



CALIFORNIA STATE UNIVERSITY  
**FULLERTON**<sup>TM</sup>

# 2019-20 University Assessment Report



California State University, Fullerton (CSUF) continued its efforts in 2019-20 to strengthen and expand the assessment of student learning, student experiences, faculty/staff satisfaction, operational effectiveness, and university progress toward strategic plan goals.

Guided by the university-wide six-step assessment process, academic and operational units at CSUF design their assessment plans, develop appropriate learning and/or performance outcomes, implement direct and/or indirect measures, and interpret and act upon the results. At CSUF, assessment is a campus-wide endeavor involving all colleges and divisions and is coordinated through the alignment of outcomes at the program/unit level and goals at the institution level.

The COVID-19 pandemic interrupted the ongoing General Education

(GE) assessment effort centered on the Faculty Learning Community (FLC). However, two faculty who have participated in GE assessment in the past – Dr. David Adams and Dr. Pam Oliver – are reviewing the GE assessment findings thus far, researching areas for improvement of the FLC model, and identifying recommendations to improve GE assessment.

As part of the six-step assessment process, each unit reports its annual assessment effort through the Assessment Management System (AMS), which was collected July 15, 2020, for operational units and November 15, 2020, for academic units. The two different reporting dates align with the natural operation cycles of the different units and are the result of previous reflections of 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. To help the units further improve their assessment practices, feedback from the review is provided back to the units.

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

## *Assessment is a campus-wide endeavor involving all colleges and divisions*

### Assessment Structure

#### Principles

Assessment at CSUF is governed by UPS 300.022 and the Academic Senate's Assessment and Educational Effectiveness Plan.

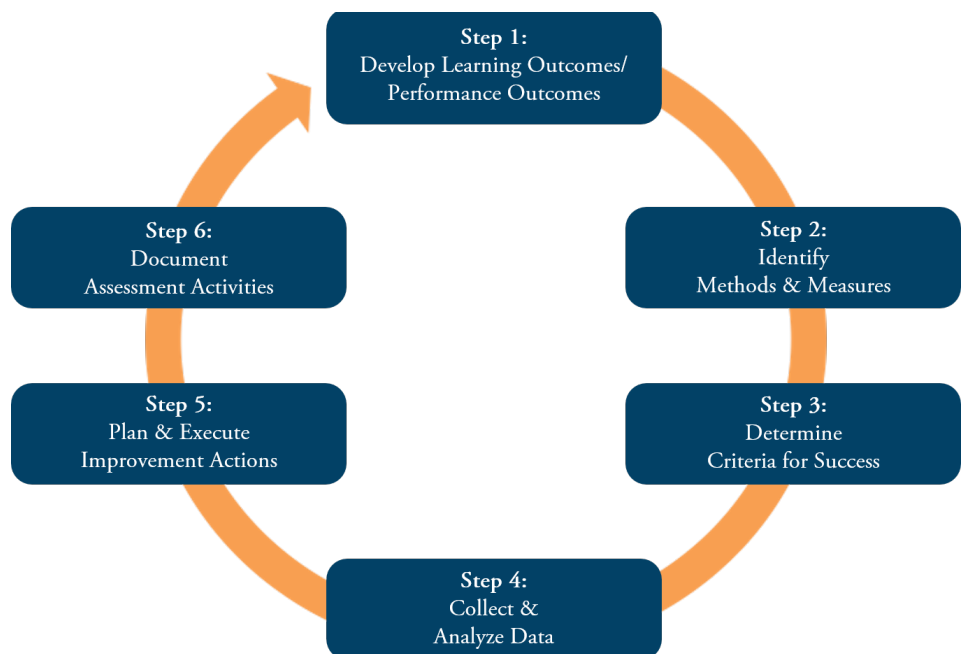
#### Process

Assessment at CSUF is conducted following a six-step process.

#### Platform

Assessment at CSUF is documented through an online management system, known as the AMS.

### Six-Step Assessment Process



## 2019-20 Assessment Liaisons



### People

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



**Ioakim Boutakidis**  
HHD



**Jon Bruschke**  
CCOM



**Christina Cardenas**  
Academic Programs



**Kim Case**  
EDU



**Dhusdee Chandswang**  
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**Yessica De La Torre Roman**  
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**Tara Garcia**  
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**Justin Gerboc**  
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**Jesayha Hamilton**  
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**Eric Karkhoff**  
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**Christina Kim**  
EIP



**Sergio Lizarraga**  
COTA



**Sinjini Mitra**  
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**Rachel Nilsson**  
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**Angela North**  
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**Carter Rakovski**  
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**Lisa Tran**  
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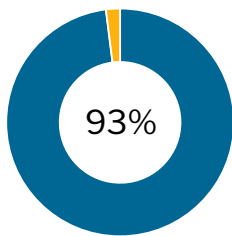
**Haowei Wang**  
ECS



**André Zampaulo**  
HSS

## Support

Despite the COVID-19 disruption, multiple virtual professional development opportunities were provided in AY 19-20 to help faculty and staff develop expertise related to assessment.



of participants rated the workshops as “useful” or “very useful”

[98% AY 18-19]  
[98% AY 17-18]

## Resources

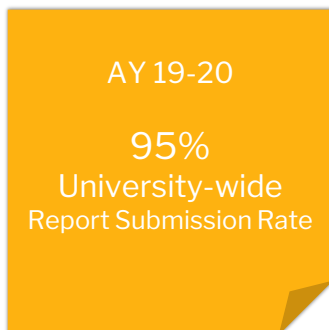
A website (<http://www.fullerton.edu/data>) provides descriptions of and resources for various quality assurance processes of the university, including learning outcome and performance outcome assessment, program performance review, and center and institute review. Detailed instructions on how to conduct every step of the assessment process, and how to complete assessment reporting are provided. The website also serves as a central repository for evidence that demonstrates CSUF’s commitment to quality, including assessment “showcases” that highlight best practices on campus, summary results of institution-level assessment (e.g., GE, large-scale surveys), and relevant documents that demonstrate the transparency of various quality assurance processes. Important institutional data on students and faculty can be found on the website as well.

## Dissemination

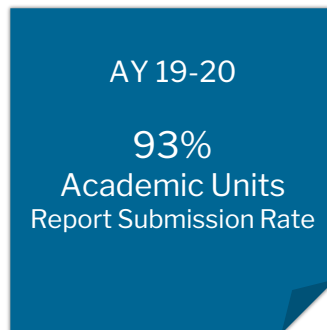
In addition to internal communication, faculty, staff, and administrators disseminated our assessment and research efforts and findings with external colleagues to share positive experiences and seek constructive feedback. In AY 19-20, the Office of Assessment and Institutional Effectiveness alone had 10 presentations accepted to conferences and delivered five presentations at the CAIR Annual Conference. Dr. Ioakim Boutakidis, the HHD assessment liaison, co-authored an article with Dr. Su Swarat on the impact of COVID-19 on student performance for the CSUF Senate Forum.

## Assessment Status

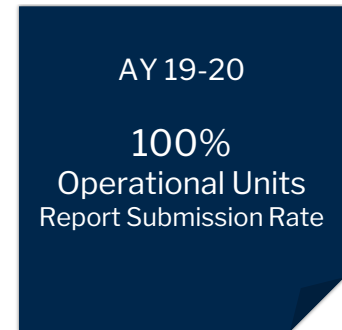
A total of **173** units, 130 academic units (degree programs and applicable non-degree programs) and 43 operational units, submitted an AY 19-20 annual assessment report through the AMS. This equates to **95%** of the units in the six divisions that participated in assessment. The slight decrease in report submission rate could be explained by the COVID-19 pandemic disruption.



[100% AY 18-19]  
[100% AY 17-18]



[100% AY 18-19]  
[100% AY 17-18]



[100% AY 18-19]  
[100% AY 17-18]

# Outcomes Overview

Assessment at CSUF is a campus-wide endeavor. While the undergraduate and graduate degree programs primarily focus on student learning outcomes, the operational units often engage in the examination of performance outcomes that aim to improve operational effectiveness. To make assessment manageable, 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 set an appropriate schedule to rotate through all outcomes within the duration of the assessment plan. Curriculum maps and assessment plans can be found at <http://www.fullerton.edu/data/assessment/>.

Since the degree programs make up the majority of the units participating in assessment, 89% of the outcomes reported are student learning outcomes.

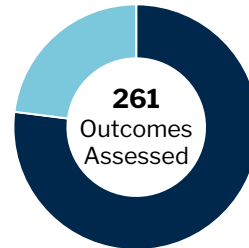
outcomes. Many of the programs/units surpassed the minimum assessment requirement — 38% of the reported outcomes (693) were assessed (261) in AY 19-20. Among these assessed outcomes, a significant portion (77%) of them were “met”, which is slightly lower than previous years (82% in AY 18-19, and 81% in AY 17-18), possibly attributable to the COVID-19 disruption.

**89%** of the reported outcomes are student learning outcomes.



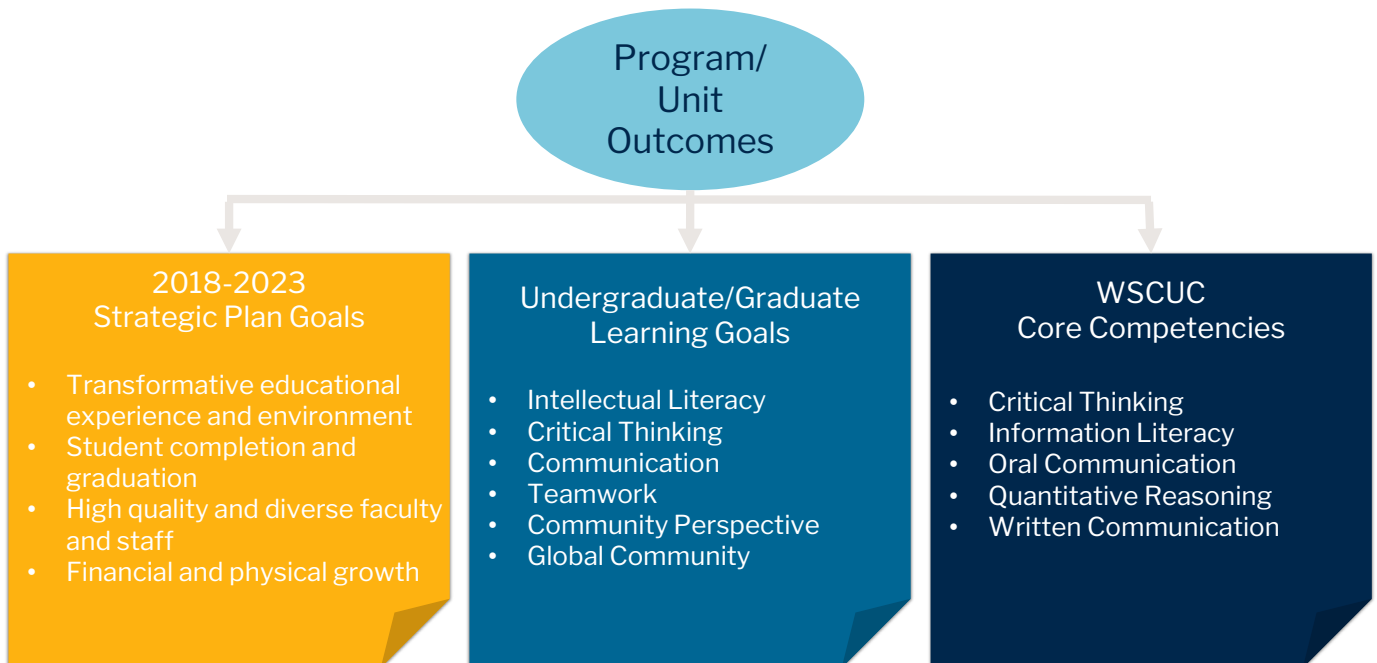
■ Learning Outcomes  
■ Performance Outcomes

**77%** of the assessed outcomes are met in AY 19-20.



■ Assessed and Met  
■ Assessed and Not Met




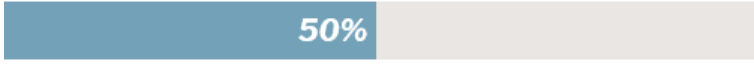
The university coordinates and integrates assessment activities of individual programs/units through alignment of outcomes at multiple levels — program/unit and the university. Programs or units align both student learning and performance outcomes with the university strategic plan goals, the undergraduate and graduate learning goals, and the WSCUC core competencies, where applicable. It is reasonable to expect student learning outcomes align closely with university learning goals. WSCUC core competencies are required only for undergraduate programs.



## Alignment with University Strategic Plan Goals (SPGs)

**SPG 1** is the focus of most outcomes.







A **majority** of the assessed outcomes aligned with SPG 1, 2 and 3 are “Met.”

Strategic Plan Goal	Aligned Outcomes	Percent “Assessed and Met”
<b>SPG 1</b> Transformative educational experience and environment	619	 76%
<b>SPG 2</b> Student complete and graduation	54	 80%
<b>SPG 3</b> High quality and diverse faculty and staff	13	 89%
<b>SPG 4</b> Financial and physical growth	7	 50%

## Alignment with University Undergraduate Learning Goals (ULGs)

**ULG 1, 2 and 3** have more outcomes aligned with them than ULG 4, 5 and 6.






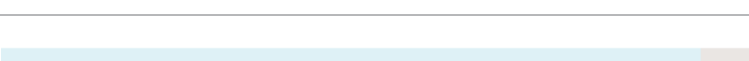
A **majority** of the assessed outcomes aligned with each ULG are “Met.”

University Learning Goal	Aligned Outcomes	Percent “Assessed and Met”
<b>ULG 1</b> Intellectual literacy	126	 80%
<b>ULG 2</b> Critical thinking	111	 88%
<b>ULG 3</b> Communication	83	 88%
<b>ULG 4</b> Teamwork	32	 85%
<b>ULG 5</b> Community perspective	34	 86%
<b>ULG 6</b> Global community	37	 67%

## Alignment with University Graduate Learning Goals (GLGs)

**GLG 1, 2 and 3** have more outcomes aligned with them than GLG 4, 5 and 6.






A **majority** of the assessed outcomes aligned with each GLG are “Met.”

University Learning Goal	Aligned Outcomes	Percent “Assessed and Met”
<b>GLG 1</b> Intellectual literacy	130	 87%
<b>GLG 2</b> Critical thinking	126	 85%
<b>GLG 3</b> Communication	78	 81%
<b>GLG 4</b> Teamwork	48	 75%
<b>GLG 5</b> Community perspective	56	 100%
<b>GLG 6</b> Global community	25	 93%

## Alignment with WSCUC Core Competencies

A significant number of the reported outcomes are aligned with **Critical Thinking** and **Information Literacy**.

A **majority** of the assessed outcomes aligned with each Core Competency are “Met.”

Core Competency	Aligned Outcomes	Percent “Assessed and Met”
<b>Critical Thinking</b>	166	 86%
<b>Information Literacy</b>	142	 88%
<b>Oral Communication</b>	84	 100%
<b>Quantitative Reasoning</b>	85	 87%
<b>Written Communication</b>	89	 88%

## Assessment Quality

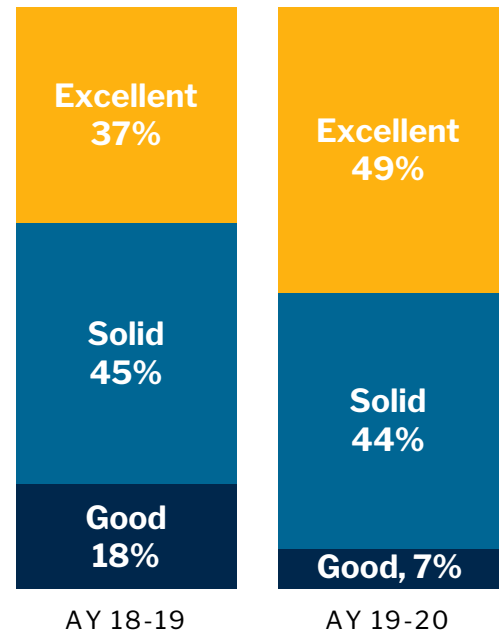
The annual assessment reports were reviewed by teams of 3-4 Assessment Liaisons immediately after the reports were submitted. A common feedback rubric, complemented by a calibration session, was used to ensure consistency among the reviewers (see rubric at [http://www.fullerton.edu/data\\_resources/pdfs/assessment\\_at\\_csuf/2019-20\\_assessment-rubric.pdf](http://www.fullerton.edu/data_resources/pdfs/assessment_at_csuf/2019-20_assessment-rubric.pdf)). The rubric examines important aspects of each of the six steps of the assessment process. Aspects include, for example, whether the outcomes are measurable, whether the measures are valid and reliable, and whether any improvement plans are developed or implemented.

When reviewing each program/unit's assessment report, the review team provided simple feedback (e.g., "yes," "no," "partial," "unclear") for each of the rubric criteria with constructive feedback to elaborate. An "overall rating" was also provided, with the

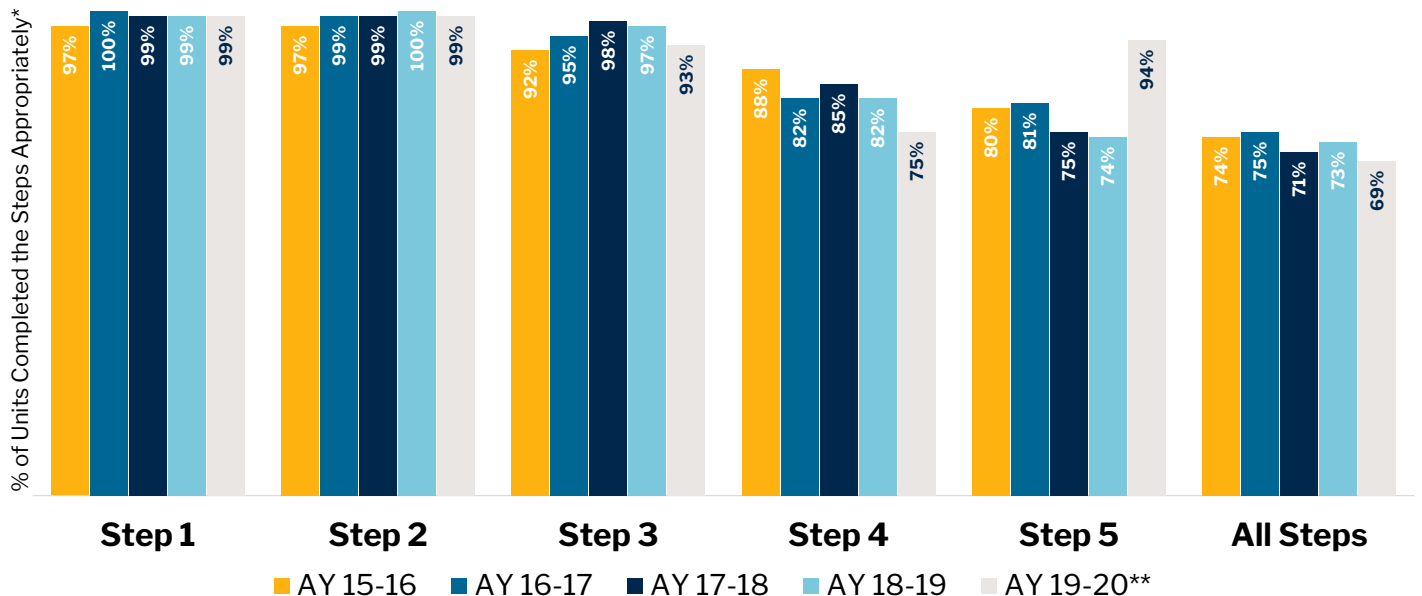
goal of giving the programs/units a general sense of the state of their assessment practices. The "overall rating" suggests to the programs/units whether they have 1) an "excellent" assessment practice which should be continued; 2) a "solid" assessment practice, which has a foundation but needs improvement in some areas; or 3) a "good" assessment practice which indicates good 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 distribution of the assessment ratings in AY 19-20 shifted from AY 18-19. The percentage of units that received the "Excellent" rating increased from 37% to 49%. This shift may be attributable to the fact that some units that had challenges with assessment were not able to report due to the COVID-19 disruption.

## Assessment Ratings



*The programs/units' appropriate implementation of Step 5 - Improvement Actions increased dramatically in AY 19/20 to 94%, up from 74% in prior year.*



\*Based on simple feedback for rubric items 1.1, 2.2, 2.3, 3.1, 4.2 & 5.1. \*\*Feedback review process changed from all outcomes to assessed outcomes. \*\*\*Step 6 is inherently reflected in longitudinal data documented in Steps 4-5.



## “Excellent” Assessment

At the recommendation of the Academic Senate Assessment and Educational Effectiveness Committee, we would like to especially acknowledge the academic programs and operational units that achieved an excellent rating on their 2019-20 Assessment Feedback Report.

### Operational Units

#### Academic Affairs

Academic Advisement Center  
Assessment and Institutional Effectiveness  
First Year Experience  
Health Professions Advising  
Irvine Center  
University Honors Program  
Writing Across the Curriculum

#### Administration and Finance

#### Student Affairs

Division of Student Affairs  
Admissions  
Assistant Deans  
Associated Students, Inc.  
Athletic Academic Services  
Career Center  
Center for Internships and Community Engagement  
Center for Scholars  
Counseling and Psychological Services  
Dean of Students Office  
Disability Support Services  
Diversity Initiatives and Resource Centers  
Educational Partnerships  
Financial Aid  
Housing and Residential Engagement  
Male Success Initiative  
Orientation  
Outreach and Recruitment  
Student Academic Services  
Student Health Center  
Veteran Resource Center  
WoMen’s Center and Adult Re-Entry Center

#### University Advancement

### Academic Programs

#### College of Business and Economics

Business Administration BA  
Information Systems MS  
Information Technology MS  
MBA

#### College of Communications

Communication Studies BA  
Communicative Disorders MA

#### College of the Arts

Dance BA

#### College of Engineering and Computer Science

Environmental Engineering MS

#### College of Education

Education MS (Elementary Curriculum and Instruction)  
Education MS (Literacy and Reading)

#### College of Health and Human Services

Counseling MS  
Public Health BS  
Social Work MSW

#### College of Humanities and Social Sciences

American Studies BA  
American Studies MA  
French BA  
Geography BA  
Geography MA  
History BA  
Liberal Studies BA  
Sociology BA  
Sociology MA  
Spanish for Hispanic Media Certificate

#### College of Natural Sciences and Mathematics

Biochemistry BS  
Chemistry BA  
Chemistry BS  
Chemistry MS  
Physics BS  
Physics MS

## Diversity

Many programs/units are engaged in assessment activities to ensure strategic plan goal three is realized through their daily practices.

Below are two assessment examples from AY 19-20 that demonstrate the promotion of diversity, equity, and inclusion at CSUF.

### *2018-2023 Strategic Plan Goal 3: Recruit and retain high-quality and diverse faculty and staff*

#### **Student Affairs – Housing and Residential Engagement**

Committed to providing a quality living and learning environment for all students, Housing and Residential Engagement (HRE) strives to create an inclusive, safe, and well-maintained environment to promote health and wellness. In 2019-20, HRE assessed the performance outcome (“Environment”) that captured students’ residential living experiences and perceptions on the quality of HRE spaces and environment using mid-year and end-of-year surveys. Survey questions touched upon topics ranging from cleanliness, safety, healthy food options, to feelings of inclusivity in HRE spaces. Combined survey scores revealed that 80% of students (end-of-year n = 761, mid-year n=228) “agreed/strongly agreed” that “the HRE environment is inclusive to their identities”. Although the results exceeded the criteria for success for the outcome, the program noted: “Further analysis revealed that 11 students who selected ‘prefer not to disclose’ for their gender identity felt that housing was significantly less inclusive of their identities than those who identify as men or women. Similarly, students who identified as Black/African American felt that housing was significantly less inclusive of their identities.” Disaggregation of other student self-reported identities did not reveal any additional significant differences. In response to the data, HRE plans to further assess the gap in feelings of inclusivity based on students’ self-reported gender and race/ethnicity demographic identities to help address their specific needs. In addition, HRE plans to optimize its measures to better capture issues of inclusivity via additional survey questions, and other new assessment measures throughout the HRE experience. An immediate strategy to support inclusivity is HRE’s plan to open “Ujima Community”, a Black Student Themed Community in Fall 2021.

#### **College of Health and Human Development – Counseling, M.S.**

In 2019-20, Counseling MS assessed an important SLO on Diversity Awareness and Sensitivity using multiple measures and multiple points in the curriculum to capture students’ ability to “demonstrate awareness of the major cultural influences on human behavior, how those intersect with the mental health of their clients, and how they influence their own perceptions and biases regarding clients”. Five direct measures, plus an indirect measure, were used to assess students’ mastery of the outcome near the beginning and the end of the curriculum. Measures included signature assignments, instructor and supervisor fieldwork ratings, disposition and professionalism ratings, and students’ self-reported attitudes and perceptions related to diversity awareness. Students performed well across all measures, both at beginning and advanced stages of the program. The data suggested that the program is admitting students with the desired counselor dispositions and that their learning deepens over time in the program. The program incorporated qualitative data regarding “suggestions for change”, collected from advanced students in summer 2020, into their continuous improvement plan. Faculty have met with students in social justice forums and have made substantive changes to some courses. Additionally, the program is in the process of training and reevaluating its approaches to teaching.

## Best Practices

Many examples of “best practices” were observed in the review of the AY 19-20 assessment reports, a small number of which are briefly described here. More examples may be viewed at <http://www.fullerton.edu/data/assessment/showcase/> and are also shared at the annual University Assessment Forum.

## Step 2: Methods & Measures

Measures should be **valid** and **reliable**. The units are encouraged to use both **direct** and **indirect** measures where appropriate.

## Academic Programs - Writing Across the Curriculum

Writing Across the Curriculum (WAC) collaborates with departments and units across campus to create and improve WAC-informed programs that support student writing proficiency. Supporting this effort, in 2019-20, WAC assessed its “Professional Development” performance outcome, which seeks to ensure that “faculty, staff, and administrators who participate in WAC professional development programs apply WAC best practices to their academic work.” WAC offers Workshops and Guest Speaker Events to assist faculty efforts to incorporate writing into their classes. Using post-event/workshop surveys and post-academic year surveys, participants were asked to rate the usefulness and effectiveness of each event/workshop, as well as the likelihood of applying learning to their academic practice. Post-workshop surveys show that 100% of respondents found online WAC workshops either “useful” or “very useful”, and 93% reported them as “effective” or “very effective.” Surveys following guest speaker events indicated that 100% of attendees perceived it to be “useful” or “very useful,” with 98% reporting they were likely to “use a theory or strategy [they] learned.” The post-academic year survey (sent to participants who had attended at least one 2019-20 WAC event) showed that 85% of the respondents had already applied WAC practices to their academic work. Due to the success of the online workshop format, WAC is committed to creating additional online workshops to increase faculty participation.

## Step 1: Outcomes

Sound outcomes are **specific, clear, concise, measurable** and **sustainable** for the unit.

## College of Humanities and Social Sciences – French, B.A.

Students were assessed on their ability to “communicate orally and in writing in the target language in an effective and culturally-appropriate manner, in a variety of academic, social, and professional circumstances” through embedded measures in a senior seminar. Specifically, student research papers were scored using a homegrown rubric. To ensure inter-rater reliability, the French faculty underwent norming exercises for using the rubric, a best practice when using rubrics. Of the twenty-four papers assessed, 88% were rated as “exemplary” or “satisfactory”. Although the results met the program’s criteria for success, the program examined score distribution to identify additional areas for improvement. Informed by results, the program is determined to explore remediation for those students who earned “unsatisfactory”, and will look for ways to increase the percentage of students scoring at the “exemplary” level. To do so, the program plans to develop pedagogical approaches and feedback that help French majors reach a near-native level of written and oral communication. Further, the program will consider using other instruments, such as capstone projects, to assess the learning outcome in future cycles.

## College of Business and Economics – Business Administration, B.A.

Students were assessed for writing skills in 2019-20. As a direct measure, pre-testing in BUAD 301 and post-testing in MGMT 449 took place using an essay question on the final exam across multiple sections of the course. Student responses on an exit survey were used as an indirect measure for the outcome. For the direct measure, Business Communication faculty who were not the instructors of record for BUAD 301 or MGMT 449 reviewed student essay question responses using a specialized rubric. Each response was read twice, and split scores were reviewed by an assessment coordinator. Areas examined in the rubric included Content (case information), Literacy (grammar), Strategy (logic), and Writing Style (appropriate business voice). Out of a 5-point scale, 40% of students scored 3 or higher overall in the pre-test in BUAD 301, while 46% scored such in the post-test in MGMT 449. For the exit survey, approximately 600 students responded with an average rating of 3.2 (out of 4), indicating positive perceptions of achievement of the outcome. The program determined the 6 percentage point increase between pre- and post-test to be statistically insignificant, but the overall results did not meet the criteria for success (75% at 3 or higher). Assessment results were shared with Business Administration faculty. Faculty called for additional student work in preparing summaries, and the production of a video to support instruction. Improvement to the assessment process will also take place, including providing additional training to faculty reviewers to improve inter-rater reliability, as the program noticed some scoring inconsistencies.

## Step 3: Criteria for Success

Every measure should have a **predetermined** criterion for success that sets **sufficiently high** performance expectations.

## Step 4: Data Collection & Analysis

The units are encouraged to document **sufficient details** of data collection and analysis, particularly important information such as sampling strategies and rubric calibration.

### Student Affairs – Male Success Initiative

The Male Success Initiative (MSI-Fullerton) supports students through the MSI Scholars and Fellows program by “providing tailored programming services that empower men of color with the skills and knowledge needed to foster success through their academic journey”, by providing students with “an environment that fosters sense of belonging”. MSI-Fullerton has developed assessment outcomes to track brothers’ development of life skills, as well as to evaluate the overall impact of its services. MSI brothers attend academic counseling during their first year at CSUF that focus on key life skills, including academic, personal, and co-curricular/social skills, accountability, emotional wellbeing, and ability to establish a sense of brotherhood. MSI brothers attend a variety of events, which cover topics on self-awareness, communication, critical thinking, problem solving skills, and network opportunities. In fall 2019, the program hosted a “Brother to Brother” Retreat (B2B) administering a post-survey to collect students’ experiences. Out of 23 respondents, 100% rated their sense of brotherhood while attending the retreat as “good” or “excellent”, while 91% “agreed” or “strongly agreed” that their participation increased their sense of belonging at CSUF. Furthermore, 91% “agreed” or “strongly agreed” that they plan to utilize MSI-Fullerton support services to continue and graduate from CSUF. MSI-Fullerton plans to expand its use of post-survey to all events to capture information that will improve the program and meet the participant needs.

### College of Natural Sciences and Mathematics – Chemistry, B.S.

Noting the importance of “representational competence to the initiation of novices into the community of chemists and biochemists”, the Department of Chemistry and Biochemistry assessed the student learning outcome that measures students’ ability to “explain the various ways that chemists represent and test chemical knowledge in models, theories, mathematical relationships and symbolic notations”. The assessment committee adapted an external instrument by choosing twelve items that represent common representations used in chemistry and biochemistry and administered the instrument to all Chemistry BS students eligible for spring 2020 graduation. Although the response rate was low (n=11), possibly due to the quick transition to virtual instruction, 69% of the items on average were answered correctly, with individual student scores ranging from 50% to 83%. While the results met the program’s criteria for success, the department identified four items for follow-up that received a mean percent score of 20% or lower. The assessment committee tied the results directly to their action plan, suggested steps to improve students’ ability related to these four low-performing items, and made recommendations to the rest of the faculty at the final department meeting of the year.

### College of Education – Education M.S. (Literacy and Reading)

Student Learning Outcome “Reflective and Responsive” supports the Department of Literacy and Reading Education’s commitment to “developing literacy professionals with the skills, dispositions and knowledge necessary to advance just, equitable, and inclusive education, make informed decisions, participate in collaborative endeavors, and think critically and creatively”. In 2019-20, students were assessed via a unit-wide diversity assignment whereby students carried out a qualitative case study that requires them to “provide a critical link between theoretical/conceptual discussions of emergent bilingualism with practical classroom and school-wide implications”. Results revealed that 100% of students performed “at expectation”. Exit and year-out surveys were also used to assess for the outcome, with questions revolving around social justice, diversity, and inclusiveness, as well as students’ approach in their literacy instruction and pedagogy. Survey results revealed that 100% of respondents felt that the program provided them with opportunities to examine their “role in schools through the lens of just, equitable, and inclusive education”, and prepared them to “advance just, equitable, and inclusive education”. Although the criteria for success were met for both measures, additional analysis of the exit survey revealed three areas of “Leadership Preparation” that could be further improved. Among several action items, the program plans to create a Professional Learning Community (PLC) of graduate faculty to focus on leadership development, and to revisit the curriculum, readings, and assignments for the READ 585 “Leadership” course with additional support for adjunct faculty who teach the course.

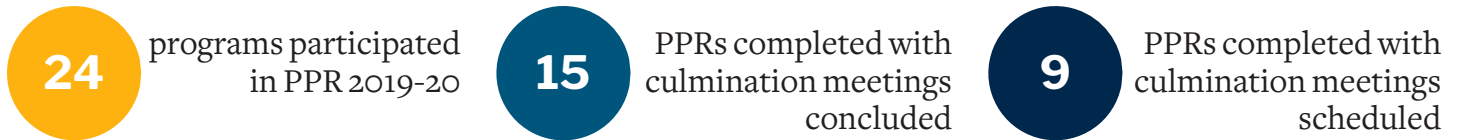
## Step 5: Improvement Actions

**Improvement** is the ultimate purpose of assessment. Assessment findings should be discussed among faculty and staff to develop and implement improvement actions. The unit should also consider how to capture the **impact** of the improvement actions.

## Program Performance Review

Program performance review (PPR) serves both as a reflective assessment and forward-looking, evidence-based planning tool that can guide an academic unit’s strategic actions and strengthen its capacity to implement program improvements. All academic programs complete the PPR process once at least every seven years. The assessment of student learning outcomes is an important component of this process.

The PPR process begins with the preparation of 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. Details about the PPR process, including the guidelines and schedule, can be found at <http://www.fullerton.edu/data/quality/ppr/>.



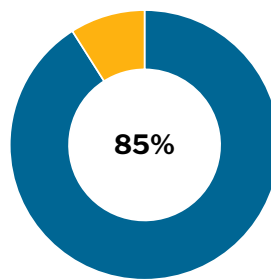
The thorough nature of PPRs provides opportunities to assess the university’s general state of operation. Each year, PPR documents are analyzed by the Office of Assessment and Institutional Effectiveness to identify common themes that apply to a significant portion of the programs reviewed. These themes are organized into commendations, recommendations, and resource requests. As shown below, reflected in the themes for AY 2019-20, PPRs are a strong presence of curriculum, diversity and inclusion, enrollment management, faculty and staff commitment, program reputation, and student success and satisfaction as strengths of the programs. The most prevalent recommendations were in the areas of curriculum improvements, enrollment management, faculty recruitment, faculty support, and marketing and outreach. The presence of curriculum and enrollment management in both strengths and areas for improvement highlights the importance of these areas in an academic program’s operation, and the program’s continuous efforts to perfect them. Themes emerging in terms of “resource requests” concentrated on issues of a budgetary nature and equipment/facilities.

### 2019-20 PPR Themes

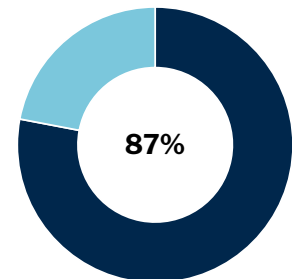
Commendations	Recommendations	Resource Requests
Curriculum	Curriculum Improvements	Budgetary
Diversity and Inclusion	Enrollment Management	Equipment/Facilities
Enrollment Management	Faculty Recruitment	
Faculty/Staff Commitment	Faculty Support	
Program Reputation	Marketing and Outreach	
Student Success/Satisfaction		

## Summary

CSUF’s progress toward a sustainable campus-wide assessment infrastructure continued in AY 19-20. Both academic programs and operational units continued examining student learning, student experiences, faculty/staff satisfaction, and operational efficiency through thoughtful and sophisticated assessment processes. The observed increase in the percentage of programs/units that appropriately engaged with “Step 5 – Improvement actions” perhaps hints at a “sense of maturity” for assessment at the overall university level. For a large institution, the wide participation of diverse faculty/staff in assessment at all levels of the university is particularly exciting. Accompanying these promising statistics is the positive perception of assessment on campus. Although the annual University Assessment Forum was not held in 2020 due to the pandemic, in spring 2019, participants were asked to rate whether CSUF has a sustainable assessment process and whether it has an assessment-friendly culture. The responses from more than 74 participants clearly indicated the continuation of a positive culture of assessment at CSUF (see details at <http://www.fullerton.edu/data/workshops/>).



of participants agreed that the university has a **sustainable assessment process**



of participants agreed that the university has an **assessment-friendly campus culture**

## Next Steps

The assessment process continues to stabilize and deepen at CSUF. The AY 19-20 assessment report indicated campus-wide commitment and engagement in using data to improve teaching, learning, and operation. As the campus strives to reach the Graduation Initiative 2025 goals, the assessment process ensures that student learning and experiences remain equally prominent in the discussion of indicators of student success. With a network of assessment savvy faculty/staff and a culture of data-informed decision making, it is our hope that our students will graduate not only in a timely manner but also with the knowledge and skills that will position them well for future success.



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## Acknowledgment

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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 of the senate's Assessment and Educational Effectiveness Committee and the GE Committee to promote assessment as a top priority on campus.

For questions or comments, please contact the *Office of Assessment and Institutional Effectiveness* at [data@fullerton.edu](mailto:data@fullerton.edu).

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