
and Strategic
Enrollment
Management



Christine Muriel
Administration
and Finance



Debra Noble
Arts



Carter Rakovski
Humanities
and Social
Sciences



Brenda Perez
Administration
and Finance



Doug Swanson
Communications



Lei Xu
Humanities
and Social
Sciences



Rohanna Ylagan-Nicanor
Education

Closing the Loop

Summary and Next Steps

Despite the rather significant changes associated with integrating assessment with strategic plan reporting, CSUF continues to have almost 100% of universitywide participation in assessment. This level of universitywide engagement with assessment signals that CSUF has established a sustainable assessment infrastructure. However, as we continue to examine student learning and success, faculty and staff experiences, and operational efficiency through thoughtful and impactful assessment processes, the campus is exploring ways to further strengthen the quality of assessment practices.

During this 2024-2025 assessment cycle, the percentage of programs/units that received an “Excellent” and “Solid” rating increased compared to 2023-2024. Although slight, this is a positive increase, given recent efforts to enhance the quality of assessment on campus, particularly in Step 4 (Data Collection and Analysis) of the assessment process. The quality of Step 4 also increased in 2024-2025, an additional indicator that, despite efforts to increase the rigor of how quality is measured, we maintain high quality assessment practices as a campus. As a large institution, we are proud of the wide participation and high quality of assessment at all university levels.



Acknowledgment

We sincerely thank the Assessment Liaisons representing the diverse colleges and divisions 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 programs, units, colleges, and divisions for participating in the assessment effort, as well as 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.

Contact Us

For questions or comments, please contact the Office of Institutional Effectiveness and Planning at data@fullerton.edu.



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