CALIFORNIA STATE UNIVERSITY
FULLERTON™

2015-16 University Assessment Report

The 2015-2016 academic year is one of stabilization and expansion of assessment at California State University, Fullerton. Faculty, staff, and administrators are actively engaged in assessment activities to examine how students learn inside and outside the classrooms, how faculty and staff are supported by various campus services, and how the university is advancing toward its strategic goals through coordinated efforts.

At CSUF, assessment is a campus-wide endeavor, involving curricular, co-curricular, and administrative units. While all units follow the same six-step assessment process in developing and implementing their assessment plans, each unit has full control over its outcomes, methods, data interpretation, and improvement actions. The university coordinates the assessment activities through alignment of outcomes at multiple levels - program/unit, college/division, and the university as a whole.

The findings of each unit's assessment effort are documented in the annual assessment reports, which were collected on June 30, 2016, for non-academic units and on November 15, 2016, for academic units. The two different reporting dates are intended to align with the natural operation cycles of the different units and are the result of an assessment of the university assessment process in previous years. The individual units' assessment reports are carefully reviewed by a team of Assessment Liaisons who represent the diverse colleges, divisions, and units on campus. The University Assessment Report thus is the outcome of the Assessment Liaisons' reviews. It provides a summary of the individual units' reports and describes the status of assessment across the university.
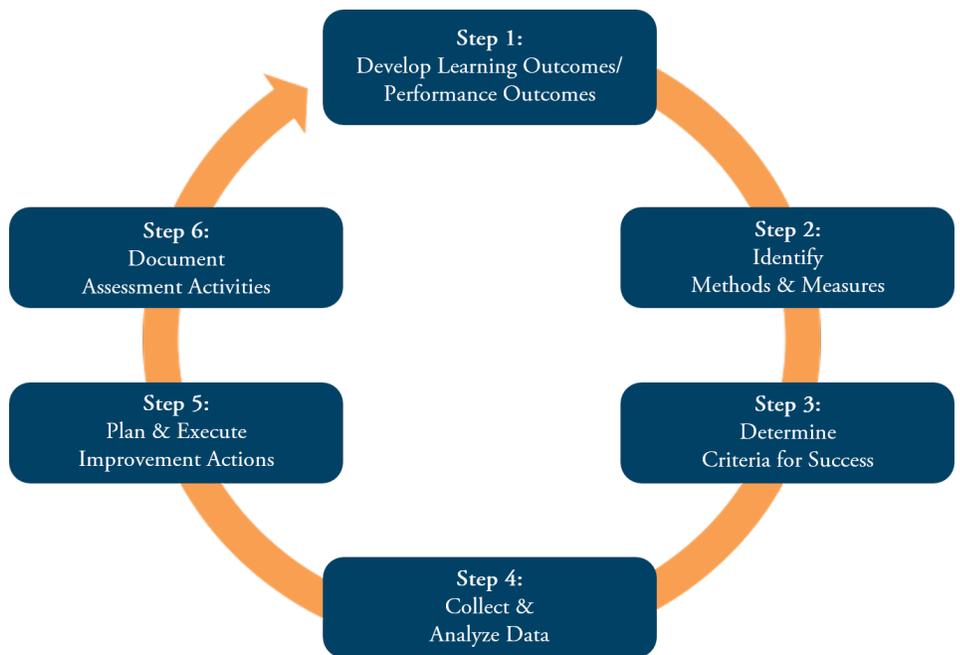
Assessment Structure

Principles

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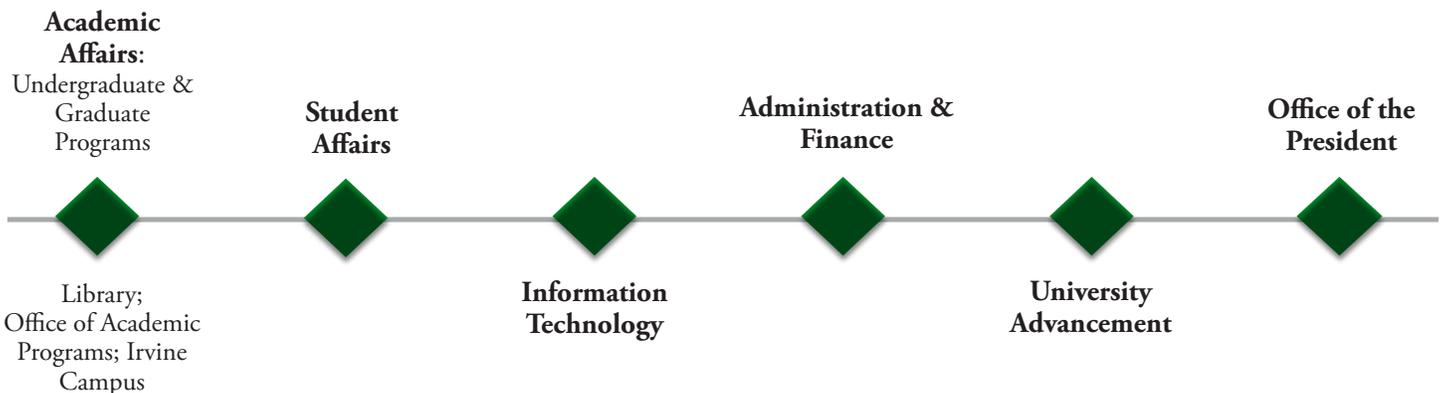
Process

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

Platform

Assessment at CSUF is documented through an online management system, *Compliance Assist.*

Six-Step Assessment Process

Step 1: Develop Learning Outcomes/Performance Outcomes

Step 2: Identify Methods & Measures

Step 3: Determine Criteria for Success

Step 4: Collect & Analyze Data

Step 5: Plan & Execute Improvement Actions

Step 6: Document Assessment Activities

Assessment is a campus-wide endeavor at CSUF.

Academic Affairs: Undergraduate & Graduate Programs

Student Affairs

Administration & Finance

Office of the President

Library; Office of Academic Programs; Irvine Campus

Information Technology

University Advancement

📊 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.

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IT

Ioakim Boutakidis
HHD

Greg Childers
NSM

Mary Clark
Administration & Finance

Teresa Crawford
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UEE/IPGE

Doug Swanson
COMM

Frances Teves
University Advancement

Binod Tiwari
ECS

Lisa Tran
HSS

Steve Walk
Irvine

Support

Multiple professional development opportunities were provided in AY 15-16 to help faculty and staff develop expertise related to assessment.

25 Workshops

504 Participants

96%

of participants rated the workshops as "useful" or "very useful"

Resources

A dedicated website (www.fullerton.edu/assessment) 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 depository for evidence that demonstrates CSUF's commitment to quality, including assessment "showcases" that highlight best practices on campus, summary results of institution-level assessment, and relevant documents that demonstrate the transparency of various quality assurance processes.

The assessment website has been designated as a "**Featured Website**" by the National Institute for Learning Outcomes Assessment, for clear communication and comprehensiveness.

Dissemination

In addition to internal communication, faculty, staff, and administrators shared our assessment efforts and findings with external colleagues to disseminate positive experiences and gain constructive feedback. In AY 15-16, the Office of Assessment and Educational Effectiveness alone delivered nine presentations at regional and national conferences. An article analyzing the different assessment practices in four of our disciplines, co-authored by faculty, staff, and administrators, was recently published in the American Educational Research Association's *AERA Open* journal.

National Institute for Learning Outcomes Assessment
FEATURED WEBSITE

Assessment Status

A total of **152** units, 117 academic units (degree programs and applicable concentrations) and 35 non-academic units, submitted an AY 15-16 annual assessment report through Compliance Assist. This equates to **99%** of the units in the five divisions that participate in assessment, reflecting a **20% increase** over AY 14-15. With graduate programs coming on board for assessment in AY 15-16, the **10% increase** in assessment report submission for academic units is particularly impressive. The non-academic units also made an impressive improvement from a report submission rate of 63% to **100%**.
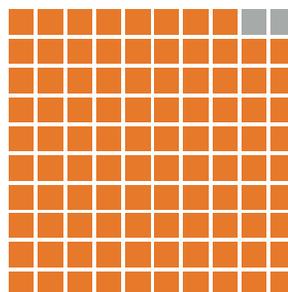
99%
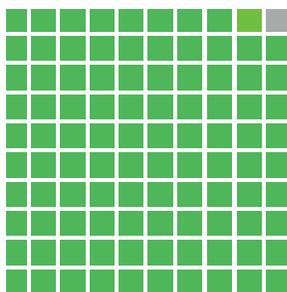
University-wide
Report Submission Rate
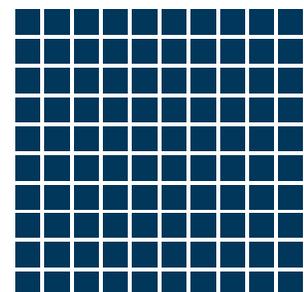20% Increase from AY 14-15

98%

Academic Units
Report Submission Rate
10% Increase from AY 14-15

100%

Non-Academic Units
Report Submission Rate
37% Increase from AY 14-15

Outcomes Overview

Assessment at CSUF is a campus-wide endeavor. While the undergraduate and graduate degree programs primarily focus on Student Learning Outcomes, the non-academic 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.

Since the degree programs make up the majority of the units participating in assessment, 90% of the outcomes reported are Student Learning Outcomes. Many of the programs/units surpassed the minimum assessment requirement — nearly 50% of the reported outcomes were assessed in AY 15-16. Among these assessed outcomes, a significant portion (79%) of them were "met."
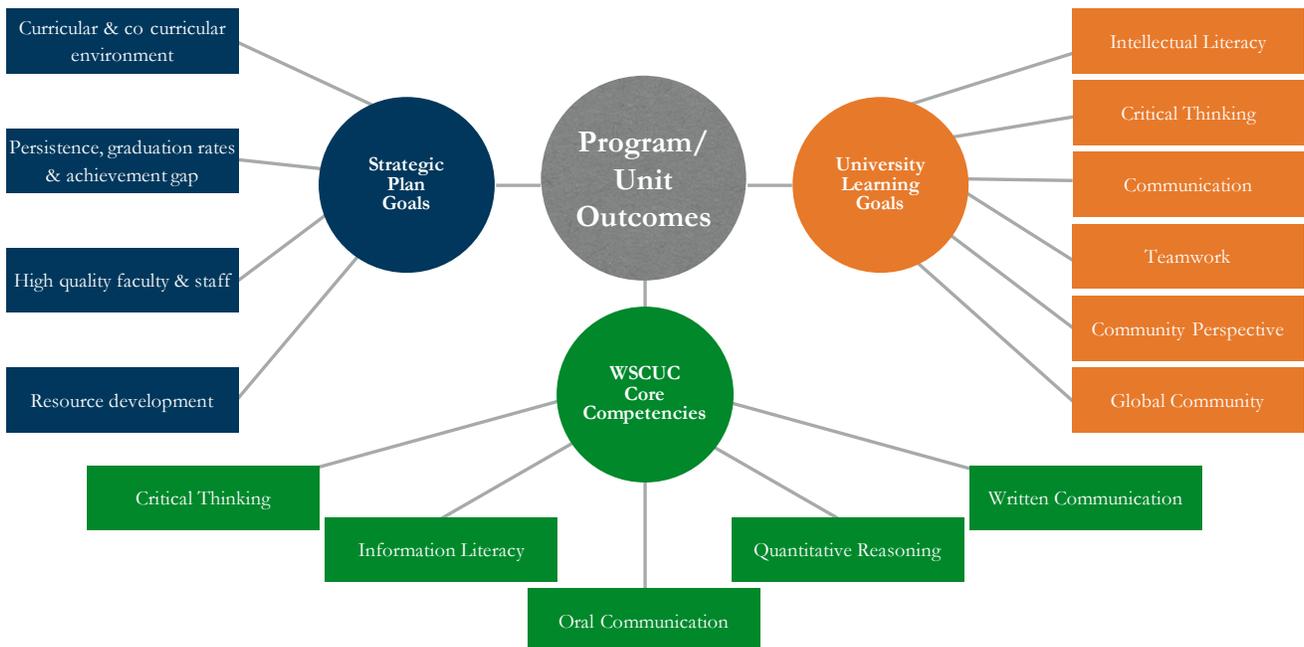
90% of the reported outcomes are Student Learning Outcomes.

678 Outcomes reported

- Learning Outcomes
- Performance Outcomes

79% of the assessed outcomes are met in AY 15-16.

330 Outcomes assessed in AY 15-16

- Assessed and Met
- Assessed and Not Met
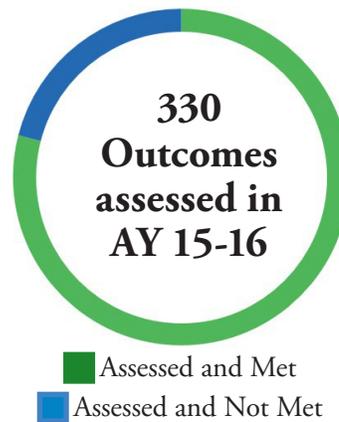
The university coordinates and integrates assessment activities of individual programs/units through alignment of outcomes at multiple levels — program/unit, college/division, and the university as a whole. A program or unit's outcomes, both Student Learning Outcomes and Performance Outcomes, are aligned with the university Strategic Plan Goals, the University Learning Goals, and the WSCUC Core Competencies, where applicable. It is reasonable to expect the Student Learning Outcomes to align closely with the University Learning Goals. The WSCUC Core Competencies are currently only required for undergraduate programs.

Curricular & co curricular environment

Persistence, graduation rates & achievement gap

High quality faculty & staff

Resource development

Strategic Plan Goals

Program/ Unit Outcomes

University 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 is the focus of most outcomes.

A **Majority** of the assessed outcomes aligned with each SPG are "Met."

Strategic Plan Goal	Aligned Outcomes	Percent "Assessed and Met"
SPG 1 Curricular & co-curricular environment	**259**	SPG1 — 76%
SPG 2 Persistence, graduation rates & achievement gap	**28**	SPG2 — 70%
SPG 3 High quality faculty & staff	**5**	SPG3 — 100%
SPG 4 Resource development	**5**	SPG4 — 75%

Alignment with University 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"
ULG 1 Intellectual literacy	**170**	ULG1 — 85%
ULG 2 Critical thinking	**152**	ULG2 — 84%
ULG 3 Communication	**101**	ULG3 — 74%
ULG 4 Teamwork	**55**	ULG4 — 100%
ULG 5 Community perspective	**52**	ULG5 — 86%
ULG 6 Global Community	**39**	ULG6 — 85%

Alignment with WSCUC Core Competencies

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."

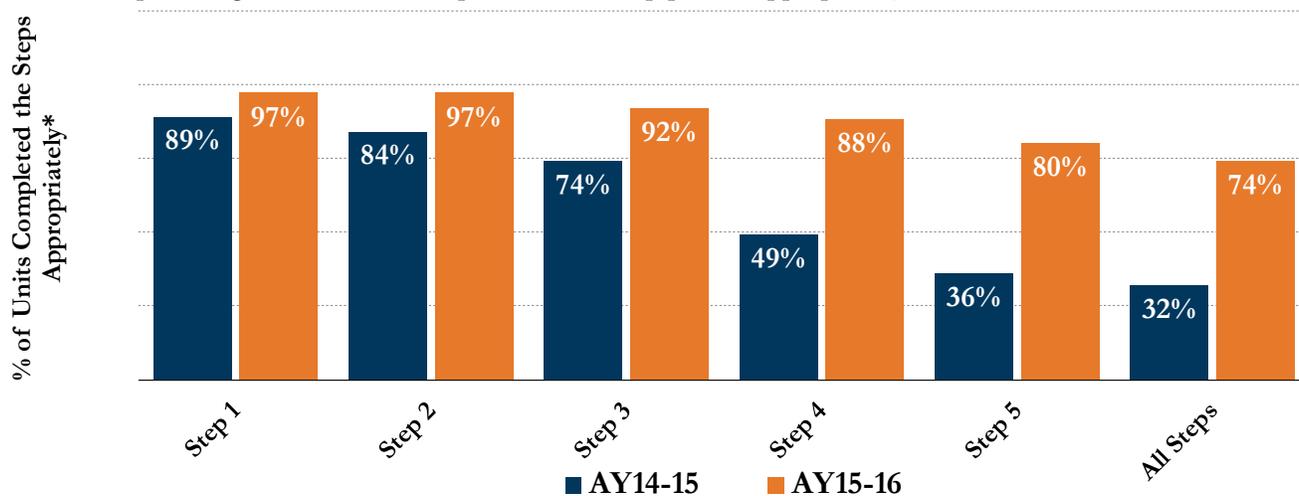| Core Competency	Aligned Outcomes	Percent "Assessed and Met"
● Critical Thinking	209	Critical Thinking — 83%
● Information Literacy	165	Information Literacy — 88%
● Oral Communication	96	Oral Communication — 80%
● Quantitative Reasoning	96	Quantitative Reasoning — 76%
● Written Communication	136	Written Communication — 77%

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 (Appendix) was used to ensure consistency among the reviewers. The rubric examines important issues for each of the six steps of the assessment process. Example issues include 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") to each of the rubric criteria and constructive feedback to elaborate. Feedback was distributed back to the individual programs/units for their consideration as they further enhance their assessment practice.

Significant improvement was observed in all steps of the assessment process. The percentage of units that completed the six-step process appropriately **more than doubled**.

% of Units Completed the Steps Appropriately*

	Step 1	Step 2	Step 3	Step 4	Step 5	All Steps
AY14-15	89%	84%	74%	49%	36%	32%
AY15-16	97%	97%	92%	88%	80%	74%

■ AY14-15   ■ AY15-16

*Based on simple feedback for rubric items 1.1, 2.2, 2.3, 3.1, 4.2, 5.1 & 5.2.   **Step 6 is inherently reflected in longitudinal data documented in Steps 4-5.

Best Practices

The percentage of programs/units that appropriately completed the six-step process **increased** from 32% in AY 14-15 **to 74%** in AY 15-16. This change demonstrates the university is moving from viewing assessment as a compliance task to engaging in high-quality assessment practices to improve teaching and learning. Many examples of "best practices" were observed in the review of the assessment reports, a small number of which are briefly described here. More examples may be viewed at http://www.fullerton.edu/assessment/showcase/ and are shared at the annual University Assessment Forum.

College of Education – Instructional Design and Technology, M.S.

The M.S. Instructional Design and Technology program provides graduate students with instruction that promotes the current use of technologies for teaching and learning. One student learning outcome for the program is to ensure that students work productively in team, group or collaborative settings to achieve common goals or purposes. Specifically, the program implemented discussion board forums as a means to increase communication among faculty and students. In addition, serving as a tool to support communication and community building, the discussion boards were also used as a source of assessment measure, where student collaboration discussions were scored using a standardized scoring rubric. The results confirmed that over 75% of students met or surpassed the collaboration outcome, but more importantly, the standardized rubric and grading criteria provided students with consistent quality and grading expectations. Even though the outcome was met, the assessment effort helped faculty identify the need to enhance video conference proficiency of the students. Thus, the program is working to provide students access to a video conferencing tool "Zoom," and to support their expertise development in using this tool in order to improve collaboration.

Step 2: Methods & Measures

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

College of Humanities and Social Sciences – American Studies, B.A.

For the B.A. American Studies program, it is important for students to gain an understanding of American cultural diversity that recognizes the historical construction and functioning of categories of identity such as race, ethnicity, gender, sexuality, class, or region. To examine whether students met this outcome, the program used an existing assignment that asked students to analyze a piece of evidence from a relevant cultural field in terms of the intersecting identities of race, class, gender, nation, region, religion, sexuality, generation, and/or other identity categories. The assignment was designed to require students to consider their chosen evidence within the framework of the diversity of U.S. culture while also paying attention to how identity categories change over time and how they function in individual and collective life. A 4-point rubric consisting of 3 criteria was used to score student assignments in AMST350, and multiple faculty scored the assignments to ensure inter-rater reliability. The results suggested that 84% of students met the expected performance standard, which is higher than the pre-determined criteria for success (i.e. 75%). Although the outcome was met, the faculty noticed that students seemed to struggle more with one of the rubric criteria, and thus determined to implement changes aimed at improving student performance on this criterion. The changes include enhancing the assignment prompt to clearly specify the expectations and providing students with multiple examples of scholarship in the class to provide more guidance.

College of the Arts – Dance, B.A.

Students in the B.A. Dance program are expected to adequately demonstrate the technique, performance skills and movement vocabulary required for performing artists. This outcome is assessed through a juried review at the annual Dance Major assessments, an existing practice for the curriculum. Previous year's assessment results pointed out that student performance was slightly lacking in the areas of Modern Application of Technique and Modern Self-expression. In AY 15-16, targeted solutions were implemented to address this issue, which included strengthened curriculum in the Ballet and Modern classes, a focused session on dancer efficiency of movement and muscular balance, and open studio time to address individual student needs. The AY15-16 assessment data demonstrated a remarkable positive change, with over 70% of students of all levels and over 90% of seniors meeting the expected performance level. The program is continuing the successful practices and also experimenting with new techniques such as using video technology in the classroom to allow the students to self-assess their areas of strength and weakness.

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.

College of Natural Sciences and Mathematics – Earth Science, B.A.

The ability to communicate geoscience concepts to peers and/or public both orally and in written format is one of the student learning outcomes for the B.A. Earth Science program. The program took advantage of the existing event – Research Day – as a venue to measure students' oral communication skills. Specifically, as a direct measure, faculty used a rubric to score senior students' poster presentations at Research Day; students also self-evaluated their learning through a survey as an indirect measure. Both measures indicated that 100% of students met the pre-determined criteria for success. The program concluded that the outcome was met, and the current instructional practices will continue to be implemented.

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

The B.A. Business Administration program requires students to demonstrate an understanding of each of the functional areas of business such as accounting, economics, finance, management, etc. To assess student learning of core concepts in these areas, the program used an externally developed standardized test developed by the CSU that tests student understanding in all relevant functional areas in business. The test allowed the program to examine CSUF students' understanding within business areas and to compare CSUF students' performance with that of other CSUs. Over 700 students enrolled in MGMT449 took the test in AY 15-16 and the results revealed that our students scored higher than the CSU average in most functional areas. The strongest outperforming areas for our students included International Business, Economics, and Marketing. The program also unpacked the results by concentrations to identify the strengths and weaknesses of different student groups. Based on the results, the faculty identified and took action in several areas of improvement, including further collaboration with other CSUs to refine the test questions, development of ways to encourage more student participation, and discussion among individual departments to enhance course content and consistency.

Student Affairs – Diversity Initiatives and Resources Centers

Diversity Initiatives and Resource Centers (DIRC), a unit in Student Affairs, sought to examine students' ability to articulate knowledge and awareness around cultures and identities by measuring the impact of its "Who Am I" workshop. Focusing on students enrolled in University 100, DIRC administered a survey for students to self-identify their assumptions of identity and culture. In AY 14-15, while 92% of survey respondents agreed with the statement "I understand why I need to challenge my own assumptions," the number of students who explicitly communicated the need to challenge their own assumptions were fewer than expected. The results motivated several changes to the workshop, e.g. focusing more on diversity and identity with an emphasis on culture, and the incorporation of a "speed dating" activity involving four rounds of questions on assumptions and identity challenges. The AY 15-16 survey demonstrated the positive impact of these changes, with students expressing a high level of satisfaction with the interactive activities and demonstrating a greater understanding of culture and identity. DIRC will continue the current workshop format, and in the meantime, explore other direct measures such as workshop facilitator observations.

Administration and Finance

The Division of Administration and Finance strives to support the university with effective and efficient business processes. In anticipation of implementing a new travel system, the AY 15-16 assessment effort focused on collecting baseline data on process efficiency by measuring the amount of time to process travel authorization and expense claims. They also collected qualitative data through surveys and focus groups. The results suggested factors such as errors on the paperwork and lack of clarity regarding workflow as sources of delay in the processing time. As a result, an electronic solution for travel authorization and expense claim is being designed and implemented, which will reduce data entry errors through auto-population, decrease processing time by streamlining the steps, and replace manual processes with a transparent solution.

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.
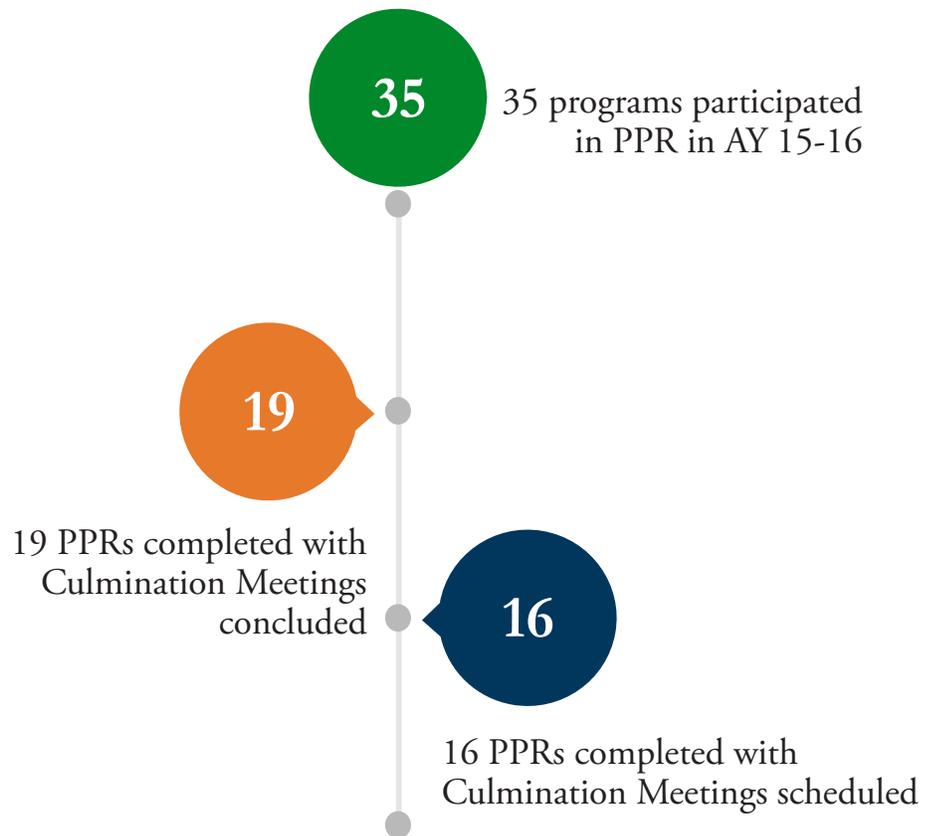
Program Performance Review

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 affect 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, the college, and the university. The entire process typically takes two academic years to complete. Details regarding the PPR process, including the guidelines and schedule, can be found at http://www.fullerton.edu/assessment/ programperformancereview/.

The thorough nature of PPRs makes them wonderful opportunities to assess the university's general state of operation. Each year, the PPR documents are reviewed and analyzed to identify common themes that apply to a significant portion of the programs reviewed. These themes are organized into three areas: Commendations, Recommendations, and Resource Requests.

As shown below, compared to AY 14-15 PPR themes, AY 15-16 PPRs included a stronger presence of High Impact Practices and faculty scholarly productivity as strengths of the programs. Commendations on best practices in areas of curriculum and assessment began to become prevalent. A decrease in themes for "recommendations" is observed across the board, including curriculum, assessment, advising, and faculty development. Class size management emerged as a new theme for "recommendations." Themes for "resource requests" concentrated on space issues. The need for faculty hiring was reduced.

35

35 programs participated in PPR in AY 15-16

19

19 PPRs completed with Culmination Meetings concluded

16

16 PPRs completed with Culmination Meetings scheduled

2015-16 PPR Themes

| Commendations	Recommendations	Resource Requests
Assessment	Advising	Faculty hiring
Curriculum	Assessment	Space addition & renovation
Faculty collegiality	Class size management	
Faculty scholarly productivity	Curriculum	
High Impact Practices	Faculty development	

Summary

CSUF has made tremendous progress in AY 15-16 to establish a solid foundation for a sustainable curricular and co-curricular assessment process. Assessment continues to be developed, implemented and utilized by faculty and staff across the university to advance student success, educational effectiveness, and operational efficiency. The significant increase in the number of participating units is encouraging and perhaps, more importantly, the improvement in the quality of execution of the six-step assessment process is noteworthy.

Accompanying these promising statistics is the positive perception of assessment on campus. At the annual University Assessment Forum in spring 2016, the 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 80 participants clearly indicated the beginning of a culture of assessment at CSUF.

79%
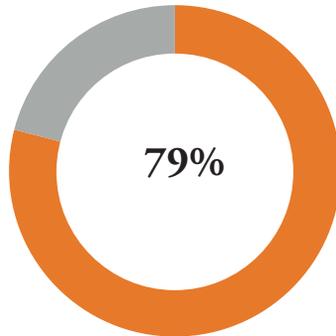
of participants agreed that the university has a **sustainable assessment process**

80%
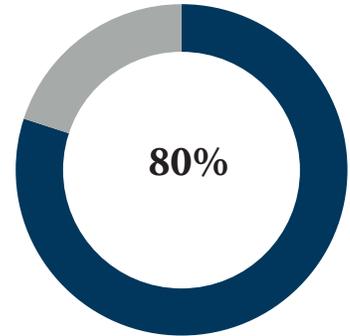
of participants agreed that the university has an **assessment-friendly campus culture**

Next Steps

The AY 15-16 assessment reports indicated that the assessment process and structure have been established at CSUF. The campus is now ready to move beyond a completion-focused mindset toward a quality-oriented approach. More effort moving forward will be spent on assisting faculty and staff refine their assessment processes through an exploration of new approaches, a sharpening of assessment expertise, and an intentional use of assessment to guide and improve practices.

EXPLORE
new outcomes, measures, and approaches to assessment

DEVELOP
sophisticated understanding of assessment techniques

ENSURE
intentional integration of assessment findings to "close the loop"

Acknowledgment

We would like to express sincere gratitude to the assessment liaisons for their hard work in reviewing the annual assessment reports and providing feedback to the individual units. Their review served 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 all the faculty, staff, and administrators for engaging in this important 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, the Office of Academic Programs, and the leadership team from all the colleges and divisions are instrumental in making assessment possible at CSUF.

We are also grateful for the continued effort of the senate's Assessment and Educational Effectiveness Committee to promote assessment as a top priority on campus.

For questions or comments, please contact the Office of Assessment and Educational Effectiveness at assessment@fullerton.edu.

Appendix

Feedback 2015-2016 Assessment Report

Department/Program: _____

Unit Number: _____

Review Team: _____

Step 1: Assessable Outcome

	Review Criteria	Simple Feedback	Comments
1.1	Are the outcomes viable?		
1.2	Are the outcomes learner/customer centered?		
1.3	Are the outcomes specific, clear, and concise?		
1.4	Are the outcomes measurable?		

Step 2: Identify Methods & Measures

	Review Criteria	Simple Feedback	Comments
2.1	Are the outcomes assessed with Embedded Measures?		
2.2	Are the outcomes assessed with Direct Measures?		
2.3	Are the outcomes assessed with Indirect Measures?		
2.4	Do the measures appear to be valid and reliable?		

Step 3: Criteria of Success

	Review Criteria	Simple Feedback	Comments
3.1	Does every method/measure have a predetermined criterion of success?		
3.2	Are the criteria of success appropriate?		

Step 4 (2015-2016): Data Collection and Analysis

	Review Criteria	Simple Feedback	Comments
4.1	Is there sufficient description of the data collection?		
4.2	Is there sufficient description of the data analysis procedures and results?		
4.3	Are the sample populations and sample sizes appropriate?		
4.4	(If used) Is the rubric calibrated?		

Step 5 (2015-2016): Improvement Actions

	Review Criteria	Simple Feedback	Comments
5.1	Are there any plans to use assessment results for improvements?		
5.2	Are there any actual improvements made based on the assessment results?		
5.3	Are there any plans to assess the impact of the improvement actions?		

6. General Comments

6.1	

* Outcomes retrieved from Compliance Assist 12/12/2016

Office of Assessment & Educational Effectiveness

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